

GRADE ONE

SAFETY AND FIRST AID

SAFETY AND FIRST AID

GRADE: 1

LESSON: 1

THEME: PERSONAL SAFETY

CONCEPT: PERSONAL SAFETY INVOLVES FOLLOWING SAFETY RULES AND KNOWING PERSONAL IDENTITY FACTS AND COMMUNITY HELPERS

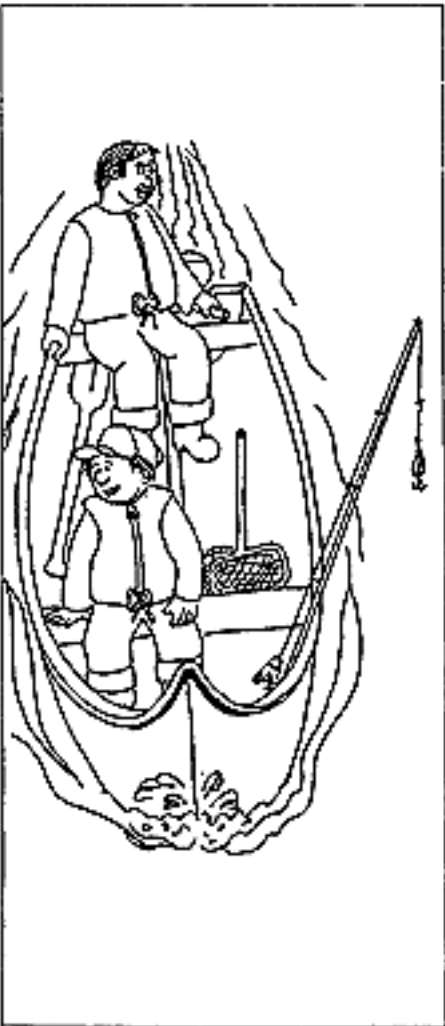
PREPARATION: 1. Prepare a class set of Safe, Unsafe (Activity Sheet SFA 6)
2. The Safety Song (Activity Sheet SFA 7)
3. Prepare a class set of Safety Facts (Activity Sheet SFA 8)
4. Props or pictures of community safety helpers

VOCABULARY:

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) state personal safety rules	Students: 1. Review personal safety rules 2. Complete Safe Or Unsafe worksheet 3. Sing the Safety Song	Background Information Page - This is a review of Kindergarten, Lesson 1. Refer to Activity Sheet SFA 6. Have students identify unsafe situations in each picture and put an X on the unsafe things. Colour the safe pictures Refer to Activity Sheet SFA 7. Add extra verses using personal safety rules from Student Activity 1.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>ii) state personal identity facts</p>	<p>4. Practise stating full name, where they live and telephone number.</p> <p>5. Write personal safety information.</p>	<p>Use a chain drill to practise stating personal information.</p> <p>Teacher: What is your name? First student My name is _____. First student to second student What is your name? Second student. My name is _____. Second student to third student, etc.</p> <p>Repeat using the sentence patterns.</p> <p>Where do you live? I live _____.</p> <p>What is your telephone number? My telephone number is _____. or I don't have a telephone</p> <p>Refer to Activity Sheet SFA 8</p> <p>Complete the section on their name, where they live and phone number. Have students take the worksheet home and ask parents to fill in a daytime phone number where they can be reached. Students could bring the worksheet back in for teachers to make a copy. Have them display one copy in the class and one at home.</p>

SAFE OR UNSAFE?



THE SAFETY SONG

(Tune: The wheels on the bus go round and round)

Children like to run and play, run and play, run and play
Children like to run and play
All day long.

It's unsafe to push and shove, push and shove, push and shove
It's unsafe to push and shove
All day long.

It's unsafe to play with matches, play with matches, play with matches
It's unsafe to play with matches
All day long.

It's unsafe to run with sharp things, run with sharp things, run with sharp things
It's unsafe to run with sharp things
All day long.

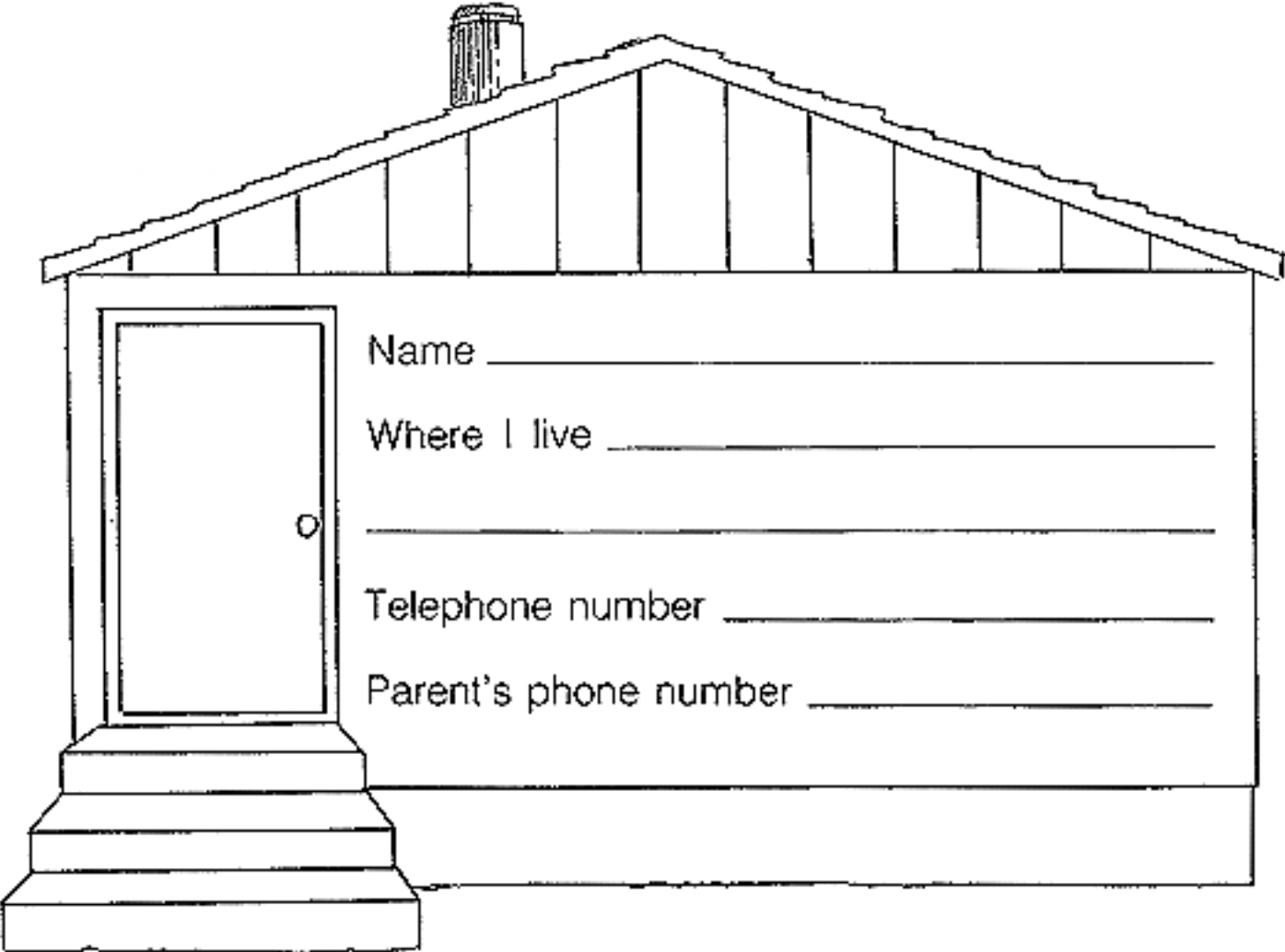
Play with toys, but not with guns, not with guns, not with guns,
Play with toys, but not with guns
All day long.

We always pick up our toys, pick up our toys, pick up our toys
We always pick up our toys
All day long.

We play safely and have more fun, have more fun, have more fun
We play safely and have more fun
All day long.



SAFETY FACTS



Name _____

Where I live _____

Telephone number _____

Parent's phone number _____

SAFETY AND FIRST AID

GRADE: 1

LESSON: 2

THEME: PERSONAL SAFETY

CONCEPT: PERSONAL SAFETY INVOLVES KNOWING EMERGENCY TELEPHONE NUMBERS AND HOW TO PLACE AN EMERGENCY TELEPHONE CALL

- PREPARATION:**
1. Telephone books and highlighters
 - 2.. Emergency symbols (Activity Sheets SFA 9A to 9I)
 3. Prepare a class set of Emergency Numbers Stickers (Activity Sheet SFA 10)
 4. Mailing labels, packing tape
 5. Model/toy telephones
 6. Volunteers from a senior class to assist with Student Activity 7
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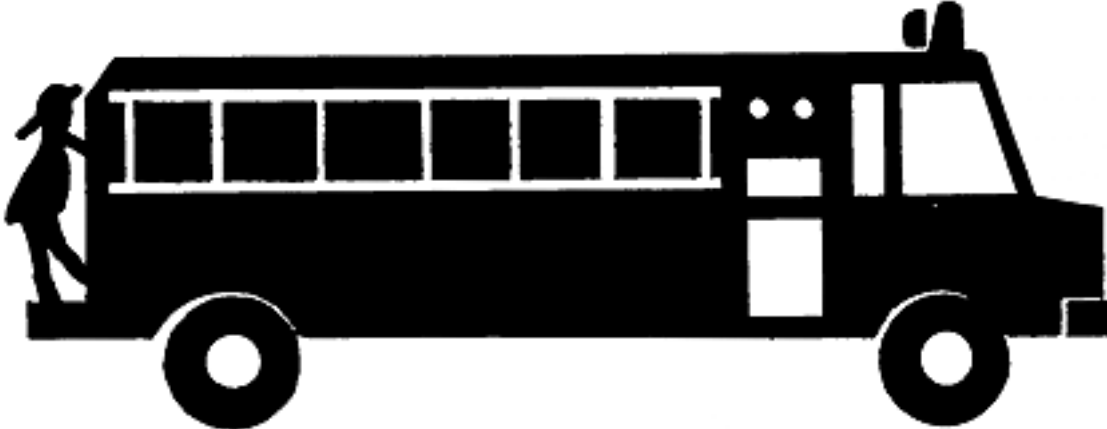
VOCABULARY: emergency, symbol, poison

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) identify emergency symbols and telephone numbers in the telephone book	Students: 1. State the meaning of various emergency symbols 2. Define emergency	Background Information Page - Refer to Activity Sheets SFA 9A, 9B, 9C, 9D (Western Arctic) or SFA 9E, 9F, 9G, 9H, 9I (Eastern Arctic). Show each emergency symbol, and have students identify what it means. Tell students that the pictures they have just seen are pictures of emergencies symbols. Something is an emergency when a person could get hurt or die unless people do something right away. Ask students to explain why a fire is an emergency, or why a baby swallowing poison is an emergency.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
ii) demonstrate how to place a simulated phone call to a community helper	<p>5. Make a sticker for the telephone, listing emergency telephone numbers.</p> <p>6. Observe a demonstration on how to place an emergency telephone call.</p> <p>7. Simulate placing an emergency telephone call to a community safety helper.</p>	<p>Refer to Activity Sheet SFA 10.</p> <p>Give each student the appropriate emergency symbols (east or west) and a self adhesive mailing label 3 1/2 cm X 10 cm. Have students cut out the symbols, glue them onto the mailing label, and print the appropriate number beside or under each symbol.</p> <p>"Laminate" the mailing labels with packing tape and have students take them home to put on their telephones, or other telephones in the community.</p> <p>Using model/toy telephones demonstrate placing an emergency telephone call Steps are:</p> <ul style="list-style-type: none"> - dial correct number - state their name and location - state the problem - wait to hear full reply from the person called <p>Have students work in small groups with the assistance of volunteer students from senior classes. Using model telephones and given situations have students simulate placing an emergency telephone call.</p> <p>e.g., Your sister has just cut herself badly with a knife.</p>

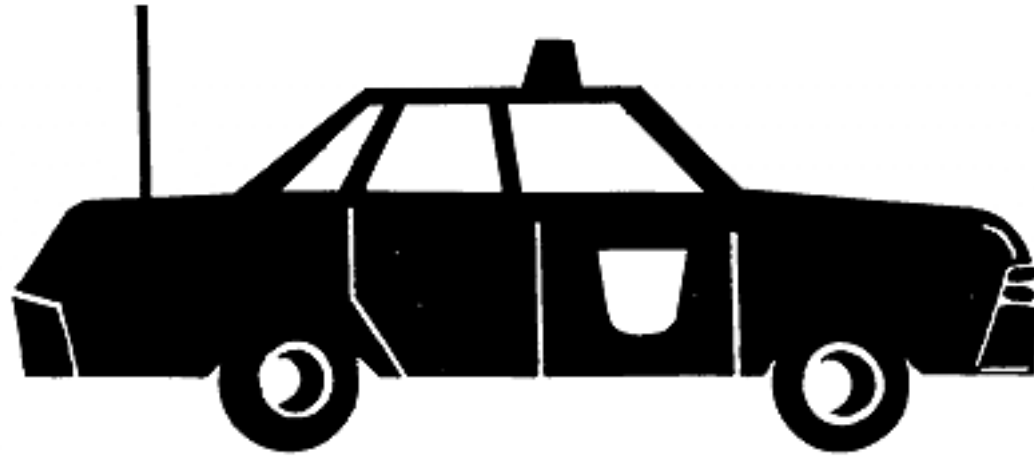
EMERGENCY SYMBOLS

(Western Arctic 1 of 4)



EMERGENCY SYMBOLS

(Western Arctic 2 of 4)



EMERGENCY SYMBOLS

(Western Arctic 3 of 4)



EMERGENCY SYMBOLS

(Western Arctic 4 of 4)



EMERGENCY SYMBOLS

(Eastern Arctic 1 of 5)



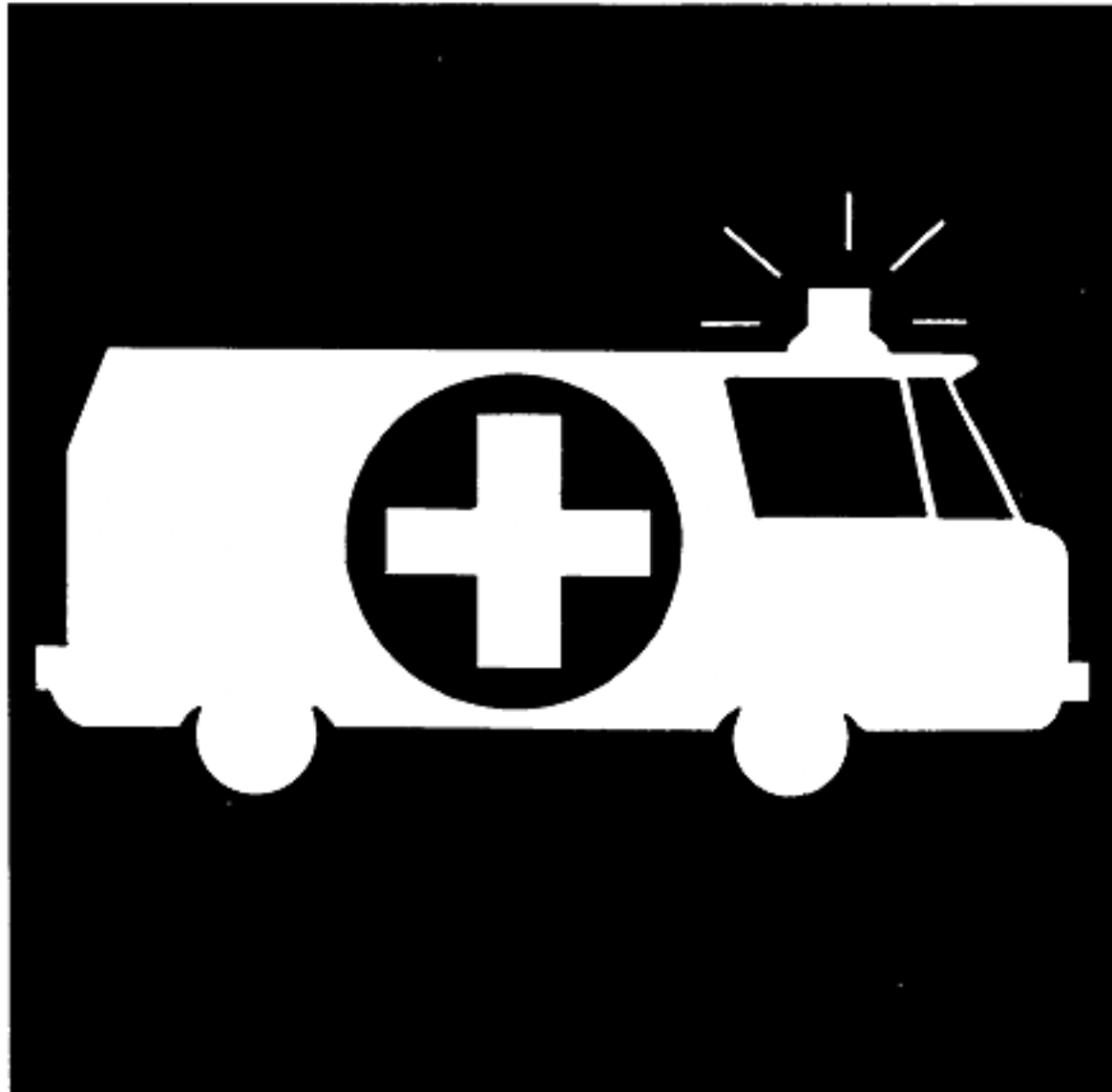
EMERGENCY SYMBOLS

(Eastern Arctic 2 of 5)



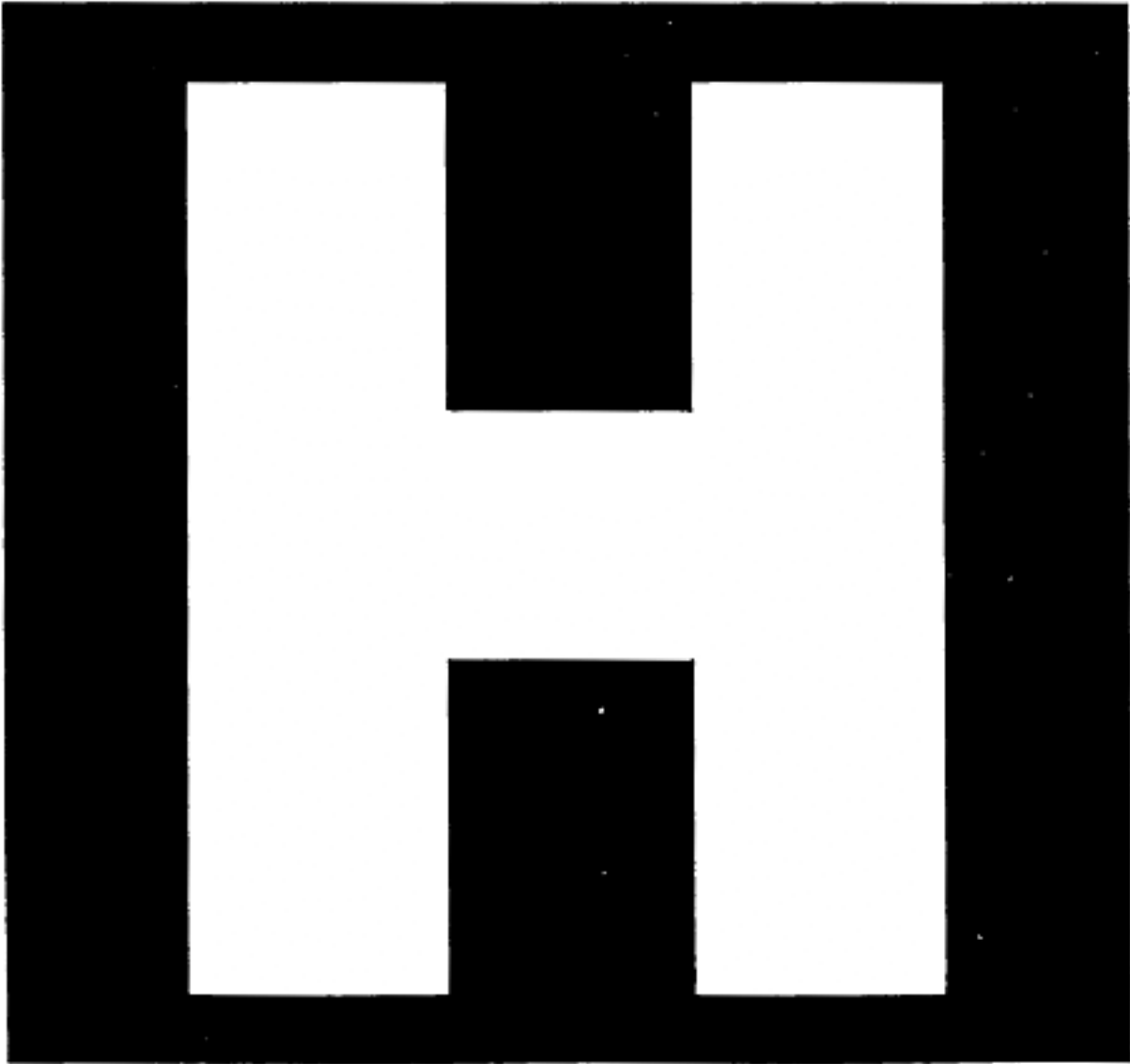
EMERGENCY SYMBOLS

(Eastern Arctic 3 of 5)



EMERGENCY SYMBOLS

(Eastern Arctic 4 of 5)



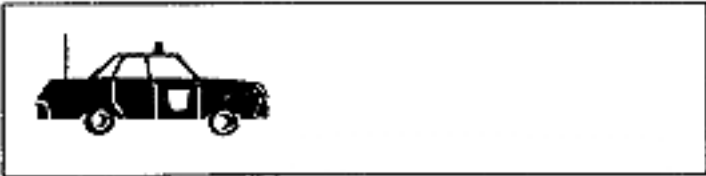
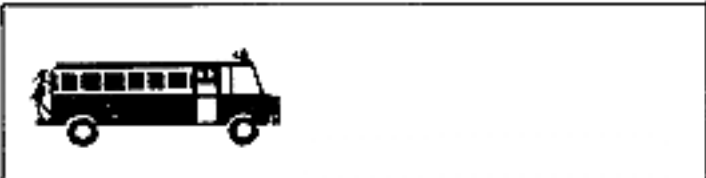
EMERGENCY SYMBOLS

(Eastern Arctic 5 of 5)

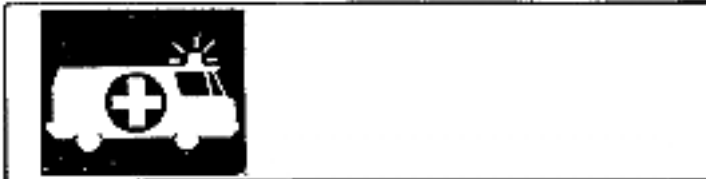


EMERGENCY NUMBERS STICKERS

Western Arctic



Eastern Arctic



SAFETY AND FIRST AID

GRADE: 1

LESSON: 3

THEME: ACCIDENT PREVENTION























































CONCEPT: INJURIES FROM BURNS, SCALDS AND FALLS CAN BE PREVENTED BY FOLLOWING SAFETY RULES

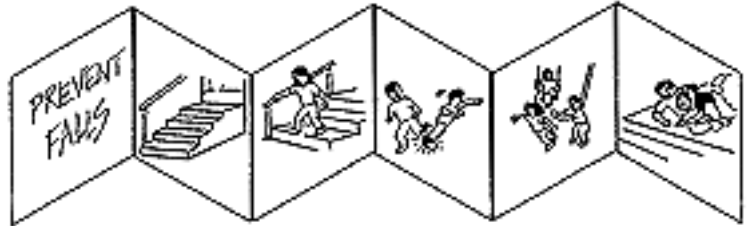
- PREPARATION:**
1. Cards or strips for pocket chart
 2. Prepare a class set of Burn, Scald or Fall (Activity Sheet SFA 11)
 3. Materials for accordian books
 4. Real or toy stove
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VOCABULARY: burn, scald, prevent, injury

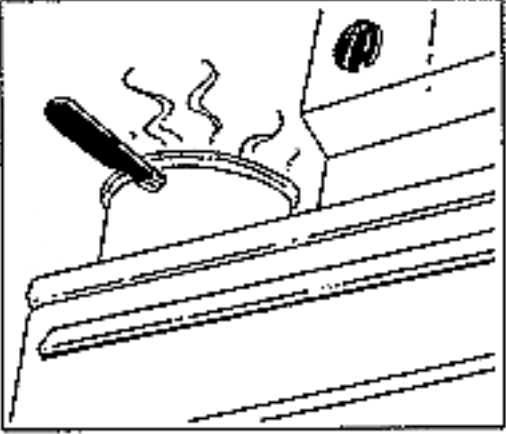
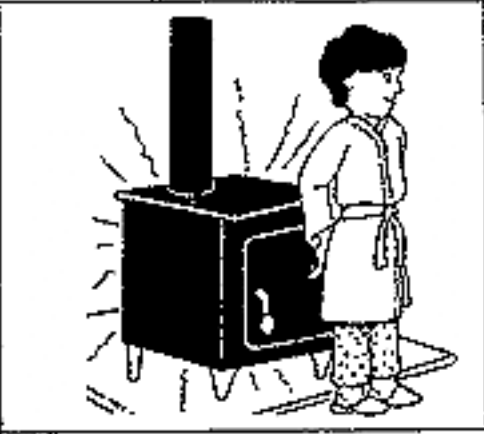
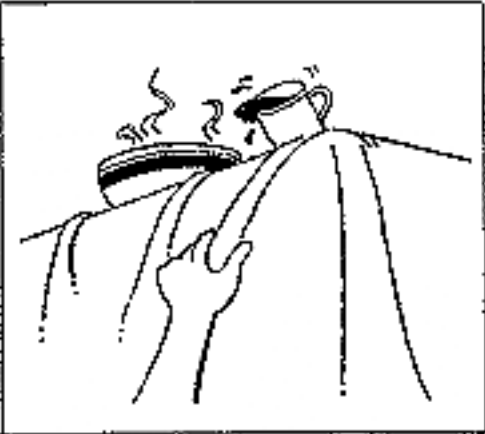
OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) name common injuries to children	Students: 1. Describe injuries that they have had. 2. Define burn and scald.	Background Information Page SFA 45-46 Ask students if they have ever been hurt. Allow them to describe their injuries and how they happened. Since this lesson focuses on burns, scalds and falls elicit as much detail as you can about any of these injuries as reported by students. What happened? How? Why? etc. Burns are caused by dry heat such as fire, electricity, or the sun. Scalds are caused by wet heat such as boiling water, hot oil or steam.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>ii) identify safety rules to prevent burns and scalds</p>	<p>3. Name safety rules to prevent burns and scalds</p>	<p>Conduct this activity in a room with a real or a toy stove – i.e. kindergarten room, staff room, home ec. room</p> <p>Give pairs or small groups of students situations to act out while other students have to guess the safety rule being acted, or name a safety rule that the actors should be following.</p> <p>e.g., Situation Two students playing with matches. Rules Always keep matches away from children. Never play with matches.</p> <p>Other rules include:</p> <p>Always play away from the stove. Always turn pot handles towards the back of the stove. Always keep hot liquids away from children. Always give matches to an adult. Never climb on or play near a stove. Always keep lighted candles, oil lamps and cigarettes away from small children. Never poke anything into an electrical outlet or socket. Never touch exposed wires.</p>

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES																																				
<p>iii) identify safety rules to prevent falls</p>	<p>4. Name safety rules to prevent falls.</p>	<p>Record student responses using a pocket chart as illustrated Rules include:</p> <table border="1"> <tbody> <tr> <td></td> <td>Always</td> <td></td> <td>tie shoelaces</td> </tr> <tr> <td></td> <td>Always</td> <td></td> <td>keep stairs tidy</td> </tr> <tr> <td></td> <td>Always</td> <td></td> <td>keep doorways tidy</td> </tr> <tr> <td></td> <td>Always</td> <td></td> <td>hold railing</td> </tr> <tr> <td></td> <td>Always</td> <td></td> <td>use a safety gate</td> </tr> <tr> <td></td> <td>Never</td> <td></td> <td>push</td> </tr> <tr> <td></td> <td>Never</td> <td></td> <td>trip others</td> </tr> <tr> <td></td> <td>Never</td> <td></td> <td>play near stairs</td> </tr> <tr> <td></td> <td>Never</td> <td></td> <td>climb on furniture</td> </tr> </tbody> </table>		Always		tie shoelaces		Always		keep stairs tidy		Always		keep doorways tidy		Always		hold railing		Always		use a safety gate		Never		push		Never		trip others		Never		play near stairs		Never		climb on furniture
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OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>5. Play Thumbs Up, Thumbs Down.</p> <p>6. Complete Burn, Scald or Fall worksheet.</p> <p>7. Make safety books illustrating prevention of burns and scalds, and falls.</p>	<p>Make oral statements about safety rules identified in Student Activities 2 and 3. If a statement is true students signal "thumbs up" – e.g., Never push on the playground. If a statement is false, they signal "thumbs down" – e.g., Always turn pot handles towards the front of the stove.</p> <p>Refer to Activity Sheet SFA 11.</p> <p>Have students cut out all pictures and words and sort them into three piles - burn, scald, fall.</p> <p>Arrange each pile on a separate 8 1/2 x 11 sheet and paste. Write the appropriate title (i.e. BURN, SCALD, FALL) on each sheet.</p> <p>Make two accordian books, one on burns and scalds and one on falls. Each student can illustrate a safety rule as learned in this lesson and individual safety rules can be compiled into books.</p> 

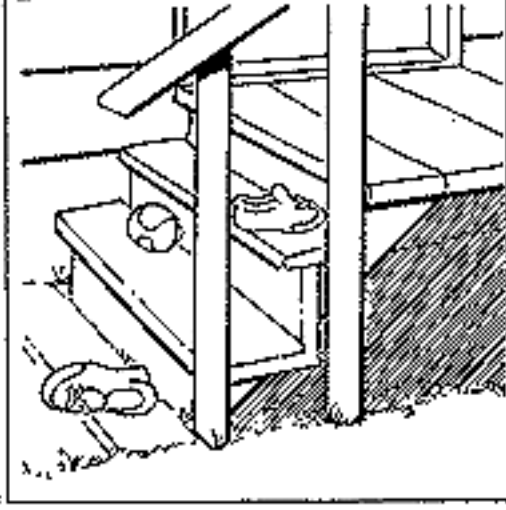
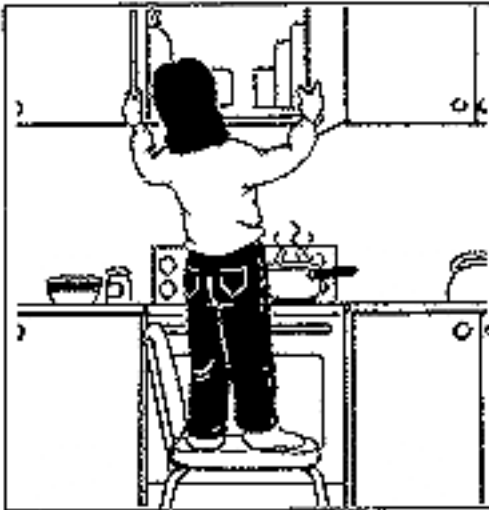
BURN, SCALD OR FALL



BURN

FALL

SCALD



SAFETY AND FIRST AID

GRADE: 1

LESSON: 4


THEME: FIRST AID

CONCEPT: MINOR INJURIES CAN BE CORRECTLY TREATED BY CHILDREN

PREPARATION: 1. Red pen
2. Soap and water
3. Enough bandaids for each student

VOCABULARY: cut, scrape, bandaid, first aid

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) demonstrate first aid for minor cuts and scrapes	Students: 1. Discuss examples of minor cuts and scrapes. 2. Define "first aid".	Background Information Page SFA 50. Although the term bandaid refers to a brand name, it is used in this lesson since students are more likely to be familiar with it, than with the generic term plaster. All students will likely have had minor (simple) cuts and scrapes. Allow students to talk about times when they have had simple cuts or scrapes. Ask students to tell what happened when they had a cut or scrape. If parents or someone else have cleaned the cut or scrape and put on a bandaid this is called first aid. First aid is treatment (taking care) of someone who is hurt.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>3. Observe a demonstration on how to clean and dress a minor cut and scrape.</p>  <p>4. Demonstrate cleaning and dressing a minor cut and a scrape.</p>	<p>Simulate a scrape by drawing a red "blotch" on the knee of a student volunteer. Then show the following first aid steps.</p> <ol style="list-style-type: none"> 1. Thoroughly wash your own hands with hot, soapy water. Dry. 2. Wash cut under running water. 3. Allow skin to dry. 4. Cover with bandaid. 5. Thoroughly rewash your own hands, with hot, soapy water. Dry. <p>There is no need to use a disinfectant, cleaning with water is sufficient. If the cut is bleeding, apply pressure with a clean cloth or bandage over the cut until the bleeding stops. Get help from a responsible adult. If the cut is large or dirty get help from a responsible adult.</p> <p>Have the students work in pairs to practise cleaning and dressing a simulated cut.</p>