

Subject Area: Life Skills- Safety

Title of Instructional Method, Strategy, or Approach: Lifeskills- Learning for Living

Grade Level(s): Lifeskills mainly provides services to grade school students, but it offers programs for adults and children with disabilities.

Description of each Instructional method, Strategy, or Approach:

The Lifeskills approach believes that safety must be stressed throughout the curriculum using hands-on and interactive lessons along the way. Lifeskills allows schools to come to their indoor safety village that includes realistic locations and safety hazards. Students divide into small groups including a guide and take a tour, exploring different situations that require different safety experiences. Along the tour, the areas of road safety, home safety, fire safety, first aid, drugs, and others areas are explored. Students are given the opportunity to practice safety through realistic settings, hands-on experience and the supervision of an adult.

References in APA Format:

- Lamb, R., Joshi, M.S., Carter, W., Cowburn, G., & Matthews, A. (2006). Children's acquisition and retention of safety skills: The lifeskills program. *British Medical Journal*, 12, 161-165.
- *Lifeskills-Learning for living*. (n.d.). Retrieved January 13, 2008, from <http://www.lifeskills-bristol.org.uk/index.htm>.
- Oxford Evaluation Team. (2003). An evaluation of the lifeskills- Learning for living programme. *Health and Executives Books, Research Report 187*, 1-70.

“How-To” Information:

The Lifeskills program offers students an opportunity to explore a mini village within the security of a controlled environment. The village offers different environmental options including house safety, road safety, parks, train tracks and other places found around most students' homes. The purpose of the program is for the students to gain an understanding of how safety is needed in different environments by using hands-on and interactive means of solving problems. Students are asked to use a caution sign to mark which aspects of an environment they must be wary of and/or may cause a safety hazard, students are also asked to be aware of the environment around them by learning how to understand street signs, knowing how to cross the street, as well as many other items. Since different environments offer different types of safety hazards, the students travel throughout the different environments to try out their skills and see the differences between the environments. Within the house environment, there are different hazards in the kitchen then there may be in the bedroom and the students must be able to identify what to be aware of and what to do if something bad happens. Students are not only asked to travel to the different locations, but also asked to discuss why something was unsafe or why they reacted the way they did. This leads to further comprehension because students have to justify their responses. Overall, students are asked to active participate and use manipulative to identify and react to safety hazards within a realistic environment with realistic situations and results.

Implications for Practice/Other Considerations:

Not every school has a chance to travel to the Lifeskills center but many towns within their community may offer their own safety town run through their police and fire departments. If there is not any facility available to your school, there are still other means to use this approach for your students. Schools themselves are like a small community. There are different environments contain in the building that have different safety hazards (Cafeteria, Gym, Kitchen). Students can take a tour of their school much like the students take a tour of the safety village and use their hands-on and interactive methods to discover safety in their own school. Ask your school principal if a tour outside to discuss road safety is available or if a trip to the parking lot and have a pre-arranged course for the students to maneuver. Teachers can setup their classroom to show other areas that the school cannot offer, like bedrooms. Teachers can also ask the police and fire departments to come in and discuss safety to the class. Many departments have realistic tools to help teach students about safety that can tie into the hands-on approach the Lifeskills offers.

Additional Links:

- Kidd Safety <http://www.cpsc.gov/kids/kidsafety/>
- Official Kids' Portal for the U.S. Government <http://www.kids.gov/>
- Traffic Safety Kids Page <http://www.nysgtsc.state.ny.us/kids.htm>

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