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**Lesson At A Glance**

<b>Length</b>	60 minutes
<b>Learning Objectives</b>	Students will: <ul style="list-style-type: none"><li>• explain reasons for school and community safety rules</li><li>• demonstrate safe behaviours in a variety of environments</li></ul>
<b>Teaching Strategies</b>	<ul style="list-style-type: none"><li>• transparencies</li><li>• catch phrases</li><li>• cooperative groups</li><li>• questioning</li><li>• group presentations</li></ul>
<b>Equipment/Instructional Aids</b>	<ul style="list-style-type: none"><li>• overhead projector</li><li>• flipchart/whiteboard</li><li>• visual laminate cards</li><li>• Student Handouts (photocopy for students in class)</li></ul>
<b>Assessment Strategy</b>	<ul style="list-style-type: none"><li>• brainstorming activity (scenarios)</li><li>• presentation</li><li>• case studies</li></ul>

## Purpose

This module is designed to help students understand the importance of safety rules in school and in the community.

## Learning Objectives

Students will be able to:

- explain reasons for school and community safety rules
- demonstrate safe behaviours in a variety of environments

## Duration

**60 minutes**

## Instructional Materials

### Visuals & Overheads

(optional: produce visuals into overheads)

1. Six Hazard Recognition Visual Laminate Cards

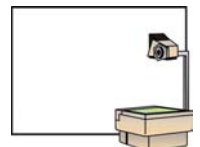
### Student Handouts

(photocopy for students)

1. Home Safety Rules
2. Hazard Recognition Word Search
3. Hazard Recognition Word Search Answers
4. Hazard Recognition Questions
5. Six Hazard Recognition Activity Worksheets

### Equipment

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



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## Note to Teacher

This module is designed to help students understand the reasons for school and community safety rules. Students will learn how to recognize hazards and make their play and work safer. Students will develop the skills they need to recognize, evaluate and control 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

Safety rules are in place to help prevent injuries from occurring. Can you think of some safety rules in our class?

**Write** responses on board. Responses can include:

- No running in the classroom
- Use scissors properly
- No pushing or pulling
- No drinking at your desk
- Put away all sharp objects when not in use

## Safety Rules Learning Activity

**Distribute** Student Handout #1 to students.

### Explain

In this activity, you need to think about the safety rules at your home. What are some of the rules you think your parents have put into place for safety reasons. Read over the handout and write down some of the safety rules in place in your home.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Home Safety Rules**

What makes your house a safe place to be? Think about the activities you are involved in at home and write down some family safety rules below.

Safety Rules at our house:

Rules about chores (example: No running around stove area):

\_\_\_\_\_

\_\_\_\_\_

Rules about strangers or being outside in the neighbourhood (example: Do not talk to strangers):

\_\_\_\_\_

\_\_\_\_\_

Other rules (example: Do not leave toys on stairs):

\_\_\_\_\_

\_\_\_\_\_

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**Ask** students to share some of their home safety rules with the class.

**Distribute** Student Handout #2 to students.

**Ask** students to complete the Hazard Recognition Word Search.

Name: \_\_\_\_\_

**Hazard Recognition Word Search**

Find the words listed below. Words can go up, down, backwards or on a diagonal.

Word List:

help	cause	hazard	action	accident
safety	size	reduce	control	prevention
training	unsafe	think	injury	recognize
work	risk	plan	you	evaluate
minimize				

I	M	X	R	Y	A	I	D	L	M	F	K	A	J	G	E	C	B	E
N	C	B	E	N	O	Z	L	J	E	K	L	B	I	H	H	Z	Z	V
V	P	M	S	H	A	G	O	B	C	H	X	H	G	R	U	I	A	A
E	N	O	P	Y	W	X	R	E	N	A	D	F	O	F	N	N	T	L
S	R	S	O	V	U	F	T	S	E	Z	O	D	C	G	S	J	S	U
T	O	Z	N	T	K	T	N	U	V	A	K	R	O	W	A	U	D	A
T	Q	S	S	T	S	O	A	U	R	S	C	P	Z	F	R	U	T	
G	R	Q	I	A	H	A	C	I	D	E	N	T	I	E	Y	V	E	
A	P	R	B	C	I	F	H	M	W	R	E	D	U	C	E	O	N	W
T	N	O	I	T	N	E	V	E	R	P	T	R	A	I	N	I	N	G
I	B	N	L	I	K	T	X	J	L	Y	A	I	C	Z	F	P	Y	X
O	D	T	I	O	F	Y	O	U	K	P	L	A	N	D	E	H	M	F
N	S	V	T	N	P	L	K	O	Z	J	O	B	X	L	G	Y	A	B
T	U	W	Y	C	E	N	D	P	G	R	M	I	N	I	M	I	Z	E

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**Optional: Distribute** Student Handout #3 to students for answer key to Word Search at end of class.




## Learning Activity

### Comment

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




**Divide** students into groups of 4 or 5.

**Distribute** Student Handout #4 (Hazard Recognition Questions) to groups. Then distribute to each group one visual laminate and one Student Handout Worksheet (#5 to 10) that corresponds with the visual laminate

HAZARD RECOGNITION ACTIVITY		See It, Think It, Do It! Questions
<b>See It (Recognize)</b>  <p>What work is being done? Do you see some obvious hazards? Who is at risk? Can you think of some hazards that are not visible or obvious? Do you see any unsafe behaviour? Do you see any unsafe conditions or objects in the environment? What are the signals that something may become a hazard?</p>	<b>Think It (Evaluate)</b>  <p>What kind of accident or injury could happen here? (e.g. Serious injury? Band-aid injury? Long-term injury?) Is someone doing something in an unsafe way? Is someone not doing something that should be done? What training or preparation do these people need to do their job safely? What equipment do these people need to do their job safely? Are there any measures that might make these people do their work in an unsafe way? (e.g. Time, supervisors, teacher demands, peer pressure)</p>	<b>Do It (Control)</b>  <p>What could be done to remove a danger or risk? What could be done to reduce the risk, if it can't be removed? How should people change their behaviour or attitudes? What could the (teacher, parent, supervisor, friend) do to make the job safer? What would you do? How would you do it? Who would you need to talk to?</p>

Student Handout #4

**Ask** groups to study the visual laminate and answer the questions on Student Handout #4. All questions may not apply to the case studies. Have groups record their answers to the questions on their Student Handout worksheet.

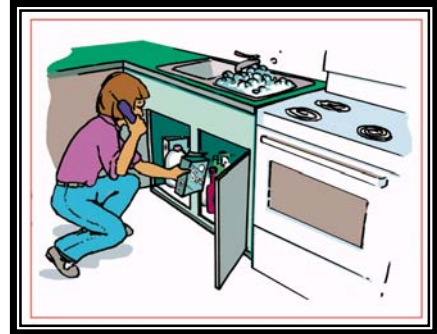
Grade 4	HAZARD RECOGNITION ACTIVITY	Case Study Home 1
<b>CASE DETAIL</b> Job: Cleaning in the Kitchen    Scene: Kitchen		
<b>We see:</b> In a cupboard under the sink, there are cleaning supplies (bleach, etc.) with visible hazard symbols. The sink is full of suds. The sink is next to a stove. A girl is bending over looking into the shelves of cleaning supplies. She is talking on the cordless phone as she looks in the cupboard.		
<b>See It (Recognize)</b> 	<b>Think It (Evaluate)</b> 	<b>Do It (Control)</b> 

Student Handouts #5-10

**Learning Activity - continued**

**Facilitate** group activity.

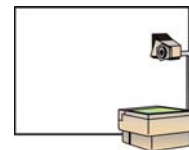
**Ask** one student from each group to present their answers to the class. Have the student read aloud the details of the case study to class before answers are presented. Teacher's answer key on following pages.



Grade 4	HAZARD RECOGNITION ACTIVITY	Case Study Home 1
CASE DETAIL		Job: Cleaning in the Kitchen
		Scene: Kitchen
<p>We see: In a cupboard under the sink, there are cleaning supplies (bleach, etc.) with visible hazard symbols. The sink is full of water. The sink is next to a stove. A girl is bending over looking into the shelves of cleaning supplies. She is talking on the cordless phone as she looks in the cupboard.</p>		
See It (Recognize)	Think It (Evaluate)	Do It (Control) <input checked="" type="checkbox"/>

**Note:**

If overhead transparencies were made of the visuals, display the appropriate overhead for each group presentation.



Teacher's Answer Key - Hazard Recognition

Visual Set - Home 1 - Cleaning Kitchen



**See it** (how many unsafe acts or conditions can you find?)

- talking on phone while cleaning
- distracted from task
- handling of unknown substances without gloves



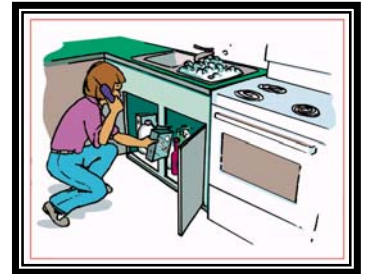
**Think it** (ask yourself, "Why is this a hazardous situation?")

- chemical burns to skin or eyes
- inhaling toxic fumes
- using wrong substance



**Do it** (In this scenario, suggest how an accident can be prevented from happening)

- do not talk on phone while working
- follow safe handling procedures
- wear gloves when handling chemicals
- ask for assistance if required



Visual #1  
O/H #1

Visual Set - Home 2 - Gardening



**See it** (how many unsafe acts or conditions can you find?)

- handling pesticides without wearing gloves
- inhaling of chemicals
- poor body position
- possibly long hours in sun



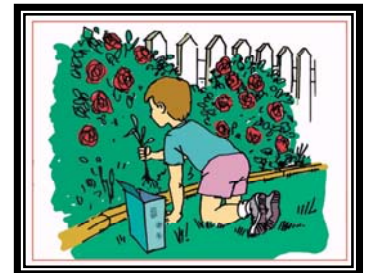
**Think it** (ask yourself, "Why is this a hazardous situation?")

- possible toxic poisoning
- possible skin rash
- could get sunburned
- could get back/shoulder strain from prolonged position



**Do it** (In this scenario, suggest how an accident can be prevented from happening)

- use gloves when handling pesticides
- learn and practice proper body positions
- take stretch breaks
- do not stay in sun too long
- wear sunscreen and hat



Visual #2  
O/H #2

## Teacher's Answer Key - Hazard Recognition

### Visual Set - School 1 - Team Relay



**See it** (how many unsafe acts or conditions can you find?)

- unbalanced on chair
- running too fast - out of control
- throwing ball when not in proper position
- crowded floor space



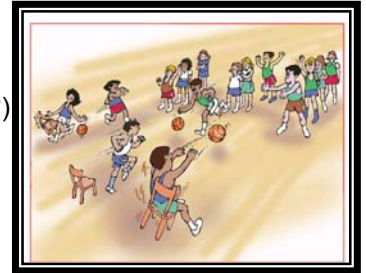
**Think it** (ask yourself, "Why is this a hazardous situation?")

- could get hit by ball
- could fall off chair
- could trip/fall while running and passing ball
- students could bump into one another



**Do it** (In this scenario, suggest how an accident can be prevented from happening)

- pay attention at all times
- slow down to control body and ball throws
- watch for others and the moving ball
- try to have sufficient space between students



Visual #3  
O/H #3

### Visual Set - School 2 - Testing Electric Conductivity



**See it** (how many unsafe acts or conditions can you find?)

- working with electrical current
- possibly unaware of hazards associated with electricity
- unknown reaction of materials in experiment



**Think it** (ask yourself, "Why is this a hazardous situation?")

- students could get cut electrical shock
- possibility of short circuit
- students could knock each other



**Do it** (In this scenario, suggest how an accident can be prevented from happening)

- review safe work procedures
- follow safe work procedures
- understand the possible hazards when working with electricity



Visual #4  
O/H #4

## Teacher's Answer Key - Hazard Recognition

### Visual Set - Community 1 - Selling Apples



**See it** (how many unsafe acts or conditions can you find?)

- students standing in front of doorway
- carrying heavy boxes of apples
- dealing with strangers



**Think it** (ask yourself, "Why is this a hazardous situation?")

- could get hit by opening door
- strained back and shoulders from carrying apples
- potential risk of talking to strangers



**Do it** (In this scenario, suggest how an accident can be prevented from happening)

- stand away from opening doors
- only carry a few apples - transfer apples to another box
- stay in pairs while unsupervised
- ask adult to regularly check on you



Visual #5  
O/H #5

### Visual Set - Community 2 - Cleanup



**See it** (how many unsafe acts or conditions can you find?)

- student hanging on small tree
- student carrying heavy tire
- not wearing gloves or other protective clothing
- possible contaminated materials



**Think it** (ask yourself, "Why is this a hazardous situation?")

- could fall into water - drowning
- could get hurt if falling onto broken cans, other garbage
- could get cut from picking up garbage



**Do it** (In this scenario, suggest how an accident can be prevented from happening)

- wear proper footwear and gloves
- use a rope instead of hanging onto tree
- have several students helping with tire
- follow safe work procedures



Visual #6  
O/H #6

**Conclusion**

**Conclude / Reflect**

Review with students the following 3 steps to determine how to control a hazard:



See it. - Identify the hazards. What is unsafe?



Think It. - Evaluate the hazard. What could happen?



Do It. - Provide solutions to control or eliminate the hazard.