
Lesson At A Glance

Length	45 - 60 minutes
Learning Objectives	Students will: <ul style="list-style-type: none">• identify hazards and use safe behaviours in the home, school and community• demonstrate an ability to access emergency services
Teaching Strategies	<ul style="list-style-type: none">• transparencies• catch phrases• questioning• group discussion
Equipment/Instructional Aids	<ul style="list-style-type: none">• overhead projector and screen (optional)• soft ball (or ball of wool)• visual laminate cards (optional: produce into transparencies)• Student Handouts (photocopy for students in class)
Assessment Strategy	<ul style="list-style-type: none">• group brainstorming activity (scenarios)• activity worksheet drawings

Purpose

This module is designed to help students begin to recognize hazards in the home, at school and in the community.

Learning Objectives

Students will be able to:

- identify the hazards and use safe behaviours in the home, school and community
- demonstrate an ability to access emergency services

Duration

45 - 60 minutes

Instructional Materials

Visuals & Overheads

(optional: produce visuals into overheads)

1. Six Hazard Recognition Visual Laminate Cards

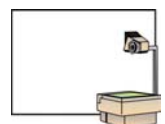
Student Handouts

(photocopy for students)

1. Unsafe/Safe Scenarios Worksheets (3 pages)

Equipment

1. Overhead Projector and screen (optional)
2. White board or flipchart and paper
3. Markers



Note to Teacher

This module is designed to help students become aware of hazardous situations in the home, school and in the community. Students will learn how to make their play and work safer by recognizing hazards and determining corrective options to control the hazards.

Common type hazards often include things or people that are in our immediate surroundings. These types of hazards are often the result of unsafe actions of others or unsafe use of objects or equipment.

Introduction

Ask

Can you tell me some work you do at home? At school?

Write responses on board. Responses can include:

- cleaning room
- picking up toys
- doing school work
- taking a bath



Ask

What is an injury? Do you know anyone who has had an injury at work? Or while working at home?

Elicit responses from students.

Hazard Recognition Learning Activity

Comment

In this activity, we are going to practice the three steps to hazard recognition.

Ask students to gather around for a group exercise.

Read the story on the back of Hazard Recognition Visual Laminate #1 (or if overhead transparency is produced, show Overhead #1) . Then proceed with reading the “See It, Think It, Do It” questions on the back of the visual laminate. Prompt the students for responses to the questions. Go through each visual laminate with the class.

See the following page for answer keys to the Hazard Recognition scenarios.



Visual and Overheads #1 - 7

Hazard Recognition Scenarios - Teacher's Answer Key

Card #	Hazard/Injury	Solution	Links
Home 1 Reaching for a Snack	Unsafe use of equipment: • chair isn't a safe "ladder" Unsafe actions: • smaller child could cause bigger child to lose balance Injury: fall, chair could topple on smaller child	• ask for adult help	Additional Activities #1 Unsafe/Safe Scenario Extension #2 Unsafe/Safe Memory Game #5 Drawing Options (Unsafe/Safe Cartoons) #7 Field Trips Homework Activities Introductory Letter to Parents
Home 2 Bottles under the Sink	Unsafe substances Injury: poison, burn, eye or throat damage	• ask for adult help • don't touch anything you don't know is safe	Integration Idea Use as an introduction to "Hazards: Materials & Substances" Additional Activities #3 See It Think It Do It Drill Homework Activities #1 Unsafe Substances at Home
School 1 Classroom Zookeeper	Unsafe procedures: • animal could bite • handling animal waste without gloves/proper washing Injury: bite, infection, long-term health problems	• wait for adult help	Additional Activities #4 Brainstorming #5 Drawing Options Homework Activities #2 Working Safely At Home
School 2 Cleaning Up Blocks	Unsafe procedure: • child could be hit by a block Injury: eye injury, bruises	• ask for bucket to be passed closer to you • ask a friend to help transfer blocks to bucket	Additional Activities #3 See It Think It Do It Drill #6 Role Play Options
School 3 Running with a Stick	Unsafe movement: • running with something in hands • child could trip and be stabbed with stick Injury: puncture wounds, eye damage	• walk	Connections Math Connection Additional Activities #3 See It Think It Do It Drill Homework Activities #2 Working Safely At Home
Community 1 Swinging	Unsafe movement: • running in front of a swing Injury: head injury, bruises	• walk around to other side	Connections PE Connection Additional Activities #1 Unsafe/Safe Scenario Extension #3 See It Think It Do It Drill #7 Field Trips Homework Activities #2 Working Safely At Home
Community 2 I Dare You	Unsafe actions of others: • child calling the "dare", emotions can cause child to act in an unsafe way Injury: if child jumps, he could break a bone or bump his head	• walk away	Additional Activities #6 Role Play Options (listed on Scenario Laminate) #3 See It Think It Do It Drill Homework Activities #2 Working Safely At Home

Unsafe/Safe Scenario Learning Activity

Explain

In this activity, we will use some of the scenarios from the last activity and draw a safe solution to the scenario.

Distribute Student Handout #1, 2 and 3 to students.



Discuss

Let's review the pictures on the handouts and discuss what changes could be made to the pictures in order to make the situation safe. (Refer to previous page to review the safe solutions for the pictures.)

Explain

Re-draw the pictures (handouts) with a safe solution.

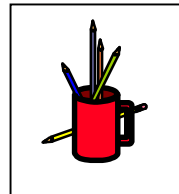
Object Picture Game - Learning Activity

Note to Teacher:

Use the picture objects on the following page for this activity. Cut on the dotted lines on each sheet.

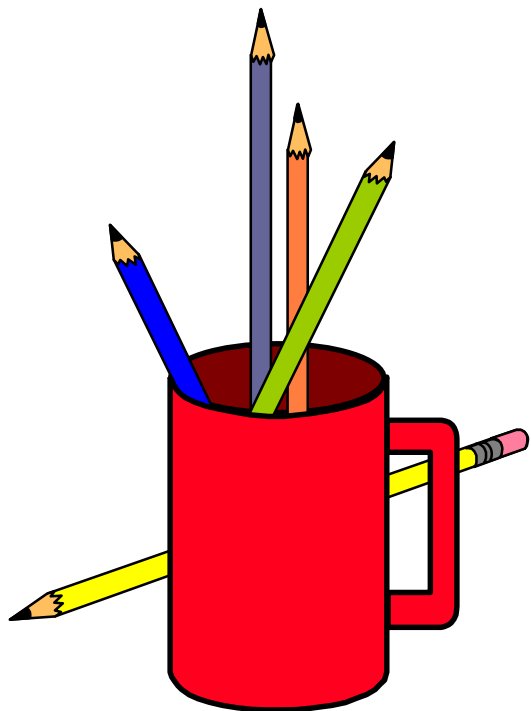
Ask students to sit in a circle.

Distribute one of the pictures to each student.



Ask one student to start by naming their object and telling one safety rule about the object. Then have the student roll a “soft” ball (or ball of wool) to another student who identifies their object and tells one safety rule about it. Repeat until all students have had a chance to talk about their object.

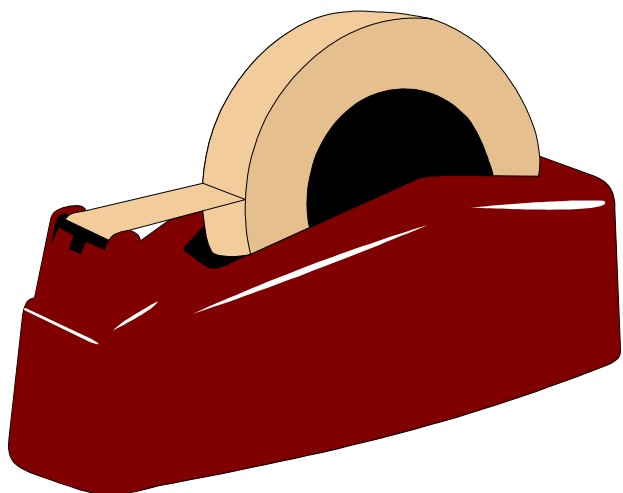
Pencils



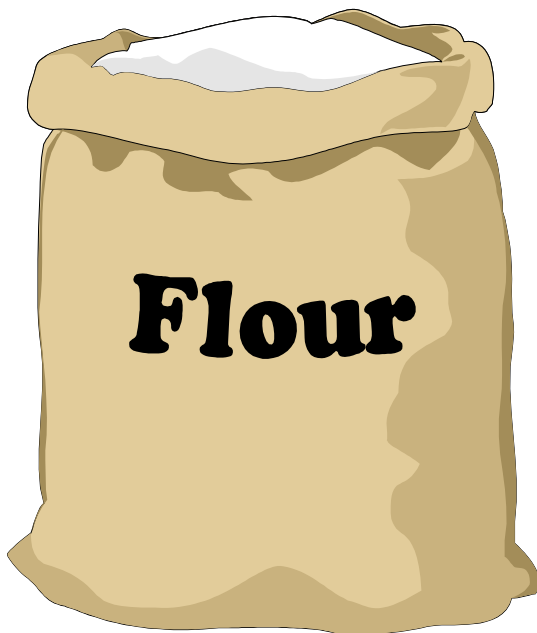
Lightbulb



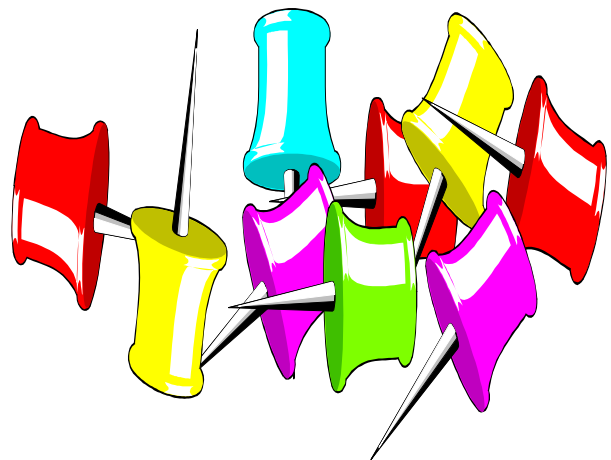
Tape Roll



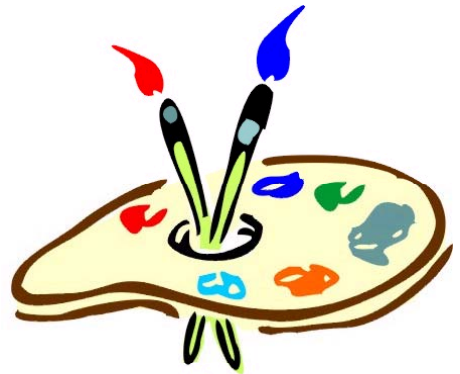
Flour



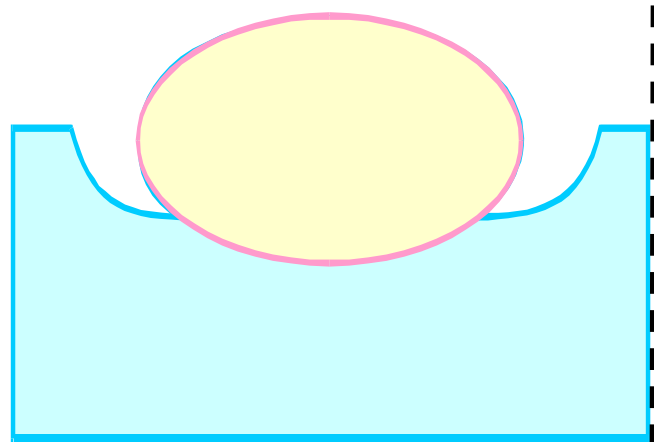
Tacks



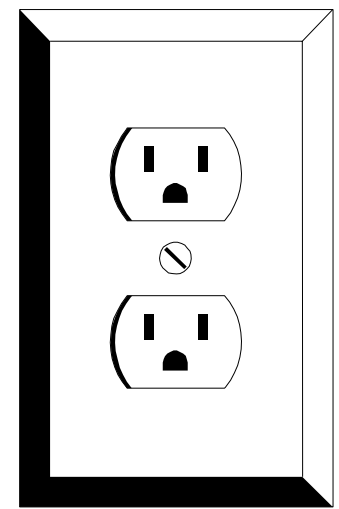
Paints



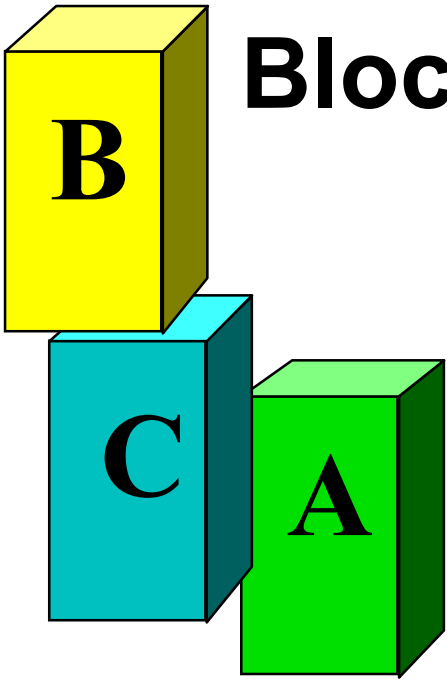
Soap



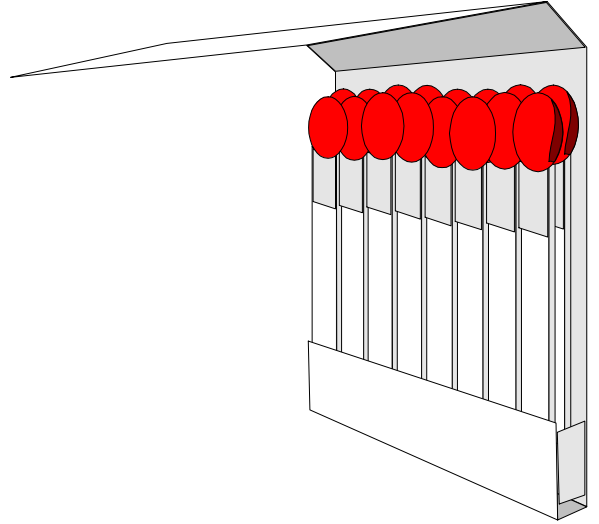
Wall Socket



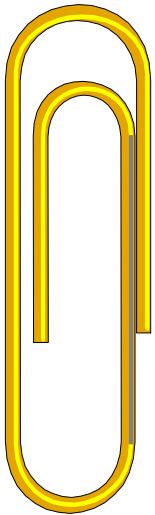
Building Blocks



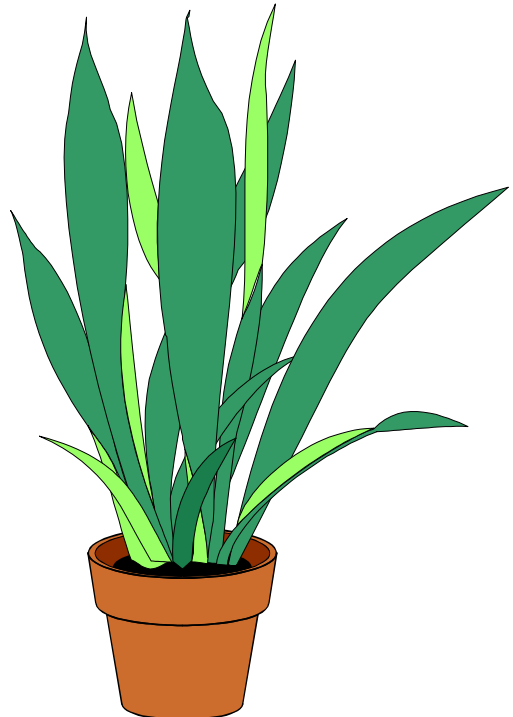
Matches



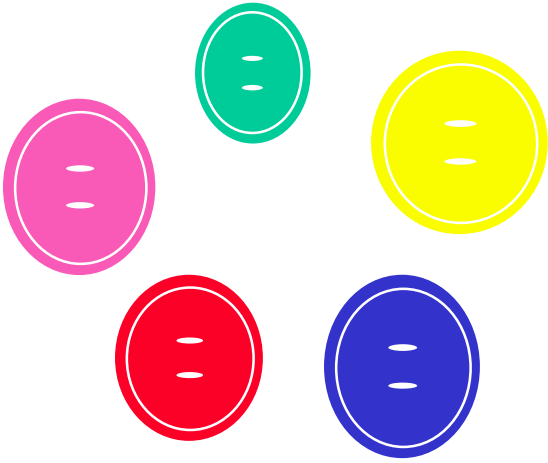
Paper Clips



Plants



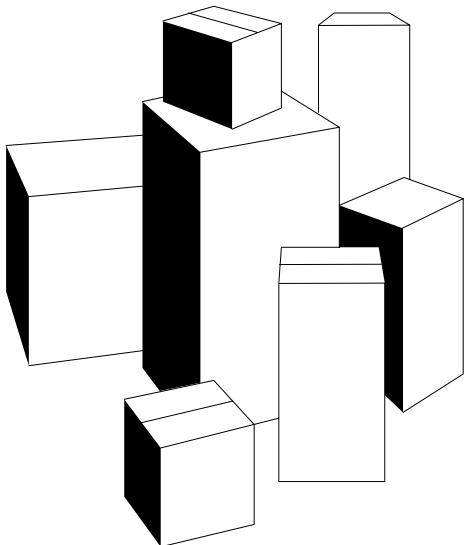
Buttons



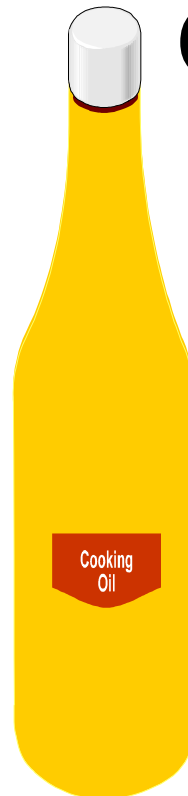
Pipe Cleaners



Climbing Boxes



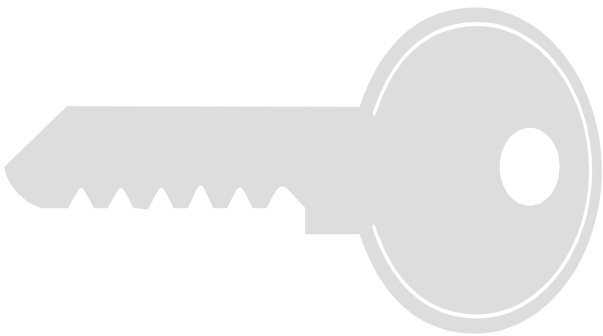
Cooking Oil



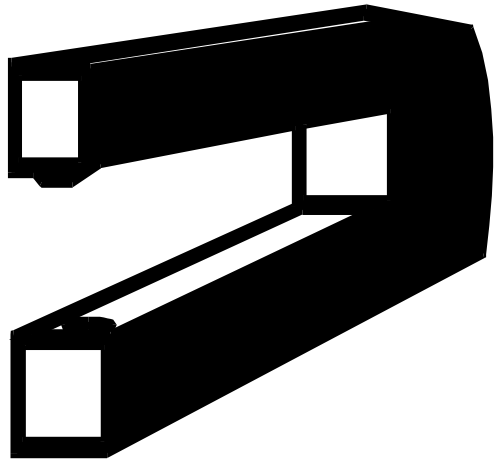
Scissors



Keys



Stapler



Emergency Services

Ask

What would you do if there was an emergency?



Suggested Response

Call 911. Call Police. Call an adult for help.

Review school emergency procedures with students and your own emergency services in your area/community.