

SUSIE

THE SAFETY SQUIRREL



An activity-based resource
for Yukon schools,
grades K to 2

Susie the Safety Squirrel

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Acknowledgment

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Purpose & Rationale

The YWCHSB believes that positive attitudes towards health and safety can best be developed through education beginning at the young age and reinforced throughout daily activities and teaching. It is our hope that Susie the Safety Squirrel program will assist teachers in shaping attitudes and strengthening awareness among students that health and safety is an integral responsibility in every person's life.

"Unintentional injuries remain the leading cause of death among Canadians age 1 to 44, and as such are a major contributor to potential years of life lost. Although many sources persist in referring to such events as "accidents," it is estimated that 90% of deaths due to unintentional injuries are preventable" (Federal Provincial and Territorial Advisory Committee on Population Health, Towards a healthy Future, Second Report on the Health of Canadians, 1999, p.23).

Elementary school is where a child's attitudes are fostered and sense of responsibility for themselves and others is nurtured. Teaching students to think about potential health and safety hazards, take measure to protect themselves from injury, and 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 for work.

Call to Action: Introducing Susie

The Susie the Safety Squirrel Program was designed to enhance children's interest, understanding and acceptance of health and safety principles. The resource targets students in kindergarten to grade two, as this is the developmental stage that which children begin to reason and think more logically, learn from their mistakes. The resource has been developed based on applied learning and behavioural theories which suggest that varied messages introduced over time increase understanding, information retention and sustained behaviour. Indeed, studies have shown that school-based health education programs, which start early and continue through several grade levels, result in significant and sustained effects on health knowledge.

The Susie the Safety Squirrel Program focuses on skill development rather than information delivery and is designed to be easily intergraded into both existing curriculum and established classroom routines. Moreover, the lessons contain basic, accurate and developmentally appropriate information and provide interactive, experiential learning activities that actively engage students. The resource also provides opportunities for students to model and practice safe behaviours while strengthening individual and group norms that promote positive attitudes about health and safety.

Goals for Health & Safety Education

It is our hope that while being exposed to health and safety education throughout their public school experience, students will...

- Lessen their risk of injuries;
- Evaluate potentially dangerous disputations and be innovative in safely dealing with such concerns;
- Describe cause and effect relationship of injuries and accidents;
- Understand that health and safety is an integral part of life;
- Practice sound decision making and preventive techniques;
- Demonstrate problem solving skills that will allow them to help solve health and safety issues;
- Recognize risks and hazards

- Recognize and respond appropriately to emergency situation;
- Possess a general awareness of health and safety;
- Develop safe habits, practices and values as they mature and have the ability to transfer these skills within their daily activities and personal choices whether at home, at school, at play or upon entering the workplace.
- Develop safe habits, practices and values as they mature and have the ability to transfer these skills within their daily activities and personal choices whether at home, at school, at play or upon entering the workplace.

What you can do: Susie 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 to understand both the importance of making good choices and the need to take responsibility for one self. 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 practice recognizing unsafe conditions and selecting behavioural responses that will help them avoid potential dangers.

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. It is our hope that you will incorporate Susie whenever you are teaching students about the importance of safety in the classroom and in their lives.

British Columbia Curriculum Links: to Health and Career Education Outcomes

The *Susie the Safety Squirrel Program* helps meet several outcomes within the Health and Career Education Curriculum. The following outcomes, organized under their specific grade levels, can be met using the *Susie the Safety Squirrel Program*:

Kindergarten

GOALS AND DECISIONS

A1 identify opportunities to make choices

A2 identify sources of support and assistance for children at school

CAREER DEVELOPMENT

B1 identify their personal skills and interests (e.g., things they are good at, things they like to do)

B2 identify a variety of jobs and responsibilities they have at home and at school (e.g., clean up toys, obey playground rules)

Healthy Living

C1 identify practices that contribute to health, including healthy eating, regular physical activity, emotional health practices, and disease prevention practices

Healthy Relationships

C2 identify thoughtful, caring behaviours in families (e.g., nurture, guidance, love)

C3 demonstrate an understanding of appropriate ways to express feelings

C4 differentiate between positive and negative behaviours in relationships

Safety and Injury Prevention

C8 identify ways to avoid hazards and potentially dangerous situations in the home, at school, on the road, and in the community

C9 demonstrate an ability to access emergency services (e.g., fire, police, ambulance)

Substance Misuse Prevention

C10 differentiate between safe and unsafe substances in terms of their potential to benefit or harm the body (e.g., prescription medicine can benefit the body if used properly; any unknown substance can be dangerous)

Grade 1

Goals and Decisions

A1 identify reasons for setting goals (e.g., helps to identify steps, helps to focus on achievement, helps to identify personal accomplishments)

A2 identify sources of support for children while at school and in the community (e.g., teachers, elders, block parents, police officers)

Career Development

B1 describe their personal skills and interests (e.g., things they are good at, things they like to do, things they've learned)

B2 describe a variety of jobs and responsibilities they have at home and at school

Healthy Living

C1 identify practices that contribute to health (e.g. including healthy eating, regular physical activity, and emotional health practices)

C2 identify practices that help prevent the spread of communicable diseases and conditions (e.g. washing hands, covering sneezes, not sharing personal items)

Healthy Relationships

C4 demonstrate an understanding of appropriate and inappropriate ways to express feelings (e.g. appropriate – using “I feel” statements; inappropriate – name-calling, hitting)

C5 differentiate between positive and negative behaviours in friendships (e.g. positive – sharing, listening; negative – teasing, excluding)

C6 describe strategies for dealing with common interpersonal conflicts (e.g. taking turns, going to an adult or third party for help)

Safety and Injury Prevention

C10 describe guidelines for safety in the home, at school, on the road, and in the community

C11 demonstrate an ability to access emergency services, including calling 911 and giving relevant information (e.g. name, location, and nature of problem)

Substance Misuse Prevention

C12 demonstrate an understanding of the concept of unsafe substances (e.g. any unknown substance, any substance from an unknown person, any substance used for other than its intended purpose)

Grade 2

Goals and Decisions

A1 identify the steps needed to achieve a goal (e.g. identify a goal, identify actions needed to reach the goal, identify what successful goal achievement would look like)

A2 identify opportunities to make decisions (e.g. healthy eating choices, recess activities)

Career Development

B1 describe ways of categorizing jobs (e.g. indoor/outdoor, paid/unpaid, necessary skills)

B2 identify effective work habits (e.g. staying on task, being prepared, co-operating with others)

Healthy Living

C1 describe practices that contribute to physical and emotional health (e.g. regular physical activity, healthy eating, healthy relationships)

C3 describe practices that help to prevent the spread of communicable diseases (e.g. hand washing, covering mouth when coughing, resting when sick, staying away from others when sick)

Healthy Relationships

C4 describe appropriate strategies for communicating effectively with others (e.g. active listening, willingness to express feelings)

C5 identify positive ways to initiate and maintain healthy friendships

Safety and Injury Prevention

C7 describe appropriate ways to avoid or respond to hazardous and high-risk situations in the home, at school, on the road, and in the community

Substance Misuse Prevention

C8 describe the potential harm associated with various unsafe substances (e.g. illness, burns)

Free For Yukon Schools

The Yukon Workers Compensation Health and Safety Board (YWCHSB) is please to offer Yukon schools *the Susie the Safety Squirrel program* **free of charge**. *The Susie the Safety Squirrel Program* is appropriate for teachers working with kindergarten through to grade 2 as has been linked with the territorial Health and Carrier Education curriculum. *The Program* contains the following components:

- *Susie* the squirrel puppet
- K to 2 Activity guide
- One set of Safety literacy books
- One free set of Susie Pencils for the students once they completed the program.

Free information sessions are available on techniques for integrating health and safety education into daily classroom instruction to help meet curriculum outcomes. For additional information or any of the YWCHSB resources, to order resources or your classroom set of free pencils please contact:

Natalie Thivierge
YWCHSB Occupational Health and Safety
Management Consultant
(Toll free) 1-800-661-443;
(867) 335 -0632 (direct line)
Fax (867)393-6279
natalie.thivierge@gov.yk.ca

Setting the Stage

The following pages provide great ideas for the classroom and information that can be used within each grade level of the program. The following have been included:

- Facts about squirrels
- Ideas for introducing Susie to your students
- Susie's mottos
- Tips for creating a healthy & Safe classroom environment
- Safety rules for the classroom
- Safety contract
- Letter to parent (s)/guardian(s)
- Student safety certificates

Squirrel facts

Length: 30 cm

Weight: 280 grams

Other attributes: Active by day, this feisty rodent attracts our attention with barked challenges and muttered threats. Its' winter coat of rust and grey stands out in a snow-dusted world. In summer, it's cloaked in olive-brown and white, with a bright black line along its side.

Longevity: Wild red squirrels in Kluane have been known to live up to 9-10 years, but the average lifespan is 3-4 years – fairly long-lived for a rodent of their size. Red squirrels are actually not easy prey for predators such as lynx and raptors. They're quick and agile and are very familiar with all the hiding places on their territories, allowing them to seek refuge quite easily. Instead, hare and grouse are the easier prey for most predators.

Rabies concern: Yes, any mammal can contract the rabies, even marine mammals such as whales – should they be directly exposed to the virus. However, tree squirrels (e.g. red squirrels, grey squirrels) very rarely get rabies. There has never been a reported incidence of rabies in a red squirrel in the Yukon.

Strongest sense: Squirrels actually have fairly well developed senses across the board. They have high visual acuity, very good hearing, good taste buds, they are very agile and tactile, and they have quite a good sense of smell. For example, a squirrel that is travelling across its territory in the spring will often stop and begin digging underground. Red squirrels are able to detect the odour of a truffle that is buried quite deep underground. They also use their sense of smell to find cones that they cache and to find out if other squirrels have been hanging around their territory.

Warning: Lovers of conifer seeds, red squirrels rely on stored cones to carry them through the long northern winters. Their lives depend not only on finding enough cones to harvest, but also on defending cone supplies from thieves. Both of these ends are achieved by the same means -- territoriality. Individual squirrels occupy areas within the forest and defend them from others of either sex.

When a twig snaps in the squirrel's domain, it goes on defence, barking out a series of challenging "chuck-chucks" punctuated by emphatic body jerks and tail flicks. If the

intruder moves closer, the squirrel bursts into a frenzied chatter, feet stamping and body quivering with aggression.

If trespassers are neighbouring squirrels, territory owners may chase them out. However, red squirrels usually spend less than one percent of their time in defence of their territories, and of this, only a quarter involves chases -- the rest is purely and loudly vocal.

Interesting Facts

- The red squirrel's generic name, *Tamiasciurus*, means "the steward who sits in the shadow of his tail".
- Pure black squirrels, a melanistic or dark phase of colouration, are occasionally seen in the Yukon.
- The floater is a secretive squirrel that never calls and never challenges. Instead, it bides its time in areas outside territory boundaries. When a territory becomes vacant, the 'floater' moves in and tries to defend it against other squirrels with the same plan.
- Red squirrels can cut one white spruce cone per second and eat 40 to 50 cones a day in winter.
- When temperatures plunge to -40 degrees C, red squirrels increase their metabolic rate by three to four times to burn enough energy to stay warm. But they are also about one-fortieth as active as they are in summer, thus conserving precious energy reserves over the long term

Introducing Susie to your Students

Susie has the potential to become an interesting part of the classroom, with great opportunity of becoming the class safety mascot. The puppet can be introduced to students in a fun way so as to encourage her link with students and safety. The following are some suggestions for introducing Susie to students in a variety of engaging and entertaining ways:

Susie's Safety Chat

Prior to the arrival of students, place Susie somewhere in the classroom where students will notice her quickly. Wait until she is noticed before explaining to them that Susie has joined your class because she knows all about staying safe and wants to help them learn to do the same.

Have Susie "talk" to the students about why she is the right squirrel for the job of helping to teach them to stay safe to point out the various warning and defence mechanisms that squirrels utilize in their efforts to stay safe).

Reinforce the idea that Susie knows much about staying safe because she also knows that "GETTING HURT IS NUTS!" Use Susie to help you review the "Stop, Think, Do" mottos with students and have her help you explain to students why this is a good way to stay safe in our everyday activities.

Susie Safety Tales

Turn your desk into a mini stage and perform a puppet show for students with Susie in the lead role of classroom safety specialist. Susie can tell students a number "squirrel tales" about a variety of common injuries and near misses that can occur in the classroom, on the playground and/or at home (cuts, scrapes, bruises, slips, trips, falls, burns, poisoning, skin irritation, breathing difficulties, etc.).

Have students think of questions and interview Susie regarding her qualifications for the job of safety specialist (this will be a fun way to help students learn more about the warning and defence mechanisms that squirrels use in order to stay safe.

Use Susie to help you review the "Stop, Think, Do" lesson plan with students and have her help you explain to students why this is a good way to stay safe while engaged in any kind of activity.

What's That Sound?

After students have entered the classroom, attach a piece of paper to the puppet's paws that reads "GETTING HURT IS NUTS!", and place Susie outside of the classroom door. Next, close the door (don't let your students see what you are doing) and begin your lesson as usual.

Stop abruptly and ask students if they hear anything unusual then continue on with your lesson, but find a way to fake a knock at the door. Pick a student to answer the door. They will, of course, find Susie waiting outside.

Have the student pick her up and take her inside the class. Make a point to telling the students that Susie has come to our class because she has a safety message that she wants to share with students. Ask students why Susie would want to share this message with them and why is she a good messenger. This is a good time to introduce some interesting facts about squirrel. Discuss with students the various warning and defence mechanisms that squirrels use in order to stay safe. Make the connection between Susie and safety in your classroom, at home, on the playground, etc.

Home Safe and Sound

Explain to students that Susie is going to make her home with the class, as she feels very certain that this will be a safe and happy place to live.

Have students work together to create a habitat for Susie. Have them brainstorm a list of all the things that Susie will need) a home of her own, regular grooming, friendship, etc.) in order to live well in your classroom. Refer to pages 10 & 11 for squirrel facts for additional information of squirrel habitats.

Have students work together to create a safe and happy place for Susie. Encourage them to find items in the class or bring items from home that they can contribute to help create a safe and happy home for Susie.

Special Delivery

Place Susie in a box and have the school secretary or principal arrive at the door with the box indicating that it had just arrived as a special delivery. Open the box and introduce Susie as a new member of the classroom who is going to help us throughout the year learn how to stay safe.

Susie's Safety Mottos

The *Susie the Safety Squirrel Program* promotes two key safety messages:

- 1. STOP, THINK, DO**
- 2. GETTING HURT IS NUTS!**

The program is intended to help students understand that staying safe requires them to always:

Susie's motto #1: STOP, THINK, DO

STOP: Follow all directions (verbal & written); listen carefully to verbal instructions and ask questions if they do not understand the directions; listening to the teacher's voice, a parent or adult they trust before activities enables them to hear additional instructions that can help protect their safety

THINK: Consider what they are going to do and how they are going to do it before they act. 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 and cooperative manner.

Susie's motto #2: GETTING HURT IS NUTS!!

- Discuss as a class why this is the case, why getting hurt due to an accident is nuts!
- Students should come to understand that accidents and their consequences, not only affect the individual, but can also affect the people around them. Making unsafe decisions can impact the safety of self and others.
- Discuss potential short and long-term consequences of getting hurt from an "accident" or "unintentional injury"
- Review that we all have a role to play in preventing accidents and injuries.

Tips for creating a healthy & Safe Classroom Environment

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 practise 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 related activities that involve liquids or solids, which could accidentally get into their eyes or cause irritation of their skin. This includes all 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, knee pads etc.)

Try all activities/experiments yourself before assigning 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 practice safety in the school and in the home environment, and begin to learn some general safety rules. Below are some general rules that are listed under specific headings, which represent the major areas of concern with regard to safety in the classroom, the school, and the home environment. The following list is not intended to be comprehensive, but rather is meant to provide 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

Follow directions step-by step.

Do just one thing at a time.

Keep your workspace clean and free of clutter.

Do not drink or eat during science experiments.

Clean up your workspace when you have completed an activity.

Wear goggles and gloves during experiments when instructed to do so by your teacher.

Understand the Hazards

Learn the meaning of safety signs.

Do not touch any equipment or other materials in the classroom unless you are told to do so by your teacher.

Keep your hands away from your face, eyes and mouth during experiments.

Do not touch, taste or smell any substance unless you are instructed to do so by your teacher.

Wash your hands before and after science experiments, before eating and after using the washrooms.

Use of Equipment

Ask 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 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: Safety Contracts & Certificates

Safety Contract (follows)

- A safety contract helps reinforce the fact that safety is the first priority for students, teachers and parents.
- It is never too early for students to learn that their safety depends upon them acting responsibly and making good choices.
- 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.
- A sample safety contract has been provided for use with students.

Letter to parent (s)/guardian (s)

- It is important to inform the home of the efforts being made at school to promote and educate safe decision making with students.
- It is hoped that by doing so, parents/guardians will also contribute in supporting safety rules (Stop, Think, Do) and acknowledge the need to make safety a priority at home, school, work and during play.

Safety Certificates (attached)

- The use of certificates can help acknowledge and promote the importance of classroom safety in a positive way.
- It allows you to recognize/applaud students who demonstrate caring and concern for their own safety and the safety of others.
- The certificate is another tool to help students understand that everyone has a responsibility for keeping themselves and others safe at all times.
- Two samples of safety certificates have been provided for use with students.

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

If you wish for an electronic version of any of the above documents for making your own adjustments, feel free to contact Natalie Thivierge at natalie.thivierge@gov.yk.ca or call us at (867) 667-5450.

Dear Parent (s) or Guardian (s),

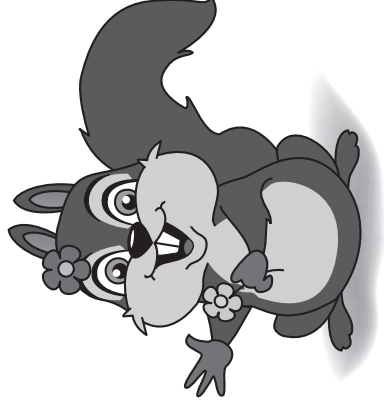
We feel that you should be informed regarding our school's efforts to create and maintain a healthy and safe learning environment. Please read your child's safety contract that lists the safety rules that have been developed to help keep your child safe. Your signature on this letter indicates that you 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.

Parent/guardian signature: _____

Date: _____

Please feel free to share any comments below.

Susie the Safety Squirrel



Safety Contract

My safety rules

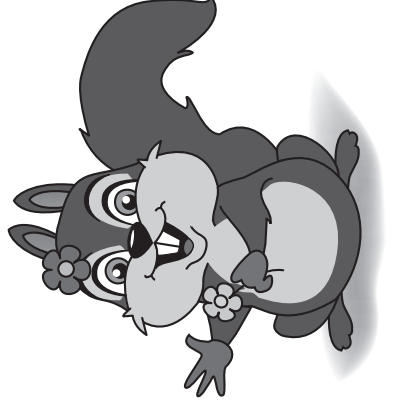
I will:

- Stop before I do
- Think before I act
- Do things safely at all times

Name: _____

Date: _____

Susie the Safety Squirrel



Susie knows that getting hurt is nuts!

Congratulations

For being a safe student!

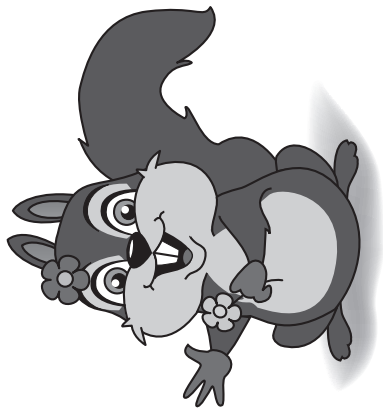
This certificate is presented to:

In recognition of:

Date:

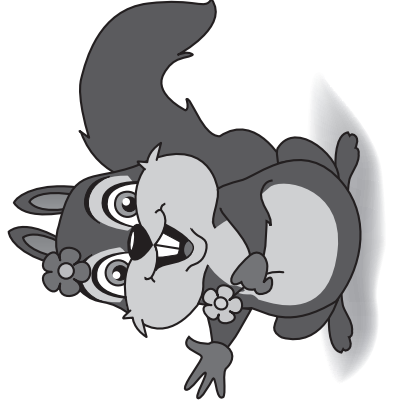
From:

Susie the Safety Squirrel





Susie the Safety Squirrel



Well Done!

Thanks for being a safe student.

Presented to:

From:

Date:

We all know that getting hurt is nuts!
Susie the Safety Squirrel



Activities: Kindergarten

Title of Activity	Purpose of Activity	Health and Career Education Outcome(s)	Page #
K-1: Susie Says... "Be Cool, Follow the Rules!"	To help students identify safety rules when in or around the school bus.	A1, A2, B2, C3, C4, C8	2
K-2: We All Need to be Safe	To help students differentiate between feeling safe and unsafe, and identify safety as a common need to all children.	C1, C3, C8	4
K-3: What are Responsibilities?	To help students understand roles and responsibilities of self and others.	C2, C4	5
K-4: What would I do if...?	To help students practice safe decision making skills and conflict resolution.	C3, C4, C8	6
K-5: Watch for Safety Symbols	To help students recognize safety symbols and their hazards	C8, C4, C3, C10	8
K-6: My Safety Map	To help students map out safe routes and rules for traveling to and from home and/or school.	C9, C8, C1, A2, A1	11
K-7: Dressing for Safety	To help students understand the importance of using personal protective equipment (PPE) and dressing for safety.	C8, C1, C3, B2	13
K-8: It Makes Sense to use our Senses	To help students understand how our senses allow us to perceive the world and keep us safe from danger.	C1, C8	15
K-9: The Nose Knows: Susie's Smelly Smells	To teach students the proper procedure for smelling a substance safely and to help students identify and categorize smells using their sense of smell. Includes a review of all five senses.	C10, C9, C8	17
K-10: Wash, Wash, Wash Your Hands	To demonstrate that germs can be spread from one person to another with dirty hands and practice proper hand washing techniques.	C1	20
K-11: Germs: One Thing You Shouldn't Share	To demonstrate that germs can be spread from one person to another with dirty hands and by coughing and sneezing.	C1	22
K-12: Susie's Swinging Safety Song and Dance	To help students understand the "Stop, Think, Do" approach to staying safe.	A1, C8, C3, C4	26
K-13: Where's Susie?	To help students identify potential dangers in places they frequent.	C8	28
K-14: The Dangers are out There!	To help students understand the importance of recognizing dangers and identify methods to protect themselves	C8, A1, C3, C4	29

Susie Says... "Be Cool, Follow the Rules!"

Purpose: To help students identify safety rules when in or around the school bus.

Connections to Health and Career Education Outcomes: A1, A2, B2, C3, C4, C8 (see Extension)

Materials Required:

- drawing paper
- markers/crayons
- ruler
- Susie

Teaching Strategies:

Note: Susie can be used to teach students strategies and tips for staying safe in school, on the playground and at home. This activity focuses on bus safety, however, you can use the activity idea to teach students about many different potentially dangerous situations depending on the safety rules and responsible behavior you want your students to learn.

1. Have Susie lead a brainstorming session with students about some important rules to remember while waiting for the bus, riding the bus or being around buses (i.e. on school grounds).

2. At the end of the brainstorming session, have Susie lead a discussion with students on the importance of knowing how to stay safe on or near the school bus. Refer to the **Appendix** for a list of ten bus safety rules that you may choose to incorporate into the discussion. Students should understand the importance of the rules and appreciate why it is important to follow them. Provide/request examples of what can happen if rules are not followed.

3. Have students choose one of the rules from the created list (you may wish to designate a different rule to each student). With the help of a ruler, students will first create an outline of a window frame on drawing paper. Within the frame, students will then create a picture that shows them following their particular bus safety rule. Susie can indicate to the class that their created pictures represent what she would like to see as she watches from the window (i.e. following bus safety rules). The theme of the display can be "Watch us: Bus safety".

Assessment: participation in class discussion; effort in created bus safety windows; students explain their picture and the bus safety rule

Appendix (follows): 10 Rules of School Bus Safety

Extension: Link the use of the five senses to safety when on and around the school bus. For example, we touch/hold the hand rail to enter the bus; we hear and see the bus driver open the door etc.

10 Rules of School Bus Safety

1. Wait for the bus in a safe place – away from the road.
2. Stay back until the bus stops, the lights start flashing and the doors open.
3. Enter the bus single file and take your seat right away.
4. Don't push, shove or throw things.
5. Stay seated at all times.
6. Listen to the bus driver and follow directions.
7. Leave the bus carefully using the handrails.
8. Stay at least three meters (10 feet) from the school bus. You should always be able to see the driver's face and the driver should always be able to see you.
9. If you must cross the street, you should do so only after establishing eye contact with the school bus driver. Look all ways before crossing the road and always cross in front of the school bus.
10. Don't stop to pick up anything that you drop near the bus. Ask an adult to get it for you.

Information Source: Transport Canada and Laid law School Bus Safety Tips

We All Need to be Safe

Purpose: To help students differentiate between feeling safe and unsafe, and identify safety as a common need to all children.

Connections to Health and Career Education Outcomes: C1, C3, C8

Materials Required:

- Susie
- scissors & glue
- magazines and/or flyers
- large pieces of paper taped together to create a small mural

Teaching Strategies:

1. Sitting in a circle, Susie asks students what comes to mind when they hear the word "safety". Ask students what it means to feel safe and what it means to feel unsafe. Go around the circle twice and have each student describe an example of a safe and unsafe situation/word.
2. Susie/the teacher reviews with students that we all have a need to feel and be safe, whether we are at school, home, on the playground, with a friend etc. Brainstorm what helps us feel and be safe (e.g. our parents, roof over our head, seat belts, people following rules, help from others, hospital, police – the list is endless).
3. Students explore various magazines and flyers to cut out pictures of items that help us feel or be safe (e.g. bed, helmet, people, food, shelter, clothing etc.). Pictures can be pasted on one large class mural entitled "We need to be safe. What helps us keep safe".
4. As a class, Susie will help review all the pictures on the mural and how they are connected to our need to be safe and feel safe.

Assessment: participation in class discussion and effort in identifying pictures that represent feeling or being safe

Extension: Students create a list of words that relate to "being safe" or "safety". Using these words, students create a shape poem, as their chosen words outline a shape of their choice, which symbolizes safety to them (e.g. outline of a helmet or safety sign).

What are Responsibilities?

Purpose: To help students understand roles and responsibilities of self and others.

Connections to Health and Career Education Outcomes: C2, C4

Materials Required:

- drawing paper, markers/crayons
- Susie

Teaching Strategies:

1. Read aloud a story (or create one) to the class that entails roles or responsibilities of self or others at home or school (optional).
2. Susie asks the students what is meant by "responsibility". Ask the class what are examples of their own responsibilities at school (e.g. follow the rules, listen to the teacher, pick up their garbage, push in their chair etc.).
3. As a class, make a list of ALL the various responsibilities in the home (e.g. make supper, clean room, shovel the driveway, put out the trash etc.). Beside each, ask for volunteers to indicate who is responsible for each in their home and why. For example, why does your big brother put the trash out or why does your big sister baby-sit and not you? Why do we need to follow our responsibilities? Discuss that we all have various responsibilities that help keep the home, school and community a safe place to be. Ask students how and why our responsibilities will change as we get older.
4. Students divide a page in four. In each section, identify a different person they know doing one of their responsibilities (e.g. the teacher teaching, dad cleaning the garage, mom making lunches, them cleaning their room). One block should include a picture of themselves. Students share their pictures with a classmate.

Assessment: ability to provide examples of responsibilities; effort in created pictures

Extension:

1. On one side of the page, students list or draw an example of current responsibilities at home and/or school. On the other side, list or draw what they think will be their responsibilities in 5 or 10 years time.
2. Discuss what are their responsibilities at home, school and within the community in terms of keeping it a safe place. Students create bumper stickers using construction paper with key action words that describe what they do to keep their school, home and community a safe place to be. Created stickers can be put on display and entitled "Honk for Safety".

What would I do if...?

Purpose: To help students practice safe decision making skills and conflict resolution.

Connections to Health and Career Education Outcomes: C3, C4, C8 (see Extension)

Materials Required:

- Susie
- paper & markers/crayons
- **Franklin Rides a bike**

Teaching Strategies:

1. Using Susie, as a class review what is feels to be safe versus unsafe.
2. In pairs, students are to think up a situation they may encounter where they may feel unsafe (e.g. stranger approaches you, breaking the rules, a friend asks you to do something dangerous, you bike without a helmet etc.). Each pair is to act out the situation in front of the class (optional) and identify what could potentially go wrong and how it could affect their safety. As a class review each skit, how it was unsafe and what you would do to make it safe.
3. As a class, create a list of people that can help if you feel unsafe in a given situation. Using Susie, review why it is important to Stop, Think, Do before making choices that could affect your safety or the safety of others. Provide real examples of how unsafe choices can affect you and others.
4. Individually, students create a picture that could involve an unsafe situation. The teacher will circulate to each student and ask him or her to explain the picture/situation, why it could be unsafe and ask the student to explain what he or she would do to make it safe.

Note: *Franklin Rides a Bike* would be excellent literature resources to use during this lesson. Explain to the students that Franklin and his friends take risks and tries new things while wearing the proper protective equipment (helmet, knee and elbow pads).

Assessment: participation in group skit; feedback during individual conferences for created picture with explanation

Appendix (follows): Decision making model

Extension: With the use of the decision-making model (see **Appendix**), students practice age related decisions that could potentially affect their safety. This can be done in the form of skits and/or linked to personal safety (e.g. stranger danger, abuse etc.).

Decision Making Model, Grade K-2

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

Watch for Safety Symbols

Purpose: To help students recognize safety symbols and their hazards.

Connections to Health and Career Education Outcomes: C8, C4, C3, C10 (see Extension)

Materials Required:

- home products containing safety symbol(s) on the label
- a copy of safety symbols sheet for each student (see **Appendix**)
- glue, scissors & construction paper
- markers/crayons/pens
- Susie

Teaching Strategies:

1. Have on display a number of products from home that contain a safety symbol on the label. Request students gather around the table. Using Susie, ask the students the following questions:
 - a) What do all of the products have in common? (symbols on them)
 - b) What do the symbols tell us? (the products can be dangerous)
 - c) How can these products harm us? (cause a fire, are poisonous, can hurt our skin etc.)
 - d) Do you have these products at home? Where are they kept? Are they kept in a safe place?
 - e) What should we do when we see a symbol on a product we want to use? (ask for help, follow the rules etc.)
 - f) Why is it so important to recognize these symbols? (so as to protect our safety and the safety of others)
 - g) Why is it so important to follow the rules when using these products? (keep us safe and free from harm)
2. Students take their place and distribute each a copy of the safety symbols sheet (see **Appendix**). Review each of the symbols. The most important thing is for students to recognize these symbols when on products, know how to use them safely and/or ask for help.
3. Students create their own safety symbol sheet. Students cut around the safety symbols from the handout and glue them on a piece of construction paper. Around all the symbols, students will write five words to represent things they should do and know when they see the symbols (e.g. get help, safety, danger, be careful, look for etc.).

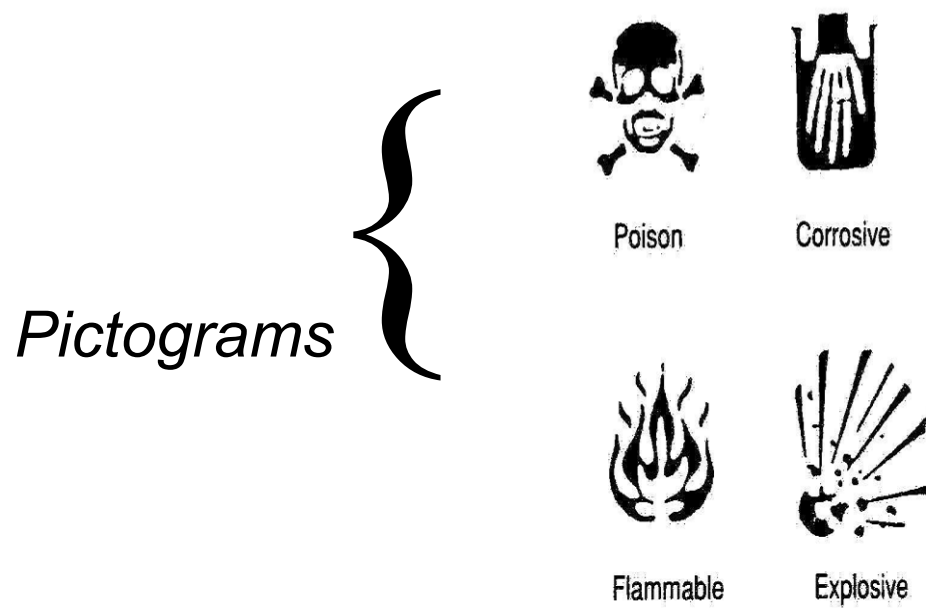
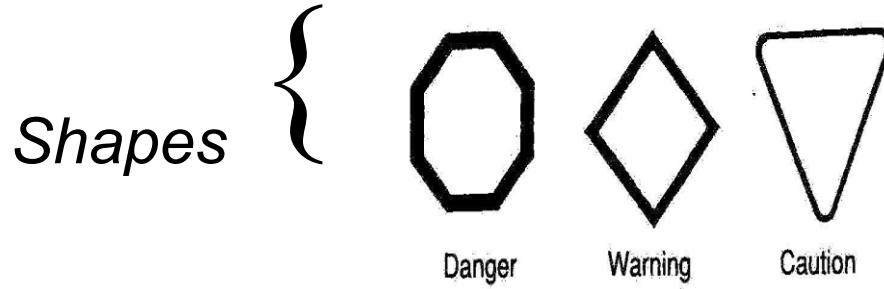
Assessment: participation in class discussion; vocabulary used with safety symbols

Appendix (follows): consumer restricted product symbols

Extension:

1. As homework, with the help from an adult/family member, students will locate three products found in the home that have a safety symbol on the label. They will record the name of the product, the symbol(s) found on the label and one safety rule for using the product.

2. Link the five senses to safe use of products containing safety symbols. For example, practice the “safety sniff” (see activity K2) when smelling a product, wear gloves to protect our hands when touching the product, wash our hands after using a product so as not to accidentally get the product in our eye and never taste a product that has a safety symbol on the label etc.
3. Link proper hygiene/hand washing techniques with the use of products that contain safety symbol(s) on the label.
4. Invite the school janitor to discuss safety in terms of cleaning products used in the school and how he/she must pay attention to safety symbols on the labels of products used.



My Safety Map

Purpose: To help students map out safe routes and rules for traveling to and from home and/or school.

Connections to Health and Career Education Outcomes: C9, C8, C1, A2, A1 (see Extension)

Materials Required:

- an example of a map
- Susie
- drawing paper, markers/crayons
- Safe Travels questions (see **Appendix**)

Teaching Strategies:

2. Show the class an example of a map (map of city, park etc.). Discuss how a map helps us travel from one point to another. Review the basic parts of a map.

Use Susie to explain the importance of having a safe route from our home to school, recreational activities and/or places we frequent. Safe routes will vary depending on the community setting (i.e. rural or urban).

3. Each student will choose a location they frequent (e.g. store, friend's place, school). With this place in mind, the teacher will read aloud each of the Safe Travels questions within the **Appendix**. Ask for volunteers to share their answer with the class (or students share their answers with a partner).

4. As a class, create a list of safety rules to follow when traveling to and from their home.

5. Using available art materials, students will create a map for a route they frequent with details that were brought out from the questions discussed from Safe Travels. After sharing their map with others, maps are displayed in the school with the title "Our Safety Routes".

Assessment: participation in questions from Safe Travels; involvement in creating a safe route map

Extension: Take students on a short walk and point out any potential hazards and means of keeping safe. Review how we can use each of our five senses to protect ourselves as we travel our routes.

Appendix: Safe Travels Questions & Suggested Answers

Safe Travels Questions & Suggested Answers

1. To what place do you often travel?

School, parent's workplace, friend's house, baby-sitters, store, park, sporting events

2. How do you travel to and from this place?

By foot, car, roller blades, bike, skate board, bus

3. What are some dangers/concerns when traveling to and from this place?

Cars, other people (strangers), animals, crossing the road, bad weather, getting lost

4. How do you keep safe while traveling to this place?

Wear personal protective equipment (helmet), walk on sidewalk, use crosswalk, look both ways, stay alert, don't talk to strangers, dress appropriately, Stop/Think/Do

5. What would you do if you felt unsafe when traveling to or from this place?

Go back home, go to someone you know and trust, find a phone and call for help (parent, guardian)

Dressing for Safety

Purpose: To help students understand the importance of using personal protective equipment (PPE) and dressing for safety.

Connections to Health and Career Education Outcomes: C8, C1, C3, B2 (see Extension)

Materials Required:

- Examples of PPE and protective clothing (helmet, knee pads, sunglasses, sun screen, mittens, hat, goggles, etc.)
- drawing paper
- crayons/markers
- Susie
- **Thomas' Snowsuit by Robert Munsch**

Note: Thomas' Snowsuit by Robert Munsch would be excellent literature resources to use during this lesson.

Teaching Strategies:

1. Provide each small working group with an example of a PPE or protective clothing. One at a time, the teacher/Susie will read aloud the following questions and provide groups time to discuss the answers amongst themselves.

- a) Describe your group item.
- b) What is used for?
- c) When should it be used?
- d) Does everyone use it when they should? Why or why not?
- e) How does it protect your safety?
- f) Why should everyone use it?

2. Review all examples of PPE and protective clothing the groups have. Use Susie to explain why they are important and their role in protecting your safety. We all need to wear things to help protect our safety. Create a class list of examples of other PPE and things that can protect our safety (e.g. helmet, steel toe boots, seat belt, car seats etc.).

3. Individually, students will choose or be assigned one example of a PPE and/or protective clothing from the list. It is their job to create the following page: the name of the item at the top of the page, a picture of the item in use in the middle of the page and a written one line at the bottom of the page to describe its importance. All pictures will be collected to create a class *safety catalogue*.

Note: The created *safety catalogue* can be shared with other classes (i.e. go on "tour").

Assessment: contribution to group discussion; created PPE page with all 3 required components

Appendix: N/A

Extension:

1. For each of the four seasons, students name and/or draw examples of protective clothing or equipment that should be used.

2. Link the following three together:

- a) activity or job
- b) protective equipment needed
- c) the sense(s) to protect

Students can do this by creating a drawing of an activity they take part in, or a picture of someone working (e.g. fire fighter, doctor etc.), with the protective equipment to be worn and the sense(s) it helps protect. OR this task can be done in the form of a chart, for example:

Activity or Job	Protective Equipment/Clothing	Sense to Protect
Soccer	shin guards, mouth guard	touch, taste
Scientist	lab coat, gloves, mask	touch, smell, taste, sight
Snowboarding	helmet, goggles, knee pads, hat & mittens, ski suit, snow boots	sight, touch (cold)

It Makes Sense to use our Senses

Purpose: To help students understand how our senses allow us to perceive the world and keep us safe from danger.

Connections to Health and Career Education Outcomes: C1, C8

Materials Required:

- an interesting photograph
- Susie
- whistle or musical instrument
- piece of sandpaper
- soft or furry piece of material
- scented extract (vanilla, peppermint, lemon, etc.) or sweet smelling flower
- pieces of fruit (one for each student)
- scissors
- sense cards (one set for each student) – see Appendix **OR** construction paper and markers/crayons
- a children's picture book that includes use of the senses (e.g. What's That Noise by Michele Lemieux) or create a story where the 5 senses are included

Teaching Strategies:

1. It is suggested that the class sit in a circle to do the following:
 - **Have students look at a colourful photograph.** Ask for a volunteer to describe what they see. Explain our sense of sight.
 - **Blow the whistle or play the musical instrument.** Ask for a volunteer to describe what they heard. Explain our sense of sound or hearing.
 - **Have students feel the soft material and the rough sand paper.** Ask for volunteers to describe what they feel. Explain our sense of touch.
 - **Have students smell the extract or flower.** Ask for volunteers to describe what they smell. Explain our sense of smell.
 - **Have students taste and eat the fruit (allergy alert).** Ask for volunteers to describe what they taste. Explain our sense of taste.
2. Have Susie begin the lesson by telling students that all animals (including humans) use their senses to help them stay safe. Have Susie ask students what senses they think she uses most in order to stay safe when she's in the wild (smell, hearing and touch are her most developed senses).
3. Ask students to think of some ways that our senses keep us safe. Some examples might be:
 - Our eyes help us see unsafe situations like moving traffic (think of green, yellow and red lights).
 - Our ears help us know when someone is coming up behind us (think of footsteps on leaves).

- Our sense of touch tells us that a dish is hot.
- Our sense of smell helps us to know when something is burning
- Some things aren't very good tasting or good for us (think of eating dirt or putting metal in your mouth).

4. Hand out a set of the **sense cards** to each student (see **Appendix**). Students will need to cut the page to create the 6 cards.

Or students create their own sense cards. To make the sense cards, cut pieces of construction paper into four pieces and provide each student with five pieces. On one side of the paper, students draw a picture that illustrates the sense and on the other side, complete the following sentence:

My_____ keeps me safe from_____.

For example, my sense of sight keeps me safe from strangers. My sense of touch keeps me safe from fire.

Students will create a different card for each of the 5 senses.

5. Next have students gather around the reading corner. Tell them that you are going to read a story (the teacher will choose or create one). As you read the story you want them to listen and look for times when the characters use their different senses (including using them to stay safe). When they hear a sense being used, they are to raise the appropriate sense card in the air.

Extension:

1. Have students draw a picture of Susie staying safe in her natural habitat, using her senses.
2. See activity K2.

Assessment: Participation in group task, creative effort and content of safety cards.

Appendix (follows): copy of sense cards

Lesson idea adapted in part from Ken Baker

The Nose Knows: Susie's Smelly Smells

Purpose: To teach students the proper procedure for smelling a substance safely and to help students identify and categorize smells using their sense of smell. Includes a review of all five senses (see Extension).

Note: Within the extension, the other four senses are incorporated into this activity.

Connections to Health and Career Education Outcomes: C10, C9, C8

Materials Required:

- "Safety Sniff" information sheet (see **Appendix**)
- 5 small containers with lids, labeled A, B, C, D, E, for each group of students
- 5 scented cotton balls, one placed in each container - scent the balls with a variety of scents (e.g. lemon juice, rose, jasmine, onion juice, pine, perfume, mint extract, maple extract, cinnamon, etc.)
- drawing paper, crayons & Susie

Teaching Strategies:

1. Ask students the following questions:

- 🦋 What part of your body helps you smell?
- 🦋 What can you tell about an object by smelling it?
- 🦋 What kinds of things are you able to smell?
- 🦋 How can our nose warn us of danger?

Note: encourage/recognize student use of new and descriptive vocabulary in answering the questions.

3. Have Susie explain to students that she wants them to learn how to smell safely because some things have a very strong smell and can hurt your nose if you aren't careful.

4. Teach students to use the "Safety Sniff" (see **Appendix**) when they smell something unfamiliar and using their noses to explore.

5. Give each group of student's five containers with a cotton ball inside of each scent. Tell them to use the "Safety Sniff" to smell the scent and take turns opening one container at a time. Remind them to close one container before opening another one.

6. As a class, brainstorm four lists: smells they like, safe smells, smells they dislike and unsafe smells (e.g. gas, cleaning products, liquid paper). Have a group of students draw a picture of something that they think smells good, a group draw safe smells, a group draw unsafe smells and the last group draw a picture of something that they think smells bad. Combine all pictures in a class collage titled "The Good, The Bad and the Smelly".

Assessment: Participation and cooperation in group activities, creative effort and content of drawing.

Appendix (follows): The Safety Sniff

Extension:

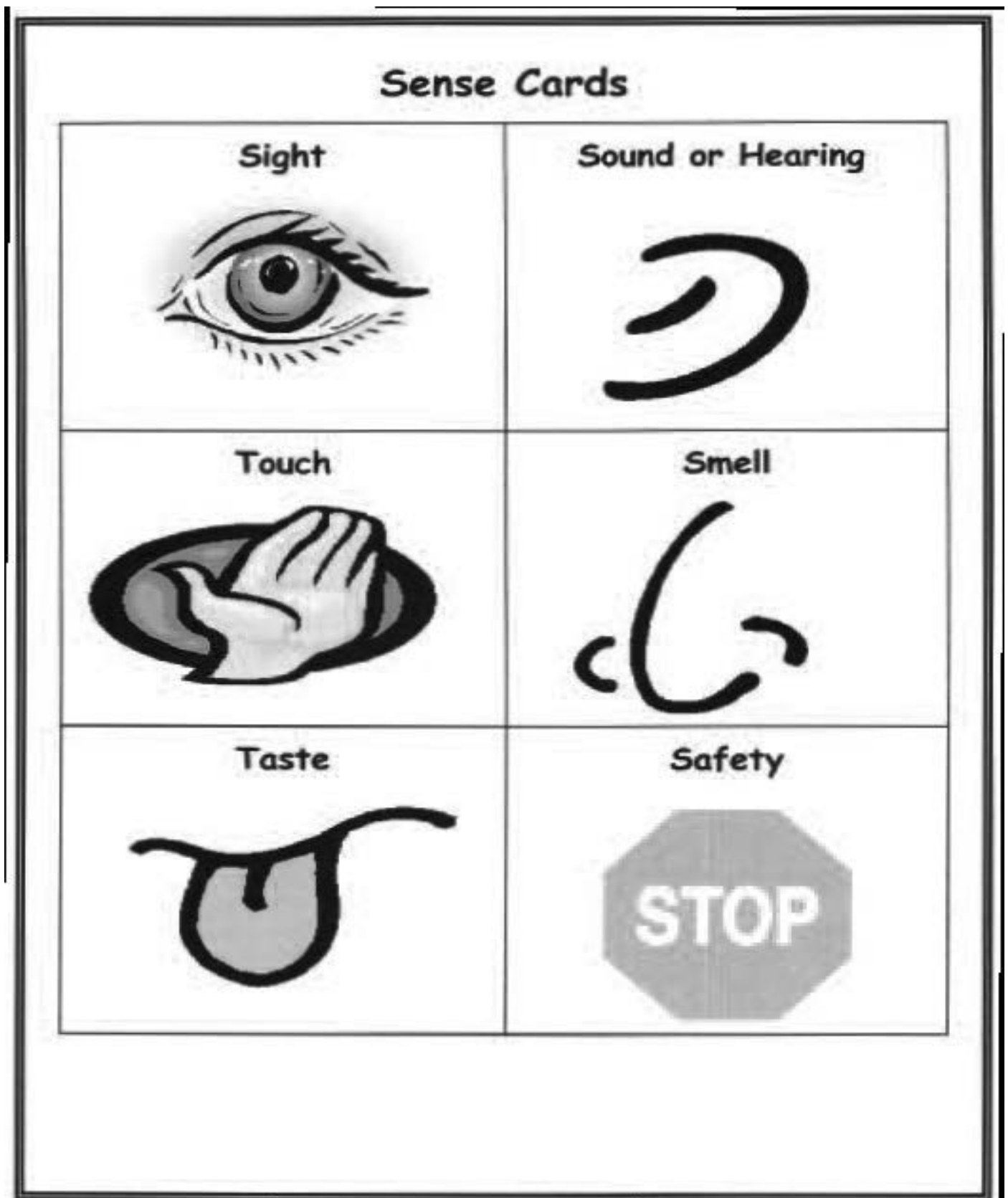
1. Repeat questions in step #2 of the Teaching Strategies and make reference to the other four senses (sight, taste, touch, sound). For example,
 - ~ What part of your body helps you see?
 - ~ What can you tell about an object by seeing it?
 - ~ What kinds of things are you able to see?
 - ~ How can our eyes warn us of danger?

2. See activity K1.
-

Appendix K9

The Safety Sniff

1. Get close enough to smell the scent you are exploring, but stay far enough away that the scent is not too strong.
2. Wave your hand a few times over the opening and move it toward your nose.
3. If you are sure that the scent will not hurt your nose, move closer to it and enjoy.



Wash, Wash, Wash Your Hands

Purpose: To demonstrate that germs can be spread from one person to another with dirty hands; practice proper hand washing techniques.

Connections to Health and Career Education Outcomes: C1

Materials Required:

- vegetable oil & cinnamon
- “Wash, Wash, Wash Your Hands” information sheet (see **Appendix**)
- drawing paper
- crayons or markers & Susie
- glass of water, soap & paper towel

Teaching Strategies:

1. Begin the lesson with Susie beside a glass of water and some soap. Have Susie explain to students that even though she likes to eat nuts – dig around the trees, she likes to keep clean. She takes extra care with her paws because they come into contact with so many different germs and because she uses them so frequently. Explain to students that we humans need to clean our hands frequently for the very same reasons. Review reasons why we wish to reduce the spread of germs (see **Appendix** for detailed information on hand washing).

2. Perform a demonstration to help students visualize germs on their hands. Place a small amount of vegetable oil on your hands and sprinkle cinnamon on your palms to represent germs. Ask students to predict what will happen when you wash your hands using only cold water. The students will notice that the “germs” remain on your hands. Next, ask students to predict what will happen when you wash your hands with warm water and soap. Students will see that the “germs” are easily washed away. Students should understand that washing our hands is a way to stop germs from passing to someone else.

3. Have students learn proper hand washing procedures by washing their hands using imaginary soap and water (they can practice for real if facilities are available), while singing the following song to the tune of Row, Row, Row Your Boat:

**Wash, wash, wash your hands, germs go down the drain
Rub and scrub, rub and scrub, wash the germs away!**

4. Using available art materials, have students draw a picture chart of the hand washing steps to bring home (see the **Appendix** for suggested hand washing steps). Tell them to ask an adult family member to post it near a sink.

Assessment: creative effort and content of hand washing chart

Appendix (follows):

1. Wash, Wash, Wash Your Hands (steps to hand washing)
2. detailed information on hand washing

Extension:

1. See activity K4

2. **Guest speaker:** Invite a member of the cafeteria staff to discuss the importance of hand washing in the kitchen with the class (with the possibility of a tour of the school cafeteria).

Appendix K10

Wash, Wash, Wash Your Hands

Follow these simple tips for washing your hands and watch those germs go down the drain:

1. Wet your hands with warm water.
2. Put soap on your hands.
3. Rub both sides of your hands and in between your fingers.
4. Rinse with warm water.
5. Dry hands with a clean towel or paper towel.
6. Turn off the water with the towel so you won't get your hands dirty again.

Germs: One Thing You Shouldn't Share

Purpose: To demonstrate that germs can be spread from one person to another with dirty hands and by coughing and sneezing.

Connections to Health and Career Education Outcomes: C1

Materials Required:

- A paper face (see **note**) & Susie
- water and spray bottle
- flour or sparkles
- a "Nerf" ball (or any other large sponge ball)
- drawing paper, paper, crayons/markers
- a stamp pad (washable ink) OR cups of washable paint

Note: You can make a paper face by taking a piece of paper and drawing a face on it. Cut a nose and a mouth out of the paper and attach another piece of paper to the back of the face.

Teaching Strategies:

1. Begin the lesson by using Susie to explain that all living creatures have germs that they can pass on to others. Ask students why we want to reduce the spread of germs. Have Susie tell them that some animals carry rabies, which can make humans very sick or even kill them. Use Susie to help explain to students that they must be very careful not to pass on their germs to others (or make contact with wild animals).
2. Show students how germs are spread when people sneeze or cough (without covering their mouth) using the spray bottle of water to spray on the created paper face. The paper behind the face will be spotted with water. Remove the paper from behind the face to show the water spots and the places where germs have entered the body.
3. Have students sit in a circle and pass around the sponge ball covered with flour (or sparkles) to each other. After they have passed it around, tell them that the flour represents germs. The students will see how quickly germs can spread to one person to another. Discuss what could happen if we don't wash our hands from germs (touch our eyes, mouth, germs continue to spread). Review where and when can we pick up germs using real situations they may encounter (e.g. on playground, on desk, bathroom etc.).
4. After washing their hands, have students trace their hands on a piece of paper. Next, have them stick their thumbs onto a stamp pad or paint and stamp thumbprints all over the hands that are on the paper to represent germs. The students can then draw arms, legs and faces on the "germs" for fun and write a simple safety message about stopping the spread of germs. They can title their drawings "Germs, Hands Off".

Assessment: participation and cooperation in group activity; creative effort and content of drawing

Extension: see activity K2 (see Appendix K2 for detailed information on hand washing)

Is it important to wash your hands?

Simply put, yes. Hand washing is the single most effective way to prevent the spread of infections. You can spread certain "germs" (a general term for microbes like viruses and bacteria) casually by touching another person. You can also catch germs when you touch contaminated objects or surfaces and then you touch your face (mouth, eyes, and nose).

"Good" hand washing techniques include using an adequate amount of soap, rubbing the hands together to create friction, and rinsing under running water. The use of gloves is not a substitute for hand washing.

There is additional information in *OSH Answers* about how the common cold is transmitted by contaminated hands.

Please note: In some workplaces, universal precautions should be followed when workers are exposed to blood and certain other body fluids. Please see the *OSH Answers* document Universal Precautions for more complete information.

When should I wash my hands?

Different situations where people can pick up "germs" include:

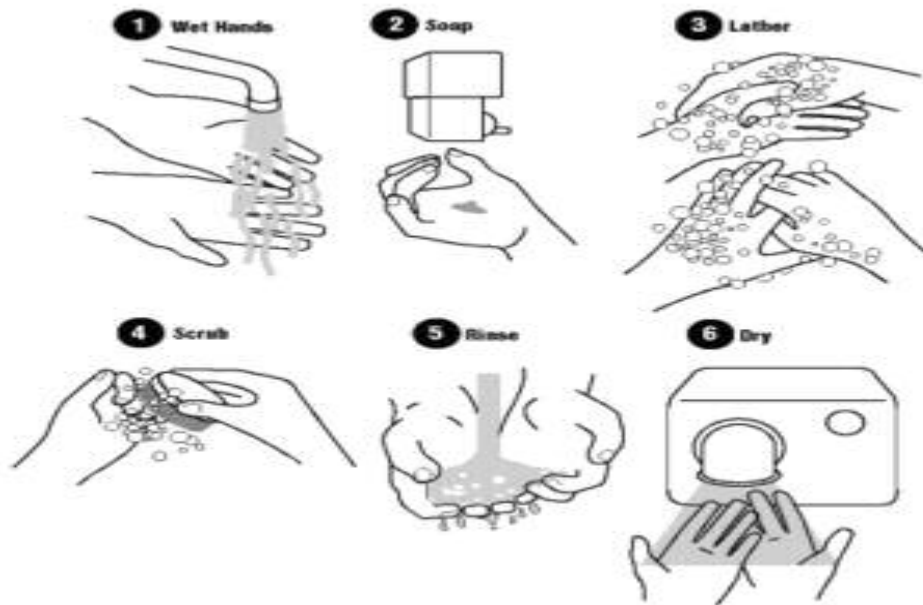
- when hands are visibly soiled,
- after using the washroom (includes changing diapers),
- after blowing your nose or after sneezing in your hands,
- before and after eating, handling food, or drinking,
- after touching raw meat, poultry, or fish,
- after handling garbage,
- visiting or caring for sick people,
- handling pets, animals or animal waste.

Ensuring that employees wash their hands properly after using the washroom is very important in reducing disease transmission of stomach "flus" (which really is not a "flu" or influenza) and other gastrointestinal infections. Using soap and lathering up is very important (rinsing hands in water only is not as effective). Use comfortably warm, running water. Hands should be washed for a minimum of 10 seconds - longer if the hands are visibly soiled. To help people (especially children) wash long enough, one option may be to sing a short song such as "Happy Birthday". The idea of surgeons scrubbing for an operation (as on TV) is very similar.

How do I properly wash my hands?

For effective hand washing, follow these steps:

- remove any rings or other jewellery,
- use warm water and wet your hands thoroughly,
- use soap (1-3 mL) and lather very well,
- scrub your hands, between your fingers, wrists, and forearms with soap for 10 seconds,
- scrub under your nails,
- rinse thoroughly,
- turn off the taps/faucets with a paper towel,
- dry your hands with a single use towel or air dryer,
- protect your hands from touching dirty surfaces as you leave the bathroom.



Other tips include:

- Cover cuts with bandages and wear gloves for added protection (cuts are very vulnerable to infections).
- Artificial nails and chipped nail polish have been associated with an increase in the number of bacteria on the fingernails. Be sure to clean the nails properly.
- Keep your hands away from your eyes, nose or mouth.
- Assume that contact with any human body fluids is infectious.
- Liquid soap in disposable containers is best. If using reusable containers, they should be washed and dried before refilling. If using a bar of soap, be sure to set it on a rack that allows water to drain or use small bars that can be changed frequently.

What about antibacterial soaps and waterless hand scrubs?

While it is true that regular soap and water does not actually kill micro organisms (they create a slippery surface that allows the organisms to "slide off"), antibacterial soaps are typically considered to be "overkill" for most purposes. The exception may be in a hospital where special situations are present (e.g., before invasive procedures, when caring for severely immune-compromised patients, critical care areas, intensive care nurseries, etc.).

Antibacterial agents should be chosen carefully based on their active ingredients and characteristics, and when persistent antimicrobial activity on the hands is desired.

When there is no soap or water available, one alternative is to use waterless hand scrubs. Some of these products are made of ethyl alcohol mixed with emollients (skin softeners) and other agents. They are often available as a rinse, or on wipes or towelettes. They can be used by paramedics, home care attendants, or other mobile workers where hand washing facilities are not available. However, these agents are not effective when the hands are heavily contaminated with dirt, blood, or other organic materials. In addition, waterless hand scrubs may have a drying effect on the skin and may have odours which may be irritating to some users.

**Source: http://www.ccohs.ca/oshanswers/diseases/washing_hands.html
Canadian Centre for Occupational Health and Safety**

Susie's Swinging Safety Song and Dance

Purpose: To help students understand the *Stop, Think, Do* approach to staying safe.

Connections to Health and Career Education Outcomes: A1, C8, C3, C4

Materials Required:

- Susie
- song lyrics (see **Appendix**)
- the safety dance instruction sheet (see **Appendix**)
- drawing paper & crayons/colored pencils/markers

Teaching Strategies:

1. As a class review real life examples of when you should Stop, Think, Do (e.g. when crossing the street, when riding your bike, when asked to do something that might be dangerous etc.).
2. Use Susie to help teach your students the safety song lyrics and the dance movements that accompany the song (see **Appendix**). You may wish to write the song lyrics on chart paper or the board. Demonstrate the dance movements.
3. Have students create drawings that will reinforce the lyrics and convey the meaning of the song. For instance, place students in small groups and assign each group a line from the song. Explain to them that their task is to draw a picture that will convey the meaning of the words they have been given (you can divide the lines of the song in a number of different ways).
4. Once all drawings have been completed, have students arrange them on the chalkboard or around the classroom side by side and in order. Use the pictures to learn all the words of the safety song as they practice the song movements.
5. Identify the Stop, Think, Do concept as the new class safety motto.

Assessment: Participation in class, effort in-group task; students describe a situation when they should Stop, Think, Do.

Appendix (follows): The Safety Song and Safety Dance

Extension: For homework, students are to come to class ready to share an example of when they practiced the Stop, Think, Do concept.

The Safety Song: Stop, Think, Do (To The Tune of "This Old Man")

Stop, Think, Do
Stop, Think, Do
Staying safe
Is up to you
Listen to your teacher
Think of others and your space
You'll have a lot of fun
You'll be happy, smart and safe.

Safety Dance (body movements to accompany song)

Stop – Extend arm and raise hand with palm facing out to indicate stop

Think – place index finger on forehead

Do – put one hand in front of the other and create a spinning movement by placing one in front of the other several times.

Stop – Extend arm and raise hand with palm facing out to indicate stop

Think – place index finger on forehead

Do – put one hand in front of the other and create a spinning movement by placing one in front of the other several times.

Staying safe

Cross arms in front of each other and place on shoulders so that you are hugging yourself.

Is up to you

Release left arm, hold out hand and use index finger to point to the person on your left.

Listen to your teacher

Make a cup shape with hand and place it behind ear.

Think of others and your space

Extend both arms out with a sweeping gesture.

You'll have a lot of fun

Extend arms above head in a "hooray" type gesture.

You'll be happy, smart and safe

Place index fingers on side of mouth and smile, raise arm and place index finger on forehead, then cross arms in front of each other and place on shoulders so that you are hugging yourself.

Where's Susie?

Purpose: To help students identify potential dangers in places they frequent.

Connections to Health and Career Education Outcomes: C8

Materials Required:

- Susie
- paper, markers/crayons
- a copy of the "Where's Susie?" sheet for each pair of students (see **Appendix**)

Teaching Strategies:

1. Prior to class, place Susie in an area of the classroom (window ledge, crowded bookshelf, doors, desks, etc.) or next to classroom tools (scissors, stapler, hole punch, etc.) where a potential for injury exists. Ask students: where's Susie? Allow students an opportunity to notice Susie in her spot. Point out to students that Susie is there to remind them to use caution when they are in these locations or using these classroom tools. Ask students to explain why the location could be dangerous and how the item could potentially hurt them.

Note: Hiding Susie in an area of the classroom where there are potential hazards can be repeated a number of times by having students place their heads on the desk to hide their eyes while the teacher relocates Susie.

2. With student input, make a class list of places they frequent (e.g. mall, theatre, stores, home, playground, friends home etc.). For each place, brainstorm potential dangers they may find. Review things they can do to keep safe in the various places they frequent. (Students can also discuss this in small group settings).

3. In pairs, students draw a picture of a place they frequent and hide examples of dangers within their drawing. Have students share their drawings with another group and challenge them to find the dangers.

Assessment: participation in class discussion and effort in created drawing; cooperation with others

Extension:

1. Students divide a page in two; on one side draw, place pictures or write words that represent "safe", while on the other side, do the same for "unsafe".

2. See activity K7

The Dangers are out There!

Purpose: To help students understand the importance of recognizing dangers and identify methods to protect themselves

Connections to Health and Career Education Outcomes: C8, A1, C3, C4

Materials Required:

- Susie

Teaching Strategies: .

Option B) As a class tour the school and/or school grounds. Request students help in identifying all the potential dangers - where we can get hurt in various locations in and around the school. See **Appendix** for suggested dangers to look for.

2. With the help from Susie, review with the class that dangers can be found everywhere. There are dangers in many things that we do. For example, ask for volunteers to describe the dangers associated with various activities (e.g. making a cake, going to the mall, walking home, playing soccer). OR assign each pair of students a different activity and have them come up with a list of dangers associated with the activity.

3. After students share their answers, Susie will ask for the student's help in what to do when we are faced with dangers or a dangerous situation. The teacher may wish to provide some examples and ask for volunteers to describe what they would do.

4. Individually or in pairs, students choose a location or activity of their choice. For this activity/location, they will list/describe 3 hazards/dangers that may exist. Once completed, students share their work with a classmate and explain to each other what they would do to protect their safety in the situation/activity.

Assessment: participation in group discussion; ability to identify hazards for a given situation/location and response to how they would protect themselves

Extension: For homework, students create a list of 5 dangers that can be found in and around the home. With the help of a family member, beside each of the hazards/dangers, describe one way they can protect their safety from the danger.

Appendix (follows):

1. Examples of potential safety concerns in the school environment

Examples of Potential Safety Concerns in the School Environment

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

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

Activities: Grade 1

Title of Activity	Purpose of Activity	Health and Career Education Outcome(s)	Page #
1-1: You're a Safety Superstar! Susie's School Safety Song	To help students recognize the need for rules, their connection to safety and personal responsibility in following rules.	C6, C5	3
1-2: Susie Says, "Stop, Think, Do": Health and Safety Poster	To help students review the Stop, Think and Do concepts as they relate to playing and keeping safe.	C10, C5, C6, C1, A1	5
1-3: Staying Safe Around Animals	To help students understand the rules for dealing safely with pets and wild animals.	C5, C10, C2	6
1-4: Dressing Safely for all Seasons	To help students understand the importance of dressing appropriately for the weather conditions; reinforce the concept that in all four seasons we wear different clothing to protect us from weather conditions.	C10, C1	10
1-5: Susie's Safety Breaks	To help students practice safe decision making in age appropriate situations.	C10, C6, C1, A2	22
1-6: No Room for Accidents	To help students understand that safety depends on people taking positive steps to correct unsafe conditions.	C2, C1	24
1-7: Safety Smart Characteristics of a Safe Student	To help students identify characteristics of a safe student, their personal responsibilities in creating a safe environment and things that take away from our safety.	C10, C5, C6	33
1-8: Now That I Know My ABC's, Won't You Come Be Safe With Me	Students will discover ways to maintain a healthy and safe lifestyle.	C4, C5, C6, C10, C1, C2	35
1-9: Who are the People in your Neighborhood?	To help students identify why people work; provide examples of various types of jobs performed by people who live in the community; explore and reflect upon personal interest for career choices.	A1, B1, B2	36
1-10: Slips, Trips and Falls	To help students identify methods of preventing slips, trips and falls.	C10	41
1-11: Let Me Tell You About my Day	Provide examples of how health and safety plays a significant role in one's daily routine.	C6, C5, C4, B1	44

1-12: Safety Symbols	To help students review safety symbols and their role in protecting our health and safety.	C12, C10, C11	47
1-13: In Case of Fire	Students will evaluate the school fire drill evacuation plan; review the role of planning and following emergency procedures in case of fire.	C10, C6, C5, C4 C11	50
1-14: Plants: A Breath of Fresh Air	To help students understand that plants produce oxygen and play an essential role in maintaining air quality in our environment.	C1, C2	52
1-15: Leaves of Three: Let Them Be	To help students understand that many common plants can be dangerous and touching or eating them may result in illness.	C10, C12	55
Quick Idea #1	Theme: following safety rules when performing investigations and activities	C10	58
Quick Idea #2	Theme: disease prevention and cleanliness of hands	C1	58
Quick Idea #3	Theme: safety practices when handling food	C1	58
Quick Idea #4	Theme: inner voice	C10	58
Quick Idea #5	Theme: goods and services		59
Quick Idea #6	Theme: disease prevention, hand washing, personal hygiene, safe practices when handling food, time line of daily routine	C1, C2	59

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

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

Connections to Health and Career Education Outcomes: C6, C5

Materials Required:

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

Teaching Strategies:

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

1. As a class or with a partner, students discuss the following questions:
 - a) What are rules?
 - b) Why do we have rules?
 - c) Name some examples of rules you follow.
 - d) What would happen if we didn't have rules or they weren't followed?
 - e) What are your responsibilities in following rules at school and home?
2. Review answers as a class and the importance of following rules, their role in preventing injuries and keeping us safe.
3. Have Susie lead the class in learning the lyrics to "Susie's School Safety Song" (see **Appendix**). Lyrics can be transcribed on the board. Once students have learned the original lyrics, you may choose to have the class create additional lyrics to add to the song. You may also choose to have students create a dance that could be performed simultaneously with the song.

Assessment: participation in group discussion and song

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

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

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

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

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

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

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

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

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

Connections to Health and Career Education Outcomes: C10, C6, C5, C1, A1

Materials Required:

- Susie
- drawing paper
- markers/crayons

Teaching Strategies:

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

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

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

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

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

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

Staying Safe Around Animals

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

Connections to Health and Career Education Outcomes: C2, C5, C10

Materials Required:

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

Teaching Strategies:

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

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

Appendix (follows):

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

Animal Role Plays

Situation #1: Safe behaviour when animals are eating

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

Situation #2: Handling animals gently

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

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

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

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

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

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











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

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

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



Playing Safe with Pets





You can stay safe by following these rules:

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

Woof! Woof! Safety Around a Strange Dog





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

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

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

Safety with Wild Animals

The rules in the great outdoors are simple:

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

Source: Kids Health – The Nemours Foundation

Dressing Safely for all Seasons

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

Connections to Health and Career Education Outcomes: C10, C1

Key Concepts:

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

Materials Required:

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

Teaching Strategies:

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

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

Extension:

1. Divide the class into small groups and assign each group a season. Each group should decide what clothes are best suited for the season they have been assigned. Have them cut out pictures of articles of clothing from old magazines/flyers to paste on a page in the form of a collage, with the name of their season at the top of the page. Discuss the clothing combinations they have chosen. Create a bulletin board with the title "Dressing Safely for all Seasons" to display their work (optional).
2. Distribute a piece of construction paper to each student. Have them draw a simple shape of a piece of clothing (sweater, scarf, sun hat, mittens, boots, shoes etc). Next, have them write a word(s) that explains how the item they have chosen keeps them safe. All pieces of clothing can be glued on a large body outline with the title: "All Decked out for Safety" OR hung on a created class clothesline.
3. Students describe ways in which they have fun in all seasons of the year.
4. Review personal protective equipment and clothing that is worn at specific times of the year (goggles to ski, sun glasses in summer, mitts & hat, sun protection, PFD, knee pads for hockey etc.). Students complete the activity sheet "Safe & Sound" (see **Appendix**).

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

Appendix (follows):

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

Be Cool and Beat the Heat

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

Warm Advice for Dressing in Winter

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

Facts on Heat Stress & Hypothermia

Facts on Hypothermia

Definition

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

Why it happens

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

Signs & symptoms

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

Who is at risk (recreational & workplace)

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

Emergency response

- Get out of cold water or weather as soon as possible
- Seek shelter from cold temperatures; (find a safe place to warm up, inside a car or truck – with an adult you know)
- Change into dry clothes or wrap yourself in a blanket
- Warm up body gradually
- Drink warm fluids
- Seek emergency assistance if weak and dizzy

How to prevent

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

Facts on Heat Stress

Definition

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

Why it happens

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

Signs & symptoms

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

Who is at risk (recreational & workplace)

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

Emergency response

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

How to prevent

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

Safe & Sound Activity Sheet

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

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

Safe & Sound Activity Sheet - Suggested Answers

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

Dressing Safely for Every Season

Name _____




In fall, I wear _____



In summer, I wear _____



In spring, I wear _____



In winter, I wear _____

Susie's Safety Breaks

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

Connections to Health and Career Education Outcomes: C6, C10, C1, A2

Materials Required:

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

Teaching Strategies:

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

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

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

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

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

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

Appendix (follows):

1. Sample scenarios
2. Decision making model

Sample Scenarios

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

Decision Making Model, Grade K-2

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

No Room for Accidents

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

Connections to Health and Career Education Outcomes: C1, C2 (see Extension)

Materials Required:

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

Teaching Strategies:

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

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

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

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

Extension:

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

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

Appendix (follows):

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



Appendix 1-6

How Safe is your Home? Home Safety Checklist

Name: _____

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

In your home

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

Family/Living Room

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

Bathroom

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

- ☐ Medicines, vitamins and cleaners are locked away

Kitchen

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

Bedroom/Child's Bedroom

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

Outside the Home

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

Home Safety Checklist Homework Assignment

Dear Parent/Guardian,

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

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

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

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

Sincerely,

Safety Sticker

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

Here's an Example...

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



SAFETY STICKER TEMPLATE



Examples of Safety Concerns in the School Environment

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

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

Safety Smart ~ Characteristics of a Safe Student

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

Connections to Health and Career Education Outcomes: C10, C5, C6

Materials Required:

- drawing paper, markers/crayons
- Susie

Teaching Strategies:

1. Have Susie talk to students about some characteristics of squirrels. This activity is an excellent opportunity to select passages to read aloud to students from the "Squirrel Facts" found in the introduction section. Susie can tell the class some of the things she does to stay safe (she comes out at night to look for food; she likes to live high above the ground in wooded areas that offer some protection from other predators).

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

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

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

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

Appendix (follows): Health and Safety Shields instructions

♥ Health & Safety Shields ♥

Materials: drawing paper, markers/crayons

Plan of Action

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

1) Using a pencil, draw a large outline of a shield on paper. When you are happy with your outline, trace over your line with a marker/crayon.

2) Divide your shield into 2 sections.

A) In section 1 of the shield, you will draw or paste pictures or list words that represent dangers and hazards that can be found at home, school and in the community.

B) In section 2 of the shield, you will draw pictures, paste pictures or list words that represent your own safety characteristic – the characteristics that make you a safe student, things you do to keep your environment safe, your safety responsibilities. All items listed or drawn will help protect you against things listed in section 1.

3) Time permitting, have students present their shield to the class. Remind students that we should always have our “safety shield” in mind in whatever we do.

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

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

Connections to Health and Career Education Outcomes: C4, C5, C10, C6, C1, C2

Materials Required:

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

Teaching Strategies:

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

1. Have Susie sing the following song for students:

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

2. Organize students into pairs or small groups and assign each group two letters of the alphabet. Have students brainstorm a method by which they can maintain a safe and healthy lifestyle for each letter of the alphabet assigned to them (for example, **A**lways wear a seatbelt, **B**e aware of dangers, **C**ross the street safely, **D**on't pet unknown animals). Encourage students to include all safety topics that have been reviewed in class to date.
3. Have each group share their letters and join their statements together to create a class alphabet. Using art materials, students will cut out their letters of the alphabet, decorate them and write their safety statement on their letter. You may also have students create a safety illustration to accompany their letters. The class safety alphabet can be displayed in the classroom or around the school.

Assessment: participation in group work and identification of safety measures

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

Who are the People in your Neighborhood?

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

Connections to Health and Career Education Outcomes: A1, B1, B2

Key Concepts:

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

Materials Required: will depend upon chosen activity

Teaching Strategies:

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

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

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

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

What job am I?

What do I like to do?

(Connects what you are good at and personal interests to career choices.)

Interview With the Workplace

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

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

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

Appendix (follows):

1. What job am I?
2. What do I like to do?
3. Interview with the Workplace

What Job am I?

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

A chef/cook

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

A crossing guard

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

A banker

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

A carpenter

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

A dentist

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

A fire fighter

What do I like to do?

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

Draw a picture of some of your favorite things to do.

Interview with the Workplace

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

Student name _____

Name of person being interviewed: _____

What job do they do? _____

Draw four different things they do at work.

Slips, Trips and Falls

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

Connections to Health and Career Education Outcomes: C10

Key Concepts

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

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

Teaching Strategies:

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

Assessment: involvement in discussion; completion and content of worksheet

Extension:

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

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

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

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

Appendix 1-10

Slips, Trips and Falls Worksheet

Part A:

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

Part B:

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

Steps for Falling Safely

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

Let Me Tell You About my Day

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

Connections to Health and Career Education Outcomes: C5, C6, C4, B1

Key Concepts

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

Materials Required:

- large pieces of drawing paper
- crayons and/or markers
- Susie
- **Scaredy Squirrel By Melanie Watt**

1. **Read the story *Scaredy Squirrel* to the class. Discuss Scaredy's safety plan and how safety fits in to his daily routines.**

Teaching Strategies:

1. Use Susie to reinforce the concept with students that we are constantly making choices and decisions that affect our health and safety (e.g. dental health, safety when crossing the street, choosing to wear appropriate clothing for the weather conditions, etc.). Have Susie explain to students that she sleeps up above ground level. This way she can avoid most of the other animals (including humans) that could hurt her.

2. Ask students the following questions:

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

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

Option 2: Using the decision making model (see **Appendix**) students will practice making safe decisions. This can be done by providing small groups with scenarios to work through (see

Appendix), the teacher can create scenarios based on student needs, or students can make up their own scenario, exchange it with a partner and work through the scenario to make the safest decision.

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

Time: 6:00 AM

Activity: wake up and shower

How I do it safely:

I check to be sure the water is not too hot

Use a bath mat so that I don't slip

Clean my body to fight germs

Time: 7:00 AM

Activity: eat breakfast

How I do it safely:

Sit to eat so that I don't choke

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

Ask for help to use the toaster

Time: 8:00 AM

Activity: bike to school

How I do it safely:

I wear a helmet when biking

I follow rules

I Stop, Think, Do when needed

Time: 9:00 AM

Activity: start school

How I do it safely:

I listen to my teacher

I push in my chair

I keep my desk clean

I follow the rules

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

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

Appendix (follows):

1. Decision making model
2. Scenarios "What would you do?"

Decision Making Model, Grade K-2

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

Scenarios: What would you do?

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

Safety Symbols

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

Connections to Health and Career Education Outcomes: C12, C10, C11

Materials Required:

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

Teaching Strategies:

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

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

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

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

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

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

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

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

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

Extension:

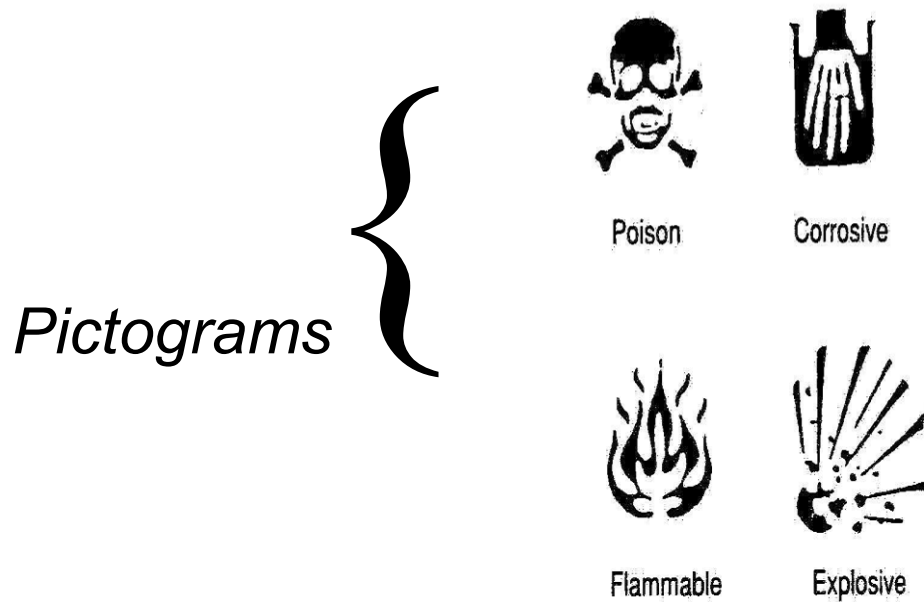
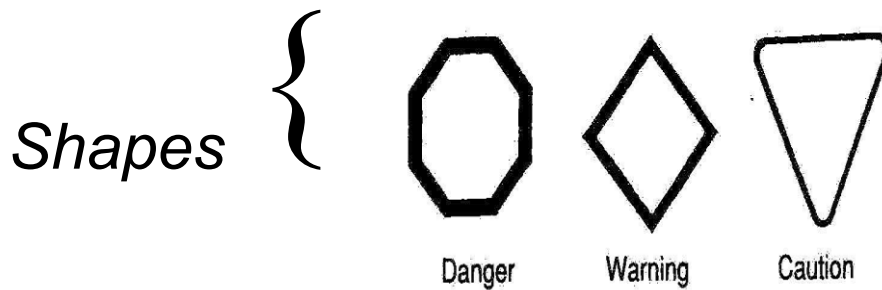
1. Invite school janitor, science teacher or cafeteria staff to share with the class how they use hazardous products safely.

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

Appendix (follows):

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

Appendix 1-12



Safety Labels

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

Happy or Sad?

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

In Case of Fire

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

Connections to Health and Career Education Outcomes: C10, C6, C5, C4, C11

Materials Required:

- paper & markers (optional)

Teaching Strategies:

1. Susie will ask the class for help to create a class list of safety tips and things to do in case of fire. See tips within the **Appendix**.

2. In small groups or as a class, students review the current fire drill evacuation procedures that exist in the school. Things to keep in mind:

- Do all students in the school know what to do in case of fire? (perhaps conduct a survey)
- Do all students know where to go, no matter where they are in the school, if there is a fire (e.g. if in the gym, on the playground, in the bathroom, etc.)?
- Are there suggestions we can make to the principal to improve the fire evacuation plan?

3. Students create a diagram of the school layout (or home or a place they frequent), and locate all exits, doors, windows, and if possible the location of the first aid kit(s), fire extinguisher(s), fire alarm(s), smoke detector(s) and sprinklers.

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

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

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

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

Extension:

1. Students create a fire emergency plan for their home and include the location of the items mentioned above (e.g. exits, stairs, etc.) as well as routes and procedures for evacuation.

2. Students develop a list of emergency numbers on small cards to be placed near the telephone in their home. Students can make additional copies to distribute to other students in the school.

3. Students ask a parent/guardian or adult about the fire evacuation plan in their workplace.

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

Tips to Remember in Case of Fire

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

Plants: A Breath of Fresh Air

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

Connections to Health and Career Education Outcomes: C1, C2

Materials Required:

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

Teaching Strategies:

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

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

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

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

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

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

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





Extension:

1. Clean Air Flags

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

2. See activity 1-8

Plants: A Breath of Fresh Air

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

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

Leaves of Three: Let Them Be

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

Connections to Health and Career Education Outcomes: C10, C12

Materials Required:

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

Teaching Strategies:

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

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

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

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

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

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

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

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

Assessment: effort and content of flower drawings

Extension:

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

Appendix (follows):

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

Appendix 1-15

Plants and Berries Can Be Berry Berry Bad

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

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

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

Never touch or eat bulbs and seeds.

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

Always wash your hands after handling familiar plants.

Poisonous Plants Around Your Home Safety Tips for Parents

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

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

In case of a poisoning emergency, always call 911.

Source: Child Safety Link, Summer 2004, Issue 7

Quick Ideas for Grade 1

Idea #1

Theme: Following safety rules when performing investigations and activities

Connections to Health and Career Education Outcomes: C10

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

Idea #2

Theme: Disease prevention and cleanliness of hands

Connections to Health and Career Education Outcomes: C1

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

Idea #3

Theme: Safety practices when handling food

Connections to Health and Career Education Outcomes: C1

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

Idea #4

Theme: Inner voice

Connections to Health and Career Education Outcomes: C10

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

Idea #5

Theme: Goods and services

Connections to Health and Career Education Outcomes: C10

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

Idea #6

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

Connections to Health and Career Education Outcomes: C1, C2

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

Activities: Grade 2

Title of Activity	Purpose of Activity	Health and Career Education Outcome(s)	Page #
2-1: Drip or Dry – Exploring Materials and Moisture	To help students recognize appropriate clothing for various weather conditions.	C3, C1, C7	3
2-2: Safety Through the Ages	To help students understand the need for protection and safety and how these needs may change over time.	C7, C1	7
2-3: Safety Around Animals	To provide a review of safe procedures when around animals; review the life cycle of animals, their needs and habitats and how these might change over time.	C1, C3, C7	10
2-4: Celebrate Safety	To help students understand how they can contribute to creating a safe home, school and community.	A2, C1, C4, C7	14
2-5: On Thin Ice	To provide students with an introduction to the three states of water and their link to ice safety.	C7, C1	16
2-6: Use Your Head – Wear A Helmet	To help students will understand the benefits of wearing a bike helmet properly.	C1, C7, A2	24
2-7: Don't Get Bitten – Preventing Frostbite	To help students understand the importance of dressing appropriately for winter conditions.	C1, C7, A2	34
2-8: Gearing up for Safety	To help students understand the importance of using personal protective equipment/clothing for leisure and for work.	C1, C2,C8, C7, A2	37
2-9: Susie's Rockin' Safety Rap	Help students connect safe decision making to every day actions and activities.	C8, B1, B2	41
2-10: Pollution Patrol: Plants and Our Environment	To help students identify common air pollutants and understand the important role plants and humans play in keeping air clean.	C8, C9	43
2-11: Home Safe Home	To help students understand that our homes can be made safer if preventative measures are taken.	C1, C2,C8, C7, A2	47
2-12: Searching for Safety	To help students identify health and safety hazards.	C1, C7, A2, B2, C4	50
2-13: Our Role In Change	To help students understand their role in creating change within the home, school and community as it relates to creating a safe and healthy environment.	C1, C7, B2, A2	52

2-14: The Playground of the Future	To help students discover safe practices in the design, construction and use of playground equipment; research, present and design safety standards and use this information to design a playground of the future.	C1, C7, B2, A2	53
Quick Idea #1	Theme: Qualities of a healthy and safe environment	C1, C7, C4.A2	57
Quick Idea #2	Theme: Rules and responsibilities	C1, C7, C4.A2	58
Quick Idea #3	Theme: The world of work	C1, C7, C4.A2, A1, B1	59
Quick Idea #4	Theme: Safety word hunt	C1, C7, C4.A2	59

Drip or Dry – Exploring Materials and Moisture

Purpose: To help students recognize appropriate clothing for various weather conditions.

Connections to Health and Career Education Outcomes: C3, C1, C7

Materials Required:

- small swatches of different types of fabrics (cotton, wool, nylon, etc.) for each group
- small shallow cups or containers filled with water for each group
- copies of the “Fabulous Fabric” observation sheets (see **Appendix**)
- string
- paper & markers/crayons
- Susie

Teaching Strategies:

1. Begin the lesson by having Susie explain to students that while her winter fur is rust and grey, it also serves a very important function as it protects her from the wind, rain, snow and sun.
2. Have Susie lead a discussion with students about the importance of choosing appropriate types of clothing for different kinds of weather conditions. Bring in examples of clothes **OR** ask students to look at the clothes they are wearing and answer the following questions:
 - What are you wearing today?
 - Why are you wearing these types of clothes today?
 - How do the clothes that you are wearing today compare to the clothes that you will wear in warmer (or cooler) weather?
 - How does our dress change with the seasons?
3. Organize students into small groups. Provide each group a container filled with water, 2 to 4 types of small fabric swatches (make sure that there is a variety of absorbent and nonabsorbent materials such as wool, fleece, nylon, cotton, acrylic, etc.), and a set of “Fabulous Fabric” observation sheets (one sheet for each type of fabric that students will observe or you may choose to have students record their observations in their journal). See **Appendix** for a copy of the observation sheet.

Tell students that they are going to test some fabrics to see which ones get wet the fastest, absorb the most, and dry the quickest. Show students several different types of fabrics and ask them to predict whether or not the swatch will absorb water quickly or slowly and whether or not it will dry quickly or slowly.

Next, have students drape the pieces of fabric on top of the water and observe how each type of fabric reacts in water. They should then wring out the piece of fabric and attach them to a clothesline (find two points in your classroom and attach a string between them) to observe how quickly or slowly each fabric type retains or releases water.

Have students perform the experiment and record their observations. You may also want to have students draw an illustration of their experiment findings on the back of their observation sheet or in their journal.

4. When students have completed their experiment, use Susie to engage the class in a discussion about their findings. Explain the importance of wearing clothing made from materials that are most appropriate for the weather conditions. Students should understand that some fabrics like cotton easily absorb body moisture and can keep a person's body cool in summer, while some fabrics like wool resist moisture and provide warmth in winter.

5. Have students think of ideas for winter and summer wear (see "Recommended Winter and Summer Wear" information sheet within the **Appendix**). Students complete the following activity:

Designer for a Day: Today you are going to be a designer and create some clothes that are *sassy* and safe.

- **Winter:** Design a winter coat or jacket that will keep you warm and dry.
- **Summer:** Design an outfit that will keep you cool and comfortable. Be sure to include items that will also help protect you from the sun's damaging rays.

Compile all illustrations into a class magazine entitled *Sassy and Safe Wear Monthly*.

Assessment: contribution to group discussion; following procedures during the experiment; observations recorded; effort in completion of Designer for a Day

Extension: See activity 2-5 and 2-7

Appendix (follows):

1. Fabulous Fabric Observation Sheet
2. Recommended Summer and Winter Wear

Fabulous Fabric Observation Sheet

Date: _____

Group Members:

Describe the fabric:

What happens when you put the fabric in water:

Drying Time

Draw a circle around the word that best describes how dry the fabric feels.

Very Dry

Dry in Some Places

Still Wet

Recommended Winter & Summer Wear

Winter

Winter coats, parkas and jackets should have the following design features in order to provide maximum protection against cold and wetness:

- A hood to protect the head and neck;
- A belt or string at the waste that can tighten to keep cold air out;
- Cuffs at the wrists to stop cold air from going up the sleeves;
- A zipper that can be unzipped if a person gets too warm;
- Pockets to warm a person's hands and provide a place to put mittens;
- Flaps that cover zippers to help keep out wind and water.

Summer

Summer clothing should have the following design features in order to provide maximum comfort in hot weather:

- Fabric that is light in weight;
- Fabric that is light in color;
- Loose fitting.

Also to consider:

- Apply sunscreen 15-30 minutes before sun exposure;
- Sunscreen should be a minimum of SPF 15;
- Avoid long exposure to the sun between 11 a.m. and 4 p.m.;
- Wear a wide-brimmed hat and tightly woven clothing;
- Make sure sunglasses are UVA and UVB-resistant;
- Remember that UVB and UVA rays are always present, even on cloudy days.

Safety Through the Ages

Purpose: To help students understand the need for protection and safety and how these needs may change over time.

Connections to Health and Career Education Outcomes: C7, C1

Materials Required:

- two copies of “This is a Picture of me Being Safe” worksheet per student (see **Appendix**)
- crayons/markers

Teaching Strategies:

1. Begin the lesson by having Susie explain the ways in which she has learned to stay safe as she has grown. Have her “tell” students about being a baby squirrel and needing the constant care and protection of her family to stay safe. As she has grown, Susie has learned to be safe by listening to adults who know about dangers and risks in her world and by observing how to avoid potentially dangerous situations. Note: Refer to the “Squirrel Facts” provided within the introduction section of this booklet.

2. Ask students to think about the reasons why squirrel babies and human babies need protection (they are unable to feed and care for themselves, they do not know how to protect themselves from danger, they haven’t yet learned how to keep themselves safe, etc.). Next, have them brainstorm a list of ways that they were kept safe as babies by their parents or other adults.

3. Ask students to identify the ways in which they have learned to stay safe as they have grown. Ask them to consider what being healthy and safe would mean to a child (e.g. wearing a bike helmet, obeying playground rules, looking both ways before crossing the street). Next, ask them to consider what being safe would mean to an adult (e.g. obeying driving rules while operating a motor vehicle, wearing hearing protection while operating a lawnmower, using farm machinery safely etc.). Students should understand that the dangers and hazards we encounter change as we grow, but the need to recognize hazards and act responsibly to reduce the risk of injuries or illness does not.

4. Have students complete the “This is a picture of me being safe” worksheets (see **Appendix**). On the first worksheet, have students draw themselves performing an activity or demonstrating a behaviour at home, school or at play that they do currently to help keep themselves safe. Ask them to write a brief description to explain their drawing. On the second worksheet, have students draw themselves as an adult performing an activity or demonstrating a behaviour at home or work that would help them to stay safe. Ask them to write a brief description to explain their drawing. Compile all pictures into a *Picture all of Us Safe* photo album or hung for a classroom display.

Assessment: involvement in group discussion; completed worksheets

Extension: Students discuss in pairs, then share as a class, how they might contribute to future change in the community.

Appendix (follows): “This is a picture of me being safe today” & “This is a picture of me being safe when I grow up”

This is a picture of me being safe today

Name_____

I am...

Appendix 2-2

**This is a picture of me being safe
when I grow up**

Name _____

I am...

Safety Around Animals

Purpose: To provide a review of safe procedures when around animals; review the life cycle of animals, their needs and habitats and how these might change over time.

Connections to Health and Career Education Outcomes: C1, C3, C7

Materials Required:

- stuffed animals (have students bring one to class on the day of the lesson) **OR** students locate a picture of an animal of their choice
- copies of "Imperfect Pets" worksheet (see **Appendix**)
- crayons/markers, paper & Susie

Teaching Strategies:

1. Have Susie tell students that because she is a puppet, they can hold her and pet her. Ask students to consider whether or not they should attempt to hold or pet a real squirrel (they should never approach a wild animal).

Distribute a sheet of paper to each student and have them fold it in half. On one side of the paper, have the students draw an animal that would be a good choice for a pet and on the other side of the paper have them draw an animal that would be a poor choice for a pet. Have Susie lead a class discussion about their choices. Ask students to complete the "Imperfect Pets" worksheet (see **Appendix**).

2. Use the "Unfamiliar Animals: Stay Safe – Stay Away" information sheet (see **Appendix**) to help students identify strategies for staying safe around unfamiliar animals.

3. **Research:** Using their stuffed animal, a picture of an animal or another animal of their choice, students will use available literature (library) or the Internet to find out as much as they can about their particular animal to prepare for an "animal meet and greet session". Allow each student the opportunity to share what they know/have learned about their chosen animal. For example:

- The type or animal/its name;
- The animal's basic needs;
- Its habitat;
- Its life cycle as it compares to humans;
- How it grows, develops and changes over time;
- How to keep safe when around the animal.

The teacher may wish to begin the "animal meet and greet" by presenting the information on Susie and squirrels. **Refer to the** "Squirrel Facts" provided within the introduction section of this booklet to talk about squirrels as a species of animal.

4. Have students create or draw a safe place for Susie within the classroom **OR** a habitat for their stuffed animal or chosen animal. Ask students to consider the various things that the animal would need to feel safe, healthy and happy in the classroom (for example, the type of shelter, climate in the classroom, companionship, exercise and play).

Assessment: contribution to group discussion; involvement in meet and greet session; ability to identify methods of keeping safe around animals; created safe habitat

Extension:

1. Students draw pictures that illustrate safety rules when around animals and label their drawing: "No Petting Zoo" or "Stay Away – Stay Safe".
2. Students draw or describe a safe habitat for humans and compare it with that of animals.

Appendix (follows):

1. Imperfect Pets worksheet
2. Unfamiliar Animals: Stay Safe – Stay Away

Unfamiliar Animals: Stay Safe – Stay Away

You should always avoid these situations...

Always leave stray animals alone.

Never enter an animal's territory, not even a dog's (that means its home, cage or yard).

Never tease an animal or use an animal to scare another person.

Always ask permission before handling someone else's pet.

Do not bother any animal when it is eating or sleeping (even your own).

Do not stick your fingers in cages where animals are kept.

Leave mother animals alone when they are with their babies.

Leave all wildlife alone.

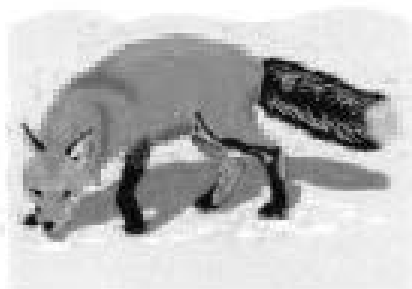
Some wild animals look cuddly and sweet, but may bite or scratch if you touch them. They are usually afraid of humans.

A wild animal that acts friendly may be sick – and could make you sick. So to be sure, stay away.

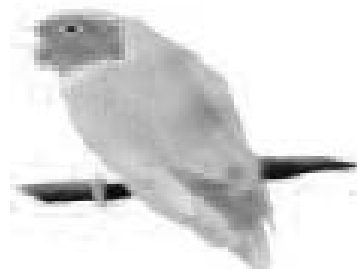
Imperfect Pets!

Name _____

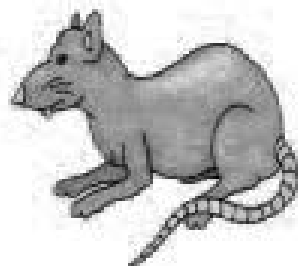
Instructions: Match the animal to its name by drawing a straight line then draw a circle around the animals that would not make a good pet.



Dog



Hawk



Cat



Gerbil



Parrot

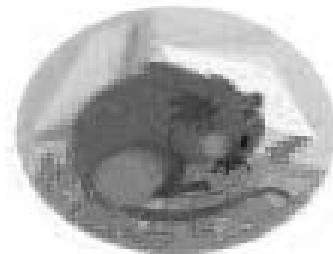
Rat



Leopard



Fox



Celebrate Safety

Purpose: To help students understand how they can contribute to creating a safe home, school and community.

Connections to Health and Career Education Outcomes: A2, C1, C4, C7

Materials Required:

- letter from Susie's brother (see **Appendix**)
- one copy of the student letter template for each student (see **Appendix**)

Teaching Strategies:

1. Place the letter from Susie's brother (see **Appendix**) in an envelope and have the letter on or near Susie prior to class. During class, have Susie explain to students that she is very excited because she has just received a letter from her brother and she can't wait to hear how he is.
2. Read the letter to students, and then lead a discussion about some of the safety issues discussed in the letter. Have students brainstorm some of the dangers associated in our daily activities. Create a class list of dangers that exist at school, at home and within the community. Request student input for strategies and suggestions for avoiding the dangers they have listed.
5. Ask students to help Susie write a letter back to her brother (they can write the letter on decorative squirrel paper provided in the **Appendix**). Have Susie explain that she wants to tell her brother all about how her new school pals (the students) contribute to making the school, their home and the community a safe place to live, work and grow. Encourage students to draw a picture to compliment their letter.

Assessment: participation in class discussion; effort and content of created letter

Extension: In groups, students create a list of all the people within the community that can help if they feel unsafe or are in danger.

Appendix (follows):

1. Letter from Susie's brother

Appendix 2-4

Dear Susie,

I miss you lots!

I have done lots of fun things this summer. I wandered through people's yards. I even had pizza one night at the neighbor's house. There were really good seeds, buds and flowers to eat this summer. Yum!

Mom is making sure that I stay safe. I wanted to go swimming alone. Mom said no because children should always swim with an adult. I wanted to walk into town with some friends at night. Mom said no because there is a lot of traffic and I could get hurt.

I try to listen to Mom and do what she tells me so that I will stay safe. I am trying hard to stop and think before I do something that could hurt me. I can't wait to see you again. I hope that you are safe and happy with your class. Now, it's your turn to write!

Your brother,
Sam

P.S. Mom made me write this letter.

On Thin Ice

Purpose: To provide students with an introduction to the three states of water and their link to ice safety.

Connections to Health and Career Education Outcomes: C7, C1

Materials Required:

- instructions for “The Amazing States of Water Game” (see **Appendix**)
- “Don’t Get Caught on Thin Ice” (see **Appendix**) & Susie
- “Ice Safety: Self-Rescue Steps” (see **Appendix**)

Teaching Strategies:

1. Begin the lesson by having Susie lead a discussion with students about ice safety in winter. Have her explain that when she’s in the wild she doesn’t do very much in the winter because the weather conditions often keep her in her nest or in her midden beneath the snow’s insulating layer. Have Susie tell students that it makes her happy to think about all the fun things that children can do in winter like building snowmen, sledding and skating outdoors. Next, have her tell students that sometimes she gets sad because she knows that children can also get seriously hurt in winter, especially when they play or skate on thin ice.

2. Students should be aware that there are three states of water. Have students participate in a movement game to illustrate these states (see “The Amazing States of Water Game” within the **Appendix**).

Explain that water is made up of very tiny specks that we cannot see and how these specks act determines whether they will form a solid, liquid, or vapor. Have Susie inform students that they are going to pretend to be these tiny specks and they will act like the specks in order to change into ice, water, and vapor.

3. Upon completion of “The Amazing States of Water Game”, make the connection between the changing states of water and importance of ice safety. Ask students to tell what they know about ice. Use the “Don’t Get Caught on Thin Ice” and the “Ice Safety: Self Rescue Steps” information sheets (see **Appendix**) to review strategies for staying safe on the ice. Link the discussion to listening to your *inner voice* when determining the level of danger/risk.

4. Have students role-play several winter activity related scenarios including a scenario that demonstrates what they would do if a friend were to fall through the ice.

Assessment: participation in game and role-plays

Extension:

1. Students list or draw a picture that would represent proper clothing and protective equipment to wear when skating or during other winter activities.

2. See **Appendix** (Cozy and Chilly Cubes) for an additional experiment that explores the states of water.

3. See activities 2-1 and 2-7

Appendix (follows):

1. The Amazing States of Water Game
 2. Don't Get Caught on Thin Ice
 3. Ice Safety: Self-Rescue Steps
 4. Cozy and Chilly Cubes experiment
-

Appendix 2-5

The Amazing States of Water Game

Instructions

1. Let students know that they will use the same amount of space to do the 3 activities.
2. Create the shape of an open container on the floor. This may be done by arranging desks to form the container on the floor or with masking tape.
3. Play the "Amazing States of Water" game by having students move in the following ways:

Solid Ice

Tell students that they will first be ice and that you will tell them to "begin" when it's time to start. Ask students to identify what water needs to turn to ice (cold). Ask students to pretend that they are water specks in a freezer. Have them stretch their arms out stiff with their arms moving outward to form a V shape (like a real molecule). Inform students that they are going to move like tiny specks of ice. Explain to students that cold makes us move very very slowly. We want to be near one another, but we're so cold that we can barely move. When we touch another speck of ice, we'll stop and leave a space between us. "Begin"

Liquid Ice

Tell students that they are now going to be liquid water specks. Tell students to wait until you say it is time to begin, and then see if students can act out liquid water specks. Have students move like liquid water. Tell students that liquid water specks want to be near each other. However, they move pretty fast and it's not always easy to stay close to one another. Say, "let's put our hand on our neighbor's shoulder and move quickly from side to side". Remember we need to stay very near our neighbor and stay inside our container just like water does. "Begin". Next ask if it was hard to stay close to another when you were moving so fast? Did you still have a space between you and the other water specks?

Water Vapor

Ask students what is needed to change water into vapor (heat). Tell students that heat gives water a lot of energy and makes it very active. It becomes so active that it starts bouncing and jumping all over the place. Tell students that they are now going to act like specks of water vapor. They are to stay in the same area and jump on the spot. Next, ask students if it was hard to try to be so active in this space. Did they end up jumping right out of this space? Specks of water vapor don't like to be too close to one another because they need lots of room to jump and bounce.

Once the game has been played, have students describe how the water (i.e. the students represented the water) looked during its different stages and with different amounts of energy. You may wish to draw their description on the board.

Don't Get Caught on Thin Ice!

Rule #1

Always check with a responsible adult before walking/skating on or near the ice.

Rule #2

Only play on or near the ice when a responsible adult is supervising and obey all signs posted in or near the ice.

Rule #3

Use the buddy system - never walk on ice when you are alone.

Rule #4

Avoid walking on ice that is on or near moving water.

Rule #5

If you hear the ice crack, lay down on the ice and crawl or roll back to land. Call for help loudly and clearly if you are in trouble.

Important Ice Facts

Ice should be at least 10 centimeter (4 inches) thick before doing any outdoor activities.

It is hard to know exactly how thick ice is; ice formed on moving water, such as rivers and creeks, varies in thickness.

In spring weather, thick ice is not necessarily safe. During the spring melt lines of impurities in the ice melt very quickly and create weak spots.

Ice seldom freezes or thaws at an equal rate.

Remember, if your safety is in doubt, don't go out!

Ice Safety: Self-Rescue Steps

If you go through the ice, follow these self-rescue steps:

- Float on your stomach facing the shore.
- Slowly reach forward onto the ice - do not push down on it.
- Kick your legs to slowly push your torso (the upper part of your body) onto the ice.
- If you can't climb onto the ice, float in the water and call for help loudly and clearly.
- Once back up onto the ice, crawl or roll away from the hole.
- Get medical help immediately.

Rescuing Another Person

A rescue attempt can result in two victims instead of one. Instead of attempting to pull someone who has fallen through the ice out yourself, help them to rescue themselves by...

- Phoning 911 for help;
- Calling out the self-rescue steps (listed above) to the victim;
- Pushing or throwing something (like a long stick, a branch, a rope or a floating aid) to the victim. Encourage the person who has fallen through the ice to use this to help themselves get out of the water or to float until expert help arrives.

REMEMBER, reach or throw, but don't go!

Cozy and Chilly Cubes

Materials Required:

- newspaper
- towels & foil
- mittens or scarves
- 2 ice cubes and two zip-loc sandwich bags for each group
- sugar cubes, cardboard blocks or paper plates and glue (optional)

Teaching Strategies:

1. Have Susie explain to students that when we are not protected adequately against cold and wet conditions, our bodies lose heat rapidly and our body temperature becomes unstable. As a result, we can become very sick (hypothermia).
2. Students should be aware that some materials prevent heat from moving from one place to another while other materials increase the speed of heat moving from one place to another. Tell students that they are going to do two separate experiments to find out more about heat and cold.
3. For the first experiment, organize students into groups of 2 or 4 and encourage them to think of conditions that would make ice melt. Give each group an ice cube, in a zip-loc bag. Next, have all groups begin the experiment at the same time. Together students should think of ways to help the ice cube melt quickly. Have students use the "Cozy Cubes" student observation sheet to record their observations (follows).
4. Remind students that their ice cube must stay in the plastic bag at all times. Have the groups discuss what they can do to help the cube melt (for example, they may choose to take turns patting, rubbing or shaking the ice cube). Have each student take a turn trying something that will help the ice to melt. Discuss why the ice cube melted and how long it took to melt.
5. Prior to starting the second experiment, review the findings of the previous experiment. For the second experiment, organize students into their groups. Indicate that they are going to attempt to prevent their ice cube from melting. Encourage students to think of conditions that would prevent ice from melting. Tell them that they should use what they learned about how ice melts to help them keep the ice in this experiment from melting.
6. Remind students that their ice cube must stay in the plastic bag at all times. Give each group an ice cube in a zip-loc bag and a variety of materials that will assist them in preventing their ice cube from melting (e.g. foil, newspaper, fabric). Next, have all groups begin the experiment at the same time. Together students should think of ways to prevent the ice cube from melting quickly. Have students use the "Chilly Cubes" student observation sheet to record their observations (follows). At a designated time, have each group unwrap the ice cube and share what they did to try and keep the ice from melting. The group with the largest ice cube will explain why they think theirs lasted the longest.

7. Make connections between the results of their investigation and ice safety. You could also make connections between the results of their investigations and the types of clothes that we wear during the different seasons to stay warm or cool.

8. **Optional:** Have students create an ice safety sculpture that includes an ice safety message. Have students glue sugar cubes to painted cardboard blocks or large paper plates to construct a sculpture (an igloo, ice castle, etc.). For a whimsical touch, have students add glitter or touches of metallic paint to their creation. Have students write a tip for staying safe on ice below their sculpture.

Chilly Cubes Observation Sheet

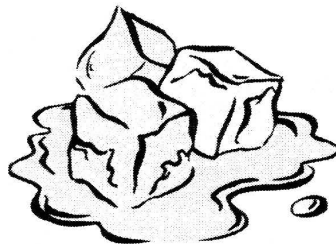
Group

Members _____

We think the best way to prevent our ice cube from melting is

This is what we did to keep it from melting

At the end of the experiment, our ice cube looked like _____



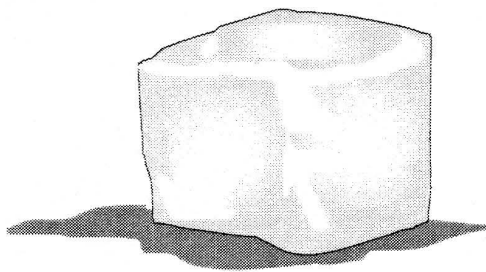
Cosy Cubes Observation Sheet

Group

Members _____

We think the fastest way to make the ice cube melt will be

This is what we did to make it melt



Use Your Head – Wear A Helmet

Purpose: To help students understand the benefits of wearing a bike helmet.

Connections to Health and Career Education Outcomes: C1, C7, A2, (see Extension)

Materials Required:

- a raw egg
- a clear plastic bag
- duct tape & Susie
- a bike helmet
- “Use Your Head – Use Your Helmet” information sheet (see **Appendix**)
- “Use Your Head – Use Your Helmet” worksheet (see **Appendix**)
- drawing paper, crayons or markers
- request students bring in their bike helmet for this lesson (optional)

Teaching Strategies:

1. Lead a discussion with students regarding the use of bike helmets. Ask students to brainstorm a list of times when they should wear a helmet (e.g. snowmobiling, skating, in-line skating, ATV, down hill skiing).
2. Ask students to think of some possible excuses for not wearing a helmet (e.g. I’m a safe biker, I never do stunts, I don’t ride on busy streets, they look stupid etc.).
3. Ask students to identify why it is important to always wear their helmets. Students should understand that the head contains the brain, which is the control centre for the body. The brain controls all of the body’s functions and even though it is strong, it can become damaged if it is in contact with something harder, such as cement or rock.
4. Hold up the egg and ask students to compare it to a person’s head (the shell is similar to the skull and the inside of the egg is similar to the brain). Explain that people who cycle without a bicycle helmet can fracture their skulls or seriously damage their brain. Explain to students that like an egg, a crack to their head could leave their brain scrambled.
5. Wrap an egg in a clear plastic bag and use duct tape to attach it to the inside of a bike helmet. Ask students to predict what they think will happen to the egg if you drop it when it is taped to the helmet. Drop the helmet from shoulder height onto a hard flat surface (the top of the helmet is facing down). The egg should not break. Then, take the egg out of the bike helmet (leave it inside the clear plastic bag) and ask students to predict what they think will happen if you drop it from the same height. The egg will break (the plastic bag will keep it contained).

Note: Complete instructions for this demonstration can be found within the **Appendix**. It is suggested that the teacher attempts the experiment prior to the demonstration to ensure that the surface is hard enough to break the egg.

6. After the demonstration, ask students the following questions:

- Why do you think the egg did not break when it was taped to the helmet?
- What does this tell you about bike helmets?

Reinforce the idea with students that the brain is not like a person's skin and bones, which can usually heal easily. When a person's brain is severely damaged, it is not likely that it will ever return to normal. Helmets cushion the head and can prevent injury. When a bike helmet hits something hard, the outer shell spreads the force of the bump through the entire helmet. The styrofoam cushions the skull and absorbs the shock of falls.

7. Next, demonstrate how to wear a helmet properly. Ask for a volunteer who has brought their helmet to school. Demonstrate proper wear and fit of the helmet on the student. If other students have their helmet, ask them to practice putting it on as you circulate to ensure correct fit and wear. For the students without a helmet, they can make observations and suggestions to the others.

Use the "Gear Up for Safety – Use Your Helmet" information sheet (see **Appendix**) to help students understand the proper way to wear a bike helmet. Once you have completed the demonstration, have students complete the "Gear Up for Safety – Use Your Head" worksheet (see **Appendix**).

8. Have students design posters that advocate the proper use of bike helmets to protect against head injury. Tell students that their posters should illustrate a reason for wearing helmets. Students "go on tour" to present their posters to other students and the important message of bike helmet use (optional).

OR Students brainstorm how they can help others choose to wear bike helmets. Perhaps have students create table toppers that promote bike helmets and place them around the school or community. **Or** students submit an article to the paper or write an announcement to be used at the school, to inform others of the importance of wearing a helmet when biking and/or during other activities.

Assessment: completion of worksheet, content and creativity in poster design

Extension:

1. Link physical activity as a healthy lifestyle choice and use of appropriate personal protective equipment and clothing when performing physical activity as a safe lifestyle choice.
2. Review bike safety rules (see Be Smart, Bike Safely in **Appendix**)
3. Bike Safety Tic-Tac-Toe (see instructions and Q&A within the **Appendix**)

Appendix (follows):

1. Incredible Egg Drop Demonstration
2. Gear up for Safety: Use your Helmet
3. Gear up for Safety Student Worksheet
4. Be Smart, Bike Safely
5. Bike Safety Tic-Tac-Toe Instructions
6. Bike Safety Tic-Tac-Toe Suggested Questions and Answers
7. Hand signals
8. Choosing & Using the Correct Helmet (suggestion: sent home for parent/guardian)

Incredible Egg Drop Demonstration

Teacher Instructions

1. Hold up the egg and ask students to compare it to their own heads (the shell of an egg is similar to the skull and the inside of the egg is similar to the brain).
2. Ask students to explain what could happen to people who cycle without a bicycle helmet (they can fracture their skulls or seriously damage their brain). Explain to students that like an egg, a crack to their head could leave their brain scrambled.
3. Wrap an egg in a clear plastic bag and use duct tape to attach it to the inside of a bike helmet.
4. Ask students to predict what they think will happen to the egg if you drop it when it is taped to the helmet. Drop the helmet from shoulder height (so the top of the helmet is facing down) onto a hard flat surface (the egg should not break).
5. Take the egg out of the bike helmet (leave it inside the clear plastic bag) and ask students to predict what they think will happen when you drop it from the same height (the egg will break, but the plastic bag will keep it contained).

Note: Try this experiment prior to the demonstration to ensure that the surface is hard enough to break the egg.

Gear Up for Safety: Use Your Helmet

Does it fit?

To be safe, helmets need to fit and be worn properly. A helmet should be level across the forehead. There should be two finger widths between the eyebrows and the helmet. The helmet should fit snug and level. It should not move forward, backward or come off.

Does it slide off?

Try to slide the helmet off. If it does not come off with a good tug, then it should not come off in an accident.

Have you adjusted your straps?

The side buckles should meet below the ears, making a "V" shape under each ear lobe.

Is your strap snug?

The chinstrap should be fastened snugly. The gap between your chin and the chinstrap should be no more than one finger width. The helmet should not be so tight that it hurts and it should not tilt backward or slide down over your eyes.

Do you need extra padding?

There are foam pads that come with the helmet which can be placed in the helmet to make sure it fits properly.

Are you wearing bright colors?

Bright colors are best when choosing both clothing and a helmet. The colors yellow or white are especially good choices because drivers can see you clearly from a distance.

How old is your helmet?

When your helmet is five years old, replace it. It may look okay, but there may be damage you cannot see. It won't protect you in a fall. Be sure to keep your helmet in dry area free from items that can crush or damage it.

Has your helmet been hurt?

Your helmet is good for one fall. If it has been in a crash, replace it. Helmets are disposable; heads are not.

Is it the right helmet for the ride?

Check the inside of the helmet to make sure the helmet has a sticker of approval from either CSA (Canadian Standards Association), ANSI (American National Standards Institute) or the SNELL Memorial Foundation. Do not use hockey, football or other sports helmets when biking. They are not designed to protect your head in a bike accident.

Gear Up for Safety Student Worksheet

Name: _____

Place a happy face in the boxes below that are the correct ways to wear your helmet.

Place a sad face in the boxes that are the incorrect ways to wear a helmet.

The helmet is snug on your head	The straps lie flat and make a "V" under each ear	You are wearing a hockey helmet to bike	Your chinstrap is snug, but it doesn't hurt
Your helmet sits two finger-widths above your eyebrows	You wear your helmet tipped back so you look good	Your snaps are loosely fastened	Your helmet has an approved safety sticker

Be Smart, Bike Safely

OBEY all signs and signals

WALK your bike across the street

CROSS the street at the corner or designated locations (i.e. crosswalks)

STOP and LOOK left, right and left again before entering traffic (roadways, driveways, sidewalks, alleys or parking lots)

STAY on the right-hand side of the road, and ride in the same direction as traffic

ALWAYS ride single file

ALWAYS use your hand signals

NEVER “double” your friends or hang on to moving vehicles

WEAR bright clothing and reflective gear to help cars see you

AVOID riding your bike in bad weather or after dark

KEEP your bike in good repair

SLOW down on unfamiliar roads

Bike Safety Tic-Tac-Toe

Teacher Instructions

1. Draw a Tic-Tac-Toe diagram on the chalkboard inserting numbers 1-9 in the boxes.
2. Divide students into two teams - the X's and the O's.
3. Decide which team goes first and line up each team in a single file.
4. The first person in line of the first team chooses a box.
5. Ask the first group a question (question and answer sheet follows). If the group is correct then their team symbol is placed in the box. If the answer is incorrect, the opposing team has the opportunity to answer the question and insert their own symbol in that box.
6. Continue playing the game with the first person in line of the other team choosing a box and their team responding to a question.
7. The winning team is the one that has three consecutive symbols in the diagram (i.e., XXX or OOO).

Bike Safety Tic-Tac-Toe

Suggested Questions and Answers

1. What should you wear every time you cycle?

A bike helmet

2. What rules should you obey every time you ride?

The rules of the road (provide an example)

3. When you want to cross the street, from what location should you cross the street?

You should cross the street at the corner or designated locations/crosswalks

4. What should you do with your bike when you want to cross the street?

You should walk your bike across the street

5. When is it unsafe to ride your bike?

You should never ride your bike after dark or in bad weather

6. What should you always do when entering traffic (roadways, driveways, sidewalks, alleys or parking lots)?

Stop, look left, right and left again before entering traffic

7. When riding a bike, should you ride in double or single file?

You should always ride single file

8. On what side of the road must you ride?

The right hand side off the road (ride in the same direction as traffic)

9. What is the hand signal for a right turn?

Left arm out and hand up like your saying "Hi"

10. What is the hand signal for a left turn?

Left arm straight out

11. What is the hand signal for a stop?

Left arm out, hand down at your side

12. What should you do at a stop sign?

Stop, look all ways and listen - when it is clear, go

13. What color of clothing should you wear when biking?

Bright colors (they should also be reflective if possible)

14. What must your bike have so that you can warn others that you are approaching? A bell or horn

15. Why should you wear a helmet?

To protect your head and brain

16. Who needs to wear a helmet while cycling? Everyone

17. Is it safe for two people to ride on one bike?

No – passengers are not allowed on a bike designed for one person

18. Besides cyclists, which other professional athletes wear helmets while participating in sports? Hockey players, football players, baseball players

19. What should you do when you get to a traffic light and it turns yellow?

Stop

20. Can a hockey helmet be used for biking?

No - a bicycle helmet is for biking, a hockey helmet is for hockey

21. If your helmet has been in a crash or you don't see any cracks, it is still okay to use. True or false?

False - if it has been in a crash, you need to get a new helmet

22. During which other activities should a helmet be worn?

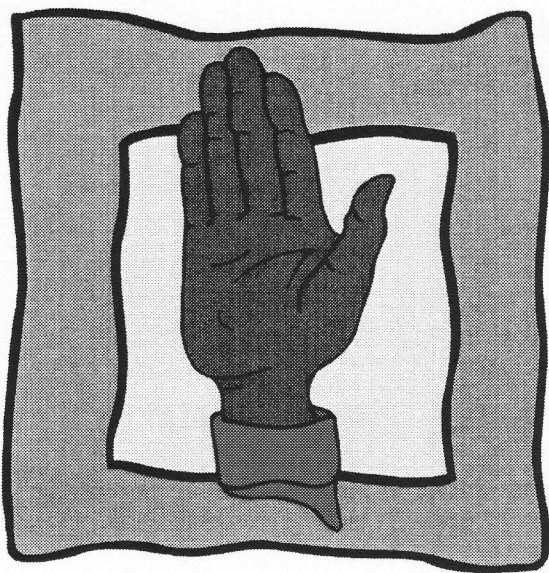
Snowmobiling, skating, down hill skiing, in-line skating, ATV, motorcycle etc.

Teacher Information Sheet

Hand Signals

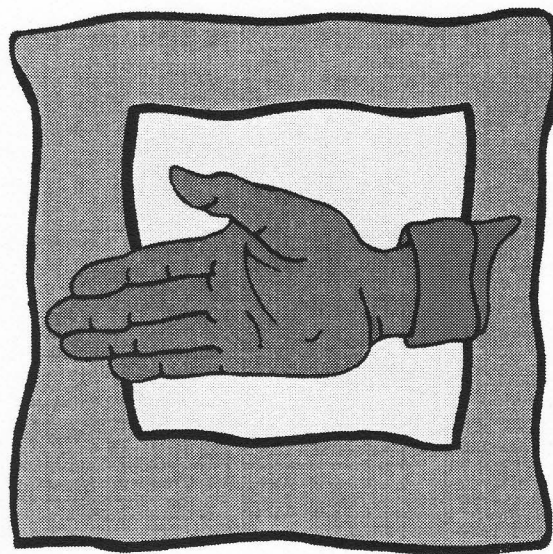
Right Hand Signal

Left arm out and hand up
like you're saying "Hi"



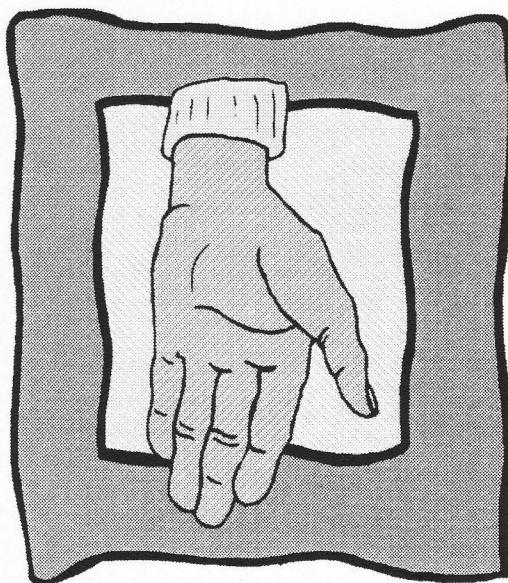
Left Hand Signal

Left arm straight out



Stop Signal

Left arm out, hand down at your side





Choosing & Using the Correct Helmet

Wearing a helmet while bicycling is the law for children and youth under the age of 18 years. Helmet use is also recommended for many other recreational activities. Helmets do not prevent an injury event from happening. However, they do help protect your child's head and decrease the chance of a brain injury in the event of a fall or collision. Some helmets, such as bicycle helmets, are designed to protect the head for a single impact and should be replaced once the helmet has received any strong impact.

There are also helmets designed to withstand more than one impact (multi-impact), as well as provide protection from sharp objects that may hit the head.

Children are often involved in more than one activity where a helmet is required or recommended; choosing the right helmet can be confusing. Below is a list of recommended helmets for a variety of recreational activities. The information was gathered from Health Canada, the Canadian Standards Association (CSA), helmet

manufacturers, Internet bicycle safety resource sites and sport retailers, and is the best information available at this time. Currently, Canadian helmet standards exist for bicycle and hockey helmets only. Always ensure that the helmet you choose has been certified. You may see CSA (Canadian), CPSC, Snell, ASTM (American) and CEN (European) insignias which identify that the helmet meets certification standards. Check with your local sporting goods store for more information on helmets available.

Activity	Recommended Helmet	Certification	Type of Protection
Bicycling	Bicycle helmet	CSA, CPSC, Snell B-95, N-94 certified	Single impact
In-Line Skating	Bicycle or In-line skating helmet	CSA, ASTM F-1446/F-1447, or Snell N-94 certified	Single/Multiple impact
Skateboarding	Skateboarding helmet	ASTM F-1492, Snell N-94, CEN certified	Single/Multiple impact
Scootering	Bicycle helmet	CSA, CPSC, Snell B-95, N-94 certified	Single impact
Alpine Skiing	Alpine ski racing helmet	CEN, Snell RS-98, S-98 or ASTM F-2040 certified	Single impact
Snowboarding	Alpine ski racing or snowboarding helmet	CEN; Snell RS-98, S-98 or ASTM F-2040, Snell, ASTM certified	Single impact
Tobogganing (No specific tobogganing helmet available)	Alpine ski helmet, hockey or bicycle helmets are recommended. Any helmet is better than none	CEN, Snell RS-98, S-98, N-94, ASTM F-2040, CSA, Snell, CPSC or ASTM certified	Single/Multiple impact
Ice Skating	Hockey helmet	CSA certified	Multiple impact
Hockey	Hockey helmet	CSA certified	Multiple impact

REMEMBER

- Children's head sizes change dramatically as they grow, so helmets will need to be adjusted and/or replaced regularly.
- Never purchase a larger helmet with the thought that the child will grow into it. Helmets that are too large will not provide optimum protection.
- Never wear a bike helmet that has been in a crash, even if you can't see any damage. The protective capacity of a bike helmet may be used up in a single impact even if it appears untouched.
- Never allow your child to wear anything underneath the helmet. The helmet is designed to provide the most effective protection from head injuries when worn directly next to the head. Wearing a baseball cap or toque under a helmet may interfere with its ability to protect the head. Winter helmets that help keep children's heads warm during activities are available.
- Mouth guards are also recommended in many activities to help prevent head and jaw injuries.

FITTING TIPS

A helmet fits correctly when:

- It sits squarely on the head with the front of the helmet low on the brow (within 2 finger widths of the eyebrows) to protect the forehead.
- The padding gives firm, uniform pressure all around the head so that the skin on the forehead moves as the helmet is rotated from left to right and from front to back.
- The front and rear straps form a "Y" just below and forward of the ears; and,
- All straps are adjusted so there is no slack in the system when the chin strap is fastened.

For more information on helmet use and safety, Ottawa Public Health Info at (613) 580-6744



Don't Get Bitten – Preventing Frostbite

Purpose: To help students understand the importance of dressing appropriately for winter conditions.

Connections to Health and Career Education Outcomes: C1, C7, A2

Materials Required:

- 1 fresh banana and 1 frozen banana
- "Don't get Bitten by Frostbite" teacher information sheet (see **Appendix**)
- old catalogues and magazines
- scissors, tape or glue & Susie
- "Chilly Charlie" cutout (see **Appendix**)
- **50 Below Zero by Robert Munsch**

Teaching Strategies:

1. Begin the lesson by having Susie tell students about some of her winter routines and/or read aloud pages from the "Squirrel Facts" provided within the introduction section of this booklet. Next, ask students whether or not their parents ever "nag" them about leaving the house without wearing all of their winter clothing (i.e. hats, scarves, mittens, snow suits, hooded jackets that are zippered all the way up, etc.) Ask students to explain why it is important to wear appropriate clothing in winter.

Note: *50 Below Zero by Robert Munsch* would be excellent literature resources to use during this lesson.

2. Perform a demonstration to help students understand the effects of frostbite. Ask students to describe how food looks and feels when it is frozen. Next, show students a fresh banana and ask them to predict what the banana would look like and feel like it were frozen and then thawed out. Show students the frozen banana and ask them to think about what happens to our skin when it is exposed to freezing temperatures and frigid wind.

3. Have students draw comparisons between what happened to the banana when it was frozen and what happens to our skin when it is exposed to freezing temperatures and frigid wind. Ask students whether or not they have ever lost feeling in their cheeks, hands, ears, etc. while playing outside in winter.

Note: When a banana freezes, the freezing temperatures result in moisture loss causing the skin of the banana to change color and become dry and tough. Freezing causes the cell walls inside the banana to rupture and turns the inside of the banana to mush.

4. Use the "Don't get Bitten by Frostbite" teacher information sheet (see **Appendix**) to teach students about the effects of frostbite and strategies for preventing it. Discuss clothing as a basic need of humans. Request student input in what they should do if they or a friend was suffering from frostbite/extreme cold.

5. Distribute a copy of the “Chilly Charlie” cutout (see **Appendix**) to students. Ask students to find pictures of appropriate winter clothing in old catalogues and/or magazines. Have students cut and paste the pictures they have selected onto their Chilly Charlie handout so that he will be outfitted adequately for freezing winter weather conditions.

Students should be reminded of the importance of wearing layers of clothing as well as hats, scarves, mittens, boots, etc. to prevent body parts from being exposed to the elements.

Assessment: involvement in discussion; request each student share their Chilly Charlie to determine if appropriate clothing was chosen

Extension: See activities 2-1 and 2-5

Appendix (follows):

1. Don't Get Bitten by Frostbite
 2. Chili Charlie cutout
-

Appendix 2-7

Don't Get Bitten by Frostbite

Frostbite Facts

- Frostbite is, literally, frozen body tissue. It occurs as a result of damage to body tissues (such as our skin) from exposure to extreme cold.
- Frostbite can affect any area of the body that is not adequately protected against the cold.
- Common areas for frostbite are the nose, fingers, toes or ears.
- The risk for frostbite is greatest at times when there is a high wind-chill factor (wind plus freezing temperatures).

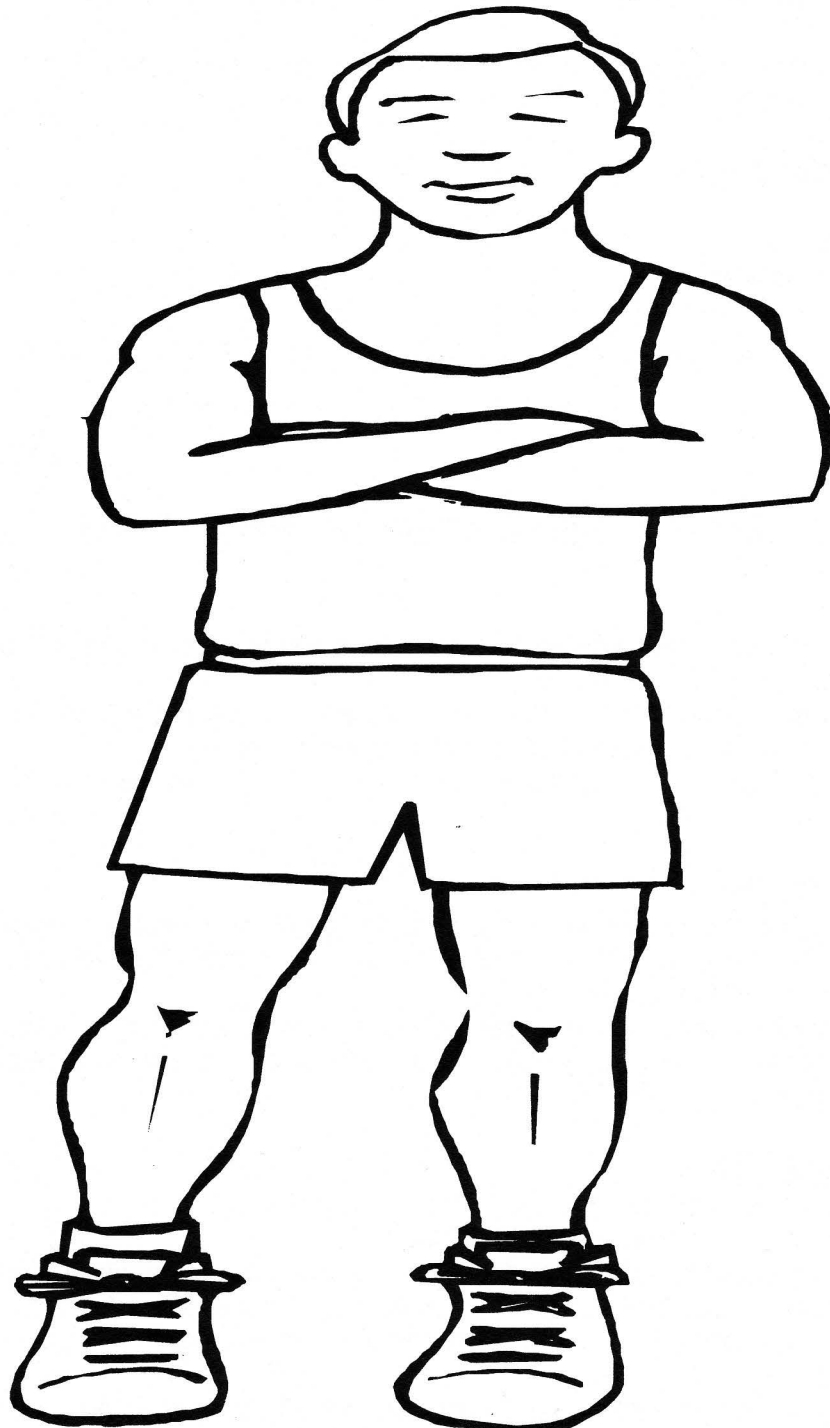
Symptoms of Frostbite

- Early symptoms of frostbite include pain, burning or “pins and needles” sensation.
- Later symptoms of frostbite include numbness when skin in the affected area is pressed. Furthermore, the underlying tissues may feel hard.
- There is a discoloration of the skin. It usually becomes gray, bluish or a waxy white.
- In severe frostbite, the skin may be a pale, waxy yellow color or become red and swollen. Furthermore, blisters may develop.

Prevention of Frostbite

- Be prepared for changes in situation or weather conditions.
- Wear layered, windproof and waterproof clothing.
- Keep as much skin as possible covered when out in the cold, especially if it is windy as well.
- When playing or working outdoors in winter, go indoors at regular intervals.
- Hands should be kept in pockets or under arms to keep them warm if a person gets caught without gloves/mittens.
- Gloves/mittens and a hat should be kept in the pockets of coats that are worn regularly so that they are less likely to be forgotten.

Chilly Charlie Cutout



Gearing up for Safety

Purpose: To help students understand the importance of using personal protective equipment/clothing for leisure and for work.

Connections to Health and Career Education Outcomes: C1, C2, C8, C7, A2

Materials Required:

- copies of student activity sheets (see **Appendix** for a number to choose from)
- paper, markers/crayons
- Susie

Teaching Strategies:

1. Introduce the activity by having Susie remind students that her challenging “chuck-chucks”, body jerks and aggressive feet stamping help to protect her against predators. Have Susie tell students that personal protective equipment is any object or material that we use to help reduce our risk of injury while doing any activity that could endanger our health and safety.

Have students create a list of protective clothing and/or other gear that people use to avoid injury when doing various sports/activities. Next, brainstorm ideas about the types of jobs that would require personal protective equipment. Record all responses on the blackboard.

2. Ask students the following questions:

- Why is wearing the right protective equipment so important?
- Why is it important for people to wear the right gear for the particular activity in which they are participating?
- What can happen to people who don’t wear the right protective equipment while engaging in potentially dangerous activities?

3. Individually or in small groups, students complete any number of the activity sheets found within the **Appendix**. Review their answers aloud.

4. Explain to students that their task is to design a “cool” protective equipment/clothing to create a class catalogue. Each group (or individually) must design and draw the protective equipment/clothing, write a brief description of the article and the way in which it can help protect us. They must also determine a monetary value for the item to be sold in the catalogue. Once all groups have completed their catalogue page, create a class catalogue entitled *Get The Gear: Cool Safety Equipment Catalogue*.

5. For homework, have students create a list of protective equipment/clothing that can be found around the home.

Assessment: participation in discussion; effort in design of protective equipment; homework assignment; activity sheets

Extension: See Appendix for a variety of activity sheets that students can be assigned.

Appendix (follows):

1. Get the Gear When you go to Work
2. Gearing up for Safety
3. Mix & Match activity sheet

Get the Gear When You Go to Work!

There are many different types of jobs that require the use of personal protective equipment (PPE). Discuss what type of PPE each job below should wear.

Nurse	Police Officer
Doctor	Lawn Mower
Scientist	Electrician
Painter	Gardener
Construction Worker	Carpenter
Fire Fighter	Welder
Mechanic	Dentist
Custodian	Hair Stylist
Truck Driver	Restaurant Worker
Telephone Repair Person	Cable Repair Person
Forestry Worker	Fisher

Gearing Up For Safety!

There are many fun activities that require the use of personal protective equipment. Here are some examples of leisure activities that require personal protective gear. Beside each, list the PPE required.

Cycling	Soccer
Skateboarding	In-line skating
Sledding	Snowmobiling
Hockey	Skiing
Baseball	Boating

Appendix 2-8

Mix & Match

Match the person with their correct equipment and personal protective equipment.

For example: roller (skater) blader + roller blades + knee, elbow and wrist pads, helmet

<u>Person or job</u>	<u>Equipment</u>	<u>PPE</u>
window cleaner	bike	ear plugs
biker	ladder	seat belt
chef	loud machines	lab coat
scientist	boat	body harness
fire fighter	chemicals	helmet
construction worker	car	apron
swimmer	hammer	steel toe boots
driver	pots & pans	smoke mask
machinist	water hose	life jacket

Susie's Rockin' Safety Rap

Purpose: Help students connect safe decision making to every day actions and activities.

Connections to Health and Career Education Outcomes: C1, C7, C4.A2

Materials Required:

- song lyrics (see **Appendix**)
- musical instruments (optional)
- Susie

Teaching Strategies:

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

1. As a class, decide what rap rhythm would work best for the students, then teach students the lyrics to "Susie's Rockin' Safety Rap" (see **Appendix**). Option to use musical instruments to accompany the song.
2. Once students have learned the original lyrics, have them work in small groups to create additional lyrics to add to the song.

You may also choose to have students create a dance that can be performed simultaneously with the song.

Safety Song on Tour: Encourage students to perform their rap and dance for younger classes or other groups within the school (optional).

Assessment: participation in song; see Extension

Extension:

1. Students share why it is so important to Stop, Think, Do when it comes to decisions that may impact their safety or the safety of others. Students provide a number of real life examples (written or via creating pictures) of when they should Stop, Think and Do.
2. **Mural, Mural on the Wall – Staying Safe Concerns Us All:** Attach a large piece of drawing paper to a wall in your classroom and divide it into three sections. Label the first section "Stop", the second section "Think", and the third section "Do". For a period of one week (or longer if you choose), take a few minutes each day to have students add words, phrases or drawings under each of the mural headings. Lead a class discussion on the words, phrases and drawings that are added to the mural each day and find ways to connect them to the health and safety issues that students encounter in their daily lives.

Appendix (follows): Susie's Rockin' Safety Rap

Susie's Rockin' Safety Rap

Yo, yo, yo listen up,
To what we have to say,
You gotta live real safe
Each and every day!

You gotta see the danger,
That is in your way,
When it comes to staying safe,
You know what to say...

I'm gonna stop then do,
Cause I wanna miss the ruts
I'm gonna stay real safe
Cause getting hurt is nuts!

Yo, yo, Susie's here to tell you,
You gotta walk, not run,
But hey, that doesn't mean
We can't all have fun!

Bein' safe is really kinda neat,
It's all about stayin on our feet,
Stayin safe is really kinda cool,
We always know exactly what to do...

I'm gonna stop then do,
Cause I wanna miss the ruts
I'm gonna stay real safe
Cause getting hurt is nuts!

Pollution Patrol: Plants and Our Environment

Purpose: To help students identify common air pollutants and understand the important role plants and humans play in keeping air clean.

Connections to Health and Career Education Outcomes: C1, C7

Materials Required:

- “Pollution Catcher” template sheets (see **Appendix**)
- tape or sticky labels, string & hole punch
- copies “Pollution Patrol” worksheet (see **Appendix**)
- scissors & Susie
- magnifying glass (optional)

Teaching Strategies:

1. Begin the lesson by having Susie tell students that she sees lots of different plants and trees in her travels. Ask students to explain why plants and trees have such an important role in keeping our air clean.

Next, have Susie explain that although she sees a lot of pollution in her travels, there is a lot of pollution that we can’t see. Have her explain that dust and other tiny particles in the air can make us sick, especially if we have allergies or asthma. Have Susie tell students that they are going to do an experiment to find out what types of pollution are in the air that they are breathing.

2. Place students into small working groups. Have each group make four pollution catchers. Give each group two “Pollution Catcher” template sheets (see **Appendix**) and have them cut out the catcher shape. Students must cut out the black rectangle in the center of the catcher and cover over the rectangle with sticky tape or paper (e.g. packing tape or labels).

Next, have them hole punch the black circle on their catcher and tie a string through the hole. Have students hang or tape catchers in different areas of the classroom or school (e.g. near their desks, on the inside or outside of a window, near a heating vent, on a wall near the floor or ceiling, on or near a door, etc.). The catchers can be left up for several hours or days. Upon completion of the activity, have students take the catchers down and inspect them with a magnifying glass.

3. Students complete the “Pollution Patrol” worksheet (see **Appendix**).

End the activity by reviewing the “The Dirt on Air” information sheet (see **Appendix**).

Assessment: effort in group assignment; content and completeness of worksheet

Extension: Through illustrations with captions, students depict the following:

- How they can help contribute to clean air in the environment;
- Their personal role in reducing pollution;
- How they can contribute to keeping plants and the environment clean and safe.

Appendix (follows):

1. The Dirt on Air
 2. Pollution Patrol Worksheet
 3. Pollution Catcher
-

Appendix 2-10**The Dirt on Air**

Humans take 23,000 breaths every day. We need to breathe in order to get oxygen from the air for our lungs, heart and blood to survive. When air is dirty, it can make it hard to breathe and sometimes, it can make us sick!

How does the air get dirty?

Dirty air comes from pollution. Pollution comes from human-made sources like cars, trucks and smokestacks. Some pollution comes from natural sources like fires.

What does air pollution do?

Humans are hurt by air pollution, but we are not the only ones. Animals like birds, butterflies and even fish can be affected by air pollution. Dirty air can make it hard for plants to grow. You can also see the effects of pollution outside of buildings or on statues.

How does the air get clean?

Green plants use a process called photosynthesis to turn carbon dioxide, and other gases that are bad for us, into oxygen that we need. By taking these gases out, plants like trees and bushes help clean the air. This is why it is important to grow and protect these types of plants.

KEY: Reduce, reuse & recycle!

Pollution Patrol Worksheet

Name: _____

Date: _____

1. Describe what you see on your four "Pollution Catchers".

Catcher #1:

Catcher #2:

Catcher #3:

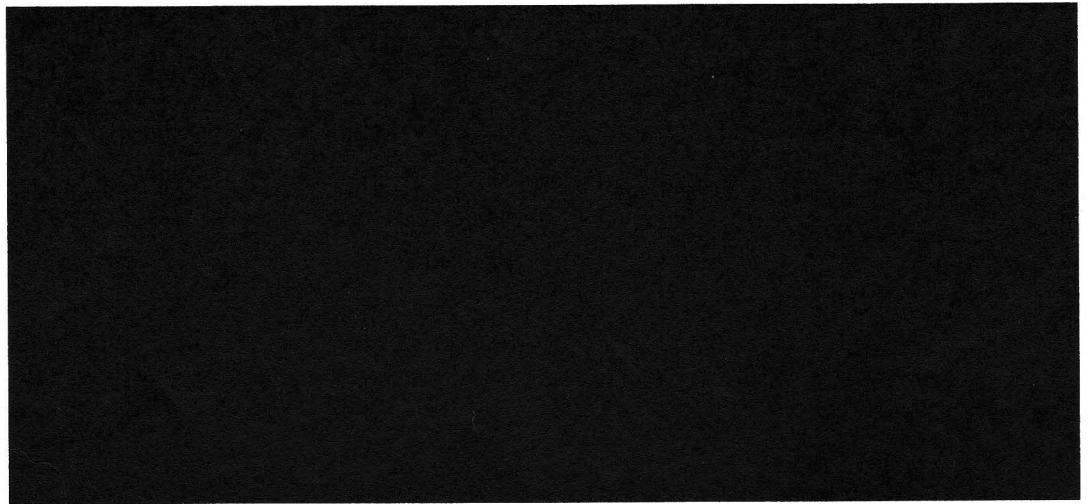
Catcher #4:

2. Which area had the most pollutants in the air? Why do you think this was the case?

Location:

Starting Date:

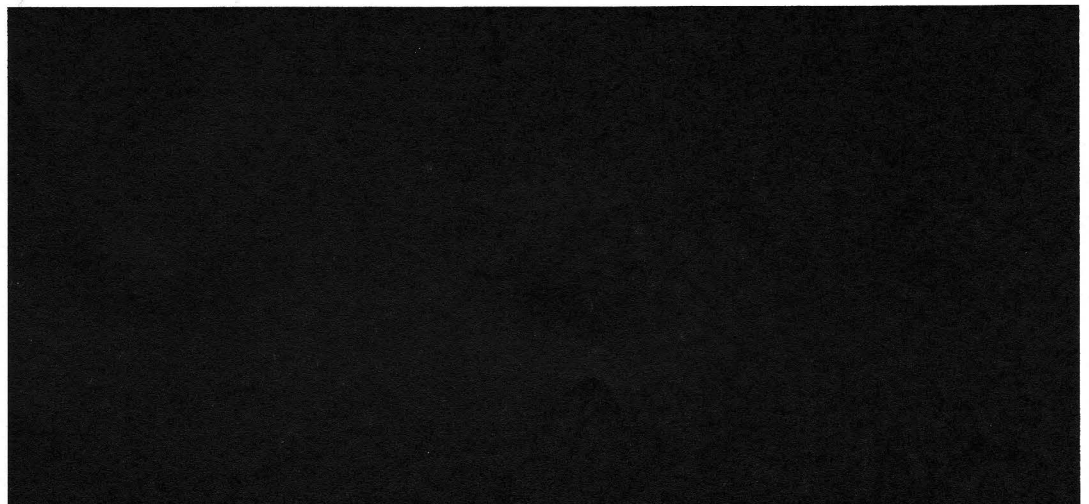
Time:



Location:

Starting Date:

Time:



Home Safe Home

Purpose: To help students understand that our homes can be made safer if preventative measures are taken.

Connections to Health and Career Education Outcomes: C1, C7. A2,

Key Concepts: **Staying safe is the result of recognizing potential dangers in our environment and taking the necessary precautions to avoid dangers and acting responsibly at all times.**

Materials Required:

- one copy of the house silhouette template for each student (see **Appendix**)
- construction paper
- string and hole punch
- scissors & Susie

1. Introduce the activity by having Susie explain to students that even though sometimes she lives in the city and sometimes she lives in the country, she always takes measures to make sure that her space is safe at all times.

2. Use Susie to initiate a discussion with students that will reinforce the concept that our homes can be made safer if preventative measures are taken. Ask students to list the different rooms many of us have in our homes and record their responses on the blackboard. Next, starting at the top of the list, ask students the following questions for each room they have listed (or students can do this with a partner):

- How much time do we spend at home?
- How much time do we spend in the different rooms of our homes?
- What kinds of activities do we do in each of these rooms?
- What are some dangers/hazards that exist in each room of your house?

3. Discuss the fact that many accidents occur at home, but they can be prevented if we think about how to stay safe and make good choices. In other words, if we Stop, Think, Do at all times .

4. Have each student cut out the house silhouette template (see **Appendix**) and use it to cut out the shape on a piece of construction paper. Students will draw a picture on their cutout that illustrates an action or behavior that helps prevent household accidents. Use a hole punch and string to bring all the house silhouettes together to make a class book.

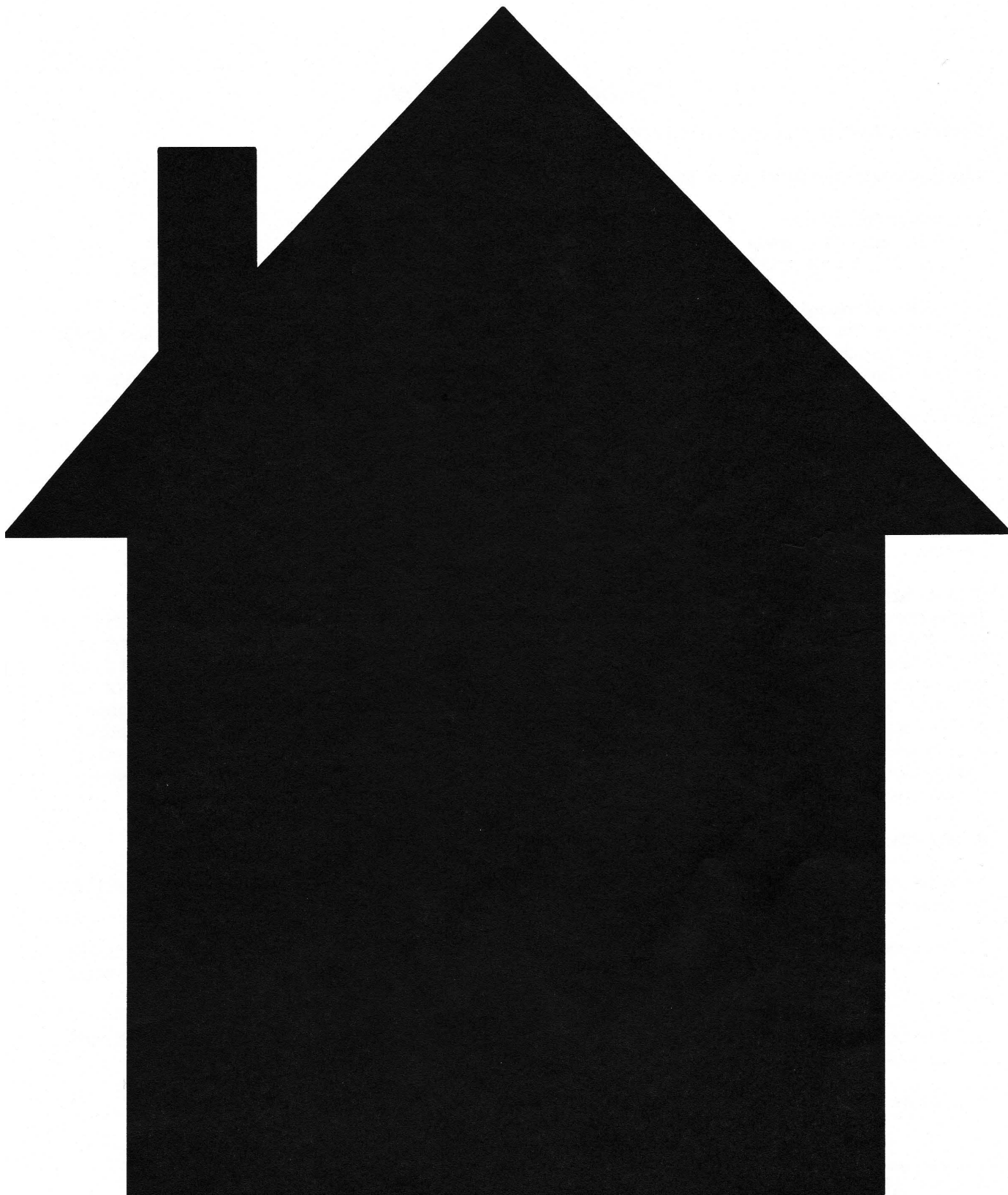
Assessment: participation in class discussion; identification of a safe action or behavior on house silhouette

Extension:

1. Over a period of time, students collect (or the teacher collects) newspaper clippings that refer to accidents that have occurred in people's homes. Discuss with students the ways in which these accidents could have been prevented.

2. Students write in their journal on how they contribute to making their home safe. Reflect on the rules they follow at home to create a safe environment and what would happen if they didn't follow the rules. Similar can be done by students as they reflect on their role in following rules for keeping the school and community safe.

Appendix (follows): house silhouette template



Searching for Safety

Purpose: To help students identify health and safety hazards.

Connections to Health and Career Education Outcomes: C1, C7, A2, B2, C4

Materials Required:

- Paper, pencils & Susie
- copies of "Home and School Safety Inspection Report" for each student (see **Appendix**)

Teaching Strategies:

1. Introduce the activity by having Susie ask students if they have ever had to search for something (e.g. a lost sock, a favorite book or video tape, a favorite T.V. program, etc.). Have Susie explain to students that her squirrel friends in the wild spend most of their time searching for food and a safe place to rest. Have Susie tell students that today they are going on a search, but instead of being squirrels searching for food, they will be safety inspectors searching for hazards and dangers.
2. Ask students to identify three potentially dangerous objects found in the school and three potentially dangerous activities that can occur on the school grounds. Explain to students that everyday objects can hurt us if they are not used properly and everyday activities can lead to injuries if they are done without exercising caution. Tell students that we call these objects and activities *hazards*.
3. Organize students into inspection teams (or done as a class) and distribute "School Safety Inspection Report" worksheets (see **Appendix**). Explain to students that the job of a safety inspector is to look for hazards in a workplace and to recommend ways to stay safe around various hazards. Next, assign each group an area of the classroom or school (entrance, hallway, washroom, etc.) and have each team work together to inspect their space. As a group, they will work together to identify the hazards in their inspection area (e.g. coat hooks, objects at eye level like shelves, sharp objects such as scissors, etc.), and complete a report. You may need to guide students through the activity initially as some hazards may not be obvious. Remind students that they should find and record hazards, but they should not touch hazardous objects or engage in any hazardous activities while completing the task.

Assessment: participation in group task; content and completeness of inspection report

Extension:

1. Have students work with an adult to complete a "Home Safety Inspection Report" for an area in their home (see Appendix).
2. Have each group create a list of safety rules for their assigned area, which can help protect their safety and the safety of others. Students design a sign that lists their safety rules. Post the various signs in the appropriate places throughout the school building.
3. Students write a journal entry or create a picture that would represent what they can do at home, school and within the community to protect themselves and others from dangers/hazards.

School Safety Inspection Report

Name of inspector(s):

Date of inspection:

School to be inspected:

Place to be inspected:

Objects that could cause harm:

Activities that could cause injury:

Suggestions for staying safe:

Home Safety Inspection Report

Name of inspector:

Name of senior inspector (parent/guardian):

Date of inspection:

Place in home to be inspected:

Objects that could cause harm:

Activities that could cause injury:

Suggestions for staying safe:

Our Role in Change

Purpose: To help students understand their role in creating change within the home, school and community as it relates to creating a safe and healthy environment.

Connections to Health and Career Education Outcomes: C1, C7, B2, A2

Materials Required:

- construction paper
- markers/crayons
- Susie
- paper, pencil & ruler

Teaching Strategies:

1. Susie leads the discussion with the class:
 - What changes have they noticed within their community in the past few years?
 - Who do they think contributed to these changes?
 - Do they think their community is a safe place to live?
 - What takes away from the safety of their community?
 - How can they make their community a safer place?
2. Students divide a page into three sections. They will label the sections as follows: school, home and community. Under each heading, students will list words that represent what they can do to make each area safer.

Request that students share their key words with the class. The teacher will review how change comes from all of us. If we wish to make changes at school, in our home and/or within the community, we can so do. We all have a contribution to make especially when it comes to making it a healthier and safer place for all to live and work.

3. Students are responsible for designing a new line of greeting cards related to safety within the community. The themes of the cards should be: How we can contribute to change within the community?

The cards can be designed for any age group. Students can send their card to the Mayor or local town council, a friend, parent etc.

Assessment: contribution to class discussion; key words in written activity; effort and content of created card

Appendix: N/A

The Playground of the Future

Purpose: To help students discover safe practices in the design, construction and use of playground equipment; research, present and design safety standards and use this information to design a playground of the future.

Connections to Health and Career Education Outcomes: C1, C7, C4, A2

Key Concepts:

- An estimated 28,500 playground-related injuries are treated in hospital emergency departments every year throughout Canada. From 1998-2002, there were over 1,200 playground-related injuries reported at the IWK Emergency Department alone.

Materials Required:

- Paint & paint brushes (optional)
- Susie & drawing paper
- paper, pencils, crayons/markers

Teaching Strategies:

1. Susie asks the students about the various playgrounds in the area. Lead the discussion on students' experiences with playground injuries. Provide students with a chance to share their stories/experiences related to playground safety. Brainstorm solutions that may prevent future injuries from occurring on the playground.

2. Students create a set of safety guidelines for playground use **OR** read aloud Safety Tips for Playgrounds (see **Appendix**) and ask for volunteers to comment on the tips.

With this information and their imaginations, the students will design a fictitious playground for the future, a playground that keeps users safe and prevents injuries. **OR** students will design one piece of safe equipment for the playground. Students will be able to describe how their playground will promote health and safety and prevents injuries.

Students will use art materials to create a display of their playground

Note: see **Appendix** for student directions for this activity.

3. Students share their created playground with the rest of the class. Peers provide feedback on the design.

Assessment: students evaluate each other's work; teacher assessment of participation; effort put into the design and write up

Extension:

1. Students present their playground designs to school administration, joint health and safety committee and/or to the Parent Advisory Committee.
2. Students submit a journal entry or picture that depicts what they can personally do to make their school playground a safer place for all students. What things might they change about the playground to make it safer?

Appendix (follows):

1. Constructing a Playground (student instructions)
2. Safety Tips for Playgrounds

Appendix 2-14

Constructing a Playground

Student Instructions

Your group has been hired to construct a new playground for the school. The school is concerned that the existing playground is not safe as many injuries are taking place.

Use the materials provided to design and create the new playground **OR** one piece of playground equipment.

Remember - you want to create a fun, exciting and safe playground!

Your group can work together on the playground **OR** each group member may wish to work individually on a part of the playground.

Safety Tips for Playgrounds

- Equipment should follow CSA standards (and/or municipal or other accepted safety organization).
- Students should be taught the correct methods of using the equipment.
- Protective caps should be placed on protruding and exposed bolts or hazards.
- Equipment is stable and well spaced apart.
- There are no sharp angles or edges on any of the equipment.
- Products that won't cause splinters should be used.
- Equipment should be inspected on a regular basis.
- Rules should be in place for proper conduct on equipment.
- Grass, sand or other soft surfaces should be used around equipment.
- The equipment should be age-appropriate.
- Swings should be anchored securely.
- Ladders and other climbing apparatus should have slip-resistant surfaces.
- Playground equipment should be used for what it is intended (e.g. slide feet first; sitting up; sit on swings; use steps).
- Clothing can be hazardous around certain equipment. For example, tie up or avoid wearing totally: strings from hoods and coats, scarves or any loose clothing.
- Proper footwear should be worn.
- Stay clear from swinging swings (front and back) and the bottom of a slide.
- Glass products should not be permitted on the playground.
- One person should slide at a time.
- No pushing, shoving or tripping on or around equipment.
- In bad weather equipment should not be used.

Adapted from The Calgary Injury Prevention Coalition and the Physical Education Safety Manual Draft, Play Safe, 1994, New Brunswick

Quick Ideas for Grade 2

Idea #1

Theme: **Qualities of a healthy and safe environment**

Connections to Health and Career Education Outcomes: C1, C7, C4.A2

Quick Idea: Students complete the following chart

Qualities of a Healthy & Safe Environment

Qualities of a healthy & safe environment	Role in protecting your health & safety
keep floors clean; push in chair	to avoid slips, trips or falls

Idea #2

Theme: **Rules and responsibilities**

Connections to Health and Career Education Outcomes: C1, C7, C4.A2, A1

Quick Idea: Rules are created to help protect the well-being of others. Definition of rule: a statement of what to do and not do; principle governing conduct, action.

Students reflect on all the events in their day and list the rules, personal responsibilities and rationale that corresponds with each event/task. For example:

Rules & Responsibilities	Why follow them
1. <u>go to school</u> A) be on time B) pay attention to directions C) respect others D) do my work	A) don't want to hold others back, or miss anything B) so I will know what to do and how to do it correctly C) treat people the way I want to be treated D) practice what I learn
2. <u>play soccer</u> A) play fair B) don't play rough C) listen to my coach D) play the best I can	A) is more fun and is safer B) I don't want to hurt myself or others C) learn new things D) for enjoyment and exercise

Idea #3

Theme: **The world of work**

Connections to Health and Career Education Outcomes: C1, C7, C4.A2, A1, B1

Quick Idea: It is important that students explore a wide range of job opportunities, the role of jobs in society and the various safety issues associated with these jobs.

A) Students take on the role of a reporter and conduct an interview with someone they know who is working.

Suggested interview questions are as follows:

- Tell me about your job.
- Describe a typical working day.
- How did you learn to do your job?
- What are some of the safety concerns on the job?
- How do you protect your safety on the job?
- What do you like most about your job?
- What rules do you need to follow on the job?
- What do you enjoy least about your job?

B) In groups or as a class, discuss the following:

- What types of jobs do you presently do around the house (e.g. put out the garbage, help with dishes, clean your room)?
- How do you think your jobs around the house will change in five years?
- What type of job would you be interested in pursuing?
- Who can do this job: be a nurse, a doctor, a lawyer, a construction worker (list many types of jobs that might typically be dominated by one gender)? The point of the exercise is for students to understand that they can do any job they wish as long as they work towards it.
- Students set a goal regarding their future and “dream job” (e.g. I will work hard in school).

Idea #4

Theme: **Safety word hunt**

Connections to Health and Career Education Outcomes: C1, C7, C4.A2

Quick Idea: Prior to class, the teacher will cut construction paper into rectangles the size of playing cards. Then on each card, write a safety-related word or statement (see suggestions on following page). Provide small groups of students with a number of the cards, asking them not to look at the words written on the cards. Taking their turns, each student will hold a card to their forehead, without looking at the word. The other group members will describe/provide clues regarding the word on the card without using the actual word as the student attempts to guess what word is on the

card. Once the word has been guessed, the student creates a sentence using the word and/or spells the word correctly. The next student then takes their turn.

The following are suggested words and statements for the cards:

- Look both ways
- Seat belt
- Bike helmet
- Sunscreen
- Ask for help
- Strangers
- Sidewalk
- Lock the door
- Call for help
- 911
- Stop, drop and roll
- Tell someone you trust
- Walk, don't run
- Life jacket
- Cross walk
- Never skate alone
- Shoe laces
- Winter hat
- Accident
- Sun glasses
- Knee pads
- Rules
- Dangers
- Fire extinguisher
- Fire evacuation plan
- Pay attention
- Just say 'no'
- Watch for dangers
- Emergency
- First aid kit
- Stop sign
- Listen to directions
- Stop, think, do

