

**Story (Scenario)**

This is Tina and her little brother Tony. Mom had just fixed them a snack of peanut butter sandwiches, but then she had to run out to answer the phone. She put the plate on top of the fridge because she was in a hurry. After Mom has been on the phone for a while, Tony starts to yell "Give me my sandwich!" Mom, still in the living room on the phone, calls to Tina "Give Tony his sandwich please, dear!" Tina is wondering what to do next. She thinks she might be able to reach the sandwich if she stands on a chair and reaches really high.

**See It (Recognize)**

What **work** is Tina doing? (helping her brother)  
 Is she **safe**? (no) Is anyone else in the picture not **safe**? (Tony)  
 What kind of **injury** could happen here? (falling, knocking plate down)

**Think It (Evaluate)**

**What might happen?** Will Tony be safe if Tina drags the chair over?  
 Will Tina be safe if she stands on tiptoe on the chair? Try standing on tiptoe.  
 Can you keep your balance? When you stand on tiptoe on a chair, you **always, sometimes, never** fall down. If Tina loses her balance on the chair, what will happen? What might happen if Tina drops the plate?  
 Do you think mom remembers where the sandwiches are when she asks Tina to get them? Does mom want Tina to do this job if it means Tina will get hurt?  
**Which is more important**, helping her mom or being safe?

**Do It (Control)**

How can Tina do this and still be safe? (She can't, she needs help.)  
**Who can help?** What could Tina do? (Wait until mom is off the phone. Ask for her help. Explain the problem.)  
**What would you do?** Students may role play their solution.

**Role Play Options**

You are helping to clear the table - you stack your plate, then your cup, then a saucer and your knife, fork and spoon on top. You are walking to the dishwasher. Could use blocks to simulate. (falling dishes, broken dishes could cut)

You are helping your little sister look out the window to see your dad coming home. You are standing on a little chair and you reach down to pick your sister up from the floor. ( back strain, unbalanced leading to a fall)

**Links****Additional Activities**

- #1 Unsafe/Safe Scenario Extension
- #2 Unsafe/Safe Memory Game
- #5 Drawing Options (Unsafe/Safe Cartoons)
- #7 Field Trips

**Homework Activities**

Introduction Letter to parents (optional)

**Summary of Learning Outcomes****Personal Planning:**

- Identify problems
- Relate consequences to actions and decisions
- Identify an unsafe situation
- Identify the roles and responsibilities of different family members
- Identify basic principles of safety in the home

**Math:**

- Predict the chance of an event happening.



**Story (Scenario)**

This is Juan. He is in the laundry room at home. He was looking for something, and he looked into the cupboard under the laundry sink. There are lots of bottles under the sink, with signs on them that look dangerous. But one bottle is a pop bottle. Juan doesn't see any signs on that bottle. He wonders if it still has pop in it.

**See It (Recognize)**

What **work** is Juan doing? (looking for something)  
 Is he **safe**? (no - he could touch or taste something dangerous)  
 What kind of **injury** could happen here? (Juan might smell or drink stuff in the pop bottle. The stuff could be poisonous and dangerous.)

**Think It (Evaluate)**

**What might happen?**  
 Is it safe to be around the other bottles with symbols on them?  
**(Always, sometimes, never)** (never)  
 Do people sometimes put other stuff into old pop bottles?  
**(Always, sometimes, never)** (sometimes)  
 What could be in the bottle? (water, bleach, cleaners - Juan can't find out safely)  
**Who can help?** (Dad, Mom, older brother/sister).

**Do It (Control)**

How can Juan be safe? (Ask an adult to check what is in the bottle.  
 Ask an adult to move the dangerous bottles where he can't touch them.)  
**What would you do?**  
 Students may role play their solutions.

**Role Play Options**

You are having a water fight and you need a spray bottle. You know your mom keeps spray bottles under the sink and you think one might be empty. (bottle may have a bit of dangerous substance left in it)

You are picking up empty pop cans on the side of the road and you find a can with a symbol on it. (could burn fingers or be explosive - don't touch it!)

**Links****Integration Idea**

Use as introduction to "Hazards: Materials & Substances" section

**Additional Activities**

#3 See It Think It Do It Drill

**Homework Activities**

#1 Unsafe Substances At Home

**Summary of Learning Outcomes****Personal Planning:**

- Identify problems
- Relate consequence to actions and decisions
- Identify an unsafe situation
- Identify the roles and responsibilities of different family members
- Identify basic principles of safety in the home
- Identify safe and unsafe substances found in home

**Science:**

- Identify International hazard symbols



**Story (Scenario)**

It's Brian's day to be "zookeeper" in Mr. Cheema's classroom. He has to clean out Barney the hamster's cage. Mr. Cheema has given Brian a plastic bag to start the cleaning job. Suddenly, Mr. Cheema is called away to help solve a problem in the classroom. Brian has seen other students clean the cage with a scoop but he can't see the scoop anywhere. He wants to get started to show Mr. Cheema he can do a good job.

**See It (Recognize)**

What is Brian's **work**? (cleaning Barney's cage, taking care of Barney) Is the job **safe**? (maybe -maybe not)  
 What kind of **injury** could happen here? (Barney could bite, or escape. Brian might handle waste products which are full of bacteria.)

**Think It (Evaluate)**

**What might happen?** What might happen if Brian goes ahead and cleans without the right **equipment** or **instructions**?  
 What if Brian used his hands and the bag to scoop out the cage? (touching bacteria)  
 Would Brian be safe touching the stuff inside the cage? Is it clean? (no)  
 Is Barney supposed to be in the cage while it is being cleaned? (maybe not)  
 What might the hamster do if it is frightened by Brian? (might bite or scratch)  
 Finish idea: hamsters **always, sometimes, never** bite when they are frightened.

**Do It (Control)**

**How can Brian do this job safely?**  
**What would you do?** Students may role play their solutions. (Ask another student who has done the job where the scoop is. Wait for Mr. Cheema to come back and finish instructions. Ask a buddy to hold Barney while the cage is being cleaned.)

**Role Play Options**

You are getting ready to help your sister give the cat a bath. The cat is **very** angry. (cat can scratch, bite)

**Links****Additional Activities**

#4 Brainstorming

#5 Drawing Options

**Homework Activities**

#2 Working Safely at Home

**Summary of Learning Outcomes****Personal Planning:**

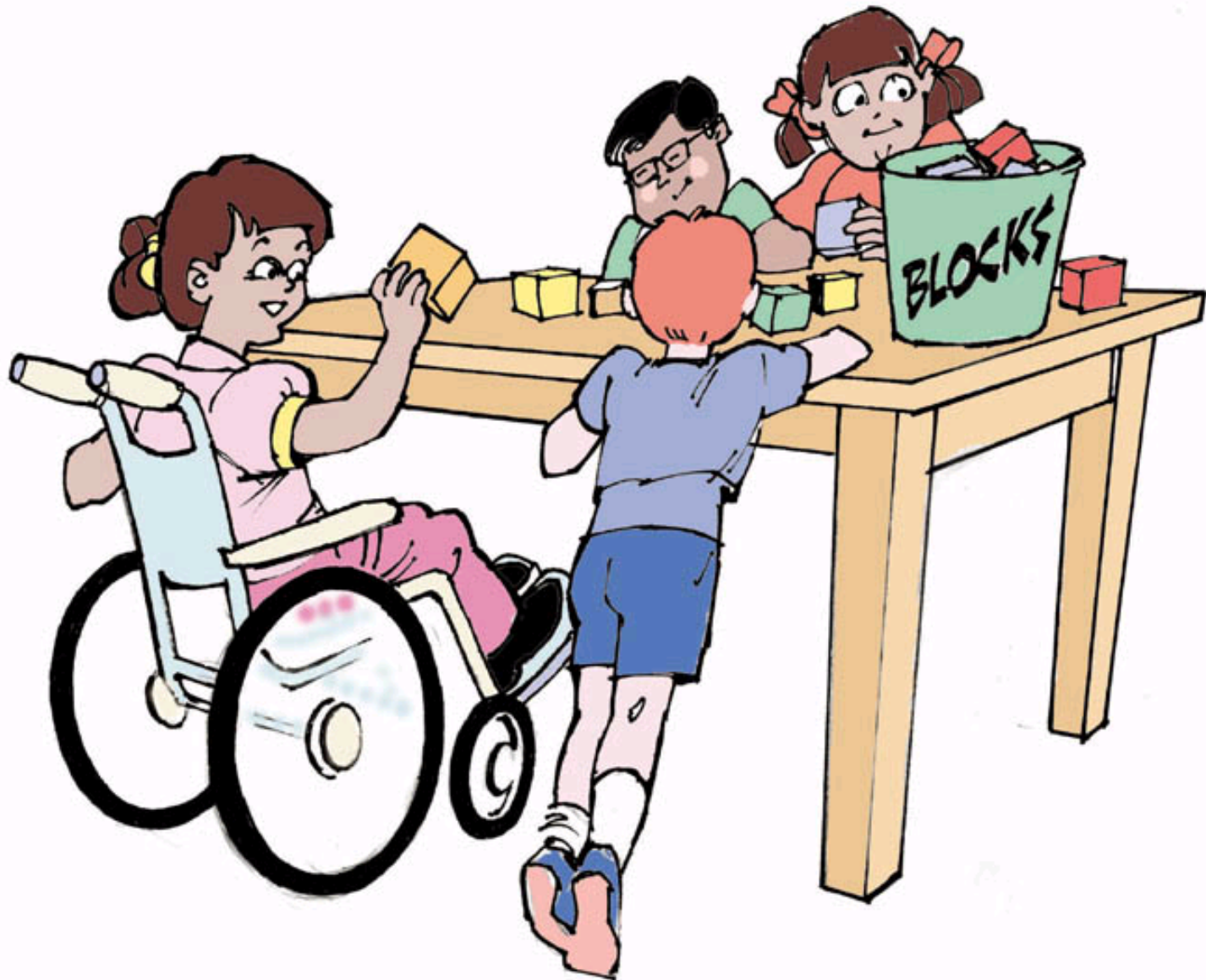
- Identify problems
- Relate consequences to actions and decisions
- Identify an unsafe situation
- Identify and use basic principles of safety in the school

**Language Arts:**

- Identify and describe details and feelings conveyed by illustrations
- Ask and respond to questions before, during, and after viewing and listening
- Listen actively
- Respond verbally and non-verbally

**Math:**

- Predict the chance of an event happening



**Story (Scenario)**

It's clean up time! Sandy has been playing blocks with her friends. The teacher has just said "Hurry, please, it's time for gym! Clean up quickly!" Sandy wants to be quick but the bucket is so far away! She decides to throw the blocks into the bucket to get the job done quickly as the teacher has asked.

**See It (Recognize)**

What is Sandy's **work**? (putting away the blocks)  
 How could someone be **hurt**? Who could be hurt? (a block could hit anyone at the table)  
 What kind of **injury** could happen here? (bumped head, bruise, black eye)

**Think It (Evaluate)**

Are there children close to Sandy? What could happen to them?  
 Finish idea: When people throw blocks, someone **always, sometimes, never** gets hurt. (sometimes)  
 Does the teacher really want Sandy to hurt other children while she is cleaning up? (no)  
 Which is more **important**, to be safe or to be done quickly? (to be safe)

**Do It (Control)**

What could Sandy do to be quick and safe? **What would you do?**  
 (Put blocks into a small tub then dump the tub into the bucket, move closer to the bucket and put blocks away making sure her hand is right over the bucket when she lets go. Pass blocks to the others to put into the bucket.) Students may role play solution.

**Role Play Options**

You hear the teacher say "line up! Who can be first in line?" You are rocking back on your chair, and you decide to jump up fast to be first in line.

You are cutting out pictures. You want to ask the teacher about something, so you walk over to her desk, but you keep cutting while you walk.

You are standing in line waiting for library. Someone in front of you makes a face at you, so you really want to push him.

The teacher has asked the class to bring their chairs to make a circle. You are very close to other children. How will you carry your chair?

**Links****Additional Activities**

- #3 See It Think It Do It Drill
- #6 Role Play Options

**Summary of Learning Outcomes****Personal Planning:**

- Identify problems
- Relate consequences to actions and decisions
- Identify an unsafe situation
- Identify and use basic principles of safety in the school

**Language Arts:**

- Identify and describe details and feelings conveyed by illustrations
- Ask and respond to questions before, during, and after viewing and listening
- Listen actively
- Respond verbally and non-verbally

**Math:**

- Predict the chance of an event happening



**Story (Scenario)**

Ms. Benet's class is on the playground looking for fall leaves in pretty colours. Sarbjit has found a big branch that has broken off of the tree. He wants to show it to his teacher, Ms. Benet. Ms. Benet is on the other side of the playground. Now she is calling "Time to come in!" Sarbjit grabs the branch and runs toward Ms. Benet, looking at her and shouting "Look what I found!"

**See It (Recognize)**

What **work** is Sarbjit doing? (collecting leaves)  
 What kind of **injury** could happen? Who could be hurt?  
 (falling with branch - Sarbjit or others)  
 How could Sarbjit be hurt? How could other children be hurt? (stabbed with branch or hit by branch)

**Think It (Evaluate)****What might happen?**

What would happen if Sarbjit tripped? (he could be stabbed with the branch)  
 Finish idea: People who run **always, sometimes, never** trip & fall. (sometimes)  
 What would happen if Sarbjit turned around very quickly? (he could hit someone with the branch)  
 Which is more **important**, to find leaves for the class or to be safe? (to be safe)

**Do It (Control)**

How could Sarbjit do this job safely?  
 Does he need help? **Who could help?**  
**What would you do?** (walk, drag the stick, call the teacher over to see the stick and ask her to carry it in).

**Links****Connections**

Math connection

**Additional Activities**

#3 See It Think It Do it Drill

**Homework Activities**

#2 Working Safely At Home

**Summary of Learning Outcomes****Personal Planning:**

- Identify problems
- Relate consequences to actions and decisions
- Identify an unsafe situation
- Identify and use basic principles of safety in the school

**Language Arts:**

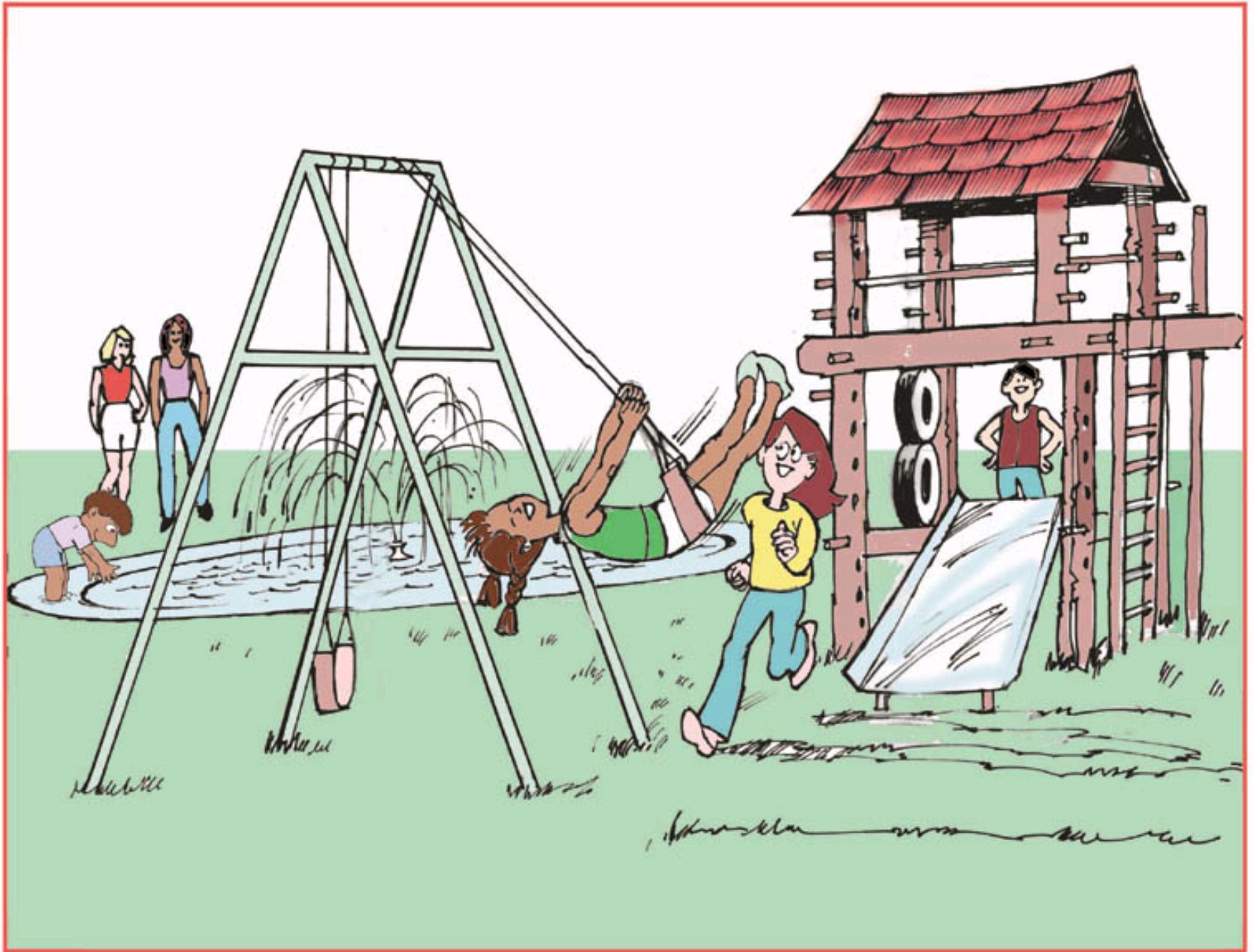
- Identify and describe details and feelings conveyed by illustrations
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- Listen actively
- Respond verbally and non-verbally

**Math:**

- Predict the chance of an event happening.

**P.E.:**

- Move safely in a variety of alternative environments



**Story (Scenario)**

Michelle and Tara are at their favourite park on a Saturday afternoon. Their moms are close by, watching Tara's little brother in the spray pool. Michelle has been waiting for an empty swing. Tara already has a swing and she is swinging really high. Suddenly, the swing on the other side of Tara is empty. Michelle wants to grab the swing as soon as she can so she can get a turn. She starts to run to the swing.

**See It (Recognize)**

Is Michelle **working** or **playing**? (playing)  
 How could she be **hurt**? (the swing could hit her very hard)  
 What kind of **injury** could happen here? (broken bones, bruises)

**Think It (Evaluate)****What might happen?**

Finish this idea: If you run in front of a moving swing you **always**, **sometimes**, **never** get hit by the swing. (always)  
 Which is more **important** -- to be safe or to get a turn on the swing? (to be safe)

**Do It (Control)**

What should Michelle do? (Ask Tara to stop swinging. Go around Tara.)  
 Can Tara do anything to help? (stop swinging until Michelle gets on)  
**What would you do?**

**Role Play Options**

You are waiting for a turn to slide. The person in front of you is sitting at the top of the slide, but won't go down. If you give her a little push you'll get your turn faster. (you could fall from slide)

You are building roads in the sand at the beach with your friends. One friend starts tossing the sand up in the air and yelling "sandstorm, sandstorm." **What should you do?** Role play the safe solution, eg Say "Stop! That's dangerous!"

**Links****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

**Summary of Learning Outcomes****Personal Planning:**

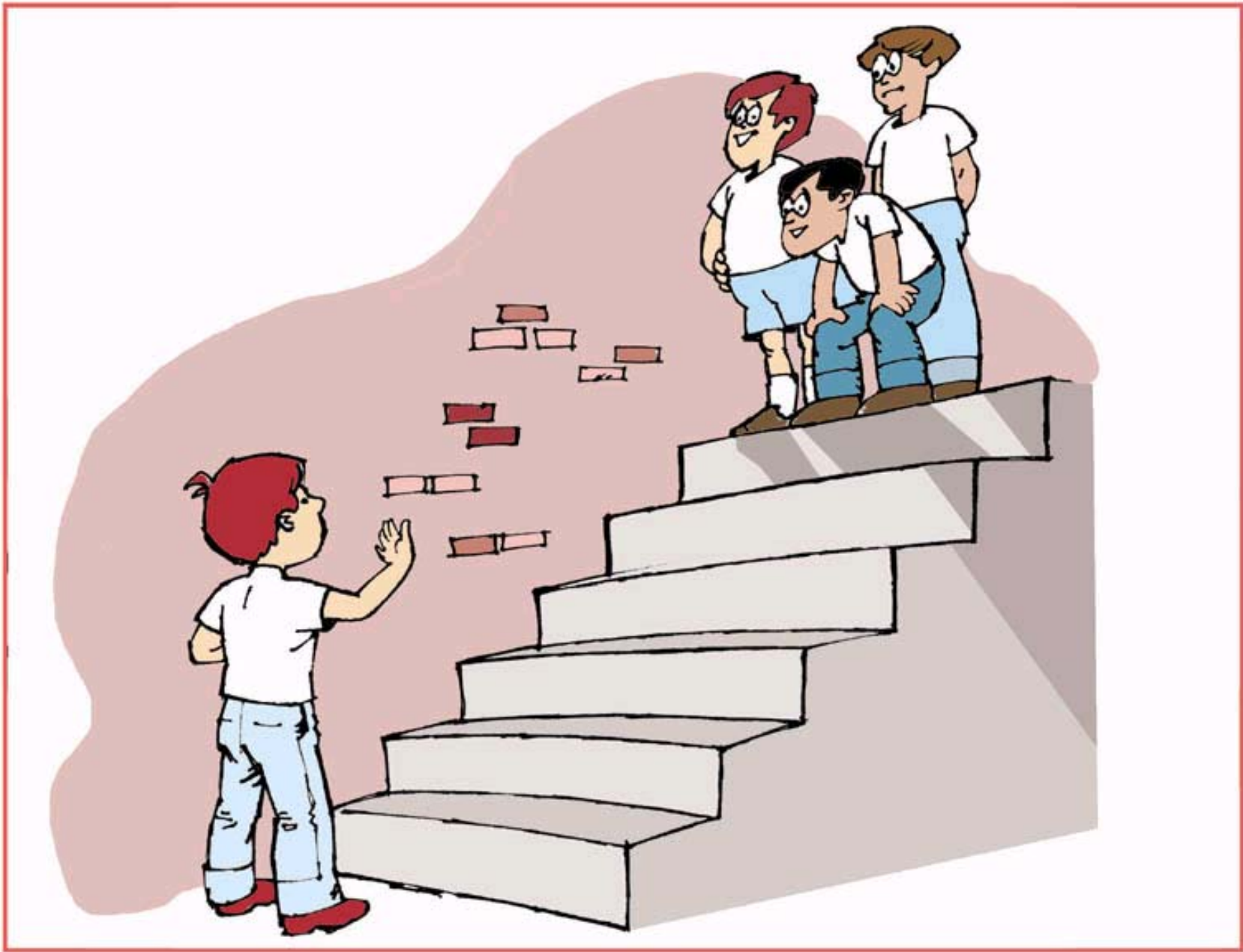
- Identify problems
- Identify an unsafe situation
- Relate consequences to actions and decisions
- Identify basic principles of safety in the community
- Distinguish between work and play

**Language Arts:**

- Identify and describe details and feelings conveyed by illustrations
- Ask and respond to questions before, during and after viewing and listening
- Listen actively
- Respond verbally and non-verbally

**Math:**

- Predict the chance of an event happening



**Story (Scenario)**

Franco and the other boys in the Boys Club are waiting on the steps for their leader. They are playing on the steps, jumping down a few steps at a time. Franco's friend Paul suddenly jumps from the middle of the step to the bottom. "I dare you to jump down here!" he shouts up at Franco. Franco doesn't want to look like a chicken.

**See It (Recognize)**

Is Franco **working** or **playing**? (playing)  
Does Franco have a **job** to do? (wait for his leader)  
What kind of **injury** could happen here? (falling down stairs - broken bones or bruises)

**Think It (Evaluate)****What might happen?**

Finish this idea: When someone jumps off of some cement steps they **always, sometimes, never** get hurt. (sometimes)  
Which is more **important** -- to look cool or to be safe? (to be safe)

**Do It (Control)**

What could Franco do? (say "I'm way too smart to do that!")  
What could he say to Paul so that Paul won't bug him or call him a chicken? **What would you do?**

**Role Play Options**

Think of a time when someone called you a "chicken" or dared you to do something dangerous. How did you feel? What did you do? Did you get hurt? Did you choose a safe way out? (Give 1 to 2 minutes thinking time) Choose a partner and tell that person about what happened to you. Listen to your partner's story. (Allow 2-3 minutes).

Ask volunteers to act out their stories, showing a choice that leads to an injury, then showing a choice that is safe.

**Links****Additional Activities**

#3 See It Think It Do It Drill

**Homework Activities**

#2 Working Safely At Home

**Summary of Learning Outcomes****Personal Planning:**

- Identify problems
- Identify an unsafe situation
- Relate consequences to actions and decisions
- Identify basic principles of safety in the community
- Distinguish between work and play

**Language Arts:**

- Identify and describe details and feelings conveyed by illustrations
- Ask and respond to questions before, during and after viewing and listening
- Listen actively
- Respond verbally and non-verbally
- Use language to collaborate to get things done

**Math:**

- Predict the chance of an event happening