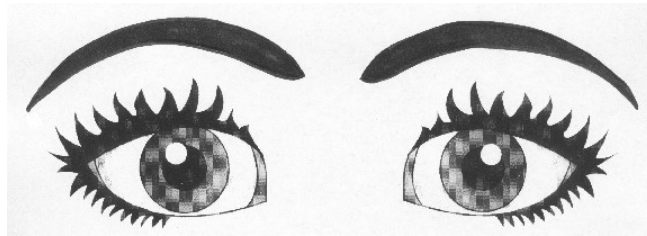


# Observation Skills

**“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” and “Safety Person/Safety House,” the remaining lessons may be completed in any order.

## Materials Needed for Lesson

- Charlie Check-First poster
- *Bubbles* poster
- Charlie Check-First safety bubble card
- Wise Eyes safety bubble card (and any other topics you plan to cover)
- Mr. Potato Head (or a photo of a person with a lot of detail)
- *Safety Kids Songs* (optional)
- Letter to Parents/Guardian (Appendix)
- 

## Objectives for Students

- Recite: “Be wise with your eyes!”
- Demonstrate how to take two giant steps back away from a car or a person who approaches them.
- Give one example of how a person may try to lure them to the car.
- Describe what a person looked like.

## Review of Introduction or Past Lessons

*Decide which topics you plan to teach for your session and put those corresponding safety bubble cards inside the poster pocket before you begin.*

*Always start with a review of the Check First concept!*

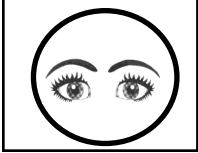
*Using the Bubbles poster, introduce the lesson as described in the Introduction under Safety Poster Teaching Procedure.*

*As you introduce a topic, a student (or teacher) removes and displays the safety bubble card from inside the pocket.*

*Proceed with the lesson.*

## Lesson

### Bubble Card



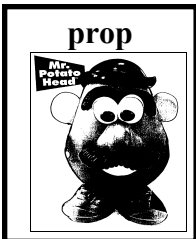
Using the Bubbles poster, review the general introduction for the safety unit. Have a student remove the Wise Eyes bubble card from the poster pocket. See the Introduction for more details on how to use the poster. Review the **Check First** rule.

This is an odd symbol to represent safety. What are these? (eyes) Our safety slogan is to “Be wise with your eyes!” What do you think that means? What does it mean to be wise? *Discuss.*

To “Be wise with your eyes!” means to pay attention to details and remember them. *Have students repeat slogan: “Be wise with your eyes!”*

## IF APPROACHED

Suppose you are walking home or you are playing in front of your house and someone in a car slows down or stops to talk to you. Here’s our driver.



Hold up Mr. Potato Head or the photo in front of you. Fix his face to have only one ear. (Or you may use a toy car, or a photo of a car or a person. Use something with a lot of details.)

**What’s the first thing you should do?**

**You should take two giant steps back away from the car as soon as the car slows down by you or stops.**

*Demonstrate and discuss.*

*Give examples of what someone might say to entice the child to get closer to the car. (needs directions, has puppies in the car, candy, ice cream, etc.)*

**You need to leave the area and go to your house. Go away from the car.**

*Hide Mr. Potato Head.*

**Go home, tell your parent or guardian, and describe what the car and person looked like.**

**Can you tell us anything about the driver that I held up? Were you “Wise with your eyes”?**

## WISE EYES

*Ask students to describe something about the driver. Do not tell them if they are right or wrong.*

*After several descriptions, show Mr. Potato Head to the class again to see how wise they were! Did they notice the missing ear?*

*Point out that they should pay particular attention to unusual things such as one ear (highly unlikely), a scar, a noticeable birthmark, etc.*

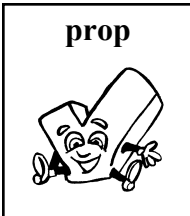
**How good were you at looking for details and remembering descriptions?  
Try to “Be wise with your eyes!”**

*If there is time and space, have students practice taking two giant steps backwards as Mr. Potato Head pulls up in front of them. Repetition and practice help them remember the safety tip better!*

**Be sure to make good decisions. It is a smart decision to Check First!**

## Closure

**prop**



*Use the Safety Kids Music to reinforce concepts.*

*Choose one or more of the Reinforcement Activities on the following pages.*

**Be a Safety Kid!**



## Reinforcement Activities

Choose one or more of these activities to use.



### 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*



### What's Wrong with this Picture?

Students create their own pictures with something not correct in the picture (for example, a flower with the leaves under the ground, etc.) Share these and see if other children detect what is wrong with the picture. Be observant!

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



### Wise with your Eyes binoculars (Must plan ahead for this activity)

Have students bring (or collect ahead of time from others) two toilet paper rolls. Students cover these with construction paper and then glue the rolls together to resemble binoculars. Decorate with Charlie Check-First or draw eyes, etc. Set up things in the room that are different (for example, items upside down or in different order) and use binoculars to be observant and notice things.

**Materials needed:** toilet paper rolls (two for each student), construction paper, crayons, markers, glue



### Sounds Like? Looks Like?

Divide the class into pairs. Give a picture to one student in the pair, but don't let the other student see it. The students sit facing one another. The student with the picture has to describe the picture without saying what it is. The other student tries to draw the picture by listening to the details described. When completed, compare the pictures to see how close they are to the original.

**Materials needed:** picture masters, plain drawing paper, pens, pencils



**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 Songs* CD 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



**Wise Eyes Relay**  
 Write the rule on index cards—one word on a card. You will need two sets of these cards. Make the sets different colors so that they can be separated. Divide the students into two teams. Each member of the team runs up to the pile of cards (that are shuffled), takes a card, and runs back. The next person repeats this procedure. When all of the cards have been gathered, the team holds the cards and lines up in order so that the teacher can read the rule. The first team to get lined up properly wins. Use the phrase: “Be wise with your eyes”. If you have more than five children on a team, write the phrase twice.  
**Materials needed:** index cards, open space



### **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

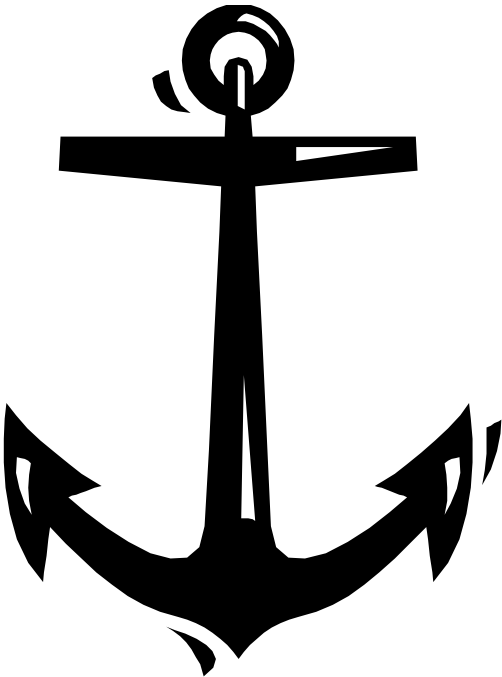
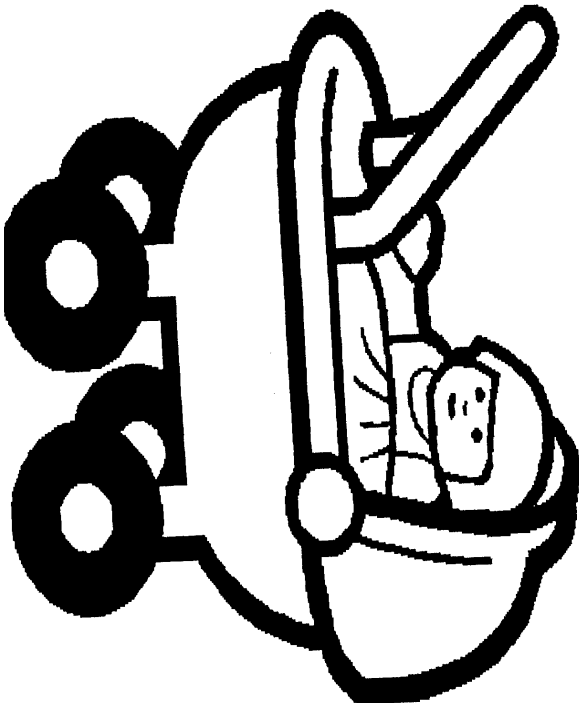
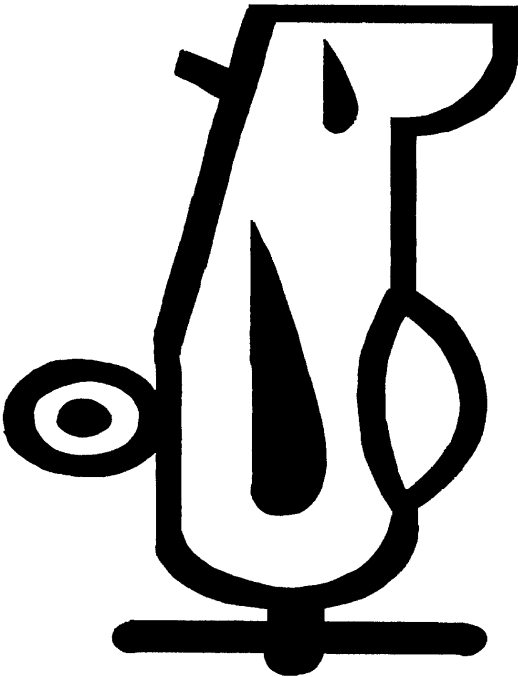
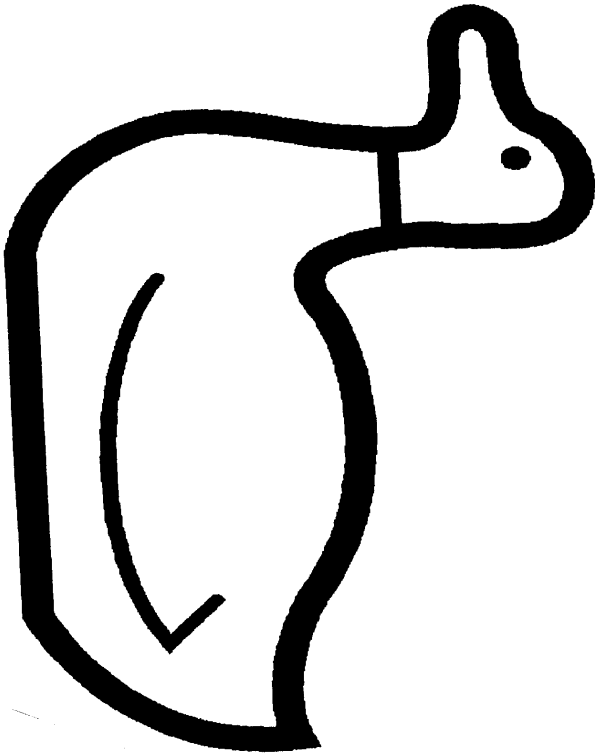


### **Description Contest**

Display a common classroom object, such as a flag, desk, pencil box. Divide the class into two teams. Have the first team give a word or phrase that describes the object. The other team needs to think of another descriptive word or phrase. A list could be kept on the board. The team that thinks of the most appropriate descriptive words or phrases without repeating the other team’s answers wins!

**Materials needed:** classroom objects

Sounds Like? Looks Like?







## Observation Skills

Find the words from the word list and circle them. They may go across or down.



### Word List

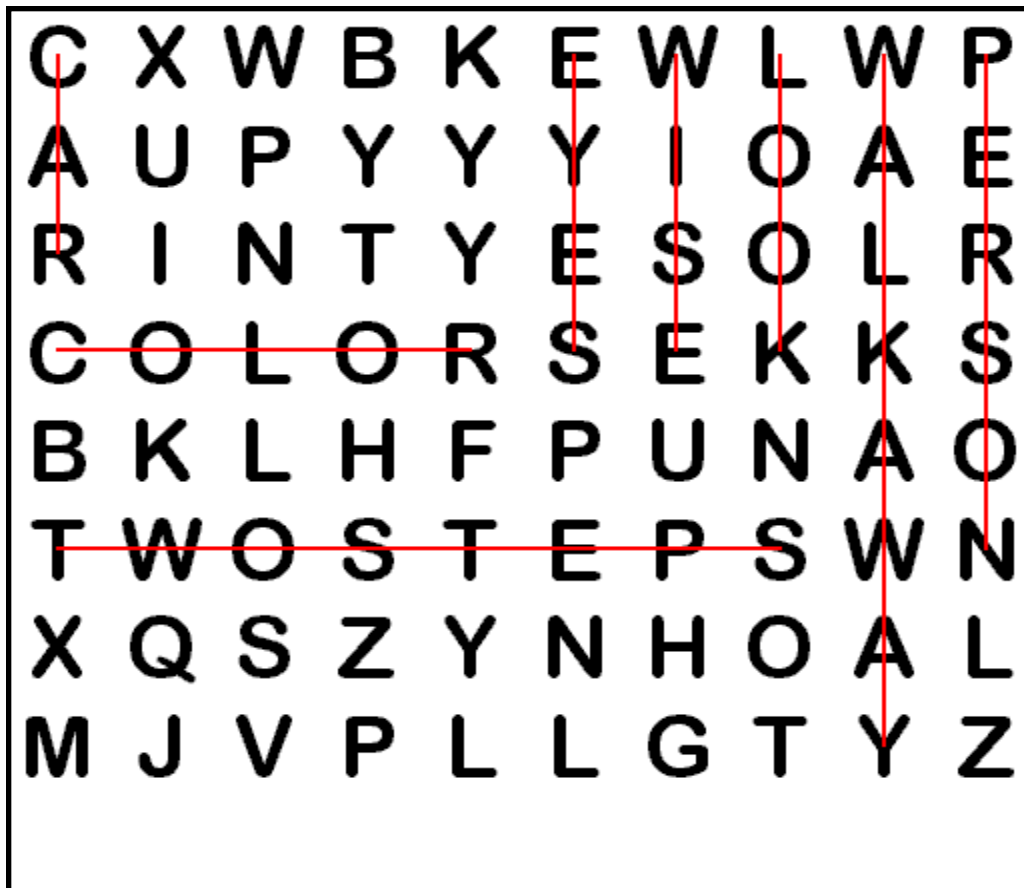
car	person
color	two steps
eyes	walk away
look	wise

# Observation Skills



## Observation Skills

Find the words from the word list and circle them. They may go across or down.



### Word List

car  
color  
eyes  
look

person  
two steps  
walk away  
wise