

UNIT: SAFETY FIRST

This Unit is designed for adult students in my community literacy, high-beginner/low-intermediate adult ESL class which meets weekly for two hours.

This unit is designed to cover the span of 3 weeks, and could perhaps be expanded should students demonstrate willingness or need to delve into any aspect of this unit in greater detail. I chose to develop this particular unit because it is the next unit that I will have to teach for this class.

The text and workbook have been designated as the curriculum I am expected to follow though I am free to exercise liberty in supplementing it.

FOCUS (topics): *traffic signs, safety at home and at work, should & shouldn't; 911 emergency calls; traffic safety*

Because most of the students are licensed drivers, they will probably be familiar with much of the “new vocabulary” presented in this unit, so I will supplement the vocab and I will focus on reinforcing grammatical constructs presented in the last unit including:

- simple past with BE
- time references with “ago” (two weeks ago, six months ago, etc)
- negative statements with contractions (isn't, wasn't, weren't, don't, doesn't, didn't, I'm, he's, she's, we're, they're)
- distinguishing end sounds: can/can't did/didn't
- present progressive (be + going)
- should/shouldn't
- adverbs of frequency (always, usually, sometimes, never)
- prepositions

TO DO: find traffic sign images, get DMV booklet, print copies of Learning Log, print handouts p. 10 & 11 for *Real World News*, print handouts p. 8 & 9 for *Disaster Blaster* game, print scavenger hunt slips

NEW VOCABULARY: safe, dangerous, traffic safety, equipment, smoke detector, safety glasses, building, lock, alone, advice, public safety, ambulance, choking, police officer, emergency, medical emergencies, 911 operator, poison control center, intersection, construction (workers), raining, snowing, sleeting, black ice, driver's license, proof of insurance, yield

NEW EXPRESSIONS: pull over/pulled over, falling asleep at the wheel/fell asleep at the wheel, pay attention/paid attention, jaws-of-life, read a map, file a report, hit and run, alternate parking, running a red light/ran a red light; failure to yield/failed to yield; right-of-way, pedestrian, pedestrian crossing, unmarked intersection, uncontrolled intersection, turn on your hazard lights; put your emergency parking brake on, turn on your fog lamps, turn your brights off/on, crosswalk, bike lane

Reinforce Vocabulary & Expressions From Last Unit: boss, employee, workers, co-workers, manager, janitor, policeman, fireman, mechanic, painter, gardener, pharmacist, nurse, doctor, singer, bus driver, delivery person, job titles, memos, interview, apply, application, on time/at ____ o'clock, late for work, ranges of time (ie., from 7 – 9 p.m.)

GRAMMAR:

- simple past with BE
- time references with “ago” (two weeks ago, six months ago, etc)
- negative statements with contractions (isn't, wasn't, weren't, don't, doesn't, didn't, I'm, he's, she's, we're, they're)
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RHETORICAL DEVICES:

Sequencing Transition Words: First, second, third, then, next finally, last but not least.

Conditionals, Cause & Effect: if/then *and* when/then (conditionals)

DISCOURSE:

- Students will ask & answer questions about safety in traffic, in the home and in the workplace in the form of advice related to what they should and shouldn't do in various situations.
- Students will give and request advice using “should”.

- Students will recognize more than one way to formulate “you should” statements. If/when....., you should (do)..... OR You should (do).....if/when.....
- Students will give directions to various addresses, given a map.
- Students will role-play 911 calls, poison control center calls, non-emergency police calls.
- Students will use frequency adverbs (always, usually, sometimes, never) with syntactic accuracy.
- Students will use prepositions with increasing accuracy with the help of a reference tool like the preposition pyramid.
- Students will practice cause and effect statements with regard to calling 911.

ASSESSMENT:

Open & Close unit with Donald Duck Cartoons: Informally gauge level of comprehension based on observation and listening to conversations responding to prompt, “What happened? and What new words are you curious about after viewing? “ At end of unit, students should be able to be much more conversant about “what happened, and should identify more complex vocabulary as items of interest” in the cartoons.

Pre-Teaching quick-check of preposition usage.

Brainstorm all the traffic words they know

Informal check for familiarity with basic traffic signs. (Using red/green or yes/no cards, point to pictures of signs and ask does this mean “stop? Does this mean turn left? Etc.)

Students will complete a Learning Log form to help record and discuss assessment of their progress in completing the unit objectives.

Portfolios: students develop autonomy, taking charge of their learning by choosing pieces of their work to assess. Portfolios will include one or both of the following: a) before and after versions of an assignment so the students, teachers, etc. can actually see the skill growth; b) a piece of work that is accompanied by a detailed rubric so viewers can understand exactly what has been learned.

ACTIVITIES:

- Warm-Up: Identify safety features in the library or school hallway
- Exit sign
- Fire extinguisher
- Evacuation map
- Smoke Alarm
- Sprinkler

Pair/Share:

Have students talk with a partner about an unsafe situation they were recently involved in either at work, or home, or in traffic. Have them write it down as best they can. Then have them act it out in front of the class and as they explain the situation, record the scenario on the board (or butcher block paper). These scenarios will be the situations for the following Timed Writing/Problem Solving activity.

Timed Writing/Problem Solving:

Butcher paper will be posted around the room, with a different safety problem depicted on each one. Students, in pairs or threes, will rotate around each of the posters. Each group writes one piece of advice on each poster, (they get a timed single minute to write down their advice on the poster), their advice must be different than what is already written on the poster. The posters should have one or two “silly” situations to keep it upbeat.

Scrambled Sentences

When you....you should....do this.

Conditionals: If/Then or When/Then
When should you call 911?

- ✓ If there is a very loud party next door, should you call 911?
- ✓ If someone stole your bicycle, should you call 911?
- ✓ If someone wrote graffiti on your property, should you call 911?
- ✓ If there is a power outage, should call 911?
- ✓ If there is a loose dog running around the neighborhood, should you call 911?
- ✓ If there is a cat stuck in a tree, should you call 911?

Work-book activities: Match words with pictures; Fill in the blanks from a word bank; Match names with descriptions; Choose the appropriate response to complete the sentence, given two options; Fill in the missing blank exercises (word or short phrase); read a short passage with percentage statistics and calculate numerical responses to questions about the data; listening exercises discriminating word ending (should/shouldn't) , details for reporting, listening for key words and phrases; listening for detail; engages in dialogue role-play with partner, given prompts, and uses should/shouldn't to give advice; fill in the blanks using data represented in pie chart

Truth or Dare:

- Always/usually/sometimes/never:
- How often do you talk on the phone and drive?
- How often do you drive faster than the speed limit?
- How often do you find yourself falling asleep at the wheel?
- How often do you wear your seatbelt?
- How often do you check your smoke detector?
- How often do you run red lights?
- How often do you change lanes without signaling?
- How often do you drive after drinking?
- How often do you hit and run?
- How often do you fail to slow down in school zones?
- How often do you wear safety equipment at work?

(Tally students' answers and then afterwards, calculate percentages.)

Sequencing with transition words:

(First, Second, Third, Then, Next, Finally, or Last but Not Least)

What should you do when it's.....raining/snowing?

What should you do if you have a flat tire?

What should you do if you see an accident?

Matching prepositions and actions:

Put your _____ over / on / in / off / down

Turn on your _____

Put on your _____

Turn your _____ over / on / in / off / down

Turn down the _____

Hand over your _____

Put your _____ over / on / in / off / down

Hit the _____

Step on the _____

Flip the _____ over / on / in / off / down

Turn the _____ over / on / in / off / down

hazard lights	emergency parking brake	fog lamps	gas
high beams (brights)	headlights	brakes	dome light
radio	driver's license	defrost	seatbelt

GAMES: Disaster Blaster and \$25,000 Pyramid (Workplace Safety)

FREWRITE:

1) Make a list of 3 or more things you did to stay safe at home, in traffic, or at work over our holiday break. Use your most advanced English skill: pictures, drawings, symbols, words, phrases or complete sentences.

2) Make a checklist of the most important things you would expect (want) your children or parents to do to stay safe while in traffic, or while at school, or while at work, or at home alone. Encourage students to use the adverbs of frequency (never, sometimes, usually, always); Put shell on board for them to model:

While at work, you should:

- 1.
- 2.
- 3.

When you're at school, you should:

- 1.
- 2.
- 3.

When you're at home alone, you should:

- 1.
- 2.
- 3.

Supplemental Materials:

DONALD DUCK: How To Have An Accident At Work (1959)
(7 min. 4 sec.)

<https://www.youtube.com/watch?v=OYGAal4hgEw>

DONALD DUCK: How To Have An Accident in the Home
(6 min. 42 sec.)

https://www.youtube.com/watch?v=MG2GR6AT_vA

Safe Lifting & Handling: Top Tips to prevent Injury
(19 min. 13 sec.)

<https://www.youtube.com/watch?v=JRUB7K5nTb8>

JCLC – Schurz/Watertown High Beginning/Low Intermediate Adult ESL

Funny Safety Training Video, Perfect for Safety Meeting Openers (DuPont Sustainable Solutions)

(2 min. 53 sec.)

<https://www.youtube.com/watch?v=ORUJ6gWBhrY>

“Icing on the cake” (Story Corps)

<https://www.youtube.com/watch?v=jZK7rayEptw>

Teen Workers: Real Jobs, Real Risks

Washington State Dept. of Labor & Industries and University of WA production

(13 min. 45)

<https://www.youtube.com/watch?v=3rLzCKMHi1E>

Talking Safety Youth at Work, Teaching Young Workers About Job Safety and Health
2010 New Jersey Edition NIOSH Curriculum , CDC

<https://www.cdc.gov/niosh/talkingsafety/>

Youth @ Work Talking Safety, A Safety & Health Curriculum For Young Workers

Wisconsin Edition, DHHS, CDC & NIOSH

https://www.cdc.gov/niosh/talkingsafety/states/wi/2015-164/pdfs/Talking_Safety_WI.pdf

and Powerpoint

OSHA dialogues for ELLs

https://www.osha.gov/dte/grant_materials/fy11/sh-22233-11/Workplace_Safety_ESL.pdf

Poisons & Toxins match pictures & words

<http://www.eslflow.com/Poison.pdf>

safety for the home....double-checking things.....dialogue

<http://www.eslfast.com/easydialogs/ec/safety09.htm>

Practice Dialogue:

A: I have to go back upstairs.

B: Why? We're already late.

A: I have to check the stove.

B: What's the matter?

A: Maybe I left the burner on.

B: No, you didn't. I checked the stove before we left.

A: Are you sure?

B: Of course I'm sure.

A: Well, I have to go back upstairs anyway.

B: It's getting later every minute.

A: I think I left the water running.

B: No, you didn't. Let's go! The only thing running is the clock!

DECEMBER 1, 2016

Activity	Time	Materials
Donald Duck Cartoon: How to Have an Accident at Work	7 min. view + 5 min. turn & talk discussion ...what happened? What new words are you curious about? Ask at least one question about what you saw.	Smart board projector https://www.youtube.com/watch?v=OYGAal4hgEw (7:04)
Donald Duck Cartoon: How to Have an Accident in the Home	7 min. view + 5 min. turn & talk discussion...what happened? What new words are	Smart board projector

	you curious about? Ask at least one question about what you saw.	
<p>EMERGENCIES:</p> <p>Poll class--can they think of a time when they had a work injury, or do they know someone who was injured at work? Turn & talk. (5 min.)</p> <p>Brainstorm examples of emergencies that can happen in the workplace or at home. (5 – 10 min.)</p>	10 – 15 min.	White board and markers
Disaster Blaster GAME	30 min.	Handouts p. 8 & 9 (1set per 4 students); game board; one die per each game; game pieces (one for each group; game prizes
<p>Real World Emergencies— In the News</p> <p>Students read in pairs, discuss, and then report to class.</p>	30 minutes	Handouts 10 & 11

Text & Workbook pp. 124,125, (126?)	30 minutes	HW: Wkbk p. 72, 73
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DECEMBER 8, 2006

Activity	Time	Materials
Correct HW and do Text p. 126 (all) w/ Listening Activity; p. 127 A & B w/ Listening Activity	45 min.	Step Forward Text & Workbook
Preventing Traffic Accidents Turn & talk- recent traffic incidents personally experienced or witnessed..... Brainstorm a list....What changes have to be made to stay safe now that we're into snowy conditions once again?	5 minutes	Whiteboard & Markers
Discuss any new vocabulary	10 min.	
Preposition Quick-Check/Refresher	5 min.	
Explain frequency adverbs	5 min.	whiteboard
Play truth or dare	15 min.	
Pictures/scenarios: spot the hazards Work in pairs; record their findings; report to class	25 min.	Handouts pictures & scenarios
Scrambled sentences....you should	10 min.	Split sentence strips
		HW: TEXT p. 127 (4), 128 (all), and WKBK p. 74, 75

DECEMBER 15, 2016

Scavenger Hunt: Give students written directions to find a safety related item in the school....eg;. leave the library, turn right, go down the hallway. Before the gym on the left , in the middle of the wall is a safety device. What is it? Name it or describe it.	10 min.	Scavenger slips/directions--a different one for each student.
Correct HW	30 min.	Step Forward Workbook & Text
If/Then and When/Then (Conditionals) When should you call 911?	5 min.	
LISTEN: 911 call First, second, next, finally	5 - 7 min.	What happens when you call 911: https://www.youtube.com/watch?v=J3efgWPPp4k Example of when and why NOT to call 911 (Kenosh tornado 2008): https://www.youtube.com/watch?v=X4gj32n75P8
Role-Play: 911 Scenarios-- What should you do? Students are given a situation and with a partner act out a 911 call or a non-Emergency police call, giving directions.	10 min.	Scenarios; strips; hand-out....give everybody one; then have them switch

Play \$25,000 Pyramid Game	30 min.	Mini scenarios, ppt. slide 30-40; WI NIOSH curric p. 66, and 72-80
Correct HW	20 min.	
If time permits, Do Text p. 129 (2A & B)	10 min,	Step Forward TEXT
National Lampoon Christmas Clips (safety hanging lights)	2 min.	National Lampoon's Christmas (clip) https://www.youtube.com/watch?v=zoMflxZZXSk (1 min.)
		NO HOMEWORK: CHRISTMAS HOLIDAY
		Watch National Lampoon's Christmas Vacation

January 5, 2017

We Three Kings w/subtitles; see if anyone is celebrating Epiphany	5 min.	We Three Kings https://www.youtube.com/watch?v=k8mjRxkMBkE (3:21)
Do TEXT pp. 129 (2 A & B) - 135	60 min.	Step Forward Text
DO WKBK pp. -78-76	15 min.	Step Forward Workbook
Time permitting, Play Concentration with vocabulary	15 min.	
Re-View Donald Duck Cartoons "How to Have an Accident at Work" and "How to Have an Accident in the Home" What happened? What words are you curious	25 min,	How to Have an Accident at Work: https://www.youtube.com/watch?v=OYGAal4hgEw (7:04) How to Have an Accident in the Home: https://www.youtube.com/watch?v=MG2GR6AT_vA (6:42)

about? Students will be encouraged to write their responses after discussion.		
		HW: finish any pages in Unit 11 that have not been completed; compose sentences for the free write, If students cannot write sentences or phrases, they should write a list of as many words about traffic, work and home safety as they can think of, and prepositions, pronouns, WH words etc....as many English words as they can think of in 20 minutes. Complete a learning log for Unit 11.

Unit 11 Learning Log for _____ Date: _____

I can

- ☐ understand traffic signs and talk about work safety.
- ☐ write about driving safety.
- ☐ use *should* and *should not*. (You *should* lock the door. You *shouldn't* leave the door open.)
- ☐ Call 911.
- ☐ follow driving safety advice.
- ☐ understand a pie chart about car accidents.

My favorite exercise was _____

I need to practice _____

I want to learn more about _____

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