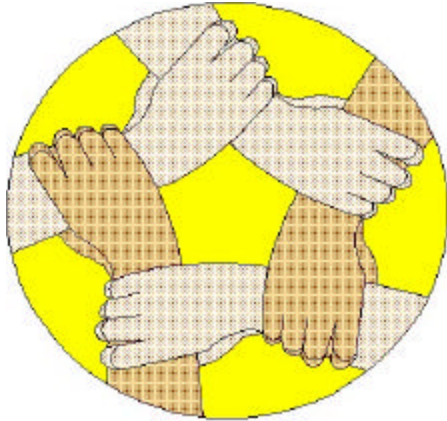


# COMMUNITY CONNECTIONS

## EDUCATION FOR INVOLVED COMMUNITIES



**A Curriculum  
for  
English Literacy/  
Civics Education**

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# COMMUNITY CONNECTIONS: EDUCATION FOR INVOLVED COMMUNITIES

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## PROJECT BACKGROUND

The *Community Connections: Education for Involved Communities* curriculum was developed and field-tested over a two-and-a-half-year period year through a project funded by the U.S. Department of Education, Office of Vocational and Adult Education. The overall goal of the project was:

to build Illinois' capacity to increase statewide the number and quality of English Literacy/Civics Education (EL/CE) programs through the development of innovative, pilot-tested EL/CE programs, related curricula and materials.

For the purpose of this project, the following definitions of English Literacy and Civics Education were adopted:

*English Literacy* programs are English as a second language (ESL) programs providing instruction in listening, speaking, reading, and writing English with instruction appropriate to the adults' English skill levels.

*Civics Education* helps adults enhance their roles as active and informed parents, workers, neighbors, and community participants by assisting them to understand the rights and responsibilities of citizenship, U.S. history and government, the naturalization process, and community participation. This includes being able to successfully access community resources and services (e.g., governmental, educational, workplace-related) as well as contributing back to and positively impacting on the community.

The *Community Connections* project had five objectives:

1. Develop Statewide Partnerships: The Adult Learning Resource Center established a State Advisory Council made up of representatives from governmental, educational, and community service providers. The Advisory Council gave initial input into module content and assisted with marketing and dissemination of the final product.
2. Enhance Local Community Partnerships: The three adult education pilot sites (see #3, below) worked to develop partnerships with social service providers, local libraries, governmental offices, and others in the communities they serve. These community partners provided input into the curriculum content and served as resources for experiential learning activities planned by the field-test classes.
3. Develop and Pilot Innovative, Replicable EL/CE Programs: The *Community Connections* curriculum was piloted in three adult education programs:
  - Waubensee Community College is located in suburban/semi-rural Aurora, Illinois and serves many Hispanic ESL learners. Its pilot classrooms were in community-based locations such as churches and elementary schools rather than at the college's main campus.

- Consolidated High School District 214 Community Education serves the suburban community of Arlington Heights, Illinois as well as several surrounding suburbs. Its pilot classrooms were at its main campus site as well as community-based sites. The ESL learners served at this program come from many different language groups.
- The YWCA of Elgin, Illinois is a community-based organization that serves ESL learners from a variety of language backgrounds in a fairly urban setting.

Each of the field-test sites integrated the *Community Connections* curriculum into their regular ESL curriculum at all levels of instruction.

4. Develop and Field-Test EL/CE Curricula: As the curriculum modules were developed, they were field-tested by over 20 instructors in the pilot classrooms. The instructors met regularly with project staff to provide feedback on all aspects of the curriculum, including the illustrations and the experiential learning activities. The curriculum was revised extensively to incorporate the suggestions and experiences of the instructors and their students.
5. Provide Professional Development to Support New EL/CE Programs: The Adult Learning Resource Center provided training and support to the field-test instructors throughout the project. Instructors received ongoing training in methodology appropriate for teaching civics as well as a detailed orientation to the project and the curriculum.

In addition to training the pilot instructors through the *Community Connections* project, the Adult Learning Resource Center has provided numerous EL/CE professional development opportunities to adult educators in Illinois and other states. For more information about training opportunities, contact:

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# CURRICULUM COMPONENTS

The *Community Connections* curriculum has three components:

- I. SIX REPRODUCIBLE INSTRUCTIONAL MODULES**
- II. CLASSROOM PICTURE SET**
- III. FLASHCARD PICTURE SET**

## I. SIX REPRODUCIBLE INSTRUCTIONAL MODULES

The curriculum contains six modules for classroom instruction. These modules can be used in stand-alone EL/CE classes or integrated into existing ESL curricula at all levels of instruction. Below are the six modules and the learning goals for each:

### **MODULE 1: THE DEMOCRATIC PROCESS**

1. Define voting.
2. Explain the importance of voting.
3. List the requirements for voting in the United States.
4. Identify the titles of executive leaders of national, state, and local government.
5. Identify the legislative leaders of national, state, and local government.
6. Explain the roles of the school board and the county board.
7. Participate in the decision-making process in their communities.

### **MODULE 2: COMMUNITY & HOME SAFETY**

1. Call 911 (or other police/fire emergency telephone numbers) to report an emergency.
2. Distinguish between emergency and non-emergency situations.
3. State the laws regarding safe transportation of themselves and their children (e.g., proper use of restraints) in motor vehicles.
4. Develop an emergency escape plan for their house or apartment.
5. Identify safety education programs available in their community for adults and children.
6. Prepare a list of emergency telephone numbers for their community.
7. Participate in community outreach programs to enhance personal and community safety.

### **MODULE 3: THE PUBLIC LIBRARY**

1. Locate the public library in their community.
2. Complete an application for a library card.
3. Describe the materials and services that the public library provides.
4. Ask for assistance in the library.
5. Find library materials of interest to them to check out or use in the library.

**MODULE 4: THE U.S. SCHOOL SYSTEM**

1. Identify how schools are organized in the United States school system (i.e., from preschool through college).
2. Identify the organization of grades and schools within their local school district.
3. Identify the approximate ages of children who attend the schools within their district.
4. Describe the similarities and differences between the United States school system and the school systems of their native countries.
5. Explain the organization of their local school district and school board.
6. Identify ways in which parents and other adults can participate in schools.

**MODULE 5: PUBLIC HEALTH SERVICES**

1. Explain the differences between private and public health care.
2. Locate public and private health care providers in their community.
3. Identify community resources for wellness programs (including prenatal care, immunizations, and screenings) and crisis services (including domestic violence, child abuse, and substance abuse).
4. Check eligibility requirements for public health care services.
5. Make an appointment for health care services.
6. Complete a patient information/medical history form.

**MODULE 6: HOUSING**

1. Identify the rights and responsibilities of landlords and tenants.
2. Contact their landlords or property associations regarding housing problems.
3. Report a problem with utility service or billing.
4. Obtain information about utility payment plans.
5. Locate resources for building permits or property tax questions.
6. Check a contractor's or solicitor's references or report a complaint against them.

**II. CLASSROOM PICTURE SET**

Each module contains numerous pictures to illustrate relevant concepts and vocabulary. The *Classroom Picture Set* consists of each picture in the curriculum enlarged on heavy cardstock for use in the classroom. Ideas for using the *Classroom Picture Set* are found in “Using Pictures for Vocabulary Development” and “Using Pictures for Language Experience” beginning on page xv.

**III. FLASHCARD PICTURE SET**

The *Flashcard Picture Set* consists of each picture (and its accompanying vocabulary word or phrase) from the curriculum reduced to flashcard size on heavy cardstock. Ideas for using the *Flashcard Picture Set* are found in “Using Pictures for Vocabulary Development” beginning on page xv.

# SELECTING & CUSTOMIZING CURRICULUM ACTIVITIES

The *Community Connections* curriculum contains a wide selection of reproducible classroom activities for EL/CE. Not all of the materials will be appropriate for all learners. Instructors should select only those activities that meet the needs and language levels of their students. The modules do not increase in difficulty and can be used in any order.

The curriculum was field-tested on a wide variety of ESL learners in different classroom settings. It was used successfully with beginning-level learners who lack literacy skills in any language as well as with advanced ESL learners. Adults ranging in age from late teens to early 80's used the curriculum materials with equal success. It was used successfully with new immigrants as well as those who have lived in the U.S. for many years.

The activities found in the curriculum modules are:

- **PICTURES FOR VOCABULARY DEVELOPMENT**
  
- **PICTURES FOR LANGUAGE EXPERIENCE AND GROUP STORY WRITING**
  
- **READING PASSAGES**  
**(including pre-reading, vocabulary, and comprehension activities)**
  
- **DIALOGUES AND ROLE PLAYS**
  
- **ACTION RESEARCH ACTIVITIES**
  
- **WRITING ACTIVITIES**
  
- **HOME ACTIVITIES**
  
- **PAIR ACTIVITIES**
  
- **CULTURAL COMPARISON ACTIVITIES**
  
- **EXPERIENTIAL ACTIVITIES**

The curriculum can be thought of as a “menu” from which instructors select activities and materials appropriate for their classes. Each module contains activities at a variety of language levels. The guide below will assist instructors with selecting curriculum activities appropriate for beginning language levels (the left side of the chart) and intermediate/advanced language levels (the right side of the chart).

<p style="text-align: center;"><b>EDUCATIONAL FUNCTIONING LEVELS*</b></p> <p style="text-align: center;"><b>Beginning ESL Literacy Beginning ESL Low Intermediate ESL</b></p>	<p style="text-align: center;"><b>EDUCATIONAL FUNCTIONING LEVELS</b></p> <p style="text-align: center;"><b>Low Intermediate ESL High Intermediate ESL Low Advanced ESL High Advanced ESL</b></p>
<ul style="list-style-type: none"> <li>• <b>PICTURES FOR VOCABULARY DEVELOPMENT</b></li> <li>• <b>PICTURES FOR LANGUAGE EXPERIENCE</b></li> <li>• <b>DIALOGUES</b></li> <li>• <b>ACTION RESEARCH ACTIVITIES</b></li> <li>• <b>WRITING ACTIVITIES</b></li> <li>• <b>HOME ACTIVITIES</b></li> <li>• <b>PAIR ACTIVITIES</b></li> <li>• <b>CULTURAL COMPARISON ACTIVITIES</b> <i>(orally, native language only)</i></li> <li>• <b>EXPERIENTIAL ACTIVITIES</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>PICTURES FOR VOCABULARY DEVELOPMENT</b></li> <li>• <b>PICTURES FOR GROUP STORY WRITING</b></li> <li>• <b>READING PASSAGES</b></li> <li>• <b>DIALOGUES/ROLE PLAYING</b></li> <li>• <b>ACTION RESEARCH ACTIVITIES</b></li> <li>• <b>WRITING ACTIVITIES</b></li> <li>• <b>HOME ACTIVITIES</b></li> <li>• <b>PAIR ACTIVITIES</b></li> <li>• <b>CULTURAL COMPARISON ACTIVITIES</b> <i>(orally or written)</i></li> <li>• <b>EXPERIENTIAL ACTIVITIES</b></li> </ul>

\* Educational Functioning Levels are from the National Reporting System for Adult Education (NRS). See [www.nrsweb.org](http://www.nrsweb.org).

## **CUSTOMIZING CURRICULUM CONTENT**

Although the *Community Connections* curriculum was developed for use in Illinois, instructors will occasionally need to customize the content of the reading passages and related vocabulary to reflect the community in which it is taught. For example, in Module 1 the word “sanitation” is used. However, the terms “waste management” or “garbage service” may be more widely used in particular communities. In cases where particular vocabulary items found in the modules are not those used in the learners’ community, instructors will need to make changes in the reading passage and vocabulary activities before duplicating the module pages for classroom use.

Realia (authentic materials) from the community should also be customized whenever possible. For example, there is a sample library card application in Module 3, *The Public Library*. However, instructors should obtain an *actual* application from their students’ local library for use in class. The “Teacher Notes” for each module include a list of “Possible Authentic Materials” from the community that can be incorporated into instruction.

## **ADDITIONAL TOPICS FOR EL/CE**

The six modules of the *Community Connections* curriculum are not intended to cover all areas of EL/CE. In working with their students, EL/CE teachers will no doubt discover other important topics, or additional aspects of the topics addressed in the six modules, that are relevant to their students’ lives. These topics may include:

- Employment issues, including worker rights
- Volunteering in the community
- Family issues, including parenting skills or caring for the elderly
- Opportunities for recreation including park district programs and local cultural events

Instructors are encouraged to develop their own materials (including experiential learning activities) to address additional EL/CE areas.

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# LEARNER OUTCOMES

A unique aspect of the *Community Connections* curriculum is its emphasis on experiential learning activities that help adult ESL learners bridge the gap between the ESL classroom and their communities. Through field trips, guest speaker presentations, and other experiential activities, students are encouraged to become more active, engaged community members.

Students in the pilot classes reported exciting accomplishments and changes in their lives resulting from information learned through the *Community Connections* curriculum activities, including experiential activities. The instructors collected and documented many of these accomplishments and changes in students' lives. Here are a few examples related to particular modules:

## **MODULE 1: THE DEMOCRATIC PROCESS**

- Registered to vote and voted for the first time.
- Voted absentee in the presidential election.
- Wrote letters to Illinois legislators requesting a budget increase for adult education. An increase was approved in a fiscal year when many other education dollars were cut.
- Wrote letters to the governor's office requesting a copy of the Illinois "Blue Book," a directory of public officials.
- Brought a local library referendum flyer to class to discuss and share.

## **MODULE 2: COMMUNITY & HOME SAFETY**

- Planned and practiced emergency escape routes with their families.
- Called the local village hall to find out if there was a Neighborhood Watch program.
- Called 911 when a family member needed emergency help.
- Reported a crime to the police (after meeting a police officer in class).
- Installed home security lights.
- Obtained car seats for their children.
- Called police station to find out what to do/whom to call when carbon monoxide detector beeped.
- Took a CPR class and became certified after seeing a CPR demonstration in class.
- Purchased a smoke alarm for the first time.
- Put a sticker from the fire department in child's bedroom window.

## **MODULE 3: THE PUBLIC LIBRARY**

- Got a library card and checked out materials.
- Used the Internet to find out the local library hours and services.
- Became a volunteer at the local library.
- Asked a school counselor to find out how to get a library card. (Students lived outside the library service area and could not get free cards.)
- Visited a library for the first time after living in the U.S. for 20 years.
- Registered for a computer ESL program at the library.

**MODULE 4: THE U.S. SCHOOL SYSTEM**

- Attended parent-teacher conferences at child's school.
- Volunteered at child's school.
- Went on a school field trip with child's class.
- Joined the PTA at child's school.
- Requested a copy of son's screening from school principal's office.
- Started a savings plan to save money for college courses.
- Visited the school district office to discuss the availability of gifted services for her child after district was rezoned.
- Applied for a job as a translator with the school district office.
- Shared information on parent-teacher conferences with language-minority friends.
- Wrote a note to child's teacher.
- Set up a meeting with child's teacher to discuss the family's plans to be away for three weeks.

**MODULE 5: PUBLIC HEALTH SERVICES**

- Contacted the township health office to get information on eligibility for a county health insurance program for workers without health insurance.
- Took a pregnant friend to the county health department for pre-natal care and applied for Women, Infants, and Children (WIC) benefits.
- Went for check-ups to a physician, dentist, and eye doctor for the first time. Had dental work done, got contact lenses, and was put on medication for high blood pressure.
- Made a doctor's appointment in English for the first time.
- Called the health department about free immunizations.
- Cut down on salt intake after a dietician's presentation in class.
- Found a yoga class in the community and began attending.

**MODULE 6: HOUSING**

- Contacted the landlord about a leaking toilet.
- Shared information with classmates about free trees available for planting in their neighborhood.
- Began speaking to neighbors and eventually was asked to watch the neighbors' house while they were on vacation. (Before civics classes, this student had never spoken to her American neighbors.)
- Asked landlord for a written lease.
- Discussed a bill for repairs with landlord to determine which charges were actually normal "wear and tear" that shouldn't have been billed to the tenant.
- Called customer service to complain about being disconnected while using a calling card, and received 30 free minutes.
- Went to the village hall to get a building permit.
- Had gas bill converted to the budget payment plan.

## MODULE 2

# ◆◆◆ COMMUNITY AND HOME SAFETY ◆◆◆

## COMPONENTS

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**TEACHER NOTES**

To introduce the topic of safety, show the vocabulary pictures of common safety equipment referred to in the reading passage (e.g., smoke alarm, first aid kit, seat belt, infant car seat, etc.). Ask students what these things are and why they are important.

After students recognize the theme of the module, ask them where it is important to practice safety. Elicit answers of at home, at work, in the car, on the street, and so on. Explore with them the safety precautions people need to know: first aid, CPR, poison control, transportation safety, and others. As adults they will have concerns about personal safety for themselves and their children as well as public safety in their community.

Supplemental information about community and home safety can be added at your discretion. If the level of the class and student interest warrant more detail, you can include additional information such as:

- Putting together a home first aid kit
- Specific safety requirements for students' jobs
- Finding out the curriculum for the community liaison officer (Officer Friendly) or D.A.R.E. programs for school children

**COMPETENCIES FOR MODULE 2**

Students will learn to:

1. Call 911 (or other police/fire emergency telephone numbers) to report an emergency.
2. Distinguish between emergency and non-emergency situations.
3. State the laws regarding safe transportation of themselves and their children (e.g., proper use of restraints) in motor vehicles.
4. Develop an emergency escape plan for their house or apartment.
5. Identify safety education programs available in their community for adults and children.
6. Prepare a list of emergency telephone numbers for their community.
7. Participate in community outreach programs to enhance personal and community safety.

**THE VOCABULARY ACTIVITIES AND THE READING PASSAGE**

The Reading Passage contains a large number of vocabulary words that may be unfamiliar to students. To facilitate the teaching of this module, Vocabulary Activities 1-A and 1-B correspond to the first part of the Reading Passage only (through "Transportation Safety"), while Vocabulary Activities 2-A and 2-B correspond to the rest of the Reading Passage ("Home Safety" through the end). You may choose to teach the Reading Passage in two parts, at two different class meetings, depending on the level of your class.

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**TEACHER NOTES continued****THE DIALOGUES**

When preparing to teach the dialogues, please note the following:

- Some communities have the AT & T Language Line to assist with interpreting for 911 calls. When the dispatcher realizes that the caller is limited English proficient, she will ask the caller's native language. The dispatcher then contacts the Language Line for an interpreter to facilitate the call.
- When there is a medical emergency, the dispatcher will ask numerous questions, such as "Is the victim breathing?" "How old is the victim?" "Is the victim male or female?" If the dispatcher feels that CPR is needed, she will ask the caller if he knows how to administer CPR. If the caller doesn't know CPR, the dispatcher will give directions. For more advanced students, you can add this information to the dialogues and role plays.
- For many emergency calls, the dispatcher will tell the caller to remain on the line until told to hang up.

**THE WRITING ACTIVITY**

For the writing activity, students will need actual addresses of agencies, networks and associations that provide free materials on safety issues. A short list is under Resources, below. (You may want to contact the agencies by telephone to be sure that the information is still current.) Additional resources are often suggested in reference books and pamphlets on safety issues.

## POSSIBLE AUTHENTIC MATERIALS

- Safety brochures from your local police and fire department
- Safety information from the web sites of your police/fire department and city hall or township office
- Newsletters from your local community college, park district, or YMCA which list training opportunities for CPR and first aid

**RESOURCES\***Print Materials

Free brochures on crime prevention and street smarts are available from McGruff, 120 S. Riverside Plaza, Suite 1016, Chicago, IL 60606, (312) 793-8550.

Check [www.icjia.state.il.us](http://www.icjia.state.il.us) for a complete list of free brochures.

Information and brochures (some downloadable) on preventing crime are available from The National Crime Prevention Council at [www.npc.org](http://www.npc.org).

A checklist of tips on traffic safety and other safety issues is available from The National Safe Kids Campaign, 111 Michigan Avenue NW, Washington, D.C. 20010-2970, (202) 939-4993.

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**TEACHER NOTES continued**

A complete program on school bus safety is available from the National Safety Council, 444 N. Michigan Avenue, Chicago, IL 60611, (312) 285-1121. (Must be ordered by a teacher or a school.)

Information on hidden hazards in the home is available from the Gas Appliance Manufacturers Association, 4 West Nebraska Street, Frankfort, IL 60423, (800) 426-2811.

Safety-related information is available from the National Safety Council, 1121 Spring Lake Road, Itasca, IL 60143-3201, (800) 621-7619.

Many safety-related publications, services, and links to state and local offices are available from the Red Cross at [www.redcross.org](http://www.redcross.org)

### Web Sites

There are many Internet web sites on specific safety issues. Often web sites designed for children are also appropriate for beginning and intermediate adult ESL students because of the graphics and simplified language. Here are a few good web sites to get you started:

Sparky the Fire Dog

[www.sparky.org/](http://www.sparky.org/)

An award-winning web site by the National Fire Prevention Association with games and more about fire safety.

U.S. Fire Administration Kid's Page

[www.usfa.fema.gov/kids/](http://www.usfa.fema.gov/kids/)

Tips, quizzes, and games on fire safety.

Maryland Community Crime Prevention Institute Neighborhood Watch Program

[www.dpscs.state.md.us/pct/ccpi/neighbor.htm](http://www.dpscs.state.md.us/pct/ccpi/neighbor.htm)

Information on how to organize a neighborhood watch program.

National Highway Traffic Safety Administration

[www.nhtsa.dot.gov](http://www.nhtsa.dot.gov)

Information and publications on air bags, child safety seats, school bus safety, and other traffic issues.

National Safe Kids Campaign

[www.safekids.org](http://www.safekids.org)

Information on product recalls, a car seat guide, safety resources (some in Spanish), and a kids' corner with puzzles and games.

National Safety Council

[www.nsc.org](http://www.nsc.org)

Articles, facts sheets, and links on topics such as driving, emergencies, first aid, and safety products.

**TEACHER NOTES continued**Videos

*Crossroads Café* (1996). Unit 5, “Lost and Found,” Unit 9, “Rush to Judgment,” and Unit 12, “Turning Points.” A 26-part video series set in a neighborhood restaurant featuring real-world social and cultural issues. Videos and tape scripts available from Intelcom, (800) 576-2988 or [www.intelecom.org](http://www.intelecom.org). Textbooks are available from Heinle & Heinle, [www.heinle.com](http://www.heinle.com). Videos may be used independently of textbooks.

*Plan to Get Out Alive*. An excellent fire safety video and an education resource catalog. Available from McDonald’s Education Resource Center, 310 Tech Park Drive, LaVergne, TN 37086, (800) 627-7646.

\* This list of resources is also located at [www.thecenterweb.org](http://www.thecenterweb.org) (click on “The Adult Learning Resource Center”) where it is updated annually.

**PICTURES FOR VOCABULARY DEVELOPMENT continued**

**NON-EMERGENCIES**

**report stolen property**

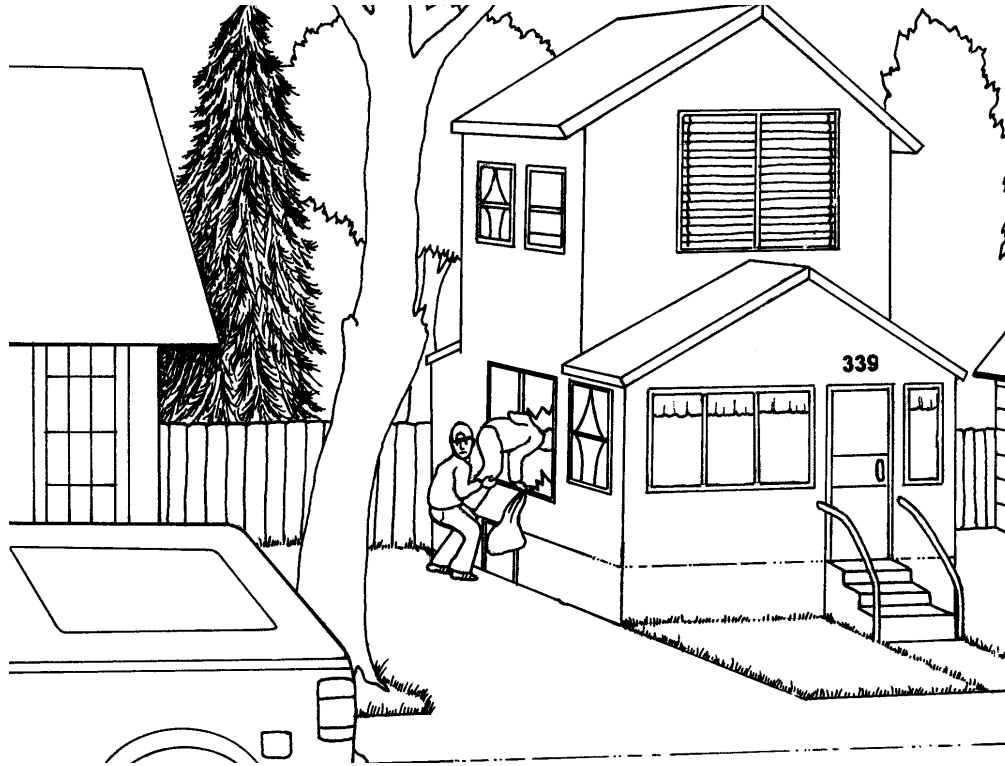


**report damaged property**



**PICTURES FOR GROUP STORY WRITING**

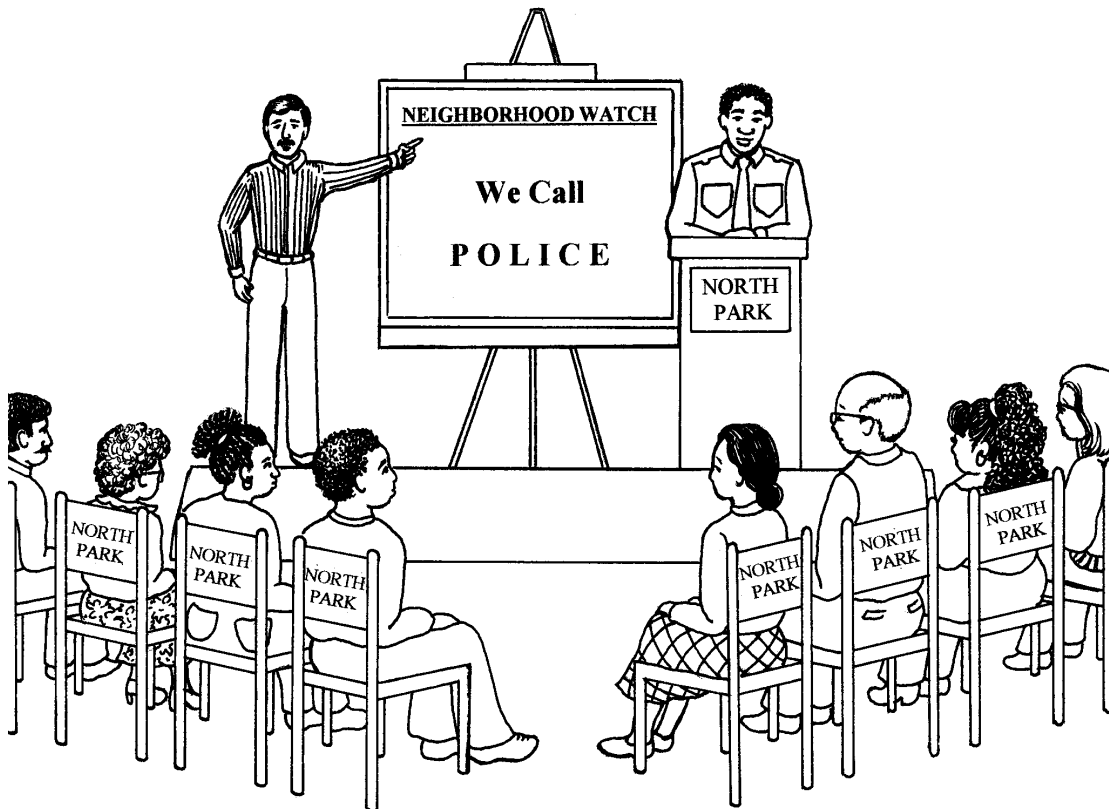
*Directions:* Work in groups of three or four. Write a story about the pictures below and on the next pages. Write one or more sentences for each picture. Then share your story with the class.

**1****2**

PICTURES FOR GROUP STORY WRITING **continued**

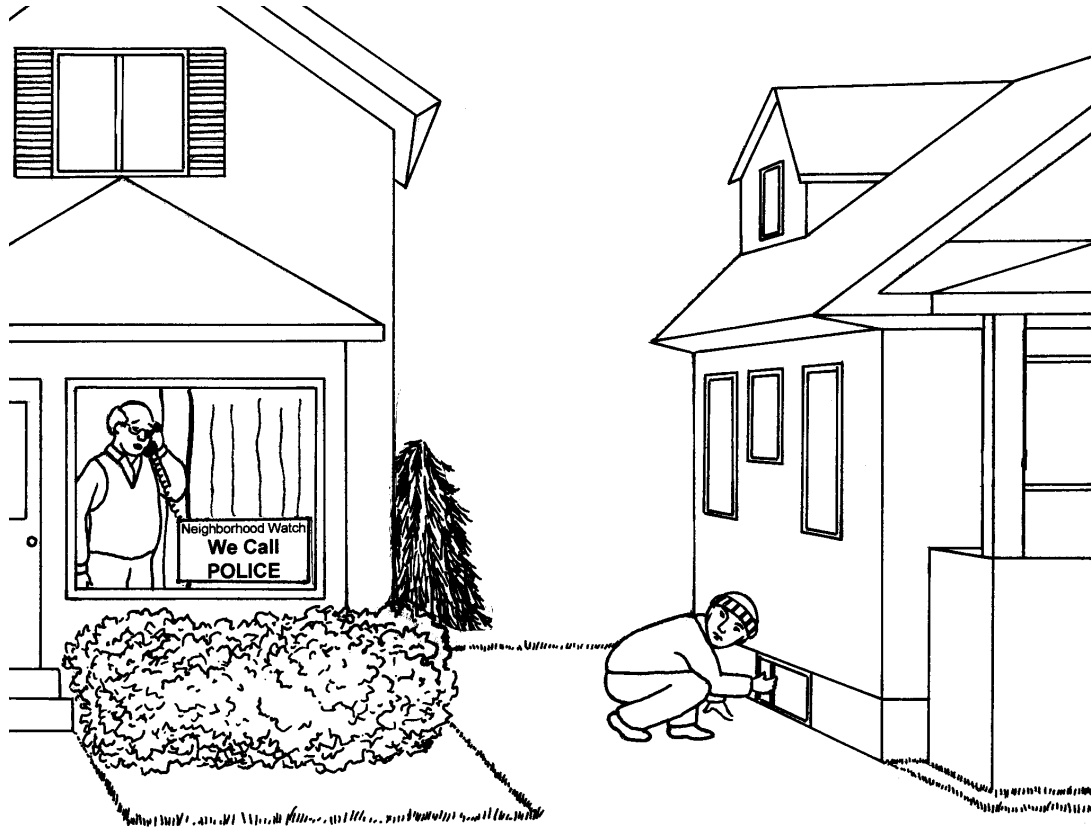


3



4

PICTURES FOR GROUP STORY WRITING **continued**



5



6

## **READING PASSAGE**

There are many laws and community programs to keep people safe. People must take responsibility to protect themselves and their community.

### **EMERGENCIES**

An emergency is a serious situation that is often life threatening. There are police, fire, and ambulance services to help people in an emergency. Most communities have the special telephone number 911 for emergencies. But in some communities, people call the police or fire department for emergencies.

Police will come when there is a dangerous situation, a serious car accident, or a crime in progress. The fire department will come for fires in homes, cars, or on property. If someone is seriously sick or injured, paramedics will respond.

To get help quickly you should:

- Call 911 (or your local police/fire emergency number). You can call 911 from any pay phone with no money.
- Give your name and explain the emergency.
- Tell where the emergency is.
- Do not hang up until the operator tells you.

### **NON-EMERGENCIES**

Sometimes people need to call the police or fire department when it is not an emergency. Non-emergencies require different phone numbers. These numbers are in the telephone book. People can call the non-emergency police department number to report stolen or damaged property. They can call the non-emergency fire department number for information about smoke alarms or to report a broken fire hydrant. It is important to know the difference between an emergency and a non-emergency.

### **TRANSPORTATION SAFETY**

There are many laws for transportation safety. The driver and front-seat passengers in a car must wear seat belts. Babies and children under 40 pounds must ride in special car seats. Many hospitals provide free or inexpensive infant car seats if parents have no money to buy them. Laws in some states require older children to use special booster seats with the regular seat belts. Car seats must be used in every car that young children ride in.

Most cars have airbags in the front seat. These airbags can hurt or kill young children. Children under 12 should sit in the back seat away from airbags.

Many cities and towns have safety ordinances about motorcycles, bicycles, roller blades, or scooters. In many communities, riders must wear helmets and follow other safety rules.

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**READING PASSAGE** continued**HOME SAFETY**

There are many ways to keep houses and apartments safe from fires and poisonous fumes. Houses and apartments need special equipment such as smoke alarms, fire extinguishers, and carbon monoxide detectors. To prevent fires, people should carefully follow directions for space heaters. They should use the kitchen oven only for cooking, not for heating the house. If people smell natural gas, they should immediately call the gas company or fire department.

All families should have an emergency escape plan for their house or apartment. Family members need to know what to do in case of fire. For example, the escape plan might include window exits or fire escapes. There should be a special meeting place outside to see if everyone got out safely. By practicing their escape plan, families can prepare for a real emergency.

Many common household items can be dangerous. Parents must keep medicine and cleaning products away from children. If a child swallows medicine or cleaning products, parents should call a poison control center. They will receive directions about what to do.

**SAFETY EDUCATION PROGRAMS**

There are many safety education programs for children. Safety Town is a summer program for young children. At Safety Town, children learn not to talk to strangers, how to cross streets, and other safety rules. Sometimes the police teach safety education programs in schools. Younger children learn street and bus safety. Older children also learn about drugs. Parents can learn more about these programs from their local police department or children's schools.

Community colleges and community agencies offer safety education programs for adults. In CPR classes, people learn how to help someone having a heart attack. CPR classes also teach the Heimlich maneuver to help choking victims. There are also first aid courses where adults learn emergency care of injuries.

**COMMUNITY SAFETY**

When people keep themselves and their property safe, they keep the community safe. Some community crimes are robbery, burglary, mugging, rape, and gang violence.

Sometimes there are many crimes in the same neighborhood. To stop this problem, some communities start Neighborhood Watch Programs. In a Neighborhood Watch Program, neighbors watch each other's homes. If they see suspicious or criminal activity, they call the police immediately.

Sometimes people don't want to give their names when they report a crime to the police. If you dial \*67 before you dial a phone number, you will block caller ID. If you use a pay phone or a cell phone, you can also report crimes anonymously.

**READING PASSAGE continued****A TRUE STORY**

In a Chicago neighborhood there were many burglaries. Gang members were breaking into many houses in the neighborhood. The neighbors were angry and afraid. They decided to start a Neighborhood Watch Program.

First, neighborhood leaders passed out information to tell residents about the crimes. Then they held meetings where people learned how to keep their property safe. Neighbors watched each other's property and reported suspicious or criminal activity to the police. For example, a man called the police when he saw a burglary happening next door.

After two months, all the burglaries stopped, and the Neighborhood Watch Program was a success. Neighbors got to know each other and worked together to protect their community.

**READING PASSAGE: Vocabulary Activity 2-B**

*Directions:* Write the letter of the correct meaning next to each word.

- |                                      |   |
|--------------------------------------|---|
| _____ 1. anonymously                 | a. cardiopulmonary resuscitation (a way to help someone having a heart attack)                  |
| _____ 2. Heimlich maneuver           | b. a small heater for a room  |
| _____ 3. fire extinguisher           | c. fuel for stoves, clothes dryers, and furnaces  |
| _____ 4. burglary                    | d. with no name given   |
| _____ 5. smoke alarm                 | e. a way to help a choking person   |
| _____ 6. CPR                         | f. a program to teach young children about safety   |
| _____ 7. Safety Town                 | g. a way to get out of your house or apartment in an emergency                                  |
| _____ 8. natural gas                 | h. something that looks harmful or criminal   |
| _____ 9. mugging                     | i. a warning device to signal smoke or high heat  |
| _____ 10. choking                    | j. a device for putting out a fire  |
| _____ 11. poison control center      | k. attacking a person to rob him or her   |
| _____ 12. carbon monoxide detector   | l. unable to breathe because of obstructed airway   |
| _____ 13. escape plan                | m. an agency to call if someone is poisoned   |
| _____ 14. space heater               | n. breaking into a house to steal something   |
| _____ 15. suspicious                 | o. a device that detects the poison gas, carbon monoxide  |
| _____ 16. Neighborhood Watch Program | p. a community program where neighbors watch each other's houses and report suspicious activity |

**READING PASSAGE: Comprehension Check**

*Directions:* Take turns reading each sentence with a partner. Decide if each sentence is TRUE or FALSE. Put an X under TRUE or FALSE. (Optional: Correct the false sentences.)

	TRUE	<b>FALSE</b>
1. People should call 911 for an emergency.	_____	_____
2. The paramedics respond to 911 if someone is seriously sick or injured.	_____	_____
3. People can call the non-emergency police telephone number to report stolen property.	_____	_____
4. The driver of a car doesn't have to wear a seat belt.	_____	_____
5. Children under 12 should sit in the front seat of a car.	_____	_____
6. If people smell natural gas, they should call the paramedics.	_____	_____
7. All people should have an escape plan for their house or apartment.	_____	_____
8. Parents should call the poison control center if their child swallows cleaning products.	_____	_____
9. Safety Town teaches children about safety.	_____	_____
10. CPR classes teach how to help people who are choking.	_____	_____
11. In a Neighborhood Watch, neighbors watch each other's homes and report criminal or suspicious activity to the police.	_____	_____
12. People have to give their names when they report crimes to the police.	_____	_____

**DIALOGUE 1: Calling 911 to Report a Burglary**

*Directions:* Listen to the dialogue. Then practice the dialogue with your teacher and classmates.

José Martínez belongs to a Neighborhood Watch program. He sees a burglary happening next door and calls the police.

Operator: This is 911. What is your emergency?

José: I need the police. Someone is breaking into the house next door.  
My neighbor isn't home.

Operator: OK. What's your name?

José: I'd rather not say.

Operator: OK. What is the address of your neighbor's house?

José: It's 1223 Elm Street.

Operator: OK, we'll send the police right away. Stay on the line and tell me when you see the police car.

José: OK.

**ACTION RESEARCH ACTIVITY: Important Telephone Numbers**

*Directions:* Complete this chart with important telephone numbers. Add other telephone numbers that would be useful in an emergency (for example, work, family, neighbor, or friend).

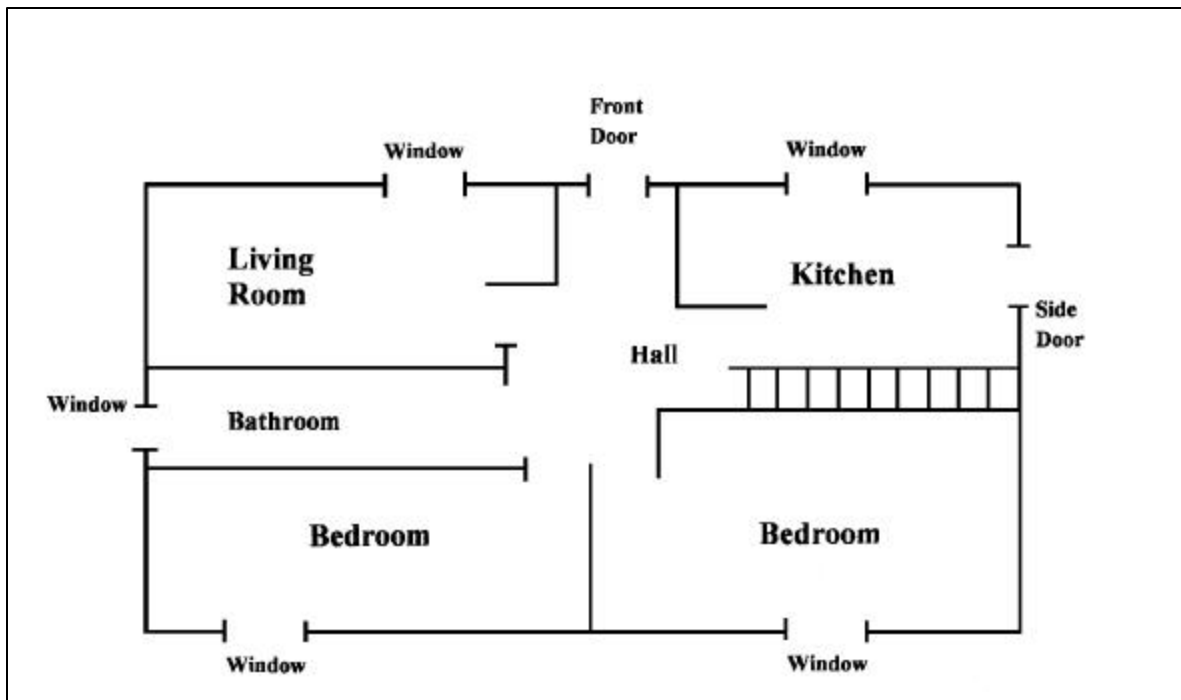
My phone number \_\_\_\_\_

My address \_\_\_\_\_

NAME	TELEPHONE NUMBER
Police Emergency	
Police Non-Emergency	
Fire Department Emergency	
Fire Department Non-Emergency	
Gas Company	
Electric Company	
Poison Control Center	

**HOME ACTIVITY 2: Emergency Escape Plan**

*Directions:* Look at the floor plan below. With a partner, find 2 escape routes from each room in the house. Draw them with arrows.



Now draw an escape plan for your house or apartment. First, draw your floor plan. Show all doors, windows, and stairs. With arrows, show 2 ways to get out from each room. Also show where your family would meet outside. (Never use an elevator in your escape plan.)

**CULTURAL COMPARISON ACTIVITY: Community and Home Safety**

*Directions:* Think about safety in your native country and in the United States. Discuss the answers to the questions below with your classmates.  
(Optional: Write the information in the chart.)

	IN _____ (native country)	IN THE U.S.
1. What telephone number do people call for emergencies?		
2. Can people call the police or fire department for non-emergencies? Give some examples.		
3. Do young children ride in safety seats? Is this a law?		
4. Do people make emergency escape plans for their family in case of a fire?		
5. What do people do in case of accidental poisoning?		
6. What kinds of safety programs are available in the community?		
7. How do people keep their homes and communities safe?		

## EXPERIENTIAL ACTIVITIES

As a class, identify an important issue that affects the group. Some ideas are:

- neighborhood crime
- safety hazards in the home
- CPR
- first aid
- infant/child safety
- kitchen/food safety
- safety in the workplace
- safety in the schools
- school bus safety
- traffic safety/car safety
- fire prevention
- personal safety on the street

Determine the best course of action from the suggestions below or have students generate their own plan of action. To maximize the experiential activity, choose one requiring a response from a leader or expert in the community. Also select an activity in which students have a vested interest so that they will follow through to a satisfactory conclusion

1. Invite a guest speaker from the police or fire department to the class. Possibilities from the police department include a community liaison officer, crime prevention officer, Neighborhood Watch expert, or Officer Friendly. Have students prepare questions for the speaker before the event.  
*risk: medium-high*  
*language level: high beginning-advanced*
2. Take a field trip to the local police or fire station. (Call ahead to make arrangements.) Have students prepare questions beforehand to ask during the visit.  
*risk: medium-high*  
*language level: all*
3. Have a CPR trainer conduct a hands-on demonstration and training session for the class. Provide bilingual support as necessary.  
*risk: low*  
*language level: all*
4. Investigate safety education programs for adults and children in the students' community. Consult neighborhood newspapers and newsletters, community college catalogs, brochures from the YMCA, hospital education programs, park district programs, etc. Have students make a poster for classroom display listing such opportunities. Optional: have students select an activity to attend (as a class, in small groups, or individually) and report on afterwards.  
*risk: low*  
*language level: intermediate-advanced*