

1. P.E. Connection



Preparing Your Class for Safe P.E. Activities

Objective

The students will discuss and practice the safe way to proceed with P.E. activities and the safe manner in which to use new equipment and skills.

Step 1

Show the class the equipment and movements you will be using in your activity. For example, you may be introducing a game using large playground balls.

Step 2

Discuss the “See It, Think It, Do It” questions.

- What work can we do with this equipment?
- What ways will we be moving around using this equipment? (Children demonstrate)
- What injury could happen here?
- What might happen if...
 - someone used the equipment incorrectly?
 - someone didn't listen to instructions?
- What can we do to make sure we are safe while we do this activity?
- What will you do?
- What do you need to know?

Step 3

Out of discussion, generate ‘safety principles’ to be followed during P.E. classes. Record and post in classroom or gym.

Step 4

Students role-play safe use of equipment. Audience judges if it is safe or tells what made the actions unsafe. Allow time for all students to practice safe use of equipment prior to P.E. activity. Observe and correct if necessary.

2. Math Connection

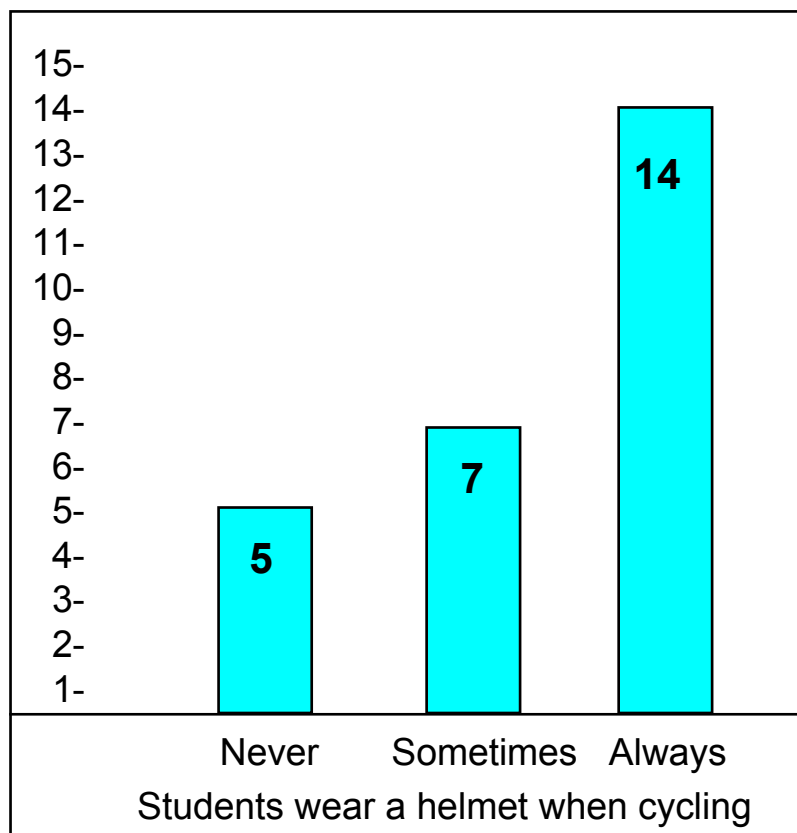
Here are a few suggestions for incorporating safety and work issues into your math curriculum.

Graphing:

In addition to graphs on hair colour, favourite food, etc., create class charts that show:

- How many students have chores to do at home?
- How many students have a safety plan at home for fires and emergencies?
- How many students wear helmets when they ride a bike?

Example:



3. Unsafe Substances at Home

Distribute **Student Handout #1 - Unsafe Substances At Home** to students. Have students ask their parent to help them complete the worksheet.

Review worksheets with class the next day.

The worksheet is titled "Unsafe Substances At Home". It has fields for "Name" and "Date". Below the title, there are two main sections. The first section is for the child: "Child: I looked for safe substances in my home. I found:" followed by three numbered boxes (1, 2, 3). Below this is the instruction "I found these things in the:" followed by a line. The second section is for the parent: "Parent & Child: I looked for unsafe substances in my home. With my parent's help, I found:" followed by three numbered boxes (1, 2, 3). Below this is the instruction "We found these things in the:" followed by a line. At the bottom, there is a section for "Our family's rules for unsafe substances are:" followed by two numbered lines (1, 2). The footer contains the copyright information: "© 2010 International Brotherhood of Firefighters, Inc. All rights reserved."

4. Protecting Your Hearing

Know Noise Part 1: Sorting Sound Pictures

Step 1 See It!

Introduce activity: Sounds around us can be different loudnesses from soft to loud.

- What are some examples of soft sounds? (mouse, walking)
- What are some examples of loud sounds? (door banging, horn)

Step 2 Think It!

Distribute Sound Pictures (**Student Handout #2**)

Ask children to cut pictures apart, then sort their pictures by loudness, stacking up the pictures with soft sounds at the bottom going up to very loud sounds at the top. Can be done individually or in groups.

Tape larger teacher versions of pictures on following pages on poster or front board in correct order from soft to loud for class reference during discussion. Discuss results asking questions as required.

- Which is softest? Which is loudest?
- Is it softer than.....? Is it louder than.....?

Children to arrange their pictures in the same order and glue them in place on long sheets of paper.

4. Protecting Your Hearing (continued)

Step 3 Do It!

Let's talk about NOISE. NOISE can damage your hearing. Too much loud noise can give you a hearing loss.

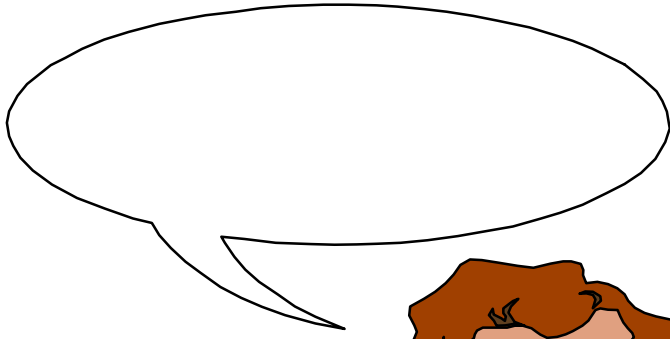
- Which of the sound pictures show sounds that could damage our hearing?
rifle, concert, blender
- Can anyone tell me some things in our lives that are loud enough to cause a hearing loss?

Add/prompt for any of these that children don't mention: gunfire, heavy equipment, car stereos, stereo headphones, concerts.

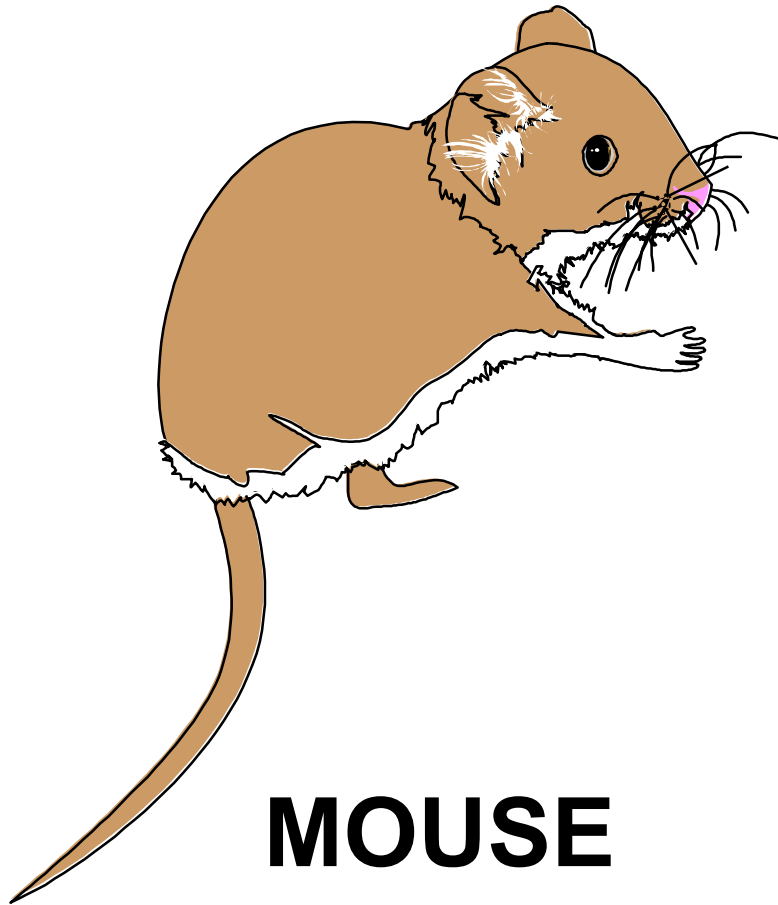
To protect your hearing:

- avoid loud noise
- turn the volume down
- wear ear muffs or earplugs





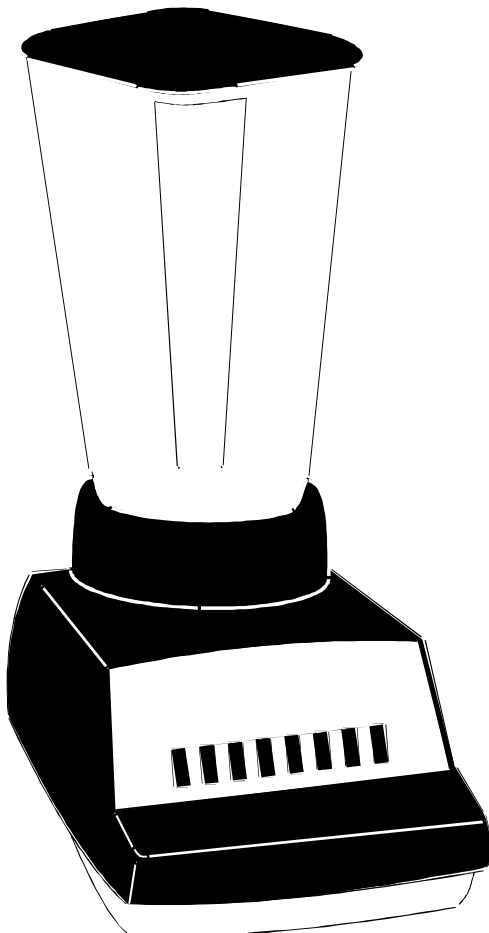
TALK



MOUSE



RIFLE



BLENDER



CONCERT



PORTABLE STEREO

Can easily be above 85dB.
Keep volume down!

5. Field Trips

From Teresa Williams, Coquihalla Elementary

Make workplace safety an additional focus of your field trips. Sample Focus Questions:

- Do you use any special safety equipment when you do this job?
- Do you need special training to do this job safely?
- Are there any hazards in this job?

Possible sites:

- Dairy Farm/Orchard
- Restaurant
- Grocery Store
- Garage
- Fishing Boat
- Bakery
- Safety Supply Company

Alternate suggestion:

Plan trips specifically to observe safety practices at various work sites. Students could keep a journal recording their observations at each site with pictures and words. Parents might be willing to set up visits to their places of work.

Extension: Field Trip Map

- Use a community map and mark/label all the places you have gone.
 - A Class Map can be created for display and parent/teacher nights.
- Students may also create individual maps for their journals.
- If you have walked to the sites trace the route on the map. Reviewing the planned route prior to the field trip will help prepare students for the walk. Pointing out crossing areas, heavy traffic, train crossings is a good time to review safety procedures or rules.