

An activity-based safety
resource for Yukon
schools, grades 6 – 7

STOP

THINK

DO



Stop, think, do!

An activity-based safety resource for Yukon schools, grades 6 – 7

Table of Contents

Acknowledgments	Page 2
Rationale	Page 2
<i>Stop, think, do!</i>	Page 2
Goals for Health and Safety Education	Page 3
British Columbia Competencies: Physical and Health Education	Page 3
Assessment	Page 4
Setting the Stage	Page 4
What can you do in the classroom?	Page 4
Safety motto	Page 5
Tips for creating a healthy and safe classroom	Page 5
Safety rules for the classroom	Page 6
Signing up for safety: Letter home and contract	Page 7
Literature Connections	Page 10
Free for Yukon Schools	Page 10
Activities: Grade 6	Page 11
Activities: Grade 7	Page 41

Acknowledgments

The Yukon Workers' Compensation Health and Safety Board (YWCHSB) wishes to acknowledge the support and contributions of Nikki Krockner, Intermediate Curriculum Consultant with the Yukon Department of Education. YWCHSB greatly appreciates our ongoing partnership with the Department of Education in the development and distribution of health and safety educational resources for Yukon schools.

Rationale

YWCHSB believes that positive attitudes towards health and safety can best be developed through education beginning at a young age and reinforced through daily activities and teaching. It is our hope that the *Stop, think, do!* kit will help teachers in shaping attitudes and strengthening awareness among students that health and safety are integral responsibilities in every person's life.

"There is strong evidence that investing in our children early on in life and through the school years will pay dividends in healthier Yukoners for generations to come." (*Focus on Children and Youth*, Yukon 2012 Health Status Report, 2012, p.i.)

Elementary school is where children's attitudes are fostered and a sense of responsibility for themselves and others is nurtured. Teaching students to think about potential health and safety hazards, to protect themselves from injury, and to act in a healthy and safe manner reinforces the importance of living and working safely. Helping children to take responsibility for being safety conscious will help them be better prepared for both life and work.

Stop, think, do!

YWCHSB launched the *Susie the Safety Squirrel* kit for grades K – 2 in 2012 and the *Stop, think, do!* kit for grades 3 – 5 in 2014. This new *Stop, think, do!* kit targets students in grades 6 – 7 and builds on the objectives of the 3 – 5 kit. It is designed to enhance children's interest, understanding, and acceptance of health and safety principles. It has been developed based on applied learning and behavioural theories that suggest that varied messages introduced over time increase understanding, information retention, and sustained behaviour. Studies have shown that school-based health education programs that start early and continue through several grade levels result in significant and sustained effects on health knowledge.

The *Stop, think, do!* kits focus on skill development rather than information delivery and are designed to be easily integrated into existing curriculum and established classroom routines. The lessons contain basic, accurate, and developmentally appropriate information and provide interactive, experiential-learning activities that actively engage students. These activities provide opportunities for students to model and practise safe behaviours while strengthening individual and group norms that promote positive attitudes about health and safety.

Grade 6 – 7 students may have been introduced to the *Stop, Think, Do* message in earlier grades. They may have learned to think about options before making choices, the differences between small and big choices, as well as how to keep healthy and safe when making those choices. Consider starting these lessons by asking your students if they have heard of *Stop, Think, Do*, what they remember, when it applies, and why it's important.

Goals for Health and Safety Education

All activities in the *Stop, think, do!* kit will help students achieve competencies described in the BC Ministry of Education's curricular competencies. We hope that having been exposed to health and safety education throughout their public school experience, students will:

- Lessen their risk of injuries.
- Evaluate potentially dangerous situations and be innovative in safely dealing with them.
- Understand the cause-and-effect relationship between injuries and accidents.
- Appreciate that health and safety are integral parts of life.
- Practise sound decision-making and preventive techniques.
- Demonstrate problem-solving skills that allow them to help resolve health and safety issues.
- Recognize risks and hazards.
- Recognize and respond appropriately to emergency situations.
- Possess a general awareness of health and safety.
- Develop safe habits, practices, and values as they mature and be able to transfer these skills to their daily activities and personal choices, whether at home, at school, at play, or upon entering the workplace.

British Columbia Curricular Competencies: Physical and Health Education

The *Stop, think, do!* activities can help students meet several Physical and Health Education curricular competencies. One goal of the competencies is for students to demonstrate the knowledge, skills, and strategies needed to make responsible and informed health and safety decisions. The following competencies, by grade level, can be met using the *Stop, think, do!* kit:

Grade 6: Big ideas

- Healthy choices influence our physical, emotional, and mental well-being.

Curricular competencies:

- Develop and demonstrate safety, fair play and leadership in physical activities
- Describe the impacts of personal choices on health and well-being
- Identify and describe strategies for avoiding and responding to potentially unsafe, abusive, or exploitive situations

Grade 7: Big ideas

- Healthy choices influence our physical, emotional, and mental well-being.

Curricular competencies:

- Develop and demonstrate safety, fair play, and leadership in physical activities
- Identify factors that influence healthy choices and explain their potential health effects
- Identify and describe strategies for avoiding and responding to potentially unsafe, abusive, or exploitive situations

All activities aim to develop students' abilities to make healthy and safe choices. Making healthy and safe choices is important in many different aspects of our lives. As such, in addition to the Physical and Health Education competencies, the activities integrate competencies from several other curricula, including Career Education, Applied Design Skills and Technologies, Science, Social Studies, and Language Arts.

Assessment

Assessing student learning by considering thinking competency, communication competency, and personal/social competency is vital to personal and social success, life-long learning, and to the changing workplace.

- Thinking competency includes specific thinking skills and metacognitive awareness.
- Communication competency refers to students' ability to share information and explore the world around them.
- Personal/social competency encompasses the set of skills students need to thrive as individuals and for their purpose in the greater world.

To help teachers with their assessment for learning, each lesson begins with a **What counts?** key objectives/intentions to guide and adapt activities to individual student needs. By presenting these key concepts at the outset of each lesson, students are encouraged to ask questions and start to think about what they will be learning.

In addition, each lesson also includes assessment-as-learning activities, **Did I learn what counts?** These student self-assessment tools can be used at the end of each lesson to help students clarify and confirm their learning, as well as to allow teachers to personalize their teaching. A table including self-assessment questions for all lessons is included at the start of each grade-group section. Consider copying this page for each student and including it in a folder for each student's activities.

Finally, **activities** are included for students to demonstrate their learning based on the guiding objectives/intentions. Teachers can use these activities for an assessment of learning. To help teachers do so, each lesson includes suggested evaluation rubrics linked to core and curricular competencies.

These assessment tools are designed to be flexible and can be adapted to meet the specific needs of individual learners by changing the language or number of objectives.

Safety certificates

To encourage student participation and learning, all students who complete the health and safety activities will receive a Safety Certificate from the YWCHSB. Near the end of the school year, teachers can submit a list of names of students who have done so, and we will send personalized certificates to teachers for each student to officially acknowledge their achievement. Teachers can present the certificates to students at the end of the school year to applaud students who demonstrate caring and concern for their own safety and the safety of others. The certificate is designed to remind students that we all have a responsibility for keeping ourselves and others safe at all times.

Setting the Stage

The following pages provide some ideas for the classroom and information that can be used with all grade levels of the program. Feel free to modify these suggestions to suit your particular classroom.

What can you do in the classroom?

Making the classroom environment safe for everyone is an important aspect of teaching and the school environment. Teaching your students to think about potential hazards, take necessary precautions, and act in a safe manner reinforces the importance of learning and living safely. Your commitment to helping students take responsibility for being safety conscious will help them be better prepared for both higher-level learning and for life.

The classroom is a wonderful environment for helping students understand both the importance of making good choices and the need to take responsibility for themselves. Educating young people about health and safety affords them an opportunity to consider both the positive and negative consequences of their actions. Students need to learn safety skills at an early age. Moreover, they need to practise recognizing unsafe conditions and selecting behavioural responses that will help them avoid potential dangers.

These activities are designed to engage students in thinking and learning about safety. Activities are intended to raise awareness among students about health and safety issues in their daily lives and to encourage them to take measures at home, at school, and at play to be healthy and stay safe.

Safety motto

The kit is intended to help students understand that staying safe requires them always to *Stop, think, do!* when making important choices that could affect their health and safety. Have students make posters with the safety motto and encourage students to use these steps when they need help making choices.

STOP, THINK, DO!

STOP:

- Follow all directions (verbal and written).
- Listen carefully to verbal instructions.
- Ask questions if directions are not understood.

Listening to the teacher's voice or that of a parent or adult they trust before activities enables children to hear additional instructions that can help protect their safety.

THINK:

- Consider what to do and how to do it before acting.

Orderly behaviour reduces the likelihood of injury; students should be taught that staying safe requires "thinking before you act."

DO:

- Perform activities safely and cooperatively.

Students should be encouraged to consider not only what they are doing during an activity, but also whether or not they are doing it in a safe manner.

Tips for creating a healthy and safe classroom

As a teacher, you play a crucial role in establishing a safe environment in your classroom. The following suggestions will help you reflect on your current classroom procedures and practice and will allow you to consider ways to strengthen your commitment to teaching students in a safe and healthy environment.

Do an informal hazard assessment of your classroom: Many potential hazards can be eliminated if your classroom is organized with safety in mind. Think about both seating and storage arrangements. Make sure that there is sufficient space for working and walking. Avoid overloading bookshelves and windowsills. Check your classroom for hazards on a regular basis.

Discuss proper safety procedures with students at the beginning of the year.

Have students and parents sign a safety contract: A sample safety contract has been provided for you in this guide.

Reinforce the importance of using personal protective equipment (PPE) while performing investigations, experiments, or activities: Students should be taught the importance of using safety goggles and gloves during all science activities that involve liquids or solids, which could accidentally get into their eyes or cause irritation of their skin. This includes activities involving water, projectiles or possible projectiles, rocks, soils, or minerals. Care should also be taken to ensure that students do not ingest or inhale any potentially harmful substances. Students should also be informed of the use of PPE outside the classroom when performing recreational activities (e.g., bike helmets and knee pads).

Try all activities and experiments yourself before doing them in class to assess safety measures, ascertain potential problems, and assure that desired results will be achieved.

Safety rules for the classroom

Beginning in kindergarten, students should be taught to practise safety in both the school and home environments, and they should begin to learn some general safety rules. Below are some general rules listed under headings that represent major areas of concern. The list is not intended to be comprehensive, but it provides a starting point from which you can promote safety in your classroom.

Prepare to learn safely

- Clear your workspace.
- Listen to directions.
- Think about what problems might happen and be prepared.

Protect yourself

- Keep your workspace clean and free of clutter.
- Do not drink or eat during science experiments.
- Wear goggles and gloves during experiments when instructed to do so by your teacher.
- Follow directions step by step. Do just one thing at a time.
- Clean up your workspace when you have completed an activity.

Understand the hazards

- Learn the meanings of safety signs.
- Wash your hands before and after science experiments, before eating, and after using the washrooms.
- Keep your hands away from your face, eyes, and mouth during experiments.
- Do not touch equipment or other materials in the classroom unless you are instructed to do so by your teacher.
- Do not touch, taste, or smell any substance unless you are instructed to do so by your teacher.

Use of equipment

- Ask the teacher for help if you do not understand how to use a piece of equipment.
- Be careful when using pointed or sharp instruments.
- Never handle broken glass.
- Tell the teacher about damaged equipment immediately.
- Be careful when using chairs or step stools.

If an accident happens

- Stay calm.
- Report all accidents immediately, no matter how small.
- If you receive a cut or scrape, tell the teacher immediately.
- If another student in your class is bleeding, avoid contact with his/her blood.
- If there is broken glass, stop where you are and tell the teacher. Let the teacher clean up the broken glass.
- Stay away from the accident if it does not involve you.

Field trips

- Dress for the weather conditions.
- Follow the buddy system.
- Tell the adult in charge where you are going if you leave the group.
- Do not drink or eat plants/berries in the wild.
- Stay away from strange animals.

Signing up for safety: Letter home and contract

Letter to parent or guardian

- It is important to inform parents/guardians of the efforts being made at school to promote and educate safe decision making with students.
- It is hoped that involving parents/guardians will contribute to their support for safety rules (Stop, Think, Do) and acknowledge the need to make safety a priority not only at school and play, but also at home and work.

Safety contract

- A safety contract helps reinforce the fact that safety is the first priority for students, teachers, and parents.
- A safety contract is both a concrete illustration of the importance of acting responsibly at all times and a real-life demonstration of their commitment to making good choices.
- It is never too early for students to learn that their safety depends upon acting responsibly and making good choices.

A sample safety contract has been provided for use with students.

Feel free to use, copy, or adapt the safety contract and letter to parent/guardian found on the following pages.

Dear parent or guardian:

We want you to know about our school's efforts to create and maintain a healthy and safe learning environment. Please read your child's safety contract. It lists the safety rules that have been developed to help keep your child safe.

Sign and return this letter to show that you have read the contract and are aware of the safety measures being taken in our school and classroom to ensure a healthy, safe, and cooperative learning environment for all.

Feel free to contact the school if you have any questions or comments.

Thank you for your support.

Parent/guardian signature: _____

Date: _____

Safety Contract

I will:

STOP
BEFORE
I DO

THINK
BEFORE
I ACT

DO
THINGS SAFELY
AT ALL TIMES



Name: _____

Date: _____

Literature Connections

Another strategy to foster student understanding of health and safety choices is to make connections with the topic in books. This kit includes several books to read in your class that offer opportunities for discussions about how we can take personal responsibility for making healthy and safe choices.

These titles may be used for a whole-class read-aloud, for guided reading, or for individual reading. Included below are brief overviews of each book and suggested discussion topics or activities. The activities can be modified to suit the needs of your students.

Grades 6 and 7

- Lesson **6-6**, Science safety: ***Lessons in Science Safety with Max Axiom, Super Scientist***, by Donald B. Lemke and Thomas K. Adamson. This book is also available as an e-book in Yukon school libraries which could be projected on a class smart board. This graphic novel tells the story of Max Axiom, Super Scientist and his visit to a science class to talk with students about science safety. Max teaches students how to prepare for the lab, how to work safely during the lab, how to handle accidents, and the importance of cleaning up after experiments. Read this story with students before conducting a science experiment. Present the experiment to the class and ask students to draw pictures showing what Max Axiom would do before, during, and after the experiment to keep healthy and safe.
- Lessons **6-7** and **7-7**, Decision making and responsible behaviour: ***Paralyzed***, by Jeff Rud. Following an incident during a game, a high school football player is accused of being a dirty player by some angry fans. The young athlete has to decide what he is actually responsible for and if he should keep playing the game. As you read this book with your students, discuss what responsible behaviour is, how responsible behaviour helps keep us safe, and what we can do to encourage responsible behaviour.
- Lesson **7-1**, *Stop, think, do!* review: ***Think for Yourself: A Kid's Guide to Solving Life's Dilemmas and Other Sticky Problems***, by Cynthia MacGregor. This book is a collection of anecdotes describing common dilemmas faced by kids when dealing with friends, families, and adults. Readers are asked to identify the dilemma, the options, and why the best choice is the best choice. As you read these stories with your students, discuss strategies to keep safe even when facing dilemmas and have students write about a time when they faced a similar dilemma.

Free For Yukon Schools

YWCHSB is pleased to offer Yukon schools the *Stop, think, do!* 6 – 7 kit free of charge. The kit is appropriate for teachers working with grades 6 and 7. It contains the following components:

- Grade 6 – 7 activity guide
- One set of books for literature connections to activities

To receive an electronic version of this document and for additional information on this or any other YWCHSB resource, contact:

YWCHSB, Corporate Services, 867 667-5402

GRADE 6

STOP

THINK

DO



Name: _____

Student self-assessment



Lesson	Did I learn what counts?	No	Kind of	Yes
1	I know... that influences affect my choices			
	some influences affect my choices			
	how influences can affect my choices for better and for worse			
2	I know... some of the dangers of being home alone			
	what information I need to keep safe when home alone			
	what to do if I need help when home alone			
3	I know... that people have the right to be safe at work			
	some strategies to protect myself and others from dangerous situations			
4	I know... how ads and publicity can affect my choices			
	some strategies to protect myself and others in potentially exploitive situations			
5	I know... what to do in emergency situations			
	some strategies to protect myself and others when making difficult choices			
6	I know... to look for risks of using science equipment and materials			
	what to do to keep safe in the science lab			
7	I know... how to show and encourage fair play			
	what to do in emergency situations			
8	I know... some of the benefits and disadvantages of mobile phones			
	ways to keep safe when using mobile phones			
9	I know... the dangers to look for when riding motorized vehicles			
	some ways to keep safe when riding motorized vehicles			
10	I know... that all jobs have hazards			
	some strategies to keep safe in different jobs			

6-1: Decision-making review

Title: What Should I Do?

Purpose: To understand what influences our choices when we make decisions.

Assessment objectives/intentions: What counts?

Students are expected to be able to do the following:

- Describe the impacts of personal choices on health and well-being (Physical and Health Education)
- Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations (Physical and Health Education)
- Describe and apply strategies for developing and maintaining healthy relationships (Physical and Health Education)
- Recognize the influence of peers, family, and communities on career choices and attitudes toward work (Career Education)
- Recognize and appreciate how different forms, structures, and features of texts reflect different purposes, audiences, and messages (English Language Arts)

Material required:

- Writing/drawing paper for each student
- Copy of **Sample Concept Map**, see **Appendix 6-1**

Teaching strategies:

1. *Imagine that you and your best friend both like to swim. Your friend found a swimming spot not far from your house, so the two of you hike over to check it out one sunny summer afternoon. When you get there, the water looks warm and inviting. There's a rope tied to a branch of a tree that hangs over the water. Your friend says, "It would be fun to swing out on that rope and jump into the water. Come on. You go first." What should you do? Discuss as a class. We will be talking about what influences our decisions when making choices.*
2. *What is an influence? Why is it important to know what they are? Discuss as a group. Anything that could affect our choices is an influence. They could be people, ideas, thoughts, and pressures. Sometimes they are positive and help us make safe and healthy choices. Sometimes they are negative and push us to make unsafe and unhealthy choices. They can be both. If we can figure out our influences before we have to make choices, we are more likely to know which influences can help us stay healthy and safe.*
3. *When making a tough choice, who are the people you would talk to if you could? Do any personal experiences or stories you have heard about come to mind? Complete this sentence, "My influences are..." Have students share brief responses, one to five words. Encourage everyone to share, but allow students to "pass." Responses might include everywhere, my friends, not helpful, helpful, strong, powerful, my parents, all around us, good, bad, neither good nor bad, sometimes good, sometimes bad, values, from people I know, from TV, from my idols, from media, personal, difficult, tricky to figure out, etc. Once everyone has shared, talk about common themes or surprises.*
4. *Challenge students to make a concept map of their influences. Demonstrate by making a concept map of your own influences. See **Appendix 6-1** for **Sample Concept Map**. Draw a circle and write "My influences" in the centre. Encourage students to reflect on the people, thoughts, and feelings that come to mind when facing difficult choices. Alternatively, students could contribute ideas to a class version of an identity chart that you keep on the classroom wall. *Draw a circle around positive influences that help you keep healthy and safe and a square around influences that could be negative.* Explain that it is normal for influences to sometimes be both. It's important to learn to distinguish between the two. Ask students to share some of their influences.*
5. *After thinking about your influences, what would you do at the swimming hole? Why? Which of the influences from your concept map would help you make a safe and healthy choice? Discuss as a group.*
6. *Can we choose our influences so that we are more likely to make healthier and safer choices? How can our influences change over time? For whom can you be a positive influence? Discuss as a group.*

Student self-assessment: Did I learn what counts?

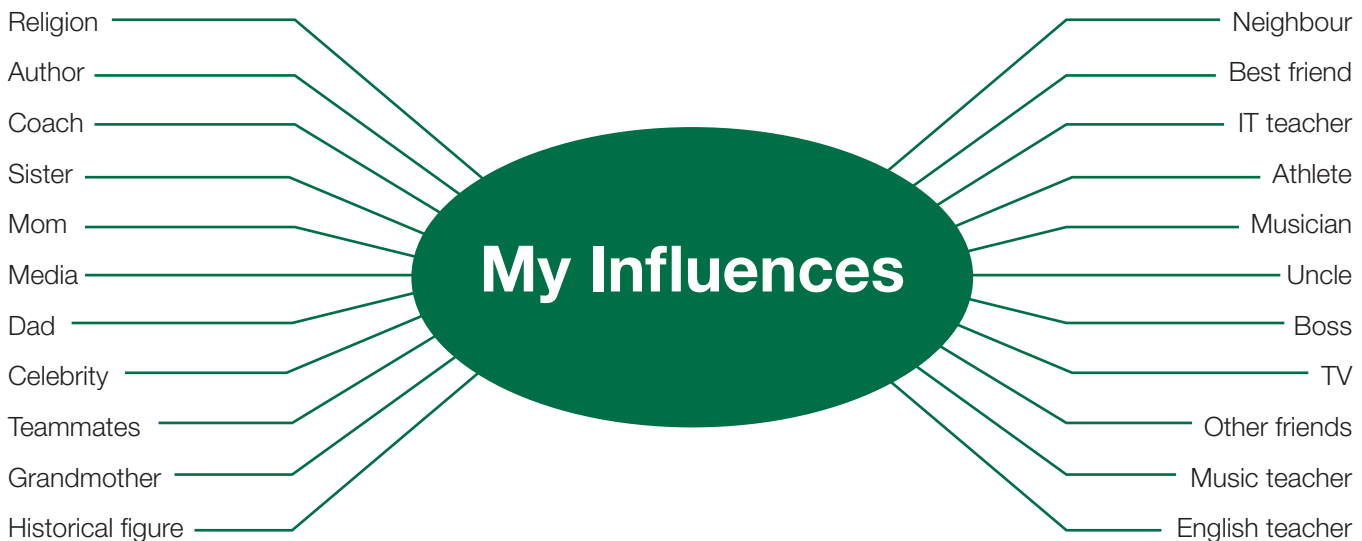
See student self-assessment in Introduction.

Extension:

Ask students to brainstorm important choices that a student in Grade 6 might face and note them on the board. For example, deciding what to do if offered cigarettes or alcohol, if offered a ride with a stranger, if pressured to sneak out with friends, or even deciding what clothes to wear. Ask students to pick one scenario and three of their own influences. Ask them to imagine the positive and negative effects those different influences would likely have on their choices, and then share with class or small groups.

Appendix 6-1:

• Sample Concept Map



Activity assessment:

	Not yet meeting	Minimally meeting	Fully meeting	Exceeding
Thinking Student is able to:	<ul style="list-style-type: none">• with assistance, identify issues important to community and gather information to develop solutions	<ul style="list-style-type: none">• identify issues important to community• gather information and find solutions	<ul style="list-style-type: none">• understand issues important to community• gather information and develop solutions	<ul style="list-style-type: none">• promote issues important to community• gather information, develop and reflect on solutions
Communicating Student is able to:	<ul style="list-style-type: none">• with assistance, present ideas for peers and complete work with peers	<ul style="list-style-type: none">• present ideas for peers and complete work with peers	<ul style="list-style-type: none">• exchange ideas with peers and work well with peers	<ul style="list-style-type: none">• exchange ideas with various groups and work well with various groups
Personal and Social Student is able to:	<ul style="list-style-type: none">• with assistance, demonstrate personal role in community safety	<ul style="list-style-type: none">• demonstrate personal role in community safety	<ul style="list-style-type: none">• describe personal role in community safety	<ul style="list-style-type: none">• encourage others to assume their role in community safety
Physical and Health Student is able to:	<ul style="list-style-type: none">• with assistance, demonstrate the impacts of personal choices on health and well-being	<ul style="list-style-type: none">• demonstrate the impacts of personal choices on health and well-being	<ul style="list-style-type: none">• describe the impacts of personal choices on health and well-being	<ul style="list-style-type: none">• prompt others to think about the impacts of personal choices on health and well-being

6-2: Hazard identification

Title: Home Alone

Purpose: To gain an understanding of how we keep safe when we are home alone.

Assessment objectives/intentions: What counts?

Students are expected to be able to do the following:

- Identify and describe strategies for avoiding and responding to potentially unsafe, abusive, or exploitive situations (Physical and Health Education)
- Use safe working practices and demonstrate an awareness of precautionary and emergency safety procedures (Applied Skills)
- Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences (English Language Arts)

Material required:

- **Home Alone Checklist**, see **Appendix 6-2**

Teaching strategies:

1. *Usually, we can rely on positive influences such as parents, friends, or trusted adults to help if we are hurt or in danger. What can you do if you are home alone and you are the one responsible for keeping yourself safe?* Discuss as a class. We will be talking about what to do to keep safe if you are home by yourself or with a younger sibling.
2. *Do you feel safe being home by yourself?* Conduct a quick confidential survey by having students close their eyes, put their heads on their desks, and show thumbs up, sideways, or down if they feel safe, sometimes safe/unsafe, or unsafe when home alone. Count totals. If everyone always feels safe, move to part **3**. Without stigmatizing, if there are some students who don't always feel safe, explain that today we will be sharing ideas to make us feel safer if we are home alone. Also, explain that it is normal for someone to feel uncomfortable when alone and that it is important to talk with parents or teachers about these feelings.
3. *If you feel safe, it is probably because you feel prepared. What do you need to be "prepared" for when home alone?* Answers could include types of dangerous situations and also things we need to know if we are home alone. Brainstorm as a class and write on the board. Examples could include medical emergencies, answering and making phone calls, scraping your knee, preparing snacks, someone coming to the door, caring for younger sibling, a house fire, feeling bored or lonely, etc. *Which of these are real emergencies that mean you need help right away, by calling a parent or 911? Which are serious, but you could handle if you were prepared?* Have volunteers circle real emergencies.
4. *Let's do some role playing to practise making decisions if we are home alone.* Read one of the scenarios below aloud and ask for one or more volunteers to act them out. Classmates need to watch the role plays, and after each one respond by giving thumbs up or down to show their agreement or disagreement with the choices made. Scenarios can be done again by other students with different ideas.
 - You are at home alone when a friend calls and asks to come over to play.
 - You are at home with your younger brother. A friendly neighbour whom you recognize but do not know asks to use your phone because his is not working.
 - You are home alone. A stranger calls and asks to speak with your mother.
 - You and your younger sister are playing when she falls and cuts her leg. It is bleeding and looks very serious.
 - You are home alone and a stray dog comes into your yard and attacks your dog.
 - You are coming home from school alone and notice an electric company technician working on the porch light. Your father did not tell you that anyone would be working at your home.

Ask students to comment on which choices were safe or unsafe. If there are differences of opinion, discuss how each situation could have been handled differently.

5. Refer to the list from part 3 above. *Put yourself in your parents' shoes. You may be trying to juggle a busy work and home schedule. You think your child in Grade 6 is old enough to be home alone for a few hours after school. What do you want your child to know or have before you can leave them home alone and also feel confident that they will be safe with all of these dangers to think about?* Make the following table on chart paper or on the board. Ask students to discuss in pairs, note down on sticky notes and put into one of the categories. Below are some ideas to complete students' lists.

Contacts	Training	To-do list
People and places I might need or want to contact	Things that would be good to know how to do by myself	What I need to do and could do when home alone
<ul style="list-style-type: none"> • Home address/phone • 911 • Parents • Neighbours • Other adult family 	<ul style="list-style-type: none"> • Evacuation route • Lock doors/windows • Basic first aid • Basic food preparation • Handling strangers • Handling phone calls 	<ul style="list-style-type: none"> • Check in with parents • Follow house rules • Have a snack • Do homework • Play/listen to music • Draw • Play a game

6. Challenge students to make a personal **Home Alone Checklist**, see sample in **Appendix 6-2**. It could include phone numbers for emergencies, parents and trusted neighbours, as well as reminders about what to do: for example, lock the door, check in with parents, have a snack, do homework and chores, do not leave house or answer phone without permission, call 911 if there is an emergency. Students will complete this activity at home with parents/guardians. Consider involving parents in the activity by sending home a note outlining the reasons for doing the activity and asking them to help their child complete the activity, see suggested note in **Appendix 6-2**.
7. *What can I do to influence my peers to keep safe when home alone?* Discuss as a group.

Student self-assessment: Did I learn what counts?

See student self-assessment in Introduction.

Appendix 6-2:

• Home Alone Checklist

√	What do I have to do?	√	What can I do for fun?
	e.g., Check in with mom		e.g., Play video games

• Note to Parents

Date: _____

Dear parents/guardians:

This week your child completed a lesson on keeping safe when staying home alone. Students talked about people and places they might need or want to contact, things that they should know how to do by themselves, and what they need to do and could do when home alone. As part of the lesson, we did role-play scenarios to practise making safe choices when home alone.

Students also created Home Alone Checklists to remind themselves of the key points of the lesson. Students were asked to bring this list home and share it with you. Please have a look at the list and have a chat about it with your child. If the list is incomplete, please complete it with your child.

Please let me know if you have any questions or comments.

Sincerely,

Activity assessment:

	Not yet meeting	Minimally meeting	Fully meeting	Exceeding
Thinking Student is able to:	<ul style="list-style-type: none"> with assistance, identify issues important to community and gather information to develop solutions 	<ul style="list-style-type: none"> identify issues important to community gather information and find solutions 	<ul style="list-style-type: none"> understand issues important to community gather information and develop solutions 	<ul style="list-style-type: none"> promote issues important to community gather information, develop and reflect on solutions
Communicating Student is able to:	<ul style="list-style-type: none"> with assistance, present ideas for peers and complete work with peers 	<ul style="list-style-type: none"> present ideas for peers and complete work with peers 	<ul style="list-style-type: none"> exchange ideas with peers and work well with peers 	<ul style="list-style-type: none"> exchange ideas with various groups and work well with various groups
Personal and Social Student is able to:	<ul style="list-style-type: none"> with assistance, demonstrate personal role in community safety 	<ul style="list-style-type: none"> demonstrate personal role in community safety 	<ul style="list-style-type: none"> describe personal role in community safety 	<ul style="list-style-type: none"> encourage others to assume their role in community safety
Physical and Health Student is able to:	<ul style="list-style-type: none"> with assistance, identify strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations 	<ul style="list-style-type: none"> identify strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations 	<ul style="list-style-type: none"> describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations 	<ul style="list-style-type: none"> prompt others to identify strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations

6-3: Social justice

Title: The Right to Safety

Purpose: To gain an awareness of our right to be safe at work.

Assessment objectives/intentions: What counts?

Students are expected to be able to do the following:

- Identify and describe strategies for avoiding and responding to potentially unsafe, abusive, or exploitive situations (Physical and Health Education)
- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions (Social Studies)
- Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability (English Language Arts)
- Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences (English Language Arts)

Material required:

- Sticky notes
- Sample job postings online, in magazines, or in newspapers, see **Appendix 6-3**

Teaching strategies:

1. *Imagine that this school is your workplace. I am your boss. You are all my employees. Would it ever be all right for me to ask you to do something as part of your work that would likely make you sick or hurt you? Discuss as a group. We will be talking about what rights workers have in Canada to stay safe.*
2. *Do you think Canadians have the right to a safe workplace? Discuss as a group. Explain that in Canada, we have laws to protect our safety at work. We have three basic rights to protect our safety at work. Draw three columns on board, titled “Right to know,” “Right to participate,” and “Right to refuse.” Divide the class into small groups, hand out sticky notes, ask students to brainstorm what each of these workplace rights might mean, and then post for discussion.*

Here are some points to emphasize in the discussion:

Right to know...	Right to participate...	Right to refuse...
<ul style="list-style-type: none">• about actual and potential dangers at work• how to keep safe (e.g., by using or wearing protective equipment)• how to safely use a tool or machine• that your boss is looking after you	<ul style="list-style-type: none">• in training to learn safe practices• in decisions about workplace safety training• by asking questions if you are unsure• by sharing your safety concerns with your boss• by speaking up if there is something unsafe	<ul style="list-style-type: none">• to do work that could injure me• to do work that could make me sick• to do work that could be harmful for a co-worker• to do work for which I have not been properly trained• without fear of being fired

Review answers as a group. Explain that with rights come responsibilities. Workers are responsible for learning safe work practices, working safely, and refusing unsafe work.

3. *Think about a job that you would like to do when you are older. What kind of safety issues would you need to think about in that job? Think, pair, and share.*
4. *One way to find a job is to look at job postings. These are written by employers who want to hire new employees. Share sample job postings online, in newspapers, or from magazines, see samples in **Appendix 6-3**. Find at least one job posting for each student. There can be several copies of the same job posting. Discuss how the postings describe required skills, qualifications, training, and experience. Do any mention workplace safety?*

5. Challenge students to create a posting for a job that they would like to do. They should include a basic description, but also the employer's and employees' rights and responsibilities for that job. Examples could include:
- A posting for hair stylist that mentions the use of chemicals and offers training on how to work safely with chemicals
 - A posting for a veterinarian that mentions the dangers of being bitten by a dog and offers training on how to work safely with dogs
 - A posting for a professional hockey player that mentions the possibility of concussions and abusive fans and offers appropriate training
6. *Why is it important to act upon our workplace safety rights? How could acting upon these rights influence our peers and employers?* Discuss as a group.

Student self-assessment: Did I learn what counts?

See student self-assessment in Introduction.

Appendix 6-3:

• Sample Job Postings

Veterinarian

We are looking for both mixed- and small-animal, fully-licensed veterinarians to join our clinics. We have two mixed-animal clinics, and one small-animal clinic. Overall, we do about 70 percent small animal and 30 percent large animal. You will get the opportunity to see all kinds of different cases in a fast-paced environment! We have a staff of 24, including five veterinarians. All three clinics are outfitted with new digital x-ray machines and new in-clinic labs. We also have a therapeutic laser and a new ultrasound. We offer group health benefits, uniform allowance, competitive wage, paid vacation, and on-call incentives. The right candidate will have a passion for veterinary medicine, be a team player, and have superior communication skills.

Hair stylist

We are reputable downtown salon. We have been in business for 15 years. We are looking for a hair stylist to add to our team. We are seeking someone with experience and a great personality. You will have to perform the following duties:

- Advise clients on hairstyles.
- Consult on hair and scalp conditions and provide recommendations on what care treatments to use.
- Shampoo, condition and rinse customers' hair.
- Perform a variety of services, including haircuts; permanents; colour treatments such as dyeing, tinting and streaking/highlights; blow-drying; braiding and twisting; iron waving/curling, and pin curling.

Activity assessment:

	Not yet meeting	Minimally meeting	Fully meeting	Exceeding
Thinking Student is able to:	<ul style="list-style-type: none"> • with assistance, identify issues important to community and gather information to develop solutions 	<ul style="list-style-type: none"> • identify issues important to community • gather information and find solutions 	<ul style="list-style-type: none"> • understand issues important to community • gather information and develop solutions 	<ul style="list-style-type: none"> • promote issues important to community • gather information, develop and reflect on solutions
Communicating Student is able to:	<ul style="list-style-type: none"> • with assistance, present ideas for peers and complete work with peers 	<ul style="list-style-type: none"> • present ideas for peers and complete work with peers 	<ul style="list-style-type: none"> • exchange ideas with peers and work well with peers 	<ul style="list-style-type: none"> • exchange ideas with various groups and work well with various groups
Personal and Social Student is able to:	<ul style="list-style-type: none"> • with assistance, demonstrate personal role in community safety 	<ul style="list-style-type: none"> • demonstrate personal role in community safety 	<ul style="list-style-type: none"> • describe personal role in community safety 	<ul style="list-style-type: none"> • encourage others to assume their role in community safety
Physical and Health Student is able to:	<ul style="list-style-type: none"> • with assistance, identify strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations 	<ul style="list-style-type: none"> • identify strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations 	<ul style="list-style-type: none"> • describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations 	<ul style="list-style-type: none"> • prompt others to identify strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations

6-4: Decision-making process

Title: It All Ads Up!

Purpose: To understand the influence advertising may have on healthy and safe choices.

Assessment objectives/intentions: What counts?

Students are expected to be able to do the following:

- Analyze health messages and other efforts to influence behaviour (Physical and Health Education)
- Identify and describe strategies for avoiding and responding to potentially unsafe, abusive, or exploitive situations (Physical and Health Education)
- Recognize the influence of peers, family, and communities on career choices and attitudes toward work (Career Education)
- Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability (English Language Arts)

Material required:

- **Advertisement Showing Unsafe Behaviour**, see **Appendix 6-4**
- Magazines, newspapers, brochures, flyers, comics, posters, etc.
- Sticky notes

Teaching strategies:

1. Draw a circle in the middle of the board and write the following words around it: TV, radio, movies, online, buy, sell, consumers, promote, campaign, slogan, marketing, billboards, junk mail, signs, etc. Ask the class to guess the missing word in the middle. Add as many words as needed for students to guess the theme, **advertising**, and ask students to add any other words that describe the theme. *We are going to be talking about how advertising can influence our choices, in particular choices that affect our health and safety.*
2. *Do you agree or disagree with the claim that advertising (online, on TV, in magazines, etc.) influence our choices?* Have students vote and share their reasons. *What is the purpose of advertising? Think, pair and share.* Summarize that advertising aims to influence our behaviour, often to influence us to buy or do things that we think will make us look or feel better. Advertisers spend a lot of time and money on ads to influence our choices. Advertisers keep making ads because they often succeed in influencing our choices. Ads help businesses earn money.
3. Show an example of an online or print ad that uses images of unhealthy and/or unsafe choices—for example, unsafe driving or boating, unhealthy food choices, or risky behaviour, see **Appendix 6-4**. *How is this ad trying to influence our health and safety choices?* Discuss as a group. Ask students to work in pairs to research print media (magazines, newspapers, comics, etc.) to find other ads showing unsafe or unhealthy choices. Students can cut out ads and use sticky notes to describe the different kinds of unsafe or unhealthy behaviours depicted. Explain how these ads aim to influence our choices by making unsafe choices appear positive. *How do these ads make unsafe acts look like a good choice?* For example, ads make dangerous acts look exciting and fun; they show people acting dangerously as cool, popular, and successful; they suggest that being dangerous makes people feel free and independent, etc.
4. *What can we do to make healthy and safe choices when influential ads often show people doing the opposite?* Think, pair, and share. *What is the ad trying to sell? What would be the impact on people of actually behaving the way the ad shows?* Explain that government agencies check ads to see if they show dangerous images, and they may remove certain ads or force advertisers to put tiny notes in their ads saying that people should not do the dangerous things shown in the ads. *Are these warnings effective?*
5. Challenge students to make exciting, catchy pictorial ads and slogans that encourage safe behaviour while playing a sport, driving, working in a dangerous workplace, camping, spending time with friends, etc. Encourage students to show the benefits of making healthy and safe choices. Slogans could be, “*Drive safely and don’t die in a horrible crash*” or “*Wear a lifejacket so you don’t drown.*”
6. *Why is it important to know how advertising can influence my choices?* Discuss as a group.

Student self-assessment: Did I learn what counts?

See student self-assessment in Introduction.

Appendix 6-4:

• Advertisement Showing Unsafe Behaviour

Professional stunt person. Do not attempt. Prototype shown with options. Production models may vary. BMX riders may vary.



Activity assessment:

	Not yet meeting	Minimally meeting	Fully meeting	Exceeding
Thinking Student is able to:	<ul style="list-style-type: none"> • with assistance, identify issues important to community and gather information to develop solutions 	<ul style="list-style-type: none"> • identify issues important to community • gather information and find solutions 	<ul style="list-style-type: none"> • understand issues important to community • gather information and develop solutions 	<ul style="list-style-type: none"> • promote issues important to community • gather information, develop and reflect on solutions
Communicating Student is able to:	<ul style="list-style-type: none"> • with assistance, present ideas for peers and complete work with peers 	<ul style="list-style-type: none"> • present ideas for peers and complete work with peers 	<ul style="list-style-type: none"> • exchange ideas with peers and work well with peers 	<ul style="list-style-type: none"> • exchange ideas with various groups and work well with various groups
Personal and Social Student is able to:	<ul style="list-style-type: none"> • with assistance, demonstrate personal role in community safety 	<ul style="list-style-type: none"> • demonstrate personal role in community safety 	<ul style="list-style-type: none"> • describe personal role in community safety 	<ul style="list-style-type: none"> • encourage others to assume their role in community safety
Physical and Health Student is able to:	<ul style="list-style-type: none"> • with assistance, locate health messages that influence behaviour 	<ul style="list-style-type: none"> • locate health messages that influence behaviour 	<ul style="list-style-type: none"> • analyze health messages and possible intentions to influence behaviour 	<ul style="list-style-type: none"> • prompt others to analyze health messages and possible intentions to influence behaviour

6-5: Decision-making process

Title: What's the Emergency?

Purpose: To understand the need for emergency preparedness.

Assessment objectives/intentions: What counts?

Students are expected to be able to do the following:

- Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations (Physical and Health Education)
- Explore strategies for promoting the health and well-being of the school and community (Physical and Health Education)
- Demonstrate safety skills in an experiential learning environment (Career Education)

Material required:

- Corner signs: "Strongly agree," "Agree," "Disagree," "Strongly disagree"
- **Sample Emergency Kit Items**, see **Appendix 6-5**
- Playground ball

Teaching strategies:

Before class starts, set up the corner signs and hide the various items for the emergency preparedness kit around the class. See **Appendix 6-5** for examples of items found in emergency kits.

1. Turn off all the lights in your classroom so that you are welcoming students into a dark class. *Has anyone ever experienced a power outage? What was it like? What would you do? How would you eat? How would you stay warm? How would you get in touch with your family?* Explain to students that a power outage is one example of an emergency situation. *We will be talking about different types of emergencies and what to do before they happen so that we can make better and safer choices if we ever find ourselves in real emergencies.*
2. Think, pair, and share a list of every emergency that students can think of and note on the board. Discuss which emergencies students think might affect their community the most. Examples could include natural disasters such as floods, tsunamis, earthquakes, volcanoes, and forest fires; medical emergencies such as heart attacks or bad falls resulting in broken limbs; power outages; home fires; car crashes; break-ins or home invasions.
3. Ask students to talk to a partner about what "being prepared" means to them. Can they think of instances where it helps to be prepared? Ask students to share the benefits of being prepared. For example, keeping self safe and being able to help others in need.
4. Point out the "Strongly agree," "Somewhat agree," "Somewhat disagree," and "Disagree" signs to students. Ask students to move around the room to the sign that best matches their response to the following statements: "*I am prepared for ____.*" (Fill in blanks with different emergencies from part **2** above.) "*My family is prepared for ____.*" "*The school is prepared for ____.*" "*The community is prepared for ____.*" After each statement, have students share why they made their choices.
5. Explain that it is difficult to be fully prepared for all emergencies, but there are certain things that can be done in advance to help in any emergency. Have students talk it over with a partner and then share. Possible responses include:
 - Plan for emergencies at home and in school ahead of time.
 - Learn first aid and CPR.
 - Prepare an emergency kit.
 - Put emergency contacts in your phone.
 - Stay calm and focused during the emergency.

Discuss what students think should go into an emergency kit. Explain that you have hidden items needed for such a kit around the classroom. Divide students into teams and challenge them to find the kit materials. Assemble the materials and discuss why each item is important. *Is anything else required?* Explain that you will keep the kit in your classroom for emergencies. Encourage students to make similar kits with their families. Consider giving families the link to a basic emergency kit or print it and send it home, http://www.community.gov.yk.ca/pdf/EP_Week_Emergency_Kit_for_Home.pdf.

6. Have students stand in a circle. Ask a volunteer to go in the middle and shout out the name of an emergency while passing a ball to someone on the outside of the circle. Whoever gets the ball needs to respond with one thing they would do to prepare for the emergency. For example, “Power outage – Keep fridge closed,” “Heart attack! – Provide CPR”. There is more than one possible response for each emergency. If the person in the middle stumps the person with the ball on the outside, they switch places and the new person is now in charge of calling out emergencies. To add a level of difficulty, ask students not to repeat any actions or steps they would take to prepare.

Student self-assessment: Did I learn what counts?

See student self-assessment in Introduction.

Appendix 6-5:

• Sample Emergency Kit Items

Water	Non-perishable food, such as canned food and energy bars
Manual can opener	Flashlight
Radio	Extra batteries
First aid kit	Extra keys to your house and car
Copy of emergency plan	Contact information
Sleeping bag/warm blankets	Basic tools (hammer, pliers, pocket knife, etc.)
Whistle	Duct tape
Hand sanitizer/soap	Toilet paper
Toiletries	Warm clothing
Map of local area	Utensils
Required prescription medications	Cash
Candles and matches	Garbage bags

Activity assessment:

	Not yet meeting	Minimally meeting	Fully meeting	Exceeding
Thinking Student is able to:	<ul style="list-style-type: none"> • with assistance, identify issues important to community and gather information to develop solutions 	<ul style="list-style-type: none"> • identify issues important to community • gather information and find solutions 	<ul style="list-style-type: none"> • understand issues important to community • gather information and develop solutions 	<ul style="list-style-type: none"> • promote issues important to community • gather information, develop and reflect on solutions
Communicating Student is able to:	<ul style="list-style-type: none"> • with assistance, present ideas for peers and complete work with peers 	<ul style="list-style-type: none"> • present ideas for peers and complete work with peers 	<ul style="list-style-type: none"> • exchange ideas with peers and work well with peers 	<ul style="list-style-type: none"> • exchange ideas with various groups and work well with various groups
Personal and Social Student is able to:	<ul style="list-style-type: none"> • with assistance, demonstrate personal role in community safety 	<ul style="list-style-type: none"> • demonstrate personal role in community safety 	<ul style="list-style-type: none"> • describe personal role in community safety 	<ul style="list-style-type: none"> • encourage others to assume their role in community safety
Physical and Health Student is able to:	<ul style="list-style-type: none"> • with assistance, identify strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations 	<ul style="list-style-type: none"> • identify strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations 	<ul style="list-style-type: none"> • describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations 	<ul style="list-style-type: none"> • prompt others to identify strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations

6-6: Science safety

Title: Safe Science!

Purpose: To gain an awareness of how to avoid injury when conducting science experiments.

Assessment objectives/intentions: What counts?

Students are expected to be able to do the following:

- Identify and describe strategies for avoiding and responding to potentially unsafe, abusive, or exploitive situations (Physical and Health Education)
- Use equipment and materials safely, identifying potential risks (Science)
- Demonstrate safety skills in an experiential learning environment (Career Education)
- Express feelings, ideas, and experiences through the arts (Arts Education)

Material required:

- **Image of “Mad Scientist,”** see **Appendix 6-6**
- Lab safety gear: gloves, goggles, dust mask, face shield, apron, hairnets, lab coats, etc.

Teaching strategies:

1. *Close your eyes and think of a “mad scientist.” What images come to mind?* Students may suggest liquids bubbling in beakers, vapours puffing, testing experiments, Frankenstein, coloured concoctions exploding, unruly hair, bolts of electricity, lab coats, etc. Show picture of a “mad scientist,” see example in **Appendix 6-6**, and post on board. *We will be talking about how to keep this scientist safe and healthy when exposed to the many lab hazards.*
2. *Let’s play science hazard taboo to figure out what kinds of hazards our scientist needs to be careful of when experimenting in the lab. I will describe a hazard without saying the word and you need to guess the hazard.* Choose a hazard from the science lab hazards below; describe the hazard to the class without saying that word. For example, if you choose the word *corrosive*, you might say, “*This kind of hazard burns if it comes into contact with skin*” or “*It starts with the letter C.*” Give one clue at a time. Give harder clues first, and then ask easier clues. The student who guesses correctly can then describe the next hazard. Write each word on the board and discuss examples of each hazard.

Science lab hazards: poisons, explosives, electricity, flammable materials, oxidizing hazards, irritants, biological hazards, carcinogens, corrosives, chemicals, and hazardous vapours.

3. *One thing we can do to protect ourselves from these hazards is to wear different kinds of personal protective equipment, or PPE.* Show students the laboratory PPE. Name the various items and ask students to describe how they protect us from hazards.
4. *Imagine our scientist is planning an experiment. What advice could we offer this scientist so that he makes the healthiest and safest choices?* Write the words Clean, Clothing, Chemicals, Containers, and Creatures on board. Think, pair, and share to brainstorm safety procedures for the science lab that fit into each of these categories.

Clean: Keep your work station clean and organized.

Clothing: Wear protective clothing, eyewear, masks, gloves, hair protection, etc.

Chemicals: Know the dangers of the chemicals being used.

Containers: Know how to safely handle and dispose of containers and other equipment.

Creatures: Know how to safely handle living creatures.

5. *Emergencies sometimes happen during science activities. Let’s practise applying these rules in some different lab emergencies.* Ask students to imagine they are doing a science lab activity and one of the following emergencies occurs. *What could be done to prevent the incident in the first place? What should be done if the emergency occurs?*
 - You are heating a test tube that contains a boiling liquid. The contents boil over and vapours come into your face.
 - A student is using a hotplate and the electrical cord starts sparking and burning.

- You are doing an experiment with an acid. The container is knocked onto the floor and the acid splashes a student who is wearing open sandals.
 - A student is using a burner and his long-sleeved shirt catches fire.
 - You accidentally break a beaker and then cut your hand while trying to clean up.
 - You splash alcohol on your hand and face while pouring it down the sink.
 - A class has a pet gerbil and clear rules about proper handling of animals. One student is poking the gerbil with a pencil. Another student reaches into the cage to intervene and is bitten on the hand.
6. Challenge students to create lab safety posters to promote these safety rules. Students work in pairs or small groups to illustrate posters. Read through the safe procedures below and discuss, then assign each safety procedure. Once complete, have students share their posters with the class and then post as visual reminders.
- Know your emergency exit route!
 - Wear personal protective equipment (PPE) in the lab.
 - Keep all science materials and equipment in the lab area.
 - Report broken equipment and spills to the teacher immediately.
 - Get training on how to use the equipment before you use it.
 - Treat all living creatures with care to prevent injuring self or others.
 - Dress appropriately for the lab by tucking in loose clothing, putting up long hair, and removing loose jewellery.
 - Keep food, drink, and personal items out of the lab area in order to avoid slipping hazards or contamination.
 - Wash hands with soap and water before you leave the laboratory area.
 - Locate all safety equipment: first aid kit, eyewash station, fire extinguisher, etc.
 - Know how to safely dispose of chemicals or broken materials.
 - Clean up as you go.

Student self-assessment: Did I learn what counts?

See student self-assessment in Introduction.

Appendix 6-6:

- Image of “Mad Scientist”



Activity assessment:

	Not yet meeting	Minimally meeting	Fully meeting	Exceeding
Thinking Student is able to:	<ul style="list-style-type: none"> • with assistance, identify issues important to community and gather information to develop solutions 	<ul style="list-style-type: none"> • Identify issues important to community • gather information and find solutions 	<ul style="list-style-type: none"> • understand issues important to community • gather information and develop solutions 	<ul style="list-style-type: none"> • promote issues important to community • gather information, develop and reflect on solutions
Communicating Student is able to:	<ul style="list-style-type: none"> • with assistance, present ideas for peers and complete work with peers 	<ul style="list-style-type: none"> • present ideas for peers and complete work with peers 	<ul style="list-style-type: none"> • exchange ideas with peers and work well with peers 	<ul style="list-style-type: none"> • exchange ideas with various groups and work well with various groups
Personal and Social Student is able to:	<ul style="list-style-type: none"> • with assistance, demonstrate personal role in community safety 	<ul style="list-style-type: none"> • demonstrate personal role in community safety 	<ul style="list-style-type: none"> • describe personal role in community safety 	<ul style="list-style-type: none"> • encourage others to assume their role in community safety
Physical and Health Student is able to:	<ul style="list-style-type: none"> • with assistance, identify strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations 	<ul style="list-style-type: none"> • identify strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations 	<ul style="list-style-type: none"> • describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations 	<ul style="list-style-type: none"> • prompt others to identify strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations

6-7: Decision making and responsible behaviour

Title: The Right Call!

Purpose: To understand the role of fair play in preventing injury during sporting activities.

Assessment objectives/intentions: What counts?

Students are expected to be able to do the following:

- Develop and demonstrate safety, fair play, and leadership in physical activities (Physical and Health Education)
- Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations (Physical and Health Education)
- Express, feelings, ideas, and experiences through the arts (Arts Education)

Material required:

- Sticky notes
- Corner signs, “Strongly agree,” “Somewhat agree,” “Somewhat disagree,” “Strongly disagree”

Teaching strategies:

1. *What sports do you play?* Have students name the various sports they play: hockey, soccer, gymnastics, volleyball, swimming, etc. *Each of these sports has rules for how to play. Why?* Answers could include so that players know what to do, so that the competition is fair, so that players are safe, etc. *We will be talking about how fair play helps prevent injuries and keep players safe.*
2. *Imagine you are a referee or a coach talking with players about fair play. Do any personal experiences or stories you’ve heard about come to mind? Complete this sentence, “Fair play is...”* Have students share a brief response of one to five words. Encourage everyone to share, but allow students to “pass.” Responses might include knowing the rules, respecting the rules, courtesy, the Golden Rule, being honest, speaking up, helping injured teammates, doing the right thing, etc. *Sports have rules to direct play, but also to keep players from hurting themselves or others. If the rules are consistently applied, play tends to be fair and players tend to be safe.*
3. *Who is responsible for keeping players safe when you are playing or even for professional athletes?* Write answers on the board. Answers could include the players themselves, other players, team captains, coaches, parents, and referees. *Each of these different people can contribute to keeping players safe. Each has a different set of responsibilities, although they might share certain responsibilities. How does each of these people help keep players safe?* Have students use sticky notes. Have students work in small groups, brainstorm, and stick ideas on the board. Ideas for each person should overlap. Examples could include learning the rules, leading by example, knowing safe equipment requirements, knowing when playing surfaces are safe, knowing players’ skill levels, knowing when to pull an injured player out of the game, understanding how emotions can affect players, coaches, fans, etc. *If these skills and information are not taught, accidents and injuries are more likely to happen.*
4. *Sometimes players get away with tricking officials. For example, who touched the ball last, faked fouls, whether or not a ball hit a runner, whether or not a player stepped out of bounds, intentional fouls in basketball, delay of game in football, use of injury time-outs to plan strategy, etc.* Point out the “Strongly agree,” “Somewhat agree,” “Somewhat disagree,” and “Disagree” signs to students. Ask students to move around the room to the sign that best matches their response to the following statements: *“It is sometimes acceptable to break rules when playing a sport.” “It is acceptable to break the rules as long as you get away with it.” “It is acceptable for your opponent to break the rules and get away with it.”* After each statement, have students share why they agree or disagree. Discuss how these deceptions could affect players’ safety.
5. *Teams often have symbolic badges or emblems. In groups, your challenge will be to create a team emblem that symbolizes what players, teams, referees, coaches, and parents can do to take care of players’ health and safety.* Show various team emblems and discuss what their shapes, colours, and symbols tell us, see **Appendix 6-7**. *What images could be used to symbolize fair play?* Suggestions could include peace symbol, ying-yang, scales of justice, “V” peace sign with hand, checkmark, thumbs-up, etc.

6. *How can we influence others to play fairly and safely?* Discuss as a group. Responses could include:

- Know the rules and respect them.
- Influence others by playing fairly.
- Learn how to referee or coach and teach fair play to younger players.

Student self-assessment: Did I learn what counts?

See student self-assessment in Introduction.

Extension:

Discuss these questions:

- *As a coach or referee, is it ever acceptable to let a player play injured? Why or why not?*
- *Is it ever acceptable to question the coach or referee about rules or decisions?*
- *Who is the most fair-minded person you can think of? Why? What are they like?*

Appendix 6-7:

- **Team Emblem Samples**



Activity assessment:

	Not yet meeting	Minimally meeting	Fully meeting	Exceeding
Thinking Student is able to:	<ul style="list-style-type: none"> • with assistance, identify issues important to community and gather information to develop solutions 	<ul style="list-style-type: none"> • identify issues important to community • gather information and find solutions 	<ul style="list-style-type: none"> • understand issues important to community • gather information and develop solutions 	<ul style="list-style-type: none"> • promote issues important to community • gather information, develop and reflect on solutions
Communicating Student is able to:	<ul style="list-style-type: none"> • with assistance, present ideas for peers and complete work with peers 	<ul style="list-style-type: none"> • present ideas for peers and complete work with peers 	<ul style="list-style-type: none"> • exchange ideas with peers and work well with peers 	<ul style="list-style-type: none"> • exchange ideas with various groups and work well with various groups
Personal and Social Student is able to:	<ul style="list-style-type: none"> • with assistance, demonstrate personal role in community safety 	<ul style="list-style-type: none"> • demonstrate personal role in community safety 	<ul style="list-style-type: none"> • describe personal role in community safety 	<ul style="list-style-type: none"> • encourage others to assume their role in community safety
Physical and Health Student is able to:	<ul style="list-style-type: none"> • with assistance, demonstrate safety and fair play in physical activities 	<ul style="list-style-type: none"> • demonstrate safety and fair play in physical activities 	<ul style="list-style-type: none"> • describe safety and fair play in physical activities 	<ul style="list-style-type: none"> • prompt others to demonstrate safety, fair play, and leadership in physical activities

6-8: Texting safety

Title: Safety Emoji!

Purpose: To understand how to stay safe using mobile phones.

Assessment objectives/intentions: What counts?

Students are expected to be able to do the following:

- Describe and apply strategies for developing and maintaining healthy relationships (Physical and Health Education)
- Identify the impact, including unintended negative consequences, of the choices they make about technology use (Applied Design, Skills, and Technologies)
- Identify and describe strategies for avoiding and responding to potentially unsafe, abusive, or exploitive situations (Physical and Health Education)
- Express, feelings, ideas, and experiences through the arts (Arts Education)

Material required:

- Drawing paper/pencil crayons/markers

Teaching strategies:

1. *How many of you have your own mobile phone or use one regularly? What are the main uses of the phone?*
Examples could include talking with friends, contacting parents, texting, watching videos, playing games, taking pictures, responding to emergencies, etc. *We will be talking about the benefits and drawbacks of texting.*
2. *Why are mobile phones so useful?* Draw a two-column table on the board with titles Pros and Cons. Use “High 5 and share” strategy: Each student stands up and walks over to someone else. They high 5 and share their ideas, and then repeat with two or three other students in the room. Then ask students to share their ideas and note responses in table under Pros.
 - Stay connected with family, friends, etc.
 - Access the Internet to find stuff/watch videos.
 - Take pictures/videos.
 - Play games like *Pokémon Go*.
 - Use in emergencies if there is coverage.
3. Then students repeat the process to discuss the cons. *What are some of the drawbacks of mobile phones?*
 - Exposure to cyber bullying
 - Distraction from family conversations
 - Distraction during school lessons
 - Danger of texting/playing games near traffic
 - Possible target for thieves
 - Risk of muscle strain due to overuse and poor posture: “texting thumb,” “tech neck”
4. *What we can do to keep safe?* Discuss as a group. Suggestions could include know the pros and cons; ask parents for help; don’t reply to unknown/inappropriate texts; use only when safe to use; respect school/home usage rules; look up when crossing the street; etc.

Let’s do some role playing to practise making safe decisions with mobile phones. Read one of the scenarios below aloud and ask for one or more volunteers to improvise scenarios and choose what to do to keep safe. Classmates watch the role plays and, after each role play, they respond by giving thumbs up or down to show their agreement or disagreement with the choices made. Some scenarios may be done again by other students with different ideas.

- You receive a text from a friend who asks you to meet him at a particular location. What do you do?
- Your friend just told you that she received a text message from someone she thought was a friend, but the text was mean and threatening. The message really scared your friend and she doesn’t know what to do or whom to tell. What action do you take?

- You are playing *Pokémon Go* with friends and trying to capture a Pokémon downtown. You are focused on your phone and following the group. Suddenly, brakes squeal and a car honks. You look up and realize you are standing in the middle of the street. What do you do?
 - You receive an inappropriate or embarrassing photo of a friend. It makes you laugh, and you want to share it with your best friend. What do you do?
 - Someone you are hanging out with asks you to send an inappropriate picture of yourself. What do you do?
5. *Emojis are tiny pictures used to express emotions. They are often used in text messages to show how you feel about something you have just read or written. Emojis often use a basic smiley face modified to communicate different feelings, but they can be any simple image.* Challenge students to design an emoji with a short text message to remind friends of texting hazards and ways to keep safe. For example, look up from device when walking on busy sidewalk/crosswalk, listen to your parents/teachers/friends when they are talking, delete unknown senders, keep your phone/password to yourself, etc. Encourage students to share their emojis with other classes and their families.

Student self-assessment: Did I learn what counts?

See student self-assessment in Introduction.

Activity assessment:

	Not yet meeting	Minimally meeting	Fully meeting	Exceeding
Thinking Student is able to:	<ul style="list-style-type: none"> • with assistance, identify issues important to community and gather information to develop solutions 	<ul style="list-style-type: none"> • identify issues important to community • gather information and find solutions 	<ul style="list-style-type: none"> • understand issues important to community • gather information and develop solutions 	<ul style="list-style-type: none"> • promote issues important to community • gather information, develop and reflect on solutions
Communicating Student is able to:	<ul style="list-style-type: none"> • with assistance, present ideas for peers and complete work with peers 	<ul style="list-style-type: none"> • present ideas for peers and complete work with peers 	<ul style="list-style-type: none"> • exchange ideas with peers and work well with peers 	<ul style="list-style-type: none"> • exchange ideas with various groups and work well with various groups
Personal and Social Student is able to:	<ul style="list-style-type: none"> • with assistance, demonstrate personal role in community safety 	<ul style="list-style-type: none"> • demonstrate personal role in community safety 	<ul style="list-style-type: none"> • describe personal role in community safety 	<ul style="list-style-type: none"> • encourage others to assume their role in community safety
Physical and Health Student is able to:	<ul style="list-style-type: none"> • with assistance, apply strategies for developing and maintaining healthy relationships 	<ul style="list-style-type: none"> • apply strategies for developing and maintaining healthy relationships 	<ul style="list-style-type: none"> • describe strategies for developing and maintaining healthy relationships 	<ul style="list-style-type: none"> • prompt others to apply strategies for developing and maintaining healthy relationships

6-9: Off-road vehicle safety

Title: Safety on All Terrains!

Purpose: To gain understanding of how to keep safe on an ATV or snowmobile.

Assessment objectives/intentions: What counts?

Students are expected to be able to do the following:

- Identify and describe strategies for avoiding and responding to potentially unsafe, abusive, or exploitive situations (Physical and Health Education)
- Demonstrate safety skills in an experiential learning environment (Career Education)
- Identify personal, social, and environmental impacts of technology use (Applied Design, Skills, and Technologies)
- Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences (English Language Arts)

Material required:

- Maps of local area with place names and geographical features
- Copy of **Safety Tips for Off-Road Vehicle Outings**, cut up so that each student gets one tip, see **Appendix 6-9**

Teaching strategies:

1. Put up a map of the local area. *Who has ever driven an ATV or a snowmobile or ridden as a passenger? Can you show us on the map where you have been? What do you like about riding?* Discuss some places that are fun to explore on an off-road vehicle. *We will be talking about how to keep safe when riding ATVs and snowmobiles.*
2. *Imagine that you are out riding an ATV or snowmobile and it breaks down. What do you do?* Discuss as a group. *What are some of the other dangers of off-roading?* Think, pair and share. Most of the risks associated with riding an ATV or snowmobile fall into one of the following categories:
 - Mechanical problems
 - Losing control of vehicle
 - Unexpected, severe weather
 - Unsafe riding conditions
 - Injury
 - Getting lost
3. *The Canadian Paediatric Society, a group of doctors who focus on children's health, recommends that children under 16 years of age should not operate ATVs or snowmobiles. Why do you think they made this recommendation?* Discuss as group. Answers may include not enough experience, too small, not strong enough, unaware of dangers, and more likely to take risks. Explain that there are different rules in different places about who can use off-road vehicles and that these rules change. Consult the City of Whitehorse website and Yukon government website to find the most current rules. Consider asking students to do a research project to find current rules.
4. *Imagine you are planning an outing on an ATV or snowmobile. What do you need to do to keep safe before and during the trip?* Make a table with two titles: "Before" and "During." Hand out **Safety Tips for Off-Road Vehicle Outings**, see **Appendix 6-9**. Have students read their safety tips aloud, put them in the correct column, and explain how each step could keep them safe. Some answers could go in both columns. Complete table with answers.

Before

During

5. Challenge students to draw a map showing a real or possible route for an ATV/snowmobile outing. Provide maps of local area for reference. Students have to include a list of items they need and a timeline for the outing.
6. *How can we influence others to keep safe when ATVing or snowmobiling?* Discuss as a group.

Student self-assessment: Did I learn what counts?

See student self-assessment in Introduction.

Appendix 6-9:

• Safety Tips for Off-Road Vehicle Outings

Get driver training.	Ride within your comfort and skill level.
Make sure your vehicle is well maintained.	Do not ride as a passenger or carry a passenger on a single-rider ATV.
Make sure you have a map and enough gas for the trip.	Avoid speeding, especially on hills and curves, which can lead to roll-overs.
Leave an itinerary with someone you trust and stick to your plan.	Take a mobile phone.
Wear a helmet that fits properly and is positioned correctly.	Check the weather forecast before you leave.
Wear protective gear that covers your eyes and body.	Use designated trails where possible.
Drive sober and ride with others who are sober.	Stay on marked trails.
Dress appropriately for the weather.	Be cautious when crossing roads and always cross at a right angle to traffic.
Wear reflective clothing at night.	Stay on the right side of the trail.
Bring first aid kit, extra food, and water.	Obey local riding area rules.
Slow down for walkers and skiers.	Ride with a partner or a group.

Activity assessment:

	Not yet meeting	Minimally meeting	Fully meeting	Exceeding
Thinking Student is able to:	<ul style="list-style-type: none"> • with assistance, identify issues important to community and gather information to develop solutions 	<ul style="list-style-type: none"> • identify issues important to community • gather information and find solutions 	<ul style="list-style-type: none"> • understand issues important to community • gather information and develop solutions 	<ul style="list-style-type: none"> • promote issues important to community • gather information, develop and reflect on solutions
Communicating Student is able to:	<ul style="list-style-type: none"> • with assistance, present ideas for peers and complete work with peers 	<ul style="list-style-type: none"> • present ideas for peers and complete work with peers 	<ul style="list-style-type: none"> • exchange ideas with peers and work well with peers 	<ul style="list-style-type: none"> • exchange ideas with various groups and work well with various groups
Personal and Social Student is able to:	<ul style="list-style-type: none"> • with assistance, demonstrate personal role in community safety 	<ul style="list-style-type: none"> • demonstrate personal role in community safety 	<ul style="list-style-type: none"> • describe personal role in community safety 	<ul style="list-style-type: none"> • encourage others to assume their role in community safety
Physical and Health Student is able to:	<ul style="list-style-type: none"> • with assistance, identify strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations 	<ul style="list-style-type: none"> • identify strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations 	<ul style="list-style-type: none"> • describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations 	<ul style="list-style-type: none"> • prompt others to identify strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations

6-10: Safe jobs

Title: Work Safely!

Purpose: To understand what people do at work to keep healthy and safe.

Assessment objectives/intentions: What counts?

Students are expected to be able to do the following:

- Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations (Physical and Health Education)
- Demonstrate safety skills in an experiential learning environment (Career Education)
- Use safe working practices and demonstrate an awareness of precautionary and emergency safety procedures (Applied Design, Skills, and Technologies)
- Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences (English Language Arts)

Material required:

- Scissors
- Tape
- Old magazines
- **Comic Template**, see **Appendix 6-10**

Teaching strategies:

Make copies of **Comic Template**, see **Appendix 6-10**.

1. *What is a job that you want to do when you are an adult? What do people in that job have to do to keep themselves and others healthy and safe?* Use “High 5 and share” strategy: each student stands up and walks over to someone else, then shares what job they want and what they think they need to do to keep safe at that job. They high 5 and share their ideas, and then repeat with two to three other students in the room. Ask students to share their ideas with the group. *We will be talking about how safety is important in all jobs.*
2. *Do teachers have to take care of people’s health and safety?* Think, pair, and share. Even if a job’s main focus is not to keep people safe or help those who are injured, all jobs have hazards that require people to think about their own health and safety and the people they work with. For example, a teacher’s main goal is teaching students, but caring for injured students and planning for personal and student safety are also important parts of the job.
3. *What kinds of hazards do people need to think about at work?* Write the following titles in a table on the board and explain their meanings: Physical (weights, heights, temperatures, noise, etc.), Chemical (toxic products), Ergonomic (repetitive movements, poor posture, etc.), Biological (plants, animals, microbes, etc.), and Psychosocial (stress, violence, intimidation, etc.). Divide the class into small groups. Provide scissors, tape, and old magazines. Ask students to find and cut out images of hazardous workplace situations and products. Then stick them in the table under the correct headings. *Which of these hazards will you need to think about if you are doing the job you chose earlier?* Encourage students to think about whether their work involved machines, moving heavy objects, working at heights, chemicals, loud sounds, working with the public, working during bad weather, etc.

Physical	Chemical	Ergonomic	Biological	Psychosocial

4. *What can we do to keep ourselves safe and influence others to keep healthy and safe at work?* Think, pair, and share. Suggestions may include following employers' instructions to wear safety gear, learning safe techniques, asking for help, etc. Explain that removing the danger is the best way to keep safe. If that can't be done, make sure that the workplace is organized and the work is planned to keep you safe. If there are still hazards, your boss should provide the required safety gear, the training on how to use it, and the supervision to ensure you are doing it right.
5. *What if there is no boss to give you gear or look out for you? Think of some typical first jobs for young workers. What are they?* For example, babysitting, paper delivery, or mowing lawns. *How do you keep safe at work when there is no boss looking out for you?* Discuss as a class.
6. Challenge students to draw themselves in a cartoon doing a future job. Share **Comic Template**, see **Appendix 6-10**. Tell students to draw the setting, equipment, co-workers, clients, etc. Have students draw themselves holding a clipboard or tablet showing a list of tasks. They can use thought bubbles to show what safety issues they are thinking about before they start a task. A safety poster or an employer/co-worker in the scene could remind them of safe procedures or gear needed.

Student self-assessment: Did I learn what counts?

See student self-assessment in Introduction.

Extension:

- *How can thinking about health and safety improve your chances of getting and keeping a job you really like?* Employers like to hire people who want to take care of themselves and co-workers. *Would you prefer to work for a boss who wants you to make safe choices or a boss who doesn't care?* Discuss as a group.
- Conduct interviews and/or invite parents to your class to interview them about how they integrate health and safety into their workplace activities.

Appendix 6-10:

- **Comic Template**

--	--	--

Activity assessment:

	Not yet meeting	Minimally meeting	Fully meeting	Exceeding
Thinking Student is able to:	<ul style="list-style-type: none"> with assistance, identify issues important to community and gather information to develop solutions 	<ul style="list-style-type: none"> identify issues important to community gather information and find solutions 	<ul style="list-style-type: none"> understand issues important to community gather information and develop solutions 	<ul style="list-style-type: none"> promote issues important to community gather information, develop and reflect on solutions
Communicating Student is able to:	<ul style="list-style-type: none"> with assistance, present ideas for peers and complete work with peers 	<ul style="list-style-type: none"> present ideas for peers and complete work with peers 	<ul style="list-style-type: none"> exchange ideas with peers and work well with peers 	<ul style="list-style-type: none"> exchange ideas with various groups and work well with various groups
Personal and Social Student is able to:	<ul style="list-style-type: none"> with assistance, demonstrate personal role in community safety 	<ul style="list-style-type: none"> demonstrate personal role in community safety 	<ul style="list-style-type: none"> describe personal role in community safety 	<ul style="list-style-type: none"> encourage others to assume their role in community safety
Physical and Health Student is able to:	<ul style="list-style-type: none"> with assistance, identify strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations 	<ul style="list-style-type: none"> identify strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations 	<ul style="list-style-type: none"> describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations 	<ul style="list-style-type: none"> prompt others to identify strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations

GRADE 7

STOP

THINK

DO



Name: _____

Student self-assessment



Lesson	Did I learn what counts?	No	Kind of	Yes
1	I know... what dilemmas are			
	some strategies to keep safe even when facing dilemmas			
2	I know... how to identify risky choices			
	how to make safe choices when faced with risks			
	how to encourage others to make safe choices			
3	I know... how safety rights have changed over time			
	my safety rights as a worker			
4	I know... that not all sources of information are reliable			
	how to check sources to make sure they are reliable			
5	I know... that safety symbols must be on dangerous workplace products			
	what the safety symbols mean			
6	I know... some of the dangers of working around electricity			
	some precautions to take when experimenting with electricity			
7	I know... when to sit out after an injury during a game			
	when it is safe to return to the game			
8	I know... that the Internet and social media can have positive and negative consequences			
	some ways to keep myself safe when online			
9	I know... some of the dangers of consuming alcohol			
	some strategies to protect myself and others in potentially harmful situations			
10	I know... that there are more dangers for young and inexperienced workers			
	some of the risks of different jobs			
	some strategies to protect myself and others at work			

7-1: *Stop, think, do!* review

Title: What Do I Do?

Purpose: To understand how we make safe choices when faced with dilemmas.

Assessment objectives/intentions: What counts?

Students are expected to be able to do the following:

- Identify and describe strategies for avoiding and responding to potentially unsafe, abusive, or exploitive situations (Physical and Health Education)
- Explore strategies for promoting the health and well-being of the school and community (Physical and Health Education)
- Demonstrate safety skills in an experiential learning environment (Career Education)
- Respond to text in personal, creative, and critical ways (English Language Arts)

Material required:

- Note paper and pens
- **Dilemma Scenarios**, see **Appendix 7-1**
- **Dilemma Response Sheet**, see **Appendix 7-1**
- **Comic Template**, see **Appendix 7-1**

Teaching strategies:

1. *Have you ever made a choice that could have caused you or someone else to get hurt? Discuss as a group. We will be talking about making healthy and safe choices when faced with dilemmas.*
2. Write “dilemma” on the board. *What is a dilemma?* Think, pair, and share. Summarize that dilemmas are difficult choices that force us to ask ourselves, “What is the right thing to do?” Decision making is difficult because dilemmas have two or more options with equally negative consequences.
3. *Let’s take a look at one together. Imagine you are at school and have to go to the bathroom. When you go in, you see a younger student in tears because three older students have stopped him from using the bathroom. They have blocked the doors to the stalls and to the exit. The student blocking the entrance says to you, “You can’t come in, and if you say anything you’ll be next.” Do you get help from a teacher and risk being the next victim? Do you say nothing and let the younger student suffer? What should you do?* Ask students to identify the choices, the consequences of each choice, and what Grade 7 students should do to keep themselves and others safe. Ask students to explain why they chose one option instead of another. Think, pair, and share. Encourage students to think about what any Grade 7 student should do when faced with a dilemma, rather than what they would do in such a situation. This approach makes solving dilemmas less personal and introduces strategies for making good, safe choices in the future.
4. *Now it’s your turn.* Give one **Dilemma Scenario and Response Sheet** to each group of three to five students, see **Appendix 7-1**. Tell students to read and discuss the dilemma, identify the choices and the consequences, discuss what should be done and why, and prepare to share their dilemma scenario and response with the class. Assign the following roles to each group: a **Coordinator** to keep the group focused, a **Recorder** to write down the findings, and a **Reporter** to present to the class. After five minutes, have each group present their findings to the class.

5. Challenge students to create a comic strip with a real or imagined dilemma of their choice, see **Appendix 7-1**. Tell students to start with the dilemma and use speech bubbles to identify the choices and characters. Next, have them use thought bubbles to show the character thinking about the consequences of each choice. Finally, ask them to illustrate how the dilemma was resolved and why that option was chosen.
6. *Who can you go to for help with figuring out “the right thing to do”?* Brainstorm as a group and note down responses on the board. Answers could include parents, teachers, friends, trusted adults, etc.

Student self-assessment: Did I learn what counts?

See student self-assessment in Introduction.

Appendix 7-1:

• Dilemma Scenarios

A student is embarrassed to change into her gym outfit at school because other kids tease her about being “fat” and call her names. They have taken pictures of her with their phones and sent them to other classmates. You see this happening all the time. Do you tell a teacher and risk being the next target? Do you say nothing and let the other student continue to be bullied? What should you do?

You are babysitting and you have been told not to let anyone in the house. Two very good friends come by and want to come in. You believe that nothing bad could possibly happen. Do you let your friends in and risk losing the parents’ confidence? Do you say no to your friends and risk hurting your friendships? What should you do?

You and a friend go to a party where most of the kids are two years older than you. When you get there, some of the other kids start teasing your friend, but they don’t know you’re with him. Do you stick up for your friend and risk being teased or hurt, too? Do you say nothing and let your friend continue to be teased or worse? What should you do?

You are at a store and see a classmate steal some candy. He offers to give you half of the candy if you agree to keep quiet, and threatens to beat you up if you tattle. Do you agree to say nothing, take the free candy, and risk getting caught as a shoplifter? Do you say something to the cashier, refuse the candy, and risk getting beat up? What should you do?

Three of your classmates created an offensive website that anonymously attacks other students and teachers. The principal wants the names of those responsible and you are the only one with that information. Do you talk with the principal and risk being targeted by those classmates? Do you say nothing and let the personal attacks on others continue? What should you do?

You are at a party where someone you know is vomiting and passing out from drinking too much alcohol. You want to call 911. Other friends want to try and deal with it themselves so that no one gets into trouble. Do you call 911 even though your friends might get into trouble? Do you help protect the group even though you believe the sick friend needs medical help? What should you do?

- **Dilemma Response Sheet**

Dilemmas		
Group members: <div style="background-color: #d3d3d3; width: 680px; height: 30px;"></div>		
What are the choices?		
What are the consequences?		
What should be done? Why?		

- **Comic Template**

--	--	--

Activity assessment:

	Not yet meeting	Minimally meeting	Fully meeting	Exceeding
Thinking Student is able to:	<ul style="list-style-type: none"> with assistance, identify issues important to community and gather information to develop solutions 	<ul style="list-style-type: none"> identify issues important to community gather information and find solutions 	<ul style="list-style-type: none"> understand issues important to community gather information and develop solutions 	<ul style="list-style-type: none"> promote issues important to community gather information, develop and reflect on solutions
Communicating Student is able to:	<ul style="list-style-type: none"> with assistance, present ideas for peers and complete work with peers 	<ul style="list-style-type: none"> present ideas for peers and complete work with peers 	<ul style="list-style-type: none"> exchange ideas with peers and work well with peers 	<ul style="list-style-type: none"> exchange ideas with various groups and work well with various groups
Personal and Social Student is able to:	<ul style="list-style-type: none"> with assistance, demonstrate personal role in community safety 	<ul style="list-style-type: none"> demonstrate personal role in community safety 	<ul style="list-style-type: none"> describe personal role in community safety 	<ul style="list-style-type: none"> encourage others to assume their role in community safety
Physical and Health Student is able to:	<ul style="list-style-type: none"> with assistance, identify strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations 	<ul style="list-style-type: none"> identify strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations 	<ul style="list-style-type: none"> describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations 	<ul style="list-style-type: none"> prompt others to identify strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations

7-2: Risky behaviour

Title: Worth the Risk?

Purpose: To gain an understanding of what we can do to keep safe when dealing with risky situations.

Assessment objectives/intentions: What counts?

Students are expected to be able to do the following:

- Develop and demonstrate safety, fair play, and leadership in physical activities (Physical and Health Education)
- Demonstrate safety skills in an experiential environment (Career Education)
- Appreciate the value of new experiences, innovative thinking, and risk taking in broadening their career options (Career Education)
- Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences (English Language Arts)

Material required:

- Four large pieces of flip chart paper posted in four corners of class
- Markers

Teaching strategies:

1. Write the word “RISK” on the board. *What is the definition of “risk”?* Ask students to think, pair, and share their definitions. Summarize that risk is the chance of something bad happening. *We are going to be talking about how to keep safe when dealing with risky situations.*
2. *Imagine you are walking with friends near a river on a sunny summer day. You find a spot to sit in the sun. One friend complains about the heat and dares everyone to jump in the river. Someone reminds her about the sign you passed earlier that said, “CAUTION: Strong current!” You are a good swimmer, but you remember a story about a kid who drowned in a river last summer. Three friends decide to go for it, and they jump in. From the shore it doesn’t look too bad. At first they call to you, but soon they start calling you chicken and worse. Do you jump in and ignore the warnings? Do you walk away and suffer the insults? Are risks a part of all dilemmas?* Discuss as a class.
3. *Complete this sentence, “Risky behaviour for me is...”* Have students share a brief response of one to five words. Encourage everyone to share, but allow students to “pass.” Responses might include smoking, alcohol/drug use, sharing too much personal information online, accepting risky dares, going into the forest alone, getting a ride with someone who has been drinking, skipping school, driving too fast, developing eating disorders, etc. Once everyone has shared, talk about common themes or surprises.
4. *Let’s explore the topic of risky behaviour.* Point out the four pieces of chart paper posted around the classroom. Using the four questions listed below, write one question on each piece of chart paper. Read the questions aloud. Divide the class in four and assign one group to each question. Distribute markers. Give groups a few minutes to reread the questions, discuss, and note down responses on the chart paper. Then tell students to move one corner to the left, read the questions and answers, discuss, and add any new responses. Repeat twice more until all groups have had a chance to read and respond to all questions. Finally, have the original groups present the collected responses to the whole class. Answers could include:

Why do people take risks?

- trying new things for
- themselves
- trying to stand out from the crowd
- wanting to fit in
- yielding to peer pressure
- trying to establish an identity
- believing that bad things don't happen to me
- the danger is too far in the future (e.g., smoking)
- the benefits of peer acceptance or instant gratification outweigh risks

Do you think teens take more risks? If so, why?

- experience more peer pressure
- don't know dangers because of lack of experience
- want to impress people
- unable to stand up for themselves
- have poor role models
- think not taking risks is boring

Is it ever good to take risks? Why?

- learn new skills
- have positive experiences
- develop as a person
- make new friends
- make improvements

When is a risk potentially too risky?

- if it could cause severe injury/death
- if it is very likely to cause injury
- if under influence of drugs/alcohol
- if consequences are unknown

5. Challenge students to illustrate a poster contrasting the differences between safe and unsafe risks. Examples could include:

- Canoeing rapids while wearing a PFD versus canoeing on a lake while sitting on a PFD
- Doing jumps on a bike while wearing a helmet versus riding down a steep bank without gear
- Playing hockey and fairly checking another player versus boarding another player from behind
- Getting to know a new kid at school versus meeting someone from a chat room

6. *What can you do to keep safe when faced with risky choices?* Discuss as a class.

Student self-assessment: Did I learn what counts?

See student self-assessment in Introduction.

Activity assessment:

	Not yet meeting	Minimally meeting	Fully meeting	Exceeding
Thinking Student is able to:	<ul style="list-style-type: none"> • with assistance, identify issues important to community and gather information to develop solutions 	<ul style="list-style-type: none"> • identify issues important to community • gather information and find solutions 	<ul style="list-style-type: none"> • understand issues important to community • gather information and develop solutions 	<ul style="list-style-type: none"> • promote issues important to community • gather information, develop and reflect on solutions
Communicating Student is able to:	<ul style="list-style-type: none"> • with assistance, present ideas for peers and complete work with peers 	<ul style="list-style-type: none"> • present ideas for peers and complete work with peers 	<ul style="list-style-type: none"> • exchange ideas with peers and work well with peers 	<ul style="list-style-type: none"> • exchange ideas with various groups and work well with various groups
Personal and Social Student is able to:	<ul style="list-style-type: none"> • with assistance, demonstrate personal role in community safety 	<ul style="list-style-type: none"> • demonstrate personal role in community safety 	<ul style="list-style-type: none"> • describe personal role in community safety 	<ul style="list-style-type: none"> • encourage others to assume their role in community safety
Physical and Health Student is able to:	<ul style="list-style-type: none"> • with assistance, demonstrate safety and fair play in physical activities 	<ul style="list-style-type: none"> • demonstrate safety and fair play in physical activities 	<ul style="list-style-type: none"> • describe safety and fair play in physical activities 	<ul style="list-style-type: none"> • prompt others to demonstrate safety, fair play, and leadership in physical activities

7-3: Social justice

Title: Stand Up for Your Rights!

Purpose: To understand how the right to safe workplaces has changed over time.

Assessment objectives/intentions: What counts?

Students are expected to be able to do the following:

- Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations (Physical and Health Education)
- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions (Social Studies)
- Characterize different time periods in history, including periods of progress and decline, and identify key turning points that marked periods of change (Social Studies)
- Demonstrate safety skills in an experiential environment (Career Education)
- Experience, document, choreograph, perform, and share creative works in a variety of ways (Arts Education)

Material required:

Images of past and present construction crews, see **Appendix 7-3**

Teaching strategies:

1. *Imagine that you are an adult at work. You've had training to do the job and to do it safely. You get paid well and like the people you work with. You try to do a good and safe job, but some days you feel like your job is too dangerous and that you will probably be hurt sooner or later. You talked to your boss, but he said you were overreacting. You think about getting a new job, but that could take weeks. You need to get paid so you can pay rent and buy groceries, but you don't want to get injured. What should you do?* Discuss the dilemma as a class. *We are going to talk about how the right to stay healthy and safe at work has changed over time.*
2. Show students the image of a modern road building crew, see **Appendix 7-3**. *What are these workers doing to keep safe?* Examples could include wearing hard hats, using machines to lift heavy loads, standing away from machines and traffic, working with appropriate lighting, using signs to warn drivers, wearing high-visibility clothes, sharing safety concerns with one another, etc. Now show students the image of workers building the White Pass railroad in 1899, see **Appendix 7-3**. *What was it like working at the time of the Klondike Gold Rush? What were the dangers? Did they have safety gear? What happened if someone was hurt at work?* Summarize that workers worked long hours for little pay. They used hand tools and horses. There was no safety gear. If they were injured at work, they were left to fend for themselves—often leaving their families destitute.
3. Ask a student to read the following story aloud:
 - *A mine disaster occurred in May 1907 at the Copper King Mine near Whitehorse. The mine was being cleaned up for an inspection by a new investor. A fire was burning in the mine to melt ice that had built up there when two miners, William P. Grainger and Gilbert Joyce, were sent to clean the shaft. They were overcome by carbon monoxide produced by the fire and, before the mine could be cleared of the poisonous gas, both men were killed. Gilbert Joyce had been working at the mine for only four days. There was no compensation for their families.*

Discuss as a group. Do students think these deaths could have been prevented? Could similar events happen today? Why or why not? *Unfortunately, workplace deaths still occur; however, today there are laws to protect workers' safety and help injured workers.*

4. Write *Workers' Compensation Act* and *Occupation Health and Safety Act* on the board. Ask two volunteers to read the following aloud and discuss. Then have students note four to five key points under each act.

Workers' Compensation Act

- This law provides assistance to injured workers. The assistance could be money to help until they are ready to return to work or help paying for extra medical treatment that may be required before returning to work. As long as workers are following safety instructions they will be protected, regardless of who caused the injury. Employers pay into an account to make sure that there is always enough money to pay injured workers. Workers are guaranteed compensation for workplace injuries, but they are not allowed to sue an employer for compensation.

Occupational Health and Safety Act

- This law protects workers from illness and injury. Employers are required to identify workplace hazards, train workers to work safely, and supervise workers to ensure their safety. Workers are required to follow safety rules and to speak up if they see something dangerous. Workers have the right to know about workplace hazards, the right to meet to talk about workplace hazards, and the right to refuse work that could hurt someone. Employers are required to listen to worker concerns, fix the problems, and show workers how to do work safely or find them something safe to do. Workers can't be fired for refusing to do work that could hurt them or make them sick.

5. *How could these laws have helped the workers at the Copper King Mine in 1907?* Challenge students to improvise skits showing how worker safety would have been improved had these laws been in place in 1907. Skits could show the following: employer ensuring workers do not enter an unsafe; workers speaking up for their safety; bosses finding safe solutions; a co-worker pointing out dangers; workers refusing to do the work until the appropriate safety gear is provided or the workplace hazard is resolved; workers putting on safety gear before entering the mine; injured workers and their families receiving compensation, etc.
6. *Even though we have these rights today, work accidents and injuries still happen. In Canada, thousands of workers are still injured and hundreds of workers are still killed every year. Who besides the workers might be affected by this?* Discuss as a class. Answers might include families, co-workers, friends, witnesses, bosses, etc. Summarize that in order to protect ourselves and those around us we should not ignore or take our legal rights to workplace safety for granted.

Student self-assessment: Did I learn what counts?

See student self-assessment in Introduction.

Extension:

Why is it important to remind people about their right to workplace safety? What would happen if people didn't know about these rights? If you could build a monument to remind people about their workplace safety rights, what symbols would you include? Challenge students to design, draw, or build a statue, sculpture, or monument to remind the public about these rights and the workers who have lost their lives on the job.

Appendix 7-3:

- **Modern Construction Crew**



- **Klondike Gold Rush Era Construction Crew**



YA #5266 / Caption: Midnight on the grade. [View of a group of W.P.&Y.R. labourers busy at work with pick axes, sledge hammers and shovels clearing the grade of boulders. A team of horses in the foreground and a jerry-rigged hoist in the background are used to remove the larger obstacles.]

Date: [Aug 1898] / **Fonds/Collection:** H.C. Barley fonds / **Photographer:** H.C. Barley

Activity assessment:

	Not yet meeting	Minimally meeting	Fully meeting	Exceeding
Thinking Student is able to:	<ul style="list-style-type: none"> • with assistance, identify issues important to community and gather information to develop solutions 	<ul style="list-style-type: none"> • identify issues important to community • gather information and find solutions 	<ul style="list-style-type: none"> • understand issues important to community • gather information and develop solutions 	<ul style="list-style-type: none"> • promote issues important to community • gather information, develop and reflect on solutions
Communicating Student is able to:	<ul style="list-style-type: none"> • with assistance, present ideas for peers and complete work with peers 	<ul style="list-style-type: none"> • present ideas for peers and complete work with peers 	<ul style="list-style-type: none"> • exchange ideas with peers and work well with peers 	<ul style="list-style-type: none"> • exchange ideas with various groups and work well with various groups
Personal and Social Student is able to:	<ul style="list-style-type: none"> • with assistance, demonstrate personal role in community safety 	<ul style="list-style-type: none"> • demonstrate personal role in community safety 	<ul style="list-style-type: none"> • describe personal role in community safety 	<ul style="list-style-type: none"> • encourage others to assume their role in community safety
Physical and Health Student is able to:	<ul style="list-style-type: none"> • with assistance, identify strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations 	<ul style="list-style-type: none"> • identify strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations 	<ul style="list-style-type: none"> • describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations 	<ul style="list-style-type: none"> • prompt others to identify strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations

7-4: Sources of health and safety information

Title: What's Your Source?

Purpose: To understand which sources provide reliable information about health and safety.

Assessment objectives/intentions: What counts?

Students are expected to be able to do the following:

- Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations (Physical and Health Education)
- Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (Social Studies)
- Evaluate tools and technologies that are present in their everyday lives (Applied Design, Skills, and Technologies)
- Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability (English Language Arts)

Material required:

- **Sample Website Evaluation Rubric**, see **Appendix 7-4**
- Computer lab and Internet connection

Teaching strategies:

1. Ask a student to read the following story aloud:

You have an after-school job helping to take care of animals at an animal clinic. Your boss asks you to clean up one of the rooms that a dog has messed up. She tells you to use a powerful chemical solution on the floors and table tops. You have asthma and are concerned that the chemical may make it hard for you to breathe. Your boss apologizes, but says that you need to be able to do the work if you want to keep your job.

Is this true? How can you find out? Discuss as a class. We will be talking about reliable sources of information regarding health and safety.

2. *Who could you talk with or where could you go to find out about workplace safety?* Note down responses on the board. Answers could include parents, teachers, other adults, friends, government offices, library, books at home, or online. Conduct a class vote to decide which source of information listed on the board is most popular. Most likely, online sources will be the most popular choice. Since the Internet has become the most popular source of information, the rest of this lesson looks at evaluating the reliability of online sources, but the strategies could be modified for use with people and print sources.
3. *Why are online sources so popular?* Think, pair, and share. Answers could include ease and speed of access to information, familiarity with technology, anonymity if questions are personal or if you don't want others to know you have questions, etc.
Are there any drawbacks? Think, pair, and share. Answers could include that it may be hard to know who wrote the information or who created the site, to know if information is reliable, to sort through all the information in order to find what you are looking for, etc.
4. *What does a reliable website look like? What are its parts?* Develop a rubric with your class to check the reliability of information found online, see **Sample Website Evaluation Rubric** in **Appendix 7-4**. Answers could include:
 - **Presentation:** page loads quickly and looks official; tone is professional; content has no spelling mistakes, is clearly formatted, and has working links, etc.
 - **Purpose:** information is useful; goals are clearly identified (i.e., to sell, entertain, persuade, and provide information); intended audience is identifiable
 - **People:** author names and emails are given; sponsoring organisation is named; content is recently updated

5. Challenge students to create a comic strip with a real or imagined dilemma of their choice, see **Appendix 7-1**. Tell students to start with the dilemma and use speech bubbles to identify the choices and characters. Next, have them use thought bubbles to show the character thinking about the consequences of each choice. Finally, ask them to illustrate how the dilemma was resolved and why that option was chosen.
6. *Who can you go to for help with figuring out “the right thing to do”?* Brainstorm as a group and note down responses on the board. Answers could include parents, teachers, friends, trusted adults, etc.

Student self-assessment: Did I learn what counts?

See student self-assessment in Introduction.

Appendix 7-1:

• Dilemma Scenarios

A student is embarrassed to change into her gym outfit at school because other kids tease her about being “fat” and call her names. They have taken pictures of her with their phones and sent them to other classmates. You see this happening all the time. Do you tell a teacher and risk being the next target? Do you say nothing and let the other student continue to be bullied? What should you do?

You are babysitting and you have been told not to let anyone in the house. Two very good friends come by and want to come in. You believe that nothing bad could possibly happen. Do you let your friends in and risk losing the parents’ confidence? Do you say no to your friends and risk hurting your friendships? What should you do?

You and a friend go to a party where most of the kids are two years older than you. When you get there, some of the other kids start teasing your friend, but they don’t know you’re with him. Do you stick up for your friend and risk being teased or hurt, too? Do you say nothing and let your friend continue to be teased or worse? What should you do?

You are at a store and see a classmate steal some candy. He offers to give you half of the candy if you agree to keep quiet, and threatens to beat you up if you tattle. Do you agree to say nothing, take the free candy, and risk getting caught as a shoplifter? Do you say something to the cashier, refuse the candy, and risk getting beat up? What should you do?

Three of your classmates created an offensive website that anonymously attacks other students and teachers. The principal wants the names of those responsible and you are the only one with that information. Do you talk with the principal and risk being targeted by those classmates? Do you say nothing and let the personal attacks on others continue? What should you do?

You are at a party where someone you know is vomiting and passing out from drinking too much alcohol. You want to call 911. Other friends want to try and deal with it themselves so that no one gets into trouble. Do you call 911 even though your friends might get into trouble? Do you help protect the group even though you believe the sick friend needs medical help? What should you do?

Activity assessment:

	Not yet meeting	Minimally meeting	Fully meeting	Exceeding
Thinking Student is able to:	<ul style="list-style-type: none"> • with assistance, identify issues important to community and gather information to develop solutions 	<ul style="list-style-type: none"> • identify issues important to community • gather information and find solutions 	<ul style="list-style-type: none"> • understand issues important to community • gather information and develop solutions 	<ul style="list-style-type: none"> • promote issues important to community • gather information, develop and reflect on solutions
Communicating Student is able to:	<ul style="list-style-type: none"> • with assistance, present ideas for peers and complete work with peers 	<ul style="list-style-type: none"> • present ideas for peers and complete work with peers 	<ul style="list-style-type: none"> • exchange ideas with peers and work well with peers 	<ul style="list-style-type: none"> • exchange ideas with various groups and work well with various groups
Personal and Social Student is able to:	<ul style="list-style-type: none"> • with assistance, demonstrate personal role in community safety 	<ul style="list-style-type: none"> • demonstrate personal role in community safety 	<ul style="list-style-type: none"> • describe personal role in community safety 	<ul style="list-style-type: none"> • encourage others to assume their role in community safety
Physical and Health Student is able to:	<ul style="list-style-type: none"> • with assistance, identify strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations 	<ul style="list-style-type: none"> • identify strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations 	<ul style="list-style-type: none"> • describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations 	<ul style="list-style-type: none"> • prompt others to identify strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations

7-5: Hazard identification

Title: Can't Touch This!

Purpose: To gain an awareness of which symbols describe dangerous workplace materials.

Assessment objectives/intentions: What counts?

Students are expected to be able to do the following:

- Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations (Physical and Health Education)
- Use safe working practices and demonstrate an awareness of precautionary and emergency safety procedures (Applied Design, Skills and Technologies)
- Demonstrate safety skills in an experiential environment (Career Education)
- Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences (English Language Arts)

Material required:

- **WHMIS 2015 Pictograms for Hazardous Products**, see **Appendix 7-5**
- Tape

Teaching strategies:

Before the lesson, make two to three photocopies of the **WHMIS 2015 Pictograms for Hazardous Products**, see **Appendix 7-5**. Cut out individual pictograms so that there is at least one for each student. There may be several of each pictogram.

1. Ask a student to read the following story aloud:

- *Imagine you are working at a summer job. You are about to paint a fence and your boss tells you to get a container of thinner from a shed. Your boss always seems a bit rushed and annoyed. You want to impress your boss by finding the right container, but the shed has poor lighting and contains lots of unmarked containers with stinky, toxic smelling stuff on the shelves.*

What is the problem? What could go wrong? Discuss as a class and summarize that employers are responsible for identifying hazardous workplace products, and for training workers in how to identify them, how to use them safely, and how to get help if exposed to them.

2. *All dangerous products used at work should have warning labels and symbols on them to let us know the dangers. What are the hazards of working with toxic products?* Hand out hazardous product pictograms and ask students to find classmates with the same pictograms. Once in groups, students must try to identify what their pictogram means. Have one student from each group describe their pictogram, including the danger it warns about. If classes are small, consider starting with fewer pictograms or providing the small groups with several different pictograms.

Once all groups have presented, have each group use tape to stick their pictograms on the board, write the hazards next to the appropriate symbols, and briefly summarize what each one means, see **Appendix 7-5**. Remind students that some products require more than one warning symbol, for example, both flammable and toxic.

3. *How do we stay protected from these hazards?* Discuss as a group. Responses could include training, labeling, safe handling, appropriate use and storage, use of appropriate safety gear, etc. Remind students if they are unsure about how to safely use a product at work, whether it is identified as hazardous or not, they have the right to ask their employer for help.

4. *What do we do if there's an accident involving hazardous products?* Think, pair, and share. Suggestions might include getting first aid, calling 911, going outside, rinsing with water, removing contaminated clothing, inducing vomiting, etc. Summarize that the appropriate response depends on the product. Being exposed to some products may require immediate medical care while being exposed to other products may require basic first aid. Most importantly, if there are hazardous products in a workplace, employers must train workers how to safely use those products and how to respond if there is an accident. Remind students that if they don't know how to respond to an accident involving a product at work, whether or not it is identified as hazardous, they have the right to ask their employer for help.
5. Challenge students to invent a label for a workplace product that needs one of the hazardous symbols described above. The label should include the product name, the hazard symbol(s), how to keep safe when using the product, and what to do if exposed to the product. Encourage students to be creative but also realistic. For example, a cleaning product for getting grime off mountain bikes or a permanent adhesive for putting decals on.

Student self-assessment: Did I learn what counts?











See student self-assessment in Introduction.

Appendix 7-5:

- **WHMIS 2015 Pictograms for Hazardous Products**



WHMIS 2015 Pictograms

	This pictogram is used for indicating flammable gases, aerosols, liquids and solids; pyrophoric liquids, gases and solids; self-heating substances and mixtures; substances and mixtures that produce flammable gases when in contact with water; organic peroxides; and self-reactive substances and mixtures.		For hazardous products that can cause death or acute toxicity after exposure to small amounts of the products, this Pictogram is used to warn users of the potential dangers. It is placed on labels of materials with acute oral, dermal and inhalation toxicity. For instance, the pictogram can be used on containers for cleaning chemicals
	The pictogram is flame over a circle plus a distinctive red "diamond" shaped border. It is used to indicate oxidizing gases, liquids and solids.		This Pictogram is used to indicate a product that causes or is suspected of causing serious health effects. It forms part of labels of products that cause respiratory sensitivity, skin toxicity, germ cell mutagenicity, carcinogenicity, reproductive toxicity, aspiration hazard, specific target organ toxicity after single exposure, and specific target organ toxicity after repeated exposure.
	This pictogram is used to indicate the hazard of gases under pressure such as dissolved gas, liquefied gas, compressed gas and refrigerated liquefied gas.		Used for hazardous products that cause less serious health effects, the Exclamation Mark Pictogram indicates acute toxicity (oral, dermal or inhalation), skin corrosion (irritation), eye irritation, skin sensitivity, respiratory damage, and specific target organ toxicity on single exposure.
	The corrosive pictogram indicates a substance that can irritate the skin and eyes, and damage metals. It is used for hazardous products that are corrosive to metals, cause skin irritation (corrosion), and cause serious eye irritation or damage.		Indicates the presence of organisms or toxins that can cause diseases in humans and animals, The Biohazardous Infectious Materials pictogram has been retained from WHMIS 1988. The pictogram is used on labels of biohazardous infectious materials. For instance, it is used on growths of micro-organisms like E. coli or salmonella bacteria cultures.
	Used to indicate explosion or reactivity hazards, the Exploding Bomb Pictogram is placed on the labels of self-reactive substances and mixtures, and on labels of organic peroxides.		This GHS pictogram has not been integrated into WHMIS, however it stands for Environmental Hazards.

Activity assessment:

	Not yet meeting	Minimally meeting	Fully meeting	Exceeding
Thinking Student is able to:	<ul style="list-style-type: none"> with assistance, identify issues important to community and gather information to develop solutions 	<ul style="list-style-type: none"> identify issues important to community gather information and find solutions 	<ul style="list-style-type: none"> understand issues important to community gather information and develop solutions 	<ul style="list-style-type: none"> promote issues important to community gather information, develop and reflect on solutions
Communicating Student is able to:	<ul style="list-style-type: none"> with assistance, present ideas for peers and complete work with peers 	<ul style="list-style-type: none"> present ideas for peers and complete work with peers 	<ul style="list-style-type: none"> exchange ideas with peers and work well with peers 	<ul style="list-style-type: none"> exchange ideas with various groups and work well with various groups
Personal and Social Student is able to:	<ul style="list-style-type: none"> with assistance, demonstrate personal role in community safety 	<ul style="list-style-type: none"> demonstrate personal role in community safety 	<ul style="list-style-type: none"> describe personal role in community safety 	<ul style="list-style-type: none"> encourage others to assume their role in community safety
Physical and Health Student is able to:	<ul style="list-style-type: none"> with assistance, identify strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations 	<ul style="list-style-type: none"> identify strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations 	<ul style="list-style-type: none"> describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations 	<ul style="list-style-type: none"> prompt others to identify strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations

7-6: Electrical safety

Title: Knowledge is Power!

Purpose: To understand the need to work safely with or near electricity.

Assessment objectives/intentions: What counts?

Students are expected to be able to do the following:

- Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations (Physical and Health Education)
- Ensure that safety and ethical guidelines are followed in their investigations (Science)
- Demonstrate safety skills in an experiential environment (Career Education)
- Evaluate tools and technologies that are present in their everyday lives (Applied Design, Skills, and Technologies)

Material required:

- Butter knife
- Electrical outlet cover
- Computer with Internet access

Teaching strategies:

1. Show a butter knife to the class. *Would it be safe to stick this in an electrical socket?* Students will likely laugh and say that common sense dictates how dangerous that would be. Remind students that they were once taught to be safe around electricity. They didn't know about electrical dangers when they were toddlers, but hopefully by Grade 7 they have learned that lesson. Tell students that there are other ways we need to think about safety around electricity. *We will be talking about staying safe using and working around electricity.*
2. *Many of us take electricity for granted; we assume that it will just be there when we plug something in. What do you use electricity for?* Discuss as a class. Responses might include lamps, stoves, stereos, phones, blenders, computers, lawn mowers, etc.
3. *Electricity has lots of benefits but also some dangers.* Show students the electrical outlet cover. *You probably needed one of these before you learned not to stick things into outlets. What are some of the potential dangers of using or working with electricity?* Think pair and share. Responses may include death from electrocution, shocks, burns, falls if working at heights when shocked, cuts if working with tools when shocked, etc.
4. *Working with or near electricity can be particularly dangerous for workers who are also working at heights or with machinery.* Ask a student to read the following text aloud:
 - *Imagine you just got a summer job clearing brush along power lines. You have been working for three days. Your boss is backing up a truck with a lift in order to clear some higher branches. You think the lift is too close to the power line, but you aren't sure. If you keep quiet, the lift could touch the power line. If you warn your boss and you are wrong, your boss will probably tease you or be mad at you for making a rookie mistake. What should you do?*

Discuss as a class. *We will be watching a video about a young worker named Curtis Weber. Curtis was 17 and working as a summer labourer when he was seriously injured by the electricity from an overhead line. Before we watch the video, you should know that the video contains graphic images of the near-fatal injuries Curtis suffered.* Show the video of Curtis Weber's Story at www.curtisweber.ca.

After showing the video, discuss what went wrong and how the accident could have been prevented. Summarize that Curtis knew how dangerous the power line could be because he had experience working around electricity, but he did not express his concerns because he was new to the job and felt too intimidated to speak up.

5. Draw a warning sign for electrical hazard on the board, see **Appendix 7-6**. *How can we prevent injuries involving electricity?* Discuss as a class and note down students' suggestions on the board. Examples could include:

- Speak up if you think there is an electrical danger to yourself or someone else.
- Learn and apply safe practices for using electrical appliances/tools/equipment at home.
- Get training on how to use electrical appliances if working in kitchens, labs, garages, outdoors, etc.
- Shut off or unplug equipment before cleaning or making adjustments; ask for help if you are unsure of safe procedures.
- Inspect power cords for wear, and repair or replace damaged cords.
- Stay away from downed power lines.
- Do not touch a person who is in contact with live wires; call 911.
- Respect warning signs about dangerous, high-voltage electricity at substations and transmission towers.

6. Challenge students to create posters that teach schoolmates how to use and work safely with electricity in different settings such as kitchens, labs, garages, outdoors, or at home. Posters should be eye catching, neatly finished, and have a clear safety message. Have students work in pairs or small groups to illustrate posters and, once complete, to share them with the class. Hang posters in classroom as visual reminders.

Student self-assessment: Did I learn what counts?

See student self-assessment in Introduction.

Appendix 7-6:



Activity assessment:

	Not yet meeting	Minimally meeting	Fully meeting	Exceeding
Thinking Student is able to:	<ul style="list-style-type: none"> • with assistance, identify issues important to community and gather information to develop solutions 	<ul style="list-style-type: none"> • identify issues important to community • gather information and find solutions 	<ul style="list-style-type: none"> • understand issues important to community • gather information and develop solutions 	<ul style="list-style-type: none"> • promote issues important to community • gather information, develop and reflect on solutions
Communicating Student is able to:	<ul style="list-style-type: none"> • with assistance, present ideas for peers and complete work with peers 	<ul style="list-style-type: none"> • present ideas for peers and complete work with peers 	<ul style="list-style-type: none"> • exchange ideas with peers and work well with peers 	<ul style="list-style-type: none"> • exchange ideas with various groups and work well with various groups
Personal and Social Student is able to:	<ul style="list-style-type: none"> • with assistance, demonstrate personal role in community safety 	<ul style="list-style-type: none"> • demonstrate personal role in community safety 	<ul style="list-style-type: none"> • describe personal role in community safety 	<ul style="list-style-type: none"> • encourage others to assume their role in community safety
Physical and Health Student is able to:	<ul style="list-style-type: none"> • with assistance, identify strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations 	<ul style="list-style-type: none"> • identify strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations 	<ul style="list-style-type: none"> • describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations 	<ul style="list-style-type: none"> • prompt others to identify strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations

7-7: Decision making and responsible behaviour

Title: Back in the Game

Purpose: To gain an awareness of when is it all right to return to the game after a head injury.

Assessment objectives/intentions: What counts?

Students are expected to be able to do the following:

- Develop and demonstrate safety, fair play, and leadership in physical activities (Physical and Health Education)
- Apply methods of monitoring and adjusting exertion levels in physical activity (Physical and Health Education)
- Describe how students' participation in physical activities at school, at home, and in the community can influence their health and fitness (Physical and Health Education)
- Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences (English Language Arts)

Material required:

- Paper and pencils/pens

Teaching strategies:

1. *Who knows the days of the week?* Ask for a volunteer to say them in front of the class. Because the days of the week are memorized, the student should be able to quickly say them in order without much thought. *Now say them backwards.* This should be more of a challenge but still fairly easy. *Now say them in alphabetical order.* It will likely be a greater challenge to quickly repeat familiar information because of the new pattern.

- *Imagine if the first step was as difficult as the third.* Explain that sometimes we take our brains for granted and that even everyday tasks, like repeating the days of the week, may become challenging if our brains are injured. *We will be talking about preventing brain injuries during physical activities and what to do if a brain injury occurs.*

Ask a student to read the following story aloud:

- *You are playing in the final game of the season. Your team is winning, but barely. The stands are filled with family and friends. With only a few minutes left, you trip and hit your head. You have to take a break because your head hurts and you feel dizzy. After a few minutes you start to feel better. Your coach asks how you are doing. Your teammates say your team needs you and that you can rest tomorrow, but you are still feeling dizzy and a bit nauseous. What should you do?*

Discuss the dilemma as a class.

2. *When someone hits their head or stops too quickly, the brain can bump against the inside of the skull and become bruised, causing a brain injury. Concussions are one kind of brain injury. Brain injuries can have physical symptoms, but also mental and emotional ones. What do you think it feels like to have a brain injury?* Draw the table below on the board and ask students for suggestions. Possible responses could include:

Physical	Mental	Emotional
<ul style="list-style-type: none">• Headaches• Nausea• Dizziness	<ul style="list-style-type: none">• Forgetfulness• Confusion• Impaired concentration	<ul style="list-style-type: none">• Anxiety• Irritability• Depression

3. *What makes brain injuries different from injuries such as breaks, cuts, or bruises? How do these differences make it more difficult to recognize and treat brain injuries?* Think, pair, and share. Possible responses include:

- Harder to identify brain injury because it is not visible
- Harder for the injured person to accept because it can't be seen
- Friends/family may be less sympathetic if they can't see the injury

Summarize that since brain injuries are not visible, they can be hard to recognize. This makes it hard to know when it is safe to resume the physical activity that caused the injury in the first place.

4. *So, how do we know when to stop doing the activity or if it is all right to keep going?* Have students work in small groups to discuss and then share. Suggestions could include:

- If you have any symptoms, stop doing the activity.
- If you are not sure whether you are well, stop doing the activity.
- See a doctor to make sure that it is safe to return to the activity.

Summarize that going back too early to play may increase chances of reinjuring your brain, which could mean you take longer to heal. Some brain injuries cause permanent symptoms that can be life changing or even debilitating. It is important to take the time to heal from a brain injury, but it is even better to prevent injuries in first place.

5. *Ideally, we can prevent brain injuries before they occur. What can we do to prevent brain injuries and avoid making them worse?* Have students work in small groups to discuss and then share. Suggestions could include:

- Wear required protective equipment.
- Play by the rules and encourage others to do the same.
- Stop playing and see a doctor if you don't feel well.
- Don't make the injury worse by returning to play before you are feeling better.
- Tell your coach and teammates if you have a concussion.

6. *Compared with younger students, you are more able to think about consequences and to make safe choices. As older students you also have a responsibility to model and show younger students how and why to make safe choices.* Challenge students to create an instruction sheet with step-by-step diagrams to inform younger students how brain injuries happen, how they may be prevented, and when it is best to take a break from the game.

Student self-assessment: Did I learn what counts?

See student self-assessment in Introduction.

Activity assessment:

	Not yet meeting	Minimally meeting	Fully meeting	Exceeding
Thinking Student is able to:	<ul style="list-style-type: none"> • with assistance, identify issues important to community and gather information to develop solutions 	<ul style="list-style-type: none"> • identify issues important to community • gather information and find solutions 	<ul style="list-style-type: none"> • understand issues important to community • gather information and develop solutions 	<ul style="list-style-type: none"> • promote issues important to community • gather information, develop and reflect on solutions
Communicating Student is able to:	<ul style="list-style-type: none"> • with assistance, present ideas for peers and complete work with peers 	<ul style="list-style-type: none"> • present ideas for peers and complete work with peers 	<ul style="list-style-type: none"> • exchange ideas with peers and work well with peers 	<ul style="list-style-type: none"> • exchange ideas with various groups and work well with various groups
Personal and Social Student is able to:	<ul style="list-style-type: none"> • with assistance, demonstrate personal role in community safety 	<ul style="list-style-type: none"> • demonstrate personal role in community safety 	<ul style="list-style-type: none"> • describe personal role in community safety 	<ul style="list-style-type: none"> • encourage others to assume their role in community safety
Physical and Health Student is able to:	<ul style="list-style-type: none"> • with assistance, demonstrate safety and fair play in physical activities 	<ul style="list-style-type: none"> • demonstrate safety and fair play in physical activities 	<ul style="list-style-type: none"> • describe safety and fair play in physical activities 	<ul style="list-style-type: none"> • prompt others to demonstrate safety, fair play, and leadership in physical activities

7-8: Online safety

Title: Social Media Savvy

Purpose: To gain an understanding of how to keep safe online.

Assessment objectives/intentions: What counts?

Students are expected to be able to do the following:

- Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations (Physical and Health Education)
- Use safe working practices and demonstrate an awareness of precautionary and emergency safety procedures (Applied Design, Skills, and Technologies)
- Identify the impact, including unintended negative consequences, of the choices they make about technology use (Applied Design, Skills, and Technologies)
- Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences (English Language Arts)

Material required:

- Video recording devices on cameras, phones, or tablets
- Cue cards and markers

Teaching strategies:

1. *How many of you use social media? What do you mainly use it for?* Examples may include staying in touch with friends/family, sharing pictures/videos, current events, etc. *We will be talking about the benefits and drawbacks of social media.*
2. Draw a two-column table on the board with titles Pros and Cons. Use “High 5 and share” strategy: Each student stands up and walks over to someone else. They high 5 and share their ideas, and then repeat with two or three other students in the room. *Why do you think social media is so popular?* Note responses in table under Pros.

- Stay in touch with friends
- Fast connections
- Portable
- Cool stuff to look at
- Anonymity, if desired

What are some of the risks of social media? Repeat the “High 5 and share” activity. Note responses in table under Cons.

- Contact from people pretending to be someone else
- Distraction from other interests
- Time wasting
- Risk of unwanted or dangerous contacts
- Risk of accidentally sharing too much personal information

3. *Complete this sentence, “Using social media safely means...”* Have students share a brief response of one to five words. Encourage everyone to share, but allow students to “pass.” Responses might include keeping personal information private, not sharing passwords, sharing pictures only with people you know, refraining from writing something you wouldn’t say in person, deleting emails from strangers, asking for help from parents or trusted adults, trusting your instincts, etc. Once everyone has shared, talk about common themes or surprises.

4. Ask a student to read the following story aloud, and then discuss the dilemma with the class:
- *Your close friend is caught up in an online relationship with an older guy on Facebook. You believe it is dangerous and share your concern with your friend. Your friend resents the warnings and wants you to keep your opinion to yourself. What should you do to help your friend without also risking your friendship?*
5. *Let's do some role playing to practise making safe decisions on social media.* Read aloud one of the scenarios below and ask for one or more volunteers to improvise the scene and choose what to do to keep safe. Classmates need to watch the role plays and respond to each of them by giving thumbs up or down to show their agreement or disagreement with the choices made. Some scenarios may be repeated by other students with different ideas.
- You have been talking online to a girl named Julie for a few days now. Julie has told you where she lives, how old she is, where she goes to school, and what she looks like. Julie asks you what school you go to. Is it okay to tell her? Why or why not?
 - You are talking online to a friend and get a message saying there is trouble with your computer and you need to re-enter your password. What should you do? Why?
 - You have been talking online to Linda for several months. Linda says she is the same age as you and lives nearby. Linda wants to meet you in the mall to go shopping. What should you do? Why?
 - You got an email from someone you don't know. There is a file attached to the message. What should you do? Why?
 - You are online and get a message saying you won a free Xbox! You just need to provide your address and phone number so it can be mailed to you. What should you do? Why?
6. Challenge students to write and film 10 to 20 second cue-card videos that remind peers about the pros and cons of social media. Have each student write and edit short scripts and then clearly print each sentence on separate cue cards. Students work in groups to film and do not have to show their faces but should read or silently display their cue-card messages. Themes could include:
- Pros and cons of various social media platforms
 - Importance of protecting personal information online
 - Need to be careful with email attachments from unknown senders
 - Distinguishing legitimate online ads from phishing
 - Benefits and disadvantages of sharing photos online
 - Potential dangers of arranging to meet people met online in person

Student self-assessment: Did I learn what counts?

See student self-assessment in Introduction.

Activity assessment:

	Not yet meeting	Minimally meeting	Fully meeting	Exceeding
Thinking Student is able to:	<ul style="list-style-type: none"> • with assistance, identify issues important to community and gather information to develop solutions 	<ul style="list-style-type: none"> • identify issues important to community • gather information and find solutions 	<ul style="list-style-type: none"> • understand issues important to community • gather information and develop solutions 	<ul style="list-style-type: none"> • promote issues important to community • gather information, develop and reflect on solutions
Communicating Student is able to:	<ul style="list-style-type: none"> • with assistance, present ideas for peers and complete work with peers 	<ul style="list-style-type: none"> • present ideas for peers and complete work with peers 	<ul style="list-style-type: none"> • exchange ideas with peers and work well with peers 	<ul style="list-style-type: none"> • exchange ideas with various groups and work well with various groups
Personal and Social Student is able to:	<ul style="list-style-type: none"> • with assistance, demonstrate personal role in community safety 	<ul style="list-style-type: none"> • demonstrate personal role in community safety 	<ul style="list-style-type: none"> • describe personal role in community safety 	<ul style="list-style-type: none"> • encourage others to assume their role in community safety
Physical and Health Student is able to:	<ul style="list-style-type: none"> • with assistance, identify strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations 	<ul style="list-style-type: none"> • identify strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations 	<ul style="list-style-type: none"> • describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations 	<ul style="list-style-type: none"> • prompt others to identify strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations

7-9: Responsible behaviour

Title: Brain Drain!

Purpose: To gain an understanding of how to keep safe around alcohol.

Assessment objectives/intentions: What counts?

Students are expected to be able to do the following:

- Identify factors that influence healthy choices and explain their potential health effects (Physical and Health Education)
- Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations (Physical and Health Education)
- Explore strategies for promoting the health and well-being of the school and community (Physical and Health Education)
- Recognize and appreciate how different forms, structures, and features of texts reflect different purposes, audiences, and messages (English Language Arts)

Material required:

- Playground ball

Teaching strategies:

1. Ask two or three students to write the following sentence in their neatest printing on the board:

- Drinking alcohol can be dangerous for your health.

Then ask them to spin around 10 times, squint their eyes, and rewrite the same sentence. Students will likely have difficulty writing as neatly as before. Compare writing samples. Explain that blurred vision and dizziness are two of the short-term effects of alcohol use that can affect our ability to perform simple tasks.

What about something even easier? Ask a few other students to catch the playground ball. Play catch with students for a minute and compliment them on their abilities. Again ask students to spin around 10 times and then squint their eyes. When each student finishes spinning, pass the ball and ask them to accurately throw it back to you. It is usually difficult for them to catch and throw the ball well at this point.

If writing a sentence or even throwing a ball could be tough after drinking alcohol, imagine how difficult it could be to make safe choices after drinking alcohol. We will be talking about how alcohol can affect our health and safety.

2. Sketch a human body outline on the board. *What are some of the physical effects of alcohol?* Note down student responses around the sketch and connect them with an arrow to the part of body affected. Answers could include being unable to stand or walk straight, bad breath, loss of balance, being hurt or hurting others due to loss of balance, vomiting, slurred speech, dehydration, blurred vision, headaches and hangovers, etc. Summarize that some effects are short term but there are also possible long-term effects of alcohol consumption, including addiction, organ damage, memory loss, etc.

3. *What are some of the possible social effects of alcohol?* Answers could include:

- Being less aware of choices
- Being uninhibited
- Saying inappropriate things
- Taking more risks
- Missing school or sporting activities due to alcohol-related illness
- Spending lots of money
- Causing arguments or fights due to risky or inappropriate behaviours

Remind students that there are laws governing the use of alcohol. Adults are expected to make safe choices about when and how much alcohol to consume and to manage the effects of drinking. Since this is unfortunately not always true, tell students that if they are concerned about the effects of someone's alcohol consumption they should ask a trusted adult for help.

4. *Knowing the possible effects of drinking alcohol is one thing, but it may be more difficult to keep safe when you actually have to choose between drinking or not. Ask a student to read the following story aloud. Then discuss the dilemma as a class.*

- *Imagine that you are at a party with friends when a friend offers you a drink of hard alcohol. You smell it and it burns your eyes and nose. Your friends tease you and tell you to try it. You're curious, but you don't want to get sick or make a fool of yourself. What should you do?* Discuss as a class.

5. *What can we do to keep healthy and safe around alcohol?* Answers could include:

- Let parents, friends, etc. know where you are and what time you will leave.
- Never accept a ride from someone who has been drinking.
- Set aside money to pay for a taxi.
- Talk with a trusted adult if you need help.

6. Challenge students to design an alcohol bottle warning label for the consequences of drinking alcohol.

Messages might include the following: "Warning: contents likely to cause vomiting"; "Could this stuff hurt your brain?"; "Contains enough alcohol to make you really sick"; an image of a brain in a blocked-out symbol; or images of other physical or social effects.

Student self-assessment: Did I learn what counts?

See student self-assessment in Introduction.

Activity assessment:

	Not yet meeting	Minimally meeting	Fully meeting	Exceeding
Thinking Student is able to:	<ul style="list-style-type: none"> • with assistance, identify issues important to community and gather information to develop solutions 	<ul style="list-style-type: none"> • identify issues important to community • gather information and find solutions 	<ul style="list-style-type: none"> • understand issues important to community • gather information and develop solutions 	<ul style="list-style-type: none"> • promote issues important to community • gather information, develop and reflect on solutions
Communicating Student is able to:	<ul style="list-style-type: none"> • with assistance, present ideas for peers and complete work with peers 	<ul style="list-style-type: none"> • present ideas for peers and complete work with peers 	<ul style="list-style-type: none"> • exchange ideas with peers and work well with peers 	<ul style="list-style-type: none"> • exchange ideas with various groups and work well with various groups
Personal and Social Student is able to:	<ul style="list-style-type: none"> • with assistance, demonstrate personal role in community safety 	<ul style="list-style-type: none"> • demonstrate personal role in community safety 	<ul style="list-style-type: none"> • describe personal role in community safety 	<ul style="list-style-type: none"> • encourage others to assume their role in community safety
Physical and Health Student is able to:	<ul style="list-style-type: none"> • with assistance, identify factors that influence healthy choices 	<ul style="list-style-type: none"> • identify factors that influence healthy choices 	<ul style="list-style-type: none"> • explain potential health effects of factors that influence healthy choices 	<ul style="list-style-type: none"> • prompt others to identify factors that influence healthy choices

7-10: Hazard identification

Title: Get to Work!

Purpose: To assist new workers to develop awareness of workplace hazards.

Assessment objectives/intentions: What counts?

Students are expected to be able to do the following:

- Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations (Physical and Health Education)
- Describe and apply strategies for developing and maintaining healthy relationships (Physical and Health Education)
- Use safe working practices and demonstrate an awareness of precautionary and emergency safety procedures (Applied Design, Skills and Technologies)
- Demonstrate safety skills in an experiential environment (Career Education)
- Determine what is significant in an account, narrative, map, and text (Social Studies)
- Exchange ideas and viewpoints to build shared understanding and extend thinking (English Language Arts)

Material required:

- **Workplace Hazards Cards** and **Workplace Responsibilities Cards**, see **Appendix 7-10**
- Tape
- Poster paper

Teaching strategies:

Before the lesson, photocopy and cut out **Workplace Hazards Cards** and **Workplace Responsibilities Cards**, see **Appendix 7-10**.

1. Write the following statement on the board and read aloud, *Young workers are more likely to be injured at work than older workers*. Ask students to vote on whether they agree or disagree with the statement. Discuss results. Explain that younger workers are more likely to be injured on the job than older workers. *Why is this?* Examples could include being less knowledgeable about hazards, intimidated by older bosses/co-workers, more willing to take unnecessary risks, trying to impress others, and being unwilling to ask questions, etc. *We will be talking about how to stay safe during summer jobs.*
2. Ask a student to read the following story aloud:
 - *Imagine you are working at a summer job in a supermarket. The biggest part of your job is unloading freight and stocking shelves, which involves lifting lots of heavy boxes and pushing a dolly. There is very little room to turn around in the freight room and one of the dolly's wheels is busted, so it jams a lot. You have already twisted your ankle once before and missed a day of work, and there's a pretty good chance it'll happen again. It's too late in the summer to find another job, so if you quit you won't be able to buy the new bike you wanted. What do you do? Do you take the chance and risk being hurt, or do you play it safe? Any other options?*

Discuss the dilemma as a class.

3. *What are some of the hazards you might be exposed to during a summer job? There are four basic types of hazards.* Draw the four-column table with the category titles from below on the board. As you write each title, ask what each one means, then confirm or clarify. Explain that you will be giving "hazard" cards to each student. They will have to decide which hazard category it belongs in and use tape to stick the card under the correct title. Hand out the **Workplace Hazards Cards**, see **Appendix 7-10**. Give students a few minutes to decide where to post their cards and then discuss. *Are there any other hazards that we could add?*
 - **Physical:** unsafe conditions that can cause injury, illness, and death
 - **Chemical:** any solid, liquid, or gas product that can cause illness, irritation, or breathing problems
 - **Ergonomic:** body positions and working conditions that put strain on the body
 - **Biological:** hazards that are present when working with living organisms

Physical	Chemical	Ergonomic	Biological
<ul style="list-style-type: none"> • Tripping hazards • Working at heights • Moving parts on machines • Frayed power cords • Confined spaces •? 	<ul style="list-style-type: none"> • Cleaning products • Carbon monoxide • Gasoline • Pesticides •? 	<ul style="list-style-type: none"> • Poor posture • Repetitive movements • Awkward movements • Frequent lifting • Badly adjusted chair •? 	<ul style="list-style-type: none"> • Bacteria • Bears • Mould • Insects • Plants • Feces •?

4. *Every workplace is different, but hazards can be present in all workplaces and can change from day to day in the same workplace. If you are not sure if something is a hazard, it's better to err on the side of caution than to ignore it and find out later that it made you or someone else ill/injured. In which jobs could we find these hazards?* Refer to the hazard table in the previous question and ask students to think, pair, and share two to three jobs for each hazard type. For example, both moving machine parts and gasoline are hazards related to mowing lawns.

5. *What is your boss required to tell you about hazards at work? What are your responsibilities if you think there are hazards at work?* Draw the two-column table and titles from below on the board. Explain that you will be giving “responsibility” cards to small groups of two to three students. They will have to decide who has that responsibility and use tape to stick the card under the right title. Hand out the **Workplace Responsibilities Cards**, see **Appendix 7-10**. Give students a few minutes to decide where to post their cards and then discuss.

Worker's responsibilities	Boss's responsibilities
<ul style="list-style-type: none"> • Follow safety instructions • Ask questions if there is something dangerous • Fix problems on your own or with help if needed • Report repairs if you do them on your own • Don't do the work if it could hurt someone • Get help right away if you are hurt 	<ul style="list-style-type: none"> • Describe the hazards to workers • Inspect the workplace for new hazards • Train workers how to work safely • Provide gear to keep workers safe from hazards • Supervise workers to ensure work is done safely • Have an emergency safety plan that is both accessible to and understood by workers

Summarize that bosses must know the hazards and do everything they can to keep workers safe from those hazards. Workers must follow safety instructions. Both bosses and workers are responsible for safety in the workplace.

6. Challenge students to create a map of a possible first workplace, such as a grocery store, a movie theatre, or a fast food restaurant. Based on what they know about that workplace, add any workplace hazards that could be found on that job site. Students should include a title, subtitles for the various areas of the workplace, and text boxes to show hazards and hazard types.

Student self-assessment: Did I learn what counts?

See student self-assessment in Introduction.

Extension:

Challenge students to write a cover letter to apply for an ideal job, such as pilot, professional athlete, video game designer, etc. The letter should describe their relevant skills and the safety awareness they have for that particular job. Remind students that any workplace could have hazards. Encourage students to be imaginative when choosing a job and identifying the skills they have to get that job done safely.

Appendix 7-10:

• Workplace Hazards Cards

Bacteria	Tripping hazards	Cleaning products	Carbon monoxide
Mould	Insects	Awkward movements	Working at heights
Plants	Gasoline	Frequent lifting	Badly adjusted chair
Poor posture	Bears	Feces	Frayed power cords
Moving parts on machines	Repetitive movements	Confined spaces	Pesticides

• Workplace Responsibilities Cards

Describe the hazards to workers.	Train workers how to work safely.
Ask questions if there is something dangerous.	Fix problems on your own or with help if needed.
Get help right away if you are hurt.	Provide gear to keep workers safe from hazards.
Inspect the workplace for new hazards.	Supervise workers to ensure work is done safely.
Follow safety instructions.	Have an emergency safety plan that is both accessible to and understood by workers.
Report repairs if you do them on your own.	Don't do the work if it could hurt someone.

Activity assessment:

	Not yet meeting	Minimally meeting	Fully meeting	Exceeding
Thinking Student is able to:	<ul style="list-style-type: none"> with assistance, identify issues important to community and gather information to develop solutions 	<ul style="list-style-type: none"> identify issues important to community gather information and find solutions 	<ul style="list-style-type: none"> understand issues important to community gather information and develop solutions 	<ul style="list-style-type: none"> promote issues important to community gather information, develop and reflect on solutions
Communicating Student is able to:	<ul style="list-style-type: none"> with assistance, present ideas for peers and complete work with peers 	<ul style="list-style-type: none"> present ideas for peers and complete work with peers 	<ul style="list-style-type: none"> exchange ideas with peers and work well with peers 	<ul style="list-style-type: none"> exchange ideas with various groups and work well with various groups
Personal and Social Student is able to:	<ul style="list-style-type: none"> with assistance, demonstrate personal role in community safety 	<ul style="list-style-type: none"> demonstrate personal role in community safety 	<ul style="list-style-type: none"> describe personal role in community safety 	<ul style="list-style-type: none"> encourage others to assume their role in community safety
Physical and Health Student is able to:	<ul style="list-style-type: none"> with assistance, identify strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations 	<ul style="list-style-type: none"> identify strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations 	<ul style="list-style-type: none"> describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations 	<ul style="list-style-type: none"> prompt others to identify strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations