



STOP



THINK



DO

An activity-based safety resource for Yukon schools, grades 3-5.

Stop, think, do!

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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 *Stop, think, do!* kit 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 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.

Stop, think, do!

In 2012, the YWCHSB launched the *Susie the Safety Squirrel* kit for grades K-2. The *Stop, think, do!* kit targets students in grades 3-5 and builds on the objectives of the K-2 kit. The *Stop, think, do!* kit is designed to enhance children's interest, understanding and acceptance of health and safety principles. 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 *Stop, think, do!* kit 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

All activities in the *Stop, think, do!* kit will help students meet the outcomes described in the BC Physical and Health Education Competencies. It is our hope that while being exposed to health and safety education throughout their public school experience, students will...

- Lesson 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.

Assessment

Assessing student learning by considering thinking competency, communication competency and personal/social competency is vital to personal and social success, life-long learning, and to the changing workplace. Thinking competency includes specific thinking skills and metacognitive awareness. Communication competency refers to a student's ability to share information and explore the world around them. Personal/social competency encompasses the set of skills students need to thrive as individuals and strive for their purpose in the greater world.

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

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

Finally, **activities** are included for students to demonstrate their learning based on the guiding objectives/intentions and teachers can use these activities for an **assessment of learning**. To assess these activities, each lesson includes reference rubrics that

incorporate the core competencies, as well as specific performance indicators based on the Healthy Practices Elaborated Scale, K-3, Health and Career Education curriculum.

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

Safety Certificates

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

Setting the Stage

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

What can you do in the classroom?

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

The classroom is a wonderful environment for helping students 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 skill sat an early age. Moreover, they need to practice recognizing

unsafe conditions and selecting behavioural responses that will help them avoid potential dangers.

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

Safety Motto

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

Stop, think, do!

STOP: Follow all directions (verbal & 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.

Tips for creating a healthy and safe classroom

As a teacher, you play a crucial role in establishing a safe environment in your classroom. The following suggestions will help you reflect on your current classroom procedures and 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 doing them in class to assess safety measures, ascertain potential problems and assure that desired results will be achieved.

Safety Rules for the Classroom

Beginning in kindergarten, students should be taught to 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: Letter home and contract

Letter to parent (s)/guardian (s)

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

Safety Contract (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.

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

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. Please sign and return this letter to show that you have read the contract and are aware of the safety measures being taken in our school and classroom to ensure a healthy, safe and cooperative learning environment for all. Please feel free to contact me if you have any questions or comments. Thank you for your support.

Parent/guardian signature: _____

Date: _____

Safety Contract

My safety rules

I will:

1. Stop before I do
2. Think before I act
3. Do things safely at all times

Name:

Date:

Literature Connections

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

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

Grade 3

- Lesson 3-2, Safety symbols: ***I Read Signs*** by Tina Hoban. This non-fiction book uses photographs of familiar signs to encourage students to discuss the shapes, letters, words, symbols, and patterns in signs to understand their meanings. Show this book to your students and discuss the various signs, their shapes, and the meanings. Then take a walk around your school/neighbourhood and encourage students to find similar safety signs.

Grade 4

- Lesson 4-3, Rules and responsibilities: ***No Talking*** by Andrew Clements. This fiction book tells the story of a school where the kids are so loud that the principal has to use a bullhorn to quiet them down. Students take the situation in their own hands and decide to have a contest to see who can say the fewest words during two entire days. When students stop talking, this has many unforeseen consequences. As you read this story with your students, discuss what responsible behaviour is, how rights and responsibilities go together and how important respecting rights and responsibilities are to keeping safe.

Grade 5

- Lesson 5-8, Food Safety: ***How to Eat Fried Worms*** by Thomas Rockwell. This novel tells the story of a daring boy who claims to be able to eat anything. His friend dares him to eat fifteen worms in fifteen days. The story is about

friendship, honesty, and resolving conflicts. It is also about preparing food. As you read this story, discuss with students how the food is prepared to keep it safe and what the characters do to keep themselves from getting sick.

Additional literature connections may be available in your school library or through the Yukon Department of Education's Resource Services.

- Lesson 3-2, Safety Symbols: ***City Signs*** by Zoran Milich
- Lesson 3-4, Allergy Awareness: The Peanut Free Cafe by Gloria Koster
- Lesson 3-7, Medicine Safety: ***Taking Medicines*** by Liz Gogerly
- Lesson 3-9, Eye Protection: ***Pete the Cat and His Magic Sunglasses*** by James Dean
- Lesson 3-10, Insect Safety: ***Bugged*** by Michelle Knudsen
- Lesson 4-11, Camping and Hiking Safety: ***S is for S'mores*** by Helen Foster
- Lesson 5-2, Responsible Behaviour: ***Diary of a Wimpy Kid*** by Jeff Kinney

British Columbia Competencies: Physical and Health Education

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

Grade 3

Big ideas

- Healthy practices can reduce illness for individuals and for the community
- Awareness of high-risk situations allows us to protect ourselves

Curricular competencies:

Healthy choices

- Access and analyze information about safety and health topics
- Describe the elements of a healthy lifestyle
- Describe strategies to make healthy choices
- Describe and demonstrate avoidance or assertiveness strategies to respond to a variety of unsafe and/or uncomfortable situations

Grade 4

Big ideas

- Personal choices can have short and long term effects on our well-being
- Keeping safe requires understanding risks and how to respond to them

Curricular competencies:

Healthy choices

- Identify and describe factors that influence personal health choices
- Describe how personal health choices contribute to overall well-being
- Describe and demonstrate avoidance or assertiveness strategies to respond to a variety of unsafe and/or uncomfortable situations

Grade 5

Big ideas

- Personal choices can have short and long term effects on our well-being
- Keeping safe requires understanding risks and how to respond to them

Curricular competencies:

Healthy choices

- Identify and describe factors that influence goal setting and decision making
- Describe strategies for identifying and responding to social pressures that could lead to taking risks
- Describe and demonstrate strategies for removing or reducing risks to safety in a variety of settings

Free For Yukon Schools

The YWCHSB is pleased to offer Yukon schools *Stop, think, do!* kit **free of charge**. The kit is appropriate for teachers working with grade 3 through to grade 5 and contains the following components:

- Grade 3-5 Activity guide
- One set of fiction and non-fiction books for literature connections to activities
- One set of safety certificates for students who complete the program

Free information sessions are available on techniques for integrating health and safety education into daily classroom instruction to help meet curriculum outcomes. To receive an electronic version of this document and for additional information on this or any other YWCHSB resources, please contact:

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YWCHSB Occupational Health and Safety
(867) 667-5450



STOP



THINK



DO

Grade 3

Grade 3 Lessons

Lesson	Suggested time/date	Materials	Page #
3-1: Introduction	20-30 min./September		5
3-2: Safety symbols in schools	45-60 min./September	Poster materials Pencils and markers	7
3-3: Stop Think Do Review	45-60 min./October	Role play ideas (Appendix 3-3) Board and journals	11
3-4: Allergy awareness	45-60 min./November	Poster materials Pencils and markers	14
3-5: Rights and responsibilities	15-20 min. am and 35-40 min. pm/ December	Pencils and markers Drawing materials Badge samples (Appendix 3-5)	17
3-6: Emergency preparedness	45-60 min./January	Image of emergency situation 911 dialogue and emergency situations (see Appendix) Paper for drawing, Telephone books, paper and pencils for personal emergency booklets (optional)	20
3-7: Medicine safety	45-60 min./February	Large sheet of paper Magazines and flyers containing ads for various medications Card stock for labels	25
3-8: Fall protection	45-60 min./March	1 dozen raw eggs 1 dozen zip lock bags Protective materials, such as cotton balls, plastic grocery bags, squares of bubble wrap, sheets of newspaper, paper towels, 1 metre masking tape/pair	29

3-9: Eye protection	5-10 min. day 1 and 45-60 min. following week/ April	Several newspapers Sunglasses template (Appendix 3-9) Coloured cardboard, coloured cellophane, glue, paint or crayons, other decorative material like glitter	32
3-10: Insect bite prevention	45-60 min./May	Carton, twine, glue, toothpicks, popsicle sticks, stickers, coloured paper and markers, pipe cleaners, stickers, etc. Copies of Insect safety tips for each student (Appendix 3-10)	35
3-11: Water safety	45-60 min./June	one or several children life jackets or personal flotation devices (PFDs) Copies of PFD outline (Appendix 3-11)	39

Assessment

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

In addition, each lesson also includes **assessment as learning** activities, **Did I learn what counts?** These student self assessment tools are at the end of each lesson to help students clarify and confirm their learning, as well as to allow teacher's to personalize their teaching (see below).

Finally, **activities** are included for students to demonstrate their learning based on the guiding objectives/intentions and teachers can use these activities for an **assessment of learning**. To assess these activities, each lesson includes reference rubrics that incorporate the core competencies, as well as specific performance indicators based on the Healthy Practices Elaborated Scale, K-3, Health and Career Education curriculum.




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

Self assessment: Did I learn what counts?

Ask students how they know if they have understood a lesson? Discuss things like how we need to know what the lesson will be about from the start, how we need a chance to show what we have learned, and how we need a chance to think about what we have learned and still want to know. Explain to students that each safety lesson starts by describing what they are supposed to learn during the lesson and includes a chance for them to demonstrate their learning through discussions, group/individual projects, and other activities. Finally, students will have a chance to think about their own learning with a self assessment reflection.

Show a sample of the self assessment rubric. *During the self assessment, called **Did I learn what counts?**, you will be asked to read several sentences describing what you need to learn during this lesson. Then, you need to put a check under the green light if you really know that idea, under the red light if you don't really get that idea, or under the yellow light if you kind of know that idea. When you have finished, if you checked green light please find someone who checked a yellow light and discuss what you know and would like to know about this lesson. Anyone who has checked a red light, I would like to meet with you in a small group to talk about what you would still like to learn.*

Name: _____

Lesson		Did I learn what counts?	No 	Kind of 	Yes 
1	I know...	some safety signs in my community.			
		what the safety sign colours, shapes, and symbols mean.			
		why I need to respect safety signs.			
2	I know...	the difference between big and small choices.			
		the steps to making safe choices.			
		why it is important to make safe choices.			
3	I know...	some of the causes of allergies and what an allergic reaction may look like.			
		a few ways to keep people safe from allergies.			
4	I know...	the difference between rights and responsibilities.			
		how rights and responsibilities can keep me safe.			
5	I know...	what an emergency is and what it looks like.			
		why I need to stay as calm as possible during an emergency.			
		what information to tell to a 911 operator.			
6	I know...	medicines can keep and make me healthy.			
		how to use medicines safely.			
		some dangers of using medicines incorrectly.			
7	I know...	where I need to protect myself from falling.			
		some strategies to protect myself from falling.			
8	I know...	some dangers of getting too much sunlight in my eyes and on my skin.			
		some ways to protect myself from being hurt by sunlight.			
9	I know...	the dangers of stinging insects			
		what to do to keep from being stung or bitten			
		what to do if I am bitten or stung			
10	I know...	some of the dangers to think about when I play near the water			
		how to keep safe when playing near the water.			

3-1: Introduction

Note: The Susie the Safety Squirrel Kit has been available to Yukon K-2 students to help them learn about health and safety for a few years. If your students have yet to be introduced to Susie in K-2, consider borrowing the Susie the Safety Squirrel Kit from a K-2 class, beginning the lessons using a Scaredy Squirrel story from your school library, or modify the lessons to present them without referring to Susie.

1. Show students the Susie squirrel and ask them to think about and share some of the safety lessons they have learned with her since beginning school in kindergarten, grade 1, and grade 2. Discuss why it is important to be aware of dangers and how they keep safe.

2. Present kit for grade 3. Explain that we will be working on several activities to learn how to stay safe and prevent injury. What kinds of things do you think we need to learn about safety? Safety clothing? Safety outside? Safety signs? Safety with medicine? Other ideas? Brainstorm as a group and offer suggestions as required.

3. Before beginning the lessons, consider establishing some goals and rules about how to learn about safety together. For example, try creating a **work plan**. Use a chart like the sample below to establish goals for the safety lessons and actions that everyone can take to achieve those goals. To elicit the goals, ask questions like, what do we want to do? What steps will we have to take? What activities will we have to do? How will we share our learning? How will we know when we have learned to make safe choices? Then ask what actions we need to take to achieve those goals. Go through each goal and note down student ideas. Note student’s names next to their ideas.

Sample chart:

What do we want to do?	How do we do it?
Figure out what we want to learn about safety	-Ask big questions about different safety topics -Brainstorm together
Next share ideas and questions on each safety topic	-Listen respectfully to all ideas and questions -Offer encouragement to class mates -Ask questions to understand better
Work on our own or in a group to find answers and create solutions	-Be flexible working with partner -Concentrate on your own work when alone or with a partner -Use time efficiently to finish to do our best work
Share what we learned with the class and others	-Present our work to the class -Give everyone a chance to understand -Listen, ask questions, and give comments to others
Check that we understand	-See if we can answer the big questions that we asked at the start

4. Once you have created your chart, remember to congratulate students on creating their plan. Remind them to refer to their goal chart if they need to check what to do. At the start of lessons, take a few minutes to review the work plan. Ask if anyone has questions or suggestions about the plan. Students should be encouraged to share them and find satisfactory answers. Remind them that they will be able to answer lots of big questions by sticking to their work plan.

3-2: Safety symbols in schools

Title: School safety!

Purpose: How do safety signs help keep us safe and why do we need to respect them?

Assessment objectives/intentions: What counts?

Students will be able to:

1. identify safety signs around the community
2. understand symbols, colours, and shapes of safety signs
3. act safely by respecting all safety signs

Material Required:

poster materials
pencils and markers

Teaching Strategies:

1. *What warning signs does Susie need to be aware of in the forest? Snapping twigs? Animal sounds? Changes in the weather? What does Susie need to do if she notices one of these warning signs?* Explain to students that we will be doing an activity to find safety signs around our community, these are signs that warn us of dangers. *We will be figuring out how the symbols, colours, and shapes of safety signs change a sign's meaning and talk about why it is important to respect safety signs. What questions do you have about safety signs?* Note student responses. For example:

- Why are they sometimes different shapes?
- Do the colours mean something?
- Who puts safety signs up?
- Who makes them?
- Who decides where to put safety signs?

2. Sketch a yield sign on the board and ask if anyone can identify what it means. *Has anyone seen another safety sign?* Ask volunteers to sketch several different safety signs on the board that they have seen around their community. Ask students to explain their meaning. Refer to students' sketches and discuss how these signs remind people about rules and possible dangers to help keep people safe. Ask which words and **symbols** (pictures that stand for something) share information. Ask which shapes also provide safety information. For example, an octagon for stop signs, a triangle for a yield sign, and a circle with a line through it to show what people are not allowed to do. As well, what safety information do different colours tell us? For example, what do traffic light colours tell us? Be prepared to prompt some students with examples of safety sign characteristics from **Appendix 3-2**.

3. *Are there places here in our school where we need to be reminded of dangers?* Challenge students to think of places around the school and playground where there should be safety signs. Encourage them to think about dangerous corners, places where students might run in the halls, or places where there may be chemicals. If time allows, assign small groups to visit different parts of the school or investigate as a class for 10-15 minutes. Once everyone is back in class, make a list of all the places that could use a safety sign (see **Appendix 3-2** for suggestions)

4. Ask students if they were to create their own safety signs to warn school mates of these dangers, what would they look like? Brainstorm what information safety signs include? *What words? Symbols? Colours? Shapes?* Have a couple of volunteers sketch their ideas on the board. Does everyone know what they mean? Draw a web around the student's signs noting the traits of good safety signs. Once expectations are clear, have students choose a safety sign topic and create a safety sign based on the agreed upon criteria. For early finishers, go through the list of qualities for effective signs and challenge students to add more clues to communicate their safety messages.

5. When students have finished, have students present their signs. *Describe the shapes, colours, symbols, and words you have used to communicate a safety message.* As a reflection activity, ask students who needs to be responsible for respecting safety signs? Why? As students suggest various people they think need to respect safety signs and various reasons why it is important to respect safety signs, encourage them to consider that everyone needs to be responsible for respecting safety signs because we are all part of a community where we want each other to stay safe and free of injury.

Student self assessment: Did I learn what counts?
See student self assessment in introduction.

Extensions:

- Challenge students to group their safety signs into categories. For example, signs that describe rules for activities we are not allowed to do (ie. no diving, no biking, no eating), or signs that warn of dangers (ie. poison, falling rocks, moose crossing), and signs that tell where to find important items (ie. emergency exits, first aid kits, fire extinguishers). What are the similarities between the signs in the same categories?
- If time allows, prior to making their own safety signs, take the class on a walk around the neighborhood with clipboards, digital cameras, or small drawing notebooks. Play "I spy" and ask students to draw or photograph any safety signs they see. Back in the classroom, have the students share their drawings or photos and categorize them into different groups, signs that warn people not to

do something, signs that warn of dangers, signs that tell where to find important items, etc.

Activity assessment:

Student is able to:	Not yet meeting	Minimally Meeting	Fully Meeting	Exceeding
Thinking	-with assistance, identify issues important to community and gather information to develop solutions	-identify issues important to community -gather information and find solutions	-understand issues important to community -gather information and develop solutions	-promote issues important to community -gather information, develop and reflect on solutions
Communicating	-with assistance, presents ideas for peers and complete work with peers	-presents ideas for peers and complete work with peers	-exchange ideas with peers and work well with peers	-exchange ideas with various groups and work well with various groups
Personal/Social	-with assistance, demonstrate personal role in community safety	-demonstrate personal role in community safety	-describe personal role in community safety	-encourage others to assume their role in community safety
Health/Career	-with assistance, identify safety rules and expectations in school and on the road	-identify safety rules and expectations in school and on the road	-understand and follows safety rules and expectations in school and on the road	-promote safety rules in school and on the road

Appendix 3-2: Sample safety signs



Appendix 3-2: Suggested school safety signs

- yield at dangerous blind corners
- yield at busy intersections
- keep right in halls
- no running in halls
- slippery surfaces at entrances
- warn of possible animals in the area
- danger of falling from a height on playground
- danger of falling objects
- hold handrails on stairways
- warn of machinery rooms
- warn of chemical storage
- warn of passing vehicles
- warn of tripping hazards

3-3: Stop, Think, Do Review

Title: Safety first!

Purpose: How do you make safe choices?

Assessment: What counts?

Students will be able to:

1. identify difficult choices
2. understand decision making process
3. explain the importance of making safe choices

Material Required:

role play scenarios (see **Appendix 3-3**)
board and journals

Teaching Strategies:

1. *What tough choices do you think Susie needs to make?* For example, where would it be safe to build a nest? How can I stay safe around other animals? How can I know which foods are safe to eat? What do I do when the weather turns cold? *We will be doing an activity to help us figure out the tough choices in our lives. Then we will practice thinking about how we make choices and how to always make safe choices.*

2. *Have you ever had to make a tough choice?* Explain that some choices they make aren't terribly important. For example, they might decide to have chocolate ice cream instead of vanilla. But other decisions may involve a choice between safe and unsafe, and sometimes it's not easy to know what to do. *Whenever you aren't sure what's safe, stop and think, before doing anything!* Tell students to ask themselves some questions and if they still can't decide, talk it over with someone they trust and respect. *What questions would be good to ask ourselves when we have to make a tough decision?* Write answers on board and discuss as a group. Questions might include:

- Could it hurt anyone, including me?
- Have I ever been told that it is wrong?
- What does my conscience say about it?
- Is it fair?
- How would I feel if someone did it to me? (Golden Rule)
- Deep down how do I feel about it?
- How will I feel about myself later if I do it?
- What would adults I respect say about it?

3. *In previous grades you learned how to make safe choices by learning to Stop, Think, and Do.* When faced with choices, especially choices that might affect someone's

safety, remind students to stop before they make a choice, think about the consequences of different choices, and only do something when they are sure their choice is safe. Ask students to remember that it is their responsibility to remind each other about the importance of these actions so they can help keep themselves safe, as well as people around them.

4. Ask for several volunteers to demonstrate a role play situation where they will have to make a safe choice by stopping, thinking, and doing. Ask half the students to do the wrong thing and the other half to make a safe choice. Ask students to pretend they are walking to the park and they need to cross a busy street to get there. Have one child put his hand out to stop traffic and then walk straight out without waiting or looking. Some friends follow and some wait. One volunteer can role play a driver who shouts at all of the kids. *Who made safe choices? Did you work together to ask helpful questions? What steps did you follow to make a safe choice? Did you make a safe choice in the end? Why or why not?* Discuss as a group. Have students switch roles to give everyone a chance to make safe choices.

5. Divide the class into small groups. Give each group one of the role playing scenarios (see **Appendix 3-3**) to act out. Explain that in each role play half the group wants to do the wrong thing and the other half wants to do the right thing. Tell students that each half will try to give strong reasons for their side. Try switching roles to give all students a chance to make safe choices. Discuss the results as a group. *Who made safe choices? Did you work together to ask helpful questions? What steps did you follow to make a safe choice? Did you make a safe choice in the end? Why or why not?*

Student self assessment: Did I learn what counts?

See student self assessment sheet in introduction.

Extension:

- Ask students to write a journal entry with at least five things they can say to themselves when they're tempted to do something unsafe. Ask students to reread them from time to time whenever they need reminding.

Activity assessment:

Student is able to:	Not yet meeting	Minimally Meeting	Fully Meeting	Exceeding
Thinking	-with assistance, identify issues important to community and gather information to develop solutions	-identify issues important to community -gather information and find solutions	-understand issues important to community -gather information and develop solutions	-promote issues important to community -gather information, develop and reflect on solutions
Communicating	-with assistance, present ideas for peers and complete work with peers	-present ideas for peers and complete work with peers	-exchange ideas with peers and work well with peers	-exchange ideas with various groups and work well with various groups
Personal/Social	-with assistance, demonstrate personal role in community safety	-demonstrate personal role in community safety	-describe personal role in community safety	-encourage others to assume their role in community safety
Health/Career	-with prompting, contribute to class safety discussions -with support, recognize risks of harmful situations	-usually be respectful of own and others safety -needs some help to describe how to avoid harmful situations	-conduct self in a safe manner -describe some ways to avoid harmful situations	-conduct self and encourage others to act safely -describe variety of ways to avoid harmful situations

Appendix 3-3: Role Playing Scenarios

You pass an empty old house. In front of it there's a "No Trespassing" sign. But the front door is open. You really want to go in and see what's there. No one is around. What do you do?

A group of kids who you think are really cool are picking on another kid. They want you to join them, and they say you're a nerd if you don't. You don't want to be left out, but you think picking on the other kid is unfair. What do you do?

You're walking home from school, and you're really hungry because you forgot to bring your lunch that day. You pass by a fruit stand, and the fruit looks so good you can almost taste it. "They'll never miss just one apple," you think to yourself. And no one is looking. What do you do?

You are about to go for a bike ride with your friends and you are the only one wearing a helmet. Your friends begin to tease you for wearing one. What do you do?

3-4: Allergy Awareness

Title: Achoo!

Purpose: What are allergies and how can I keep safe from allergies?

Assessment objectives/intentions: What counts?

Students will be able to:

1. describe the causes and symptoms of a variety of allergies
2. identify some steps to keep people with allergies safe

Material Required:

- Poster paper
- Pencils and markers

Teaching Strategies:

Note: Consider doing this lesson at the start of the school year, especially if someone in your class has allergies.

1. *What kinds of foods do you think Susie likes to eat? Do you think she likes to eat nuts? Discuss as a class. Susie is able to eat nuts, but many people can't eat nuts because they are allergic to them. There are many different kinds of allergies. Do you know anyone who has allergies? What kinds? Discuss as group. We will be talking about what allergic reactions look like, what causes them, and how people with allergies can keep safe.*

2. *Does anyone know why some people have allergies? Pull together students' suggestions and reinforce that our immune systems are responsible for protecting our bodies against potentially harmful substances, but sometimes someone's immune system can overreact. **Antibodies** circulate through bloodstream to fight off harmful substances which is good. For people with allergies, the immune system overreacts, releasing antibodies to attack harmless substances. This causes the release of **histamines** which then cause symptoms like sneezing, watery eyes, and rashes.*

3. *What kinds of substances or allergens cause allergies? Ask students to turn to a partner and discuss for 2 minutes, then have them share with the group and note ideas on board. Airborne examples include dust mites, cockroach droppings, and mold, or by things outdoors such as pollen. Foods such as nuts, wheat, eggs, shellfish, and dairy products can cause allergic reactions in some people, as can many medications including penicillin and other antibiotics. So can the stings of insects like bees, hornets and wasps. Pet dander or flakes of skin, as well as pet saliva and urine can also cause allergic reactions. *What are the main causes of allergies?* Referring to student's ideas,*

explain that allergens come from things that float in the air, foods, and animals. Ask volunteers to circle allergens that come from small materials floating in the air with a blue, from things we consume (ie.food or medicine) with red, or from animals with yellow.

4. *What does an allergic reaction look like or feel like?* Ask students to turn to a partner and discuss for 2 minutes, then have them share with the group and note ideas on board. Discuss and note down student ideas on board. Reinforce that some of the first signs that a person may be having an allergic reaction could be a runny nose, an itchy skin rash such as hives, or a tingling in the tongue or lips. Other signs include: tightness in the throat, hoarse voice, wheezing, cough, nausea, vomiting, stomach pain, and diarrhea. *If you have a friend with allergies who has some of these symptoms, what do you need to do to make them safe?* Discuss as group. Explain that some people who have allergies, especially to certain foods, must be very careful. If you think someone is having a serious allergic reaction, get help from an adult right away! Call 911!

5. *What can we do about allergies?* Ask students how they can protect themselves or help others stay safe from allergies. Brainstorm as a group. For people with allergies, emphasize trying to avoid **allergens**, things that cause allergies, by asking if they could be somewhere you are going. For example, if you are allergic to cats and are planning a sleep over, should you ask your friend if they have pets before you go? If you have a food allergy, should you ask if there are peanuts in the food you are being offered? When would you need to ask a friend if they have any allergies (to prevent a friend from getting sick and to make them feel welcome)?

6. **Challenge** students to make a class mural showing an attack of “alien allergens” and “super heroes” defending. Draw an outline of a volunteer on a large sheet. Cut out the outline and fix to a bulletin board. Students choose an allergen from step 3 and create alien creatures that surround the outline. Aliens use speech bubbles to state their names and symptoms they cause. For example, “My name is Perilous Pollen, I cause people to sneeze and have runny noses.” Then have students draw “super heroes” with capes, masks, and symbols who help make safe choices to keep everyone safe from the “alien allergens”. They can have their own speech bubbles with messages like, “I’m Nut-Free Man. Remember to only eat foods that you know don’t have peanuts!” or “I’m Asthma Attacker. I will always keep my puffer nearby in case I need it!” Early finishers can create a title for the mural like, *Allergy alert!* or *Attack of the alien allergies!* Have students present their allergens and super hero strategies for stopping the allergens. Ask students to describe the allergy’s causes and symptoms, as well as how to prevent an allergy and what to do if someone has an allergic reaction!

Student self assessment: Did I learn what counts?

See student self assessment sheet in introduction.

Extension:

- Have students imagine that they run a restaurant. Working in small groups or as a class, have students create menus that describe what is in their dishes. Several students can “wait tables” and others can be “diners” who should mention if they are allergic to any of the ingredients on the menu. Diners should explain what happens to their bodies during an allergic reaction and how to treat it. Students can work together to choose an alternative ingredient or create a different dish that doesn’t contain harmful foods.

Activity assessment:

Student is able to:	Not yet meeting	Minimally Meeting	Fully Meeting	Exceeding
Thinking	-with assistance, identify issues important to community and gather information to develop solutions	-identify issues important to community -gather information and find solutions	-understand issues important to community -gather information and develop solutions	-promote issues important to community -gather information, develop and reflect on solutions
Communicating	-with assistance, present ideas for peers and complete work with peers	-present ideas for peers and complete work with peers	-exchange ideas with peers and work well with peers	-exchange ideas with to various groups and work well with various groups
Personal/Social	-with assistance, demonstrate personal role in community safety	-demonstrate personal role in community safety	-describe personal role in community safety	-encourage others to assume their role in community safety
Health/Career	-with prompting, contribute to class safety discussions -with support, recognize risks of harmful situations	-usually be respectful of own and others safety -needs some help to describe how to avoid harmful situations	-conduct self in a safe manner -describe some ways to avoid harmful situations	-conduct self and encourage others to act safely -describe variety of ways to avoid harmful situations

3-5: Rights and responsibilities

Title: Super responsible!

Purpose: How can rights and responsibilities help keep us safe?

Assessment objectives/intentions: What counts?

Students will be able to:

1. distinguish between rights and responsibilities
2. recognize how rights and responsibilities can keep them safe

Material required: Pencil crayons and markers, drawing materials, and badge outlines (see **Appendix 3-5**)

Time required: 15-20 min at the start of the day and 30-45 at the end of the day.

Teaching Strategies:

1. *Do squirrels ever work together?* For example, squirrels warn each other to keep safe from predators. However, unlike people, squirrels live mostly on their own, male squirrels don't help females raise baby squirrels, and they often chase neighbouring squirrels right out of their territory without even saying hi! Is this how people behave with each other? *We are going to be talking about how people get along, by respecting each other's rights and being responsible for their choices.*
2. *What are your rights? What are things that you have a right to?* Ask students to pair up and talk for 2 minutes about their personal rights. Make a T chart with the word "Rights" on the left side and "Responsibilities" on the left. Note down student suggestions, examples may include the right to feel safe, to have a home, to have food, to be loved, to play, to have friends, to go to school, etc. *Is it a right or a privilege to play video games after school? What is the difference between rights and privileges?* Rights are like protection for the way we live, but privileges are rewards for good behaviour.
3. *What is a responsibility? What are things that you have a responsibility to do?* Ask students to pair up and talk for 2 minutes about the responsibilities that go with the rights you have listed on the right side. *If we have the right to feel safe, do we also have a responsibility to behave safely?* Note down student suggestions, examples may include the responsibilities to do our best at school, to do chores at home, to not waste food, to be nice to our friends, to share, to take care of others, etc. *Are there always responsibilities that go with rights?* Responsibilities are like rules for how to behave well. Encourage students to understand that rights usually have responsibilities that go with them.

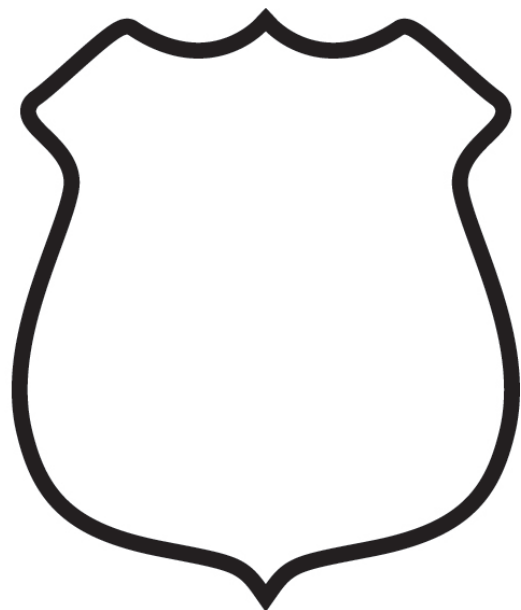
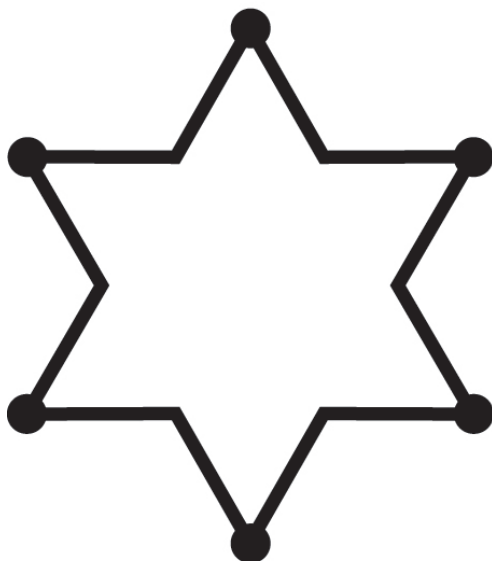
4. *In school, everyone has the right to learn, but everyone also has the responsibility to arrive at school on time, complete homework, and follow school and class rules. What are some responsible things that you do every day? Does this behaviour help keep you safe?* Brainstorm as a class. Examples may include, cleaning up our desks before lunch can keep us healthy, checking for traffic before crossing the street can keep us from being in an accident, staying calm if we are frustrated by a friend can keep us from getting in a fight, or patiently waiting your turn on a climbing toy can prevent being hurt in a fall. Ask students to choose at least one responsibility that they plan to accomplish today and to keep track of responsible actions they take during the course of one day because we will be discussing them at the end of the day.

5. Schedule 30-45 min at the end of the day/week for students to come together and discuss all the ways they acted responsibly. Explain to students that they will be making badges to celebrate being so responsible (see **Appendix 3-5** for suggested badge outlines). Have students make and decorate badges that proclaim "I am a responsible member of my school community." Tell each student to choose one responsible action they are particularly proud of and have them make a badge to proclaim their pride in being responsible. Allow students to share their badges, describe their responsible behaviour, and explain how their behaviour helped keep them safe.

Student self assessment: Did I learn what counts?

See student self assessment sheet in introduction.

Appendix 3-5: Suggested responsibility badge outlines



Activity assessment:

Student is able to:	Not yet meeting	Minimally Meeting	Fully Meeting	Exceeding
Thinking	-with assistance, identify issues important to community and gather information to develop solutions	-identify issues important to community -gather information and find solutions	-understand issues important to community -gather information and develop solutions	-promote issues important to community -gather information, develop and reflect on solutions
Communicating	-with assistance, present ideas for peers and complete work with peers	-present ideas for peers and complete work with peers	-exchange ideas with peers and work well with peers	-exchange ideas with to various groups and work well with various groups
Personal/Social	-with assistance, demonstrate personal role in community safety	-demonstrate personal role in community safety	-describe personal role in community safety	-encourage others to assume their role in community safety
Health/Career	-with prompting, contribute to classroom activities regarding safety	-sometimes participate in classroom activities regarding safety	-contribute to classroom activities regarding safety	-contribute to classroom activities regarding safety, often taking on extra responsibilities

3-6: Emergency Preparedness

Title: Who you gonna call?

Purpose: Who do I call in an emergency to get help?

Assessment objectives/intentions: What counts?

Students will be able to:

1. identify emergency situations
2. practice reacting calmly to various emergencies
3. describe the information required by emergency 911 services

Material Required:

- Image of emergency situation
- 911 dialogue and emergency situations (see Appendix)
- Paper for drawing,
- Telephone books, paper and pencils for personal emergency booklets (optional)

Teaching Strategies:

1. *How do you think Susie would feel if she had an emergency, like a dog running into her forest? What would she do to warn of the danger and try to help other squirrels?*

Discuss as a group. Show the class a picture of a human emergency (see **Appendix 3-6**). *What is happening? Has anyone been in an emergency situation? Who helps out during emergencies? Brainstorm as a class and write student responses on the board. We are going to identify what an emergency looks like, practice what to do in a few different emergencies, and think about the kinds of information you need to tell to a 911 operator.*

2. Print, cut up, and hand each student a different emergency situation (see **Appendix 3-6** for examples) and a piece of blank drawing paper. Have students write their sentences onto the one side of their illustrations. Some students may require a one on one explanation of their specific scenarios. Ask students to illustrate the sentence they received on the other side of the blank piece of paper. Students will then present their emergency drawings and read their sentences with the whole class so that everyone will have a clear picture of the various emergencies that can arise. Collect the scenarios and set aside.

3. *How should we behave during emergencies?* Discuss as a group. Sometimes people start crying when there are real emergencies or even laugh to hide their fear, but reinforce that if we are able to stay calm and focused we will be better able to help everyone get help and stay safe during an emergency.

4. *We are going to practice calling 911 to get help in different emergency situations.* Project an overhead or write the 911 Emergency call template (See **Appendix 3-6**) on a board and read aloud. Choose an emergency scenario from the student drawings and ask a volunteer to play the emergency responder, role A, while you play the person having an emergency, role B. Remind students to stay calm and focused when getting help for an emergency and demonstrate this behaviour. Practice as a whole group several times. Hand out copies of the 911 Emergency call templates to random pairs. Remind students that they need to be able to communicate emergencies with anyone. Have students practice the dialogue and show their emergency drawings to their partners while describing the emergency situation. Collect pictures, have students choose another illustration and practice again with another partner. This exercise may be repeated several times.

5. *What information does a 911 operator need? Why?* Discuss as a class. Make sure students include details like staying calm, keeping focused, the type of emergency, and your location. This information is needed to get you the help needed as soon as possible. *Why do 911 operators ask you to stay on the line?* Answers may include to ask you more questions, to make sure you are alright, to see if the emergency has changed, etc.

Student self assessment: Did I learn what counts?

See student self assessment sheet in introduction.

Extension:

- *Where can we find information to contact people or places if there is an emergency?* Show phone book. Who has one at home? Show divisions into red (emergency), blue (government), white (personal), and yellow (business) pages. Explain that the red section is at the front because it is the most important. These are numbers that you need for an emergency, including 911.
- Review alphabetical order. Teach students to put words in alphabetical order to the second letter. Teach students to use the guide words at the top of each page, which show the first and last word on that page. They should know that, when looking for a word that begins with "T," they would not open the book to the first page and back to the "T's." Rather, they would open the book closer to the end where the T's would be found. Have students make personal emergency booklets with their phone number, local police, fire emergency number, hospital, plumber, electrician, veterinarian, dentist, school, home, friend's number, etc.

Appendix 3-6: Example of an emergency



Appendix 3-6: 911 Emergency Situations

My friend drank poison.

My house is on fire.

My dad is having a heart attack.

My mom fainted.

Our neighbour is having a baby.

There's a burglar in my house.

My sister is missing.

My dad is unconscious.

My brother is choking.

My friend is not breathing.

My grandpa fell off the ladder and he can't move.

Stop, Think, Do!, Grade 3

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We just had a car accident.

Someone just robbed me.

There's somebody chasing me.

I found my friend in the swimming pool and she's not breathing.

Appendix 3-6: 911 Emergency call template

A: 911.

B: This is an emergency!

A: What's the emergency?

B: _____.

A: What's your location?

B: I'm at _____.

A: An emergency team is on the way. Please stay on the phone.

Activity assessment:

Student is able to:	Not yet meeting	Minimally Meeting	Fully Meeting	Exceeding
Thinking	-with assistance, identify issues important to community and gather information to develop solutions	-identify issues important to community -gather information and find solutions	-understand issues important to community -gather information and develop solutions	-promote issues important to community -gather information, develop and reflect on solutions
Communicating	-with assistance, present ideas for peers and complete work with peers	-present ideas for peers and complete work with peers	-exchange ideas with peers and work well with peers	-exchange ideas with to various groups and work well with various groups
Personal/Social	-with assistance, demonstrate personal role in community safety	-demonstrate personal role in community safety	-describe personal role in community safety	-encourage others to assume their role in community safety
Health/Career	-recognize harmful or unknown situations and associated risks, with support -with prompting, contribute to classroom and group discussions regarding safety	-identify some harmful situations -usually be respectful of others and the school environment	-describe a variety of harmful situations -conduct self in a safe manner	-describe a variety of harmful situations and how they could occur -conduct self and encourage others to act in a safe manner

3-7: Medicence safety

Title: Take a pill?

Purpose: How can I keep safe around medicines?

Assessment objectives/intentions: What counts?

Students will be able to:

1. describe how medicines can maintain and restore health
2. understand that medicines need to be used safely
3. describe dangers of using medicines incorrectly

Material Required:

- Large sheet of paper, as big as a student
- Magazines and flyers containing ads for various medications
- Card stock for labels

Time required: 45-60 minutes

Teaching Strategies:

1. *Has anyone ever been really sick? Ever had to take medicine from a doctor or from parents?* Discuss as a group. Tell students that talking about medicine can be personal and they can share stories, if they really want to. *We will be talking about how medicine can make us healthy or keep us healthy, how to use medicines safely, and why using medicines unsafely can make us sick!*

2. Tape the large sheet of paper to a wall, ask for a volunteer, and trace the student's outline on the paper. *Let's imagine that this is a patient who needs some medicine. Why do you think this person needs medicine? What do they have to treat?* Brainstorm as a class. As students offer their suggestions, write a list of illnesses, conditions, or symptoms that sometimes need medicines to help us get healthy. Examples will vary, but try to generate a list of at least 15-20 ailments including fevers, sore throats, lung infections, allergies, scrapes, warts, upset stomachs, pink eye, ear infections, runny noses, cough, asthmas, eczema, rashes, cuts, headaches, lice, hang nails, bruises, etc.

3. *Where on our bodies do we have these illnesses and use medicine?* Go down the list of ailments and have students name and show where on the outline medicines are taken or used for each one. Write the body parts next to the ailment, for example knees, elbows, bellies, lungs, ears, toes, lungs, throats, hair, knuckles, eyes, noses, heads, blood, skin, etc.

4. *Do we need to be extra safe taking medicine? What can we do to keep safe with medicines? Why do we need to be safe with medicines?* Ask students to discuss with a

partner for 2 minutes and then to share their suggestions. Answers may include always using medication with a parent, talking to a parent if you feel worse, reading and following the instructions, following the doctor's prescription, never sharing medications, never taking too much or too little of a medication. Not using medicine safely can cause allergic reactions, they can make you feel even worse, or cause serious harm. Remind students that if they bring any medicine to school, they need to tell their teacher right away, make sure the medicine is in a clear sealed bag, and make sure their parents provide, signed instructions on how to use the medicine.

5. *What kinds of medicines can we use to treat these illnesses?* Go down the list of ailments and see if students can name a medication that is used to treat that condition. Answers may include Polysporin, Tylenol, Aspirin, antibiotics, puffer, antacid, eye drops, Halls, Vicks, Compound W, lice shampoo, anaphylaxis injection, insulin pump, steroid cream, etc. **Challenge** students to make label cards for the class patient. The label card will have 3 parts. First is the name of the medicine which students can write in bold letters or find and cut out from magazines/flyers. Second, students must find and cut out an example of the body part that is being treated. And finally, students must write a one sentence warning about how and why to safely use the medicine based on class discussion.

6. Ask students to present their medicines, the body part they help, and why we need to use that medicine safely. Discuss with students why there may be so many different forms of medicine and why it is important to use them safely. Post labels on the class patient and display.

Student self assessment: Did I learn what counts?

See student self assessment sheet in introduction.

Appendix 3-7: Sample Medicine Label for class patient

Compound W!
WART REMOVER



Only use this medicine with your parents help,
it can be dangerous!

Activity assessment:

Not yet meeting	Minimally Meeting	Fully Meeting	Exceeding
-with assistance, identify issues important to community and gather information to develop solutions	-identify issues important to community -gather information and find solutions	-understand issues important to community -gather information and develop solutions	-promote issues important to community -gather information, develop and reflect on solutions
-with assistance, present ideas for peers and complete work with peers	-present ideas for peers and complete work with peers	-exchange ideas with peers and work well with peers	-exchange ideas with to various groups and work well with various groups
-with assistance, demonstrate personal role in community safety	-demonstrate personal role in community safety	-describe personal role in community safety	-encourage others to assume their role in community safety
-recognize harmful or unknown situations and associated risks, with support -with prompting, contribute to classroom and group discussions regarding safety	-identify some harmful situations -usually be respectful of others and the school environment	-describe a variety of harmful situations -conduct self in a safe manner	-describe a variety of harmful situations and how they could occur -conduct self and encourage others to act in a safe manner

3-8: Fall protection

Title: Get caught!

Purpose: How can we protect ourselves from falling?

Assessment objectives/intentions: What counts?

Students will be able to:

1. identify situations where we need to protect ourselves from falling
2. describe strategies to prevent ourselves from falling

Material Required:

- 1 dozen raw eggs
- 1 zip lock baggy per student
- protective materials, such as cotton balls, plastic grocery bags, squares of bubble wrap, sheets of newspaper, paper towels
- 1 metre masking tape for each pair

Time required: 45-60 minutes

Teaching Strategies:

Note: This lesson is well suited to a Science Unit on Structures.

1. *Susie loves to climb and play in trees. How is Susie able to stay safe while climbing so high? Squirrels are able to jump from one branch to another, one tree to another, by using specially adapted claws, agility, and their light weight to stay safe while moving around in the tree tops. We are going to talk about when we need to protect ourselves from falling and what we can do to prevent ourselves from falling.*

2. *Who likes to climb in natural places like trees, bluffs, boulders, etc.? Who likes to climb on playground toys? Who gets nervous climbing high? Discuss as a group. Climbing toys include climbing walls, arches, as well as vertical and horizontal ladders. Remind students that it's a good idea to know when we feel safe climbing and when we need to go back down or get help.*

3. *Can you think of some people who need to work at heights? Examples may include construction workers, tree trimmers, window washers, electrical linemen, or anyone who is working at heights. Explain to students that though these workers enjoy their work, they also need to think about doing their work safely, just like kids do when climbing on the playground.*

4. *What can be done to keep people safe who are working high above the ground and who could be seriously hurt if they fall?* Prompt using pictures (see **Appendix 3-8**) or find examples of various personal protective equipment (**PPE**) to protect against falls, for example, guardrails, harnesses, safety nets, or surfaces that reduce impact.

5. *Since most playground injuries happen on climbing equipment, what can kids do to stay safe when climbing?* Have students pair up and talk for 2 minutes, then be ready to share their ideas and suggestions. Make sure that at least the following ideas are discussed.

- Be aware of a safe way down in case you cannot complete the climb
- Remember to bend your knees and land on both feet when you jump
- Use both hands except when moving and keep a good grip
- Watch out for other climbers and stay well away from other climbers
- Start at one end and move in one direction
- Always wear shoes while climbing
- Remove your bicycle helmet and tuck in loose clothing when climbing
- Never race on climbing bars or try to reach for bars that are too far ahead

Remind students that these safety rules apply to climbing in nature too.

6. **Challenge** students to work with a partner to create a safety device to protect an egg and prevent it from getting hurt by a fall. Put each egg in its own baggie. Ask each pair to choose exactly six items to protect their egg. For example, they could choose four handfuls of cotton balls, one plastic grocery bag, and one paper towel. Give 1 m of masking tape to each pair. Allow students 10-15 minutes to build their safety equipment, and then test them by dropping the eggs from a set height to test if the eggs are protected. Early finishers may add other PPE such as a net, harness, or railings to try make their eggs even safer.

7. *Were the PPEs able to protect the eggs? Why? Why not?* Have students present their results, describe why they think this happened, and why they need to be careful when playing at heights.

Student self assessment: Did I learn what counts?

See student self assessment sheet in introduction.

Extension: See if you can find other examples of impact protection devices. Where are they most common? Why do you use pads for various sports? What about helmets and knee pads? How does each device protect us?

Appendix 3-8: Fall protection equipment



Activity assessment:

Student is able to:	Not yet meeting	Minimally Meeting	Fully Meeting	Exceeding
Thinking	-with assistance, identify issues important to community and gather information to develop solutions	-identify issues important to community -gather information and find solutions	-understand issues important to community -gather information and develop solutions	-promote issues important to community -gather information, develop and reflect on solutions
Communicating	-with assistance, present ideas for peers and complete work with peers	-present ideas for peers and complete work with peers	-exchange ideas with peers and work well with peers	-exchange ideas with to various groups and work well with various groups
Personal/Social	-with assistance, demonstrate personal role in community safety	-demonstrate personal role in community safety	-describe personal role in community safety	-encourage others to assume their role in community safety
Health/Career	-recognize harmful or unknown situations and associated risks, with support	-identify some harmful situations - needs some assistance to describe ways to avoid harmful situations	-describe a variety of harmful situations -describe ways to avoid harmful situations	-describe a variety of harmful situations and how they could occur - describe variety of ways to avoid harmful situations

3-9: Eye protection

Title: Sunny glasses!

Purpose: How do I protect myself from the sun?

Assessment objectives/intentions: What counts?

Students will be able to:

1. identify dangers of exposing self to excessive sunlight
2. describe strategies to protect self from sunlight

Material Required:

- Newspaper
- Sunglasses template (see **Appendix 3-9**)
- Coloured cardboard, coloured cellophane, glue, paint or crayons, other decorative material like glitter

Time required: 10 minutes during prior week and 45-60 minutes for lesson

Teaching Strategies:

Note: This lesson is well suited to a Science Unit on Stars and planets.

1. *Does Susie need to protect herself from the sun? What do you think she does to protect herself from the sun? Discuss as a group. Next week we will be doing a lesson on sunlight safety. If I put this piece of newspaper in the sunny window and this piece of newspaper in my dark cupboard, can you predict what will happen? Do you think the sunlight will change the newspaper in the window? Why? Discuss for a few minutes.*

2. *After about a week, have students compare the difference in colour/texture and encourage them to explain why this difference occurred. If the newspaper has changed that much in just a few days, how do you think the sunlight affects our skin and eyes over years? Brainstorm as a class. We will be talking about the dangers of getting too much sunlight in our eyes and on our skin. Then we will think of some ways to protect ourselves from being hurt by sunlight.*

3. *Why can too much sunlight be dangerous? Explain that ultraviolet radiation (UV), which is found in sunlight, is an invisible form of energy that travels through air and objects. There are three types of UV rays: UVA, UVB, and UVC. UVA are less powerful than UVB, but still enter the skin and cause skin to age and wrinkle. UVB are the most powerful and dangerous, causing sunburns and skin cancer. Lethal UVC rays are completely absorbed by the ozone layer and do not reach Earth.*

4. *What can you do to protect ourselves from too much sunlight?* Brainstorm as a class and make sure to include the following: wear protective clothing like long sleeves shirts and pants made from tightly woven fabric, wear a hat with a wide brim, wear sunglasses, use sunscreen of SPF 30 or higher and reapply sunscreen regularly, play or rest in shady spots, and try to stay indoors over the midday hours. *Are you unsure if it is a safe time to be out in the sun? If you're unsure if the sun is too hot, take the **shadow test**. If your shadow is shorter than you, the sun's rays are at their strongest and you need some sun protection. Here's a poem to remind you about the shadow test.* Write the poem on the board and remind students to practice the poem the next time they go outdoors.

*When your shadow is short
Stay out of the sun
When your shadow is tall
Go out and have fun!*

5. *Good sunglasses block 99-100% of UVB and UVA rays. Sunglasses should be worn year round when outdoors. UV eye damage collects over a lifetime, so it's a good habit! Your eyes are especially vulnerable because they're still developing. **Challenge** students to design sunglasses to help them remember to protect themselves from the sun when they are outdoors. You can make the glasses out of one piece of card stock (see **Appendix 3-9**). To do this you will need a piece of card 36cm x 4cm. Fold the cardboard in thirds as shown then unfold and draw your design on the open sheet. Students should be encouraged to create imaginative and individually shaped glasses, eg. oval, square or maybe heart shaped. *Once you are happy with the design, cut out the glasses, and decorate. Then cut two pieces of cellophane to fit in the rims and glue on the back.**

7. Ask students to present their sunglasses and describe situations when they would need to wear real sunglasses. *Remember these glasses are for a fun reminder and you should wear real sunglasses for sun protection.*

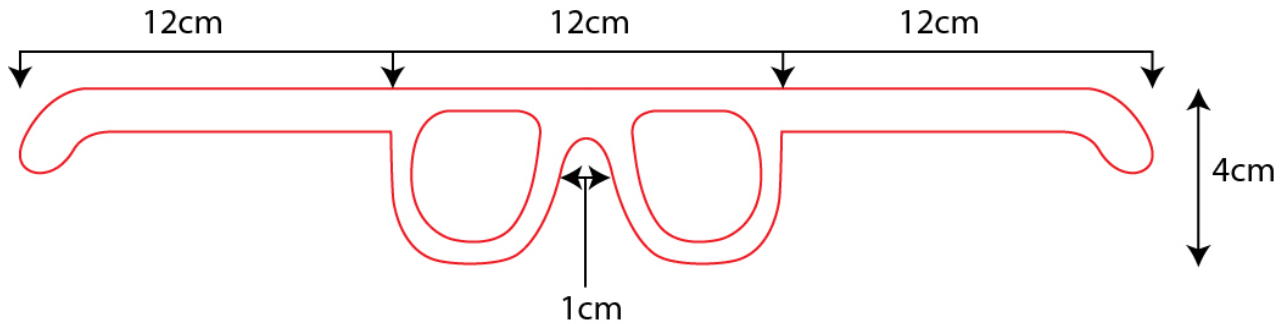
Student self assessment: Did I learn what counts?

See student self assessment sheet in introduction.

Extension:

- Ask students to bring an assortment of sunglasses to school. Test the sunglasses by placing them on a newspaper in direct sunlight to see how much light and how much the newspaper is changed compared to the newspaper without any protection.

Appendix 3-9: Sunglasses template



Activity assessment:

Student is able to:	Not yet meeting	Minimally Meeting	Fully Meeting	Exceeding
Thinking	-with assistance, identify issues important to community and gather information to develop solutions	-identify issues important to community -gather information and find solutions	-understand issues important to community -gather information and develop solutions	-promote issues important to community -gather information, develop and reflect on solutions
Communicating	-with assistance, present ideas for peers and complete work with peers	-present ideas for peers and complete work with peers	-exchange ideas with peers and work well with peers	-exchange ideas with to various groups and work well with various groups
Personal/Social	-with assistance, demonstrate personal role in community safety	-demonstrate personal role in community safety	-describe personal role in community safety	-encourage others to assume their role in community safety
Health/Career	-recognize harmful or unknown situations and associated risks, with support -identify some healthy habits, with support	-identify some harmful situations - describe some aspects of a healthy lifestyle	-describe a variety of harmful situations -describe aspects of a healthy lifestyle	-describe a variety of harmful situations and how they could occur - describe aspects of a healthy lifestyle and tell how these practices benefit self

3-10: Insect bite prevention

Title: Bugs on the fly!

Purpose: How do I keep from getting bug bites?

Assessment objectives/intentions: What counts?

Students will be able to:

1. identify dangers of various stinging insects
2. describe actions to care for bites and stings
3. describe strategies to prevent being stung or bitten

Material Required:

- Carton, twine, glue, toothpicks, popsicle sticks, stickers, coloured paper and markers, pipe cleaners, stickers, etc.
- Copies of Insect safety tips for each student (see **Appendix 3-10**)

Time required: 45-60 minutes

Teaching Strategies:

1. *Have you ever been stung by a bee, a wasp, or a hornet? What insect bit you?* Prompt students using images of common stinging and biting insects (**Appendix 3-10**). Discuss as a class. *We will be talking about the dangers of stinging insects, what to do to keep from being stung or bitten, and what to do if you are stung or bitten.*

2. *Which insects might bite and which ones might sting us?* Make a T chart with the titles Bite and Sting. Ask students to think of all the insects that can bite or sting us and list them in the table. Wasps may bite or sting. *Why do you think these insects sometimes bite and sting?* Discuss and reinforce that some insects **bite** because they are hungry, (ie. mosquitoes and black flies) or to defend themselves (ie. spider and ants). Other insects **sting** because they are defending themselves (ie. bees and wasps). Biting insects leave a small amount of saliva that usually causes itchiness. Stinging insects usually leave a stinger that can be very painful.

3. Ask for a volunteer who will pretend to be stung or bitten by an insect. *What do you think this person should do now?* Have students offer their suggestions to help their classmate. Make sure to discuss the following strategies.

- Go to a safe area and find a parent or teacher who can help you in case you get a strong allergic reaction.
- If you have a mild reaction with itching, stinging, or mild swelling, wash the area with soap and water.

- Remove the stinger by wiping over the area with gauze or by scraping a straight-edged object across the stinger. Try to avoid scratching the bite and do not squeeze the stinger or use tweezers.
- Fill a cloth with ice and place it over the affected area to help reduce the pain and swelling.

A small number of people can have a very strong allergic reaction immediately. They may feel dizzy and confused. They may have a very hard time breathing. Their lips and throat can become swollen. They may get hives. They may have cramps and vomit. They may become unconscious. If someone has this kind of reaction, it is a medical emergency. Call 911.

4. *What can you do to prevent bites and stings? Think of a time you were outside on a buggy day, camping, or walking in the forest and remember what you did to avoid getting bitten or stung. Turn to a partner and take turns telling them what you did.*

After 2 minutes have students share their ideas. Strategies may include:

- avoid smelly perfumes or shampoo that can attract insects
- wear protective clothing on buggy days
- keep your lunchbox closed if you are having a picnic
- try not to swat an insect that is flying around you, but try to stay calm and it will probably fly away
- have an adult apply an insect repellent
- stay indoors in the evening

5. **Challenge** students to make insect safety mobiles to show what they have learned about insect safety. Each student will construct a real or imagined insect out of cardboard and decorate them with various materials. Then students will cut out and decorate the insect safety tips (**Appendix 3-10**), and hang them from their insects to make insect safety mobiles. Encourage early finishers add researched or invented details about how their insects bite, sting, and travel.

Student self assessment: Did I learn what counts?

See student self assessment sheet in introduction.

Extension:

- Play Mosquito tag. Give each child some stickers. You can make these by using the clip art on your computer and labels with adhesive on the back. Then cut out the pictures for your students. To play this game your students run around trying to tag each other. When a child gets tagged they receive a small sticker from that child which resembles them getting a "mosquito bite". The person that uses all their stickers first is the winner. **This activity could also be used an introduction to the lesson.**

Appendix 3-10: Common biting and stinging insects

Mosquito



Black fly



Wasp



Spider



Ant



Appendix 3-10: Insect safety tips

Wear protective clothing on buggy days	Keep your lunchbox closed if you are having a picnic
Have an adult apply an insect repellent	Try to stay calm and it will likely fly away
Go to a safe area and find a parent or teacher	Wash the area with soap and water
Try to avoid scratching the bite	Fill a cloth with ice and place it over the affected area
Don't squeeze the bite	If someone has a severe allergic reaction, call 911
Remove the stinger by wiping the area with gauze	Try not to use smelly perfumes or shampoo

Activity assessment:

Student is able to:	Not yet meeting	Minimally Meeting	Fully Meeting	Exceeding
Thinking	-with assistance,	-identify issues	-understand issues	-promote issues

	identify issues important to community and gather information to develop solutions	important to community -gather information and find solutions	important to community -gather information and develop solutions	important to community -gather information, develop and reflect on solutions
Communicating	-with assistance, present ideas for peers and complete work with peers	-present ideas for peers and complete work with peers	-exchange ideas with peers and work well with peers	-exchange ideas with to various groups and work well with various groups
Personal/Social	-with assistance, demonstrate personal role in community safety	-demonstrate personal role in community safety	-describe personal role in community safety	-encourage others to assume their role in community safety
Health/Career	-recognize harmful or unknown situations and associated risks, with support -recognize harmful situations and associated risks, with support	-identify some harmful situations - needs some assistance to describe ways to avoid harmful situations	-describe a variety of harmful situations -describe some ways to avoid harmful situations	-describe a variety of harmful situations and how they could occur - describe a variety of ways to avoid harmful situations

3-11: Water safety

Title: Sink or swim?

Purpose: How do I stay safe when boating or playing near the water?

Assessment objectives/intentions: What counts?

Students will be able to:

1. identify dangers when playing in or around bodies of water
2. describe strategies to stay safe when playing in or around bodies of water

Material Required:

- one or several children life jackets or personal flotation devices (PFDs)
- Copies of PFD outline (see **Appendix 3-11**)

Time required: 45-60 minutes

Teaching Strategies:

1. *What are some activities that you like doing around the water? Let's organize our discussion in a chart like this. **Add titles and information as you proceed.***

Places	Lake	River	Ocean	Pool
Activities?				
Dangers?				
Safety?				

Some **places** we are in or near the water are pools, lakes, rivers or the ocean. **Activities** may include swimming, power boating, tubing, fishing, diving, kayaking, and splashing. *We will be talking about some of the dangers to think about when you play near the water and how to keep safe.*

2. *What **dangers** do you need to be aware of when playing around the water? Discuss as a class. Encourage students to think about dangers like currents, deep water, waves, cold water, under tow, and wake from passing boats. Note down suggestions in the chart. **Even playing next to shallow water can be very dangerous. People can drown in***

only a few centimeters of water and that even strong swimmers can drown if they don't pay attention to these dangers.

3. *What can you do to stay **safe** when playing around the water?* Discuss as a class and note down in the chart. Remind students to wear a life jacket when playing in or near the water, to ask parents about currents or drop offs, and to make sure that there is always a trusted adult nearby in case they need help.

4. Show students a life jacket or image of a life jacket (see **Appendix 3-11**). *Who knows what this is? Life jackets are also called personal flotation devices or **PFDs**. How do PFD's keep us safe?* Ask students to find safety features. If you have several PFDs, organize small groups to investigate PFD safety features on their own and report back in a few minutes. Draw a PFD on the board and write the safety features identified by students next to the PFD. See **Appendix 3-11** for features recommended on PFDs.

5. Ask for a volunteer to show how to properly size and wear a PFD. Check the label for weight ranges and show how to securely attach all buckles and zippers. Ask for another volunteer to show how to improperly wear a PFD and pick a jacket that is too big or too small and fail to close all attachments. Ask 2-3 more volunteers put on jackets correctly by themselves and have the rest of the class applaud their efforts. *What if you can't find a PFD that fits or a buckle is broken? **Don't go in or near the water.** Sometimes accidents happen even when you are trying to be careful. You need to keep your PFDs on whenever you are spending time near the water. A life jacket or similar personal flotation device (**PFD**) will protect us if it fits well and we are wearing it properly.*

6. **Challenge** students to design their very own PFDs. Each student will draw themselves wearing their own PFDs and doing their favourite water activities. Remind students to include as many safety features in their PFDs as possible and refer to the list of safety features you generated together. Explain that they need to include labels and arrows to identify and describe the safety features of their PFDs. Early finishers can add details like a shovel and bucket if they are at the beach or fishing pole and fish if they are on a boat. Ask students to present their finished PFDs, describe some of the safety features and when they wear it, and then make a class catalogue of personal flotation devices to share with other classes. See **Appendix 3-11** for life jacket outline.

Student self assessment: Did I learn what counts?

See student self assessment sheet in introduction.

Extension: Invite a lifeguard to your class to describe the dangers of being in and around water, as well as how they keep people safe in and around the water. Encourage students to ask questions about why they like being a lifeguard, the training required for a lifeguard, and if they have ever saved someone from drowning.

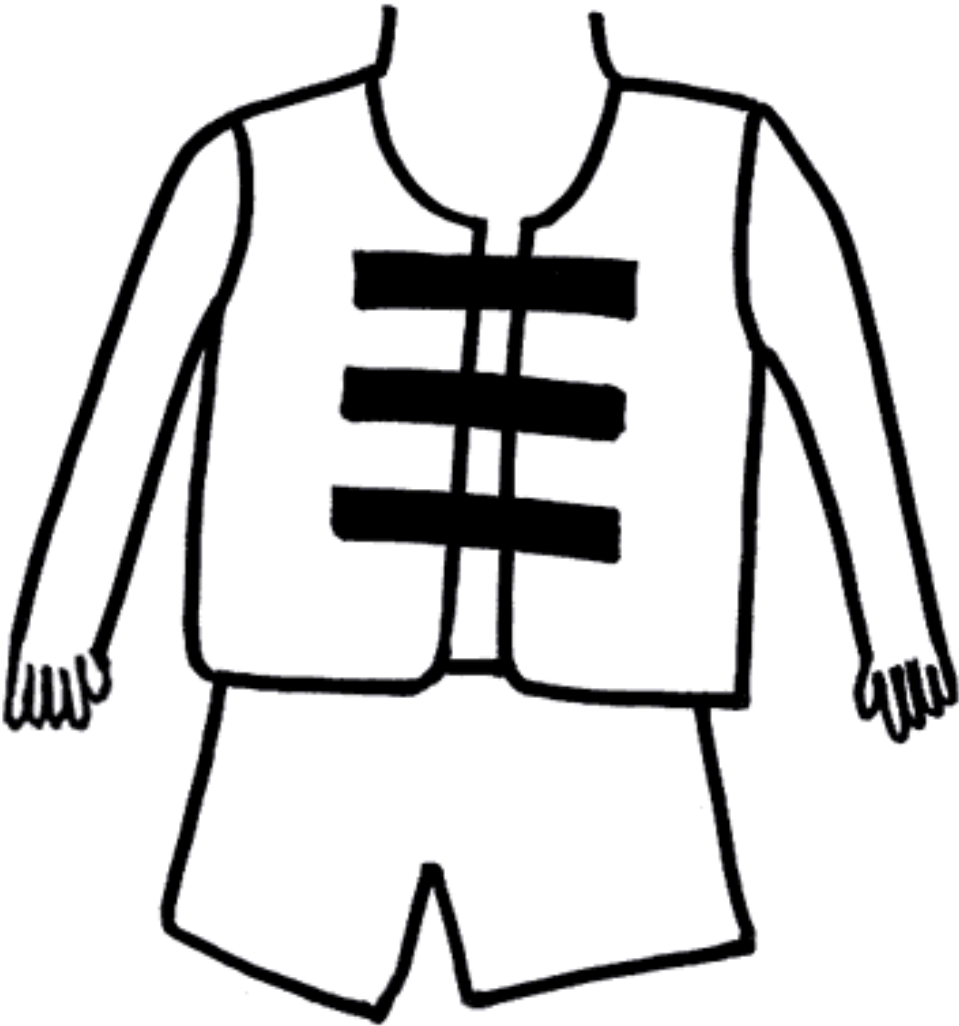
Appendix 3-11: Recommended PFD features

- A label that says the PFD is Canadian approved
- Make sure the label is the right size for your weight
- Snug fitting waist tie with drawstring or elastic on front and back
- Insulate against cold temperatures
- Bright colour so you'll be better seen in the water
- Grab strap on the collar so you can be easily pulled out of the water
- Large collar to support your head
- Reflective tape
- Whistle
- Safety strap between legs to prevent the PFD from going up and over your head

Appendix 3-11: PFD images



Appendix 3-11: PFD Outline



Activity assessment:

Student is able to:	Not yet meeting	Minimally Meeting	Fully Meeting	Exceeding
Thinking	-with assistance, identify issues important to community and gather information to develop solutions	-identify issues important to community -gather information and find solutions	-understand issues important to community -gather information and develop solutions	-promote issues important to community -gather information, develop and reflect on solutions
Communicating	-with assistance, present ideas for peers and complete work with peers	-present ideas for peers and complete work with peers	-exchange ideas with peers and work well with peers	-exchange ideas with to various groups and work well with various groups
Personal/Social	-with assistance, demonstrate personal role in community safety	-demonstrate personal role in community safety	-describe personal role in community safety	-encourage others to assume their role in community safety
Health/Career	-recognize harmful or unknown situations and associated risks, with support -recognize harmful situations and associated risks, with support	-identify some harmful situations - needs some assistance to describe ways to avoid harmful situations	-describe a variety of harmful situations -describe some ways to avoid harmful situations	-describe a variety of harmful situations and how they could occur - describe a variety of ways to avoid harmful situations



STOP



THINK



DO

Grade 4

Grade 4 Lessons

Lesson	Suggested time/date	Materials	Page #
4-1: Stop Think Do Review	30-45 min./August	Penny Drawing paper	5
4-2: Decision making process	45-60 min./September	Large paper and markers Stop watch/clock Distracting materials	8
4-3: Rules and responsibilities	60 min./October	Board Writing paper and pencils	12
4-4: Carbon Monoxide (CO) Awareness	45-60 min./November	Carbon monoxide (CO) alarm	15
4-5: High Visibility (Hi-Vis) Clothing	45-60 min./December	Fluorescent/reflective safety vest and armbands Flashlight Small pieces of reflective tape or material Drawing paper Various reflective materials	18
4-6: Concussion Prevention	45-60 min./January	Hockey helmet or other sport's helmet Sporting goods magazines	21
4-7: Hearing Safety	45-60 min./February	Blender, loud bell, power tool, any device that makes a lot of noise Hearing protection device (muffs or plugs) Spaghetti (cooked and uncooked)	24
4-8: Food Safety	60+ min./March	Flour Cooking oil Cinnamon Wash tubs Warm and cold water Hand soap	28

4-9: Footwear Safety	45-60 min./April	Sample footwear	31
4-10: Trampoline Safety	30-45 min./May	Writing/drawing paper	33
4-11: Camping and Hiking Safety	45-60 min./June	Writing/drawing paper	36

Assessment

Assessing student learning by considering thinking competency, communication competency and personal/social competency is vital to personal and social success, life-long learning, and to the changing workplace. Thinking competency includes specific thinking skills and metacognitive awareness. Communication competency refers to a student's ability to share information and explore the world around them. Personal/social competency encompasses the set of skills students need to thrive as individuals and strive for their purpose in the greater world.

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

In addition, each lesson also includes **assessment as learning** activities, **Did I learn what counts?** These student self assessment tools are at the end of each lesson to help students clarify and confirm their learning, as well as to allow teacher's to personalize their teaching.

Finally, **activities** are included for students to demonstrate their learning based on the guiding objectives/intentions and teachers can use these activities for an **assessment of learning**. To assess these activities, each lesson includes reference rubrics that incorporate the core competencies, as well as specific performance indicators based on the Healthy Practices Elaborated Scale, 4-6, Health and Career Education curriculum.


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

Self assessment: Did I learn what counts?

Ask students how they know if they have understood a lesson? Discuss things like how we need to know what the lesson will be about from the start, how we need a chance to show what we have learned, and how we need a chance to think about what we have learned and still want to know. Explain to students that each safety lesson starts by describing what they are supposed to learn during the lesson and includes a chance for them to demonstrate their learning through discussions, group/individual projects, and other activities. Finally, students will have a chance to think about their own learning with a self assessment reflection.

*Draw a copy of the self assessment rubric on board. During the self assessment, called **Did I learn what counts?**, you will be asked to read several sentences describing what you need to learn during this lesson. Then, you need to put a check under the green light if you really know that idea, under the red light if you don't really know that idea, or under the yellow light if you kind of know that idea. When you have finished, if you checked green light please find someone who checked a yellow light and discuss what you know and would like to know about this lesson. Anyone who has checked a red light, I would like to meet with you in a small group to talk about what you would still like to learn.*

Name: _____

Lesson		Did I learn what counts?	No 	Kind of 	Yes 
1	I know...	some things that can affect my choices.			
		the steps to make safe choices.			
2	I know...	how to recognize distractions.			
		distractions can affect my choices.			
		how to avoid distractions to make safer choices.			
3	I know...	how to be responsible.			
		being irresponsible can be dangerous.			
		being responsible can help keep me safe.			
4	I know...	how to describe CO.			
		some of the dangers of CO.			
		how to keep safe from CO.			
5	I know...	the dangers of not being seen by drivers when walking or playing near roads			
		what kinds of clothing keep me safer when playing near roads.			
6	I know...	what concussions are and how people get them.			
		how concussions make people feel.			
		how to keep my head safe from concussions.			
7	I know...	how noises hurt my hearing.			
		which noises are the most dangerous.			
		how to protect my ears.			
8	I know...	some of the dangers of not keeping my hands and food clean when I have a meal.			
		how to clean myself and my food to keep from getting sick.			
9	I know...	some jobs that need protective shoes.			
		some of the dangers that I need to protect my feet from.			
		ways to keep my feet safe while working and playing.			
10	I know...	some of the ways I could get hurt playing on a trampoline.			
		ways to play safely on trampolines.			
11	I know...	what I need to bring camping.			
		the dangers to look out for while camping.			
		how to keep safe while camping.			

4-1: Stop Think Do Review

Title: Think about it!

Purpose: How do we make safe choices?

Assessment objectives/intentions: What counts?

Students will be able to:

1. identify factors that influence decision making
2. explain the importance of making safe choices

Material Required:

- Penny
- Drawing paper

Teaching Strategies:

1. *Look at this penny. I am going to put my hands behind my back and hide the penny in one hand. Who thinks the penny is hidden in my right hand? Who thinks it is hidden in my left hand? Show the penny. How did you know the answer? Was it a guess? Everyone had to guess where the penny was hidden and some guessed incorrectly. Guessing can be fun in a game when no one risks getting hurt, but what about making really important choices? For example, what about when you choose when and where to cross the street? When is it safe to guess? When do we need to **stop** and **think** before **doing** something? Discuss as a group, make a T-table on the board titled Small and Important choices, and have students sort their choices. We will be talking about things that can affect our choices and the steps to make safe choices.*

2. *Why do we sometimes have trouble staying safe when making big choices? Brainstorm as a group. Consider suggestions such as, not having enough information, panic, going too fast, being scared, lack of experience, feeling pressured, not having enough help, etc. Write STOP, THINK, DO on the board. In previous grades we practiced making safe choices by learning to **Stop, Think, and Do**. When faced with choices, especially tough choices that might affect someone's safety, we need to **stop** before making a choice, to **think** about the consequences of different choices, and to only **do** something when they are sure our choice is safe.*

3. *We will be playing a game to practice stopping and thinking before doing something. If we practice stopping and thinking, before doing, when making easy choices, like playing a game, then we will likely be better prepared to stop and think when making more difficult choices when we need to be extra safe.*

*The game is called **Hint**. One student chooses a word in secret and must get another student to say that word using any phrase or sentence that doesn't include the word itself. For example, hints for "cat" might include "kitty," "little tiger," "kitten" or "feline". Demonstrate a few times and then ask for a volunteer to give hints to the class, with the first student to correctly guess becoming the new leader. **Or** ask for a volunteer to demonstrate playing with you in front of the class and then separate the class into pairs. Students playing this version can be play for points. It can be surprising to adults how hard it is for a child to not blurt out the forbidden word, if they are frustrated. By **stopping** and **thinking** about their choice of words, students will likely be better figure out what they need to **do**.*

4. Challenge each student to show how stopping and thinking before doing a drawing can improve their work. Give each student a piece of drawing paper and have them fold it in half. *On one side, you will have 30 seconds to draw a person as fast as you can. Then you will have 5 minutes to draw a picture of your house as carefully as you can, using stop, think, do!* Once done, discuss how the first drawing was done impulsively and how the second was done by stopping and thinking about choices. *Which one do you like better? What are some differences? Which one are you most proud of? Why?* Ask students to write 2-3 notes on their drawings to describe the differences in speed, details, neatness, and clarity between them. Have students choose titles for their artwork, for example, "Way too fast" vs. "Thoughtful work".

5. *What comparisons can be made between this drawing activity and stopping and thinking before making safes choices around the school, at home, or while driving in a car?* Ask students to share their ideas with a partner, then with the group. *When choices are more difficult, don't guess; **stop, think, and then do** to make safe decisions.*

Student self assessment: Did I learn what counts?
See student self assessment in introduction.

Extension:

Starting Gun: This is a running game. Students line up on the starting line. The instructor says "ready...set." When it gets time to say "go," the teacher either says "go" or another word starting with "G" or rhyming with "go" such as "green", "snow," or, more difficult still, "gorilla." Students who make a false start take a penalty step backwards from the starting line. When you finally say "go", all students race to the finish line. This game teaches self control by encouraging good listening and impulse control.

Activity assessment:

Student is able to:	Not yet meeting	Minimally Meeting	Fully Meeting	Exceeding
Thinking	-with assistance, identify issues important to community and gather information to develop solutions	-identify issues important to community -gather information and find solutions	-understand issues important to community -gather information and develop solutions	-promote issues important to community -gather information, develop and reflect on solutions
Communicating	-with assistance, presents ideas for peers and complete work with peers	-presents ideas for peers and complete work with peers	-exchange ideas with peers and work well with peers	-exchange ideas with various groups and work well with various groups
Personal/Social	-with assistance, demonstrate personal role in community safety	-demonstrate personal role in community safety	-describe personal role in community safety	-encourage others to assume their role in community safety
Health/Career	-with assistance, demonstrate and use decision making skills	-inconsistently demonstrate and use decision making skills	-demonstrate and use decision making skills	-understand and communicate to others the importance of decision making skills

4-2: Decision making processes

Title: Distracted drivers!

Purpose: How does distraction affect you? What are the consequences for distracted behaviour as a kid and as you get older? What can you do to avoid distractions?

Assessment objectives/intentions: What counts?

Students will be able to:

1. identify distractions
2. understand the effects of distractions on making choices
3. describe the importance of avoiding distractions to make safe choices

Material Required:

- Large paper and markers
- Counter chips and container
- Stop watches/classroom clock
- Distracting materials (plastic wrappers, cell phones, bells etc.)

Teaching Strategies:

1. Show image of someone driving while using a cell phone (See **Appendix 4-2** or find similar image online). *What is wrong with this picture? Is it alright to drive while making a call on a cell? Okay to text while driving? Why or why not?* Discuss as a group. *We will be practicing finding distractions, thinking about how distractions can affect our choices, and trying to discover if avoiding distractions can help keep us safe.*

2. *Making a call from a hand held cell phone while driving is dangerous because the phone call is likely to distract the driver. This puts the driver, passengers, and people in other cars in danger. What is distraction? What are some distractions that you face when biking, riding a skateboard, walking on the street, doing homework? Can distractions be dangerous? Are they always?* Ask students to think for a few moments on their own, next talk with a neighbour, and finally share their suggestions with the whole class. Note down all ideas on the board. *Which of these distractions can be dangerous?* Have students circle the distractions that could lead to someone being hurt.

3. *How much do distractions affect your ability to do a task? We are going to do an experiment to see how much distractions can affect us.* Ask a volunteer to count a handful of counter chips in a container and have another volunteer time how long the task takes. *What if there was a distraction? How will this affect your ability to do the task? Will it take longer? Will you become frustrated?* Repeat the task, but this time distract the volunteer by repeatedly asking what they did this past weekend, making a siren sound, or offering a piece of gum. What happened? Why?

Other examples of simple tasks may be doing multiplication questions using a calculator, copying a sentence from the board, reading aloud a sentence from a book, or drawing a step by step diagram. Refer to students lists for other examples of distractions and see **Appendix 4-2**.

4. Divide class into groups of 2-3. Ask students to take turns doing an everyday class room task (i.e. sharpening a pencil, counting the number of blocks in a container, or putting a group of words in alphabetical order). *One at a time, each of you will do the task without being distracted. Partners will time how long it takes to complete the task or get the right answer, and then record the time in a table.* Draw sample table on board. *After everyone has each completed the task, you will redo the same activity, this time with a distraction.* Partners will again time the activity and choose a distraction: having a side conversation, whistling, or tapping on the table.

Student	Task	Time Without Distraction	Time With Distraction

Did everyone take more time to complete tasks when faced with distractions? What are the consequences of distractions? Discuss and encourage students to understand that consequences may be small like taking more time to complete homework or being late to get to class. Or they may be very serious if you are distracted while playing on the street or riding your bike.

5. *What can you do to avoid distractions? While doing work? While riding your bike? While playing a sport?* Brainstorm as a group. Challenge students to work in small groups to write a 1 paragraph radio announcement to persuade their friends to avoid distractions, pay attention when playing outside, and keep safe. Remind students to describe some distractions, how distractions can be dangerous, and how to keep safe from distractions. They can use sound effects. Students then present their public service announcements to the class.

Student self assessment: Did I learn what counts?
See student self assessment in introduction.

Appendix 4-2: Driving while using cell phone



Appendix 4-2: Sample distractions

- Ringing phone
- Late arrivals
- Music in background
- Wanting to check email
- Pets wanting attention
- Unexpected visitors
- Needing a snack
- Talking in background
- Sirens or vehicle sounds
- Working on too many things at once
- Uncomfortable seat or position
- Class mates passing a note
- Chewing gum
- No pencil

Activity assessment:

Student is able to:	Not yet meeting	Minimally Meeting	Fully Meeting	Exceeding
Thinking	-with assistance, identify issues important to community and gather information to develop solutions	-identify issues important to community -gather information and find solutions	-understand issues important to community -gather information and develop solutions	-promote issues important to community -gather information, develop and reflect on solutions
Communicating	-with assistance, presents ideas for peers and complete work with peers	-presents ideas for peers and complete work with peers	-exchange ideas with peers and work well with peers	-exchange ideas with various groups and work well with various groups
Personal/Social	-with assistance, demonstrate personal role in community safety	-demonstrate personal role in community safety	-describe personal role in community safety	-encourage others to assume their role in community safety
Health/Career	demonstrates an awareness of safe behaviours in all settings	-inconsistently demonstrates awareness of and practices safe behaviours in all settings	-demonstrates awareness of and practices safe behaviours in all settings	- demonstrates awareness of and practices safe behaviours in all settings and encourages others

4-3: Rules and responsibilities

Title: Count on me!

Purpose: Why is it important to be responsible?

Assessment objectives/intentions: What counts?

Students will be able to:

1. describe responsible behaviour
2. identify dangers of irresponsible behaviour
3. understand how responsible behaviour keeps them safe

Material Required:

- Board
- Writing paper and pencils

Teaching Strategies:

1. *What could happen if you go for a bike ride, but forget to put on your helmet? Discuss as a group. We will be talking about being responsible, the dangers of not being responsible and thinking about how being responsible can help keep us safe.*

2. Separate class into groups of 3-4, provide each group with scenarios and presentation prompts (See **Appendix 4-3**). *Discuss the scenario and decide if it is responsible or irresponsible. Then decide how this behaviour could be harmful, why people might be irresponsible sometimes, and what they could do to be more responsible. Then use the prompts to present back to the class.* Encourage students to understand that irresponsible behaviour can have serious or harmful consequences, but that most of the time it is easy to change our behaviour to make responsible choices.

3. *Everyday things that we may not think much about are accomplished because people are responsible. Can you name a few well known jobs? Draw the chart below on the board and note down student ideas. What are some of the responsibilities for each job? What could happen if that person was irresponsible and did not carry out their responsibilities. Who would be affected? How?*

Job	Responsibilities	Irresponsible consequences?
Fireman		
Teacher		
Plumber		
???		

4. *What are your responsibilities? Talk it over with a partner.* Responsibilities may include doing homework, caring for a sibling, doing chores, putting away bike, practicing an instrument, cleaning room, etc. *What are the consequences of not following through on your responsibilities? Talk it over with a partner.* Consequences may include failing a quiz, not getting your allowance, sibling getting hurt if not properly supervised, toys damaged if left in driveway, etc. *Who is helped when you behave responsibly? Talk it over with a partner.* Answers could be: myself, my siblings, my neighbours, my parents, my friends, my teachers, etc.

5. Challenge students to write/draw comic strips describing themselves and the responsibilities they have in their lives. Tell students to describe at least three personal responsibilities, the consequences of not being responsible, and how their responsible behaviour helps people around them. Have students create eye catching titles to underline their accomplishments and drawings showing them in action. Present finished strips to the class and display on a bulletin board.

Student self assessment: Did I learn what counts?
See student self assessment in introduction.

Extension: Interview a parent. Ask what things they are responsible for. Ask how they view their responsibilities and what consequences would result if they were irresponsible. Have students report back the next day.

Appendix 4-3: Irresponsible behaviour scenarios and presentation prompts

A school bus driver doesn't show up for work.	Parents don't send their child's lunch to school.
A parent doesn't put on their seat belt.	A teenager drives after drinking alcohol.
A student regularly hands their homework in late.	A delivery truck driver speeds on a residential street.
Kids walking to school run into the street without looking.	An adult fails to stop at a red light.

_____ is an example of irresponsible behaviour.

The consequences of this behaviour could be _____.
 People might do this because _____.
 Instead of _____, to keep safe, people could _____.

Activity assessment:

Student is able to:	Not yet meeting	Minimally Meeting	Fully Meeting	Exceeding
Thinking	-with assistance, identify issues important to community and gather information to develop solutions	-identify issues important to community -gather information and find solutions	-understand issues important to community -gather information and develop solutions	-promote issues important to community -gather information, develop and reflect on solutions
Communicating	-with assistance, presents ideas for peers and complete work with peers	-presents ideas for peers and complete work with peers	-exchange ideas with peers and work well with peers	-exchange ideas with various groups and work well with various groups
Personal/Social	-with assistance, demonstrate personal role in community safety	-demonstrate personal role in community safety	-describe personal role in community safety	-encourage others to assume their role in community safety
Health/Career	-with assistance, demonstrate and use decision making skills	-inconsistently demonstrate and use decision making skills	-demonstrate and use decision making skills	-understand and communicate to others the importance of decision making skills

4-4: Carbon Monoxide (CO) Awareness

Title: What's that gas?

Purpose: What is carbon monoxide? How is carbon monoxide harmful? What can I do to keep safe from carbon monoxide?

Assessment objectives/intentions: What counts?

Students will be able to:

1. identify dangers of carbon monoxide (CO)
2. describe preventative actions to keep safe from CO

Material Required:

- Carbon monoxide (CO) alarm

Teaching Strategies:

1. *I have a riddle! What's odourless, tasteless, colourless and can make us sick or even kill us?* Holding the CO alarm, press the test button and listen to the alarm. It may be a beeping sound or a warning announcement that CO is present. *Who knows what this alarm is for? Has anyone ever heard of carbon monoxide or CO?* Think, pair, share as a group. Carbon monoxide is an odourless, tasteless and colourless gas. *Carbon monoxide is made by vehicles and household appliances that burn fossil fuels, such as: gas or oil furnaces, gas burning water heaters, gas burning clothes dryers, gas burning space heaters, gas ovens, wood burning fireplaces, and gas fireplaces. Hands up if you have at least one of these appliances in their homes? We will be talking about CO, how it can be dangerous and how to keep safe from CO.*

2. *Does anyone have a CO alarm in their homes? Why do we need a CO alarm in our homes? How do you think carbon monoxide can be dangerous?* Note down student ideas on the board. Carbon monoxide (CO) is a poison that may cause symptoms like headaches, nausea, fatigue, dizziness, sleepiness, disorientation, unconsciousness, and even death.

3. *What can we do to keep safe from carbon monoxide?* We can't know that CO is leaking into our homes unless we have a working alarm. Install at least one battery-powered CO alarm or hard wired unit with battery backup on each level of your home and near all sleeping areas. Change batteries twice every year and test all CO alarms in your home monthly.

4. *If you hear a CO alarm, **stop** and **think** about what you can **do** to prevent injury.* Brainstorm strategies as a class. Explain that if an alarm sounds or someone has symptoms of CO poisoning, get everyone into fresh air right away and call 911 from a neighbour's home. If the alarm sounds, but no one is experiencing any symptoms, get

everyone out of the house and call the fire department or a repairman from a neighbour's home to have the gas appliance inspected. Never ignore a CO alarm!

5. Challenge students to teach younger students about CO. Ask your students to make maps of their homes, label the rooms, and indicate where CO alarms should be placed on the maps of the home by marking the location with an X. Remind students to make sure they have a carbon monoxide alarm on every level of their homes, especially near sleeping areas, and keep them at least 3 metres away from fuel burning appliances. Then arrange for your class to present to students from younger grades and remind them to describe where CO comes from, how it can make us sick, why to use CO alarms, and what to do if your CO alarm is warning of a danger. Have students present in pairs and practice before presenting to ensure the key messages are delivered.

Student self assessment: Did I learn what counts?

See student self assessment in introduction.

Extension:

1. Encourage students to make posters to remind school mates about possible sources of CO and steps they can take to avoid CO poisoning. For example:
 - Don't use a grill, generator or camping stove inside your home, garage or near a window.
 - If you need to warm a vehicle, remove it from the garage immediately after starting it. Don't leave a car, SUV or motorcycle engine running inside a garage, even if the doors are open.
 - Never use your gas oven or stovetop to heat your home.
 - On the outside of your home, make sure vents for the dryer, furnace, stove and fireplace are clear of snow and other debris.
2. Share the story "What could it be Beverly" with your class and challenge them to make a class book to present to younger students to teach about CO safety. Find the story at <http://kids.niehs.nih.gov/stories/beverly/index.htm>.

Activity assessment:

Student is able to:	Not yet meeting	Minimally Meeting	Fully Meeting	Exceeding
Thinking	-with assistance, identify issues important to community and gather information to develop solutions	-identify issues important to community -gather information and find solutions	-understand issues important to community -gather information and develop solutions	-promote issues important to community -gather information, develop and reflect on solutions
Communicating	-with assistance, presents ideas for peers and complete work with peers	-presents ideas for peers and complete work with peers	-exchange ideas with peers and work well with peers	-exchange ideas with various groups and work well with various groups
Personal/Social	-with assistance, demonstrate personal role in community safety	-demonstrate personal role in community safety	-describe personal role in community safety	-encourage others to assume their role in community safety
Health/Career	-with assistance, demonstrates awareness of safe behaviour	-inconsistently demonstrates awareness of safe behaviour	-demonstrate awareness of and practice safe behaviours	-demonstrate awareness of and practice safe behaviours and encourages others

4-5: High Visibility (Hi-Vis) Clothing

Title: I'm visible!

Purpose: What are the dangers of not being easily visible? What kinds of clothing can help me stay visible? How can staying visible protect me from injury?

Assessment objectives/intentions: What counts?

Students will be able to:

1. describe importance of being seen on the road
2. demonstrate use of high visibility clothing to keep safe

Material Required:

- Fluorescent and reflective safety vest and armbands
- Flashlight
- Small pieces of reflective tape or material
- Drawing paper
- Various reflective materials, such as: mirror, foil, matt paper, fabric, plastic, and glossy paper

Teaching Strategies:

1. Ask for a volunteer to put on on safety vest, turn off lights, and shine flashlight onto the vest. *Who has seen this kind of a vest before? Why would someone need to wear a vest like this?* Discuss as a group. Even when people are just going for a walk, they need to be visible, especially when walking near busy roads, and especially when it is harder to be seen, like on a winter evening or morning or in bad weather. *We will be learning about dangers of not being seen by drivers when walking or playing near roads, as well as what kinds of clothing can keep us safer when playing near roads.*

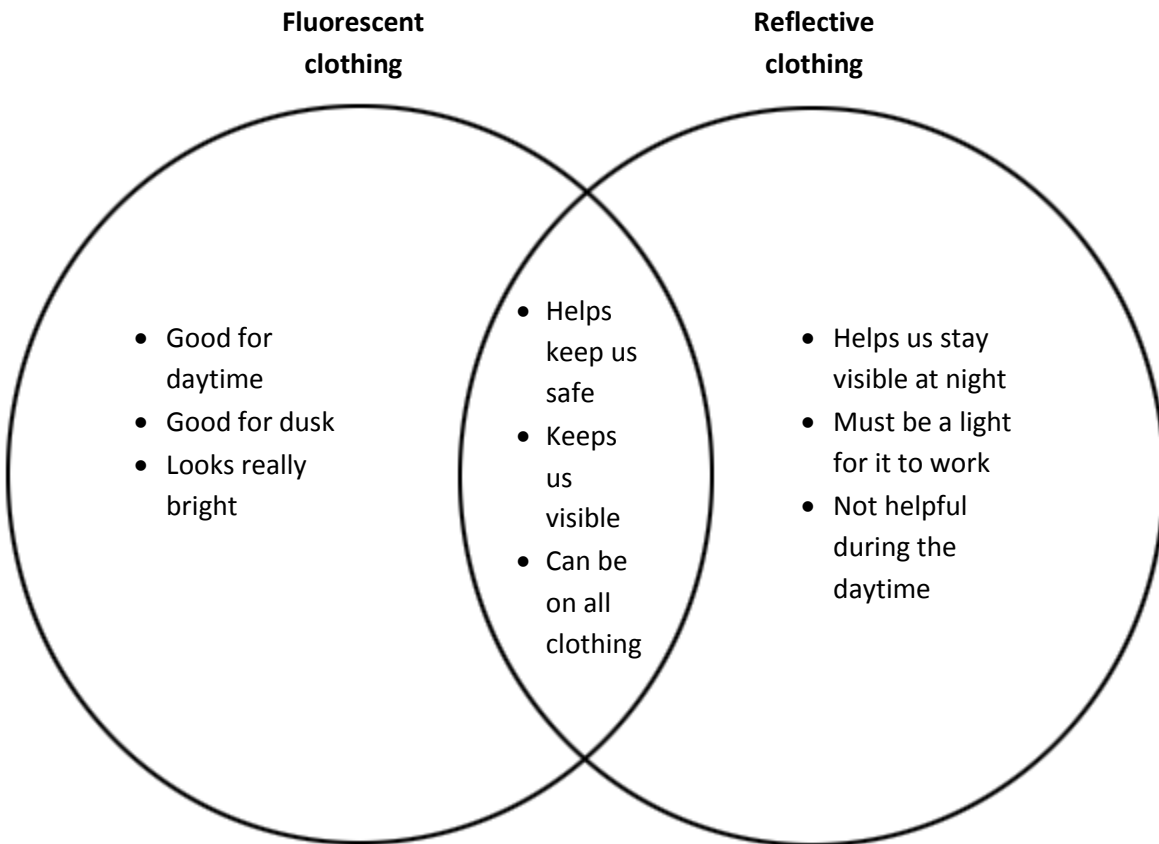
2. *What kinds of clothing can make us more visible to drivers?* Brainstorm as a group. Encourage students to wear bright, colourful, reflective, or fluorescent clothing, and to use a flashlight when walking on unlit roads.

3. *Who has clothing that is easy to see at night? Does anyone have fluorescent or reflective clothing?* Draw a Venn diagram on the board and have students work together to categorize the similarities and differences between fluorescent and reflective clothing (see sample diagram below). Both materials help us stay visible.

Fluorescent colours help you to be seen in the daytime and near dusk. Fluorescent colours look really bright, they don't show up in the dark or 'glow in the dark.

Reflective materials help us be seen by drivers at night. To work properly it needs to be dark and there must be a light source such as headlights. Reflective materials can help drivers see you three seconds sooner at night, which could save your life! Reflective material on your clothing will not help you to be seen in daytime (unless it is

also fluorescent). Reflective tape can sometimes glint in the sunlight, but it doesn't show up properly until after dark.



4. **Demonstrate** how reflective material works by asking a volunteer to place a piece of reflective clothing into a dark cupboard and look in while shining a flashlight onto the clothing. *What can you see? What time of the day is similar to the darkness of the tube? What could the flashlight represent?* This shows how reflective materials show up at night when a car headlight shines onto them. *What do you see if you look in without shining the flashlight?* This is like night time when there are no car headlights. You are invisible! Try testing more items - look at sports shoes, coats, bags and see how many have reflective trims. Discuss why it helps you to be safer if you wear or carry something reflective at night.

5. **Challenge** students to make a safety poster to demonstrate the importance of wearing colourful, fluorescent, and reflective clothing when they are near busy roads. Students should include titles and captions that identify the dangers of playing near roads and the benefits of hi visibility clothing to help us be seen so we keep safe. On one side of the poster, have students draw a pedestrian who is difficult to see (wearing dark clothing, bad weather, night, etc.). On the other side, have students draw a

pedestrian who is properly dressed and equipped for walking at dusk (wearing light colors or fluorescent clothing, shoes and accessories with reflective material, and carrying a flashlight).

Student self assessment: Did I learn what counts?

See student self assessment in introduction.

Extension:

- Which colours show up best? Using the school field or playground, have several students hold up different coloured pieces of paper including black, grey, white, yellow and, if possible, a fluorescent orange or green. The rest of the class view these from a distance and decide which is easiest to see.
- What materials reflect light? Children are given various materials and asked if they can see their faces in them – these should include a mirror, foil, matt paper, fabric, plastic, and glossy paper. Children can keep a simple check list record of results.

Activity assessment:

Student is able to:	Not yet meeting	Minimally Meeting	Fully Meeting	Exceeding
Thinking	-with assistance, identify issues important to community and gather information to develop solutions	-identify issues important to community -gather information and find solutions	-understand issues important to community -gather information and develop solutions	-promote issues important to community -gather information, develop and reflect on solutions
Communicating	-with assistance, presents ideas for peers and complete work with peers	-presents ideas for peers and complete work with peers	-exchange ideas with peers and work well with peers	-exchange ideas with various groups and work well with various groups
Personal/Social	-with assistance, demonstrate personal role in community safety	-demonstrate personal role in community safety	-describe personal role in community safety	-encourage others to assume their role in community safety
Health/Career	- with assistance, demonstrate understanding of behaviours that reduce road related risks and contribute to injury prevention	- show some understanding of behaviours that reduce road related risks and contribute to injury prevention	-practice behaviours that reduce road related risks and contribute to injury prevention	-advocate for self and others to practice behaviours that reduce road related risks and contribute to injury prevention

4-6: Concussion Prevention

Title: Protect your head!

Purpose: What is a concussion? Why are they harmful? How can I avoid getting a concussion?

Assessment objectives/intentions: What counts?

Students will be able to:

1. identify sources and dangers of concussive head injuries
2. describe symptoms of concussions
3. explain ways to avoid concussions and keep safe

Material Required:

- Hockey helmet or other sport's helmet
- Sporting goods magazines with advertisements for various sporting goods

Teaching Strategies:

Note: Prior to this lesson, invite students to bring their helmets to class and demonstrate their role in preventing head injury.

1. Ask for several volunteers with different kinds of helmets, (ie. biking, ATV, hockey, ski, etc.) to present their helmets. Ask students to explain how each helmet prevents head injury during the sport/activity and what could happen if they didn't wear a helmet *Today, we will be learning about concussions, what they are, how people get them, how they can make someone feel, and how to keep our heads safe from concussion injuries.*

2. *Does anyone know what a concussion is or know someone who has had a concussion?* A concussion is a type of brain injury that anybody may have at some point in their life. Any blow to the body, which causes a jarring of the brain inside the skull, may cause a concussion. This can lead to bruising of the brain which causes a concussion or a temporary loss of normal brain function. *What kinds of incidents are more likely to cause concussions?* **Think, pair, share** as a class. Draw a big brain on the board, note down student's ideas around the brain. Answers may include: falls during sports, car accidents, bike and skating mishaps, and physical violence, such as fighting.

3. *How do you think it feels to have a concussion?* **Think, pair, share** as a class. Note down student's suggestions inside the drawing of the brain. Answers could include: headache, general confusion or fogginess, more emotional, nausea or vomiting, difficulty concentrating, irritability, dizziness, difficulty remembering address, blurred vision, nervousness or anxiety, fatigue or low energy, sensitivity to light or noise, and

even loss of consciousness. *Most people get better quickly, but some have symptoms for days or even months. Concussions not only have an impact on kids, but also affect parents, coaches and teachers.*

4. *What should you do if you think someone has a concussion?* A concussed person should stop playing immediately and get help from a parent or teacher. The person may need to go to a doctor.

5. *Which sports/activities do you play? If you think that activity could damage your brain, **stop** and **think** about what you can **do** to prevent damage.* Brainstorm list of sports and strategies to reduce risk of concussions, try to include at least the following.

- Learn the rules of the sport
- Wear a properly fitting helmet if there is a danger of hitting your head
- Play fairly
- Stop playing if you hurt your head
- Tell your coach and team mates if you have a concussion

6. **Challenge** students to prepare a magazine advertisement for a new helmet designed to protect athletes from getting a concussion. Review a few examples of advertisements in sporting good magazines to help students plan their layouts. Point out catchy titles, different coloured texts, diagrams, bullets, and other text features designed to catch readers' attention and persuade them to buy that helmet. Make sure that the advertisement includes drawings and texts that detail the how concussions occur, symptoms of concussions, examples of sports that need head protection, and safety features of the helmet.

Student self assessment: Did I learn what counts?

See student self assessment in introduction.

Extension: Invite someone from the community who has or has had a concussion to present to the class. Ask them to describe how they were injured, what symptoms they experienced, how long their concussion lasted, and what precautions they take to protect themselves from concussions.

Activity assessment:

Student is able to:	Not yet meeting	Minimally Meeting	Fully Meeting	Exceeding
Thinking	-with assistance, identify issues important to community and gather information to develop solutions	-identify issues important to community -gather information and find solutions	-understand issues important to community -gather information and develop solutions	-promote issues important to community -gather information, develop and reflect on solutions
Communicating	-with assistance, presents ideas for peers and complete work with peers	-presents ideas for peers and complete work with peers	-exchange ideas with peers and work well with peers	-exchange ideas with various groups and work well with various groups
Personal/Social	-with assistance, demonstrate personal role in community safety	-demonstrate personal role in community safety	-describe personal role in community safety	-encourage others to assume their role in community safety
Health/Career	-with assistance, demonstrates awareness of safe behaviour	-inconsistently demonstrates awareness safe behaviour	-demonstrate awareness of and practice safe behaviours	-demonstrate awareness of and practice safe behaviours and encourages others

4-7: Hearing Safety

Title: Cover your ears!

Purpose: How much noise can damage my hearing? What can I do to protect my hearing from damage?

Assessment objectives/intentions: What counts?

Students will be able to:

1. describe how noises damage hearing
2. identify which noises damage hearing
3. explain how to protect hearing

Material Required:

- Blender, loud bell, power tool, any device that makes a lot of noise
- Hearing protection device (muffs or plugs)
- Spaghetti (cooked and uncooked)

Teaching Strategies:

1. Show students a noisy device. *Show me what you would do if I make a lot of noise with this device right now.* Most students will cover their ears. *Why did you cover your ears?* Discuss as a class. *We will be looking at how loud noises hurt our hearing, which noises are the most dangerous, and how to protect our ears.*

2. Show students a cross section of an ear (See **Appendix 4-7** or find an image online). *How do we hear sounds?* Describe how sound waves move down the ear canal and through the ear drum to the middle ear. Then the sounds are picked up by the hair cells in the **cochlea** in the inner ear. Next, the hair cells send the message along the auditory nerve to our brain. Finally, the brain tells us what we are hearing.

3. *How do loud sounds cause damage inside our ears?* Brainstorm as a class. *We are going to use spaghetti to show how noise can damage the cochlea. These raw pieces of spaghetti are like the healthy hair cells in your cochlea. They vibrate when we hear sounds. This cooked spaghetti is like hair cells in the cochlea that have been damaged by noise. They are limp and don't vibrate when sound waves go into your ear. After cochlea hair cells are "cooked" by noise, they never go back to normal.*

4. *How much noise is damaging?* Brainstorm some examples of dangerous noises. *Loudness is measured in decibels or dB. Hearing damage can happen from a short, intense noise like an explosion or from ongoing loud noises like loud music. Hearing damage can happen right away or slowly over years. Noises less than about 80 d, like the noise made by a kitchen blender, are usually safe. Noises above this may cause*

hearing loss over time and noises above 140 dB may cause permanent hearing loss. A soft whisper is about 20 dB while a siren can be as high as 140 decibels.

5. Draw a 4 column table on the board, titled How noisy is it? (See **Appendix 4-7**). List the activities in the first column and ask students to discuss with a partner and guess which sounds are usually **safe** and which could be **unsafe**. Then ask students to guess how many dB are associated with each noise. Provide a couple of clues to get students started. Finally, share the actual decibel level with students. Were they accurate? *Why is it helpful to be able to accurately estimate noise levels? How can this help protect your hearing?*

6. *If you think a noise could damage your ears, **stop** and **think** about what you can **do** to prevent further damage.* Brainstorm strategies as a class.

- Avoid loud noises
- Turn the volume down
- Monitor and limit length of time you are exposed to noise
- Wear ear plugs or ear muffs if exposed to loud sounds

7. **Challenge** students to illustrate a potentially noisy activity, an activity that is louder than 80 dB. Have students compare the noise to the How noisy is it? table. Have students note the estimated dB made by that activity and write bullets describing ways to protect their hearing from the noise. Post completed illustrations on a bulletin board and add a sign for the bulletin board, Cover your ears!

Student self assessment: Did I learn what counts?

See student self assessment in introduction.

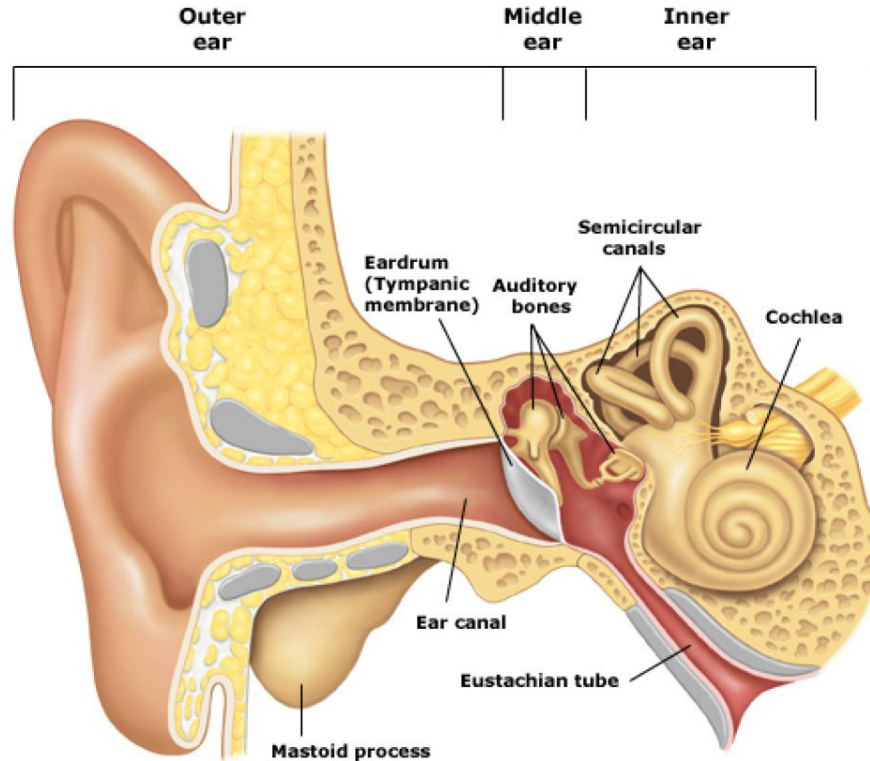
Extension:

What are the parts of the ear and how does each part help me hear? Draw diagrams of the ear, label the parts, and describe the role each part plays in hearing sounds. See

Appendix 4-7: How noisy is it?

Sound	Safe or unsafe without protection?	Estimate Decibel Level (dB)	Actual Decibel Level (dB)
Leaves rustling			10
Soft whisper			30
Refrigerator			50
Ordinary speech			60-65
Window air conditioner			60-70
Blender			65-85
Noisy restaurant			70-75
Busy traffic			80
Alarm clock			70-100
Screaming child			90-115
Live rock music			90-130
Jackhammer			100
Motorcycles (driver's seat)			100
Rifle firing			120-140
Rocket launching			180

Appendix 4-7: Ear cross-section



Activity assessment:

Student is able to:	Not yet meeting	Minimally Meeting	Fully Meeting	Exceeding
Thinking	-with assistance, identify issues important to community and gather information to develop solutions	-identify issues important to community -gather information and find solutions	-understand issues important to community -gather information and develop solutions	-promote issues important to community -gather information, develop and reflect on solutions
Communicating	-with assistance, presents ideas for peers and complete work with peers	-presents ideas for peers and complete work with peers	-exchange ideas with peers and work well with peers	-exchange ideas with various groups and work well with various groups
Personal/Social	-with assistance, demonstrate personal role in community safety	-demonstrate personal role in community safety	-describe personal role in community safety	-encourage others to assume their role in community safety
Health/Career	-with assistance, demonstrates awareness of safe behaviour	-inconsistently demonstrates awareness safe behaviour	-demonstrate awareness of and practice safe behaviours	-demonstrate awareness of and practice safe behaviours and encourages others

4-8: Food Safety

Title: Food for thought!

Purpose: Why should I clean my hands before eating? How can I clean my hands properly to stay healthy?

Assessment objectives/intentions: What counts?

Students will be able to:

1. identify hazards of illness from unsafe food handling
2. describe when and how to properly clean hands

Material Required:

- Flour
- Cooking oil
- Cinnamon
- Wash tubs
- Warm and cold water
- Hand soap

Teaching Strategies:

1. *What kinds of jobs do people need to wash their hands before starting or when finished work?* Brainstorm as a class. Examples include cooks, doctors, vets, dentists, painters, scientists, or just about anyone who works with the public or messy materials. *We will be talking about some of the dangers of not cleaning our hands, as well as how to clean our hands properly to keep from getting sick.*

2. *Why do we need to wash our hands before eating?* Think, pair with a partner and share as a class. *What are microbes, like bacteria and viruses? Where are they? How do you think microbes get around?* Answers may include: Bacteria are so tiny living that you need a microscope to see them; some bacteria can make you sick so it's a good idea to avoid dangerous bacteria all around us; they can be in food (a sick person contaminates food that is then eaten by another person); they can move from one person to another; they can move on the food itself as it moves from the farm through the grocery store and to our homes.

3. *Let's do an experiment to see how microbes can travel quickly around the class.* Have a volunteer put some flour on his hands. Ask him to open the class room door, sharpen a pencil, take a book from the class library, and to shake hands with several classmates. *What do you notice about how the flour has spread? How is the flour like microbes? Can we see the microbes when we touch things in the class or touch each other's hands?*

4. *What can we do to prevent microbes from getting into our bodies when we touch the food that we eat?* Ask three volunteers to demonstrate the experiment.

- Ask all three to rub a spoonful of cooking oil all over their hands. Sprinkle cinnamon onto their hands and rub it around. What does the cinnamon represent? How do we get it off?
- Wash hands as follows, rubbing them briskly for 20 seconds:
 - Student #1: wash hands with cold water and no soap
 - Student #2: wash hands with warm water and no soap
 - Student #3: wash hands with warm water and soap
- The rest of the class observes the different hand washing methods **or, if you have space and time**, have all students experiment in small groups.

5. *Based on this experiment what is the best way to wash your hands? How do we know?* Brainstorm as a class and note ideas on the board. Make sure to include the following ideas.

- Use soap and warm water.
- Wash for at least 20 seconds (or long enough to sing a short, familiar song like "Happy Birthday").
- Cover your palms, the back of your hands, and in between your fingers with suds.
- Make a good sudsy lather, and get underneath fingernails and in between fingers.
- Rub and scrub! It's the suds and the friction that kill germs.
- Dry with a disposable paper towel when you are in a public washroom.

6. *When do we need to wash our hands?* Always wash your hands after using the toilet, after you blow or wipe your nose, after you play with pets, and after you play outside. Always wash your hands after handling raw food and before eating.

7. **Challenge** students make an instructional hand washing film strip for their families. Make sure students describe why we need to wash our hands, when to wash our hand and to show all steps of the proper washing technique. Assign students to present their filmstrip to their families as homework and ask for parent feedback on their presentation.

Student self assessment: Did I learn what counts?

See student self assessment in introduction.

Extension: demonstrate the hand washing experiment with students in a younger grade to both familiarize them with the technique and reinforce the technique with your students.

Activity assessment:

Student is able to:	Not yet meeting	Minimally Meeting	Fully Meeting	Exceeding
Thinking	-with assistance, identify issues important to community and gather information to develop solutions	-identify issues important to community -gather information and find solutions	-understand issues important to community -gather information and develop solutions	-promote issues important to community -gather information, develop and reflect on solutions
Communicating	-with assistance, presents ideas for peers and complete work with peers	-presents ideas for peers and complete work with peers	-exchange ideas with peers and work well with peers	-exchange ideas with various groups and work well with various groups
Personal/Social	-with assistance, demonstrate personal role in community safety	-demonstrate personal role in community safety	-describe personal role in community safety	-encourage others to assume their role in community safety
Health/Career	-with assistance, participates in health habits that prevent the spread of diseases	- needs occasional reminders to participate in health habits that prevent the spread of diseases	-participates in health habits that prevent the spread of diseases	-participates in and advocates for health habits that prevent the spread of diseases

4-9: Footwear Safety

Title: Put your best foot forward

Purpose: What are the risks of not wearing proper footwear? How can proper footwear protect me from injury? How do I choose proper footwear?

Assessment objectives/intentions: What counts?

Students will be able to:

1. identify professions requiring protective footwear
2. describe hazards to feet in various situations
3. explain need to protect feet from injury

Material Required:

- Sample footwear for specific tasks, ie. running shoes, rubber boots, steel toed boots, soccer cleats, sandals, warm winter boots, etc.

Teaching Strategies:

1. Present different footwear to students. Place students in groups. Each group is given a set of footwear. Ask each group to brainstorm times when and why it is appropriate or NOT appropriate to wear this footwear and report back to the whole class. *We will be talking about some jobs that require protective shoes, some of the dangers that we need to protect our feet from, and ways to keep our feet safe while working and playing.*

2. *What kinds of jobs do your parents do? Do any of them need foot protection?* Examples may include carpenters, landscapers, welders, electricians, plumbers, loggers, warehouse workers, etc. *Are there any sports or activities that might need special foot protection?* For example, even everyday running shoes should be supportive and cushioning, have bright, visible colours and reflective strips, as well as a gripping tread.

3. *How do you think our feet could get injured?* Think, pair with a partner, and share with the group. Suggestion may include:

- Heavy objects that might roll or fall onto peoples' feet
- Sharp objects such as nails or spikes that might pierce ordinary shoes
- Hot metal that might splash on feet
- Hot surfaces
- Electrical shock
- Slippery or wet surfaces
- Cold conditions

4. *If it is possible that you could hurt your feet, **stop** and **think** about what you can **do** to prevent injury. What should all safe footwear have?* Brainstorm strategies as a class.

Examples may include: comfortable to wear, supportive, tough and easy to clean, doesn't interfere with other safety gear, and protects against the potential dangers of that activity.

5. **Challenge** students to design, draw, and colour their ideal footwear for people living and working in extreme environments like next to volcanoes, at the North or South Pole, or in piranha infested waters. Make sure students identify and label the safety characteristics of their design and what hazards their footwear protects us from. Have students write a paragraph to describe the dangers they could be exposed to and how their design protects their feet against those dangers.

Student self assessment: Did I learn what counts?
See student self assessment in introduction.

Activity assessment:

Student is able to:	Not yet meeting	Minimally Meeting	Fully Meeting	Exceeding
Thinking	-with assistance, identify issues important to community and gather information to develop solutions	-identify issues important to community -gather information and find solutions	-understand issues important to community -gather information and develop solutions	-promote issues important to community -gather information, develop and reflect on solutions
Communicating	-with assistance, presents ideas for peers and complete work with peers	-presents ideas for peers and complete work with peers	-exchange ideas with peers and work well with peers	-exchange ideas with various groups and work well with various groups
Personal/Social	-with assistance, demonstrate personal role in community safety	-demonstrate personal role in community safety	-describe personal role in community safety	-encourage others to assume their role in community safety
Health/Career	-with assistance, demonstrates awareness of safe behaviour	-inconsistently demonstrates awareness safe behaviour	-demonstrate awareness of and practice safe behaviours	-demonstrate awareness of and practice safe behaviours and encourages others

4-10: Trampoline Safety

Title: Jumps not bumps!

Purpose: What are dangers of trampolines? How can I stay safe on trampolines?

Assessment objectives/intentions: What counts?

Students will be able to:

1. identify dangers of trampoline use
2. describe steps to reduce risk of injury on trampoline

Material Required:

- Writing/drawing paper

Teaching Strategies:

1. *Who here has a trampoline at home or who has ever been on a friend's trampoline? What do you like most about playing on your trampoline? Discuss as a class. We will be talking about some of the ways you could get hurt playing on a trampoline and ways to play safely on trampolines.*

2. *Have you ever been hurt or seen a friend hurt using a trampoline? What happened?* Have students share personal stories by turning and talking, or forming small groups. Injuries from trampolines range from bruises, sprains, and broken bones, to more serious injuries such as skull fractures. Most of the injuries result from improper or unsupervised use. Injuries can occur when:

- Colliding with another person on the trampoline
- Improper landing during jumps or stunts
- Falling off or jumping from the trampoline
- Falling onto the springs or frame

3. *If you play on a trampoline, let's **stop** and **think** about what you can **do** to prevent injury. Let's come up with some strategies to keep safe on trampolines.* Students can work in pairs/small groups to brainstorm ideas on large paper strips and then sort them into categories. Trampolines are not regulated in Canada, but the Canadian Safety Council recommends the following:

- Make sure the trampoline and net enclosure are properly set up and maintained
- One person at a time on the trampoline
- Children should be over 6 to go on trampolines
- No somersaults, flips or other stunts
- Have adult supervision at all times

Other suggestions could include:

- People shouldn't lean on frame or sit on springs while someone is jumping

- Wear comfortable clothing, but avoid loose clothing
- Use bare feet or trampoline slippers because socks can lead to slips
- Take off jewellery and watches
- Remove loose items from pockets, for example, keys, money, and combs
- Keep toys and extra clothes out of the area
- Stay in the middle of the trampoline

4. Write the letters **J-U-M-P** vertically on the board. *These are the letters of an acrostic poem to help remind them of a few of the tips to stay safe on the trampoline.* Fill in the rest of the poem and have volunteers read each line aloud.

- **J**ust one person should use a trampoline at a time.
- **U**se control and bounce in the middle.
- **M**ake your way off the trampoline safely – don't bounce or jump off.
- **P**revent injuries by avoiding risky stunts!

5. **Challenge** students to write their own trampoline safety acrostic poem and present them to students in younger grades. Starter words could be trampoline, safety, jumping, bouncy, or spring. Letters from the key word may be at the start, in the middle or at the end of each line. Have students write a rough copy first, check their sentences for clarity and create a final copy with illustrations showing children playing safely on a trampoline. Ask students to try to include as many of the key safety words as possible in the poem.

Student self assessment: Did I learn what counts?
See student self assessment in introduction.

Activity assessment:

Student is able to:	Not yet meeting	Minimally Meeting	Fully Meeting	Exceeding
Thinking	-with assistance, identify issues important to community and gather information to develop solutions	-identify issues important to community -gather information and find solutions	-understand issues important to community -gather information and develop solutions	-promote issues important to community -gather information, develop and reflect on solutions
Communicating	-with assistance, presents ideas for peers and complete work with peers	-presents ideas for peers and complete work with peers	-exchange ideas with peers and work well with peers	-exchange ideas with various groups and work well with various groups
Personal/Social	-with assistance, demonstrate personal role in community safety	-demonstrate personal role in community safety	-describe personal role in community safety	-encourage others to assume their role in community safety
Health/Career	-with assistance, demonstrates awareness of safe behaviour	-inconsistently demonstrates awareness safe behaviour	-demonstrate awareness of and practice safe behaviours	-demonstrate awareness of and practice safe behaviours and encourages others

4-11: Camping and Hiking Safety

Title: Camping

Purpose: How can I keep safe while camping?

Assessment objectives/intentions: What counts?

Students will be able to:

1. identify hazards associated with camping activities
2. describe strategies to avoid injury while camping

Teaching Strategies:

1. *Who likes roasting marshmallows, singing songs and talking around an open campfire? What is one of your favourite camping memories?* Discuss as a class. *We will be learning about some things we should bring camping, some of the dangers to keep in mind while camping and figuring out ways to keep safe while camping.*

2. *What do you need to bring on a camping trip to be safe?* Have a few students at a time come up to the board and list/sketch needed items. Equipment may include:

- Tent and sleeping bag
- Map of the area
- Rain jacket and extra clothes
- Food and water
- Pocketknife
- Matches in waterproof container and candle/fire starter
- First Aid Kit, bug repellent, sunglasses, sunscreen
- Signalling device like a whistle to warn animals or get help
- Flashlight

3. *What dangers do you think there could be when camping?* Discuss as a class.

- Insects, poisonous plants, and wild animals
- Slips, trips and falls while hiking on uneven terrain while carrying backpacks
- Overexposure to sun or cold
- Getting lost while hiking
- Unsafe behaviour around campfires

4. *Let's **stop** and **think** about what you can **do** to keep safe, if you were planning a camping trip.* Think, pair with a partner, and then share strategies as a class. Some strategies to consider adding to student generated list could include:

- Have an itinerary, leave it with someone you trust, and stick to your plan.
- Always hike in groups of four or more with adult supervision.
- Wear hiking boots, a hat, and clothing that protect you from scrapes, bites, and poisonous plants.

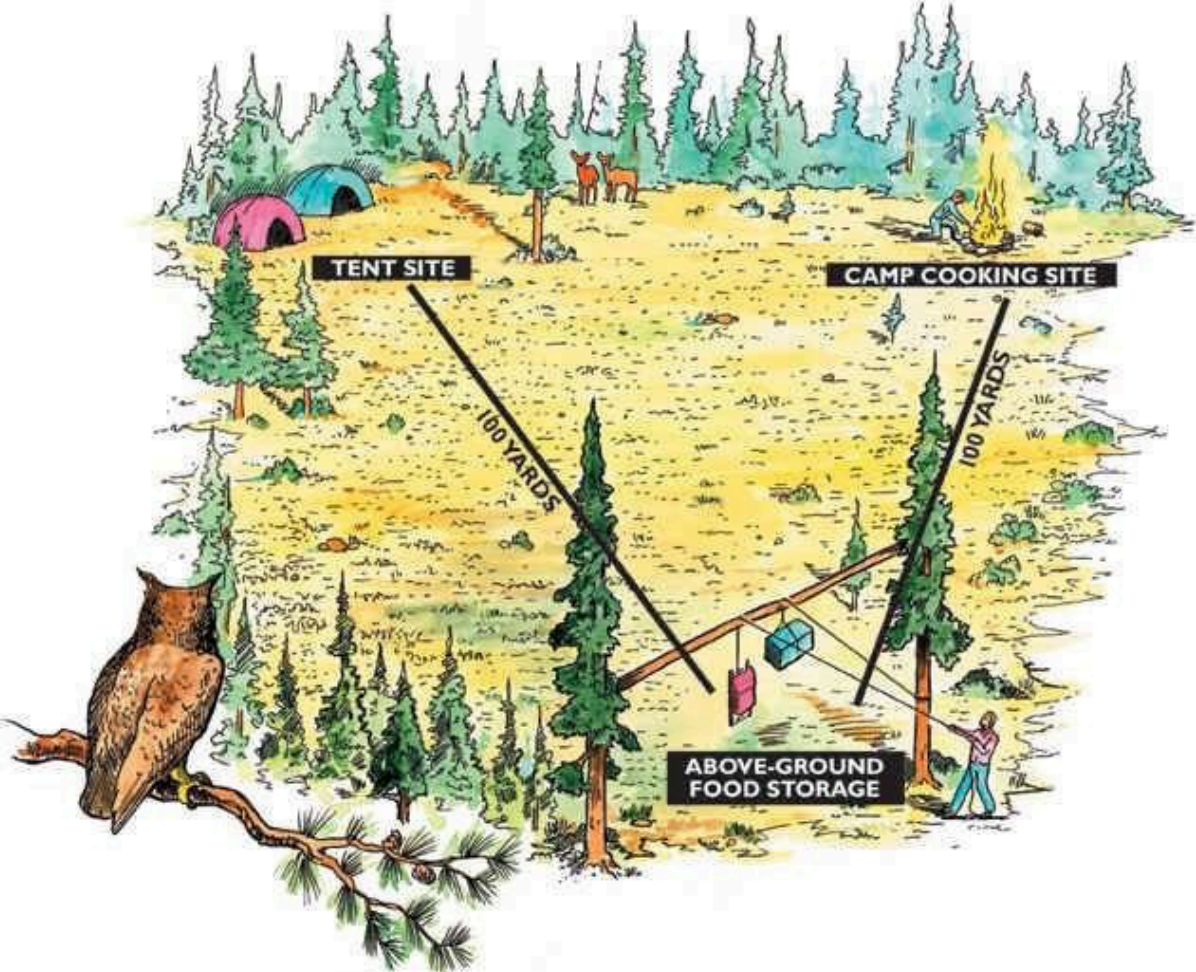
- Campfires should only be started by adults and only in fire pits. Clear around the fire pit. Use paper and kindling to start fire. Never use gas to start a fire. Check with a park ranger to be sure campfires are allowed.
- Always keep a bucket of water and a shovel near your campfire and totally extinguish the fire before you go to sleep or when you leave the site.
- Carry a flashlight to find your way in the dark and help others find you, ideally bring one flashlight per person.
- No food, snacks, or candy in the tents. Animals and critters can smell the food in a sealed unopened candy bar or chip bag and it acts like a magnet drawing them into the tent. The least problem would be ants and flies, the worst could be a bear.
- No running or horseplay in the campsite. There are too many things to trip over, like tent guy-lines, lanterns or campfires.
- No candles, lighters, or open flames in tents
- Use a "Buddy System" to prevent young campers from wandering out of camp alone.
- If you are lost, stay where you are.
- Place campfires in the centre of the camping clearing, far away from trees and shrubs
- Make sure campfires are well away from tents and set up tents upwind from campfires
- Organize cooking and eating area/picnic table near one another to avoid carrying food too far
- Set up tents away from cooking area to avoid getting any food in or near tents and flag tent guide lines to avoid tripping.
- If there is no outhouse, set up latrines and gray water dump in the opposite direction of camp kitchen and food prep areas, ideally beyond the tent areas.. They should be far enough away to keep odours out of camp, but not so far away that it is hard to reach if someone need to go in the middle of the night.

5. **Challenge** students to create a safe camping site **map** using their knowledge of the items they need to bring and how to safely organize a campsite (see example in **Appendix 4-11**). In their safe campsite diagrams they need to label a campfire area, tents, an eating area, a cooking area, a latrine, and a trash and gray-water area. Additional items to include in the diagram may include play areas, clothes line, or a wood chopping area. They can draw the people who are there and the activities they are enjoying. Remind students to show how they are acting safely, for example going to the beach with a buddy or enjoying marshmallows near the fire and cleaning up before going to our tents.

Student self assessment: Did I learn what counts?

See student self assessment in introduction.

Appendix 4-11: Safe Campsite Diagram Model



Activity assessment:

Student is able to:	Not yet meeting	Minimally Meeting	Fully Meeting	Exceeding
Thinking	-with assistance, identify issues important to community and gather information to develop solutions	-identify issues important to community -gather information and find solutions	-understand issues important to community -gather information and develop solutions	-promote issues important to community -gather information, develop and reflect on solutions
Communicating	-with assistance, presents ideas for peers and complete work with peers	-presents ideas for peers and complete work with peers	-exchange ideas with peers and work well with peers	-exchange ideas with various groups and work well with various groups
Personal/Social	-with assistance, demonstrate personal role in community safety	-demonstrate personal role in community safety	-describe personal role in community safety	-encourage others to assume their role in community safety
Health/Career	-with assistance, demonstrates awareness of safe behaviour	-inconsistently demonstrates awareness safe behaviour	-demonstrate awareness of and practice safe behaviours	-demonstrate awareness of and practice safe behaviours and encourages others



STOP



THINK



DO

Grade 5

Grade 5 Lessons

Lesson	Suggested time/date	Materials	Page #
5-1: Stop Think Do Review	45 min./September	Chart paper and markers	4
5-2: Responsible behaviour	45 min./October	Chart paper Role playing scenarios (see Appendix 5-1)	7
5-3: Respiratory safety: Asthma	45-60 min./November	1 drinking straw per student Roll of paper towels (thicker ones work best)	10
5-4: Smoking dangers	60 min./December	Internet or magazine cigarette advertisements	13
5-5: First Job Safety Questions	45-60 min./January	Pencil and paper	16
5-6: Babysitting Safety	60 min./February	Chart paper and 4 different coloured markers Writing paper	19
5-7: Choking hazard identification	60 min./March	Empty pop bottle Cotton balls	22
5-8: Food safety	30 min. in am and 30 min in pm/April	2 balloons 3 - 500 ml beakers 2 - 250 ml flasks or small clear glass or plastic bottles with small openings Food thermometer to measure the temperature of the water Room temperature water (about 21 degrees C) 1/4 cup of sugar 1 package of dry yeast Warm water (43-49 degrees C) Ice water (below 4 degrees C) Cookbooks	25
5-9: Machine Guards	45-60 min./May		28
5-10: Knife Safety	45-60 min./June	Pocket knives, kitchen knives, utility knives or images (See Appendix 5-10)	31

Assessment

Assessing student learning by considering thinking competency, communication competency and personal/social competency is vital to personal and social success, life-long learning, and to the changing workplace. Thinking competency includes specific thinking skills and metacognitive awareness. Communication competency refers to a student's ability to share information and explore the world around them. Personal/social competency encompasses the set of skills students need to thrive as individuals and strive for their purpose in the greater world.

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

In addition, each lesson also includes **assessment as learning** activities, **Did I learn what counts?** These student self assessment tools are at the end of each lesson to help students clarify and confirm their learning, as well as to allow teacher's to personalize their teaching.

Finally, **activities** are included for students to demonstrate their learning based on the guiding objectives/intentions and teachers can use these activities for an **assessment of learning**. To assess these activities, each lesson includes reference rubrics that incorporate the core competencies, as well as specific performance indicators based on the Healthy Practices Elaborated Scale for the Health and Career Education curriculum.




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

Self assessment: Did I learn what counts?

Ask students how they know if they have understood a lesson? Discuss things like how we need to know what the lesson will be about from the start, how we need a chance to show what we have learned, and how we need a chance to think about what we have learned and still want to know. Explain to students that each safety lesson starts by describing what they are supposed to learn during the lesson and includes a chance for them to demonstrate their learning through discussions, group/individual projects, and other activities. Finally, students will have a chance to think about their own learning with a self assessment reflection.

*Draw a copy of the self assessment rubric on board. During the self assessment, called **Did I learn what counts?**, you will be asked to read several sentences describing what you need to learn during this lesson. Then, you need to put a check under the green light if you really know that idea, under the red light if you don't really know that idea, or under the yellow light if you kind of know that idea. When you have finished, if you checked green light please find someone who checked a yellow light and discuss what you know and would like to know about this lesson. Anyone who has checked a red light, I would like to meet with you in a small group to talk about what you would still like to learn.*

Name: _____

Lesson		Did I learn what counts?	No 	Kind of 	Yes 
1	I know...	about different times and places when we need to get help in a hurry.			
		the steps to make safe choices in difficult situations.			
2	I know...	when it is important to say "no" to keep safe.			
		the steps to say "no" and keep safe in difficult situations.			
3	I know...	some causes of asthma.			
		how it feels to have asthma.			
		ways to help if someone is having an asthmatic attack.			
4	I know...	some dangers of cigarette smoking.			
		why some people start smoking.			
		a few ways to avoid smoking.			
5	I know...	that different jobs have different dangers.			
		that asking questions can help keep me safe at work.			
6	I know...	some of the dangers that I need to look out for when child minding.			
		the steps to keep everyone safe when I am child minding.			
7	I know...	what happens in my throat if I choke.			
		some dangers that cause choking.			
		what I can do to avoid choking.			
8	I know...	what causes food to spoil.			
		how spoiled food can be dangerous for me.			
		how to keep safe by properly storing food.			
9	I know...	some dangers of working with machines.			
		what to do to keep safe if I am using a machine.			
10	I know...	different places where people use knives.			
		some of the dangers of using knives.			
		how to use knives safely.			

5-1: Stop Think Do Review

Title: What do I do?

Purpose: When do I need to ask for help? Who do I ask? How do I ask to make sure that I keep safe?

Assessment objectives/intentions: What counts?

Students will be able to:

1. identify situations when immediate assistance is required
2. describe strategies to make safe decisions

Material Required:

- Chart paper and markers

Teaching Strategies:

1. *Imagine that you are playing with a ball in your yard and the ball accidentally gets stuck on the roof of your house. What should you do? Discuss as a class. We will be talking about different times and places when we need to get help quickly, and how to make safe choices in difficult situations.*

2. *In previous grades, we learned to **stop** before making tough choices that could affect our safety, to **think** about the consequences of different choices, and to only **do** something when we are sure the choice is safe. Who can think of a time when you needed to **stop** and ask someone for help? Examples may include toys getting stuck in trees or roofs, reading a new word, objects too close to stove or campfire, taking medication, doing math homework, finding broken glass or syringes in playground, playing near lakes and rivers, making lunch, aggressive dogs, or bandaging a cut. Think on own, pair up with a partner, and then share as a group. Note down student ideas on paper strips to use in next activity.*

3. Draw a T-chart on the board with the titles, "Need help in a hurry" and "Need help". *How do we decide if we need help in a hurry or if we just need help to do something?* Discuss the differences between asking for help to do something and asking for help when someone is in danger. Emphasize that if someone has been injured or there is a risk of immediate injury, get help right away! Have students come up to board and post their ideas from the previous activity on either side of the chart. Discuss differences.

4. *Who can you ask for help?* Brainstorm as a class. The people that you count on and trust are called your **support network**. They can be parents, siblings, extended family, family friends, teachers, etc. *Who is in your support network? Who could you ask for help in an emergency?*

5. Challenge students to write a post card to a younger student in the school describing the 5Ws of asking for help. Who can you ask for help? What kinds of things do you need help with? Where could you need help? When would you need that help? Why and how might you need help? Some of these questions will overlap, but try to cover the issues discussed to identify hazards and describe how to reduce those hazards. Discuss post card format including the date, a salutation, the body, a closing, and the writer`s name. Illustrate a dangerous situation and asking someone for help on the flip side of the post card.

Student self assessment: Did I learn what counts?

See student self assessment in introduction.

Extension:

- Divide a piece of paper lengthwise into three columns. In the first column make a list of things you do really well. In the middle column make a list of things you'd like to know or do better. In the third column list ideas about where you could go for help to improve the things in the middle column.
- Divide the class into pairs of "helping buddies." Each buddy has two tasks: (1) decide on some knowledge or skill he or she would like to improve and (2) work with his or her buddy to improve the knowledge or skill--or get the necessary help. The buddies meet regularly for a week or two and then report to the class on how they helped each other improve.

Activity assessment:

Student is able to:	Not yet meeting	Minimally Meeting	Fully Meeting	Exceeding
Thinking	-with assistance, identify issues important to community and gather information to develop solutions	-identify issues important to community -gather information and find solutions	-understand issues important to community -gather information and develop solutions	-promote issues important to community -gather information, develop and reflect on solutions
Communicating	-with assistance, presents ideas for peers and complete work with peers	-presents ideas for peers and complete work with peers	-exchange ideas with peers and work well with peers	-exchange ideas with various groups and work well with various groups
Personal/Social	-with assistance, demonstrate personal role in community safety	-demonstrate personal role in community safety	-describe personal role in community safety	-encourage others to assume their role in community safety
Health/Career	-with assistance, demonstrate and use decision making skills	-inconsistently demonstrate and use decision making skills	-demonstrate and use decision making skills	-understand and communicate to others the importance of decision making skills

5-2: Responsible behaviour

Title: Just say no.

Purpose: When is it important to say "no"? How can learning when to say "no" keep you safe?

Assessment objectives/intentions: What counts?

Students will be able to:

1. identify situations when we need to say "no" to keep safe
2. practice strategies to say "no" in a variety of situations

Material Required:

- Chart paper
- Role playing scenarios (see **Appendix 5-2**)

Teaching Strategies:

1. *Can anybody think of a time when you refused to do something because you thought it would be dangerous and you could get injured?* Read aloud the scenarios in **Appendix 5-2** and ask students to consider if they could be dangerous and why. *We will be talking about when it is important to say "no" to keep safe and role playing situations to practice saying "no".*

2. *To say "no" and make it stick, let's try this technique.* Ask for volunteer and refer to a situation described above. *You pretend to convince me to do that activity. I am going to show you how I say "no".*

What's the problem?

Be very specific about what is wrong. Give it a name. Say "that's stealing," or "that's dangerous," or "that's mean."

What could happen?

- *Could anyone be harmed by it (including you)? How?*
- *Could it get you into any kind of trouble? What trouble?*
- *Would it make you feel bad about yourself if you did it?*

Ask yourself each of these questions, and then look your friend straight in the eye, and confidently tell how you feel.

What could we do instead?

If you suggest something else to do, it makes it easier for your friend to go along with you. If you can't change your friend's mind, walk away, but let your friend know he or

she is welcome to join you. Say something like "I'm going to the park. If you change your mind, come on over."

3. Write "How to Say No" on the board, as well as the following points. Remind students to use them as they are role playing.

- State the problem
- Describe the dangerous consequences
- Suggest a safe alternative

4. Challenge the class to use these steps to perform role-playing exercises. Ask for one volunteer to try to persuade the other to smoke cigarettes. Ask the other volunteer to use the above technique to make a healthy and safe choice. Have the kids who are watching critique the role-plays and identify what worked well and what didn't. Then replace smoking with other age appropriate issues (see **Appendix 5-2** for suggestions). Try to give every student a chance to say "no."

Student self assessment: Did I learn what counts?
See student self assessment in introduction.

Appendix 5-2: Suggested role playing topics

- Borrowing toys without permission
- Shoplifting to impress a friend
- Climbing a bridge structure
- Vandalizing with graffiti
- Trespassing through a neighbor's yard
- Consuming alcohol
- Driving a vehicle without a license

Activity assessment:

Student is able to:	Not yet meeting	Minimally Meeting	Fully Meeting	Exceeding
Thinking	-with assistance, identify issues important to community and gather information to develop solutions	-identify issues important to community -gather information and find solutions	-understand issues important to community -gather information and develop solutions	-promote issues important to community -gather information, develop and reflect on solutions
Communicating	-with assistance, presents ideas for peers and complete work with peers	-presents ideas for peers and complete work with peers	-exchange ideas with peers and work well with peers	-exchange ideas with various groups and work well with various groups
Personal/Social	-with assistance, demonstrate personal role in community safety	-demonstrate personal role in community safety	-describe personal role in community safety	-encourage others to assume their role in community safety
Health/Career	demonstrates an awareness of safe behaviours in all settings	-inconsistently demonstrates awareness of and practices safe behaviours in all settings	-demonstrates awareness of and practices safe behaviours in all settings	- demonstrates awareness of and practices safe behaviours in all settings and encourages others

5-3: Respiratory safety: Asthma

Title: Out of breath!

Purpose: What is asthma? What causes asthma? What can be done to prevent asthma and help someone suffering from asthma?

Assessment objectives/intentions: What counts?

Students will be able to:

1. identify causes of asthma
2. describe symptoms of asthma
3. explain ways to avoid asthmatic attacks and keep safe

Material Required:

- 1 drinking straw per student
- Roll of paper towels (thicker ones work best)

This lesson may be connected to Grade 5 Science curriculum objectives relating to the human respiratory system.

Teaching Strategies:

1. Write the word "asthma" on the board and distribute a drinking straw and a paper towel to each student. Instruct students to inhale and exhale through the straw. *Was this easy or hard?* Have students pinch the straw and inhale and exhale through the pinched straw. *Was this easier or harder? Let's try 10 jumping jacks while breathing through the straw. Was it easier or harder than normal? Now place the paper towel over your mouths and try to breathe in and out through your mouths.* Ask the class to show thumbs up or down to the following questions. *Could you breathe this way for a long time? Could you run or play breathing this way? Could you get to sleep? We will be talking about what causes asthma, how it feels to have asthma, and ways to help if someone is having an asthmatic attack.*

2. *Who knows what asthma is?* Think on your own, then pair and share. Answers may include difficulty breathing, coughing, and wheezing. Explain that our lungs are made up of many tiny straws, like the straws they just breathed through, and when the straws get inflamed, swollen, or filled with mucus, a person has symptoms of asthma. The muscles around the straws tighten causing more narrowing. Some asthmatics cough all night, but not at all during the day, while others get chest colds that won't go away.

3. *Certain **triggers** pinch the tiny breathing straws in our lungs. What are some of the triggers that cause asthma? How do people get asthma?* Circle the word asthma on the

board and have students draw a web with answers around the word. Triggers might be animals, dust, mould, pollen, smoke, cold air, exercise, perfumes, or air pollution. No one knows for sure why someone gets asthma in the first place, but **asthma is not contagious!**

4. *Can asthma be prevented?* Explain that asthma is a **chronic** condition which means it cannot be cured, but it can usually be controlled. People with asthma can control their symptoms by doing certain things every day, such as avoiding contact with triggers and using a puffer to take medications.

5. Break class into groups of 3-4 students. Give students some common scenarios (see **Appendix 5-3**), in which a child with asthma might be exposed to a trigger. Challenge students to brainstorm how the child with asthma can prevent being exposed to the trigger. Ask students to present their scenarios, including the trigger and appropriate actions taken, to prevent or care for an asthmatic reaction. Review as a class and provide time for students to comment on each other's scenarios.

Student self assessment: Did I learn what counts?

See student self assessment in introduction.

Extension:

- Have students interview someone who has asthma and ask them to describe how it feels.

Appendix 5-3: Asthma role playing scenarios

- It is recess time. Everyone is outside on the playground running, climbing on the jungle gym, playing ball, and jumping rope. It is a windy, spring day with lots of pollen in the air. Something that brings on Jane's asthma is pollen. Jane is sitting all alone near the school with nothing to do.
- Leslie's science team wants to learn about caring for animals for their science report. Something that brings on her asthma is a furry pet. Without this project the team will not get a good grade.
- Joey is a new boy to our class. On one of his first days at school he had an asthma episode. Now he never joins the other children at active games during recess and stays to himself.
- Maria is the best runner in the class relay team — if she remembers to take her asthma medicine to avoid asthma symptoms. She hates to take her medicine because she says it tastes yucky. She also says it makes her feel different and sick. The class really wants to win the school championship.
- The prize for the winning class in a school contest is to have the school rabbit mascot "Little Bunny" live in the classroom for a month. There are two children with asthma in the classroom.

- Jennifer is supposed to take her asthma medicine right before lunch. Each day she has to go to the nurse’s room to get it, and this makes her a few minutes late getting to the cafeteria. When she gets to lunch she has to sit with a group of younger children because there is no seat with her classmates.
- Each day when they jump rope before school, Hanna sees that her friend Marta cannot seem to catch her breath even long after they have stopped jumping rope.
- Kim never has had asthma problems in school, and the teacher doesn’t know he has it. The teacher has given Kim the job of clapping the very dusty erasers. This is something that brings on his asthma.
- Manuel plays for his class soccer team. Today there is an important game with a rival class. Exercise is something that brings on his asthma. He has forgotten to bring his asthma medicine to school.
- While putting together a display of first nation crafts that had many items made of fur, Troy noticed that he could not stop coughing. He remembered that he did the same thing when he borrowed a friend’s fur-lined gloves.

Activity assessment:

Student is able to:	Not yet meeting	Minimally Meeting	Fully Meeting	Exceeding
Thinking	-with assistance, identify issues important to community and gather information to develop solutions	-identify issues important to community -gather information and find solutions	-understand issues important to community -gather information and develop solutions	-promote issues important to community -gather information, develop and reflect on solutions
Communicating	-with assistance, presents ideas for peers and complete work with peers	-presents ideas for peers and complete work with peers	-exchange ideas with peers and work well with peers	-exchange ideas with various groups and work well with various groups
Personal/Social	-with assistance, demonstrate personal role in community safety	-demonstrate personal role in community safety	-describe personal role in community safety	-encourage others to assume their role in community safety
Health/Career	-with assistance, demonstrates awareness of safe behaviour	-inconsistently demonstrates awareness of safe behaviour	-demonstrate awareness of and practice safe behaviours	-demonstrate awareness of and practice safe behaviours and encourages others

5-4: Smoking dangers

Title: Butt out!

Purpose: What are cigarettes? How is smoking harmful to ourselves and others? What can we do to avoid becoming smokers?

Assessment objectives/intentions: What counts?

Students will be able to:

1. identify the hazards of cigarette smoking
2. describe various reasons why people begin smoking
3. explain ways to avoid smoking

Material Required:

- Internet or magazine cigarette advertisements

Teaching Strategies:

1. Show a smoking ad. Have students turn and talk about what they notice in the ad. How did it make them feel? What do they think? *What are cigarettes?* Draw a cigarette on the board and have students label the parts they know. Cigarettes are small cylinders of finely cut tobacco leaves rolled in thin paper for smoking. Tobacco is a green, leafy plant that is grown in warm climates. After it is picked, it is dried, ground up, and smoked in cigarettes, pipes, or cigars. The cigarette is lit at one end and allowed to burn slowly. The smoke is inhaled from the other end, which is held in or to the mouth. Most cigarettes are filtered and include tobacco mixed with more than 600 other additives. When burned, cigarettes create more than 4,000 chemicals. *We will be talking about why cigarettes are dangerous, why some people start smoking, and ways to avoid smoking.*

2. *Why is smoking so unhealthy and dangerous?* Brainstorm as a group. Many of the chemicals created by burning cigarettes are known to cause cancer, and many are poisonous. Smoking harms nearly every organ in the body, and is a main cause of lung cancer and chronic lung disease. It is also a cause of heart disease, stroke and many other cancers and diseases.

3. *Did you know that most people who smoke try their first cigarettes at age 11? Why would they do that, if there are so many hazards?* Discuss as a group and have students note down answers in a web around drawing on board. Responses may include parents who smoke, peer pressure, smoking may be seen as a way of both rebelling and being cool, and cigarettes are addictive and hard to quit once someone begins smoking.

4. *Have you ever seen someone smoking on TV or in a movie? How does that make you feel about the characters? About smoking?* Think, pair, and share. Popular culture and the media play powerful roles in young people's lives. Through movies, television, advertisements, and other mediums, children are exposed to a wide range of messages about tobacco use. Tobacco advertising increases young people's risk of smoking by using themes that appeal to them, such as fun times, action, and being popular and attractive. What's usually missing from these messages, however, are the life-threatening risks associated with tobacco use.

5. Show or ask students to find cigarette advertisements from magazines. Discuss the meanings of the ad with your students.

- *How is the sponsor trying to get you to buy or want the cigarettes?*
- *Who is the intended audience for this ad? How do you know who the intended audience is?*
- *Do you think that having or not having the cigarettes will make a difference in your life?*
- *Do you know anything about cigarettes that the advertisement is not telling you?*

6. Based on what they have learned about the hazards of smoking and the power of advertising, have students discuss what an honest ad for cigarettes would look like.

Challenge students to create honest cigarette advertisements for to show other classes.

Student self assessment: Did I learn what counts?

See student self assessment in introduction.

Activity assessment:

Student is able to:	Not yet meeting	Minimally Meeting	Fully Meeting	Exceeding
Thinking	-with assistance, identify issues important to community and gather information to develop solutions	-identify issues important to community -gather information and find solutions	-understand issues important to community -gather information and develop solutions	-promote issues important to community -gather information, develop and reflect on solutions
Communicating	-with assistance, presents ideas for peers and complete work with peers	-presents ideas for peers and complete work with peers	-exchange ideas with peers and work well with peers	-exchange ideas with various groups and work well with various groups
Personal/Social	-with assistance, demonstrate personal role in community safety	-demonstrate personal role in community safety	-describe personal role in community safety	-encourage others to assume their role in community safety
Health/Career	-with assistance, demonstrates awareness of safe behaviour	-inconsistently demonstrates awareness of safe behaviour	-demonstrate awareness of and practice safe behaviours	-demonstrate awareness of and practice safe behaviours and encourages others

5-5: First Job Safety Questions

Title: Ask questions?

Purpose: What safety issues are associated with different jobs? What can be done to prevent injury on the job? How can asking questions help us keep safe?

Assessment objectives/intentions: What counts?

Students will be able to:

1. describe the safety concerns of various jobs.
2. understand the importance of asking questions to keep safe.

Material Required:

- Pencil and paper

Teaching Strategies:

1. *What is one job that you want to work at when you are an adult?* Use “High 5 and Share” strategy: each student stands up and walks over to someone else. They high 5 and then share their ideas; then repeat with 2-3 other people in the room. *We will be talking about how different jobs have different dangers and how feeling confident about asking questions can help keep us safe at work.*
2. *What are some really dangerous jobs?* Brainstorm as a class. Some jobs are more dangerous than others, for example, mining, logging, and construction jobs involve hazards from large machinery, heavy objects, working at heights, cutting tools, and enclosed spaces. *Are there hazards even in workplaces that might first appear very safe? For example, are there hazards working in a school?* Discuss hazards of traffic travelling to school, air quality in the building, slipping on stairs, cleaning products, etc.
3. *What are some possible first jobs for young workers?* Think, pair, share, and list possible jobs on the board/chart paper. Examples may include working at a fast food restaurant, as a sales person, as a babysitter, on a construction site, as a lifeguard, as a coach, as a landscaper, as a summer camp instructor, in a supermarket, or as a hotel housekeeper.
4. *Have you ever gone to a new school or started a new sport? Did you feel a bit shy or nervous at the start? How do you think it would be starting a new job? Do you think that young workers are more likely to be injured on the job than older workers? Why or why not?* Explain that younger workers lack experience, they are sometimes too shy to ask questions, they often want to impress their boss, they often don’t admit they don’t know what to do, they are sometimes given the most dangerous work, and they may not know that they have the right to refuse unsafe work.

5. *Do you think asking questions can help keep you safe at work when you don't know what to do, rather than pretending to know it all or being too shy to ask? What questions could you ask?* Discuss as a class and challenge students to work in pairs to write 2 safety questions that they could ask a potential boss (See **Appendix 5-5**). Use the list of possible first jobs from part 3 and assign 3-5 different jobs to each pair. Each pair will then choose one scenario and read their questions aloud for the class. Have the rest of the class try to respond to the questions raised by thinking of answers to help make the workplaces as safe as possible. Review with students why asking questions about workplace safety can help make them safer.

Student self assessment: Did I learn what counts?

See student self assessment in introduction.

Extension:

- Explain that students are going to conduct a survey with someone they know who runs a business and has people working for him or her. Students will need to ask that business person what hazards exist in their workplace and what is done to prevent injury. Once the surveys are completed, students will share their results with the class.

Appendix 5-5 Sample interview safety questions

1. Does this job involve climbing or working at heights?
2. Do I have to lift and carry heavy objects?
3. What is the proper protective equipment to wear and do you have it?
4. Does this work involve chemicals? What training will I have to use the chemicals?
5. Will I work with any machinery and will I have the proper training for it?
6. Who do I report an injury to?
7. Is there a safety plan in this workplace?

Activity assessment:

Student is able to:	Not yet meeting	Minimally Meeting	Fully Meeting	Exceeding
Thinking	-with assistance, identify issues important to community and gather information to develop solutions	-identify issues important to community -gather information and find solutions	-understand issues important to community -gather information and develop solutions	-promote issues important to community -gather information, develop and reflect on solutions
Communicating	-with assistance, presents ideas for peers and complete work with peers	-presents ideas for peers and complete work with peers	-exchange ideas with peers and work well with peers	-exchange ideas with various groups and work well with various groups
Personal/Social	-with assistance, demonstrate personal role in community safety	-demonstrate personal role in community safety	-describe personal role in community safety	-encourage others to assume their role in community safety
Health/Career	-with assistance, demonstrate and use decision making skills	-inconsistently demonstrate and use decision making skills	-demonstrate and use decision making skills	-understand and communicate to others the importance of decision making skills

5-6: Babysitting Safety

Title: Child's play!

Purpose: What is childcare? What are possible dangers? How can I keep myself and others safe if I am caring for younger children?

Assessment objectives/intentions: What counts?

Students will be able to:

1. identify hazards while child minding
2. describe strategies to keep everyone safe while child minding.

Material Required:

- Chart paper and 4 different coloured markers
- Writing paper

Teaching Strategies:

Before beginning, post 4 sheets of chart paper around the class with the titles, **What is the general contact information?, What safety skills do I need?, What do I need to know to care for kids?,** and **What are the household routines?**

1. *Who has ever looked after a younger brother or sister while your parents were busy? Raise your hand if you have ever been a babysitter? We will be talking about some of the dangers that you need to look out for if you are looking after younger kids and what steps you can take to keep everyone safe.*
2. What kinds of dangers could there be while caring for young children? **Think, pair, share** with the group. Examples may include: medical emergencies like cuts, falls, allergies, choking; fire emergencies requiring evacuation; or a trespassing emergency if a stranger attempts to enter the home. Note down the possible dangers on the board.
3. Refer to the ideas generated in the previous section. *What would you do? When should you **stop** and **think**, before **doing** something?* In small groups, discuss what should be done to make sure everyone is safe. Scenarios could include what they would do if the toddler they are looking after starts choking as you are feeding him a snack? Or the 4-year-old they are caring for gets into some household cleaning products? Or the 6-year-old wants to go for a bike ride, but he can't find his helmet? Discuss and compare suggestions.
4. *What would you need to be able to safely deal with these dangers? There are 4 sheets set up to help us brainstorm ideas to keep safe while child minding.* Ask volunteers to read the questions and give an example of each if required. Divide the class into 4 groups, give each group a coloured marker, and provide 2 minutes for each

group at each question. Rotate groups to a new question every 2 minutes. Once all groups have had a chance to offer their suggestions for each question, take a few minutes to review suggestions and make sure that all ideas are in the right place.

Answers may include:

What is the contact information?	Parent's cell phone number Parent's location and phone number Parent's arrival time Neighbour's contact information Your number/address to your parents
What safety skills do I need?	Call 911 in an emergency First aid/ CPR course Babysitting course Hazard ID practice
What skills do I need to care for kids?	Changing diapers Feeding children Changing clothes Cleaning up messes Games kids like to play
What are the household routines?	Allergy/medical information Fire exit/smoke and CO alarms Snack time, story time, bedtime Favourite snacks, games, toys, and stories Household rules and consequences

5. Focus on safety! Remind students it is important to have fun with the children you are caring for, but that the priority is to keep kids safe. Being a good babysitter means knowing how to handle everything from a splinter to a real emergency. It is important to remember that keeping you safe is just as important as the safety of the children you are caring for. The most important phone number to know is 911 in case of an emergency, but **make sure your parents know where you are child minding and how to reach you.**

6. **Challenge** students use the information they have listed to create a checklist to use when they are being looked after by a child minder, when they are looking after younger siblings, or when they eventually become child minders themselves. Remind students to bring their checklist with them and have parents fill in. As an option, checklists could be formatted as a table using a word processing document so they can be saved, changed, and printed as needed.

Student self assessment: Did I learn what counts?

See student self assessment in introduction.

Extension:

- Discuss the term babysitting. *Do you think babysitting is the right word? Do you look after babies or kids? Do you sit all the time or is it pretty busy? Could a better term be childcare providing or child minding?*

Activity assessment:

Student is able to:	Not yet meeting	Minimally Meeting	Fully Meeting	Exceeding
Thinking	-with assistance, identify issues important to community and gather information to develop solutions	-identify issues important to community -gather information and find solutions	-understand issues important to community -gather information and develop solutions	-promote issues important to community -gather information, develop and reflect on solutions
Communicating	-with assistance, presents ideas for peers and complete work with peers	-presents ideas for peers and complete work with peers	-exchange ideas with peers and work well with peers	-exchange ideas with various groups and work well with various groups
Personal/Social	-with assistance, demonstrate personal role in community safety	-demonstrate personal role in community safety	-describe personal role in community safety	-encourage others to assume their role in community safety
Health/Career	-with assistance, demonstrate and use decision making skills	-inconsistently demonstrate and use decision making skills	-demonstrate and use decision making skills	-understand and communicate to others the importance of decision making skills

5-7: Choking hazard identification

Title: Get it out!

Purpose: What happens when someone is choking? What are choking hazards? What can I do to prevent choking? What do I do if someone is choking?

Assessment objectives/intentions: What counts?

Students will be able to:

1. describe the physiology of choking
2. identify the hazards which can cause choking
3. suggest strategies to prevent choking

Material Required:

- Empty pop bottle
- Cotton balls

Teaching Strategies:

This lesson may be connected to Grade 5 Science curriculum objectives relating to the human respiratory system.

1. Ask for a volunteer to pretend to have a snack. *Have a seat here and try these pretend crackers.* After a moment, ask the volunteer to pretend to choke. *What do we do? Any ideas?* Discuss as a group. *We will be talking about what happens in our throats if we choke, what kinds of dangers could cause us to choke, and what we can do to avoid choking.*

2. *Has anyone ever taken a drink and it went down the wrong pipe? What happened?* You probably coughed a lot and it might have been scary, but usually you're fine in just a few seconds. The body's natural defense is to cough it out. A good cough often can clear out a piece of food or even an object from the **trachea**, the pipe that goes to the lungs.

3. *What happens when we breathe?* Brainstorm for few minutes. Demonstrate normal breathing by squeezing the empty pop bottle and releasing. *These are your lungs breathing normally All the food you eat and the air you breathe passes through your throat to get into your body. Food goes down one pipe, the **esophagus**, to your stomach and air goes down the trachea. A little flap called the **epiglottis** closes off the entrance to your trachea so that food is sent down your esophagus into your stomach instead of into your lungs. Sometimes the epiglottis doesn't close in time! A piece of food can go into the trachea. Most of the time, you cough and this forces it out.*

Demonstrate a partial choking scenario by stuffing a cotton ball into the opening of the bottle. Make sure the cotton is loosely secured. Facing away from the students and

holding the bottle away from your face, show how air can pass in and out of the bottle by squeezing and releasing. *As long as you can breathe, you will have enough air in your lungs to cough and hopefully dislodge the blockage.*

What do you think happens when someone is totally choking? Brainstorm as a class. When someone is completely choking it means the food/object is blocking the trachea and air cannot get into the lungs. They can't breathe, talk, or make noise. If the trachea remains blocked, they can become unconscious and die within minutes. Demonstrate a full choking scenario by securely stuffing a number of cotton balls into the bottle opening. Since the person choking cannot breathe in, there is not enough air pressure in the lungs to cough and force out the obstruction. If you see someone choking, ask if anyone knows first aid and if you are alone, call 911.

4. *What dangers do you think make it more likely to choke?* Think, pair, share, and note on board/chart paper. Suggestions could include: distractions, eating and drinking at same time, standing while eating, talking while eating, eating too fast, drinking alcohol while eating, objects inhaled by children, and breathing in water at the pool.

5. *What can I do to prevent choking?* Refer to ideas gathered in step 4 and try to find strategies for each hazard. Make sure to cover at least the following:

- Focus on eating at meal time and avoid distractions like TV or computers.
- Be extra careful when eating foods that are easy to choke on like hot dogs, nuts, grapes, raw carrots, popcorn, and hard or gooey candy.
- Sit down, take small bites, and don't talk with your mouth full.
- Keep an eye on babies and toddlers and pick up anything off the floor that might be dangerous to swallow like deflated balloons, pen caps, coins, beads, and small batteries.
- Take a first-aid course and learn to do abdominal thrusts.

6. Challenge students to create posters to present/post in classes around the school to educate school mates about preventing choking. Make sure students refer to the dangers and prevention strategies they have come up with and include a warning to get help if someone is choking.

Student self assessment: Did I learn what counts?

See student self assessment in introduction.

Activity assessment:

Student is able to:	Not yet meeting	Minimally Meeting	Fully Meeting	Exceeding
Thinking	-with assistance, identify issues important to community and gather information to develop solutions	-identify issues important to community -gather information and find solutions	-understand issues important to community -gather information and develop solutions	-promote issues important to community -gather information, develop and reflect on solutions
Communicating	-with assistance, presents ideas for peers and complete work with peers	-presents ideas for peers and complete work with peers	-exchange ideas with peers and work well with peers	-exchange ideas with various groups and work well with various groups
Personal/Social	-with assistance, demonstrate personal role in community safety	-demonstrate personal role in community safety	-describe personal role in community safety	-encourage others to assume their role in community safety
Health/Career	-with assistance, demonstrates awareness of safe behaviour	-inconsistently demonstrates awareness of safe behaviour	-demonstrate awareness of and practice safe behaviours	-demonstrate awareness of and practice safe behaviours and encourages others

5-8: Food safety

Title: Chill out!

Purpose: How does food spoil? How can I keep food safe? Does keeping food cold make it safer?

Assessment objectives/intentions: What counts?

Students will be able to:

1. identify conditions that cause food spoilage
2. describe hazards of improper food storage
3. explain how to properly store food and keep safe

Material Required:

- 2 balloons
- 3 - 500 ml beakers
- 2 - 250 ml flasks or small clear glass or plastic bottles with small openings
- Food thermometer to measure the temperature of the water
- Room temperature water (about 21 degrees C)
- 1/4 cup of sugar
- 1 package of dry yeast
- Warm water (about 43 degrees C to 49 degrees C)
- Ice water (below 4 degrees C)
- Cookbooks

Teaching Strategies:

1. Show images of very spoiled food and ask students to guess what the food is (see **Appendix 8-1** or find online). *Has anyone ever left a sandwich in your lunch bag for too long? What happened? Ask a few volunteers to tell their stories. We will be talking about what causes food to go bad, how spoiled food can be dangerous for us, and how to keep safe by properly storing our food.*

2. *Does anyone know why food spoils? Brainstorm for 2 minutes. When there is the right combination of air, water, light, and temperature micro organisms like bacteria, molds, and yeasts grow more quickly. Micro organisms leave signs on spoiled food that we can see, smell, or taste to warn us that the food is spoiled. It is unhealthy to eat food that you think is spoiled, rotten, or moldy. You can get very sick if you eat spoiled food and some micro organisms may even be fatal! **If you think food is spoiled, ask an adult or throw it out.***

3. *Do you think keeping food cool will slow micro organisms? Poll the class. Let's do an experiment to see if cold will slow micro organisms from growing. We will use a micro*

organism called yeast to see what happens when it is allowed to grow in different conditions.

- Fill the two balloons with air to stretch them; then deflate.
- Label the 3 beakers: Mixing Beaker, Warm Water Bath, and Ice Water Bath
- Fill Mixing Beaker with 500 ml of room temperature water (about 21 degrees Celsius; use thermometer to measure the temperature of the water.)
- Dissolve the sugar in the room-temperature water. Add yeast to the sugar/water solution and stir gently to dissolve.
- Pour half the solution into each flask. Carefully stretch the balloon openings to fit over the openings of the flasks and place one flask in each of the other two beakers. *What do you think will happen?*
- Put warm water (43-49 degrees Celsius) into the Warm Water Bath beaker, just enough to cover the yeast mixture in the flask.
- Put ice water (below 4 degrees Celsius) into the Ice Water Bath beaker. Add just enough to cover the yeast mixture in the flask.
- Observe what happens after 5 minutes. After 30 minutes. After 1 hour.

4. Observe the experiment again later in the day. *Did cooling slow down the micro organisms? Discuss as a group. Since cooling slows micro organisms from growing, what does this tell us about how to keep our food from spoiling? Brainstorm as a class and suggest the following if required.*

- Keep perishable foods refrigerated or frozen
- Immediately put away any food that needs to be refrigerated or frozen.
- Two hours is the maximum time food should be out of the refrigerator.
- Set refrigerators at or below 4°C, and freezers at or below -18°C.
- Don't overload your fridge or freezer
- Thaw food in the refrigerator and NOT on the counter.

5. **Challenge** students to write a recipe for keeping food safe. Make sure they include a title, ingredients that go in the fridge, fridge/freezer temperatures, and the steps to make sure their food is safe. Show recipes and encourage students to use recipe language, for example **3 Tb of putting milk away as soon as possible** or **200 g of thawing chicken in the fridge**. Ask students to post the recipes on their fridges at home and discuss the class experiment with their families.

Student self assessment: Did I learn what counts?
See student self assessment in introduction.

Appendix 5-8: Spoiled food images



Activity assessment:

Student is able to:	Not yet meeting	Minimally Meeting	Fully Meeting	Exceeding
Thinking	-with assistance, identify issues important to community and gather information to develop solutions	-identify issues important to community -gather information and find solutions	-understand issues important to community -gather information and develop solutions	-promote issues important to community -gather information, develop and reflect on solutions
Communicating	-with assistance, presents ideas for peers and complete work with peers	-presents ideas for peers and complete work with peers	-exchange ideas with peers and work well with peers	-exchange ideas with various groups and work well with various groups
Personal/Social	-with assistance, demonstrate personal role in community safety	-demonstrate personal role in community safety	-describe personal role in community safety	-encourage others to assume their role in community safety
Health/Career	-with assistance, demonstrates awareness of safe behaviour	-inconsistently demonstrates awareness of safe behaviour	-demonstrate awareness of and practice safe behaviours	-demonstrate awareness of and practice safe behaviours and encourages others

5-9: Machine Guards

Title: On guard for thee!

Purpose: What are machine guards? What do they protect us from? What jobs will require machine guards when I am in the workplace?

Assessment objectives/intentions: What counts?

Students will be able to:

1. identify hazards when working with machines
2. describe strategies to keep safe when working with machines

Teaching Strategies:

This lesson may be connected to Grade 5 Science curriculum objectives relating to simple and compound machines.

1. Show images of people injured by machinery. Have students discuss what might have happened and how it could have been prevented. *Who has ever used a lawnmower or a snow blower? Been around someone using these machines? Ask a few volunteers to tell their stories of using machines like lawnmowers, snow blowers, all terrain vehicles, motorcycles, snow mobiles, sewing machines, computers, home electronics, etc. We will be talking about some of the dangers of working with machines and what you can do to keep safe if you are using machines.*

2. *What kinds of dangers do we need to be careful of when working with machines?* Discuss as a group and note answers on board. Examples could include moving parts, electricity, chemicals, speed, exhaust, and high temperatures.

3. *What can you do to keep safe when using machines?* Think, pair, and share with the class. Examples may include being trained on how it works and how to use it safely, protective gear (eye, ear, hand, and foot), working with an adult, and asking questions if you don't know.

4. Write "Machine guards" on board. *Any ideas what these could be?* Brainstorm as a class. **Machine guards** are used to keep us from having contact with a machine's moving parts. Guards help protect you from kickbacks, high temperatures, flying chips and splashing liquids. Most guards are made of metal.

Display images of various household machines or see **Appendix 5-9**. *Have a look at these machines. Can you find the guards and figure out what hazards the guards are protecting you from? Sometimes the guard does more than one thing, so look carefully to figure it out.* As an option, separate class into groups of 3-4 students, ask each group

to take 2-3 minutes to find the guards on the machine, figure out what the guard could be protecting us from, and then report back to the group.

5. **Challenge** students to design, draw, and label a machine with lots of moving parts, including machine guards to protect workers from any hazards, and draw themselves safely using the machine while wearing required protective safety equipment.

Student self assessment: Did I learn what counts?
See student self assessment in introduction.

Appendix 5-9: Household machines



Activity assessment:

Student is able to:	Not yet meeting	Minimally Meeting	Fully Meeting	Exceeding
Thinking	-with assistance, identify issues important to community and gather information to develop solutions	-identify issues important to community -gather information and find solutions	-understand issues important to community -gather information and develop solutions	-promote issues important to community -gather information, develop and reflect on solutions
Communicating	-with assistance, presents ideas for peers and complete work with peers	-presents ideas for peers and complete work with peers	-exchange ideas with peers and work well with peers	-exchange ideas with various groups and work well with various groups
Personal/Social	-with assistance, demonstrate personal role in community safety	-demonstrate personal role in community safety	-describe personal role in community safety	-encourage others to assume their role in community safety
Health/Career	-with assistance, demonstrates awareness of safe behaviour	-inconsistently demonstrates awareness of safe behaviour	-demonstrate awareness of and practice safe behaviours	-demonstrate awareness of and practice safe behaviours and encourages others

5-10: Knife Safety

Title: Keep sharp!

Purpose: What jobs require the use of knives or other cutting tools? What are the dangers of using knives? How can I use a knife properly to stay safe?

Assessment objectives/intentions: What counts?

Students will be able to:

1. identify situations where knives are used
2. describe hazards of using knives
3. explain strategies to use knives safely

Material Required:

- Pocket knives, kitchen knives, utility knives or images (See **Appendix 5-10**)

Teaching Strategies:

1. Set up display of knives or find images online of various knives (See **Appendix 5-10**). Explain to students that they are only allowed to use knives in school if they have been trained to use them for a specific purpose and only with adult supervision. *Who has a pocket knife or a jack knife? When have you used a knife at home or while camping?* Ask a few volunteers to tell their stories. Explain that students may own pocket knives and they are welcome to talk about them, but emphasize that students **MUST NOT** have knives to school. There are appropriate and inappropriate places to have knives. School is inappropriate. *We will be talking about when and where we use knives, some of the dangers of using knives and how to use them safely.*

2. Make a 3 column table on the board, like the table shown below, titled **Knives**, **Locations**, and **Activities**. *What are some different kinds of knives? Where do people use them? What activities do we do with that kind of knife?* Note student responses in the table.

Knives	Locations	Activities
Pocket knife	camping fishing hunting	hot dog sticks gutting fish/game cutting fishing line
Kitchen knife	home kitchen restaurants school	cutting meat and vegetables cooking project
Utility knife	home offices gardens school	crafts opening boxes cutting twine class project
Leatherman/multi-tool	camping	preparing lunch

	home	bike/tent repairs
?		

3. *We use knives in lots of different places and to do lots of different things, what dangers do we need to think about when using a knives?* Read through the activities, then think, pair, share the dangers we need to be careful of. Accidents caused by pocket knives range from small cuts to more serious injuries. Improper use can lead to injuries to yourself or others.

4. *How do we use pocket knives safely?* Ask students to access their prior knowledge and brainstorm as a class what students already know about knife safety. Make sure to cover the following points:

- Always cut with the blade of the knife angled away from you
- Keep the knife clean and sharp
- Use the right knife for the job
- Always hold a knife by its handle, never the blade,
- Store the knife safely and securely when not in use
- If you happen to drop a knife, don't try to catch it, but step back alertly and wait until the knife comes to a complete rest before picking it up.
- Keep your mind focused on the job when using a knife

5. Ask students to imagine they are purchasing a pocket knife or multi-tool, either for themselves or as a gift for someone else. **Challenge** students to draw the knife in its packaging. The packaging should illustrate how the tool can be used, ie. fishing, carving, camping, etc., as well as describing how to use the knife safely using bold, catchy design techniques.

Student self assessment: Did I learn what counts?
See student self assessment in introduction.

Appendix 5-10: Images of various knives (pocket, kitchen, and utility)



Activity assessment:

Student is able to:	Not yet meeting	Minimally Meeting	Fully Meeting	Exceeding
Thinking	-with assistance, identify issues important to community and gather information to develop solutions	-identify issues important to community -gather information and find solutions	-understand issues important to community -gather information and develop solutions	-promote issues important to community -gather information, develop and reflect on solutions
Communicating	-with assistance, presents ideas for peers and complete work with peers	-presents ideas for peers and complete work with peers	-exchange ideas with peers and work well with peers	-exchange ideas with various groups and work well with various groups
Personal/Social	-with assistance, demonstrate personal role in community safety	-demonstrate personal role in community safety	-describe personal role in community safety	-encourage others to assume their role in community safety
Health/Career	-with assistance, demonstrates awareness of safe behaviour	-inconsistently demonstrates awareness of safe behaviour	-demonstrate awareness of and practice safe behaviours	-demonstrate awareness of and practice safe behaviours and encourages others