

Lesson Plan: Safety First, Fun Always!

Becoming a Safety Innovator

Materials Needed:

- The text from Clip 'n Climb Williamstown
- Large sheet of paper or a whiteboard
- Markers, crayons, or colored pencils
- Optional: LEGOs, building blocks, or recycled materials (cardboard boxes, etc.)
- Optional: A smartphone or tablet with a camera for video recording
- A stopwatch or timer (a phone app works perfectly)

1. Learning Objectives

By the end of this lesson, Jamie will be able to:

- **Analyze** a set of safety rules to understand their purpose and importance.
- **Apply** safety principles to a new, creative context by designing a fictional activity.
- **Create** a clear, comprehensive, and engaging safety briefing (written, visual, or verbal).
- **Communicate** procedures effectively, explaining not just *what* to do, but *why* it's important.

2. Alignment with Standards (Focus on Real-World Skills)

- **Critical Thinking:** Evaluating the reasoning behind existing rules and anticipating potential risks in a new scenario.
- **Procedural Writing & Communication:** Creating clear, step-by-step instructions that are easy for others to follow (aligns with ELA standards for informational/technical writing).
- **Creative Problem-Solving:** Designing an activity and its corresponding safety system from scratch.

3. Lesson Activities & Instructional Strategies (Approx. 60-75 minutes)

Part 1: The Hook - Why Do Rules Exist? (10 minutes)

Goal: Connect the concept of safety rules to Jamie's own experiences.

1. **Discuss:** Start by asking Jamie, "What's the most fun activity you can think of that also has a few rules?" (Examples: swimming at a pool, riding a scooter, playing a video game online).
2. **Brainstorm:** Ask, "Why do you think those rules exist? What might happen if no one followed them?" This helps establish that rules aren't just about limiting fun, but about making sure the fun can happen safely.

Part 2: Deconstructing the Experts - The Clip 'n Climb Text (15 minutes)

Goal: Analyze the provided text to understand how professionals approach safety.

1. **Read Together:** Read the Clip 'n Climb safety text aloud with Jamie.
2. **Become a "Safety Detective":** On a large sheet of paper, create two columns: "The Rule" and "The 'Why'". Go through the text and pull out each key safety point.

- **Rule:** Attend a safety briefing. **Why?** So everyone knows how to use the equipment correctly and stay safe.
 - **Rule:** Staff helps fit the harness. **Why?** A loose harness is dangerous; experts ensure it's right.
 - **Rule:** Under 12s get checked before each climb. **Why?** To create a double-check system and prevent mistakes.
 - **Rule:** Briefings are at a specific time (10 past the hour). **Why?** To keep things organized and ensure no one misses it.
3. **Discuss the Equipment:** Talk about the "Trublue Auto belay system." Ask, "How does this special equipment help make climbing safer and easier? What problem does it solve?" (It solves the problem of needing a human partner for every climb).

Part 3: The Creative Challenge - Design Your Own Adventure! (20-30 minutes)

Goal: Apply safety concepts creatively by designing a new activity and its rules.

1. **The Big Idea:** Tell Jamie, "Now it's your turn to be the innovator! You are going to invent a brand new, super-fun activity. It could be anything! A 'Pillow Mountain Expedition,' a 'Backyard Ninja Warrior Course,' or a 'Super-Duper Stair-Slide.' What will you create?"
2. **Design Phase:** Give Jamie time to brainstorm and design their activity. They can draw it, build a model with LEGOs or blocks, or just describe it in detail.
3. **Create the Safety System:** Now, ask Jamie to become the Head of Safety for their new invention. Using the Clip 'n Climb text as a model, they need to create their own safety rules. Prompt with questions like:
 - "What is the most important rule for your activity?"
 - "What special equipment is needed? How do you check it?" (e.g., Are the pillows fluffy enough? Are the obstacle course items stable?)
 - "Will you need a safety briefing? What will you teach people?"
 - "Are there special rules for younger kids vs. older kids?"
4. **Write it Down:** Have Jamie write or draw their rules on a new sheet of paper to make an official "Safety Poster" for their activity.

Part 4: The Main Event - The Safety Briefing (10-15 minutes)

Goal: Communicate the created safety rules clearly and engagingly.

1. **Prepare the Briefing:** Tell Jamie it's time to run their first safety briefing! They can present it to you (the parent/teacher), a stuffed animal audience, or even film it.
2. **Action!** Have Jamie perform their safety briefing. Encourage them to not just read the rules, but to demonstrate them (if possible) and explain the "why" behind them, just like you discussed earlier. Use the timer to see if they can keep their briefing concise and clear, just like the "10 past the hour" schedule.
3. **(Optional Video Project):** Filming the briefing is a fantastic way to make this activity memorable and shareable. Jamie can act as the safety instructor, adding a fun, professional touch.

4. Differentiation and Inclusivity

- **For Extra Support:** Focus more on verbal storytelling and drawing. You can act as the scribe, writing down the rules as Jamie explains them. The "briefing" can be a simple conversation instead of a formal presentation.
- **For an Extra Challenge:** Ask Jamie to also design a "Maintenance Schedule" for their activity's equipment, just like the text mentions. They could also write an "Accident Report" for a fictional

scenario and explain which broken rule caused the accident.

5. Assessment Methods

- **Formative (During the Lesson):** Listen to Jamie's answers during the initial discussion and the "Safety Detective" activity. Do they grasp the *purpose* of the rules, not just the rules themselves?
- **Summative (The Final Project):** The success of the lesson is measured by the quality of Jamie's final creation—the safety poster and briefing.
 - **Clarity:** Are the rules easy to understand?
 - **Completeness:** Did Jamie consider key safety aspects like equipment, proper use, and supervision?
 - **Application:** Did they successfully transfer the concepts from the climbing text to their own unique idea?
 - **Creativity:** How engaging and imaginative was their activity and briefing?

6. Closure and Reflection (5 minutes)

End with a quick chat:

- "What was the most important safety rule you created for your activity?"
- "Do you think rules make activities more or less fun? Why?"
- "You were a great safety innovator today! You showed that being safe is a creative and important job."