

Teacher Edition with Student Worksheets

Grade

# Risk Watch® **K**



**An injury  
prevention  
program  
from NFPA**



## Getting Started

The *Risk Watch: Unintentional Injuries* Student Workbooks (kindergarten through grade six) are designed to supplement your injury prevention lessons. Each risk area includes a caregiver letter and three activity sheets. We hope this format makes it easy for you to download and print the worksheets you want to use with your students.

It's easy to use. Just click on the grade level you are teaching and you will find the eight topics. Student activity sheets and the caregiver letter can be found within the appropriate topic.

We have also included additional reproducible pages from *Risk Watch: Unintentional Injuries*. You will find the Knowledge Test, Test Score Summary Sheet, Caregiver Letters, Community Bulletins, *Risk Watch* Diploma, "Success" Incident Form, and Survey Form. Just select the item you would like to download and print.

These materials are copyrighted by NFPA. Duplication is intended for classroom use only.

This *Risk Watch*® *Student Workbook* is designed to accompany NFPA's *Risk Watch* curriculum, an exciting experiential-based curriculum that targets the #1 health threat to children aged 14 and under—unintentional injuries. A Home Letter and three worksheets are provided for each of the eight risk areas included in the program. Following a comprehensive lesson taught by the classroom teacher, the appropriate worksheets in the *Student Workbook* should be assigned to the student and the Home Letter sent home to the family.

The worksheets included in the *Student Workbook* have been developed to meet health, language arts, and math learning standards as well as reinforce basic skills found in state testing.

For the latest in *Risk Watch*, visit [www.riskwatch.org](http://www.riskwatch.org).

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American Academy of Pediatrics  
141 Northwest Point Blvd.  
P.O. Box 927  
Elk Grove Village, IL 60009-027  
<http://www.aap.org/>

American Association of Poison Control Centers  
3201 New Mexico Ave., NW, Suite 310  
Washington, DC 20016  
<http://www.aapcc.org/>

American Automobile Association  
625 North Michigan Ave.  
Suite 1530  
Chicago, IL 60611  
<http://www.aaa.com/>

American Red Cross  
8111 Gatehouse Road, 6th Floor  
Falls Church, VA 22042  
<http://www.redcross.org/>

Consumer Federation of America  
1424 16th St. NW, Suite 604  
Washington, DC 20036  
<http://www.consumerfed.org/>

Duke University Medical Center  
Emergency Department North  
Room 1662, Box 3096  
Durham, NC 27710  
<http://www.mc.duke.edu/>

Johns Hopkins University SHPH  
Faculty of Social/Behavioral Sciences  
624 North Broadway, Room 592  
Baltimore, MD 21205

Home Safety Council™  
P.O. Box 111, 1605 Curtis Bridge Drive  
Wilkesboro, NC 28697  
<http://www.homesafetycouncil.org>

Maternal and Child Health Bureau  
5600 Fishers Lane  
Parklawn Building, Room 18- A 39  
Rockville, MD 20857  
<http://www.mchb.hrsa.gov/>

National Center for Injury Prevention and Control  
Centers for Disease Control and Prevention  
4770 Buford Highway, NE, Mailstop K63  
Atlanta, GA 30341-3724  
<http://www.cdc.gov/>

National Highway Traffic Safety Administration  
Office of Occupant Protection  
400 Seventh St., SW, Rm. 5118, NTS-11  
Washington, DC 20590  
<http://www.nhtsa.dot.gov/>

National SAFE KIDS Campaign®  
1301 Pennsylvania Ave., NW  
Washington, DC 20004  
<http://www.safekids.org/>

National Safety Council  
Community Safety Division  
1121 Spring Lake Drive  
Itasca, IL 60143-3201  
<http://www.nsc.org/>

Sowers Associates  
National Consultants, Health and Safety Education  
1 Park Ave.  
Hampton, NH 03842

United States Consumer Product Safety Commission  
4330 East West Highway  
Bethesda, MD 20814  
<http://www.cpsc.gov/>

United States Fire Administration  
16825 S. Seton Ave., Building N300G  
Emmitsburg, MD 21727  
<http://www.usfa.fema.gov/>

University of Wisconsin  
Department of Pediatrics  
600 Highland Ave., H6/440  
Madison, WI 53792



Public Education Division  
One Batterymarch Park  
Quincy, MA 02169  
(617)984-7285  
fax (617)770-0200

Dear Parent or Caregiver:

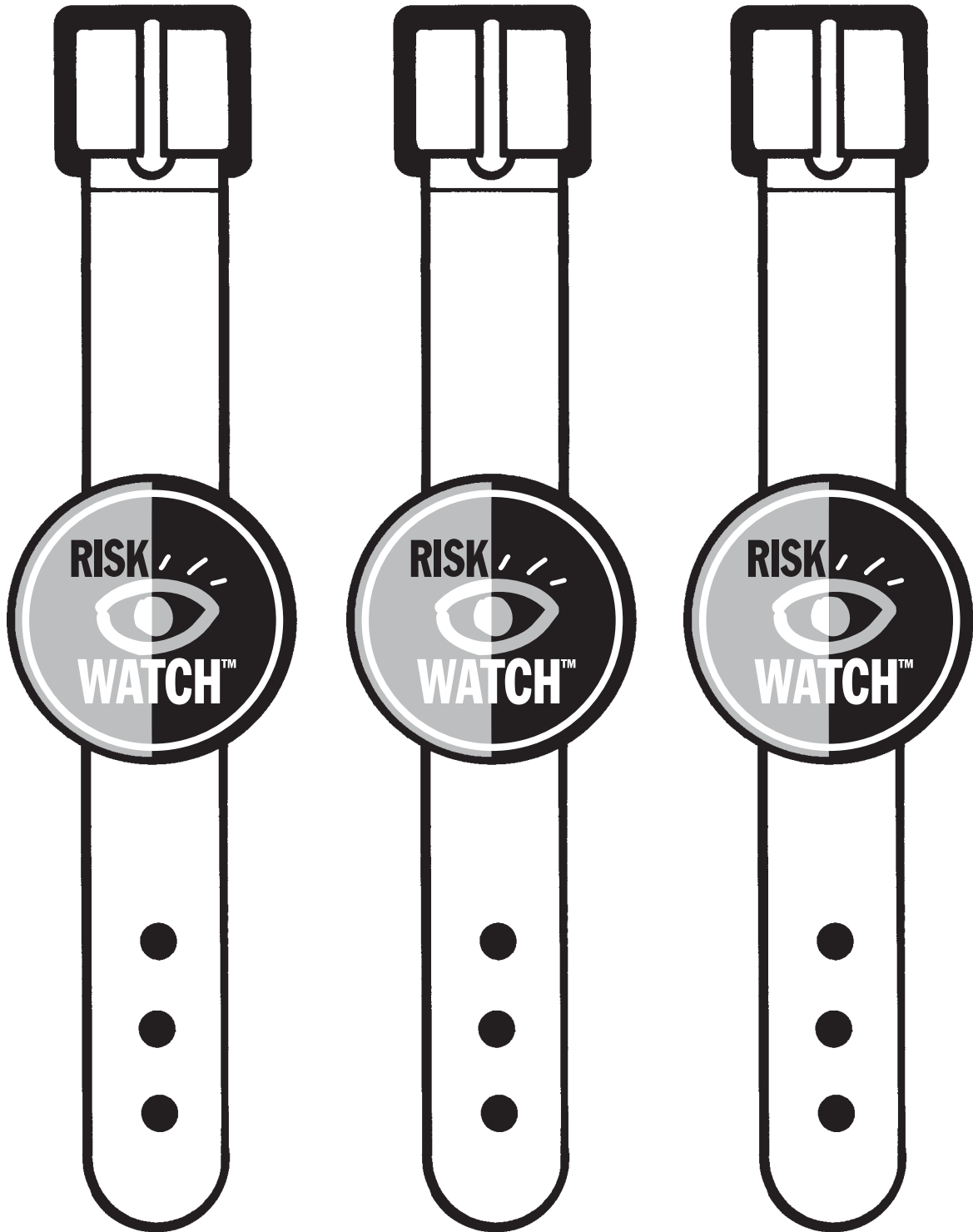
Our class is learning about injury prevention through an exciting program called *Risk Watch*<sup>®</sup>. Developed by the nonprofit National Fire Protection Association (NFPA) with co-funding from the Home Safety Council<sup>™</sup>, *Risk Watch* is a comprehensive curriculum designed to give children in preschool through grade eight the information and support they need to make positive choices about their personal safety and well-being. The program targets the top eight risk areas for this age group: motor vehicle safety; fire and burn prevention; choking, suffocation, and strangulation prevention; poisoning prevention; falls prevention; firearms injury prevention; bike and pedestrian safety; and water safety.

Why is it so important to teach kids about safety? Because each year more school-age children are disabled or die from unintentional injuries than from kidnapping, drugs, and disease combined. These are tragedies that affect not just the child and family, but his or her classmates, friends, and the community as a whole.

The good news is there's something we can all do. By teaching children how to recognize and avoid the things that put them most at risk, we can help them lead fuller and more productive lives. And as your child's primary caregiver, you can support this effort by setting a good example at home and by providing careful supervision of your children at all times. Visit the official *Risk Watch* Web site at [www.riskwatch.org](http://www.riskwatch.org) for more information for parents and kids.

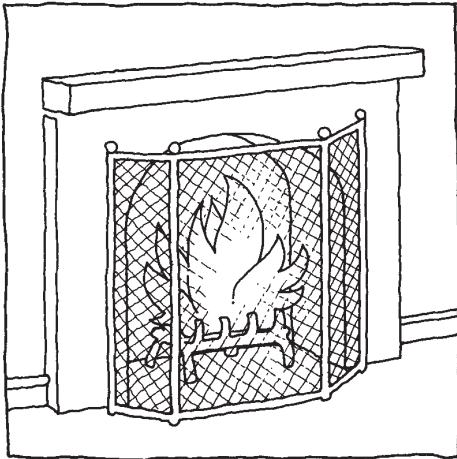
As a teacher, I'm committed to helping my students live up to their full potential. Keeping them safe is an important first step. I hope you'll help make safety a habit in your family by becoming "Risk Watchers" at home.

# Risk Watch® Wrist Watches

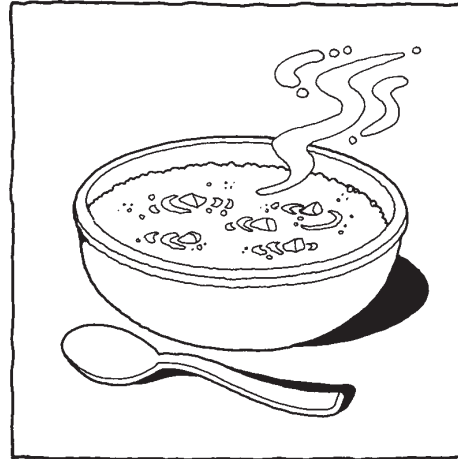


# Fire and Burn Prevention

## “Don’t Touch Hot Things” Worksheet



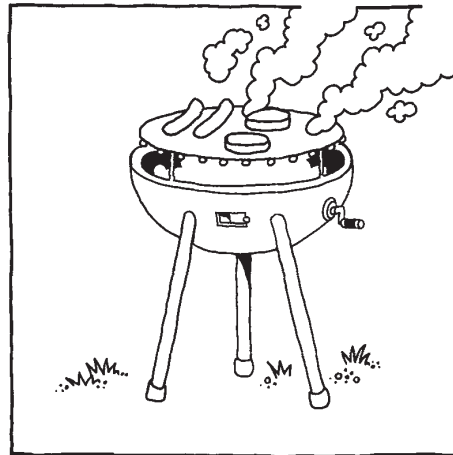
**Fire in fireplace**



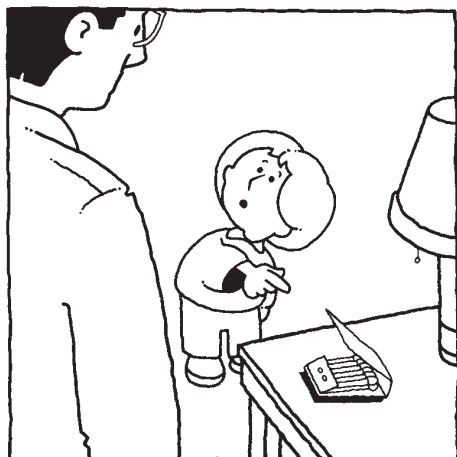
**Bowl of soup**



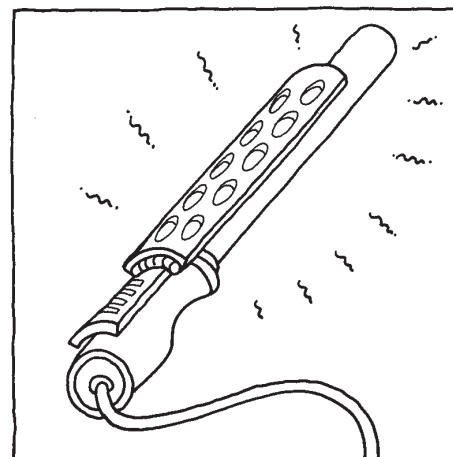
**Snowman**



**Barbecue grill**



**Matches**

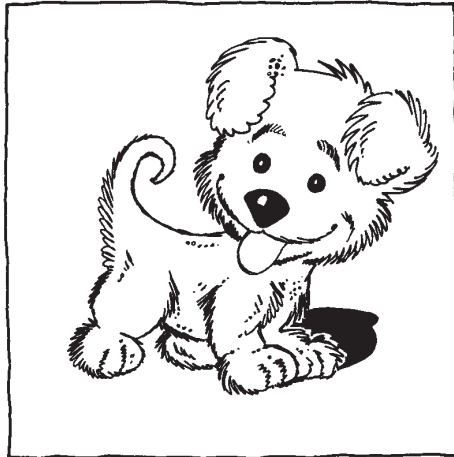


**Curling iron**

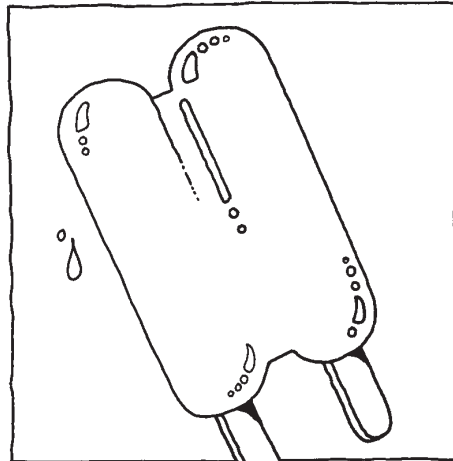


# Fire and Burn Prevention

## “Don’t Touch Hot Things” Worksheet



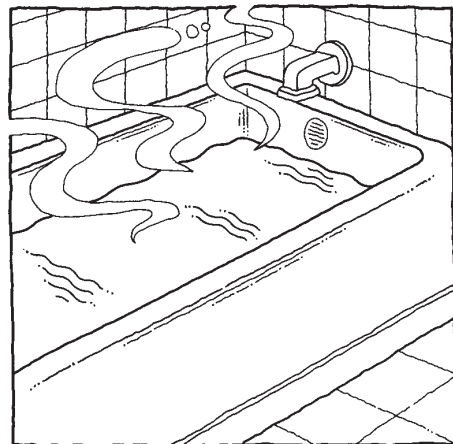
**Puppy dog**



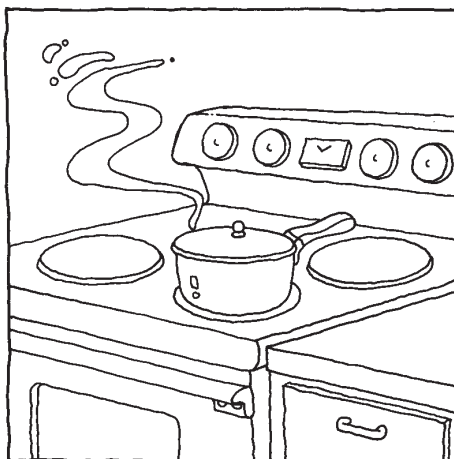
**Ice cream bar**



**Steaming coffee**



**Bath water**



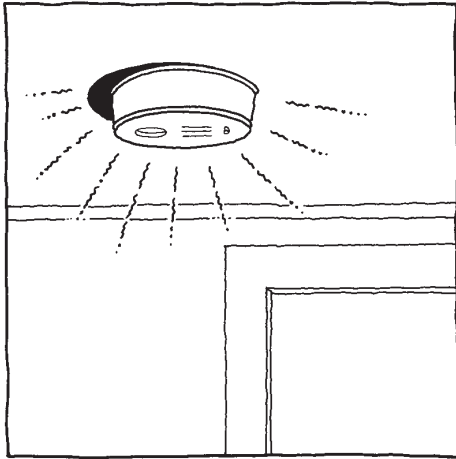
**Food on the stove**



**Glass of ice water**

# Fire and Burn Prevention

## Flannel Board Patterns



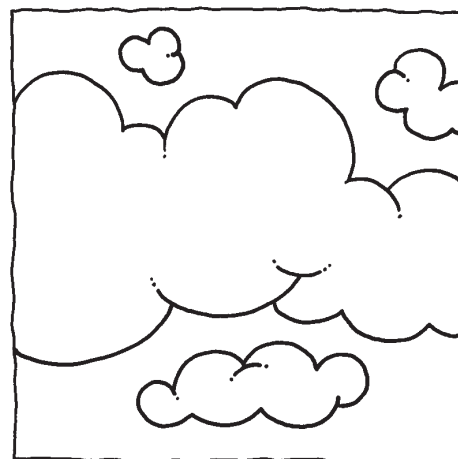
Smoke detector/alarm



Nose



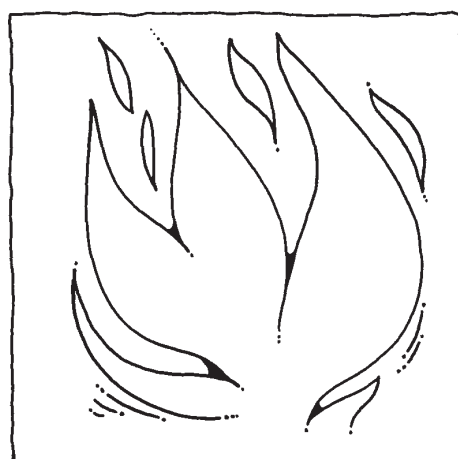
Mouth



Smoke



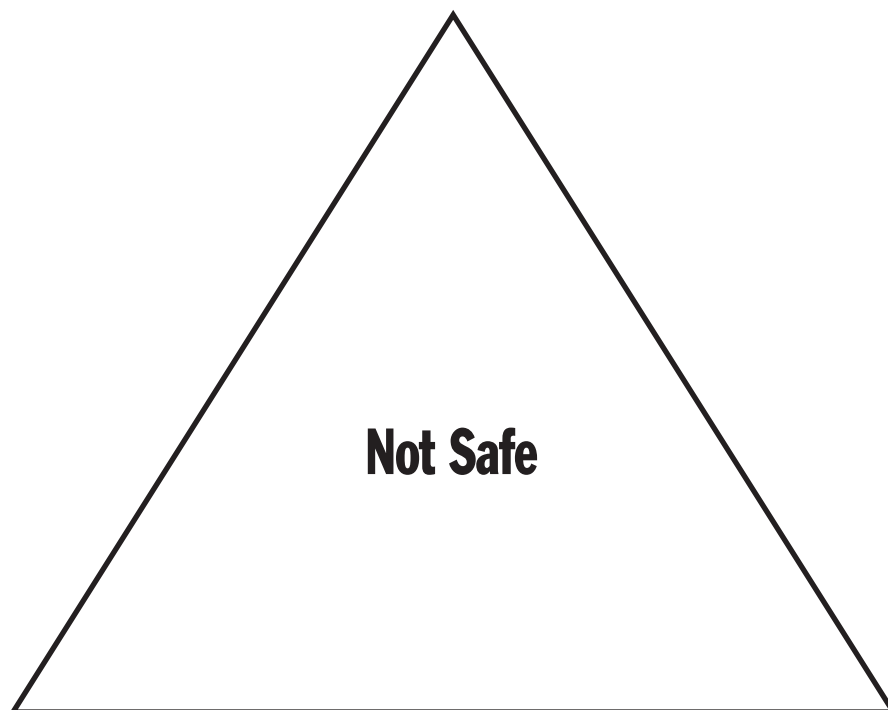
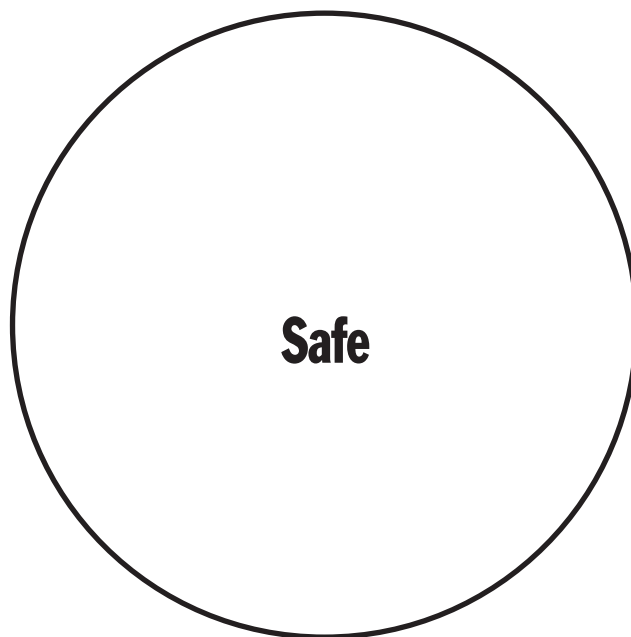
Girl



Flame

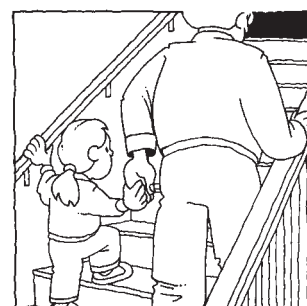
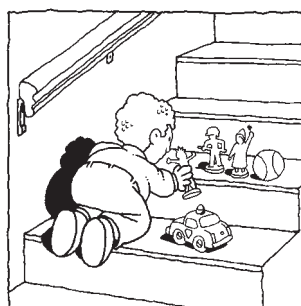
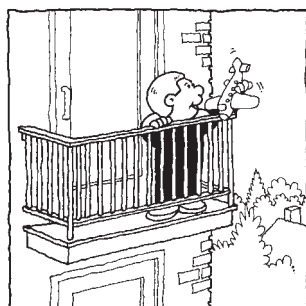
# Poison Prevention

## Safe, Not Safe Worksheet



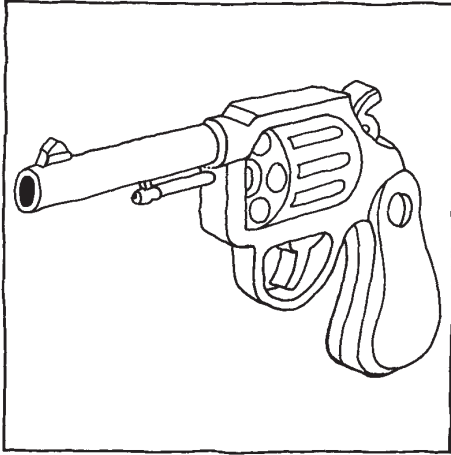
# Falls Prevention

## S is for Safety Worksheet

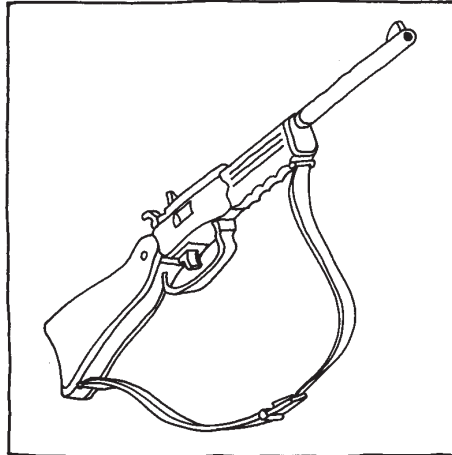


# Firearms Injury Prevention

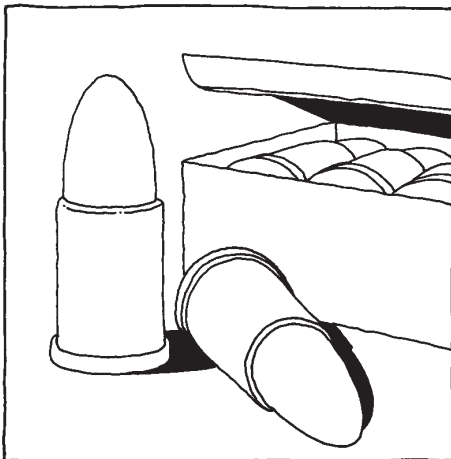
## Tell a Grown-Up Worksheet



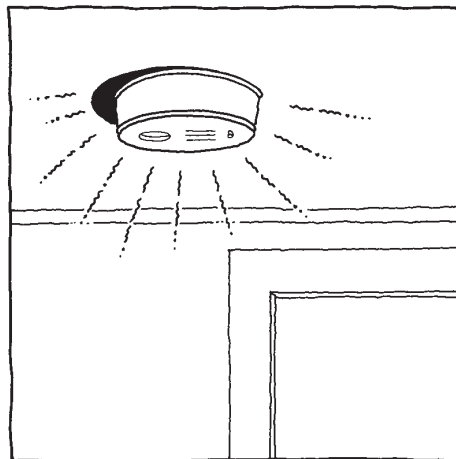
**Gun**



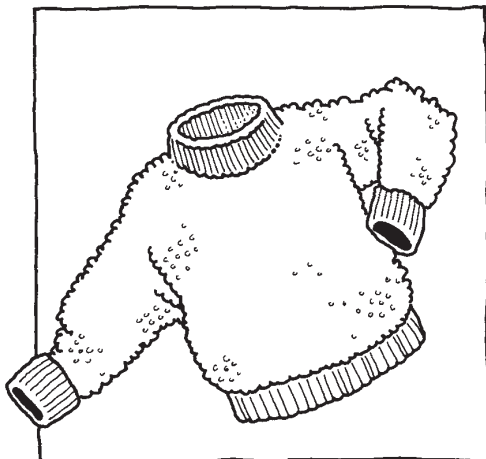
**Rifle**



**Ammunition**



**Smoke alarm**



**Sweater**



**Snowman**



# Motor Vehicle Safety

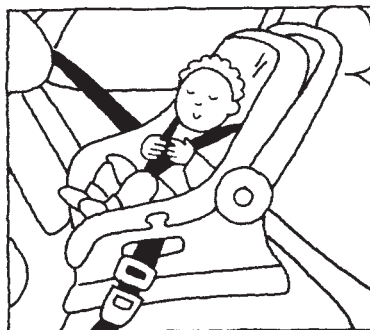


## Home Activity

### Practice school bus safety.

Take your child to the bus stop and practice how and where to stand while waiting for the school bus. Have the child tell the safety rule being followed. (Stand 5 giant steps from the curb.) Then, using a parked car as a bus, have your child show where the school bus danger zones are located (the front of the bus, the sides of the bus, and the rear of the bus).

Visit [www.riskwatch.org](http://www.riskwatch.org) or [www.sparky.org](http://www.sparky.org) for more information and activities.



Your child has been learning about the dangers presented by motor vehicles and school buses and the ways to be protected from injury. Motor vehicle crashes are the leading cause of unintentional injury and death for children aged 14 and under. In 2000, 1,654 children in the United States aged 14 and under died in motor vehicle crashes. About 55 percent of motor vehicle occupants aged 14 and under who were killed in fatal crashes in 2001, were unrestrained. An estimated 228,000 children aged 14 and under were injured in motor vehicle crashes. Some of these injuries involved brain and spinal cord damage, which can have a lifelong effect on the injured child.

Child restraint systems, such as infant seats, convertible seats, booster seats, and safety belts, however, can reduce the risk of death by up to 71 percent. Children weighing less than 40 pounds should ride in the back seat of the vehicle in a car seat that has an internal harness system. This type of seat should be used until the child's ears reach the top of the back of the safety seat and the shoulders are above the top strap slots, or until the upper weight limit of the seat is reached.

A belt-positioning booster seat should be used after a child outgrows an internal harness system car seat. A belt-positioning booster seat elevates the child to ensure a proper fit of the lap-shoulder safety belt. After the child reaches a weight of 80 pounds, and is approximately 58 inches tall, and has a sitting height of 29 inches, he or she can be properly restrained using only a lap-shoulder safety belt. For the lap-shoulder safety belt to work effectively, the shoulder belt should cross the collarbone and the center of the chest. The lap belt should fit low and tight across the upper thighs. Children cannot ride comfortably and remain properly restrained until they are tall enough for their knees to bend over the edge of the seat while their backs are resting firmly against the seat. All children 12 and under should ride in the back seat.

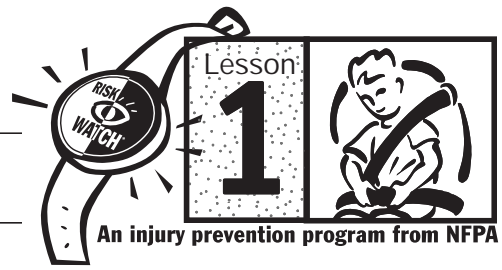
In addition, since many children ride a school bus at one time or another, it's important that they learn about school bus safety rules. Your child will be reviewing these rules in class.

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**Data sources:** Boost America!, National Center for Injury Prevention and Control, National Highway Traffic Safety Administration (NHTSA), National SAFE KIDS Campaign®.

Name \_\_\_\_\_

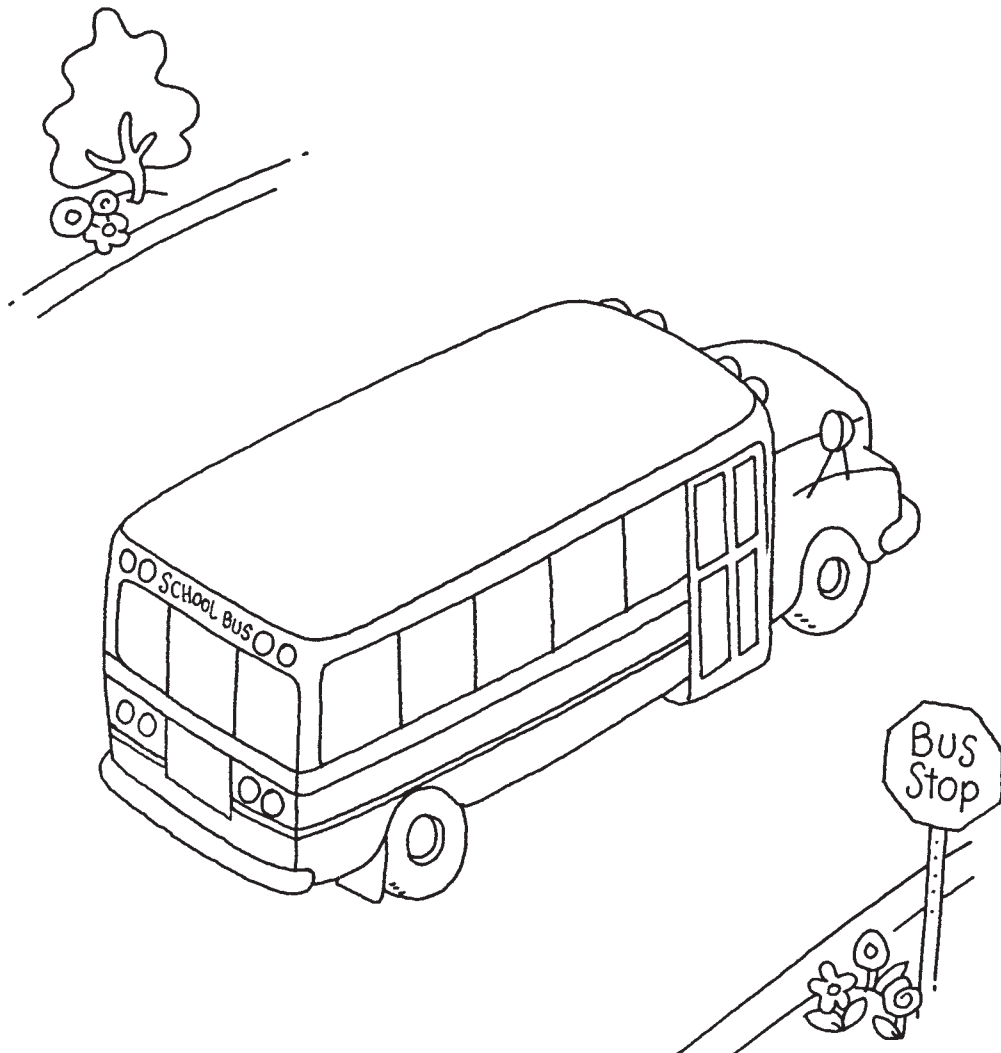
Date \_\_\_\_\_



# School Bus Danger Zones

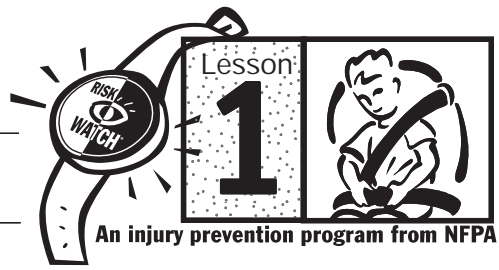
Look at the picture below. Find the school bus danger zones. Place a red X on each one.

Draw a picture of yourself waiting to get on the bus. Then, when your teacher asks, tell why the marked areas are dangerous.



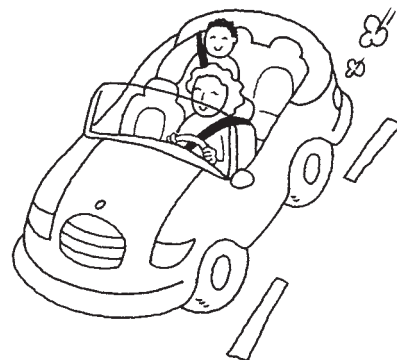
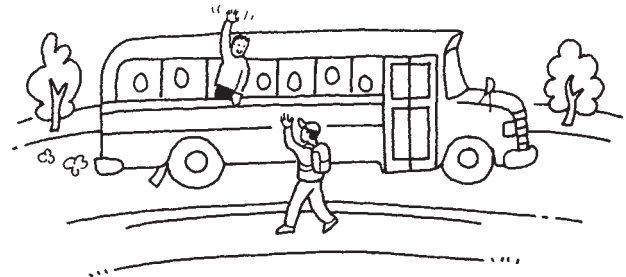
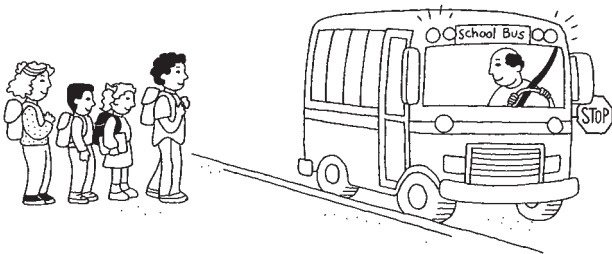
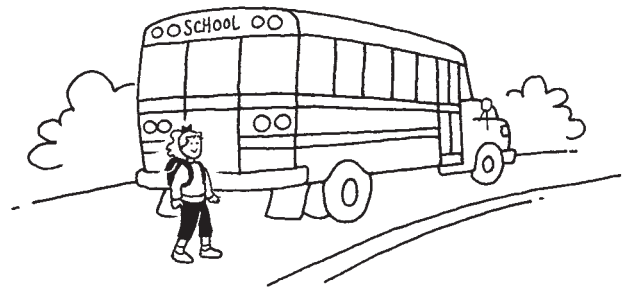
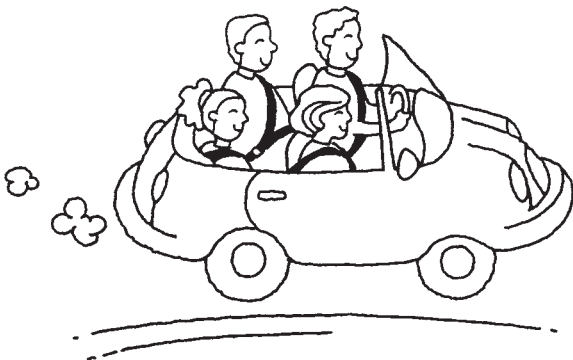
Name \_\_\_\_\_

Date \_\_\_\_\_



# Motor Vehicle Safety Rules

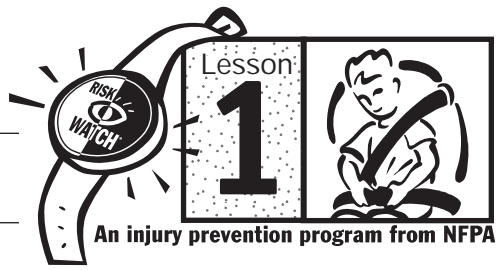
Look at the pictures below. Circle the pictures that show a motor vehicle safety rule being followed. Cross out any pictures that show a motor vehicle safety rule being broken.





Name \_\_\_\_\_

Date \_\_\_\_\_



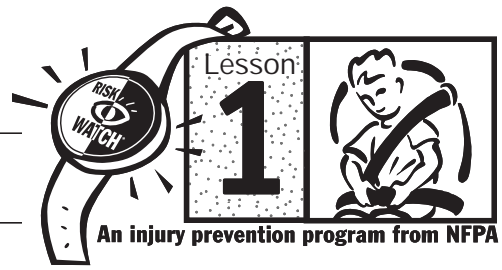
# Picture Yourself Here

Color the picture below. Then, draw a picture of yourself waiting to get on the bus. Be sure to follow the safety rule.



Name \_\_\_\_\_

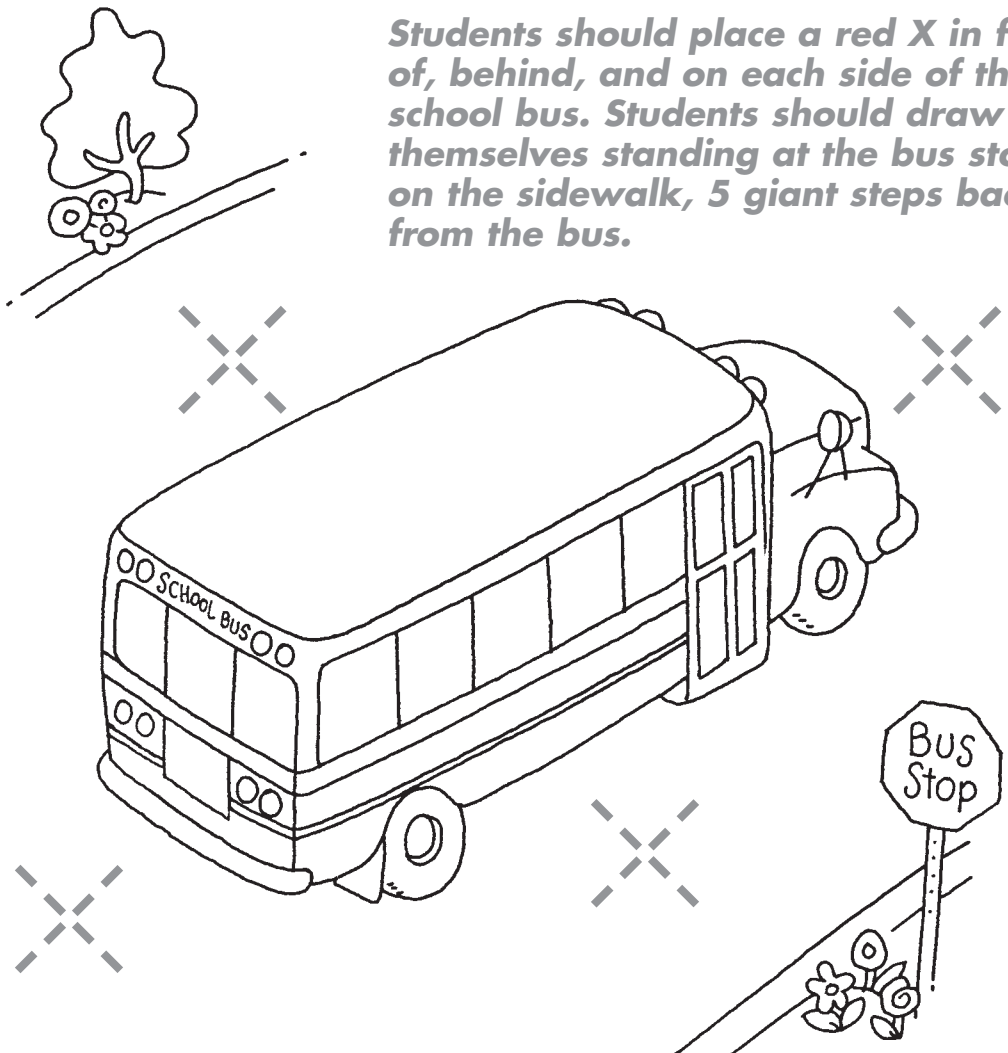
Date \_\_\_\_\_



# School Bus Danger Zones

Look at the picture below. Find the school bus danger zones. Place a red X on each one.

Draw a picture of yourself waiting to get on the bus. Then, when your teacher asks, tell why the marked areas are dangerous.



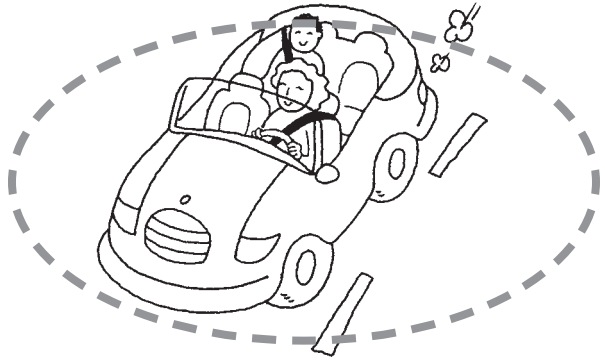
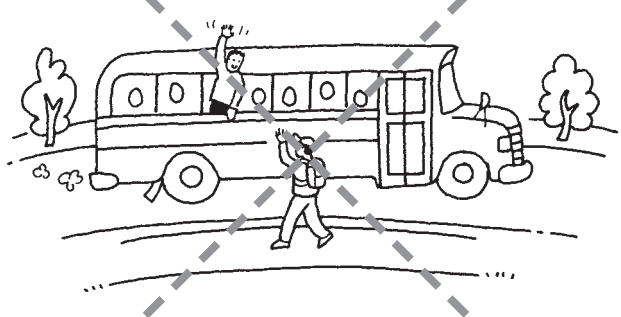
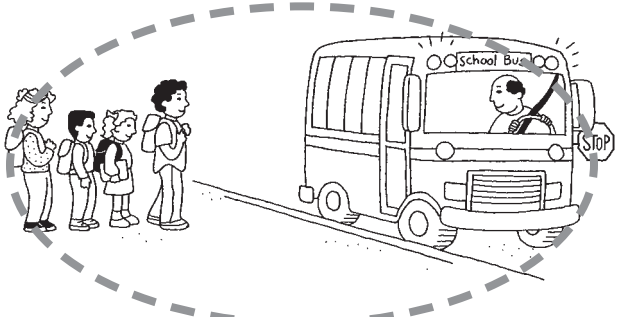
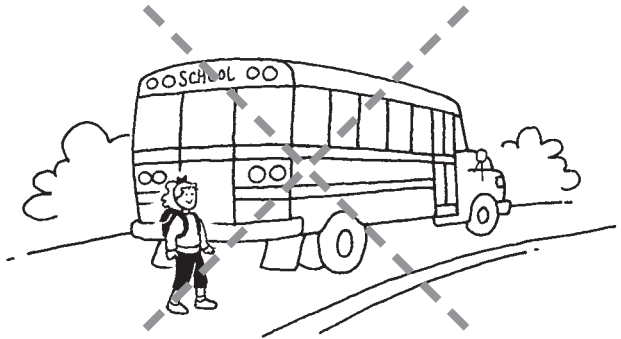
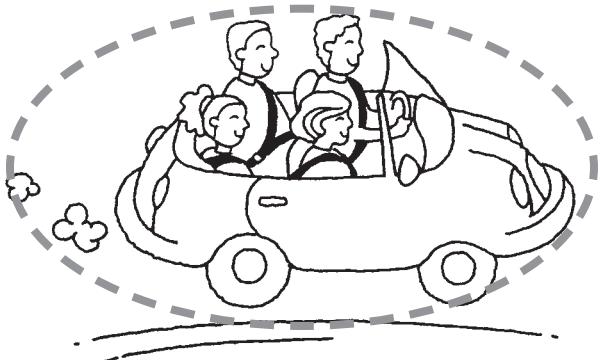
*Students should place a red X in front of, behind, and on each side of the school bus. Students should draw themselves standing at the bus stop, on the sidewalk, 5 giant steps back from the bus.*

Name \_\_\_\_\_

Date \_\_\_\_\_

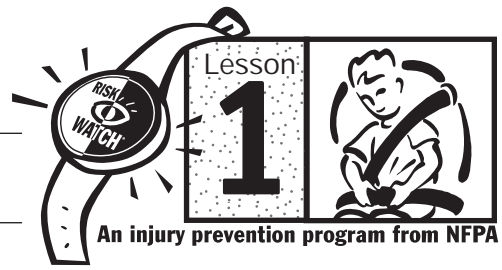
# Motor Vehicle Safety Rules

Look at the pictures below. Circle the pictures that show a motor vehicle safety rule being followed. Cross out any pictures that show a motor vehicle safety rule being broken.



Name \_\_\_\_\_

Date \_\_\_\_\_

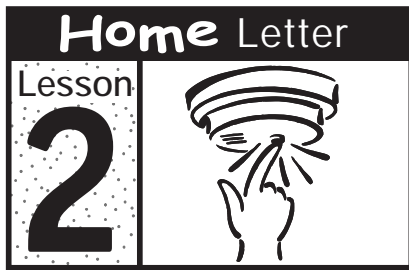


# Picture Yourself Here

Color the picture below. Then, draw a picture of yourself waiting to get on the bus. Be sure to follow the safety rule.



*Students should draw themselves standing at the bus stop, on the sidewalk, 5 giant steps back from the bus.*



# Fire and Burn Prevention



## Home Activity

### **Practice smoke alarm awareness.**

Take your child on a walk through your home, pointing out the location of each smoke alarm. Explain to your child why you placed the alarm where it is. Sound each alarm so that your child can hear the sound it makes. (This is also a good time to change the batteries if you haven't done so in the past year.) Discuss with your child what he or she should do if the smoke alarm sounds. Visit the Web sites listed below to learn how to develop a home fire escape plan.

You should have at least one smoke alarm on every level of your home and in or near all sleeping areas. If you do not have smoke alarms in your home, or if you discover that your home is not adequately protected, take your child with you to the store to purchase new smoke alarms. Then you and your child can discuss the areas in your home where you can install them.

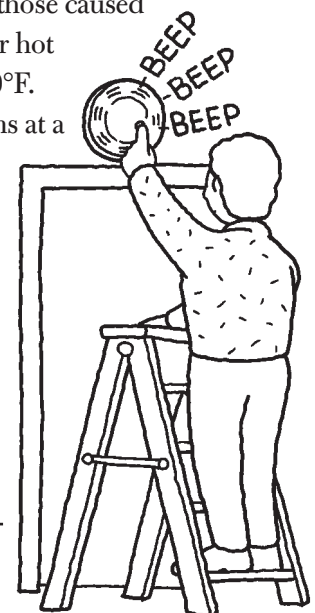
Visit [www.riskwatch.org](http://www.riskwatch.org) or [www.sparky.org](http://www.sparky.org) for more information and additional activities.

Your child has been learning ways to stay safe around fire and to prevent getting burned. In the United States, fire kills more than 3,500 people each year and is the cause of tens of thousands of related injuries. In 1998, in the United States, 800 children aged 14 and under died from fire. Children aged five and under are more than twice as likely as others to die in a fire because too many of them have not been taught to recognize the risk in their behavior. Children without fire safety training also have a lesser ability to react promptly and properly to fire.

You can keep your family safe and help prevent fire- and burn-related injuries by following a few guidelines. Test all of the smoke alarms in your home every month by pushing the test button, and replace the batteries once a year or when the alarm “chirps”, warning that the battery is low. Make sure that every family member knows where the smoke alarms are located and what they sound like.

You also should develop a home fire escape plan and practice it at least twice a year. Plan two ways to escape from every room. Decide on a meeting place outside the home, and make sure everyone knows where it is. Explain to children that if the smoke alarms go off, they are to leave the home and go to the meeting place.

In addition, your child has learned that fire is not the only source of burns. While most people would not think of bathwater as dangerous, scald burns from tap water, which most often occur in the bathroom, are associated with more deaths and injuries to young children than those caused by any other hot liquid. Check the temperature of your hot water heater to be sure that it is set no higher than 120°F. Children’s skin is thinner than that of adults, so it burns at a lower temperature and more deeply. Grown-ups must closely supervise children around hot water. Your child has learned the importance of staying away from hot items such as the stove and oven, pots and pans, clothes irons, curling irons, and hot liquids. Reinforce this rule by establishing a “kid-free zone” of three feet around stoves and other hot surfaces. Parents and caregivers can help reinforce these lessons by setting a good example at home.



**Data source:** NFPA.

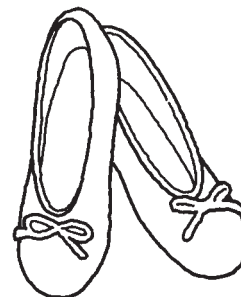
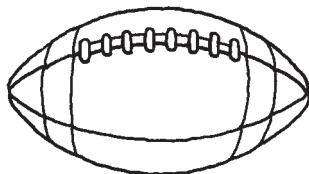
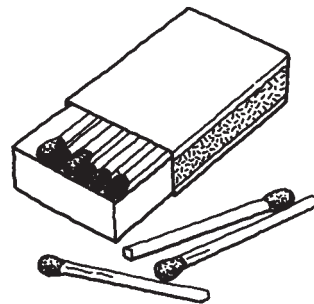
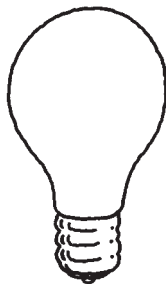
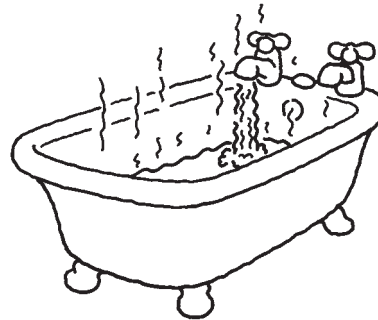
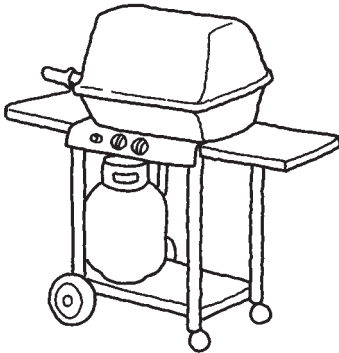
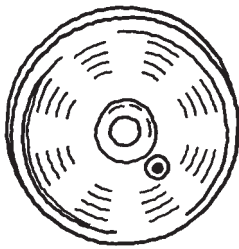
Name \_\_\_\_\_

Date \_\_\_\_\_



# Hot Items Can Hurt You

Look at the pictures below. Circle in red the things that can get hot.



Name \_\_\_\_\_

Date \_\_\_\_\_



# Fire Prevention

Look at the picture. Answer the questions.

**1.** What might happen if the children play with the matches?

**2.** What should the children do?

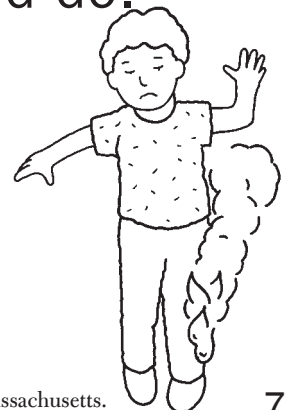
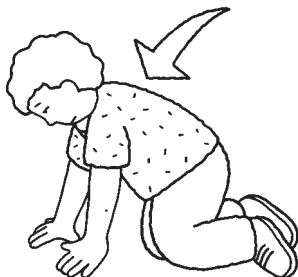


# Stop, Drop, and Roll

Circle in blue the first thing Max should do.

Circle in yellow the second thing Max should do.

Circle in green the last thing Max should do.





Name \_\_\_\_\_

Date \_\_\_\_\_



# Picture This

In the space provided below, draw and color three things in your home that can get hot. Then tell why you should stay away from these things.



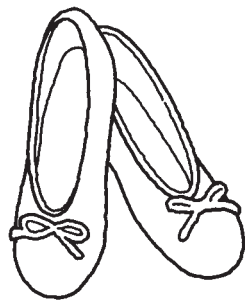
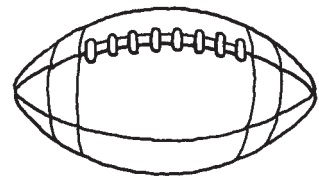
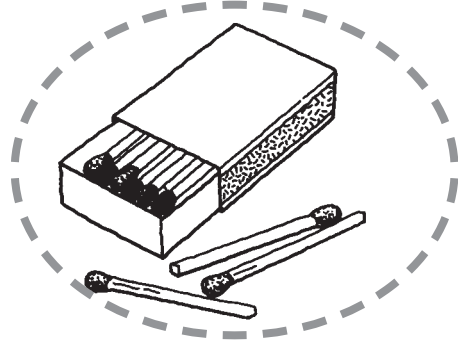
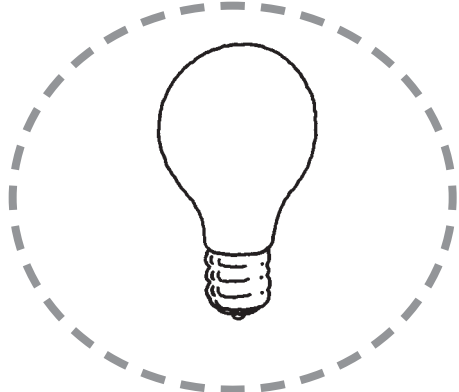
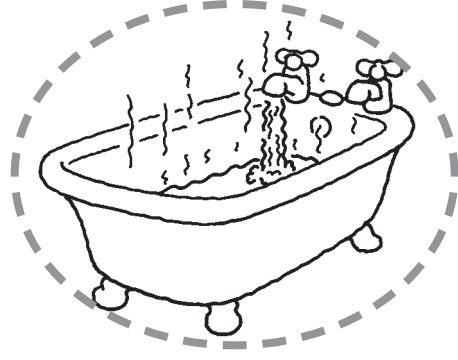
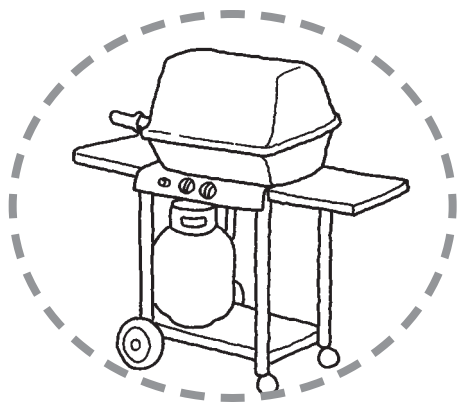
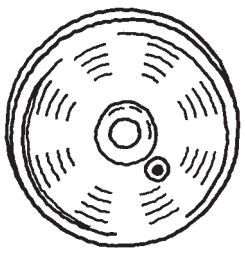
Name \_\_\_\_\_

Date \_\_\_\_\_



# Hot Items Can Hurt You

Look at the pictures below. Circle in red the things that can get hot.



Name \_\_\_\_\_

Date \_\_\_\_\_



# Fire Prevention

Look at the picture. Answer the questions.

**1.** What might happen if the children play with the matches?

**2.** What should the children do?



- 1. Answers will vary but should include starting a fire, getting burned, or being hurt. 2. Tell a grown-up.*

## Stop, Drop, and Roll

Circle in blue the first thing Max should do.

Circle in yellow the second thing Max should do.

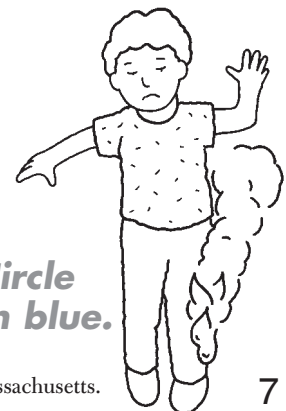
Circle in green the last thing Max should do.



**Circle in yellow.**



**Circle in green.**



**Circle in blue.**

Name \_\_\_\_\_

Date \_\_\_\_\_



# Picture This

In the space provided below, draw and color three things in your home that can get hot. Then tell why you should stay away from these things. *Answers will vary.*



# Choking, Suffocation, and Strangulation Prevention

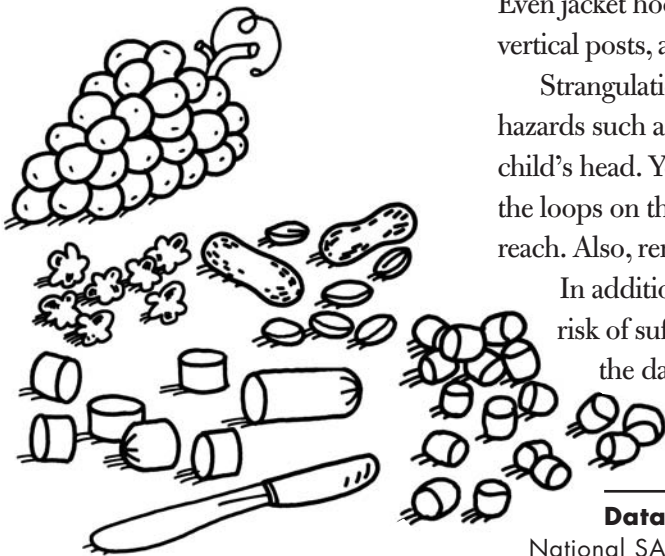


## Home Activity

### Recognize choking hazards.

Find an empty toilet paper roll. Have your child use the roll to determine what objects in the home pose a choking risk. Have your child test objects such as coins, buttons, balloons, marbles, and toys, as well as larger objects. Make sure your child understands that if the object is small enough to fit inside the toilet paper roll, it could cause a choking incident.

Visit [www.riskwatch.org](http://www.riskwatch.org) or [www.sparky.org](http://www.sparky.org) for more information and activities.



Your child has been learning about the dangers of choking, suffocation, and strangulation, and how to recognize potentially dangerous items and situations to prevent injury. Unfortunately, these types of injuries are far too common. In 2000, in the United States, 634 children aged 14 and under died from suffocation, strangulation, and entrapment. In 2000, in the United States, 160 children aged 14 and under died from choking.

Knowing the risks can help protect your child. Choking occurs when food or small objects block the airway and prevent oxygen from getting to the lungs and the brain. Young children are at risk of choking on small, round foods such as hot dogs, candies, nuts, grapes, marshmallows, and popcorn. Remind your child never to put anything in their mouths except food given to him or her by a trusted grown-up and to always chew food thoroughly. You can help reinforce this habit with your child during meal times at home. Stress to your child the importance of sitting while eating food.

Unintentional strangulation also claims many young lives each year. Most strangulation incidents occur on the playground. A child can be strangled when something he or she is wearing gets caught on playground equipment, such as a slide or swing. While on the playground, children should avoid wearing scarves, mittens, necklaces, or clothes with draw-strings around the neck. Even jacket hoods could easily become snagged in the narrow gaps, openings, vertical posts, and links commonly found on playground equipment.

Strangulation incidents also can occur at home. Look for strangulation hazards such as window blind cords and small openings that could entrap a child's head. You can reduce the risk of unintentional strangulation by cutting the loops on the window blind cords and placing them out of your child's reach. Also, remind your child not to play around these items.

In addition, it is important to note that young children are particularly at risk of suffocation when at play. Therefore, your child has learned about the dangers of playing with plastic bags and inside objects that could entrap them, such as refrigerators, freezers, dishwashers, boxes, and car trunks.

**Data sources:** Centers for Disease Control and Prevention (CDC), National SAFE KIDS Campaign®.

Name \_\_\_\_\_

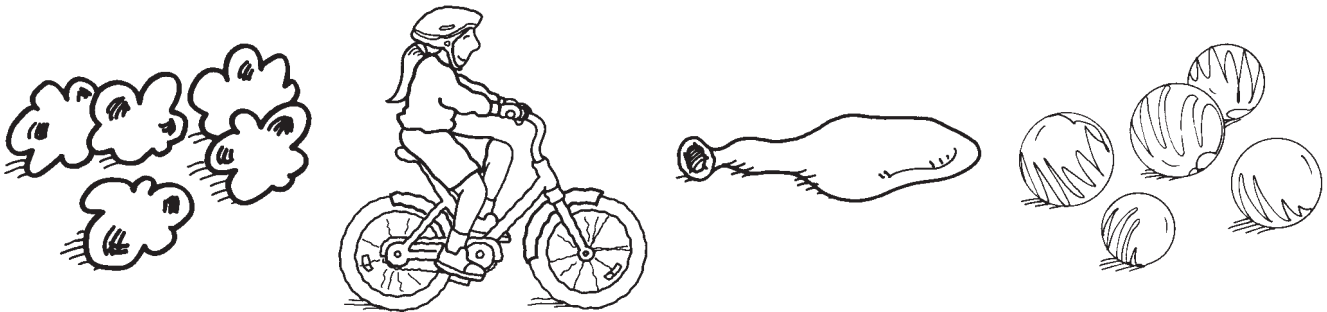
Date \_\_\_\_\_



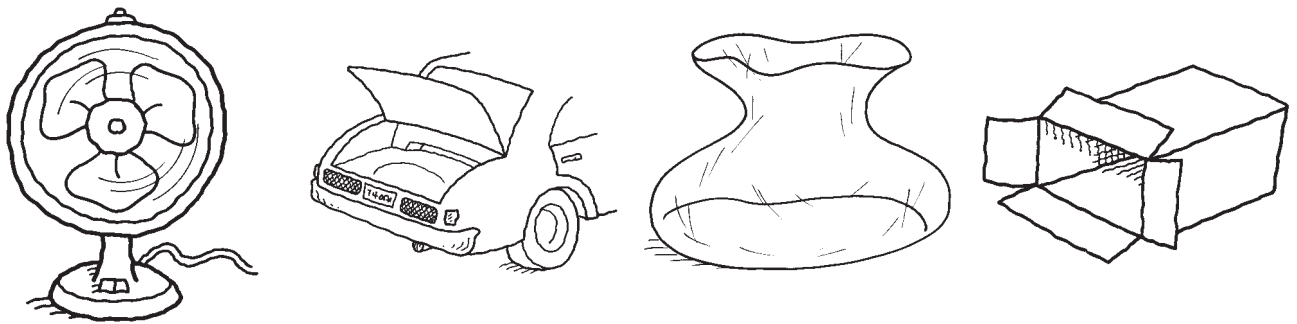
# Hazardous Items

Look at the pictures below. Each of these items could cause choking, suffocation, or strangulation.

Draw a red X on the choking hazards.



Draw a blue circle around suffocation hazards.

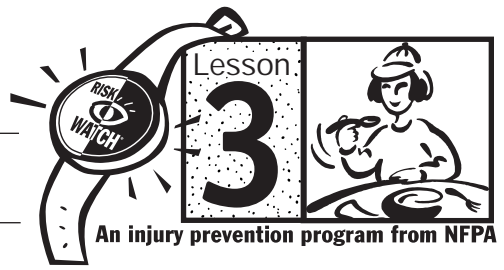


Draw a green square around strangulation hazards.



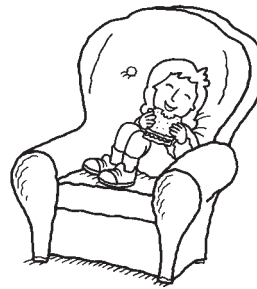
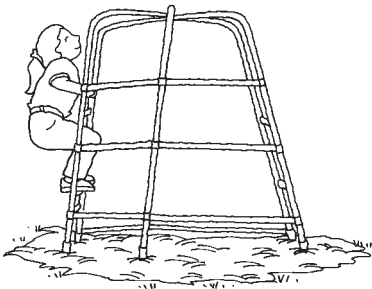
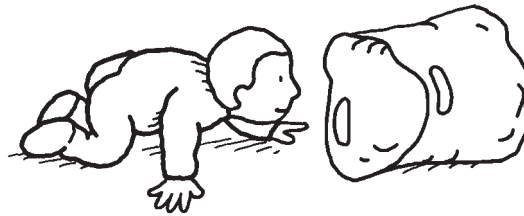
Name \_\_\_\_\_

Date \_\_\_\_\_



# Safety Rules in Action

Look at the pictures below. Cross out the pictures that show a choking, suffocation, or strangulation risk. Draw a circle around the pictures that show safety rules in action.



Name \_\_\_\_\_

Date \_\_\_\_\_



# A Picture Is Worth a Thousand Words

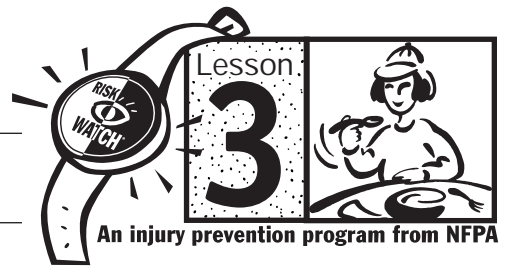
Listen to the sentence. Draw a picture that tells a story about what the sentence means to you.

I know how to eat safely.



Name \_\_\_\_\_

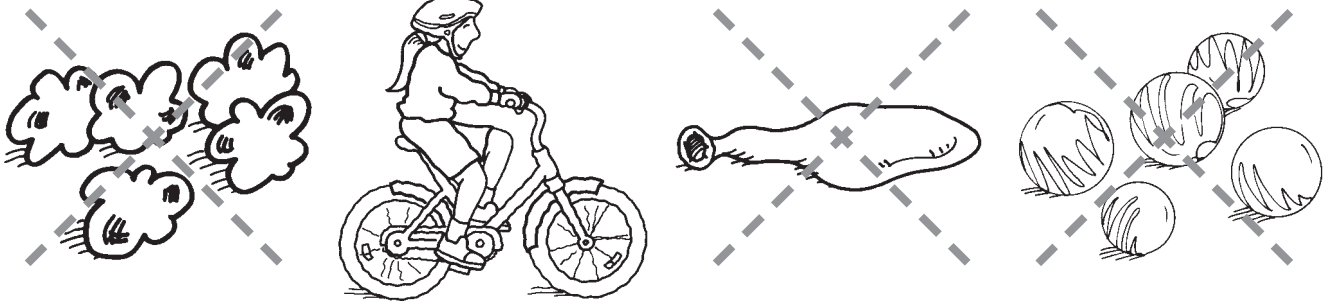
Date \_\_\_\_\_



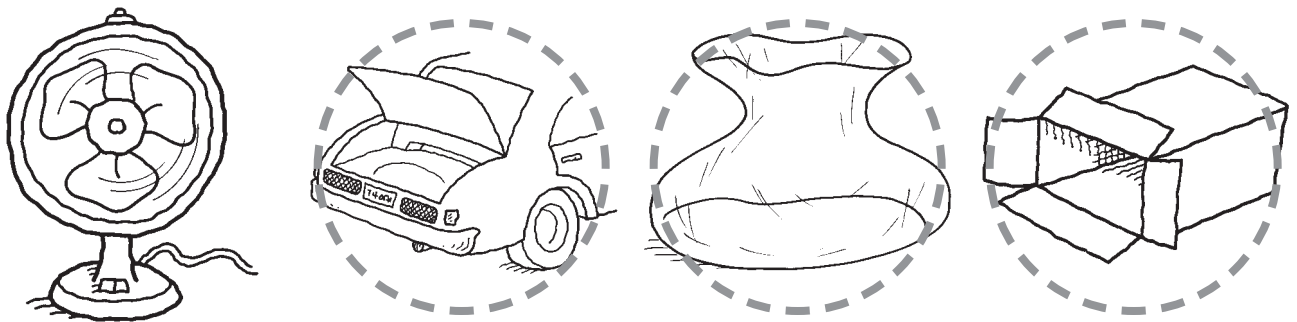
# Hazardous Items

Look at the pictures below. Each of these items could cause choking, suffocation, or strangulation.

Draw a red X on the choking hazards.



Draw a blue circle around suffocation hazards.



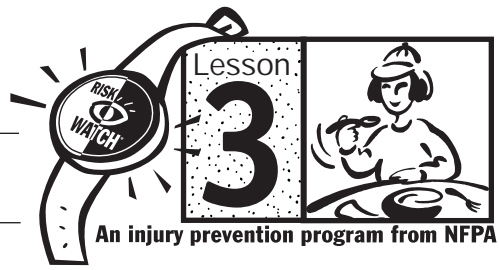
Draw a green square around strangulation hazards.





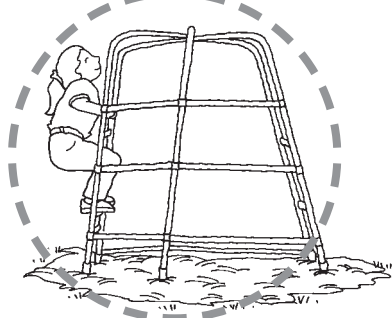
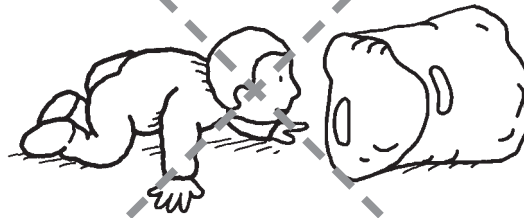
Name \_\_\_\_\_

Date \_\_\_\_\_



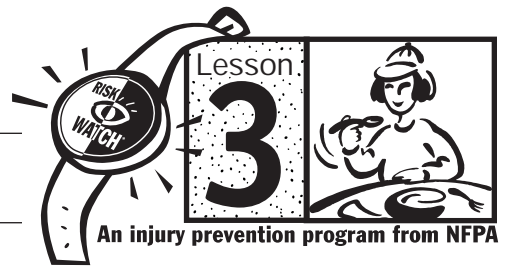
# Safety Rules in Action

Look at the pictures below. Cross out the pictures that show a choking, suffocation, or strangulation risk. Draw a circle around the pictures that show safety rules in action.



Name \_\_\_\_\_

Date \_\_\_\_\_



# A Picture Is Worth a Thousand Words

Listen to the sentence. Draw a picture that tells a story about what the sentence means to you. *Answers will vary.*

I know how to eat safely.



# Poisoning Prevention



## Home Activities

**Get the number.** With your child, write down the Poison Control Center's telephone number. Help your child post this number on or near your phone. Discuss with your child when to call this number and why.

**Look for poisonous items.** Go through magazines with your child, and cut out pictures of things that are safe and unsafe to eat. For items that are safe, cut the picture out in the shape of a circle. For items that are unsafe, cut the picture out in the shape of a triangle. Help your child use the pictures to create a poster. Then, with your child, check every room in your house to make sure poisons are safely out of your child's reach. Remove any poison hazards you discover.

Visit [www.riskwatch.org](http://www.riskwatch.org) or [www.sparky.org](http://www.sparky.org) for more information and additional activities.

Your child has been learning how to stay safe from poisons commonly found in or around the home. A poison is a substance containing toxic chemicals that can cause serious illness, injury, or even death when eaten or inhaled.

Poison Control Centers across the nation received more than 1.1 million reports of unintentional poisonings in children aged five and under in 2001. In 2000, 91 children aged 14 and under were fatally poisoned. More than 90 percent of all poisonings happened inside the home.

It is not difficult to understand why children are at increased risk for poisoning. Younger children have a tendency to put things in their mouths, while older children may taste or smell things out of curiosity. Some children are poisoned through no fault of their own by a colorless, odorless gas called carbon monoxide. Regardless of the poison, the results can be life-threatening, even fatal, because of the small size of children.

Safeguard your child by purchasing medicines and vitamins with child-resistant caps. Store all cleaning products and flammables out of your child's reach, preferably in a locked cabinet. Keep all poisonous substances in their original containers. If possible, install laboratory-listed CO detectors inside your home to protect your family from carbon monoxide poisoning.

Post the nationwide Poison Control Center's phone number, 1-800-222-1222, on or near your telephone. Should you ever suspect that your child has taken a poison, stay calm and call the Poison Control Center right away. Have the container from which the poison was taken handy in case you need to answer any questions about the poison.

In addition, teach your child never to eat or drink anything, including medicine, without asking a trusted grown-up first. Make sure your child knows to tell a grown-up if someone finds a poison and to stay away from areas that may pose a poisoning risk.

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**Data sources:** American Association of Poison Control Centers, National SAFE KIDS Campaign®.



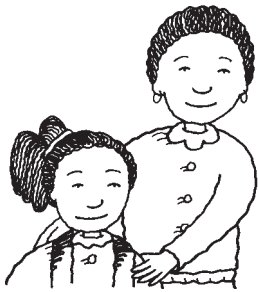
Name \_\_\_\_\_

Date \_\_\_\_\_

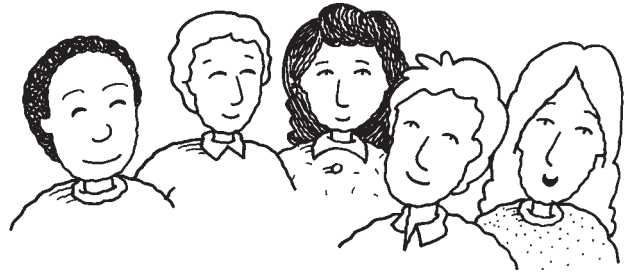


# Who Can You Trust?

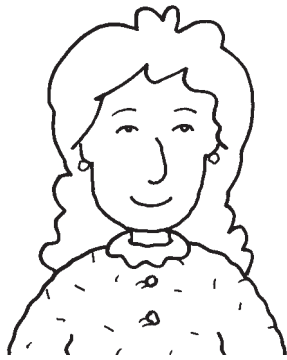
Look at the pictures below. Circle the picture of each grown-up from whom you can take medicine, food, or a drink.



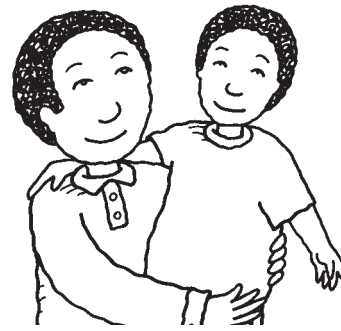
**Your mother.**



**A group of older kids that you don't know.**



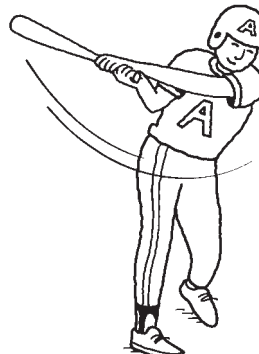
**A stranger.**



**Your father.**



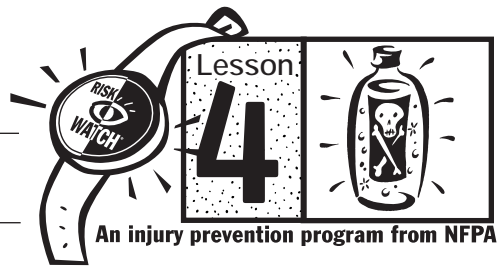
**A stranger.**



**A friend of the family.**

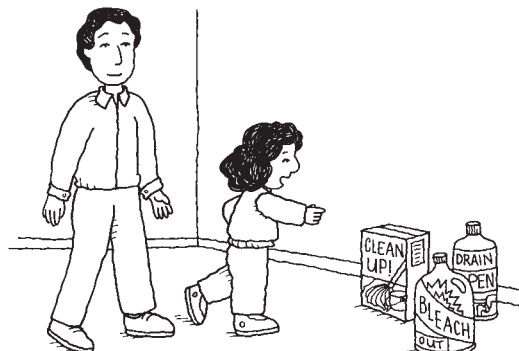
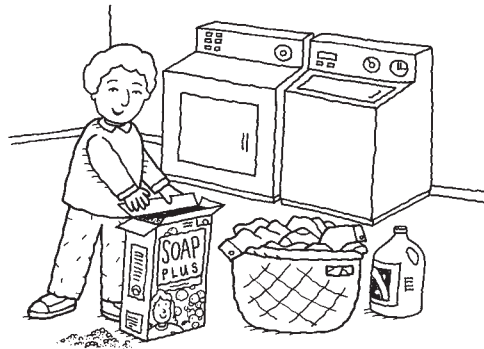
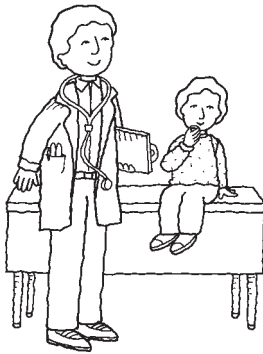
Name \_\_\_\_\_

Date \_\_\_\_\_



# Poisoning Prevention Safety Rules

Look at the pictures below. Circle the pictures that show a poisoning prevention safety rule being followed. Cross out the pictures that show an unsafe situation.



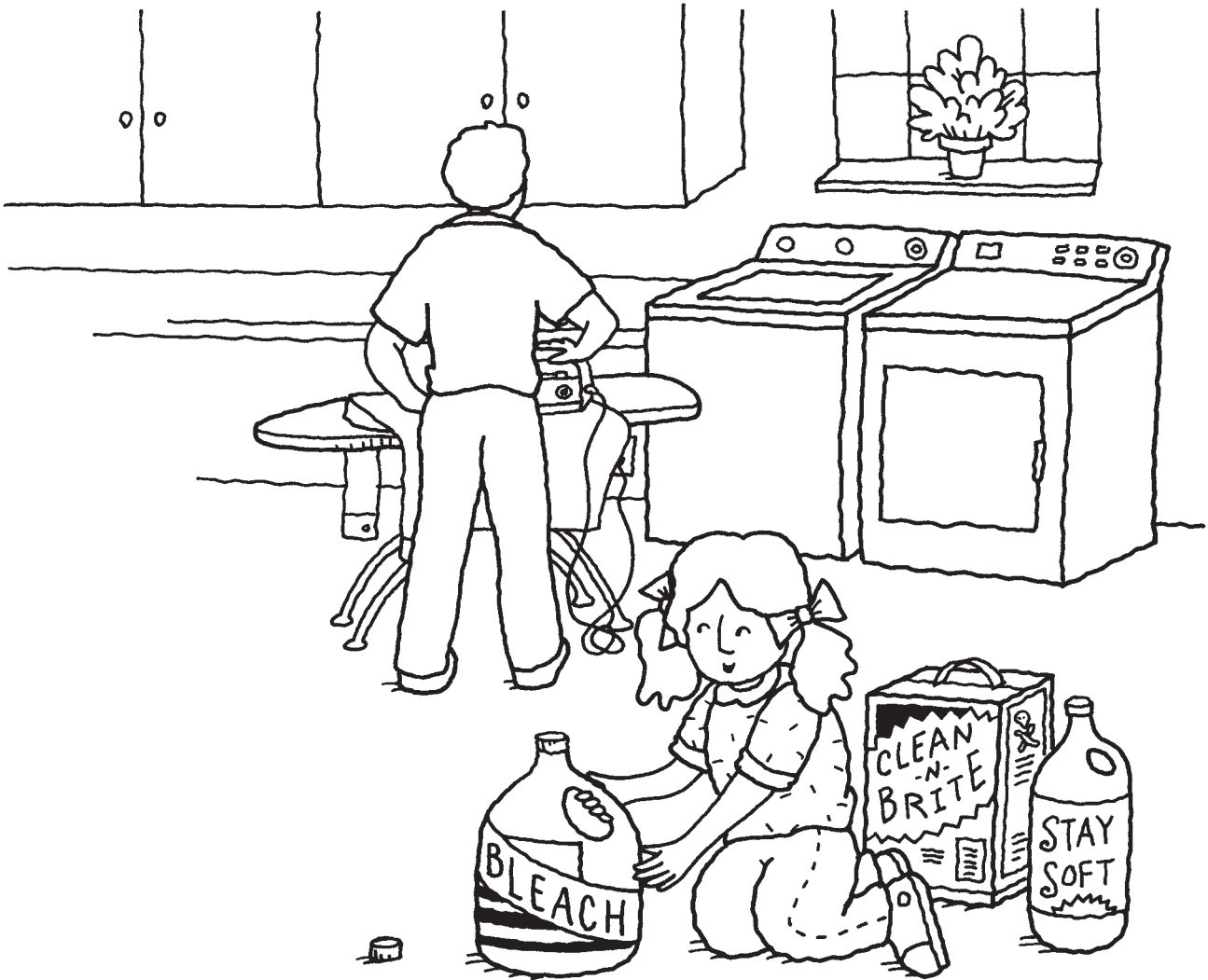
Name \_\_\_\_\_

Date \_\_\_\_\_



# Picture Yourself Here

Look at the picture below. What is the child doing wrong? If you were in the picture, what would you do? Draw yourself in the picture doing what you think you should do. Then color the picture.



Name \_\_\_\_\_

Date \_\_\_\_\_

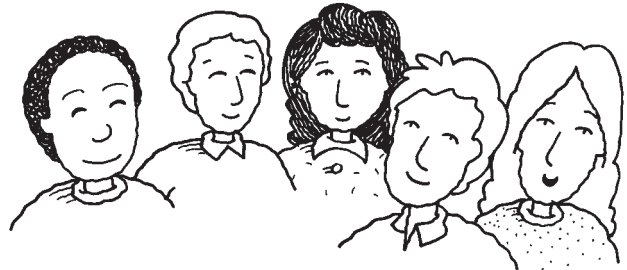


# Who Can You Trust?

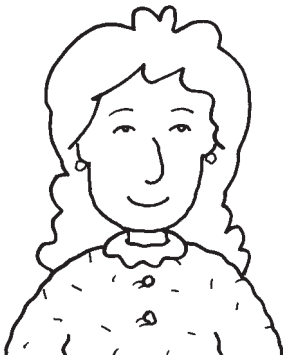
Look at the pictures below. Circle the picture of each grown-up from whom you can take medicine, food, or a drink.



**Your mother.**



**A group of older kids that you don't know.**



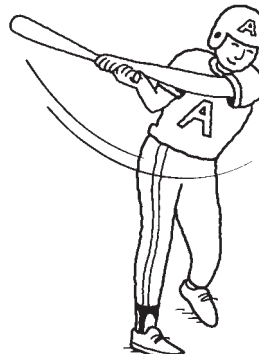
**A stranger.**



**Your father.**



**A stranger.**

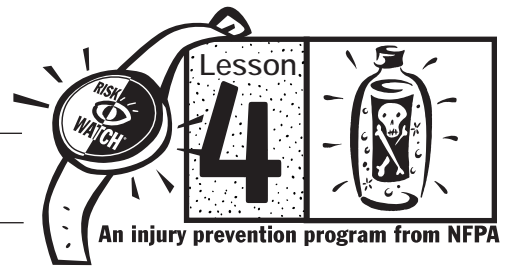


**A friend of the family.**



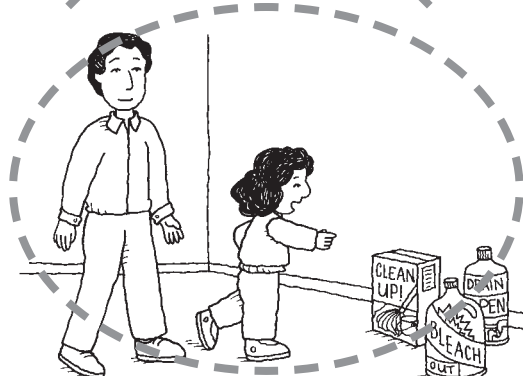
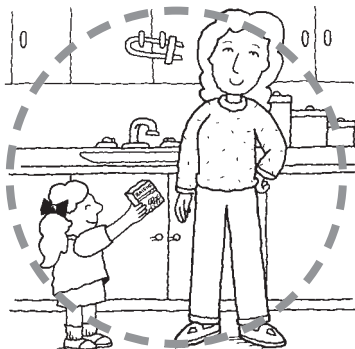
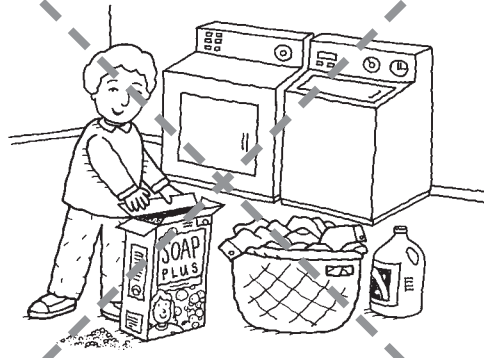
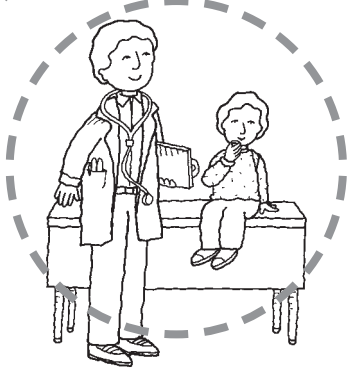
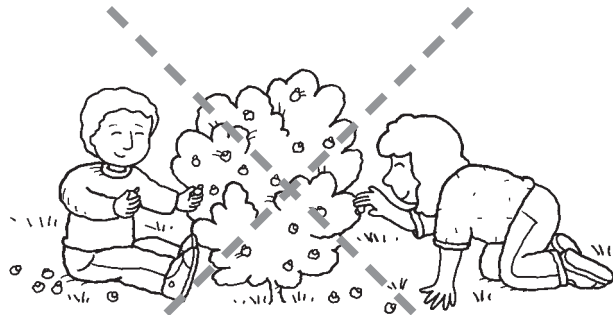
Name \_\_\_\_\_

Date \_\_\_\_\_



# Poisoning Prevention Safety Rules

Look at the pictures below. Circle the pictures that show a poisoning prevention safety rule being followed. Cross out the pictures that show an unsafe situation.





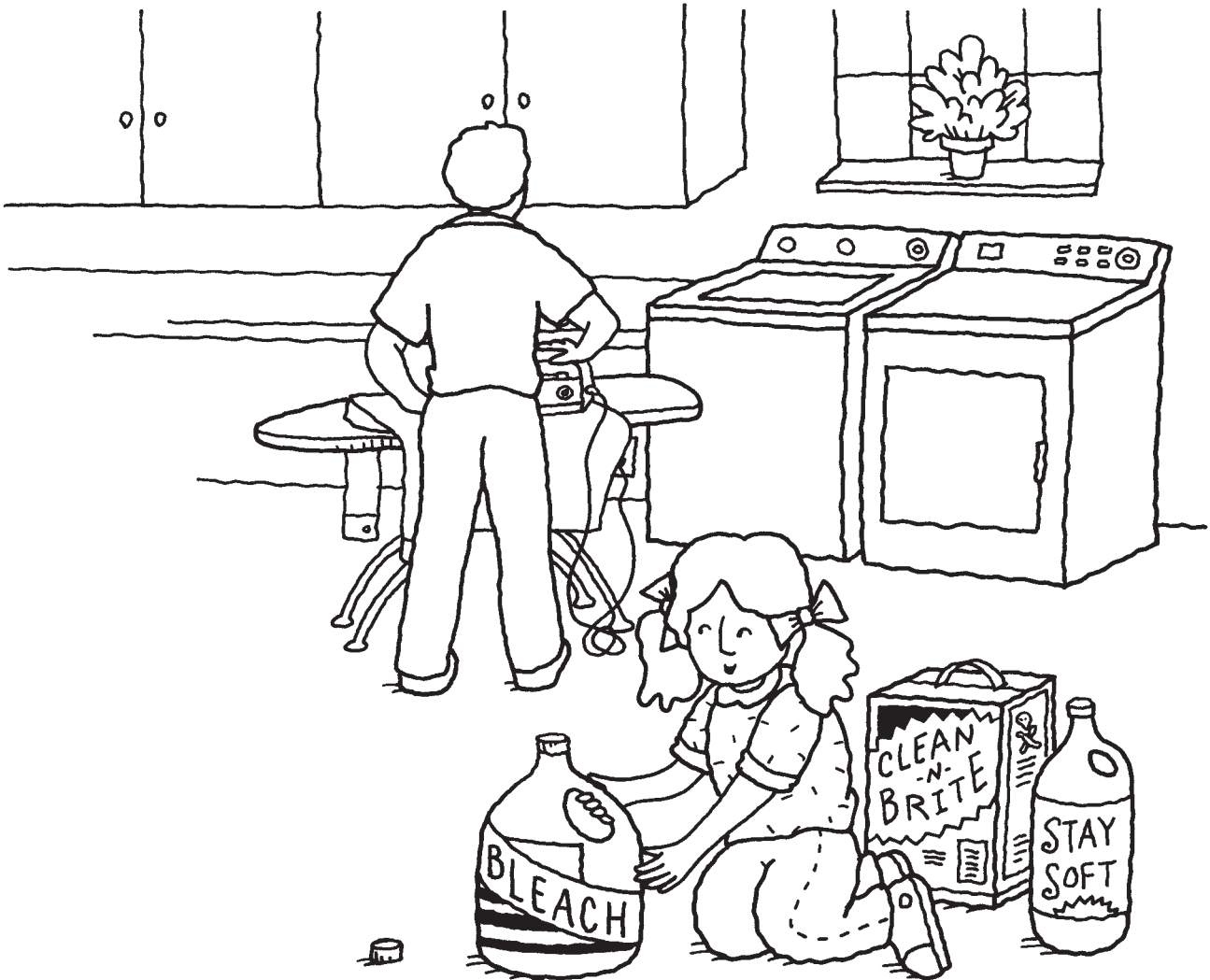
Name \_\_\_\_\_

Date \_\_\_\_\_



# Picture Yourself Here

Look at the picture below. What is the child doing wrong? If you were in the picture, what would you do? Draw yourself in the picture doing what you think you should do. Then color the picture. *Students should show themselves telling the grown-up.*



**Home Letter**

Lesson

**5**



# Falls Prevention



## Home Activity

**Perform a playground safety check.** Visit a local playground with your child and have him or her tell you whether the play surface is safe. Your child should explain what types of surfaces are appropriate for playgrounds. While at the playground, have your child demonstrate the proper way to walk around a swing or slide area, and correct the child if he or she walks around the swing or slide incorrectly. Before you leave, you and your child should inspect the playground equipment for sharp edges, broken bars or links, damaged steps, and anything else that might be a safety hazard. Report any hazards you find to the local authorities.

Visit [www.riskwatch.org](http://www.riskwatch.org) or [www.sparky.org](http://www.sparky.org) for more information and activities.



Your child has been learning about the danger of falls and about how falls can be prevented. In 2000, in the United States, 81 children aged 14 and under died as a result of fall-related incidents, and more than half were children aged 4 or younger. In 2001, more than 2.5 million children aged 14 and under were injured and treated in hospital emergency departments as a result of fall-related incidents. Each year, an estimated 15 children ages 14 and under die and approximately 233,500 are treated in hospital emergency rooms for playground equipment-related injuries. In fact, nearly three-fourths of all playground injuries are caused by falls, some of which occur in a child's own backyard.

To prevent and lessen the impact of playground falls, your child has learned that play areas should be covered with 12 inches of materials such as mulch, pea gravel, wood chips, or specially designed rubber substances that cushion a fall. **Dirt and grass as well as traditional gravel surfaces do not provide adequate protection when falls occur.**

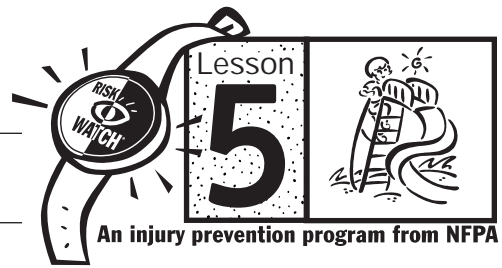
Your child also has learned that following safe play rules greatly reduces the risk of playground falls. Children should take turns on playground equipment, keep their shoes on with the shoelaces tied, wear suitable clothing, and be aware of potential playground dangers. You can reinforce these rules when your child plays at home and at neighborhood playgrounds by correcting any inappropriate behavior and by praising your child when he or she follows the rules.

Play equipment is only one source of fall-related injuries. Many such incidents occur when children fall from open or improperly protected windows. Each year, hospital emergency rooms care for approximately 4,700 children aged 14 and under who were injured by falling from windows. Fortunately, falls from windows are largely preventable. Because most window screens are not made to prevent children from falling, use window guards to keep children safely inside. However, never place a guard on a window that is used as a fire exit unless the guard has a quick-release device that is easily opened from the inside. Place furniture a safe distance away from windows to discourage children from climbing and other unsafe play. Provide careful supervision of your children at all times.

**Data Sources:** Consumer Federation of America, National SAFE KIDS Campaign®.

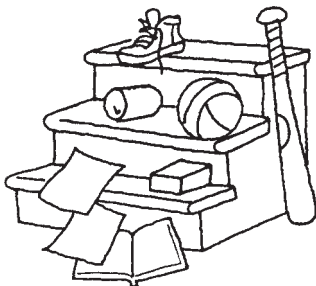
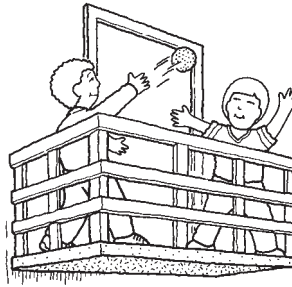
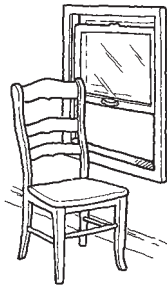
Name \_\_\_\_\_

Date \_\_\_\_\_



# Which Is Which?

Look at the pictures. Circle the pictures that show something that is safe. Mark an X on the pictures that show something unsafe.

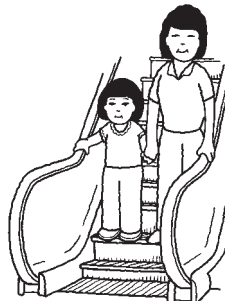
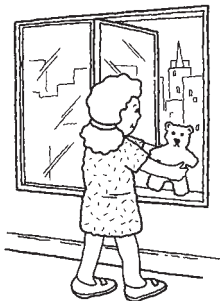
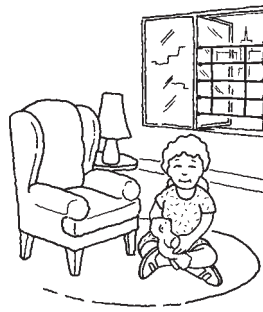


Name \_\_\_\_\_

Date \_\_\_\_\_

# Matching

Look at the pictures below. Match the incorrect picture on the left to the correct picture on the right.



Name \_\_\_\_\_

Date \_\_\_\_\_



# Safety Rules

Look at the picture below. Draw a picture of yourself riding the escalator safely.



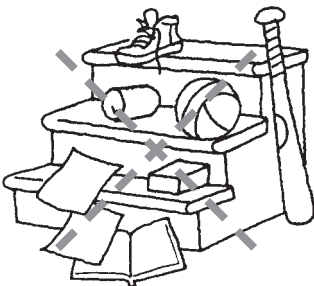
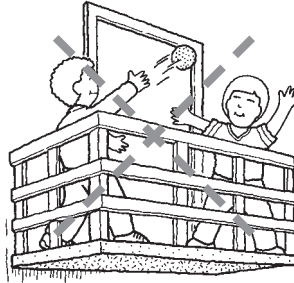
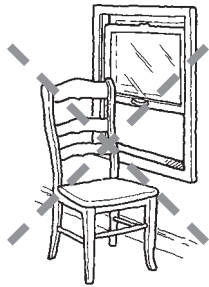


Name \_\_\_\_\_

Date \_\_\_\_\_

# Which Is Which?

Look at the pictures. Circle the pictures that show something that is safe. Mark an X on the pictures that show something unsafe.

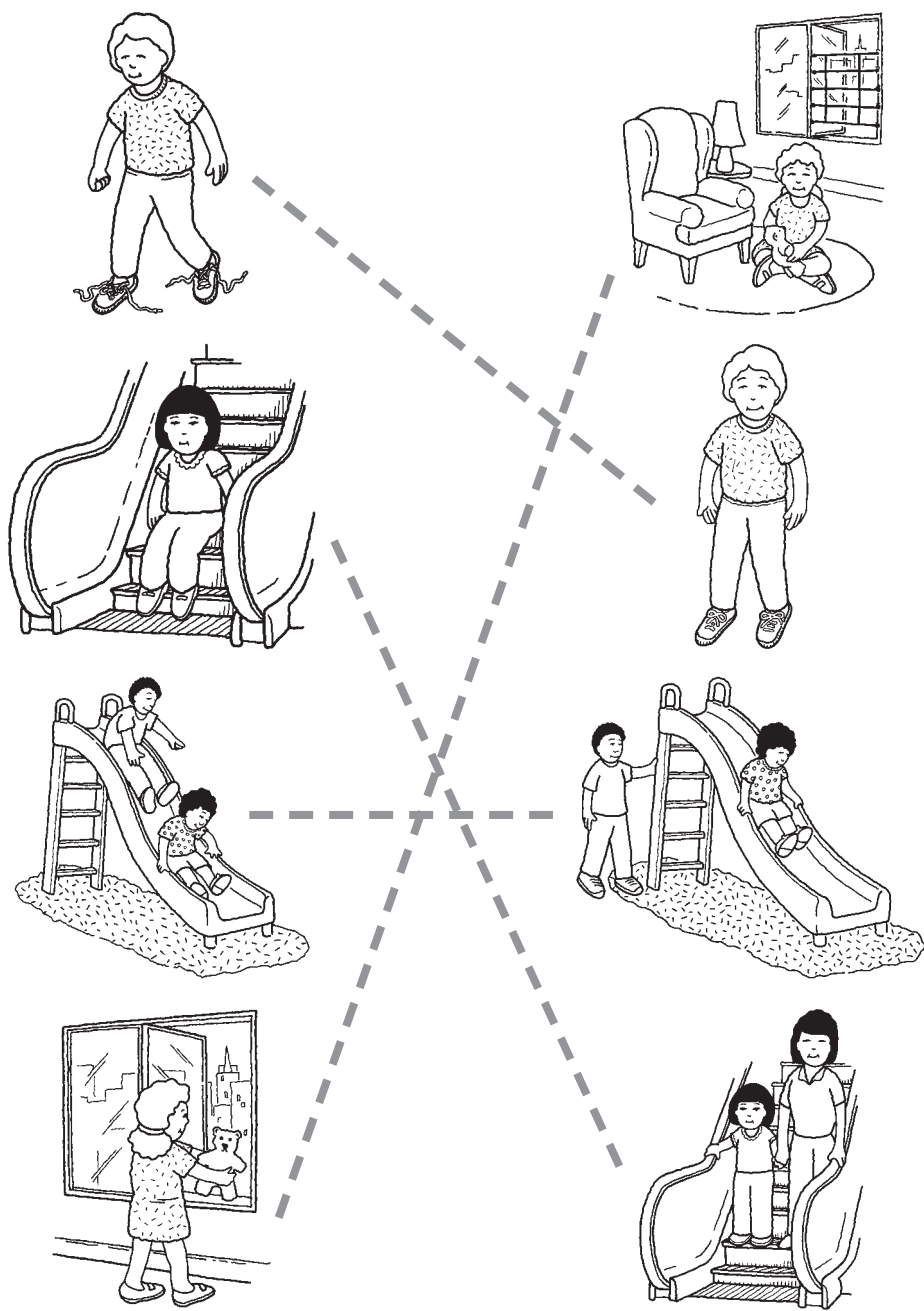


Name \_\_\_\_\_

Date \_\_\_\_\_

# Matching

Look at the pictures below. Match the incorrect picture on the left to the correct picture on the right.



Name \_\_\_\_\_

Date \_\_\_\_\_



# Safety Rules

Look at the picture below. Draw a picture of yourself riding the escalator safely. *Students' pictures should show themselves safely on the escalator.*





**Home Letter**  
Lesson  
**6**



# Firearms Injury Prevention



## Home Activity

**Identify firearm hazards.** Look at the pictures below with your child. Point to each picture, and ask your child what he or she should do if he or she finds or sees these items.

Visit [www.riskwatch.org](http://www.riskwatch.org) or [www.sparky.org](http://www.sparky.org) for more information and additional activities.

Your child has been learning about the dangers posed by firearms and what he or she can do to protect himself or herself from unintentional injury or death. Unintentional firearms-related injuries or death are defined as those in which the person firing the gun did not intend to hurt anyone. In 2000, 86 children aged 14 and under in the United States died from unintentional firearms-related incidents. In 2001, nearly 1,400 children were treated in emergency rooms for unintentional injuries received from a firearm.

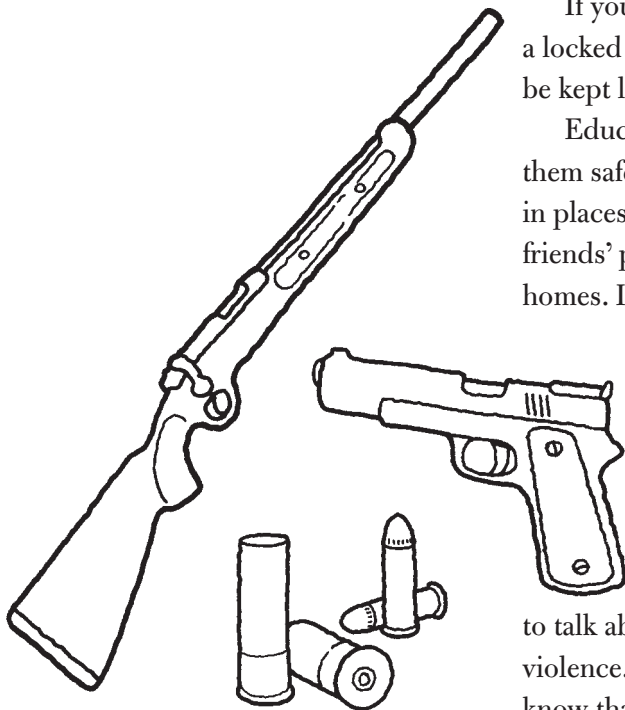
To keep your child from being injured by a gun, you need to child-proof your home. Most childhood shooting deaths involve guns that have been kept loaded and accessible in or around the home. Children are naturally curious, and sometimes they cannot tell the difference between a real gun and a toy gun.

If you have a gun in your home make sure it is stored unloaded and in a locked place where a child cannot touch it. All ammunition also should be kept locked away in an inaccessible location separately from the gun.

Educating children about gun safety plays an important role in keeping them safe from firearms. Talk to your child about staying away from guns in places where they play and homes they visit. Talk with your children's friends' parents or caregivers to find out whether they have guns in their homes. If they do, verify that the guns are kept unloaded, locked away, and inaccessible to children. Also, check that any ammunition is kept locked away separately from the gun.

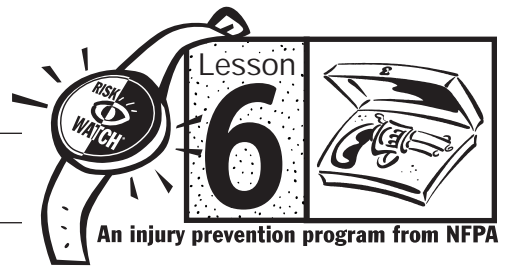
Another way to educate your child about the dangers of firearms is to talk to him or her about the difference between real violence and television violence. Explain that in real life, children can be hurt by guns, while on television no one is actually hurt, although it appears that they are. You may wish to talk about a program that your child may have watched that contained violence. Ask how he or she felt about it. It's important to let your child know that he or she can talk to you.

**Data sources:** Consumer Federation of America, National SAFE KIDS Campaign®.



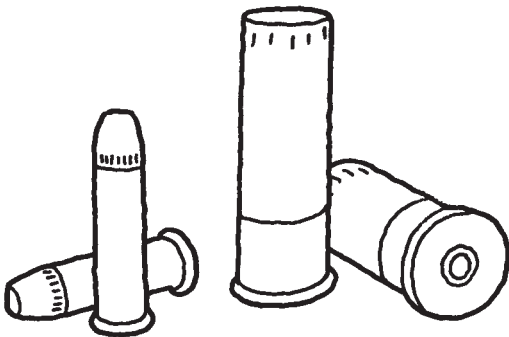
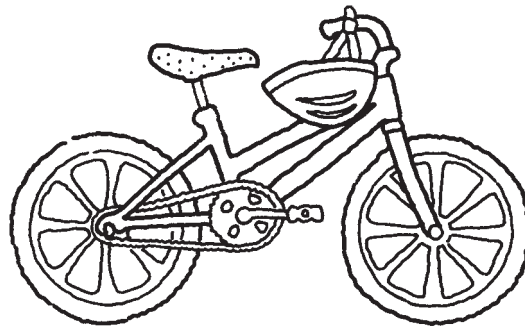
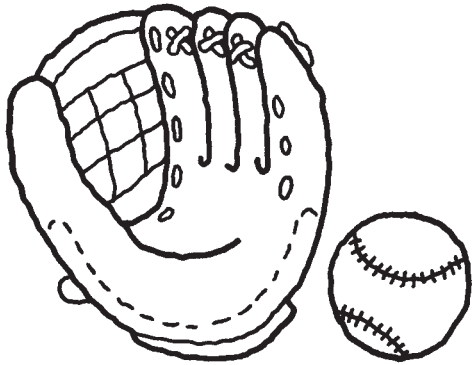
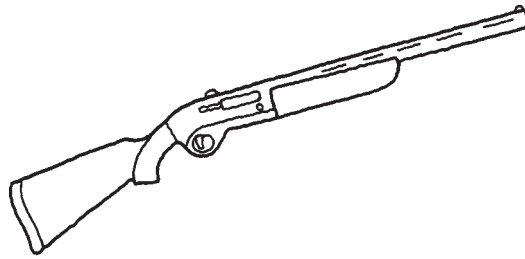
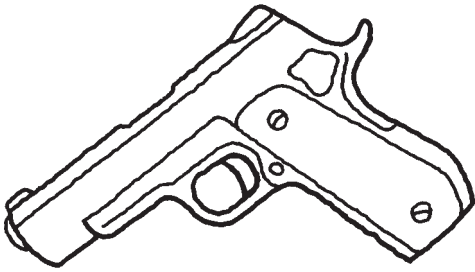
Name \_\_\_\_\_

Date \_\_\_\_\_



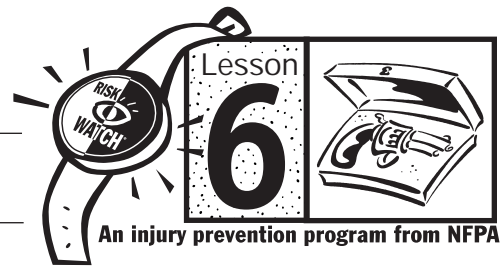
# Tell a Grown-Up

Look at the pictures below. Circle the pictures that show firearms danger. When your teacher asks, tell what you would do if you found one of these items.



Name \_\_\_\_\_

Date \_\_\_\_\_



# Follow the Rules

Listen to the story. Answer the questions.

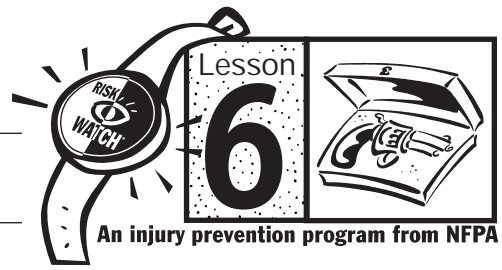
When Shelly was five years old, she and her seven-year-old brother, Jason, went to the playground with their father. Their dad sat on a park bench while the children played.

The children were playing hide and seek. Shelly hid behind a bush. She was trying to be very quiet. She didn't want Jason to find her. As she peeked through the bush, she saw something shiny on the ground. She leaned over and picked it up. It was a gun. She didn't know it was a real gun.

- 1.** What did Shelly find under the bush?
  
  
  
  
  
- 2.** What safety rule was broken?
  
  
  
  
  
- 3.** What should Shelly have done when she found the gun?

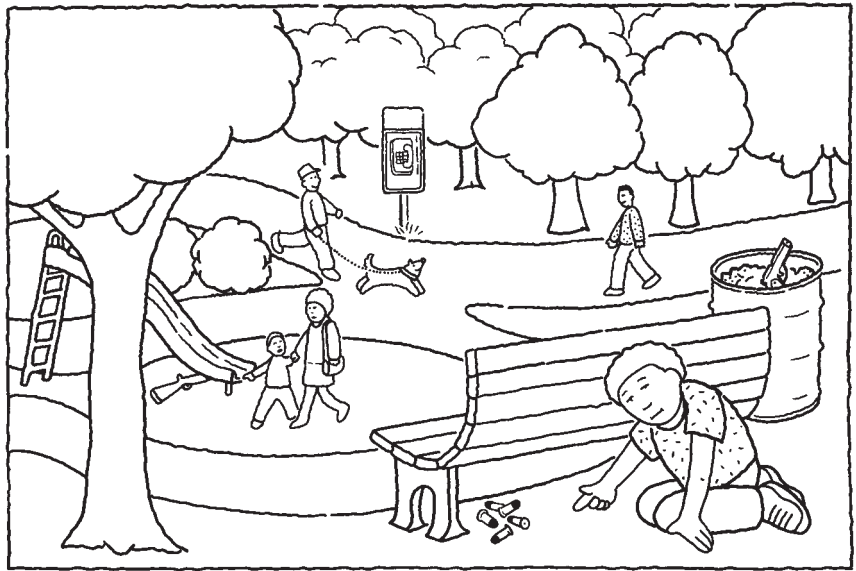
Name \_\_\_\_\_

Date \_\_\_\_\_

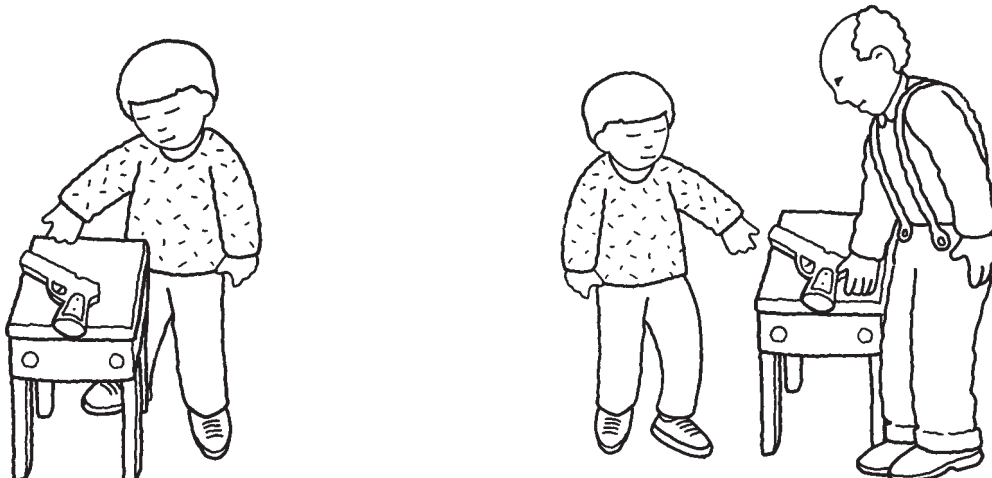


# Find and Tell

Look at the picture. Find the items that are dangerous and can hurt you. Circle each of those items. Then tell your teacher why each item is dangerous.

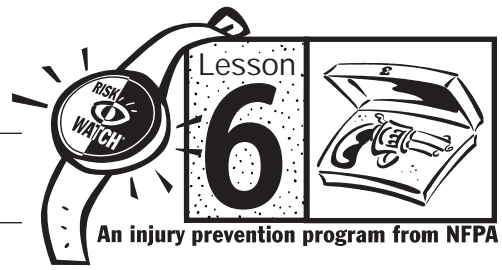


Look at the pictures. Circle the picture that shows the right thing to do if you find a gun.



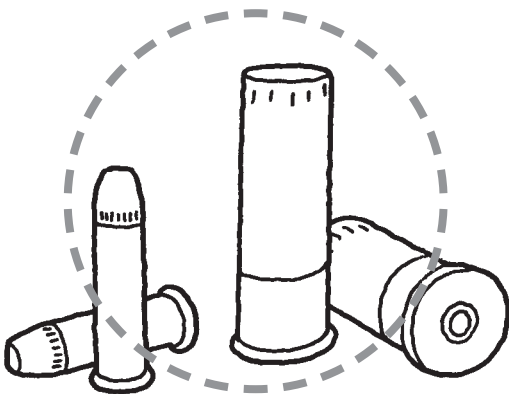
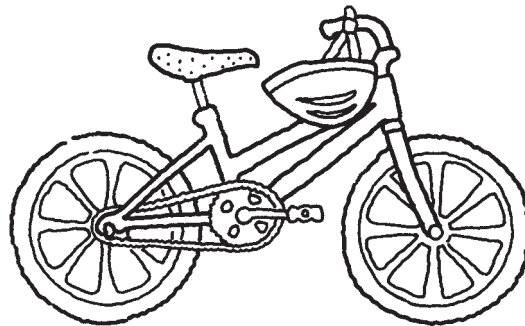
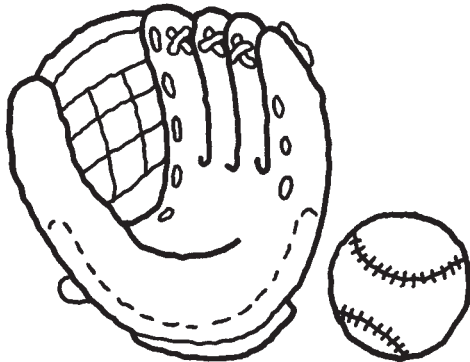
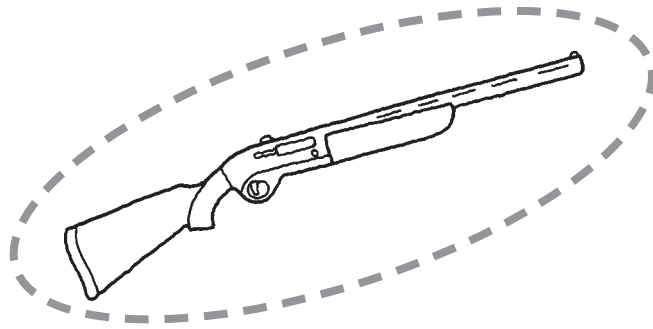
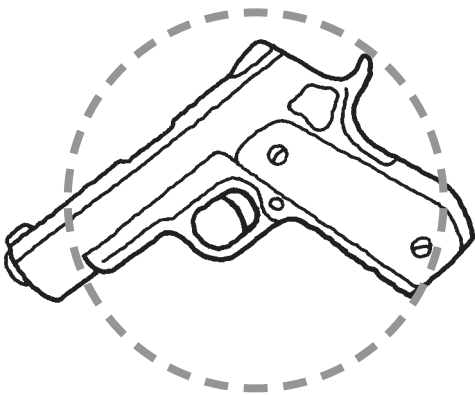
Name \_\_\_\_\_

Date \_\_\_\_\_



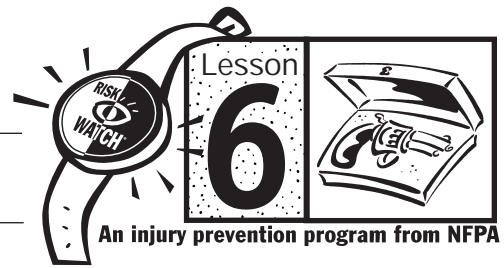
# Tell a Grown-Up

Look at the pictures below. Circle the pictures that show firearms danger. When your teacher asks, tell what you would do if you found one of these items.



Name \_\_\_\_\_

Date \_\_\_\_\_



# Follow the Rules

Listen to the story. Answer the questions.

When Shelly was five years old, she and her seven-year-old brother, Jason, went to the playground with their father. Their dad sat on a park bench while the children played.

The children were playing hide and seek. Shelly hid behind a bush. She was trying to be very quiet. She didn't want Jason to find her. As she peeked through the bush, she saw something shiny on the ground. She leaned over and picked it up. It was a gun. She didn't know it was a real gun.

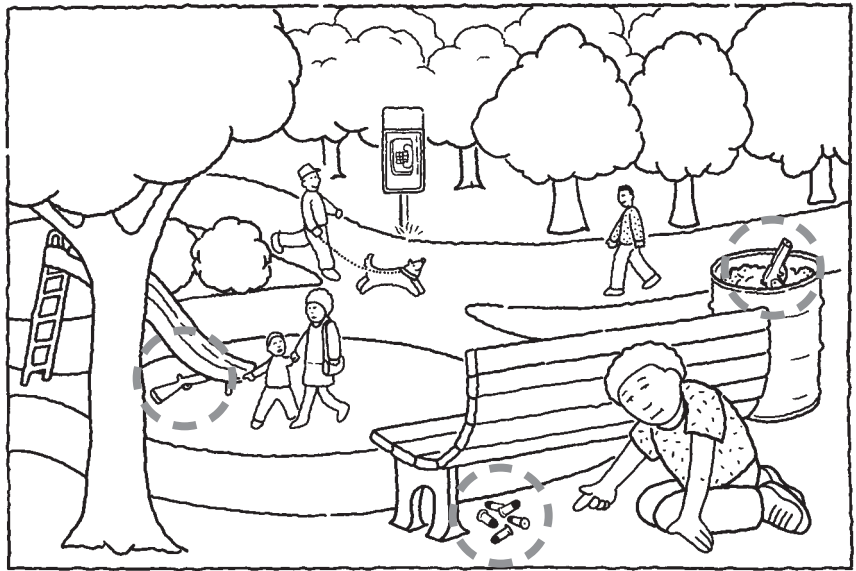
1. What did Shelly find under the bush? **A gun.**
  
2. What safety rule was broken?  
**Stay away from guns.**
  
3. What should Shelly have done when she found the gun?  
**Tell a grown-up.**

Name \_\_\_\_\_

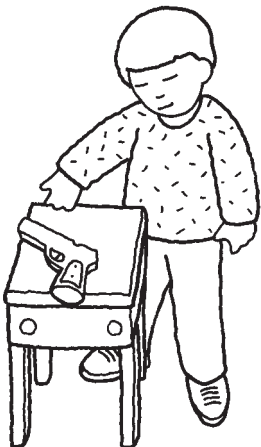
Date \_\_\_\_\_

# Find and Tell

Look at the picture. Find the items that are dangerous and can hurt you. Circle each of those items. Then tell your teacher why each item is dangerous.



Look at the pictures. Circle the picture that shows the right thing to do if you find a gun.







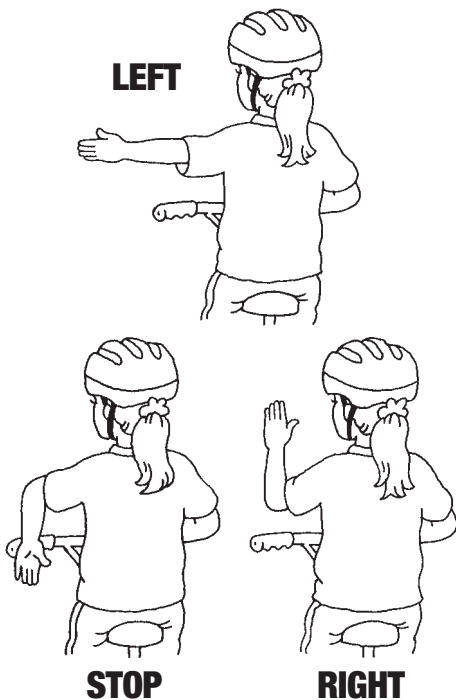
# Bike and Pedestrian Safety



## Home Activities

**Practice safe bicycling.** Go on a bike ride with your child. Have your child demonstrate safe bike habits, such as wearing a bike helmet correctly; walking the bike when crossing a street; making a complete stop when entering a sidewalk, path, or driveway; and using the proper hand signals when stopping or turning. If your child is incorrect, explain what he or she did wrong, and then show the correct way to follow the rule.

Visit [www.riskwatch.org](http://www.riskwatch.org) or [www.sparky.org](http://www.sparky.org) for more information and additional activities.



Your child has been learning bicycle safety rules and the proper way to cross streets and parking lots safely. Young children (aged 10 and under) need the constant supervision of a grown-up to keep them safe from moving vehicles whose drivers may not see small children until it is too late.

In 2001, nearly 314,600 children in the United States, aged 14 and under, were treated in hospital emergency rooms for bicycling-related incidents. Nearly half of children ages 14 and under hospitalized for bicycle-related injuries are diagnosed with a traumatic brain injury. Studies have shown that wearing a bicycle helmet significantly reduces the risk of a brain injury by 85 percent in the event of an incident. Worn properly, bicycle helmets should sit level on the head, and be snug and comfortable.

Another startling statistic is the number of children killed in pedestrian-related incidents. In 2000, incidents involving motor vehicles were responsible for the deaths of 534 children aged 14 and under in the United States, and another 172 children of this age died in non-traffic related incidents.

Safeguard your child by being bike-smart. Make sure your child always wears a bicycle helmet when riding a bike, skateboard, scooter, or inline skates and that he or she rides on sidewalks or paths under the direct supervision of a grown-up. Teach your child to make a complete stop when entering a sidewalk, path, or driveway. Also, teach him or her to look left, right, and left again for people who may be walking on the sidewalk or path or for vehicles pulling into or out of a driveway, and how to use proper hand signals before stopping or turning.

Teach your child to be street-smart, as well. Make sure your child knows to hold the hand of a grown-up when crossing a street or parking lot. Teach your child to stop at the curb or edge of a road, preferably at an intersection, to make sure the street is clear for crossing, and to never run into the street. Remind your child to listen and look for moving vehicles before crossing the street by looking left, right, and left again.

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**Data sources:** National Center for Injury Prevention and Control; National SAFE KIDS Campaign®; Pediatric Head Injuries and Deaths from Bicycling in the United States, *Pediatrics*, 1996.



Name \_\_\_\_\_

Date \_\_\_\_\_

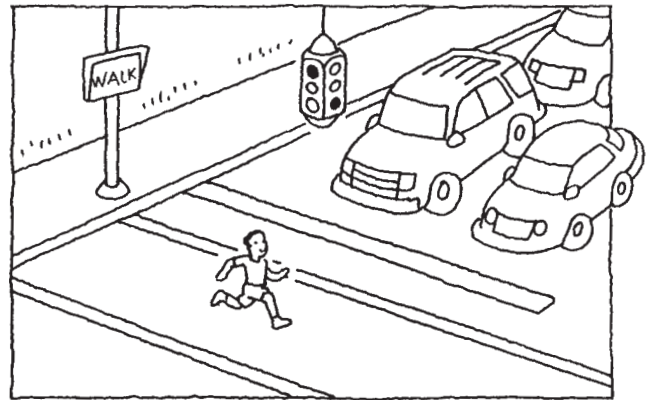
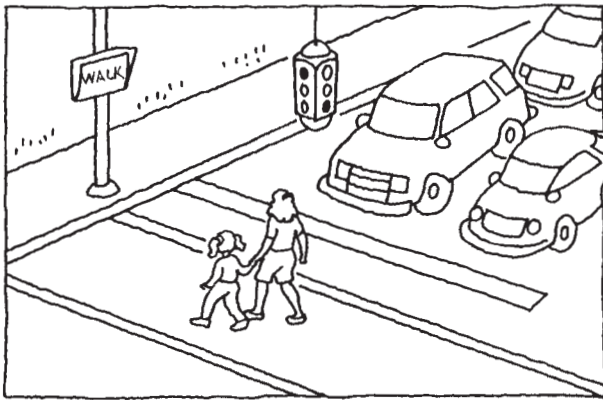


# Practice Safety When Crossing the Street

Look at the pictures below.

Color the picture that shows the safety rule being followed.

Cross out the picture that is wrong.

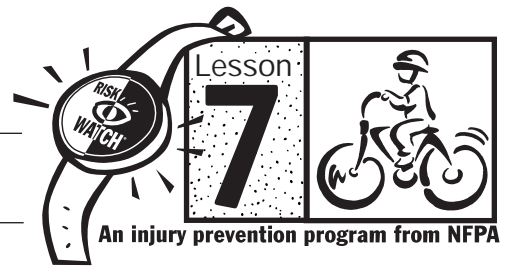


Trace each letter of each word in the phrase below.

Cross the Street  
with a Grown-up.

Name \_\_\_\_\_

Date \_\_\_\_\_



# What's Right with this Picture?

Look at the picture below. Some of the people are following bike safety rules. Find what's right. Put a circle around each item. Then, when your teacher asks, tell your teacher why each is right.



Name \_\_\_\_\_

Date \_\_\_\_\_



# Take the Test

Take this report card home, and ask a family member to grade you on the bike and pedestrian safety rules listed below.

<p><b>Grading Scale</b> S = Satisfactory N = Needs Improvement</p>
--

## Bike Safety

- \_\_\_ Wears a bicycle helmet every time he or she rides a bike, scooter, or skateboard or uses in-line skates.
- \_\_\_ Stops when entering a sidewalk, path or driveway, and looks left, right, and left again for people and cars, trucks, and buses.
- \_\_\_ Walks bike while crossing the street with a grown-up.
- \_\_\_ Uses proper hand signals to signal stopping or turning.
- \_\_\_ Rides during daylight hours, never after dark.

## Pedestrian Safety

- \_\_\_ Holds grown-up's hand when crossing a street.
- \_\_\_ Does not run into the street.
- \_\_\_ Listens and looks for cars, trucks, and buses before crossing the street by looking left, right, and left again.

Name \_\_\_\_\_

Date \_\_\_\_\_



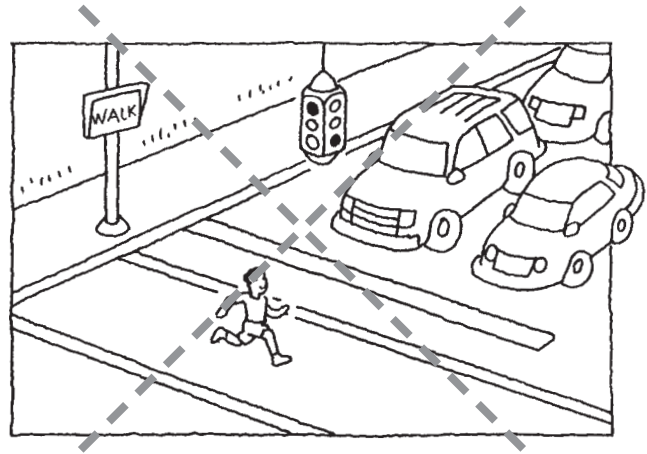
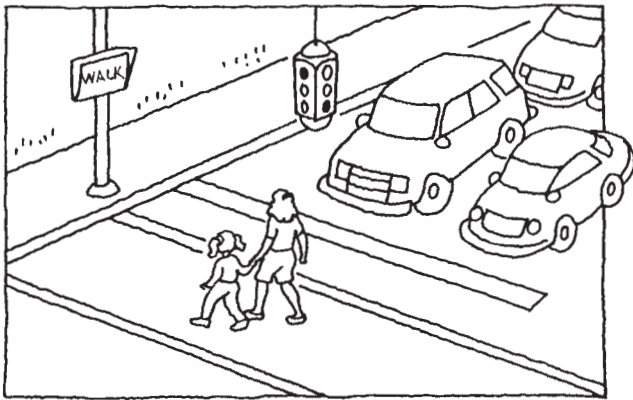
# Practice Safety When Crossing the Street

Look at the pictures below.

Color the picture that shows the safety rule being followed.

Cross out the picture that is wrong.

*Students should color this picture.*

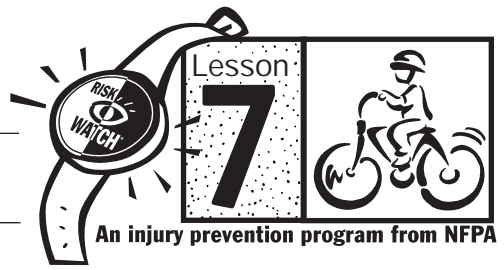


Trace each letter of each word in the phrase below.

Cross the Street  
with a Grown-up.

Name \_\_\_\_\_

Date \_\_\_\_\_



# What's Right with this Picture?

Look at the picture below. Some of the people are following bike safety rules. Find what's right. Put a circle around each item. Then, when your teacher asks, tell your teacher why each is right.



Name \_\_\_\_\_

Date \_\_\_\_\_



# Take the Test

Take this report card home, and ask a family member to grade you on the bike and pedestrian safety rules listed below.

*Answers will vary.*

## Grading Scale

S = Satisfactory

N = Needs Improvement

## Bike Safety

- \_\_\_ Wears a bicycle helmet every time he or she rides a bike, scooter, or skateboard or uses in-line skates.
- \_\_\_ Stops when entering a sidewalk, path or driveway, and looks left, right, and left again for people and cars, trucks, and buses.
- \_\_\_ Walks bike while crossing the street with a grown-up.
- \_\_\_ Uses proper hand signals to signal stopping or turning.
- \_\_\_ Rides during daylight hours, never after dark.

## Pedestrian Safety

- \_\_\_ Holds grown-up's hand when crossing a street.
- \_\_\_ Does not run into the street.
- \_\_\_ Listens and looks for cars, trucks, and buses before crossing the street by looking left, right, and left again.



# Water Safety



## Home Activities

### Create a swimming plan.

Discuss how the rule "Always have a grown-up present when swimming" applies to your child and why you think it is critical this rule always be followed.

Then have your child make a list of his or her swimming strengths and weaknesses.

Make arrangements for your child to enroll in a swimming lesson program. Set three swimming goals that your child can achieve with your help.

**Practice putting on a PFD.** If you own a PFD, (personal flotation device) have your child practice putting it on. Explain that a PFD should fit snugly, not loosely, or he or she could slip out of it. Make a list of situations in which your child would need to wear a PFD.

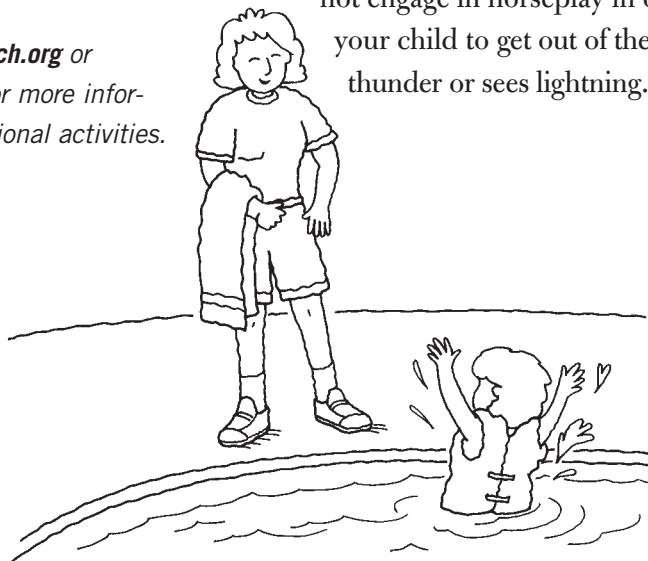
Visit [www.riskwatch.org](http://www.riskwatch.org) or [www.sparky.org](http://www.sparky.org) for more information and additional activities.

Your child has been learning about water safety and why it's important to follow water safety rules when in or around water. Most drowning incidents occur while swimming, fishing, boating, and bathing. Small children can drown in a bucket of water. In 2000, in the United States, 943 children aged 14 and under drowned.

You can prevent a drowning incident by making sure your child has adult supervision at all times whenever he or she is in or around water. In addition, swimming pools should be enclosed by four-sided fencing that is at least 5 feet high and is equipped with self-closing and self-latching gates.

Another way to safeguard your child from a drowning incident is to provide ongoing swimming lessons. Swimming lessons help your child learn proper swimming techniques, gain extensive training, and follow water safety rules. If your child cannot swim well, make sure he or she wears a U. S. Coast Guard approved personal flotation device (PFD) when he or she is near water. A PFD will add buoyancy to the body and keep the head and body higher in the water. Inner tubes, rafts, floaties, water wings, and other swimming toys are not considered PFDs and should not be used as such.

In addition, remind your child of the water safety rules. Make sure your child never swims alone; he or she should always have a grown-up present. Remind your child to pay attention to posted signs, such as "No Diving" and "No Running or Jumping." Make sure your child swims only when rested, does not eat food or chew gum while in the water, and does not engage in horseplay in or around the water. Also, remind your child to get out of the water immediately if he or she hears thunder or sees lightning.



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**Data sources:** American Red Cross, National Center for Health Statistics (NCHS), National SAFE KIDS Campaign®; National Safety Council Injury Facts, United States Lifesaving Association.



Name \_\_\_\_\_

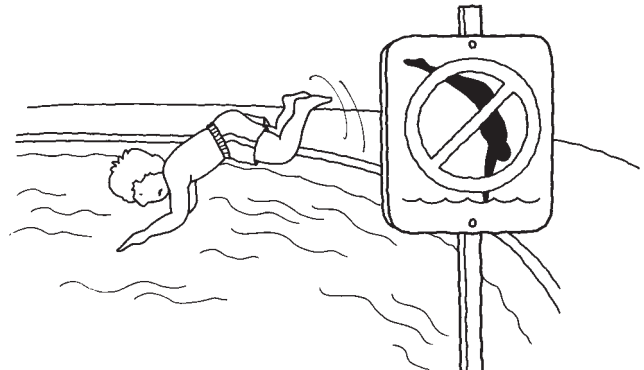
Date \_\_\_\_\_



# Water Safety in Action

Circle the pictures that show children following water safety rules.

Put a large red X on the pictures that show children breaking the rules.





Name \_\_\_\_\_

Date \_\_\_\_\_



# The Rest of the Story

Listen to the story. Answer the questions.

It was a hot Tuesday afternoon. Many people were swimming at the pool. Elena was the lifeguard on duty. What a busy day she had! Elena's job is to make sure that everyone at the pool follows the water safety rules. When she sees someone breaking the rules, she blows her whistle. She tells them that they are not following the rules. She then tells them what they need to do differently, so they can be safe. If someone keeps breaking the same rule, Elena makes them get out of the pool and sit on a bench next to her chair for 10 minutes.

Elena noticed two young girls chasing each other right next to the pool. What do you think happened next?

Later on, Elena saw three boys blowing bubbles and eating candy bars while they were swimming. What do you think happened next?

Elena kept a close eye on the boys who were eating candy and chewing gum in the pool. She saw that one of the boys still had gum in his mouth and was in the pool. What do you think happened next?

Elena then saw her mom's friend get into the pool with her small children. Elena knew that the children did not know how to swim. She was surprised that the mom placed her children on top of an inner tube. For safety reasons, the pool office let the children borrow PFDs. What do you think happened next?

When the pool closed for the day, Elena made a list of all the water safety rules that were broken during her day at work. Can you help Elena make a list of the rules that were broken?

Name \_\_\_\_\_

Date \_\_\_\_\_



# Picture This!

Listen to each water safety rule. Draw a picture for each one.

Learn how to swim.

Wear a PFD when in or around water.

Always swim with a grown-up.

Quickly get out of the water if you see lightning.

Name \_\_\_\_\_

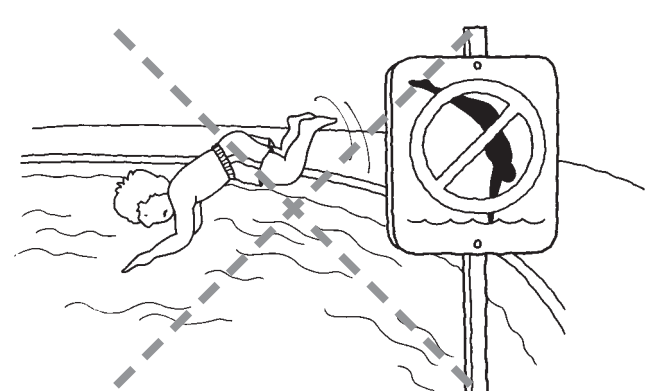
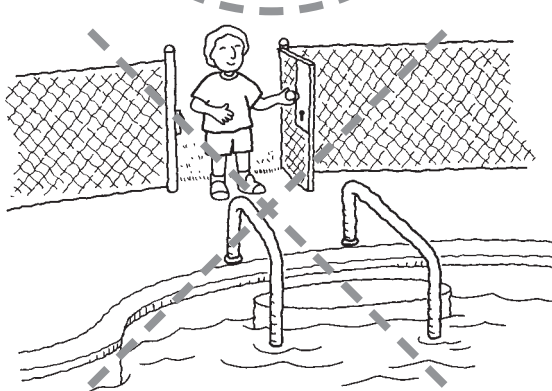
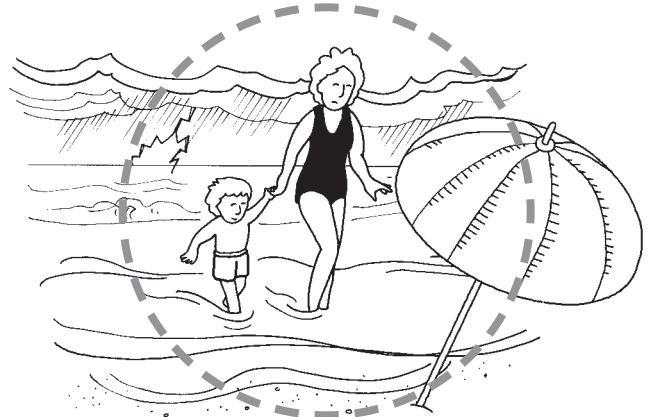
Date \_\_\_\_\_



# Water Safety in Action

Circle the pictures that show children following water safety rules.

Put a large red X on the pictures that show children breaking the rules.



Name \_\_\_\_\_

Date \_\_\_\_\_



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Listen to the story. Answer the questions.

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Elena noticed two young girls chasing each other right next to the pool. What do you think happened next?

Later on, Elena saw three boys blowing bubbles and eating candy bars while they were swimming. What do you think happened next?

Elena kept a close eye on the boys who were eating candy and chewing gum in the pool. She saw that one of the boys still had gum in his mouth and was in the pool. What do you think happened next?

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When the pool closed for the day, Elena made a list of all the water safety rules that were broken during her day at work. Can you help Elena make a list of the rules that were broken?

**Answers will vary.**

Name \_\_\_\_\_

Date \_\_\_\_\_



# Picture This!

Listen to each water safety rule. Draw a picture for each one. *Answers will vary.*

Learn how to swim.

Wear a PFD when in or around water.

Always swim with a grown-up.

Quickly get out of the water if you see lightning.

# Kindergarten *Risk Watch* Messages

## Motor Vehicle Safety

1. Always ride buckled up in the back seat in a child safety or booster seat.
2. Learn and practice school bus safety rules.

## Fire and Burn Prevention

1. If your clothes catch fire, stop, drop, and roll.
2. Know what to do when the smoke alarm sounds.
3. Hot things can hurt you.
4. Tell a grown-up if you find matches or lighters.

## Choking, Suffocation, and Strangulation Prevention

1. Eating is serious business.
2. Save your breath.

## Poisoning Prevention

1. Take medicine only from a grown-up you trust.
2. Ask a grown-up before eating or drinking anything.
3. Tell a grown-up if someone finds poison.

## Fall Prevention

1. Stay away from open windows.
2. Avoid playing on stairs and escalators.
3. Learn and practice safe play rules.
4. Play on “soft” play surfaces.

## Firearms Injury Prevention

1. Tell a grown-up if you find a gun.
2. Stay away from guns and ammunition.

## Bike and Pedestrian Safety

1. Cross the street with a grown-up.
2. Learn and practice bike safety rules.
3. Wear a helmet every time you ride.
4. See and be seen.

## Water Safety

1. Always swim with a grown-up.
2. Wear a personal flotation device (PFD) when in or around water.
3. Learn and practice the water safety rules.
4. Stop, look, and test before entering lakes and pools.
5. Be safe on ice.

# Risk Watch® Knowledge Test

## Teacher Instructions



Duplicate the *Risk Watch* knowledge test and work with children in small groups or individually. Ask a parent volunteer or teacher's aide to assist with administering the test. Have the children look at the two pictures for each question. Explain each picture. (Example: Point to the picture of a bathtub with steam, then point to the picture of a ball. Read the question corresponding to the pictures. Have the children draw a ring around the best answer.) Correct answers are **highlighted**.

1. Look at the two pictures. One picture shows a bathtub filled with water. One picture shows a ball. Which could be hot and hurt you?

*(One picture shows a **bathtub filled with steaming water**, the second picture shows a ball.)*

2. Look at the two pictures. The first picture shows a child giving the matches to the grown-up. The second picture shows a child telling a grown-up to put the matches away. If you found matches lying on a table, which picture shows the safest thing to do?

*(One picture shows a child giving matches to a grown-up, the second picture shows a **child telling a grown-up about the matches**.)*

3. Look at the two pictures. The first picture shows children still playing a game. The second picture shows children going out of the house. Which picture shows what you do if the smoke detector/alarm sounds?

*(One picture shows two children playing in a home, the second picture shows the **children going out the front door**.)*



# Risk Watch® Knowledge Test



4. Look at the pictures of the child riding a bike. Which picture shows a child riding safely?

*(One picture shows a **child riding with a helmet**, one picture shows a child riding without a helmet.)*

5. Look at the pictures of a child crossing the street. Which picture shows the child crossing the street safely?

*(One picture shows a child crossing the street alone, one picture shows a child **crossing the street at the crosswalk with a grown-up.**)*

6. Look at the pictures of a child riding in a car. Which picture shows the child riding safely?

*(One picture shows a **child riding in a booster seat in the back seat**, one picture shows a child riding in the front seat without a safety belt.)*

7. Look at the pictures of a child getting a drink. One picture shows a child drinking something from a bottle from under the kitchen sink. The second picture shows a child taking a drink from a grown-up. Which picture shows the safest way to get something to drink?

*(One picture shows a child in front of a cabinet under the sink, lifting a bottle to his/her mouth, the second picture shows a **grown-up giving the child something to drink.**)*

8. Look at the pictures of the children playing. Which picture shows children playing on the slide safely?

*(One picture shows **children taking turns on the***





# Risk Watch® Knowledge Test



*slide, the second picture shows several children trying to go down the slide at the same time.)*

9. Look at the pictures of the child on an escalator. Which picture shows the child acting safely on the escalator?

*(One picture shows a child holding on to a parent's leg, the second picture shows a **child holding on to the handrail and parent's hand.**)*

10. Look at the pictures of the child dressed for a windy day. The first picture shows a child wearing a sweatshirt. The second picture shows a child wearing a sweatshirt with drawstrings around the neck. Which sweatshirt is the safest?

*(One picture shows a **child wearing a sweatshirt without drawstrings**, the second picture shows a child wearing a sweatshirt with drawstrings.)*

11. Look at the two pictures of a child eating. Which picture shows a child eating safely?

*(One picture shows a **child seated at a table**, one picture shows a child walking while eating.)*

12. Look at the two pictures. The first picture shows a child giving a gun to a grown-up. The second picture shows a child telling a grown-up about the gun. Which picture shows the safest thing to do?

*(One picture shows a child handing a gun to a grown-up, one*

# Risk Watch<sup>®</sup> Knowledge Test



*picture shows a **child telling a grown-up about the gun.**)*

13. Look at the two pictures. The first picture shows a child swimming at the beach. The second picture shows a child swimming at the beach with a grown-up. Which picture shows the safest thing to do?

*(One picture of a child wearing a PFD playing in water at the beach, one picture shows a **child wearing a PFD playing in water at the beach with a grown-up standing nearby.**)*

14. Look at the two pictures of children on a bus. Which picture shows the safest way to ride the bus?

*(One picture shows a **child sitting in a seat**, the second picture shows a child standing on the seat.)*



# Risk Watch® Knowledge Test

## Questions

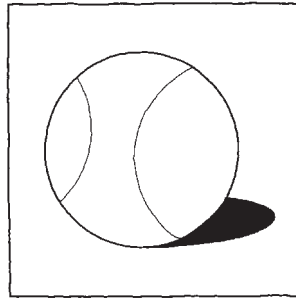
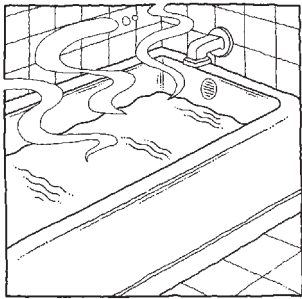


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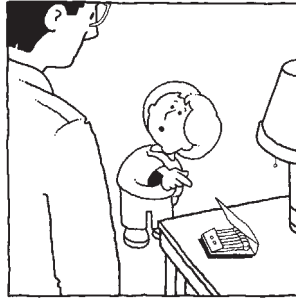
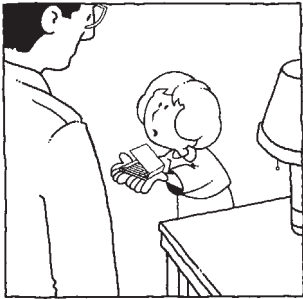
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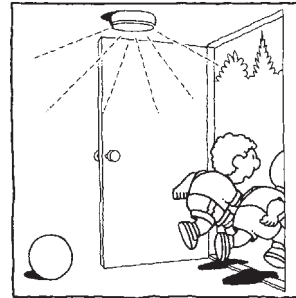
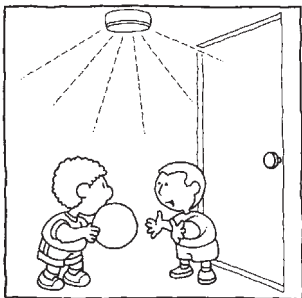
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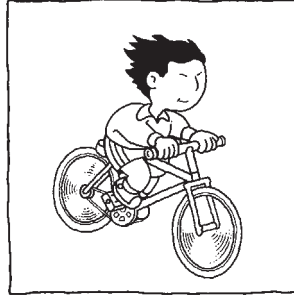
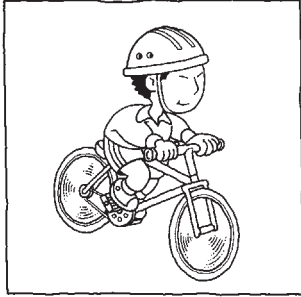
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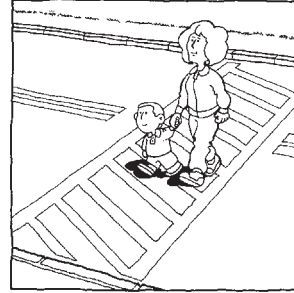
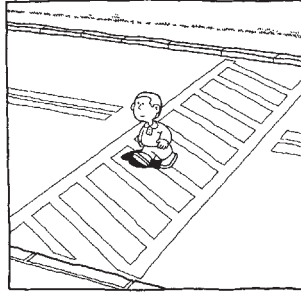
# Risk Watch® Knowledge Test



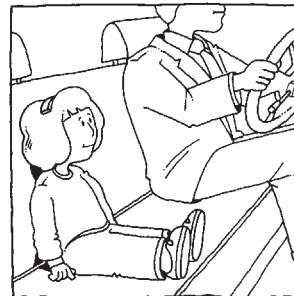
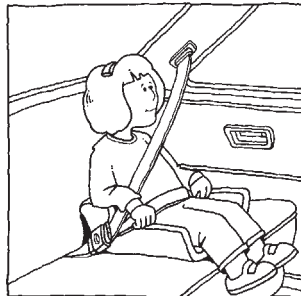
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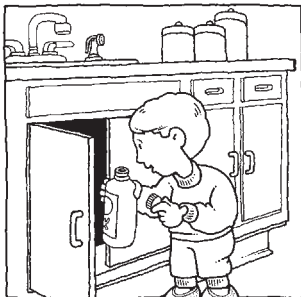
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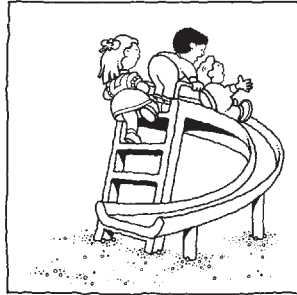
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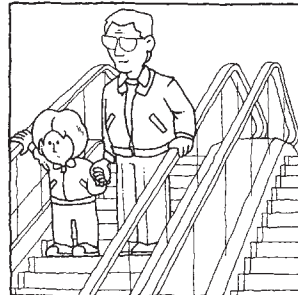
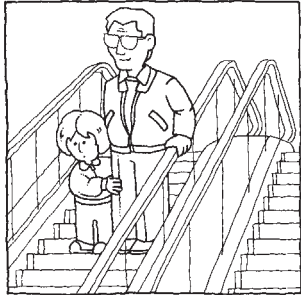
# Risk Watch® Knowledge Test



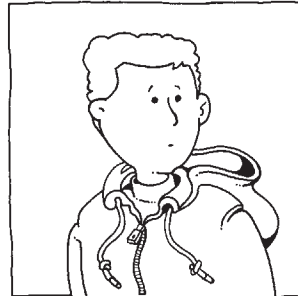
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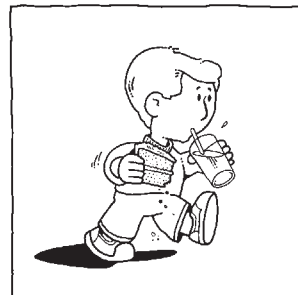
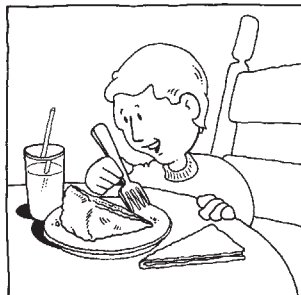
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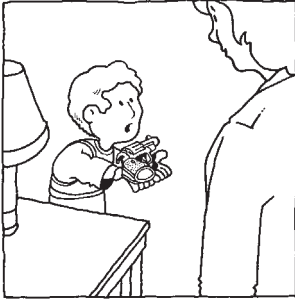
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# Risk Watch® Knowledge Test



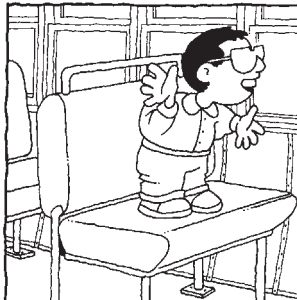
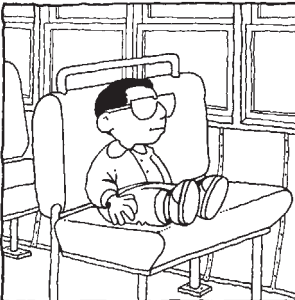
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# Risk Watch® User Survey Form



Please duplicate this form for future submissions

**W**e want to know what you think of *Risk Watch*®. Use this User Survey Form to let us know how the program has worked in your classroom and ideas to make the program even better.

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

School: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_

State/Province: \_\_\_\_\_ Zip/Postal Code: \_\_\_\_\_

Grade Level: \_\_\_\_\_

What do you like about *Risk Watch*?

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

What do children and caregivers like about *Risk Watch*?

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

What recommendations do you have to make the program better?

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

If you have observed a positive change in the behavior of any of your students as a result of their participation in the *Risk Watch* program, please use the *Risk Watch* Success Incident Report Form to document it. Your class or student may be eligible to receive a certificate of recognition from NFPA!

**Return completed form to:**

NFPA, Public Education Division,  
1 Batterymarch Park, P.O. Box 9101, Quincy, MA 02169-7471  
Fax: (617)770-0200



# Risk Watch® Success Incident Report



Please duplicate this form for future submissions

**W**e want to recognize students and others in your community who have put their *Risk Watch*® safety lessons into action. We'll mail a special commemorative certificate to your local hero for each documented "Risk Watch Save" or "Risk Watch Success" you tell us about.

**A "Risk Watch Save" certificate** will be presented to a person whose actions, learned as a direct result of participation in NFPA's *Risk Watch* program, have resulted in the preservation of human life, or whose positive intervention has prevented or minimized a potentially life-threatening situation. (Examples: Nominee followed a pre-established escape plan and survived a home fire, survived a motor vehicle collision through the proper use of safety belts or a child restraint seat, avoided severe head injury in an actual bicycle incident by wearing a bike helmet; and so forth.)

**A "Risk Watch Success" certificate** will be presented to a person whose actions, learned as a direct result of participation in NFPA's *Risk Watch* program, have reduced the danger of a potentially harmful situation. (Examples: Nominee persuaded caregiver to install a smoke alarm or practice a home fire drill; convinced a friend to wear a bicycle helmet or safety belt; told a responsible adult that he or she had found matches, poison, ammunition, or a gun; and so forth.)

In order for NFPA to issue a certificate in a timely fashion, please be as detailed as possible when completing this form.

Submitted by: \_\_\_\_\_

School or organization: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Telephone number: \_\_\_\_\_

Fax number: \_\_\_\_\_

E-mail: \_\_\_\_\_



NFPA will review the information provided on the *Risk Watch* Success Incident Report and determine the viability of the incident. Successes and Saves will be acknowledged with a certificate of commendation signed by the President of NFPA. The certificate will be sent to the person listed below for presentation to the individual who performed the safe behavior. Please specify contact name, complete address, and telephone number for NFPA to send the certificate.

When will the certificate be presented? \_\_\_\_\_

*continued...*

# Risk Watch® Success Incident Report



continued...

Who performed the *Risk Watch* behavior? \_\_\_\_\_

Age of individual at the time of the incident: \_\_\_\_\_ Grade: \_\_\_\_\_

Name and ages of all children involved: \_\_\_\_\_  
\_\_\_\_\_

Date of incident: \_\_\_\_\_

City/town where the incident occurred: \_\_\_\_\_

Exact location where incident took place: \_\_\_\_\_

In the event of a "Save," NFPA will contact the child's family, please include the family's home phone number in your initial report: \_\_\_\_\_

Name of teacher who taught the individual the *Risk Watch* behavior: \_\_\_\_\_

When was *Risk Watch* first implemented in the classroom? \_\_\_\_\_

When was *Risk Watch* first implemented in the community? \_\_\_\_\_

Please indicate the risk area involved with this incident (check box):

- Motor Vehicle Safety
- Fire and Burn Prevention
- Choking, Suffocation, and Strangulation Prevention
- Poisoning Prevention
- Falls Prevention
- Firearms Injury Prevention
- Bike and Pedestrian Safety
- Water Safety

Please write a detailed summary of the incident, spelling out exactly what happened and what steps were taken by each person involved in the incident. Also explain how the child's action(s) positively impacted his/her safety and that of others. Attach documentation such as a newspaper article or incident report, if available.

**Return completed form to:**

NFPA, Public Education Division,  
1 Batterymarch Park, Quincy, MA 02169-7471



# Risk Watch® Diploma



NFPA recognizes

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as an official *Risk Watcher*.

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D A T E

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T E A C H E R