

The Application and Practice of Picture Book Reading in Safety Education for Hearing Impaired Students in Lower Grades

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Abstract: With the development of the times, the factors affecting students' safety become complex and diverse, and safety education is imperative. At the same time, the effect of safety education is limited by the hearing impairment and literacy level of students with hearing impairment in the early grades. As an effective carrier of education for children with hearing impairment, picture book reading can become a powerful tool for safety education. In order to truly utilize the safety education function of picture books, teachers need to be able to unify picture book themes, set educational goals, and gradually improve students' safety awareness and skills through effective reading methods.

Keywords: picture book reading, lower grade hearing impaired students, safety education

1. Introduction

1.1 The Ministry of Education's *Guideline for Public Safety Education in Primary and Secondary*

Schools emphasizes strengthening safety education

With the rapid development of all aspects of economy, technology and life in the new era, the factors affecting students' safety have become complex and diverse. The Ministry of Education's *Guidance Outline for Public Safety Education in Primary and Secondary Schools* clearly states that "public safety education in primary and secondary schools should be strengthened to cultivate public safety awareness among primary and secondary students and to improve their resilience to save and protect themselves in the face of unexpected safety events."^[1] Schools are required to pay attention to the effectiveness of safety education and to conduct student-centered safety education activities from the perspective of students' safety needs.

1.2 Effectiveness of safety education for hearing-impaired students in lower grades affected by their own barriers and lack of teaching materials

Safety is the basis for all educational and teaching activities, but at present, it is difficult to carry out safety education for hearing-impaired students in the lower grades due to objective and subjective reasons:

The hearing impaired students in the lower grades have limited information input due to their hearing impairment and insufficient cultural knowledge, which sometimes makes it difficult to understand the knowledge taught in safety classes and safety lessons, thus affecting the effectiveness of safety education in schools.

Safety education materials for hearing-impaired students are not yet available, and there is a lack of effective tools to

carry out safety education for hearing-impaired students in the lower grades, which is not conducive to carrying out safety education activities for students in the lower grades.

Safety practice activities lack novelty and effectiveness, as safety education activities are usually conducted in the form of class meetings and videos, but it is difficult to internalize them, which leads to "reading", "watching" and "listening".^[2]

1.3 Picture book reading is suitable for lower grade hearing impaired students to read and internalize safety education knowledge

Content-rich, colorfully illustrated picture books are themselves physiologically and psychologically age-appropriate reading materials for younger students, containing a wealth of information while giving full play to the visual advantages of hearing-impaired children, and are easily learned and internalized by younger hearing-impaired students. Based on the analysis of the physical and mental characteristics and learning characteristics of this special group, we use the medium of safety-themed picture books to design a series of learning and experiential activities to develop students' safety awareness and safety self-care ability, and to improve the effectiveness of safety education.

2. The unified picture book theme to do a good prep

The content of safety education is complicated, including drowning prevention, fire and electricity prevention, bullying prevention, epidemic prevention, etc. As a rich database, picture books also have various themes such as "Don't try to bully me", "Tom is lost" and "I won't follow you".^[3] In order to effectively carry out safety education, the first step is to consolidate the picture book themes and clarify the number of picture books and books that can be used. This can be achieved through the following paths.

2.1 Establishing a safety education database

Safety themed picture books are divided into the following sections: traffic safety education, daily life safety (including electric shock prevention, gas poisoning prevention, fire prevention, household work safety, food and hygiene safety, etc.),^[3] activity safety education (including safety of sports environment and equipment, safety of physical education classes, swimming, ice skating, field activities, games, firecrackers, safety of crowded public places, etc.),^[4] self-protection education in natural disasters (including water fires, storms, lightning attacks, earthquakes, etc.),^[5] social security education (including thieves, liars, robberies, hostage-taking, kidnappings, yellow drugs, etc.),^[6] accident handling education, and mental health education. According to the principle of more pictures and less words, fill the picture books for the corresponding sections respectively, such as "Don't kiss me casually" and "Safety by the water" corresponding to social security education and natural disaster self-protection education respectively.

2.2 Formulating safety education teaching objectives

According to different themes, different learning situations and different difficulties of picture books, according to the relevant requirements of safety education curriculum implementation, we set picture book reading goals from easy to difficult and from low to high, and put corresponding picture books in class book corners regularly and quantitatively at different learning levels and in different safety theme activities. Through this step-by-step approach, students are taught the appropriate safety knowledge and gradually improve their own safety awareness and resilience.

2.3 Paying attention to current safety hotspots

The rapid development of the times and the emergence of new safety hazards have put forward flexible requirements for school safety education. In safety theme education, we should always pay attention to new safety hot events, and carry out prevention for new safety hazards in combination with social and school conditions, and teach students coping strategies, which can effectively improve students' ability to respond to new problems and difficulties in a flexible manner.

3. Innovative reading activities to ensure the effectiveness of education

Safety education activities in the lower grades are mainly carried out in the form of class meetings, watching videos and emergency drills, which can play a certain educational effect, but students in the lower grades have a weaker sense of immersion and empathy, and learning about safety is mostly a matter of "reading" and "watching". "Listen to it". In order to effectively improve the effect of safety education, when reading picture books, we need to enrich the form of reading, strengthen the safety experience, in reading and doing to continuously improve self-protection awareness and self-protection ability.

3.1 Watching bilingual stories: adapting to the learning characteristics of hearing-impaired students

When telling safety stories, teachers should take full care of the learning needs of hearing-impaired students, with appropriate sign language, spoken language, expressions and body language, so that children can "hear" and "see" the stories in a bilingual and multilingual environment, and can understand the knowledge and connotations of safety education told in the picture book stories. Safety education knowledge and connotation. In the process of watching and listening to the story, appropriate video or picture resources can be used to broaden students' knowledge and enhance their understanding and memory of the safety knowledge taught.

3.2 Learning the knowledge points: emphasizing the internalization of safety education knowledge

In safety-themed reading, instead of reading through the story as the goal, appropriate knowledge points should be selected around which students can be taught to distinguish dangers and respond to them. For example, in the picture book *The Door*, through the scene changes in and out of the door-eye of the door and the changes in clothing and expressions of strangers, it creates an immersive and tense atmosphere for children, reminding them to stay alert while not dampening their motivation to explore the world. Around this theme, teachers can design knowledge points that help children distinguish and respond to strangers by "electing," "drawing," "making," and "Perform" and other forms of good extension activities.

3.3 Making thinking maps: building students' intrinsic dispositional mechanisms

In the process of reading, considering that the cognitive level of the lower grade students has not yet developed to a higher level, you can use the form of learning sheets, through their "drawing", "writing" and "talking", such expressions can help children to know the characters and connect the storyline, so that they can understand the safety content and remember the safety knowledge more deeply in the backward and forward connected picture book reading.

3.4 Learning bilingualism together: enhancing students' ability to generalize safety knowledge

Students in the lower grades have less cultural knowledge and are not familiar with safety words such as "safety exit", "emergency channel" and "fire hydrant". If we do not follow up with generalization after the safety education, it is easy for the safety education to become a formality again. Therefore, in picture book reading, it is necessary for the younger students to learn how to recognize words and pictures. When learning safety nouns, it is necessary to use words, pictures, phonics, and sign language to assist students with hearing impairments in learning, to be sensitive to words and sign language, and to be able to make appropriate emergency responses in emergency situations based on words and sign language cues.

Safety-themed picture book reading is not simply reading, but also an effective carrier of safety education, which bears the important responsibility of enhancing the safety awareness and strengthening the safety skills of hearing-impaired students in the lower grades. Therefore, teachers of different grades should make a good connection between picture book reading and safety education, combine the learning and developmental characteristics of students with hearing impairment,

make a good plan for safety education, and better utilize the effectiveness of picture books in safety education.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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