

Activities: Grade 1

Title of Activity	Purpose of Activity	You & Your World Outcome(s)	Page #
1-1: Staying Safe Around Animals	To help students understand the rules for dealing safely with pets and wild animals.	1.1.3, 1.2.1, 1.3.4	3
1-2: Dressing Safely for all Seasons	To help students understand the importance of dressing appropriately for the weather conditions; reinforce the concept that in all four seasons we wear different clothing to protect us from weather conditions.	1.2.3, 1.3.4, 1.3.1, 1.4.1	7
1-3: You're a Safety Superstar! Stella's School Safety Song	To help students recognize the need for rules, their connection to safety and personal responsibility in following rules.	1.1.3	14
1-4: Stella Says, "Stop, Think, Do": Health and Safety Poster	To help students review the Stop, Think and Do concepts as they relate to playing and keeping safe.	1.3.4, 1.1.3	16
1-5: Stella's Safety Breaks	To help students practice safe decision making in age appropriate situations.	1.3.4, 1.1.3	17
1-6: Plants: A Breath of Fresh Air	To help students understand that plants produce oxygen and play an essential role in maintaining air quality in our environment.	1.2.1, 1.2.2, 1.2.6, 1.3.3	19
1-7: Leaves of Three: Let Them Be	To help students understand that many common plants can be dangerous and touching or eating them may result in illness.	1.2.1, 1.3.4	22
1-8: No Room for Accidents	To help students understand that safety depends on people taking positive steps to correct unsafe conditions.	1.2.6, 1.3.3, 1.1.3, 1.3.4	25
1-9: Safety Smart Characteristics of a Safe Student	To help students identify characteristics of a safe student, their personal responsibilities in creating a safe environment and things that take away from our safety.	1.1.3, 1.2.6, 1.3.4	31
1-10: Now That I Know My ABC's, Won't You Come Be Safe With Me	Students will discover ways to maintain a healthy and safe lifestyle.	1.1.3, 1.2.6, 1.3.4	33
1-11: Who are the People in your Neighborhood?	To help students identify why people work; provide examples of various types of jobs performed by people who live in the community; explore and reflect upon personal interest for career choices.	1.4.5	34
1-12: Slips, Trips and Falls	To help students identify methods of preventing slips, trips and falls.	1.3.4	42

1-13: Let Me Tell You About my Day	Provide examples of how health and safety plays a significant role in one's daily routine.	1.1.3, 1.3.4, 1.4.1	44
1-14: Safety Symbols	To help students review safety symbols and their role in protecting our health and safety.	1.3.3, 1.1.3	47
1-15: In Case of Fire	Students will evaluate the school fire drill evacuation plan; review the role of planning and following emergency procedures in case of fire.	1.4.2, 1.1.3, 1.3.4	50
Quick Idea #1	Theme: following safety rules when performing investigations and activities	1.2.4 & 1.3.4	52
Quick Idea #2	Theme: disease prevention and cleanliness of hands	1.3.1	52
Quick Idea #3	Theme: safety practices when handling food	1.3.2	52
Quick Idea #4	Theme: inner voice	1.3.4	52
Quick Idea #5	Theme: goods and services	1.4.6	53
Quick Idea #6	Theme: disease prevention, hand washing, personal hygiene, safe practices when handling food, time line of daily routine	1.3.1, 1.3.2, 1.4.1	53

Staying Safe Around Animals

Purpose: To help students understand the rules for dealing safely with pets and wild animals.

Connections to You & Your Word Outcomes: 1.1.3, 1.2.1, 1.3.4

Materials Required:

- Stella
- request students bring a stuffed animal from home (optional)
- drawing paper, crayons/markers

Teaching Strategies:

1. Have Stella ask students the following questions:
 - Do you have a pet? If not, do you know of someone who has a pet?
 - Does your/this pet ever get upset or angry?
 - Why is it important to know the types of things that upset pets?
2. Use Stella as an example of an animal that should never be approached if encountered for real because all animals can be dangerous if they feel threatened or are provoked. Discuss other situations where animals should not be approached.
3. Have students role-play situations involving meeting or handling animals (see **Appendix** for sample role plays). You can use Stella in the “starring animal role” or use other stuffed animals that students have brought to class.
4. Use Stella to review with students the rules for dealing safely with pets and wild animals (see **Appendix**). Be sure to differentiate between household pets and wild animals. Discuss how all animals need to be treated kindly at all the times.
5. Have students draw a picture that shows them following one of the safety rules around their favourite pet or animal. At the bottom of the page, students write the appropriate safety rule. Pictures can be used for a school campaign to promote safety around animals. You may even wish for students to present their pictures and rules to another class (i.e. safety with animals “on tour”).

Assessment: effort in role-plays; animal safety drawing with identified safety rule

Appendix (follows):

1. Animal Role Plays
2. Playing Safe with Pets
3. Woof! Woof! Safety Around a Strange Dog
4. Safety with Wild Animals



Animal Role Plays

Situation #1: Safe behaviour when animals are eating

One student will use Stella or a stuffed toy and play the role of the animal. Another student will play the role of a human. Pretend that the animal is eating, and the human approaches the animal and takes the food away. Students will role-play what they think might happen in this situation. Discuss with students what can happen if food is taken away from an animal.

Situation #2: Handling animals gently

A student will hold Stella or one of the stuffed animals upside down or too tightly and role-play the animal's reaction. Discuss with students how an animal might feel if it was being held upside down or not gently. Would it try to escape and perhaps scratch or bite? How could students prevent this kind of reaction in their pet?

Situation #3: What to do when you meet a strange animal

This situation involves three students. One will use a stuffed animal and play the pet. Another will play the pet's owner. The third student will play a friend meeting the pet for the first time. In this situation, the pet and owner are walking together and the friend meets them. Guide students through this activity and instruct them about how to meet an animal. Students will role-play the scene as follows:

- a) The friend should ask the owner if he or she can pet the animal.
- b) After the owner gives permission, the friend approaches slowly and quietly.
- c) The friend holds out his or her hand in a relaxed way with the palm down, and lets the animal sniff the hand.
- d) If the animal seems calm and unafraid, the friend may gently pet him or her.

Situation #4: What to do when an animal is angry.

In this situation, one student will use Stella or a stuffed animal and play the role of the animal, and another will play the role of the human. The animal and person are near each other, and the animal is behaving in a hostile way. Talk to students about the appropriate way to handle this situation, and allow students to role-play the process:











- a) The human should avoid looking the animal directly in the eyes as the animal could consider eye contact as a prelude to attack.
- b) The person should talk quietly and back away from the animal slowly.
- c) In this type of situation, the person should never turn his or her back to the animal, since it might provoke an attack.

Situation #5: What can happen when you scare an animal.

In this situation, one student will use Stella or a stuffed animal and play the role of the animal. A second student will play the role of the human. The human rushes around, moving fast, making a lot of noise. The animal responds by chasing the person, and perhaps biting him or her. Discuss with students the importance of being calm and respectful around animals. Explain that when an animal is frightened, it may behave aggressively to defend itself. You should stress that this doesn't mean the animal is bad or mean, just frightened.



Playing Safe with Pets





You can stay safe by following these rules:

-  **Let them eat:** Never bother a pet when they are eating or pull its food or water away.
 -  **Don't tease:** Don't tease a dog or cat or pull its tail or ears.
 -  **Do not disturb:** Never bother a pet when it is sleeping.
 -  **Don't touch:** Don't take a toy or bone away from a cat or dog or hold it out of reach of the animal.
 -  **Puppies are private property:** Never try to get near a pet with its babies. Animal mothers are very protective and may bite to keep you away.
 -  **Nice and easy:** When lifting a rabbit, hamster, guinea pig, or gerbil from its cage, do it slowly. Be sure to hold the animal underneath its belly. Never pick up or hold a rabbit by its ears.
 -  **Watch your hands:** Never stick your hand into a fish tank – most fish can't hurt you, but a few types of fish can and do sting if they get upset.
 -  **Stay away if a pet is sick:** If any pet looks sick or is injured, stay far away. An animal that normally loves to be petted and play may get very upset and even bite when it is feeling ill. Tell an adult so they can get help for the animal.
 -  **Ask first:** You must always ask if it's okay to touch someone else's pet. Just reaching out and touching them may not be welcomed. If it is okay to touch the animal you should move slowly and be sure to let the animal sniff your hands first.
 -  **Wash your hands:** Always wash your hand with warm water and soap after handling an animal.
-

Woof! Woof! Safety Around a Strange Dog





To keep your cool around strange dogs, do the following:

-  **Don't touch:** Never pet or touch a strange dog, even if it runs up to you and seems like it might be friendly.
-  **Don't run:** If a dog starts running toward you don't run. Running away can make the dog want to chase after you – even if it doesn't want to hurt you, as its instincts will tell it to chase.

-  **Stand still:** If a strange dog approaches you, try to stand very still. This may be scary for a minute or two, but often the dog will become bored and walk away. If the dog tries to sniff you, let it sniff – this is its way of checking you out.
 -  **Walk away slowly:** Walk away from a strange dog very slowly. Don't wave your arms around or make a lot of noise because these actions will only excite the dog. Look straight ahead and not into the dog's eyes.
 -  **Tell an adult:** If you are very afraid of a strange dog, or a strange dog has actually tried to bite or attack you, tell an adult as soon as possible. He or she can find out who owns the dog.
 -  **Stay away from strange cats too:** Never pet or touch a strange cat, even if it seems friendly.
-

Safety with Wild Animals

The rules in the great outdoors are simple:

-  **Don't touch or go near an animal:** Although some of these animals may look cool or even cute, you must leave them alone. These animals aren't like regular pets. They're not used to being around people and may bite or attack if you come near them.
-  **Watch out, they may bite:** Some of the animals in the great outdoors are especially dangerous because they carry rabies, a serious virus that can be passed to a person through an animal bite.
-  **Please don't feed the animals:** Don't ever try to feed a wild animal. Birdfeeders are okay (always wash your hands after touching one), but other animals, even if they look hungry, shouldn't ever be fed.
-  **Tell someone, but don't touch:** If you're out in the wild and find an injured animal, don't ever touch it even though you might want to take a closer look or bring it home to make it better. Any injured animal should be left exactly where you find it. The best thing you can do for the injured animal is to tell an adult right away. He or she can call people who are specially trained to treat these types of animals.



Source: Kids Health – The Nemours Foundation

Dressing Safely for all Seasons

Purpose: To help students understand the importance of dressing appropriately for the weather conditions; reinforce the concept that in all four seasons we wear different clothing to protect us from weather conditions.

Connections to You & Your World Outcomes: 1.2.3, 1.3.4, 1.3.1, 1.4.1

Key Concepts:

- Students should understand that dressing inadequately for the weather conditions in any season could make them sick. If their bodies get too cold or too warm, they cannot maintain a consistent temperature, which can lead to illness.
- It's important to wear layers of clothing in wet and windy weather because they help us retain our body heat, especially materials that keep us warm or which do not absorb water (e.g. wool, rubber, etc.).
- Students should be reminded that although rain ponchos are readily available, they are not a good choice for protection from wind and rain as they are too loose and allow our body heat to escape.

Materials Required:

- Copies of "Dressing Safely for Every Season" sheets for each student (see **Appendix**)
- drawing paper, markers/crayons
- Optional: construction paper, glue & scissors (see Extension)
- Optional: magazines/flyers (see Extension)
- Optional: copies of "Safe & Sound" activity sheet for each student (see **Appendix** & Extension)

Teaching Strategies:

1. Have Stella show pictures or items that relate to both summer and winter (e.g. sunscreen, sun glasses, mitts, hat, bathing suite, scarf etc.). Ask the class to identify the items using descriptive language, and identify the time of year the items are used.
2. Ask students the following questions:
 - 👂 Do we only wear particular kinds of clothing in winter or summer?
 - 👂 What types of clothing choices do we make in spring and fall?
 - 👂 Why is it important to protect ourselves from rain and wind?
 - 👂 Why is it important to dress appropriately for the weather conditions in any season?
 - 👂 What dangers exist in both winter and summer that we need to protect ourselves from?
3. Use the "Be Cool and Beat the Heat" and "Warm Advice For Dressing In Winter" information sheets (see **Appendix**) to discuss some general rules for staying cool during the summer and warm during the winter. Reinforce the importance of always dressing adequately for the weather conditions. Students should understand that clothing is our most basic personal protective equipment.
4. Distribute the "Dressing Safely for Every Season" sheets to students and have them complete all four pages to create a mini book (see **Appendix**). Have them draw a picture on the book cover that illustrates them dressed safely for their favorite season.

OR Students create a calendar using 12 sheets of paper. For each month, students will identify specific safety concerns that are linked to the month, time of year, how they should be dressed for that time of year, safety for special events etc. (e.g. Halloween safety, water safety, skating safety). This project will need to take place over a few days **OR** have students responsible for one month of the year and assemble all months to create a class calendar.

Extension:

1. Divide the class into small groups and assign each group a season. Each group should decide what clothes are best suited for the season they have been assigned. Have them cut out pictures of articles of clothing from old magazines/flyers to paste on a page in the form of a collage, with the name of their season at the top of the page. Discuss the clothing combinations they have chosen. Create a bulletin board with the title "Dressing Safely for all Seasons" to display their work (optional).

2. Distribute a piece of construction paper to each student. Have them draw a simple shape of a piece of clothing (sweater, scarf, sun hat, mittens, boots, shoes etc). Next, have them write a word(s) that explains how the item they have chosen keeps them safe. All pieces of clothing can be glued on a large body outline with the title: "All Decked out for Safety" OR hung on a created class clothesline.

3. Students describe ways in which they have fun in all seasons of the year.

4. Review personal protective equipment and clothing that is worn at specific times of the year (goggles to ski, sun glasses in summer, mitts & hat, sun protection, PFD, knee pads for hockey etc.). Students complete the activity sheet "Safe & Sound" (see **Appendix**).

Assessment: participation in class discussion and group task; effort and content of coloring pages or calendar; effort in clothing collage

Appendix (follows):

1. Be Cool and Beat the Heat
2. Warm Advice for Dressing in Winter
3. Facts on Heat Stress and Hypothermia (for teacher reference)
4. Safe & Sound Activity Sheet with answer key
5. Dressing Safely for All Seasons



Be Cool and Beat the Heat

- ☉ **Think light and bright:** Wear clothes that are light both in color and in fabric. Dark colors absorb the sun's heat while light colors reflect it.
- ☉ **Be cool naturally:** Natural fabrics like cotton are much cooler than most synthetics.
- ☉ **Use your head:** Hats protect us by providing some cooling shade and help keep the sun out of our eyes.
- ☉ **Cool shades:** Sunglasses provide protection for our eyes from the damaging effects of the sun. Make sure sunglasses are UVA and UVB-resistant.
- ☉ **Stay loose:** Loose fitting clothes help us beat the heat because they allow air to circulate, which keeps us cool.
- ☉ **Lose the layers:** In summer, don't wear too many layers of clothing because the layers help to hold heat, but always make sure that unprotected skin is not exposed to the damaging rays of the sun.
- ☉ **Time:** Avoid long exposure to the sun between 11 a.m. and 4 p.m. when the sun is the strongest. Remember UVA and UVB rays are always present, even on cloudy days.
- ☉ **Slather it on for safety:** Always wear sun block (minimum SPF 15). Sunburns, in addition to increasing your risk of skin cancer, make it hard for your body to keep a consistent body temperature and this can lead to dehydration.

Warm Advice for Dressing in Winter

- ☉ **Wear layers of clothing:** Layers are like blankets on a bed. Each layer adds insulation. Insulation keeps out the cold and keeps body heat close to our skin.
- ☉ **Always cover your head and neck:** They lose the most heat. In winter, wear a thick hat or hood and provide extra warmth with a scarf or neck warmer.
- ☉ **Choose the right clothes for what you do outside:** Will you be sitting, driving in a car, walking, skating or sledding? The winter clothing that you wear needs to keep you warm and dry at all times.
- ☉ **Always be ready for wet and windy weather:** Always choose clothes that keep out water and wind. You need to stay dry in order to stay warm. In winter, you need to cover up your head and face. Always wear a hat, scarf, or a coat with a hood when you are outdoors in winter.
- ☉ **Wear clean clothes:** Dirty or sweaty clothes do not hold heat well. Wash your outdoor clothes often.

Facts on Heat Stress & Hypothermia

Facts on Hypothermia

Definition

- Normal body temperature cannot be maintained; cooling of the body

Why it happens

- Exposure to cold atmospheric temperatures or water
- Improper/inappropriate clothing
- Conductive heat loss through wet clothes
- Temperature of skin and blood drops quickly; temperature of heart, brain and vital organs gradually drops

Signs & symptoms

- Trouble breathing; slowly unable to use hands; uncontrollable shivering; lips and fingernails turn blue; can result in unconsciousness or death due to heart failure

Who is at risk (recreational & workplace)

- Examples: boaters who capsize; people who work outside for long periods of time (construction, foresters, loggers etc.); hikers; swimmers; anyone dressed inappropriately for the weather conditions

Emergency response

- Get out of cold water or weather as soon as possible
- Seek shelter from cold temperatures; if possible start a fire
- Change into dry clothes or wrap yourself in a blanket
- Warm up body gradually
- Drink warm fluids
- Seek emergency assistance if weak and dizzy

How to prevent

- Wear the proper clothing: rain gear; wool clothes (better than cotton); wear a hat & gloves, proper footwear (i.e. for activity being performed), DOT (Department of Transportation) approved PFD (personal floatation device)
- Carry high energy foods
- Be prepared for any emergency situation

Facts on Heat Stress

Definition

- High temperatures put stress on our bodies. When the body's cooling system has to work too hard to reduce heat stress, it can strain itself. This physical strain, combined with other stresses (e.g. work, loss of fluids, fatigue) may lead to heat disorders, disability or even death.

Why it happens

- Your body always generates internal heat, but the amount of heat that stays stored in your body depends on your surroundings, level of physical activity, type of work, time spent working and recovery time between rest periods.

Signs & symptoms

- Dizziness or fatigue; clammy, moist skin; physical discomfort; irritability; poor judgment; lack of attention; slow mental and physical reaction; intense thirst; heavy or absence of sweating; headache; nausea
- As internal heat rises, surface blood vessels get bigger, increasing your pulse rate, putting a strain on the heart and circulatory system

Who is at risk (recreational & workplace)

- Examples: people in warm or seasonally warm climates; people who work in hot, humid places; athletes; farmers; cooks; construction workers; workers in boilers and factories; people trying to tan or anyone not taking measures to control their internal temperature

Emergency response

- Move into shaded area; loosen or remove clothing and shoes; cool the victim as soon as possible; drink lightly salted water; stay with victim; rest the body; massage limbs

How to prevent

- Alternate light and heavy work, indoors and outdoors if possible; eat cool and light meals (hot food adds directly to body heat, heavy foods reduce ability to get rid of heat because they redirect blood flow to your digestive tract instead of your skin surface); drink lots of cold water (it absorbs better than warm water); increase salt intake slightly; acclimatise yourself (get used to the work and climate); be in good physical condition; wear proper clothing (tight cloths restrict circulation and keep air from flowing over the skin)

Safe & Sound Activity Sheet

List all the protective clothing or equipment needed for each activity.

Activities	Personal Protective Equipment or Clothing Needed
1. riding your bike	
2. driving in a car	
3. taking a boat ride	
4. playing football	
5. skating	
6. cooking	
7. sitting outside in the summer	
8. riding a motorcycle	

Safe & Sound Activity Sheet - Suggested Answers

Activities	Personal Protective Equipment or Clothing Needed
1. riding your bike	helmet, sun glasses (if needed)
2. driving in a car	seat belt, sun glasses (if needed)
3. taking a boat ride	PFD, sun screen
4. playing football	helmet, body pads, proper footwear
5. skating	helmet, body pads if needed, hats, mitt, warm coat etc.
6. cooking	apron, oven mitts
7. sitting outside in summer	hat, sun screen, sun glasses
8. riding a motorcycle	helmet, protective clothing (pants)

Dressing Safely for Every Season

Name _____



In winter, I wear _____



In spring, I wear _____



In summer, I wear _____



In fall, I wear _____

You're a Safety Superstar! Stella's School Safety Song

Purpose: To help students recognize the need for rules, their connection to safety and personal responsibility in following rules.

Connections to You & Your World Outcomes: 1.1.3

Materials Required:

- lyrics of song (see **Appendix**)
- Stella

Teaching Strategies:

Note: Teaching students about health and safety through song and dance is a fun and interactive way to reinforce the concept that staying safe depends on their ability to recognize potential danger, their willingness to make good choices and their commitment to act in a responsible and thoughtful manner.

1. As a class or with a partner, students discuss the following questions:
 - a) What are rules?
 - b) Why do we have rules?
 - c) Name some examples of rules you follow.
 - d) What would happen if we didn't have rules or they weren't followed?
 - e) What are your responsibilities in following rules at school and home?

2. Review answers as a class and the importance of following rules, their role in preventing injuries and keeping us safe.

3. Have Stella lead the class in learning the lyrics to "Stella's School Safety Song" (see **Appendix**). Lyrics can be transcribed on the board. Once students have learned the original lyrics, you may choose to have the class create additional lyrics to add to the song. You may also choose to have students create a dance that could be performed simultaneously with the song.

Assessment: participation in group discussion and song

Extension: Students create a list of rules they follow at home. Beside each rule, state how each rule helps protect their safety. The same list can be generated for rules on the playground, on the bus, when in the gym etc.

Appendix (follows): You're a Safety Superstar! Stella's School Safety Song

You're a Safety Superstar! Stella's School Safety Song

(Sung to the tune of "Twinkle, Twinkle, Little Star")

**Here are some rules for you and me.
See how important they can be!**

**Respect your space and others too.
Just stop and think before you do!**

**These are the rules we all should know.
We follow these rules wherever we go!**



Stella Says, “Stop, Think, Do”: Health and Safety Poster

Purpose: Help students review the Stop, Think and Do concepts as they relate to playing and keeping safe.

Connections to You & Your World Outcomes: 1.3.4, 1.1.3

Materials Required:

- Stella
- Stop, Think, Do poster (part of program kit)
- drawing paper
- markers/crayons

Teaching Strategies:

Note: Designing a poster campaign featuring Stella is a fun and creative way to reinforce the Stop, Think, Do safety message with students.

1. Stella reviews the concepts of Stop, Think and Do. It is our personal responsibility when making decisions, to Stop, Think, Do.
2. It is the student’s job to help teach others about the importance of these three actions when making decisions as they can help protect our safety and the safety of others. Have students work in small groups to create an artistic triptych. Have them title the first poster “Stella Says Stop”, the second poster “Stella Says Think”, and the third poster “Stella Says Do”.
3. Next, have them work together to create posters with pictures and simple slogans that illustrate the safety aspects associated with each word. Tell students to include a drawing of Stella somewhere on their posters. Encourage them to be creative in their visual interpretation of the Stop, Think, Do safety message.

Safety messages can include, but are not limited, to any of the following themes:

- Seasonal safety
- Pedestrian safety (walking alone, on slippery surfaces, when to get help)
- Playing in dangerous places (why not to and what is considered a dangerous place)
- Bus, home or food safety
- Playground safety, potential dangers, warning signs & symbols

4. Have groups share their work with the class. Display posters in the school for others to see.

Assessment: participation in created posters using of Stop, Think, Do concepts



Stella's Safety Breaks

Purpose: To help students practice safe decision making in age appropriate situations.

Connections to You & Your World Outcomes: 1.3.4, 1.1.3

Materials Required:

- Stella
- Sample safety scenarios (see **Appendix**)

Teaching Strategies:

Note: Role-plays that illustrate age appropriate health and safety concerns and which offer positive suggestions for resolving the issues are an engaging and interactive way to teach safety to your students throughout the year.

1. Present the activity to students by referring to the role-plays as "Safety Breaks". Have Stella announce that it's that time again... to practice working through situations that could compromise their safety or the safety of others.

For each "Safety Break", assign a new pair/group of students an age appropriate safety issue scenario to role-play (see **Appendix** for sample scenarios). Have them perform the role-play for the class and have the entire class offer suggestions for resolving the particular issue illustrated by the role-play. Next, have the students who are performing the role-play reenact it, but this time have them incorporate the solution(s) provided by the class into their presentation.

You may wish to make reference to the decision making model (see **Appendix**) and/or their *inner voice* to help students assess the degree of danger/risk.

This activity can be done over a period of days, weeks or months. Taking "Safety Breaks" in your classroom will help reinforce the concept that it is important to always deal with safety issues in a responsible and positive manner.

Assessment: student participation in conducting and responding to the safety scenarios

Appendix (follows):

1. sample scenarios
2. decision making model

Sample Scenarios

- running instead of walking
- carrying sharp instruments
- pushing or shoving in the hallways
- forgetting to keep chairs pushed into tables when not in use
- tripping over objects or other people
- throwing snowballs
- walking alone
- playing in a dangerous place
- bus safety issues
- Halloween safety
- skating on a pond
- home alone
- seasonal safety
- any teachable moment
- a friend is playing with matches
- hazardous substances

Decision Making Model, Grade K-2

1. What is the problem?
2. What are the solutions?
3. For each solution ask:
 - Is it fair?
 - Is it safe?
 - How might people feel?
 - Will it work?
4. Choose one.
5. Is it working?

Plants: A Breath of Fresh Air

Purpose: To help students understand that plants produce oxygen and play an essential role in maintaining air quality in our environment.

Connections to You & Your World Outcomes: 1.2.1, 1.2.2, 1.2.6, 1.3.3

Materials Required:

- a clear, glass bowl of water (a small aquarium works well)
- a glass jar & a plant
- a water plant (plant can be purchased at most pet stores)
- fallen leaves that are still fresh
- paint brushes & paints
- large sheets of paper
- Stella

Teaching Strategies:

1. Begin the lesson by having Stella sitting in or near a plant. Have her explain to students that all animals, including human animals and skunks, need oxygen to breathe. Demonstrate how we take in oxygen and have students repeat by inhaling and exhaling.
2. Hold up the plant and ask students if they believe that plants like this help us breathe. Explain to students that we are going to do an experiment to find out whether or not plants help to produce the oxygen that humans need to live.
3. As a demonstration, do the following:
 - A) Place the plant in a deep bowl of water.
 - B) Fill the glass jar with water by lowering it on its side into the bowl, letting all trapped air bubbles escape.
 - C) Turn the glass upside down to cover the plant.
 - D) Leave the plant in a sunny place and watch what happens.

Have students make predictions about what they think will happen inside the jar and record their observations. In time, oxygen bubbles from the plant will start rising toward the surface of the water. Eventually a pocket of oxygen will collect at the top of the jar.

4. Once the experiment is completed, review the "Plants: A Breath of Fresh Air" information sheet with students (see **Appendix**). They should understand that plants and trees release oxygen into the air. During the process of making food from carbon dioxide and water, trees and plants give off oxygen. Energy from the sun is used to change the carbon dioxide and water into food and release oxygen, which we need in order to live. Students should understand that without plants and trees all animals, including humans, would be left breathless which is why it is so important to maintain and care for plants and trees in our environment.

5. Students will use fallen leaves to make a colourful design that will remind them of how important it is to protect plants. Have students bring in tree or bush leaves that have already fallen on the ground. Encourage them to bring in different types of leaves, as that will make their designs more visually interesting. Using a paintbrush, students brush paint on the front of a leaf until it is well coated and press the leaf onto the paper. When they peel back the leaf, they will see the imprint of the leaf. Repeat process using different leaves and different paint colours until an intricate design is created.

Around the imprints of their leaves, students will write key words that are linked to how they can personally protect the trees and the air we breathe.

Assessment: experiment predictions; effort in leaf drawing with key words identified

Appendix (follows): Plants: A Breath of Fresh Air

Extension:





1. Clean Air Flags

- Ask the class what types of things might affect our air quality/what we breathe. How might such pollution affect a person's health? For example, eye irritation, nausea, dizziness, fatigue, severe headaches, upper respiratory problems and can affect overall work performance.
- Review the types of things that can affect our air quality (dust, perfume, smoking, new furniture or carpet giving off gases, the ventilation/heating/cooling system, number of people present, type of work/human activity in the work space, office equipment, building construction materials and cleaning materials).
- What are our personal responsibilities in reducing pollutants in the air that we breathe?
- Students create posters in the shape of flags to help teach others of the importance of a scent-free environment and promoting personal responsibility for keeping the air clean.
- Review the importance of getting daily fresh air. Ask students to keep track of the time they spend outside in the fresh air compared to being inside

2. See activity 1-8



Plants: A Breath of Fresh Air

-  Everyone knows that plants are very pretty, but they are also very important to our environment and our health.
-  Plants, like humans, breathe.
-  Plants, like trees and bushes, take in carbon dioxide, which is bad for humans to breathe and which can pollute the air.
-  Plants also give off oxygen that we need for our lungs, blood and heart in order to survive.

**This is why plants are very important
for keeping the air clean
& keeping us healthy!**

Leaves of Three: Let Them Be

Purpose: To help students understand that many common plants can be dangerous and touching or eating them may result in illness.

Connections to You & Your World Outcomes: 1.2.1, 1.3.4

Materials Required:

- “Plants and Berries Can Be Berry, Berry Bad” information sheet (see **Appendix**)
- drawing paper, crayons/markers
- a plant and an apple
- Optional: copies of “Poisonous Plants Around your Home” tips sheet for each student (see **Appendix**)

Teaching Strategies:

1. Begin the lesson by placing Stella behind or near a plant. Ask students the following questions:
 - ~ How many of you have ever had a reaction to a plant?
 - ~ What happened to your body?
 - ~ How did you feel?

Students should understand that many plants which are pretty to look at and nice to smell can make us very sick if we touch or eat a part of them.

2. Ask students if any of them have ever seen or heard about poison ivy (you can pick any plant with which you think your students will be familiar). Show students a picture of poison ivy (or similar plant) and explain to them that there is a common rule for avoiding contact with plants outdoors: Leaves of three, then let it be.

3. Hold up an apple. Ask students whether or not they think that apples can be dangerous to eat? They will probably all say no. Next, ask them how many of them will eat an apple today or in the next few days? Most students will probably do so.

4. Explain to them that even an apple, although extremely good for us and very delicious to eat, can make us very sick if we were to eat a large number of its seeds (eating large amounts of apple seeds can cause stomach pain, vomiting, breathing difficulties and can raise our blood pressure).

5. Use the “Plants and Berries can be Berry Berry Bad” information sheet (see **Appendix**) to review the rules for staying safe around plants.

6. Have students draw a large colorful flower. Have them write ways they can stay safe around plants in the center of the flower. Have them color the sheet and create a bulletin board display titled “Our Secret Safety Garden”.

7. **Optional:** Distribute a copy of the “Poisonous Plants Around your Home” information sheet (see **Appendix**) and request that students take it home to their parent/guardian.

Assessment: effort and content of flower drawings

Extension:

1. See activity 1-7
2. Students talk to an adult to discover how they care for their plant(s) and/or garden and share their discussion with the class.
3. Students grow and/or care for a plant(s) in the classroom.

Appendix (follows):

1. Plants and Berries can be Berry Berry Bad
 2. Poisonous Plants Around Your Home
-

Appendix 1-7

Plants and Berries Can Be Berry Berry Bad

Here are some simple rules to follow that will help you stay safe around plants.

Never eat or touch any part of an unknown plant or mushroom unless an adult you know and trust tells you that it's okay to do so. Eating plants can make you very sick and touching them may cause skin rashes, blisters and itching.

Never put leaves, stems, bark, seeds, nuts, or berries in your mouth unless you know that it is safe to do so.

Never touch or eat bulbs and seeds.

Never think that a plant is safe because birds or other animals eat it.

Always wash your hands after handling familiar plants.

Poisonous Plants Around Your Home Safety Tips for Parents

1. Many common plants and flowers can be poisonous. Visit Child Safety Link at www.childsafetylink.ca for a plant guide that lists many different plants and whether or not they are poisonous.
2. Identify all plants in and around your home.
3. Label each plant.
4. Keep houseplants, seeds and bulbs out of children's reach.
5. Teach children never to put leaves, flowers, seeds, nut or berries in their mouth without checking with an adult first.
6. Never eat wild mushrooms.
7. Keep products like pesticides in their original containers and stored in a locked area away from children.
8. Children should be kept away from freshly sprayed grass and plants.
10. Any plant can cause choking or an unexpected reaction in some people.

For a free copy of the Plant Guide call the Child Safety Link at 1 866-288-1388.

In case of a poisoning emergency, always call 911.

Source: Child Safety Link, Summer 2004, Issue 7

No Room for Accidents

Purpose: To help students understand that safety depends on people taking positive steps to correct unsafe conditions.

Connections to You & Your World Outcomes: 1.2.6, 1.3.3, 1.1.3, 1.3.4 (see Extension)

Materials Required:

- one copy of the Safety Scoring Card for each group of students (see **Appendix**)
- one copy of Home Safety Checklist for each student (see **Appendix**)
- safety sticker template (see **Appendix**)
- markers and scissors
- Stella

Teaching Strategies:

1. Begin the activity by leading a discussion with students about the various types of homes that animals seek out or build. You may want to read aloud pages from the book *Welcome to the World of Skunks* of skunk facts found on pages 11 & 12 of the introduction section). Have Stella tell students about her home in the wild and have her explain that adult animals build their homes, in part, in a location that will keep their children safe from the predators and other dangers.
2. Have Stella direct the discussion to places where people live and work (home, school, etc.). Have her explain that a person's home or workplace, though meant to be a safe place, can be made unsafe by our own carelessness or unwillingness to correct unsafe conditions.
3. Provide students with an opportunity to make observations and judgments regarding safe and unsafe conditions in their home and school environments.
4. Divide students into small groups and pass out a set of "Safety Scoring Cards" to each group (see **Appendix**). Lead a class tour (be sure to bring Stella along) of the classroom, school or playground. Stop at various points along the way and ask groups to look at the condition of various things such as bookshelves, desks, windows, walkways, playground equipment, bleachers, etc. At each location, have student groups rate the safety conditions by holding up the card that best describes their opinion.

Note: See **Appendix** for suggested hazards/dangers to look for in and around the school.

5. Have students design a safety sticker (see template in **Appendix**). Their sticker should depict something a person can do to keep their school or home safe.
6. As a homework assignment, have students complete the "Home Safety Checklist" (see **Appendix**) with an adult and record their findings and observations in their journal. There is a "Note to Parent/Guardian" provided in the **Appendix** that explains the intent of the homework assignment.

Assessment: participation in group discussion and identification of hazards; effort in completed home checklist and sticker

Extension:

1. **Just Say NO:** Students make a list of things that can contribute to taking away from a safe home, school or community. With this list they can create "say no to ____" (i.e. things that take away from safety) posters, which are designed in the "non" circle with cross fashion, i.e. = ☒.

2. **Post-it Safety:** Section off a part of a wall of the classroom or hallway with the heading 'What I do to make my community a safer place'. Students use small pieces of construction paper to write the things they do to keep the home, community and school a safer place and post them under the heading. **And/or** have a post-it-note pad available for students to write and post what they do/have done to make their school/home/community a safer place. This can be done as a daily class routine, students take turns, or during students' free time, and reviewed on a regular basis.

Appendix (follows):

1. Safety Scoring Cards
2. How Safe is Your Home? Home Safety Checklist with memo to parent/guardian
3. Safety sticker template
4. Examples of safety concerns in the school environment





How Safe is your Home? Home Safety Checklist

Name: _____

Directions: With the help of an adult, take a tour of your home. Answer questions and complete the checklist to make sure that each area of your home is safe.

In your home

1. Can you find all smoke detectors in your home?
2. How many smoke detectors do you have in your home?
3. Are all smoke detectors working?

Family/Living Room

- Furniture is soft or has padded corners
- All electrical outlets are covered
- There are no electrical outlets that are over loaded with cords
- Electrical cords are tied down to prevent tripping on them
- If necessary, safety gates are properly installed to keep small children from falling down stairs

Bathroom

- Electrical appliances are unplugged and located away from any water sources and are out of a child's reach
- Non-skid mats are used in the bathtub
- Medicines, vitamins and cleaners are locked away

Kitchen

- Cook on back burners and turn pot handles toward back of the stove
- Household cleaners are locked away
- Always ask for help when using electrical appliances
- A fire extinguisher is handy
- Sharp knives are out of reach of young children
- Cupboard doors are kept closed to prevent someone from banging into them

Bedroom/Child's Bedroom

- Beds are away from windows to prevent falls
- Strings from blinds are cut and/or out of reach
- Toys are tucked away when not in use to prevent trips and falls

Outside the Home

- Each member of the family wears a helmet when biking
- If needed, a car seat is installed appropriately in the back seat of the vehicle
- In the garage, hazardous products are properly stored and out of reach





Home Safety Checklist Homework Assignment

Dear Parent/Guardian,

Your child has been assigned a unique homework activity that requires your participation.

The Home Safety Checklist activity (see attached) is an opportunity to teach your child about the importance of maintaining a safe and healthy home environment.

Spending time with your child reviewing important safety strategies for your home can help them understand the importance of reducing risks and avoiding injury at home, school and at play.

We thank you for your willingness to assist your child in this important learning opportunity.

Sincerely,

Safety Sticker

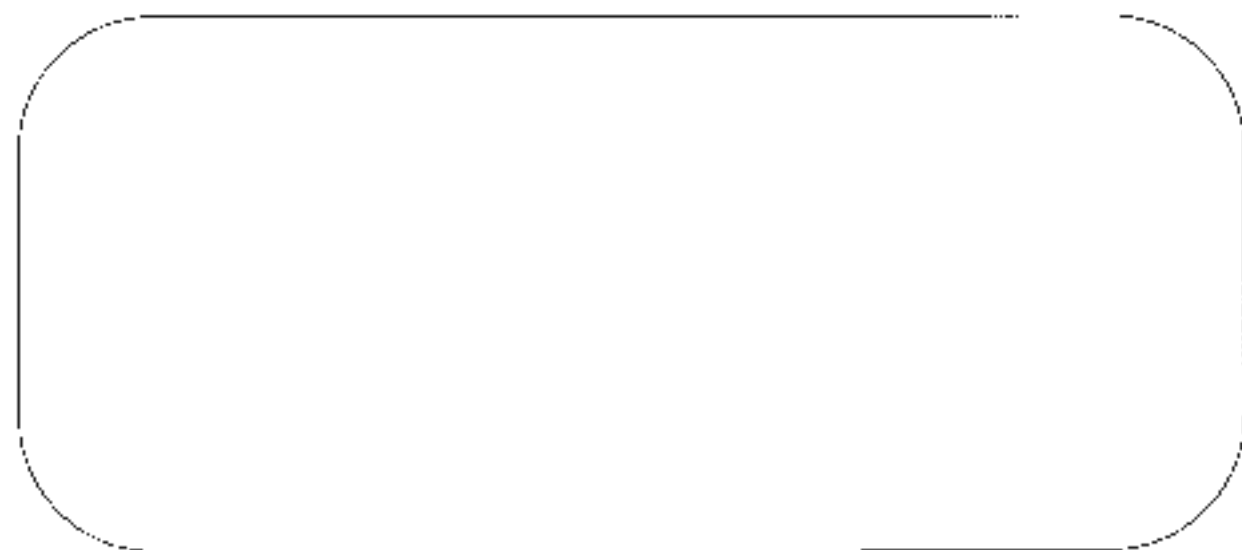
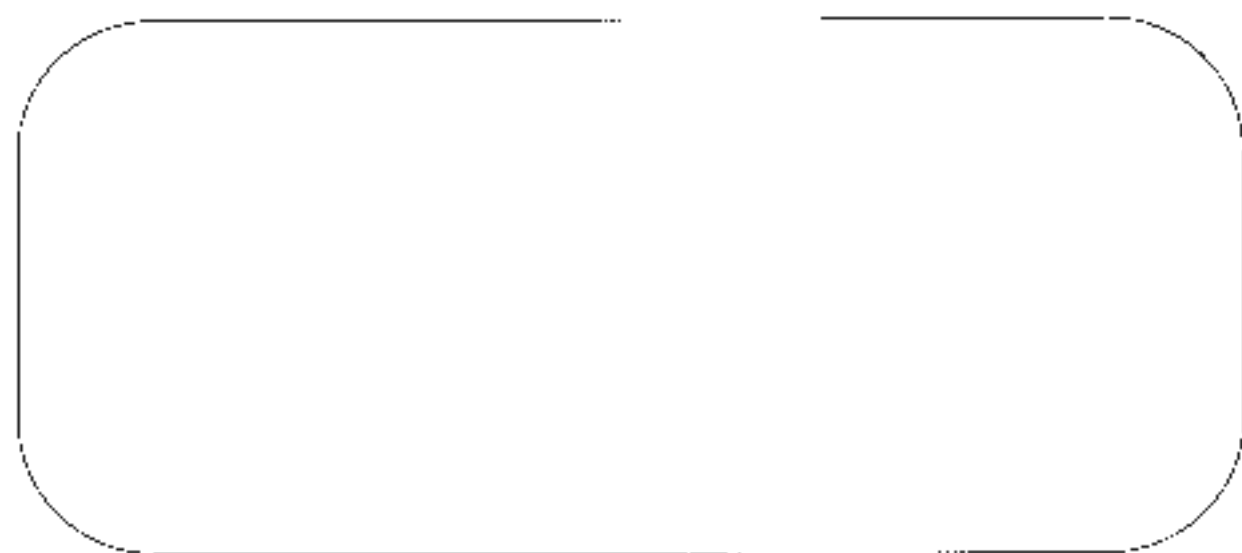
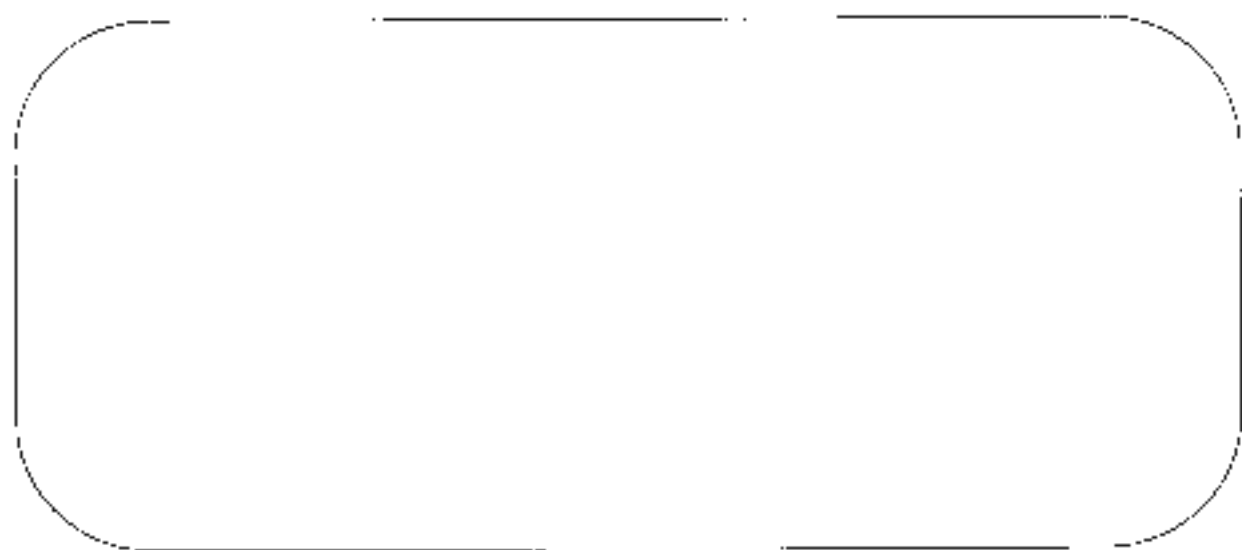
Instructions: Cut out the shape below and design a safety sticker for your home (it would look great on your fridge). Your sticker should provide a rule or idea for staying safe in your home.

Here's an Example...

**When there is an emergency
call 911 right away!**



Safety Sticker Template



Examples of Safety Concerns in the School Environment

The following are examples of things to look for during your investigation of the school. The possibilities are endless - keep your eyes open for anything that could cause an accident.

- Garbage lying around
- Running in the hallways
- Playground safety: pushing, shoving and horseplay
- Playing alone in the gym or on the playground
- Keeping area clean and neat (avoid slips, trips and falls)
- Caution when opening doors
- Transportation to and from school (bus, car, walking, bike)
- Sitting down while eating (avoid choking)
- Classroom tools and products (scissors, stapler, glue, toxic markers)
- Dressing appropriately (inside & outside)
- Using climbing or playground apparatus
- Wearing protective equipment during sports
- Washing hands and eating utensils
- Caution with science lab products and tools (hazardous materials, Bunsen burner etc.)
- Air quality - levels of dust; smell of gases or perfumes/cologne; regulated temperature and humidity; proper ventilation
- Building & structure - check for windows, doors, floors, exits, aisles, ramps, guard-rails, garbage removal & storage, roof, walls
- Fire prevention - smoke alarms, sprinkler system, fire exits well marked; fire exits unobstructed; fire extinguishers exist and are checked monthly, practice fire drills
- Furniture - good condition, no sharp edges, appropriate and proper storage space
- Emergency procedures - signs & procedures posted, emergency lighting exists and all are aware of procedures
- First aid kits - exist, maintained and accessible
- Walking and work areas - clean, good repair and non-slip carpets
- Hazardous supplies & materials (cleaning products) - proper storage
- Housekeeping - cleanliness in all areas
- Environmental conditions - proper snow removal, sidewalks clear and salted/sanded



Safety Smart ~ Characteristics of a Safe Student

Purpose: To help students identify characteristics of a safe student, their personal responsibilities in creating a safe environment and things that take away from our safety.

Connections to You & Your World Outcomes: 1.1.3, 1.2.6, 1.3.4

Materials Required:

- drawing paper, markers/crayons
- Stella

Teaching Strategies:

1. Have Stella talk to students about some characteristics of skunks. This activity is an excellent opportunity to select passages to read aloud to students from the book *Welcome to the World of Skunks* or use the "Skunk Facts" (see Introduction tab, pages 11 & 12). Stella can tell the class some of the things she does to stay safe (she comes out at night to look for food, she likes to live in wooded areas that offer some protection from other predators, her markings warn other animals to stay away, etc.).

As with Stella, other animals and humans, there are things we do to keep safe. We have a right to be safe where we are, but also have responsibilities in helping keep it a safe place.

2. Have students work in pairs or small groups. Ask each pair or group to describe two characteristics of a safe student (e.g. they listen to instructions, they don't shove or push others, they clean up their workspace, they tell an adult when they see something dangerous). Next, bring the groups together to share their ideas and create a master list of the qualities of a safe student. Copy the master list onto chart paper and display in the classroom. You can use it as a visual reminder for students to work and play safely or refer to it whenever a student is acting in an unsafe manner.

3. Students create their own safety shield (see **Appendix** for complete instructions).

Assessment: participation in group discussion; cooperation in working groups; effort in created safety shield; ability to identify things they can do to maintain a safe environment

Appendix (follows): Health and Safety Shields instructions

♥ Health & Safety Shields ♥

Materials: drawing paper, markers/crayons

Plan of Action

You are responsible for creating your very own health and safety shield. The shield will help protect you from all the dangers and hazards that are around you at school, at home and in the community.

- 1) Using a pencil, draw a large outline of a shield on paper. When you are happy with your outline, trace over your line with a marker/crayon.
- 2) Divide your shield into 2 sections.
 - A) In section 1 of the shield, you will draw or paste pictures or list words that represent dangers and hazards that can be found at home, school and in the community.
 - B) In section 2 of the shield, you will draw pictures, paste pictures or list words that represent your own safety characteristic – the characteristics that make you a safe student, things you do to keep your environment safe, your safety responsibilities. All items listed or drawn will help protect you against things listed in section 1.
- 3) Time permitting, have students present their shield to the class. Remind students that we should always have our “safety shield” in mind in whatever we do.

Now That I Know My ABC's, Won't You Come Be Safe With Me?

Purpose: Students will discover ways to maintain a healthy and safe lifestyle.

Connections to You & Your World Outcomes: 1.1.3, 1.2.6, 1.3.4

Materials Required:

- drawing paper
- Stella
- crayons, markers and/or paint and paint brushes

Teaching Strategies:

Note: This would be an ideal end of safety unit activity.

1. Have Stella sing the following song for students:

A,B,C,D,E,F,G
Let's learn our safety ABC's
H,I,J,K,L,M,N,O,P
Safety's up to you and me
Q,R,S,T,U,V
To think then do is the key
W,X,Y and Z
Come learn the safety alphabet with me

2. Organize students into pairs or small groups and assign each group two letters of the alphabet. Have students brainstorm a method by which they can maintain a safe and healthy lifestyle for each letter of the alphabet assigned to them (for example, **A**lways wear a seatbelt, **B**e aware of dangers, **C**ross the street safely, **D**on't pet unknown animals). Encourage students to include all safety topics that have been reviewed in class to date.

3. Have each group share their letters and join their statements together to create a class alphabet. Using art materials, students will cut out their letters of the alphabet, decorate them and write their safety statement on their letter. You may also have students create a safety illustration to accompany their letters. The class safety alphabet can be displayed in the classroom or around the school.

Assessment: participation in group work and identification of safety measures

Extension: The teacher will link student statements for each letter of the alphabet with their personal right to be safe and personal responsibilities in contributing to a safe environment.

Who are the People in your Neighborhood?

Purpose: To help students identify why people work; provide examples of various types of jobs performed by people who live in the community; explore and reflect upon personal interest for career choices.

Connections to You & Your World Outcomes: 1.4.5

Key Concepts:

- In our society, there is a multitude of different types of jobs and careers. The challenge, therefore, is to discover a job that suits the individual's needs and interests while instilling a sense of pride and personal accomplishment.
- Students should be encouraged to explore all opportunities and personal interest in career/job choices.

Materials Required: will depend upon chosen activity

Teaching Strategies:

1. Read aloud the "What job am I" to the class (see **Appendix**) and have students guess which job it is.
2. Invite students to share examples of various workplaces and jobs that exist. Discuss why people work.
3. Discuss their workplace as the school and their job as learning at school. Relate the responsibilities of a job to their responsibilities in the classroom and at home. What makes them an effective worker? Create a list of traits of an effective worker.
4. In pairs, individually or as a class, students create new "what job am I" for the job of a student and other jobs that exist. They can challenge others to guess the job they have described.

Note: The following is a list of classroom activity ideas that focus on helping teach students about the various types of jobs and exploring personal choices in career-related decisions.

- **Job charades:** Students act out a job of their choice or one that has been chosen from a hat (written out by teacher). Classmates guess which job they are presenting.
- **Mr. Dress-up:** Choose a day during which students dress up in clothing worn in a job setting of their choice. The other students may want to guess the job they are portraying. Each student presents to the class information on his or her job.
- **Media review:** Students review various media resources (newspapers, radio, TV, magazines) over a period of time and record all the different jobs they come across. This can be done individually or in groups, in or out of class time.

- **Activity sheets:** Refer to the Appendix for the following five activity sheets:

What I am Good at? & Explore Your Room
(Connects what you are good at and personal interests to career choices.)

Interview With the Workplace
(Guide questions for an interview with an individual working in a job of interest.)

People Who Impress Me
(Relates people that you admire to desirable personal attributes.)

I Should be Proud Because...
(Relates personal achievements and interests to career choices.)

- **Job week:** Identify a week during which students take turns to do a mini presentation on a different type of job each day.
- **Guest speakers:** Students are encouraged to invite friends or family members to the class to discuss their job. **OR** The teacher may invite selected people from the community to the class to discuss their job.
- **Interview:** Students talk to a family member or adult about their job and workplace. Students share their findings with the class.
- **Classifieds:** As a class, review the classifieds for the various job postings. Create a job description for the position of student with the school representing their workplace.
- **Short stories:** Students create a picture book or short story involving a character who goes to work and performs his/her job duties.
- **Puppet show:** Students create a hand puppet to represent a job/worker and perform a puppet show depicting what they have learned about the job.
- **Art:** Students draw pictures and tell stories about *what they would like to be when they grow up*.
- **Safety at work:** Students explore how various workers maintain their safety at work (e.g. what they wear to protect their safety, what they do to stay safe, what helps keep them safe etc.).

Assessment: students should understand why people work and that everyone can work towards the job/career of their choice.

Appendix (follows):

1. What job am I?
2. What I am Good at?
3. Explore Your Room
4. Interview With the Workplace
5. People Who Impress Me
6. I Should be Proud Because...

What Job am I?

I spend much time cutting meat and vegetables.
I usually wear white clothes.
I have to be careful when using the oven.
People come to me when they don't want to make their own supper.
What job am I?
A chef/cook

I stand on my feet much of the time.
I hold a sign that tells people to stop.
I work close to the school.
What job am I?
A crossing guard

I see lots of money every day.
I help people save their money.
I help when people want to buy a house.
I work in a building down town.
What job am I?
A banker

I have many tools that I have to be careful when using.
You may find me on your roof.
I wear a helmet and steel toe boots.
I enjoy working with wood.
What job am I?
A carpenter

I have a big chair that many people sit in.
Sometimes people don't want to visit me.
Because of me you will want to smile.
What job am I?
A dentist

I drive in a big red truck.
I help in emergency situations.
I get to slide down a pole.
What job am I?
A fire fighter



What am I Good at?

We all have different skills and talents. A young boy who was handy with tools grew up to be a house builder. A girl who took extra good care of her pets became a veterinarian.

Write down the things you do well. Ask a friend or family member to help name things you are good at.

Things I do well:

1.

2.

3.

4.

5.

What types of jobs relate to the things you do well?



Explore Your Room

You can find important clues right under your nose, which could indicate what type of job you may be good at or wish to explore in the future. For example, a girl who always pinned travel posters to her wall grew up to be an airline pilot. Her brother filled his bookshelf with cookbooks. Today he is a chef at a restaurant. Look around your room for clues.

1. List the things that you value (e.g. things you've hung up on your walls, put on your shelves or in your drawers).
2. What books or magazines do you enjoy reading?
3. List any games, hobbies or favorite things you enjoy doing?
4. What do the above clues tell you about yourself?
5. What types of jobs can you connect with the clues you listed?



Interview With the Workplace

Interview a person who has a job that may be of interest to you. The person you interview may be a parent, guardian, friend, relative or someone in your community or school.

Student name _____

Name of person being interviewed: _____

1. What is your job?
2. Explain what you do as part of your job.
3. What do you enjoy most about your job?
4. What do you enjoy least about your job?
5. Are there safety concerns in your job? If so, what are they?
6. Where did you learn how to do your job?



People Who Impress Me

What type of people impress you? Who do you admire? What do you respect about them and why? One girl was so impressed with the patience and kindness of her first grade teacher that she went on to college to become a teacher herself.

- List three people you admire or that impress you:

1.

2.

3.

- Explain why you are impressed and/or admire by each of these people.

1.

2.

3.



I Should be Proud Because...

Being proud is that good feeling you get when you've done something well or something you are good at. We should all hope to find a job that lets us feel good and that we are proud of doing. For instance, the boy who was proud of the pictures he took with his camera grew up to work for a newspaper and now he's proud of the photos he takes for everyone else to see.

What makes you proud?

- 1.
- 2.
- 3.
- 4.
- 5.



Slips, Trips and Falls

Purpose: To help students identify methods of preventing slips, trips and falls.

Connections to You & Your World Outcomes: 1.3.4

Key Concepts

- Slips, trips and falls can have serious consequences and can even be fatal. Unsafe acts and conditions are usually the cause of slips, trips and falls. Examples of unsafe acts and conditions:
 - a) horseplay, running, climbing, over reaching;
 - b) not following safe procedures (e.g. using a box to stand and reach, unsafe use of ladders, improper lighting);
 - c) wearing improper clothing or footwear;
 - d) unsafe handling of materials (e.g. blocked vision, heavy or awkward load);
 - e) poor housekeeping (e.g. leaving spills, obstacles in path or on walkways).
- A slip occurs whenever there is too little friction or traction between your feet and the surface on which you are walking. Trips can occur whenever your foot strikes an object and your momentum causes you to be thrown off balance.

Materials Required: copies of worksheet (see **Appendix**) & Stella

Teaching Strategies:

1. Have Stella tell a story about when she fell and hurt herself quite badly. In pairs, students describe times they have slipped, tripped or fallen. What were the consequences? How could the incident have been prevented?
2. As a class, brainstorm and list of common slips, trips and falls. How common are they? What can be the consequences? List the consequences from minor to major injuries (e.g. bruises, broken bones, long-term back pain, brain damage, death).
3. In pairs or individually, students complete the work sheet found within the **Appendix**. Review answers (part A) as a class.

Assessment: involvement in discussion; completion and content of worksheet

Extension:

1. Safe falling: Outdoors or in the gym using mats, practice safe falling techniques (refer to **Appendix**, Steps for Falling Safely).

2. Promotional materials: Students create informational material to distribute and/or display around the school on the prevention of slips, trips and falls.

3. Find the hazards: Students evaluate the school or home for hazards, conditions and acts that may result in a slip, trip or fall.

Appendix (follows): 1. Slips, Trips and Falls Worksheet
2. Steps for Falling Safely

Slips, Trips and Falls Worksheet

Part A:

1. Why is it important to discuss slips, trips and falls?
2. Name four consequences of slips, trips and falls.
3. Describe a total of 5 unsafe acts and/or conditions that may cause a slip, trip or fall.
4. What does clothing have to do with slips, trips and falls?
5. List 5 ways to prevent slips, trips and falls.

Part B:

Create a poem, riddle or song on preventing slips, trips and falls; be sure to use the words slip, trip and fall in your work.

Steps for Falling Safely

- 1) Don't stiffen your body.
- 2) Don't hold your breath (internal compression).
- 3) Tuck your head into your shoulders (avoid head or spinal injury).
- 4) Land on your hands.
- 5) As you hit the ground/floor, roll to a well padded area of your body (e.g. thighs, shoulder, buttocks).

Let Me Tell You About my Day

Purpose: Provide examples of how health and safety plays a significant role in one’s daily routine.

Connections to You & Your World Outcomes: 1.1.3, 1.3.4, 1.4.1

Key Concepts

- Health and safety is an important part of our daily routine. We are constantly making choices and decisions that affect our health and safety. Our personal health and safety includes a wide range of daily decisions and activities (e.g. dental health, safety when crossing the street, choosing to wear protecting equipment etc.).

Materials Required:

- large pieces of drawing paper
- crayons and/or markers
- Stella

Teaching Strategies:

1. Use Stella to reinforce the concept with students that we are constantly making choices and decisions that affect our health and safety (e.g. dental health, safety when crossing the street, choosing to wear appropriate clothing for the weather conditions, etc.). Have Stella explain to students that she sleeps through most of the day and goes out at night to find food. This way she can avoid most of the other animals (including humans) that could hurt her.

2. Ask students the following questions:

- 👂 What are some decisions you make every day that help keep you safe?
- 👂 What are some decisions that your parents make for you that help keep you safe?
- 👂 What are some decisions you have made in the past that could have resulted in you being hurt?
- 👂 What are some choices you can make today that will keep you healthy and safe in the future?
- 👂 What are your responsibilities when it comes to making safe decisions? Provide examples.

Option 1: Have students divide a large piece of drawing paper into three sections. In the first section, have them draw a picture that reflects something they do every day that helps them stay safe. In the middle section, have them draw a picture that illustrates a choice they made in the past that could have resulted in them getting hurt. In the third section, have them draw a picture that reflects something they can do that will keep them healthy and safe in the future. Have them title the drawing “Safe For Life”.

Option 2: Using the decision making model (see **Appendix**) students will practice making safe decisions. This can be done by providing small groups with scenarios to work through (see **Appendix**), the teacher can create scenarios based on student needs, or students can make up their own scenario, exchange it with a partner and work through the scenario to make the safest decision.

Option 3: Students create a list of activities and things they do in a typical day. Then create a clock by outlining a large circle on a page (the teacher may wish to do a sample on the board for them to see). The hours are then included in the outline. For each hour, students insert the activities they do. Then beside each activity, state how they do it safely. For example:

Time: 6:00 AM

Activity: wake up and shower

How I do it safely:

I check to be sure the water is not too hot

Use a bath mat so that I don't slip

Clean my body to fight germs

Time: 7:00 AM

Activity: eat breakfast

How I do it safely:

Sit to eat so that I don't choke

Ask for help to get things so that I don't fall

Ask for help to use the toaster

Time: 8:00 AM

Activity: bike to school

How I do it safely:

I wear a helmet when biking

I follow rules

I Stop, Think, Do when needed

Time: 9:00 AM

Activity: start school

How I do it safely:

I listen to my teacher

I push in my chair

I keep my desk clean

I follow the rules

It is important that students understand the impact health and safety has on their day-to-day activities and choices. In pairs, students review their clock and routine with each other helping to add any suggestions to each other's work.

Assessment: participation in class discussion; content and completeness of selected activity options

Appendix (follows):

1. decision making model
2. scenarios "What would you do?"

Decision Making Model, Grade K-2

1. What is the problem?
2. What are the solutions?
3. For each solution ask:
 - Is it fair?
 - Is it safe?
 - How might people feel?
 - Will it work?
4. Choose one.
5. Is it working?



Scenarios: What would you do?

1. You join your friends to go biking. One of your friends laughs at you because you are the only one wearing a bike helmet. What would you do?
2. You and a friend are walking through the woods. You come to an old deserted house. Your friend wants to go inside to explore the house. What would you do?
3. It's a hot sunny day. You are with your friends and they decide to go swim at the lake. There are no adults with you. What would you do?
4. You are home alone. Someone calls and asks for your parent/guardian. What would you do?
5. You are walking home from school. A strange dog approaches you. What would you do?
6. You are out with your friends after dark. One of your friends starts pushing over garbage cans in the park. What would you do?

Safety Symbols

Purpose: To help students review safety symbols and their role in protecting our health and safety.

Connections to You & Your World Outcomes: 1.3.3, 1.1.3

Materials Required:

- pieces of drawing paper
- crayons and/or markers
- examples of home products with safety symbols on their labels
- one copy of the Safety Labels activity sheet for each student (see **Appendix**)
- Stella

Teaching Strategies:

Note: Students were introduced to safety symbols in kindergarten. This activity will help provide a review of the symbols and reinforce the importance of recognizing safety symbols on products.

1. **Test their knowledge:** Pass around products that contain a safety symbol on their label. Ask students individually to write down in order each of the symbols they saw on the labels. Review the answers as a class and what each of the symbols represents.

2. Stella will address the group by asking the following questions:

- ☛ Where might we see these symbols used at home, school and within the community?
- ☛ Why do we need to recognize safety symbols on products?
- ☛ What precautions and/or rules need to be followed when using products that has a safety symbol on their label?

3. Students will invent a new magical product. They will do so on drawing paper and include the following:

- a) design the product container
- b) create a name for their product
- c) on the container label, include the safety symbols that are needed

Students will present their new product to the class, explain it's purpose and the safety rules to follow when using the product.

4. Students complete the activity sheet found within the **Appendix**.

Assessment: ability to identify safety symbols and what they represent; effort in created new product; completed activity sheet (Safety Labels)

Extension:

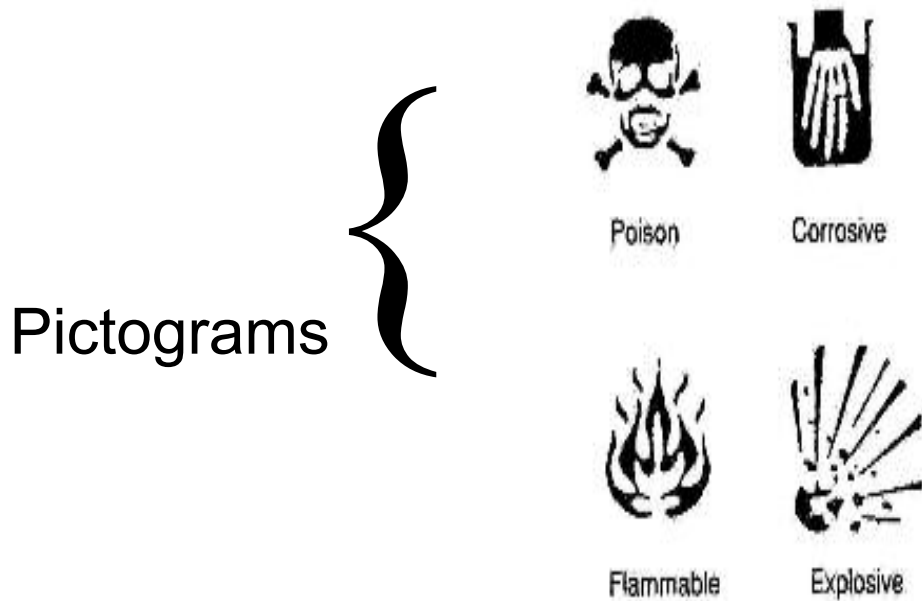
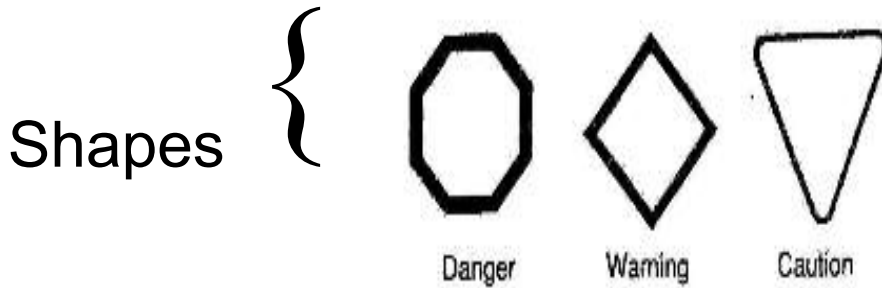
1. Invite school janitor, science teacher or cafeteria staff to share with the class how they use hazardous products safely.

2. Students do a home inspection to find examples of products that contain safety symbols on their labels. Are these products stored and used safely?

Appendix (follows):

1. consumer restricted product symbols
2. Safety Labels activity sheet

Appendix 1-14



Safety Labels

Draw a happy face for a safe decision and sad face for an unsafe decision.

Happy or Sad?

Sherry stores cleaning products out of reach of small children.	
Tom always asks an adult for help when using products found in the garage.	
Darla keeps her hair spray away from sources of heat.	
Andrew didn't ask for help before pouring the gas into the lawn mower.	
The baby is playing with a bottle of toilet cleaner.	

In Case of Fire

Purpose: Students will evaluate the school fire drill evacuation plan; review the role of planning and following emergency procedures in case of fire.

Connections to You & Your World Outcomes: 1.4.2, 1.1.3, 1.3.4

Materials Required:

- paper & markers (optional)

Teaching Strategies:

1. Stella will ask the class for help to create a class list of safety tips and things to do in case of fire. See tips within the **Appendix**.
2. In small groups or as a class, students review the current fire drill evacuation procedures that exist in the school. Things to keep in mind:
 - Do all students in the school know what to do in case of fire? (perhaps conduct a survey)
 - Do all students know where to go, no matter where they are in the school, if there is a fire (e.g. if in the gym, on the playground, in the bathroom, etc.)?
 - Are there suggestions we can make to the principal to improve the fire evacuation plan?
3. Students create a diagram of the school layout (or home or a place they frequent), and locate all exits, doors, windows, and if possible the location of the first aid kit(s), fire extinguisher(s), fire alarm(s), smoke detector(s) and sprinklers.

OR The teacher may wish to designate different areas of the school to each student (e.g. gym, halls, office, classrooms, bathroom) for them to create a diagram.

OR Walk through the school with students and point out all the emergency exits, first aid kits, fire extinguishers, sprinklers, smoke detectors, etc.

OR Students create a diagram of their own class (and/or home) and show means of evacuating in case of emergency.

Assessment: created diagram; effort in recommendations for improvements; homework assignment (see Extension)

Extension:

1. Students create a fire emergency plan for their home and include the location of the items mentioned above (e.g. exits, stairs, etc.) as well as routes and procedures for evacuation.
2. Students develop a list of emergency numbers on small cards to be placed near the telephone in their home. Students can make additional copies to distribute to other students in the school.
3. Students ask a parent/guardian or adult about the fire evacuation plan in their workplace.

Appendix (follows): Tips to Remember in Case of Fire

Tips to Remember in Case of Fire

- Try to stay calm.
- Always have more than one emergency exit (door, window).
- If your emergency escape route(s) is/are in danger of being blocked, leave ASAP.
- If you cannot safely extinguish the fire, leave.
- If you are the last one to evacuate, close any doors behind you if possible (prevents air from reaching the fire).
- Never use the elevator in the event of a fire.
- Keep all stairways accessible and free from obstacles.
- If possible, cover your mouth and nose with a damp cloth.
- Stay low to the ground.
- Check to see if doors are hot before opening. If they are hot, keep them closed and use another exit.
- If your clothing catches on fire, stop, drop and roll to smother the flames. If available, use a blanket, clothing or a rug to smother the fire.
- If you become trapped in a fire, seal the cracks around the doors and vents with clothing or blankets. Keep low and wait for help.
- Immerse minor burns in cold water then cover with sterile dressing. Do not immerse major burns in ice or water. Do not remove charred clothing. Cover the burn loosely with a dressing from the first aid kit or a clean sheet/piece of clothing.
- If a person is suffering from smoke inhalation, get them to fresh air, lay them down, call for help, and administer artificial respiration if necessary.



Quick Ideas for Grade 1

Idea #1

Theme: Following safety rules when performing investigations and activities

Connections to You & Your World Outcomes: 1.2.4 & 1.3.4

Quick Idea: See introduction tab of this booklet for tips and topics to cover with students when conducting experiments and/or investigations

Idea #2

Theme: Disease prevention and cleanliness of hands

Connections to You & Your World Outcomes: 1.3.1

Quick Idea: Refer to the Appendix of activity K3 for detailed information on hand washing

Idea #3

Theme: Safety practices when handling food

Connections to You & Your World Outcomes: 1.3.2

Quick Idea: Request help from school cafeteria staff or local restaurant to discuss the importance of safe handling of food, rational, methods, tips on how to and/or suggest a kitchen tour to see safe procedures in action

Idea #4

Theme: Inner voice

Connections to You & Your World Outcomes: 1.3.4

Quick Idea: The idea of listening to your inner voice can be a common theme throughout any safety related activity. Students should pay attention and act on their *inner voice or gut feeling* when it comes to safety. For example, when something just doesn't feel right, it probably isn't, so listen to your *inner voice* and Stop, Think and Do.

Idea #5

Theme: Goods and services

Connections to You & Your World Outcomes: 1.4.6

Quick Idea: Create a class list of all the health services located within your community. For each, identify their role within the community and link to health and/or safety. Each pair of students may wish to choose one health service and create a radio ad for the service (e.g. to include the name of the service, what they do, how to contact them and why they are an important part of our community etc.).

Idea #6

Theme: Disease prevention, hand washing, personal hygiene, safe practices when handling food, time line of daily routine

Connections to You & Your World Outcomes: 1.3.1, 1.3.2, 1.4.1

Quick Idea: Students create a 6 block cartoon scene, where in each block they illustrate themselves as a cartoon and performing acts that relate to the prevention of disease, personal hygiene and safe practices when handling food. For example, each block can represent a different part of the day (morning, mid morning, noon, mid afternoon, supper time, evening) and the activities they take part in during that time period.