

**Subject/Grade:** Grade 2/3

**Lesson Title:** Safety Hazards in the Home

**Teacher(s):** Kailee Le Drew

### Stage 1: Identify Desired Results

**Outcome(s):**

**USC2.5:** Recognize potential safety risks in community "play areas" and determine safe practices/behaviours to identify, assess, and reduce the risks.

**USC3.5:** Evaluate safe behaviours/practices to increase the safety of self and others while at home.

**Indicators:**

**USC2.5 a)** Develop a common understanding and use of respectful language to talk about "risks" (e.g., identify, assess, avoid, reduce, consequence).

**USC3.5 b)** Recognize and describe potential safety risks (including chemicals/ poisons, vehicles/machinery, electricity, fires, second-hand smoke, uncomfortable situations) at home (i.e., in the house/apartment and in the yard).

**USC3.5 f)** Determine ways to prevent/avoid/reduce the safety risks at home (e.g., poisons stored in safe locations, establish safety plans).

**Key Understandings: ('I Can' statements)**

- I can identify hazardous items in the home.
- I can identify safety logos and describe what they mean.
- I can understand why we should not eat/drink things that are not food.
- I can understand that some items may catch fire very fast and potentially explode.
- I can identify how to safely store hazardous items.

**Key Questions:**

- Why are safety logos important?
- Why should we keep items away from heat and flames? (ie: stove, fireplace)
- Why shouldn't we eat/drink things that are not food?
- Why should we never play with power outlets?
- Why should we ask an adult before using items with warning labels/safety logos?

**Prerequisite Learning:**

- Basic knowledge on how to be safe in the home
- Basic reading/writing skills

In the previous health lesson, students learned about not answering the door for strangers, important emergency contact phone numbers, and general safety in the home. In this lesson we are going one step further by identifying risks within the home such as day to day items that can be potentially dangerous if misused.

### Stage 2: Determine Evidence for Assessing Learning

**Formative Assessment:** During the Google Slideshow we will play a game of determining whether a scenario is safe or unsafe. I will read out a scenario to the class and they will give me a thumbs up if they think the scenario was safe, and a thumbs down if they think it was not safe. During this time I will be looking around the classroom to see if students are understanding and giving the correct answers to the scenarios. After the worksheets are complete we will have a class discussion where I will ask questions such as:

- “Just because these items are potentially dangerous, does that mean we should never use them?”
- “What should you do if you don’t know whether or not it is safe to eat or touch something?”
- “What does being safe at home mean to you? What are some ways you practice safety in your home?”

The students will then put their worksheets into their duotangs and put them in the hand-in bucket. I will then take a look at the student’s answers to see how they matched the safety hazards.

### Stage 3: Build Learning Plan

#### Set (Engagement):

**Length of Time: 10 mins**

- To assess their prerequisite knowledge I will start this lesson off by asking the students what safety in the home may look like, why safety is important and what can happen if we are not safe.
- I will give them some examples such as not playing with knives or scissors, asking a parent before eating/drinking anything that they are unsure about, and not sticking items in power outlets, etc.
- We will then watch the following video: <https://www.youtube.com/watch?v=LNByjWr2goM> called “How to Teach Kids About Safety”
- I will pause the video a few times and ask the students some questions throughout.

#### Development:

**Length of Time: 25 mins**

- We will go through the Google Slideshow and discuss some of the main safety logos that students need to know about. (poisonous, flammable, explosive, etc.)
- We will explore some of the potentially dangerous everyday items that students might find in their households.
- I found a few items around my home that students might also see in their home. We will point out some of the main indicators that an item could be dangerous (Safety logos, words such as DANGER and WARNING) and discuss how everyday items can be dangerous if we do not use them and store them properly.
- There will be a few scenarios in the slideshow so that we can discuss the dangers of certain actions. Students will give me a thumbs up if they think it was a safe option or a thumbs down if they think it was an unsafe option.
- The students will then receive two worksheets which contain some matching activities, as well as a fill in the blank activity.
- Before handing out the worksheet, I will hold it up in the air and we will go over what all of the photos are (can of hairspray, bottle of bleach, etc) to assist the students in matching these items to the safety logos.

#### Materials/Resources:

- Google Slideshow: [https://docs.google.com/presentation/d/1pyZIIKUJ7JEFCo\\_0Y--k92yT89dMTUCzEuBm0d-APTm/edit?usp=sharing](https://docs.google.com/presentation/d/1pyZIIKUJ7JEFCo_0Y--k92yT89dMTUCzEuBm0d-APTm/edit?usp=sharing)
- Youtube video: <https://www.youtube.com/watch?v=LNByjWr2goM>
- Pencil
- Eraser
- Computer
- Projector
- Worksheets

#### Advanced Preparation:

- Print out worksheets
- Get Google Slideshow ready on the computer and pull up the Youtube video so that it is ready to go.

#### Adaptations:

- There are a few students in this room who need extra assistance with reading and writing. They may sit at the back table and work with our classroom educational assistant. This will ensure that they are able to

<ul style="list-style-type: none"> <li>- We will do two of the fill in the blank questions as a class. I will have a student read out the sentence and then we will decide on an answer as a class.</li> <li>- Students will then answer the rest of the questions independently.</li> </ul>	<p>understand the activity and get the most out of it.</p>
<p><b>Learning Closure:</b></p> <p style="text-align: right;"><b>Length of Time: 5-10 mins</b></p> <ul style="list-style-type: none"> <li>- The students will put their worksheets into their Health duo tongs and put them in the hand-in bucket.</li> <li>- We will have a recap conversation where I ask questions such as:             <ul style="list-style-type: none"> <li>• “Just because these items are potentially dangerous, does that mean we should never use them?”</li> <li>• “What does being safe at home mean to you? What are some ways you practice safety in your home?”</li> <li>• “What should you do if you don’t know whether or not it is safe to eat or touch something?”</li> <li>• “Give me an example of an item in your house that might have a safety logo on it”</li> </ul> </li> </ul>	

#### References/Resources:

- Google Slideshow (made by me): [https://docs.google.com/presentation/d/1pyZIIKUJ7JEFCo\\_0Y--k92yT89dMTUCzEuBm0d-APTM/edit?usp=sharing](https://docs.google.com/presentation/d/1pyZIIKUJ7JEFCo_0Y--k92yT89dMTUCzEuBm0d-APTM/edit?usp=sharing)
- “How to Teach Kids About Safety” video: <https://www.youtube.com/watch?v=LNByjWr2goM>
- Substance Safety worksheet: <https://www.teacherspayteachers.com/FreeDownload/Chemical-Symbols-Safety-quiz-4225098>
- Matching worksheet (made by me)

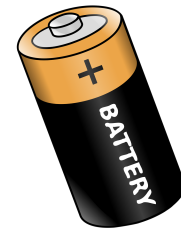
Name: \_\_\_\_\_

Draw a line to connect the pictures to the safety logos.

1.



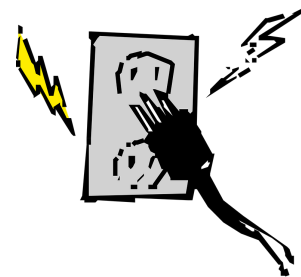
2.



3.



4.



5.

