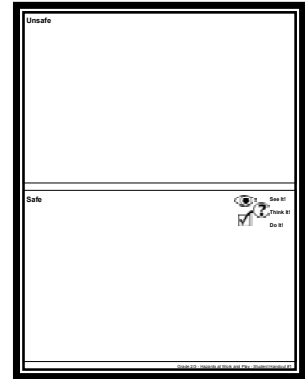


1. Safe/Unsafe Memory Game

Students can use their unsafe/safe cartoon drawings from Module 1 for this memory activity. Have students work in groups of 4. Have students cut their cartoon apart. Lay the cartoon pieces face down and scramble the pieces. Have each student match the safe and unsafe versions of the same work situation. Have students take turns.



2. See It, Think it, Do It Rap

Encourage children to develop “safety raps” either in groups or individually. Provide some vocabulary and rhyming words in a class session first. A sample rap written by a student is provided on the following page.

2. Rap - continued

Safety Song



You go in the kitchen
you make a little snack
But your hair can set on fire,
so make sure you tie it back.
If you see a cord and puddle,
lyin' on the floor
You better clean it up
Or you'll have a fire by the door

3. Homework Activity

Working Safely At Home

Ask students to think about one chore they do at home. Students should complete **Student Handout #1** at home with their parents' help on which they:

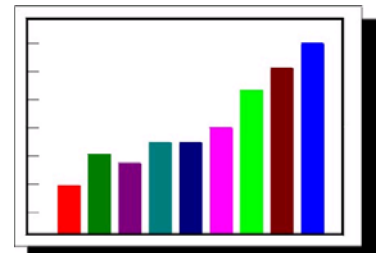
- think of hazards they might meet and draw one for each task
- think of ways to do the job safely
- draw themselves doing each task safely

The worksheet is titled "WORKING SAFELY AT HOME - SEE IT! THINK IT! DO IT!". It has fields for "Name:" and "Date:". The main content is divided into three horizontal sections. The first section is labeled "My Job - See It!" and contains an eye icon. The second section is labeled "Think It!" and contains a question mark icon. The third section is labeled "Do It!" and contains a checkmark icon. At the bottom right, there is a small copyright notice: "© 2011 - Additional Instructional Strategies - Student Handout #1".

4. Graphing

Create graphs and charts of the class showing:

- How many students have chores to do at home?
- How many students wear a helmet and wrist guards when they roller-blade?
- How many students have a safety plan at home for fires and emergencies?
- How many students have ever had a broken bone?
- Out of our school day, how much time is spent working, eating, and playing (Pie chart)?
- How many students wear a helmet when they ride a bike?



5. Collages



Resources

Flat surfaces on which to work, glue sticks, scissors, chart paper and an assortment of magazines, pharmacy and grocery store flyers

Objective

To identify hazardous substances in the students' school and home environment.

Step 1

Discuss with class what kinds of materials and substances could be poisonous, or harmful to their bodies, i.e. if they swallow it, or touch it, or it gets in their eyes. For example, bleach, oven cleaner, paint, fertilizer, pesticides, nail polish remover.

Step 2

Divide students into teams of 3 to 5. Each team will need its own assortment of magazines and other supplies.

- Ask students to create a group collage, using words and pictures from their magazines to illustrate potential hazardous substances or materials that they may find at home or school.

Note: For grade 2, simplify the task by asking them to look for specific items. Groups can then present their collages to the rest of the class.

For all items in the collages, lead the class in a discussion of why these substances may be hazardous and what could be done to prevent possible accidents.

Step 3

Post collages around the room and use for review.

6. Safe Role Play Draw

Cut up role plays on following page into individual slips. Put in bag so the groups can 'draw' a role play.

Have groups present their 'Safe' role play to the class. Discuss the See It, Think It, Do It Safety aspects of their play.

Hazard Recognition/Solution scenario role plays:

- You are trying to get your Pop Tart out of the toaster. It's stuck. You get a metal fork to poke it out.
- You can't get the apple juice carton to open. You decide to use a knife to cut it open.
- You are carrying dishes to the dishwasher - they are stacked high with a knife across the top.
- Your friends are playing outside. You want to get their attention so you bang really hard on the window.
- You are playing in the park when you find a needle.
- You are helping to collect the paper bins for your school recycling program. They are heavy!
- Your teacher has asked you to stay after school to help make props for the class play. If you stay, you'll miss walking home with your neighbour. What should you do?
- In gymnastics you are taking turns climbing a rope. You are waiting for your turn. The teacher is somewhere else and he said no climbing if he's not there. The other kids are bugging you to get going up the rope.
- Your class is cooking pancakes to show how liquids change to solids. A few kids start to push each other while they watch the pancakes cooking on the hot griddle.
- Your teacher asks you to plug in the VCR cord. The plug end of the cord is loose and you can see some copper wire inside. Your teacher is really busy and you don't know if you should bother her.
- You have pushed the shopping cart back to the storage rack. You want to get back to the car quickly. What do you do?
- You are walking home with your neighbour and his older sisters after school. His older sisters want to take a shortcut through a back alley.

What should you do? Role play the safe solution.

Safe Role Play Draw

<p>You are trying to get your Pop Tart out of the toaster. It's stuck. You get a metal fork to poke it out.</p>	<p>You can't get the apple juice carton to open. You decide to use a knife to cut it open.</p>
<p>Your friends are playing outside. You want to get their attention so you bang really hard on the window.</p>	<p>You are carrying dishes to the dishwasher - they are stacked high with a knife across the top.</p>
<p>You are playing in the park when you find a needle.</p>	<p>Your teacher has asked you to stay after school to help make props for the class play. If you stay, you'll miss walking home with your neighbour. What should you do?</p>
<p>In gymnastics you are taking turns climbing a rope. You are waiting for your turn. The teacher is somewhere else and he said no climbing if he's not there. The other kids are bugging you to get going up the rope.</p>	<p>You are helping to collect the paper bins for your school recycling program. They are heavy.</p>
<p>Your class is cooking pancakes to show how liquids change to solids. A few kids start to push each other while they watch the pancakes cooking on the hot griddle.</p>	<p>Your teacher asks you to plug in the VCR cord. The plug end of the cord is loose and you can see some copper wire inside. Your teacher is really busy and you don't know if you should bother her.</p>
<p>You have pushed the shopping cart back to the storage rack. You want to get back to the car quickly. What do you do?</p>	<p>You are walking home with your neighbour and his older sisters after school. His older sisters want to take a shortcut through a back alley.</p>

7. Science Connection

Preparing Class for a Safe Science Exploration

Objective

The students will discuss and practice the safe way to proceed with science investigations and the safe manner in which to use new equipment and procedures.

Step 1

Show the class the equipment and tools you will be using in your activity. For example, you may be exploring thermal energy transfer and heat conductivity using an electric hot plate and various objects including metals.

Step 2

Discuss “See It, Think It, Do It” questions. Use **Student Handout #2** for independent or group work.

- What work are we doing?
- What injury could happen here?
- What kind of attitude does a scientist have at work?
- What kind of training do you need to use these tools?
- What might happen if... someone used these tools incorrectly?
someone didn't listen to instructions?
- What can we do to make sure we are safe doing this work?
- What will you do? What do you need to know?

Step 3

Out of the discussion, generate some “**safety principles**” to be followed during the science investigations. Record them and post them in the classroom.

Step 4

Ask volunteers to demonstrate safe ways to use the equipment. Allow time for each student or group to practice before beginning the science activity. Observe and correct if necessary.