



## Safety and Health

### Lesson Plan

#### Objectives:

1. Participants will develop skills to ensure their homes are safe for children.
2. Participants will talk about how they childproof their homes.
3. Participants will discuss how making their home safe will affect their child(ren).
4. Participants will commit to ensuring their home is safe for their child(ren).
5. Participants will access community resources to keep their homes safe.
6. Participants will develop a plan for improving the safety of their homes.
7. Participants will commit to utilizing their support network to help them carry out their childproofing and safety plan.

#### Materials:

- Suggested DVD — *Everybody Hates Chris*, Season 1, Disc 2, “Everybody Hates Greg” (Introduction up to 1:15)
- DVD player and TV or a computer with a DVD drive and a projector
- *If you have expecting and new parents:*
  - Child Safety Questionnaire with Answer Key for Facilitator
  - Cardboard toilet paper tube and small objects to demonstrate toy safety and choking hazards (See Child Safety Questionnaire)
- Participant binder pockets with handouts:
  - Child Safety Bingo card (**Note** – there are 10 unique Bingo cards available)
  - Keeping Your Child Safe and Healthy handout
  - Setting Goals for Keeping My Family Safe and Healthy worksheet
  - Resource list for your area (see Preparation note #1)
  - *For expecting and new parents:*
    - Child Safety Questionnaire
    - Babies and Food Safety handout
    - Child Vehicle Safety handout
    - Room-by-Room Safety
    - (Optional) *The Safe Nursery* – CPSC booklet.
  - *For parents with toddlers and older children:*
    - Tips for Child Safety and Health handout
    - My Family Escape Plan worksheet
- SPEAK/HEAR skills cards
- Outlet covers, candy, or other items to use to cover answers in Bingo
- Flip chart, dry erase board, etc.
- Pens
- Blank paper
- Name tags
- Attendance sheet
- Materials for participant tables:
  - Play dough
  - Pipe cleaners
  - Paper and markers, etc.
- Participant incentives

## Session Overview:

---

<b>Welcome and introductions</b>	(10-15 minutes)
<b>Discussion: Healthy relationships, healthy children</b>	(5-7 minutes)
<b>Video and discussion</b>	(5 minutes)
<b>Activity: Childproofing the room</b>	(5-7 minutes)
<b>Discussion and activity:</b>	(22-27 minutes)
For expecting or new parents, go to the Safety: Discussion for Expecting and New Parents.	
○ <b>Child Safety Questionnaire</b>	(5 minutes)
○ <b>Safety during pregnancy</b>	(5 minutes)
○ <b>Safety and newborns</b>	(7-10 minutes)
○ <b>Babies and food safety</b>	(5-7 minutes)
For parents of toddlers and older children, go to the Safety: Discussion for Parents of Toddlers and Older Children.	
○ <b>Talking to your child about being safe</b>	(15 minutes)
○ <b>Family escape plan</b>	(7-10 minutes)
<b>Activity: To Childproof or Not to Childproof</b>	(5-7 minutes)
<b>Activity: Child Safety Bingo</b>	(20 minutes)
<b>Optional activity – Childproofing follow-up</b>	(5 minutes)
<b>Discussion: Keeping your child safe and healthy</b>	(10 minutes)
<b>Talking about it: Setting goals</b>	(10 minutes)
<b>Resources in the community</b>	(2 minutes)
<b>Closing comments about safety</b>	(2-3 minutes)
<b>Introduce take home activity</b>	(1 minute)
<b>Wrap-Up</b>	(10 minutes)

---

*Session total* (2 hours)

### Preparation:

1. Create a list of resources for your area related to safety issues and include in participant packets.
2. Visit the following web site to locate Child Safety Seat Inspection Stations in your area: <http://www.nhtsa.dot.gov/cps/cpsfitting/FindFitting.cfm> (for community resources discussion).
3. You may want to write questions on flip chart paper or dry erase board prior to the session.
4. To order *The Safe Nursery* booklet from the Consumer Product Safety Commission, visit [www.cpsc.gov/cpscpub/pubs/202.pdf](http://www.cpsc.gov/cpscpub/pubs/202.pdf).

**Procedure:****1. Welcome participants to the session and reconnect (10-15 minutes).**

---

- Introduce yourself to the group and the title of today's lesson, "Safety and Health."
- Welcome participants to the session and, especially if you have new participants, go around the room and have everyone briefly introduce themselves.
- Ask about the take home activity from the previous session (if applicable).
- Introduce the lesson.

**Say:** *"Today we are going to talk about child safety and health and how having a healthy partner relationship affects the health of your child."*

**2. Opening discussion: Healthy relationships, healthy children (5-7 minutes).**

---

- Begin with a discussion about the relationship between healthy relationships and healthy children. Remind participants that healthy relationships have many benefits for children.

**Ask:** *"How do you think having a healthy couple relationship affects your child's health and well-being?"*

**Say:** *"One important way to make sure your child stays safe and healthy is to have a healthy relationship with your partner. Research shows that healthy, stable couple relationships are related to positive child well-being. Children whose parents are in a healthy relationship are more likely to have positive outcomes. Research also shows that couples who have higher relationship quality also tend to be more involved in their children's lives."*

*There are also many benefits of healthy marriages for children. Marriages tend to be more stable than dating relationships, and stable relationships are good for children. Studies have found that (compared to children living in homes with single parents), children raised in homes with married parents are:*

- *More likely to do well in school*
- *Less likely to have emotional problems*
- *Less likely to be involved in crimes*
- *Less likely to have substance abuse problems*

- *Less likely to have sleep and health problems*
- *Less likely to drop out of school*

*Building on your couple relationship and working to keep it healthy is important for keeping your child safe and healthy as well.”*

### 3. Video clip and discussion (1 minute, 15 second video; 3-4 minute discussion).

---

**Say:** “Next we are going to watch a short video clip to get us thinking about keeping our children safe.”

- Ask participants to look for some safety hazards as they watch the clip.
- Show a clip from the *Everybody Hates Chris* episode titled, “Everybody Hates Greg”; **Show intro up to 1:15.**

**Ask:** “What are some things that were not childproof in their kitchen?”

### 4. Activity: Childproofing the room (5-7 minutes).

---

- Have participants look around the room for potential hazards – remind them that they need to see things from their child’s perspective, so if possible they need to get down on their hands and knees.

**Note to presenter:** At the end of the session, there is an optional follow-up activity where you can have participants look around again to identify hazards they might not have noticed prior to learning more about child safety. If you want to, you can take time now to discuss potential problems you have identified or wait to do that at the end if time allows.

*Possible hazards:*

- Outlets
- Electric cords
- Sharp corners on tables
- TV cart that child could pull up on and TV could fall
- Windows that are accessible
- Window covering cords
- Chipped paint

### 5. Discussion and activity (22-27 minutes).

---

For expecting and new parents, go to the Safety: Discussion for Expecting and New Parents.

For parents with older children, go to the Safety: Discussion for Parents of Toddlers and Older Children.

## 6. Activity: “To childproof or not to childproof” (5-10 minutes).

---

- Distribute the SPEAK/HEAR skills card for participants to use during the activity. Some participants may be familiar with these skills from attending a previous session. However, the skills may be new to some participants.
- Briefly read through the skills listed on the SPEAK/HEAR skills card.
- Have participants use their SPEAK/HEAR skills when debating whether or not a home should be childproofed.
- If some participants feel strongly about childproofing or not childproofing, have them argue for their side. Otherwise, assign some to be for childproofing and others to argue that children should just leave things alone.

**Note:** This activity can be a debate between just two people, or for a longer activity you could divide participants into two groups and have them come up with arguments for each side that they can then present. The presenter can use this as an opportunity to coach participants in using SPEAK/HEAR skills.

- Close the discussion with comments such as:
  - 🗨️ *“Some parents don’t like to put cherished items away and it can be a hassle always having to remove safety latches from cupboards to get to cleaning products. However, it makes more sense to childproof your home rather than having to say ‘No’ all of the time. More importantly, these and other basic safety steps can save your child from serious injury or even death.”*
  - 🗨️ *“If you have enough cabinet space, set aside one kitchen cabinet for your child. Fill it with sturdy pots and pans, plastic bowls, large-handled wooden spoons, plastic cups, washcloths, and other items that are safe for your child to play with. This will help keep them distracted when you are cooking.”*

## 7. Activity: Child Safety Bingo (20 minutes).

---

**Ask:** “How do children learn?”

🗨️ **Say:** “They are naturally curious. Young children learn by tasting, touching, and feeling things – by exploring and experimenting. But sometimes this can get them into trouble. We are going to play Child Safety Bingo to talk about a number of ways to keep children safe at home.”

- Have participants remove Bingo sheets from their packets.

- Distribute items for participants to use to cover their answers.

**Note:** There are more details about safety under some of the answers. After completing the game, you can go back and review each item or provide the information as you go through the game.

### Bingo items:

1. When not being used to clean a kitchen or bathroom, products like this should be kept in locked cabinets or cupboards or places that are out of children's reach. Always be sure cabinet latches are securely fastened.

**Answer:** Cleaning products

2. At least one of these should be installed on every level of your home.

**Answer:** Smoke detector

✎ *Test them **regularly** to be sure they are working and **replace batteries** at least twice a year, such as when you reset clocks for the time change. **Carbon monoxide detectors** should also be placed on every level of the home.*

3. These should be covered so young children will not try putting their fingers in them.

**Answer:** Electrical outlets

✎ *Be sure covers cannot be easily removed and are not small enough to choke on. Remember to cover all outlets that may be accessible to young children – not only those that are visible.*

4. When not in use, this should be unplugged and the plug should be up out of children's reach.

**Answer:** Iron

✎ *Do not leave an unattended child alone in a room with a hot iron. Be sure all **electrical cords are out of reach** so babies and toddlers cannot pull things like irons, lamps, hairdryers, and other items down on themselves.*

5. The lid on this should be kept down when not in use to prevent drowning.

**Answer:** Toilet

✎ *Infants and young children **can drown in as little as one inch of water**. You can purchase a latch to prevent your child from lifting the toilet seat. Never leave a **child unattended in a bathtub** and keep **bathtub drained** when not in use. Empty **buckets of water** when you are finished using them. Do not leave **large bowls of pet water** out where they are accessible to small children. Always supervise young children around **bodies of water**, including children's swimming pools.*

6. Although they add a touch of green to your home, some of these are poisonous so they should be placed out of children's reach.

**Answer:** Houseplants

7. The sharp corners and edges on this piece of furniture could cause an injury if a child fell and hit it.

**Answer:** Coffee table

- ✎ *Remove furniture with sharp corners or edges or place **bumpers** on sharp corners or edges to prevent injuries. Look for sharp edges on fireplace hearths and install bumpers there as well.*

8. A child may be able to climb this and pull it down on himself or herself.

**Answer:** Bookshelf

- ✎ *An estimated 7,000 children are treated in emergency rooms every year for injuries associated with furniture and televisions falling on them. Bookshelves and other unstable or top-heavy furniture should be **anchored to the wall** to prevent them from being pulled over. Televisions should be placed on appropriate furniture stands.*

9. If you keep one of these in your home, it should be stored unloaded in a locked cabinet with safety locks in place.

**Answer:** Gun

- ✎ *The best way to prevent **gun-related injuries** is to remove them from the home. Even **if you do not have guns** in your home, teach your child that if they ever encounter a gun they should **leave it alone, remove themselves from the area, and go find an adult**. Learn whether there are guns in friends' or neighbors' homes where your child could be at risk.*

10. When using this kitchen appliance, it is best to cook on back burners and pot and skillet handles should be turned so they are out of children's reach.

**Answer:** Stove

- ✎ *Put child in highchair or if possible put up a gate to prevent access to the kitchen while you **cook** so you cannot spill anything on your child and so your child cannot reach up and touch the **hot stove**. Also, do not hang a **towel over the oven door handle** because your baby may pull on it and open the oven door.*

11. Babies should never be left alone on this or other furniture, including sofas, due to a risk of falls.

**Answer:** Adult bed

- ✎ *Falls are the leading cause of unintentional injuries in children. Each year, more than 2.5 million children are injured in falls with most occurring at home. **Strap babies into highchairs and strollers** to prevent falls. **Lower crib mattresses** to the lowest position once babies are able to stand.*

12. This should never have a ribbon, yarn, or string attached to it so it can be tied around your baby's neck.

**Answer:** Pacifier

- ✎ *Also, do not dress your baby in **clothing with drawstrings or with ties around the neck.***

13. When no longer needed, these should be flushed instead of being thrown in the trash. Children may find them in the trash and mistake them for candy.

**Answer:** Pills

- ✎ *Store all medicines in **locked cabinets** or concealed in the refrigerator.*

14. These should be stored out of children's reach to prevent fires.

**Answer:** Lighters

- ✎ *Store lighters and matches out of children's reach. Do not leave **burning cigarettes** where children can reach them.*

15. Children can tug on this as well as towels, runners, and other fabrics that hang over the edge of tables. If it has something on it, children may pull heavy objects down on themselves.

**Answer:** Table with table cloth

16. This should be covered or blocked off to prevent burns.

**Answer:** Radiator

- ✎ ***Fireplaces, baseboard heaters, and space heaters** that may be hot should also be blocked off.*

17. These should not be left on the edge of a kitchen counter because children may be able to reach them and they could cut themselves.

**Answer:** Knives

- ✎ *Children grow fast. They may be able to reach things on kitchen counters before you realize how tall they are getting!*



18. When popped or uninflated, these are the leading cause of toy-related choking deaths in young children.

**Answer:** Latex balloons

19. This game may be fun for older children, but it poses a choking hazard for babies.

**Answer:** Jacks set

- ✎ *Keep floors and low shelves free of **coins, marbles, small balls, buttons, small batteries, and any other small items** that could go in their mouths. And teach older children to store their toys where younger brothers and sisters cannot get to them.*

20. This should be removed from a baby's crib when he or she is able to push up.

**Answer:** Mobile

21. This should not have furniture or other objects in front of it to prevent serious falls.

**Answer:** Window

- ✎ *Install **window guards** if necessary – particularly above ground level. Window screens do not prevent falls. If you have window guards, be sure at least one window in each room is accessible in case of fire. In addition, if **window sills** are at child's height, be sure they do not contain **cracked or chipped paint** that the child could ingest due to lead paint risk.*

22. Children can strangle themselves on the cords for these.

**Answer:** Window blinds

- ✎ *The cords on older miniblinds purchased before 1995 should be cut so there is no loop. Newer blinds made after 1995 should have stops and tie-downs to keep them out of children's reach. Do not put children's cribs or other furniture below windows to prevent children from reaching cords and also to prevent falls from windows.*

23. This should be set to no higher than 120 degrees Fahrenheit.

**Answer:** Hot water heater

- ✎ ***Always test bath water with the inside of your wrist to ensure it is not too hot.***

24. Security gates should be installed at the top and bottom of these.

**Answer:** Stairs

✎ *Install **hardware-mounted gates at the top of stairways** and **pressure-mounted gates at the bottom** of stairways. Be sure pressure bars are placed on the side away from the child. Do not use **pressure-style gates** at the top of stairs because babies can push them down. Do not use **accordion style gates** that have large open V-shapes at the top and large diamond shapes on them. Children have died after getting their heads caught in these types of gates. Newer accordion style gates have smaller openings and are safe, but older models may still be available at garage sales, thrift shops, and other locations.*

### 8. Optional activity: Childproofing the room follow-up (5 minutes).

---

- Now that participants have learned more about child safety, have them look around the room again to identify potential hazards.

**Say:** *“You may not have much control over some of these potential hazards, but there are many ways, like those we talked about today, to make your home as safe as possible.”*

### 9. Talking about it: Setting goals (10 minutes).

---

- Have participants find a place in the room where they can start working on their goals for improving the safety of their homes for their children.
- Ask participants to complete their “Setting Goals for Keeping My Family Safe and Healthy” worksheet.
- Have them consider how these techniques will affect their child.
- Encourage them to use their SPEAK/HEAR skills.
- Distribute the SPEAK/HEAR cards for use during the activity. You could also have one couple discuss their goals and have other participants watch as you coach them through the SPEAK/HEAR skills.

### 10. Resources in the community (2 minutes).

---

- Fire departments, hospitals, and police stations are just a few locations where car seats can be checked to see if they are installed properly.

For a list of inspection stations in your area, visit:

<http://www.nhtsa.dot.gov/cps/cpsfitting/FindFitting.cfm>

### 11. Closing discussion: Keeping your child safe and healthy (7-8 minutes).

---

**Ask:** *“What are some things parents can do and say to help their children be safe and healthy?”*

- Write participants' responses on flip chart or dry erase board.

**Note to presenter:** Participant packets contain a copy of the following list.

Examples:

- Talk about the importance of **caring for yourself** – brushing teeth, using a seatbelt, eating healthy foods.
- Set **clear rules** for children's behaviors. Encourage your child to ask questions if he or she does not understand rules or instructions.
- Allow your child to make **simple decisions**. For example, ask if he or she would rather eat corn or green beans with dinner; give your child a choice what shirt to wear. Be sure you can honor the decision.
- Let children know that **you like them just the way they are**, and teach them to like themselves, too.
- **Take time each day** to give your child your full attention. Learn their likes and dislikes. **Encourage your child to talk** about his or her feelings.
- Let them know that they **don't have to be friends with kids who make them feel bad**.
- **Get to know your child's friends** and the friends' parents.
- Remember **you are a parent, not a friend**. It is possible to be close with children and also set and enforce rules.
- Know that **children and teenagers WANT their parents to be involved** in their lives.
- Ensure that all baby equipment, toys, and clothing meet **current safety standards**. Look for **product recalls** in stores, in the news, and/or on the Consumer Product Safety Commission web site.
- Keep in mind that **toddlers** are especially at risk of getting injured. They are **impulsive, don't have good judgment, are curious, and want their independence**, each of which puts them at risk for injury. Too many parents **expect their children to do things that they are not yet ready to do**, putting them at greater risk. They need to be protected at all times.
- Children are always watching, so **set a good example** – use seat belts, bicycle helmets, etc. to help children understand the importance of safety equipment.
- Keep a list of **emergency telephone numbers** near your telephone, including your child's doctor and Poison Control (1-800-222-1222).
- **Do not try to completely shelter** your child. For example, a young child who is never allowed to go up or down steps is more likely to get injured than one who has been allowed to practice with close supervision."

**12. Introduce take home activity (1 minute).**

---

- Have them complete their action plan for keeping their children safe.

**13. Wrap up the session and give out incentives (10 minutes).**

---

- Ask if anyone has any general questions.
- Tell participants that they can visit <http://ncfamilies.com/jitp/> for community resources.
- Thank participants for coming and participating in the lesson.
- Make sure everyone knows the day and location of the next session.

*This lesson was possible thanks to a grant from ACF*