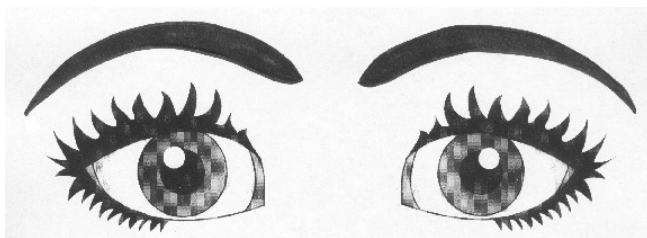


# Observation Skills

**“Be wise with  
your eyes!”**



**Bold Text:** suggested words to say to teach lesson  
*Italics:* suggested actions to take  
(Parenthesis): background information or suggested answers

After “Check-First,” the remaining lessons may be completed in any order.

## Materials Needed for Lesson

- Charlie Check-First poster
- *Toys* poster
- A decorated box or bag to be your Safety Toy Box
- Assorted objects to put in Toy Box (some that represent the items on the poster [lesson topics] and some that do not)
- Toy car or toy figure of a person
- *Safety Kids Songs* (optional)
- Letter to the Parents/Guardian (Appendix 0)

## Objectives for Students

- Recite: “Be wise with your eyes.”
- Practice taking two giant steps back away from a car or someone who approaches them.
- Give a basic description of a car or person.

## Review of Introduction or Past Lessons

*Decide which topics you plan to teach for your session and put objects representing those topics in your Safety Toy Box before you begin.*

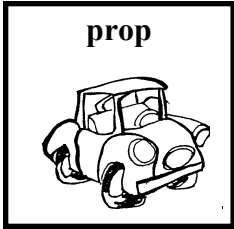
*Using the Toys poster, introduce the lesson as described in the Introduction under Safety Poster Teaching Procedure.*

*Always start with a review of the Check First concept! Recite Charlie’s rule.*

*Review concepts from any lessons previously taught. Point out the items on the poster that represent the concepts covered.*

**Lesson**

**Do you see something on this poster that is a big machine in real life? You ride in it to get from one place to another.**



*Have someone point out the car on the poster.*

*Ask someone to come up to the prop box and find a toy car in there. You may use a toy figure of a person instead of a car.*

**Do you know what it means to be wise? Discuss.**

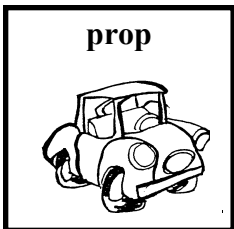
**Point to your eyes. What are these? If you put these two words together (wise and eyes), you have another important safety tip. We want you to “Be wise with your eyes!” That means you have to look at things carefully and be smart about them.**

*Class repeats: “Be wise with your eyes!”*

**IF APPROACHED**

**First of all, you are too young to be outside by yourself. You should have a parent with you at all times. But, let’s pretend that you are standing in your yard near the street and someone in a car slows down near you or stops. Here’s our car.**

*Hold up toy car.*



**What’s should you do immediately?**

**Take two giant steps backwards. Demonstrate. Discuss.**

**You should take two big steps back away from the car.**

*Explain how you should go in the opposite direction from where the car is going.*

**Let’s pretend that the driver wants you to come closer to the car.** (Maybe he is asking for directions. Or maybe he says that he just bought a lot of ice cream and can’t eat it all. Or maybe he has puppies in the car.)

**Should you go over to the car? (NO!)**

**Remember Charlie Check-First’s very important rule. He wants you to “Check First before you go anywhere with anyone!”** *Class repeats Charlie’s rule.*

**That means you need to Check First before you can even go closer to the car or the person. You need to leave the area and go into your house.**

## **WISE EYES**

*Have students stand while you drive the toy car up in front of them. They should practice backing up two steps.*

*Hide the toy car.*

**When you get inside, tell your mom or dad or guardian what happened. They will probably ask you what the car looked like or what the driver looked like.**

**Can you tell me something about the car I was holding? Were you “wise with your eyes”?**

*Ask students to describe details about the car. Do not tell them if they are right or wrong as they answer. After several descriptions, show the car again to see how wise they were! Mention license plates, dents, bumper stickers, etc.*

**How good were you at looking for details and remembering descriptions? Try to “Be wise with your eyes!”**

*Throughout the day(s) following the lesson, the teacher can randomly check to see if the students are “wise with their eyes.” After a walk in the hall or a trip to the playground, the teacher could ask the students to describe a particular item or person they saw.*

## **Closure**

*Use the Safety Kids Songs to reinforce these rules.*

*Choose one or more of the activities from the following pages.*

**Be A Safety Kid!**



## Reinforcement Activities



### Songs

Sing songs using the *Safety Kids music*. Words are included in the appendix. Children love the repetition of the words, and the songs help them remember the rules.

**Materials needed:** *Safety Kids songs*



### Memory Drawing

Each student draws a picture of his or her bedroom with as much detail as possible. Then have them take them home to compare their accuracy. Did they remember details?

**Materials needed:** drawing paper, pencils, crayons, markers



### Hot Wise Eyes

Children sit in a circle and pass the Charlie Check-First ball or wise with eyes ball around as *Safety Kids music* plays. The teacher stops the music. When it stops, the child holding the doll says the phrase: “Be Wise with your Eyes” and then sits out. Play continues until only one child remains.

**Materials needed:** open space, *Safety Kids Songs* and approximately a 5” rubber bounce ball or bean bag with a Charlie Check Mark or wise eyes drawn on it.



### Simon Says

Play Simon Says without naming what the students are to do. They should be observing and watching carefully to see what Simon does. For example, “Simon Says put your hand on your \_\_\_\_\_.” Simon will touch his nose, but not say the word.

**Materials needed:** none



### Rule Review Game

Students stand in a circle. Each student says one word of the safety phrase: “Be Wise with your Eyes!” When the complete phrase has been said (after five children) the next student says “Wise Eyes” and sits down. The students continue saying this phrase and going around the circle. Every sixth child will say “Wise Eyes” and sit down. Play continues until only one student is left.

**Materials needed:** none



## **Partner Change**

Have the children pair with a buddy. Both partners face each other. Student A carefully observes Student B for one minute. Student A turns around while Student B changes something about himself or herself (shoes reversed, pant leg rolled up, earring out, hair different, shoe untied, legs crossed, etc.). The partner then turns around and has one minute to guess what is different. Reverse roles.

**Materials needed:** none



## **I Spy**

One student is the spy and thinks of something in the room. He or she says “I spy with my little eye something that is (name a color).” Other students try to guess the object. If weather permits, play this game outside for more variety.

**Materials needed:** none



## **What’s Missing?**

Place four to five objects on a desk. Tell students to look carefully. Cover the objects and remove one. Have the children identify the missing object. As attention and ability allow, continue this activity making the original group of objects as similar as possible (all pencils, all balls, all books). Encourage the students to use as many descriptive words as they can when identifying the missing object.

**Materials needed:** variety of classroom objects, cloth to cover table