

Personal and Pedestrian Safety
Lesson Plan—Developing
Identification

Instructional Area: Leisure Community Home Living / Daily Living
Ability Level: Emerging Developing Mastery

Topic / Skill Outcome:

- Develop an understanding of the importance of identification and how it can be helpful in an emergency situation.

Learning Area(s):

- Literacy
- Communication
- Personal Resource Management
- Social Studies

Purpose of Lesson / Objective:

- Review three possible forms of identification (school ID, MN ID, emergency information card) and to increase the student's understanding of how different information may be relevant at different times. It is important to carry identification at all times.

Materials / Equipment / Environment:

- Sample school ID
- Sample Minnesota ID
- Sample emergency information card
- Sample of wearable identification (bracelet, necklace, shoe tag)
- Waist pack
- Wallet
- Purse

Group Size: 4 – 6

Time Required: 45 minutes – 3 opportunities

More sessions needed if you do supporting activities.

Lesson Procedure:

1. Week 1: Discuss three possible types of identification
2. Week 2: Discuss and share safe ways to carry identification
3. Week 3: Role-play specific situations in which you need to use identification.
(Refer to Lesson Support for additional information)

Carry Over / Related Activities:

- Complete the process (application form) to obtain a Minnesota ID
- Plan a community outing to go to a Hennepin County Government Service Center (Department of Public Safety) and:
 - Complete the steps necessary to obtain a Minnesota ID
 - Turn in application form
 - Pay for ID
 - Have photo taken
- Complete the process (form) to obtain a wearable form of identification
- Plan a community outing to the local post office

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- Mail the form with payment for the identification
- Go on a community outing to a discount store for students to purchase an “item” (wallet, waist pack, purse, and backpack, that they prefer to use, to safely carry their identification.

Supporting Activities / Possible Adaptations:

- Teacher-made worksheets that have safety information blanks to fill in/copy information from a visual model, from identification or emergency information form, to reinforce personal information.

* You can download a form from -<http://www.state.ia.us/government/dps/kids/safetyknow.htm>

Strategies for Participation:

- Digital photo’s and signatures (or name stamped signatures) of each student in the group adhered to the Ablenet All Turn It Spinner; have the students take turns spinning the All Turn It Spinner – when it lands on a photo or a signature of someone, have another student point to or identify who’s photo or signature it is. Discuss how everyone’s physical characteristics and unique signatures lead to our own identity.

*Ablenet All Turn It Spinner - \$93.00
www.ablenetinc.com 1-(800) 322-0956

Student Reaction / Evaluation:

- Students feel empowered to have their identification and to be able to show others they are carrying it on a regular basis.

Lesson Support:

(Introduction – lead in, background information, supporting concepts and activities – curriculum)

- Refer to sample of school ID, emergency information card and MN ID.
- Introduce the topic of identification by discussing what identification is, the importance of carrying identification and that we should have it with us at all times.
- Find out which students already have identification.
- Discuss that there are 3 different types of identification (school ID, MN ID, emergency information card) that they will all have (or will have applied for) by the end of the 3-5 week session.
- Use the samples of ID’S to discuss that there are similarities and differences with the various ID’s. For example, a MN ID does not have a phone number on it, but the school and emergency information card do.
- Discuss different ways in which you carry your ID and keep it from getting lost.
- Role-play various situations that may require the use of identification:
 - You are separated from the group
 - Where could you go for help?
 - How would you ask for help?
 - How could your ID be helpful?

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- If you had a medical emergency and were unable to speak or the staff that you were with could not speak due to an injury?
- How could your ID be helpful?
- Your boss at work would like to call your teacher or work experience coordinator and has lost the phone number—how could your ID be helpful?
- You are in a situation in which you are nervous and someone is asking you for the name of your school or which city it is located in—how could your ID be helpful?
- Sometimes it is difficult for others to understand your speech and you need to share your address with them, how could your ID be helpful?