

GRADE ONE

ALCOHOL AND OTHER DRUGS

ALCOHOL AND OTHER DRUGS

GRADE: 1

LESSON: 1

THEME: SAFETY

CONCEPT: A POISON IS ANYTHING WHICH IS UNSAFE TO TASTE

- PREPARATION:**
1. A copy of Is This Safe To Eat? (Activity Sheets AD 10A to AD 10G)
 2. Large poison sign (Activity Sheet AD 11)
 3. Collect empty poison containers, some with the poison warning sign on them, some without
 4. A copy of Safe to Eat song (Activity Sheet AD 12)
 5. Prepare a class set of Find the Poisons worksheet (Activity Sheet AD 13)
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VOCABULARY: poison, safe, unsafe, sign, warning, poisonous

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to:	Students:	Background Information Page 103 – 106. A poison is anything which is unsafe to taste.
i) identify some poisonous substances	1. Identify which substances are safe to taste and which are unsafe	Refer to Activity Sheets AD 10A to AD 10G This is a review of Kindergarten, Lessons 1, 2, 3. Using the copy of safe/ unsafe substances, ask the students to identify which ones are safe to taste and which are unsafe. They can signal thumbs up for safe and thumbs down for unsafe.
ii) identify the poison warning sign	2. Review the meaning of "poison". 3. Tell the meaning of the poison warning sign	Refer to Activity Sheet AD 11. This is a review of Kindergarten, Lessons 2, 3, 4. Using the poison warning sign, review what the sign tells them.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>ii) explain that not all poisons have poison warning signs</p>	<p>4. Identify empty containers which have held poisonous substances.</p> <p>5. Tell if the substances are poisons or not poisons. Tell how they know they are poisons.</p> <p>6. Sing "Safe to Eat" song.</p>	<p>Show the students empty containers with the poison warning sign. Ask them what was in each one, and what it was used for (They do not need to know the individual product names). Ask them how they know there was a poison in each.</p> <p>Refer to Activity Sheets AD 10A to AD 10G.</p> <p>Show the students the substances which are poisonous but which have no poison warning sign. Ask the students if these are poisons. Ask the students how they know they are poisons.</p> <p>Explain that it is important to be careful because not all poisons have a poison warning sign. Remind students that if they do not know if something is safe to taste, they should not taste, eat or drink it.</p> <p>Refer to Activity Sheet AD 12.</p> <p>Students learned this song in Kindergarten, Lesson 1 Review the "Safe to Eat" song with the students.</p>

OBJECTIVES

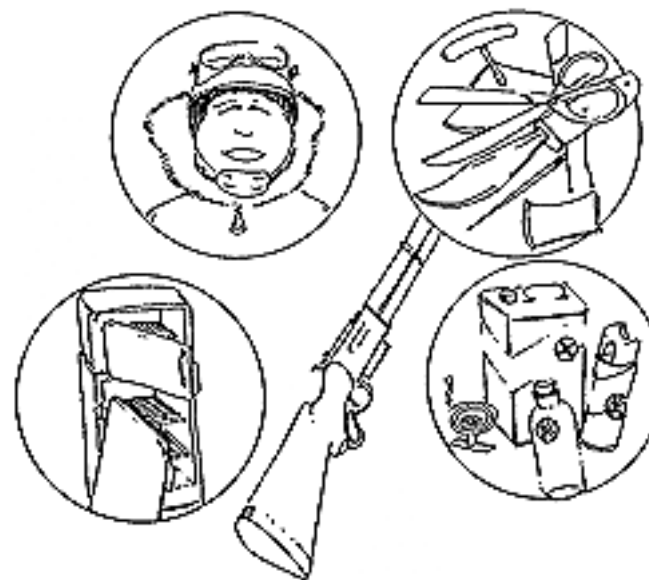
STUDENT ACTIVITIES

TEACHER NOTES

- 7. Cut out the small poison warning signs and stick them on the poisonous substances.

Refer to Activity Sheet AD 13.

Distribute the "Find the Poisons" worksheets. Students have to cut out the small poison warning signs and stick them on the poisonous substances.



IS THIS SAFE TO EAT?



IS THIS SAFE TO EAT?



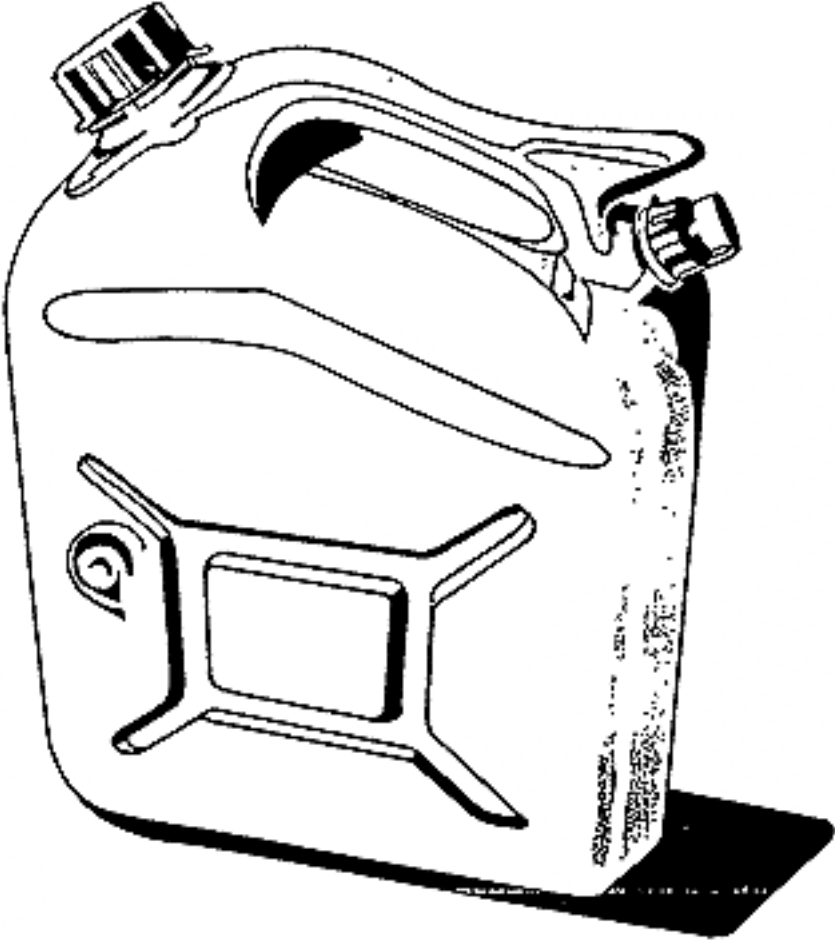
IS THIS SAFE TO EAT?



IS THIS SAFE TO EAT?



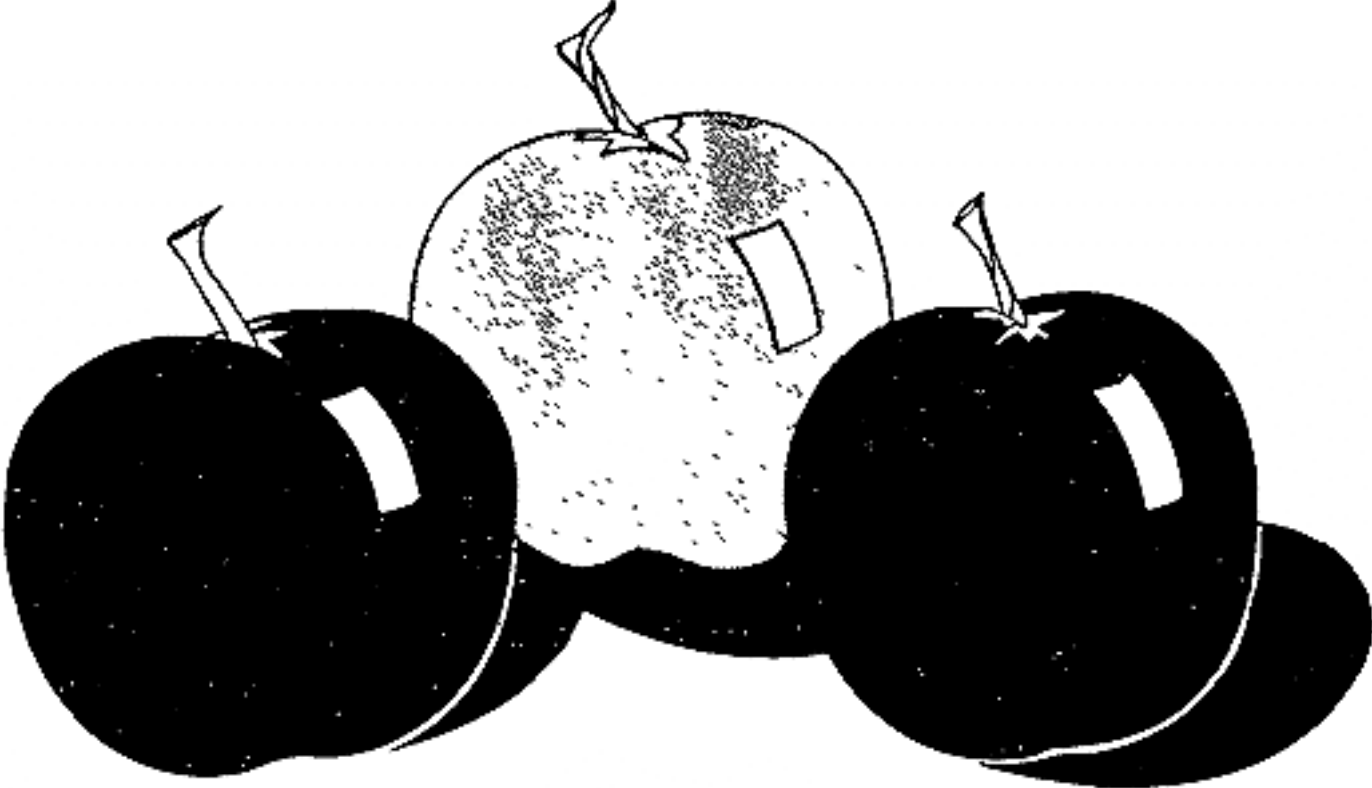
IS THIS SAFE TO EAT?



IS THIS SAFE TO EAT?



IS THIS SAFE TO EAT?



POISON WARNING SIGN



"SAFE TO EAT"

(Tune: Mary Had A Little Lamb)

Verse 1: Teacher (showing picture of safe or unsafe substance)

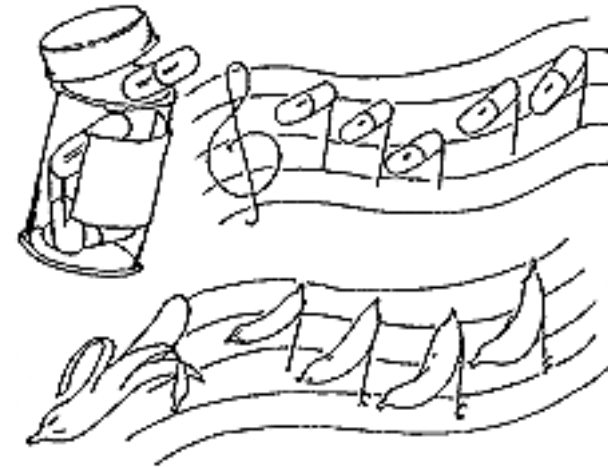
Is this very safe to eat?
Safe to eat?
Safe to eat?
Is this very safe to eat?
Is it safe to eat?

Verse 2: Students (depending on whether it is safe or unsafe)
(Nodding and rubbing stomachs)

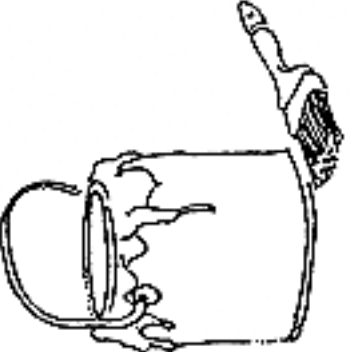
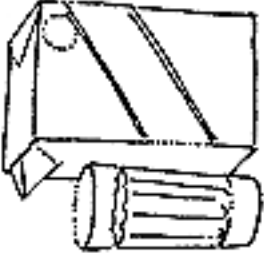
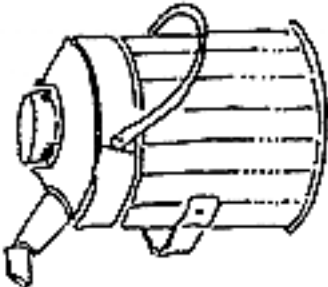
Yes, it's very safe to eat,
Safe to eat,
Safe to eat,
Yes, it's very safe to eat
Yum, Yum, Yum!

Verse 3: Students
(Shaking heads and making faces)

No, it isn't safe to eat,
Safe to eat,
Safe to eat,
No, it isn't safe to eat,
No! No! No! (or Yuk! Yuk! Yuk!)



FIND THE POISONS



ALCOHOL AND OTHER DRUGS

GRADE: 1

LESSON: 2

THEME: SAFETY

CONCEPT: SOME SUBSTANCES ARE UNSAFE TO SMELL

PREPARATION: 1. 'My Nose Knows' poem (Activity Sheet 13A)
2. Props or pictures of substances which smell good/bad
3. Materials for Perfume and Stinky Books

VOCABULARY: smell, perfume

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>Students will be able to:</p> <p>i) explain that some smells may make people sick</p> <p>ii) identify substances which are OK/not OK to smell</p>	<p>Students:</p> <ol style="list-style-type: none">1. Discuss a time when they felt sick because of a bad smell.2. Tell how they could have prevented feeling sick.3. Say the 'My Nose Knows' poem.	<p>Ask students to talk about a time when a bad smell made them sick. (E.g. it could be a smell from a felt-tip marker which gave them a headache.)</p> <p>If they had not smelled the substance, they would feel fine.</p> <p>Refer to Activity Sheet 13A.</p> <p>Use pictures or props of substances which are OK to smell and substances which are not OK to smell.</p> <p>Hold up the prop or the picture and have the students say the appropriate verse of the poem.</p>

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	4. Make a 'Perfume' and a 'Stinky' Book.	Divide students into small groups. Have some groups make Perfume books, i.e. things which are nice to smell, and others Stinky books - things which smell awful. They can draw or cut out pictures.

MY NOSE KNOWS

My nose knows
This is no good to smell
From my head to my toes
It will make me unwell.

My nose knows
This is OK to smell
From my head to my toes
I'll still feel well!

Helen Balanoff

ALCOHOL AND OTHER DRUGS

GRADE: 1

LESSON: 3

THEME: SAFETY

CONCEPT: CHILDREN SHOULD ASK AN ADULT THEY TRUST BEFORE TASTING ANY UNKNOWN SUBSTANCE

- PREPARATION:**
1. Make flannelgraph figures for the "Eating Berries" story (Activity Sheets AD 14A to AD 14E)
 2. Flannelgraph board
 3. Read and become familiar with the story "Eating Berries" (Activity Sheet AD 15)
 4. Container with an unknown substance
 5. The large poison sign (Activity Sheet AD 11) from Lesson 1
 6. "Who Can Tell Us If The Berries Are Safe" song (Activity Sheet AD 16)
 7. Dress-up clothes to look like mother, father, grandmother, etc.
 8. Art materials
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VOCABULARY: poison, safe, unsafe, careful, trust

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) explain that not all poisons have a poison warning sign	Students: 1. Tell if they have ever picked berries before. 2. Listen to the story "Eating Berries" and then talk about what happened in it.	Background Information Page 101, 104. Discussion: - Have you ever picked berries - Let students talk about a time when they picked berries Refer to Activity Sheets AD 14A to AD 14E and AD 15. Tell the story "Eating Berries", using the flannelgraph figures.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>ii) explain why they should ask an adult they trust before tasting any unknown substance</p>	<p>3. Tell the meaning of the poison warning sign and identify poisonous substances which do not have the poison warning signs.</p> <p>4. Tell what to do when they don't know if a substance is poisonous.</p> <p>5. Talk about why they should always ask an adult they trust before tasting any unknown substance.</p>	<p>Discussion:</p> <ul style="list-style-type: none"> - Talk about what happened in the story. <p>Story discussion continues in Student Activities 3 and 4.</p> <p>Refer to Activity Sheet AD 11 from Lesson 1.</p> <p>Show the students the poison warning sign. Remind them that this is one way of telling if something is a poison, but that some poisons (like the berries in the story) do not have poison warning signs on them. It is important to be careful, because children do not always know if something is a poison.</p> <p>Name other poisonous substances which do not have poison warning signs.</p> <p>Refer to Activity Sheet AD 15.</p> <p>Discussion:</p> <ul style="list-style-type: none"> - Who told Tommy and Bobby not to eat the poison berries? - How did Grandma know which berries were poison berries? (Older, learned from her parents, etc.) <p>Ask students to talk about why they should always ask an adult they trust before tasting any unknown substance.</p>

OBJECTIVES

STUDENT ACTIVITIES

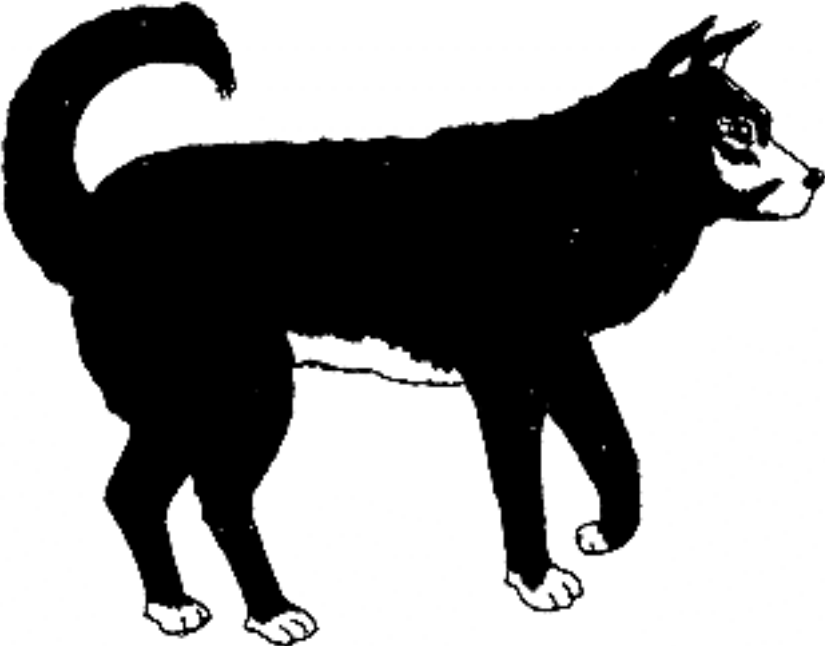
TEACHER NOTES

- 8. Draw a picture of someone who can tell them if the berries are safe.

Ask the students to draw a picture of someone who can tell them if the berries are safe.



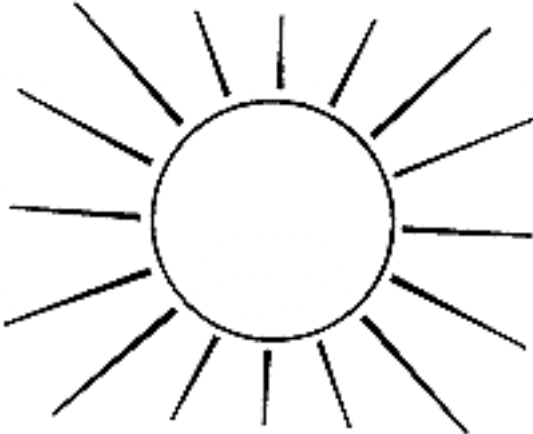
FLANNELGRAPH FIGURES FOR EATING BERRIES



FLANNELGRAPH FIGURES FOR EATING BERRIES



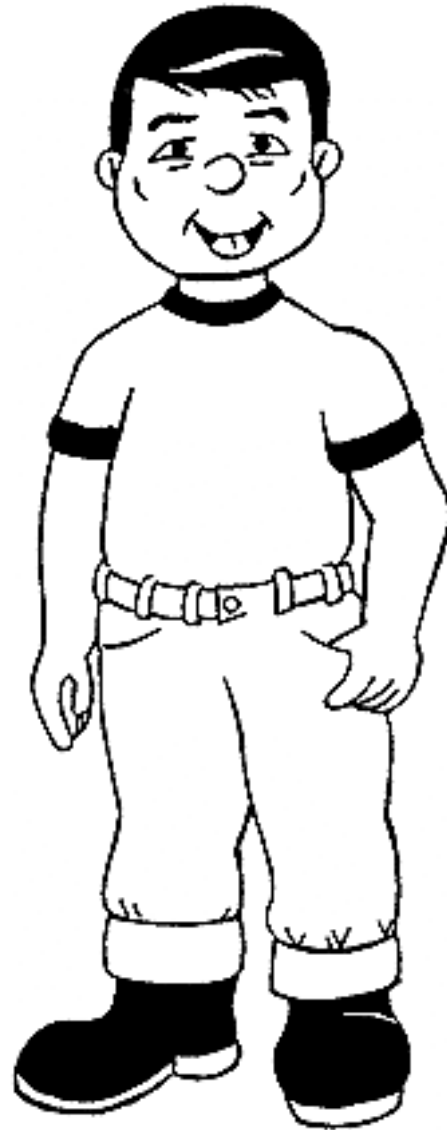
FLANNELGRAPH FIGURES FOR EATING BERRIES



FLANNELGRAPH FIGURES FOR EATING BERRIES



FLANNELGRAPH FIGURES FOR EATING BERRIES



EATING BERRIES

It is a nice summer day. The sun is shining. Here is Tommy. Tommy is playing outside his house with his dog. Tommy throws the ball and his dog chases it. They are having fun!

Here is Grandma. Grandma is going to pick blueberries. "Do you want to come with me, Tommy?"

"Oh, yes," says Tommy.

So Grandma and Tommy go to the hill to pick blueberries. Tommy's dog goes too.

As they walk up the hill, they see Tommy's friend. His name is Bobby. "We're going to pick blueberries," says Tommy. "Do you want to come with us?"

"Oh, yes," says Bobby.

So Grandma, Tommy and Bobby all go to the hill to pick blueberries. Tommy's dog goes too.

Grandma walks slowly because she is old, but Tommy and Bobby run and jump and roll on the ground. Tommy's dog plays with them. They see lots of bright summer flowers. There are red ones, yellow ones, purple ones, and orange ones - all the colours of the rainbow!

Soon they come to a big patch of berries. There are lots of juicy blueberries - big ones and small ones. Grandma, Tommy and Bobby start to pick the berries. They put them in their baskets. They eat some too. Tommy walks to another patch of berries. It is near the pond.

He shouts loudly, "Grandma, come here! I've found the biggest berries over here!" His hand is full of big ripe berries. He is just going to put them into his mouth and eat them.

Grandma says, "No, Tommy! Don't eat these berries! They aren't blueberries! They look like blueberries, but if you eat them, you may get very sick!"

Tommy throws the berries on the ground.

"But Grandma, they look like blueberries!"

"Yes," says Grandma, "they do! They're blue, but if you look carefully, you can see that they are bigger than blueberries. The leaves on the plant are different too. When you are picking berries, you must be very careful, because some berries are safe to eat and some berries are not safe to eat! Some berries are poisons!"

"What will happen to us if we eat some of the other berries?" asks Bobby.

"You may get a sore stomach," says Grandma. "Or, you may get very sick and you'll have to go to the Health Centre."

"Oh, look, Grandma! Here is a big bird." It flies down from the sky and sits on the ground near Grandma and the boys. It watches them carefully for a minute or two and then hops over to the bush with the poison berries. It watches them again, but Grandma, Tommy and Bobby sit very quietly. The bird picks a berry from the bush and eats it, then it eats another one and another one. Tommy stands up and makes a noise and the bird flies away.

"Grandma," says Tommy, "the bird ate the poison berries. Now it will get sick!"

"No," says Grandma. "Birds and animals can eat lots of different berries and not get sick, but people can't eat all of them."

"How do we know which berries are safe to eat?" asks Bobby.

"If you don't know," says Grandma, "you must ask a grown-up that you trust - mother or father or Grandma! They know which berries are safe. When you are big you'll know them too. I know! Let's ask Tommy if he knows now which ones are blueberries. Shut your eyes!"

Grandma picks some berries from the blueberry bush and some of the other berries, too. "O.K. Open your eyes!"

Grandma holds out her hands. "Which berries are safe to eat, Tommy?"

Tommy thinks for a minute. "I know," he says, "these ones!"

"Right!" says Grandma. "How do you know?"

"I remember that the poison berries are bigger than the blueberries!" says Tommy.

"Good for you, Tommy! Now, we must pick some more blueberries," says Grandma, "so that we have lots to take home. We're going to make pies and muffins! And, remember, if you don't know which berries are safe to eat, come and ask me!"

WHO CAN TELL US IF THE BERRIES ARE SAFE?

(Tune: London Bridge Is Falling Down)

Who can tell us if the berries are safe, berries are safe, berries are safe?

Who can tell us if the berries are safe?

Are the berries safe to eat?

Mother, can you tell us if the berries are safe, berries are safe, berries are safe?

Mother, can you tell us if the berries are safe?

Are the berries safe to eat?

Yes, yes, yes! The berries are safe, berries are safe, berries are safe!

Yes, yes, yes! The berries are safe,

The berries are safe to eat!

No, no, no! The berries are unsafe, berries are unsafe, berries are unsafe!

No, no, no! The berries are unsafe,

They're unsafe to eat!

Grandma, father, etc. can be substituted for mother in Verse 2.

Helen Balanoff

Barbara Hall

ALCOHOL AND OTHER DRUGS

GRADE: 1

LESSON: 4

THEME: DRUGS

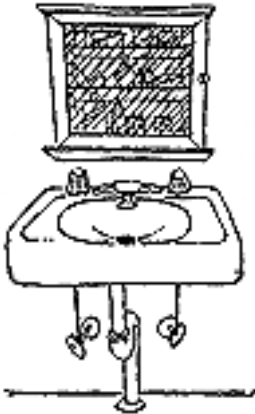
CONCEPT: MEDICINE MAY BE HELPFUL, BUT MAY ALSO BE HARMFUL

- PREPARATION:**
1. Prepare an overhead transparency of A Medicine Cabinet (Activity Sheet AD 17)
 2. Sample contents of a typical medicine cabinet
 3. Prepare overhead transparencies of Other Safe Storage Places For Medicine (Activity Sheet AD 18A and 18B)
 4. Prepare a class set of the parent letter (Activity Sheet AD 19) Have the letter translated if necessary
 5. Prepare a class set of Where Is The Medicine In Your House? (Activity Sheet AD 20)
 6. Prepare a class set of the "Safe Home Certificate" (Activity Sheet AD 21)
 7. Prior to class, arrange for a visit for students to see where medicine is kept in the school or at the Community Health Centre
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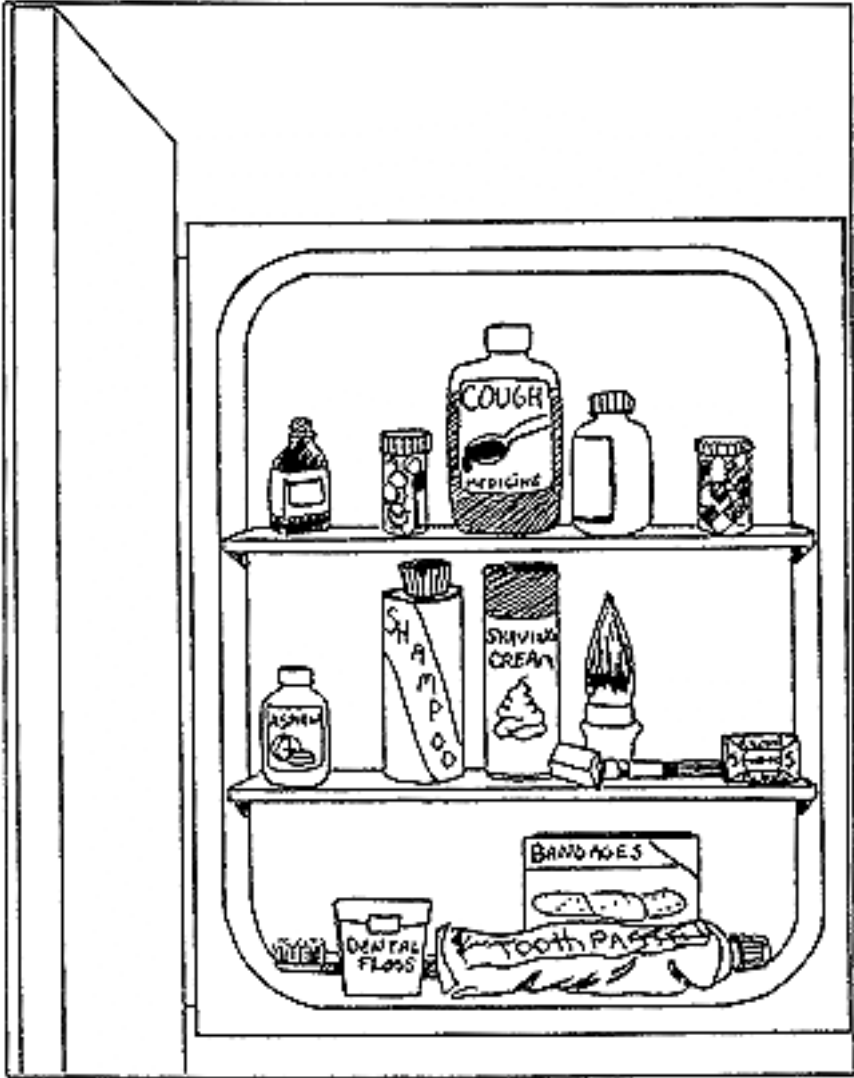
VOCABULARY: safe, medicine, cabinet, keep, kept, reach, harmful

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) explain that medicine may help a person who is ill	Students: 1. Identify some medicines and their uses.	Background Information Page 106 - 108. Refer to Activity Sheet AD 17. Show the students the overhead transparency. Discussion: - Do you know what this is? - Do you know what is kept in here Using the drawing of the medicine cabinet or actual products which might be found in a medicine cabinet, point to the individual products. Ask the students if they know what each thing is.

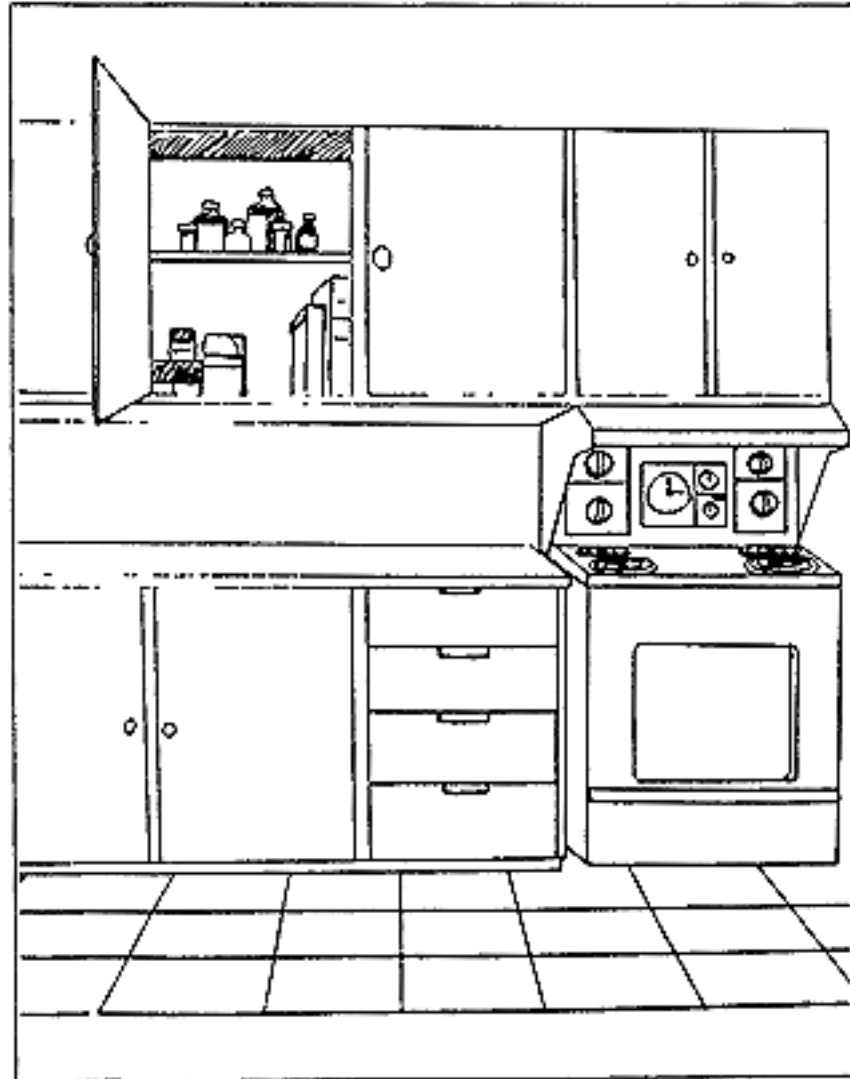
OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>ii) explain why they should ask an adult they trust before taking any medicine</p> <p>iii) identify safe methods of storing medicine</p>	<p>2. Tell if they have ever been given medicines.</p> <p>3. Name people from whom they can safely take medicine.</p> <p>4. Tell why they think medicine is kept in a special cabinet or in other safe places at home.</p> <p>5. Tell where medicine is kept in their homes.</p>	<p>Discussion:</p> <ul style="list-style-type: none"> - What do we use pills for? - Cough syrup - Ear drops - Ointment? <p>Let the students talk about times that they have been given medicine, why they were given it and who gave it to them. Ask them to tell if/how it helped them.</p> <p>Explain that although medicine can make you better, it can also be harmful if it is not used safely, and it should be given to you only by someone who knows. Compare this to eating berries from Lesson 2. Talk about some of the people whom children can safely take medicine from.</p> <p>Refer to Activity Sheets AD 18A - AD 18B.</p> <p>Ask the students if they now know why medicine is kept in a special cabinet. Discuss other places where medicine may be stored safely. Use overhead transparencies of other places at home where medicine may be stored safely.</p> <p>Discussion:</p> <ul style="list-style-type: none"> - Talk about where medicine is kept in the students' homes

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>6. Colour a drawing which shows where medicine is kept in their house.</p> <p>7. Take home the "Safe Home" certificate and put it up.</p> <p>8. Locate safe places to keep medicine in school or the Community Health Centre.</p>	<p>Refer to Activity Sheet AD 19 and Activity Sheet AD 20.</p> <p>Distribute the "Where is the Medicine in Your House" worksheets and the letters for the parents. Explain that when the students go home, they have to make sure that the medicine is stored safely in their house. If it is kept in a medicine cabinet, they have to colour that drawing, if it is kept high up in the closet or cupboard, they have to colour that drawing, if they keep their medicine in another safe place, they have to draw their own picture.</p>  <p>Refer to Activity Sheet AD 21.</p> <p>NEXT DAY: Look at and talk about the drawings the students have brought back to school. All students should receive a "Safe Home" certificate.</p> <p>If there is a school medicine cabinet, students can be taken to see how medicine is stored in the school. Or, if it can be arranged, students can visit the community health centre to see where the medicine is kept.</p>

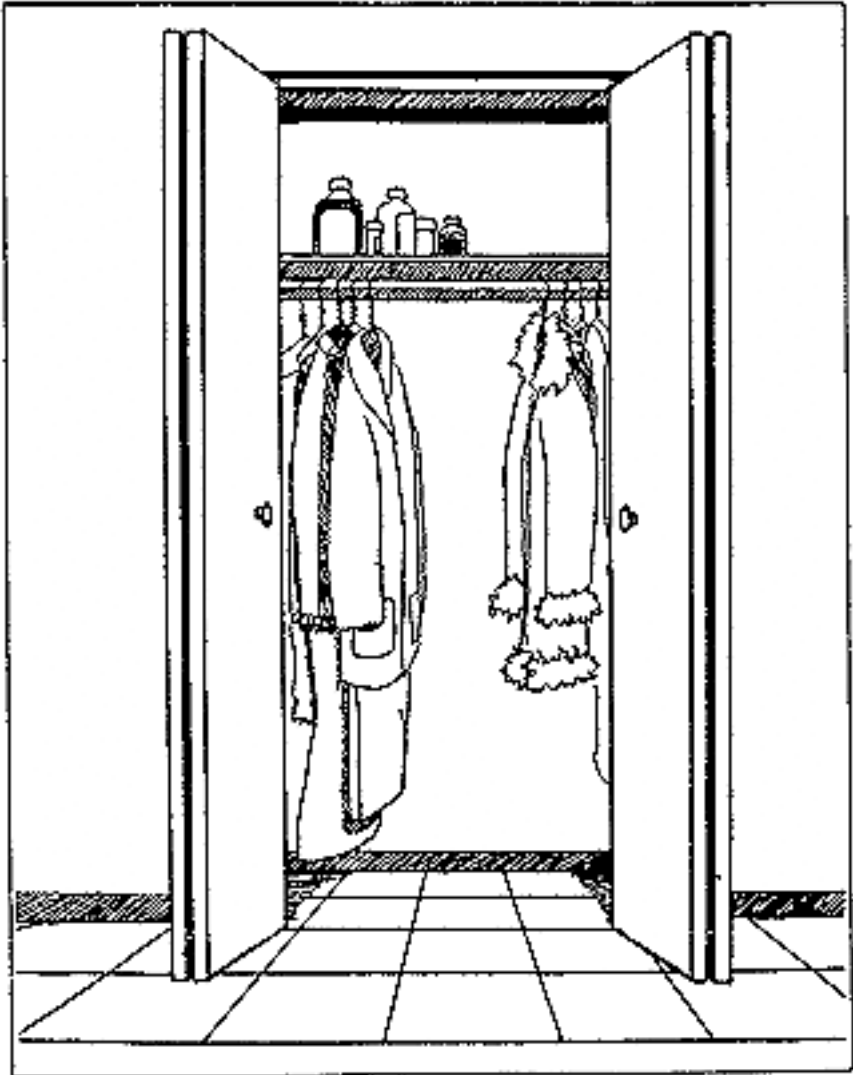
A MEDICINE CABINET



OTHER SAFE STORAGE PLACES FOR MEDICINE



OTHER SAFE STORAGE PLACES FOR MEDICINE



PARENT LETTER

Dear Parents:



Today the children in our class have been learning that medicine can help make you better if you are ill, but it can also be harmful if not used safely. They have learned that medicine should be kept out of the reach of children. Now, with your help, they would like to make sure that the medicine in their own home is stored safely. On the worksheet, they have to colour the drawing which shows where the medicine is stored at home. If the medicine is stored in another safe place, please help your child to draw a picture of this other safe place in the blank space. They should bring the worksheet back to school tomorrow. They will then be given a certificate for helping to make sure that the medicine in their home is stored safely.

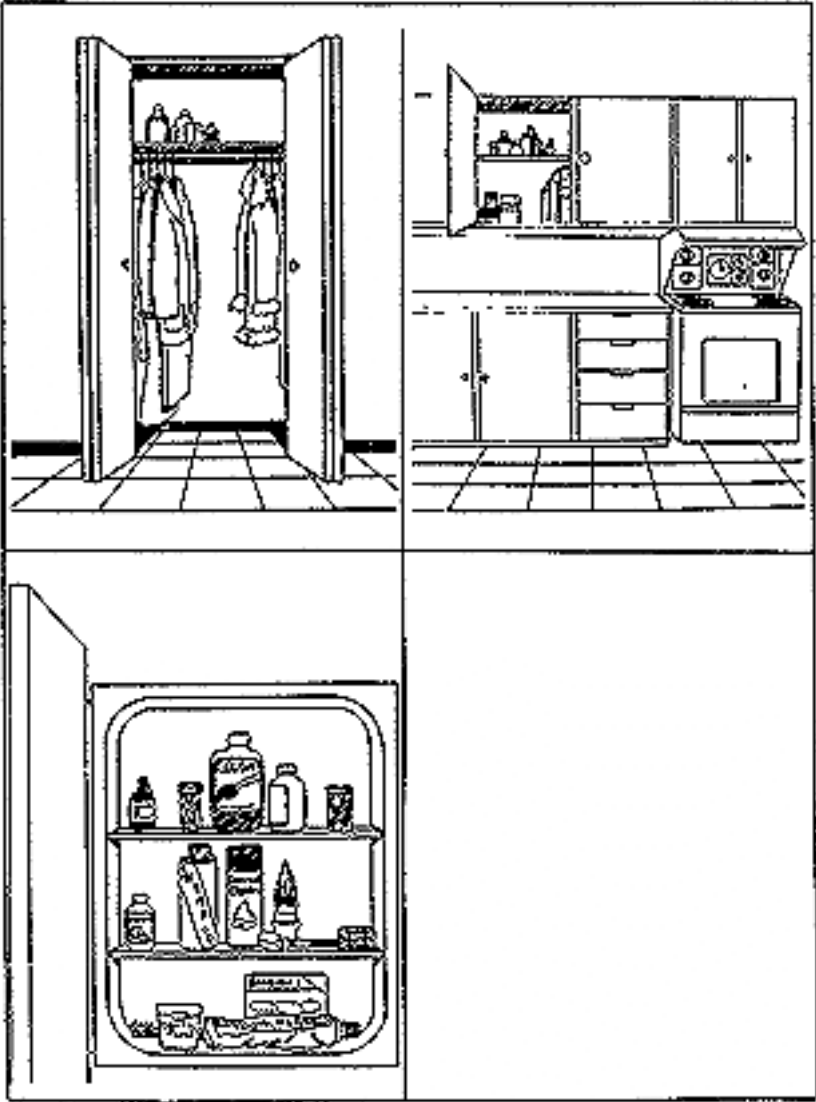
Thank you for helping our class to learn one of the rules of medicine.

Yours sincerely,

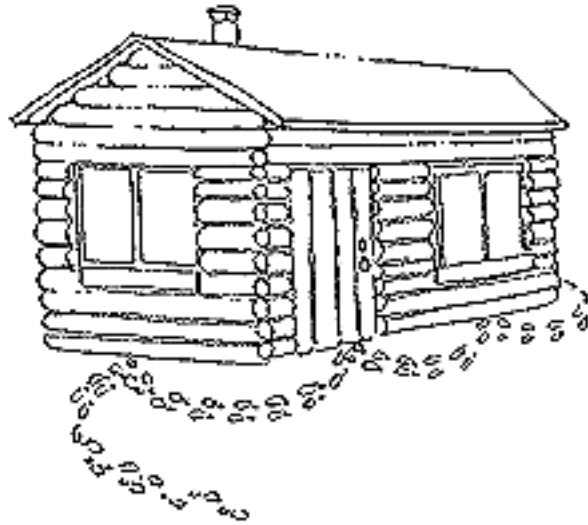
(Teacher, Grade 1 class)



WHERE IS THE MEDICINE IN YOUR HOUSE?

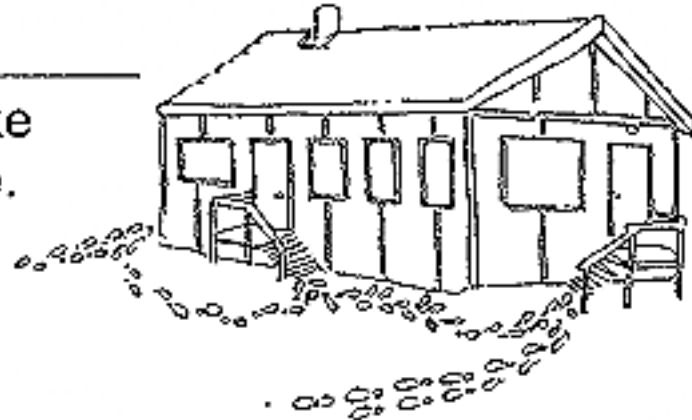


SAFE HOME CERTIFICATE



SAFE HOME

has helped to make his/her home safe.



ALCOHOL AND OTHER DRUGS

GRADE: 1


LESSON: 5

THEME: SAFETY


CONCEPT: MEDICINE MAY BE HELPFUL, BUT MAY ALSO BE HARMFUL

- PREPARATION:**
1. Obtain a sample of Ex-lax chocolate laxative (if available)
 2. Collect a number of candies and medicines that look alike (for example jelly beans and capsules)
 3. Arrange for someone to dress up as a stranger and to come in to offer the students candies
 4. Write the "Is It Safe For Me?" poem out on a large piece of paper or on the blackboard (Activity Sheet AD 22)
 5. Art materials
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VOCABULARY: same, safe, unsafe, pills, stranger

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>Students will be able to:</p> <p>i) explain that candy and pills often look alike</p>	<p>Students:</p> <ol style="list-style-type: none">1. Identify if various substances are candies or pills	<p>Background Information Page 106 - 108.</p> <p>Show the students the Ex-lax without its box. Ask the students what it is.</p> 

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>ii) explain that medicine may be harmful if not used safely</p> <p>iii) explain why they should ask an adult they trust before tasting any unknown substance</p>	<p>2. Tell why it is important to take medicine only if a trusted adult gives it to them.</p> <p>3. Tell what they would do if a stranger wanted to give them candy but they didn't know if it was safe to eat.</p> <p>4. Learn "Is It Safe For Me?" poem.</p>	<p>Then show the students the collection of look alike candy and pills. Ask them to tell you which is the candy and which is pills.</p> <p>Tell the students which is which.</p> <p>Recall from Lesson 3 that medicines "do things to people", for example cough syrup helps stop a cough, Tylenol helps lower a fever.</p> <p>Show students a medicine with which they are not familiar. Ask them what it does. Explain that some medicines can make them very sick, or even kill them, if they are not taken safely. If they do not know what something is (pill or candy) they should not take it.</p> <p>Ask how they know when and what medicine to take.</p> <p>Discussion:</p> <ul style="list-style-type: none"> - If someone you don't know very well wants to give you a candy, but you don't know if it is safe, what would you do? Don't taste it, tell an adult you trust! <p>Refer to Activity Sheet AD 22.</p>

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>5. Practise saying "No" to strangers offering candy.</p> <p>6. Draw a picture of someone who can safely give them medicine.</p>	<p>Have someone come in dressed as a stranger to offer candies to the students. Let the students practise saying "No".</p> <div data-bbox="1386 406 1827 1153" data-label="Image"></div> <p>Ask the students to draw a picture of someone who can safely give them medicine.</p>

"IS IT SAFE FOR ME?"

I always ask first.
I always stop and think.
What is in that bottle?
Is it safe to drink?



If I am sick,
Or if I cut my knee,
I ask someone I know well
For the medicine that's for me.



I only ask people
Who know just what to tell.
A doctor, teacher, mom or dad,
They'll help me to stay well.



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ALCOHOL AND OTHER DRUGS

GRADE: 1**LESSON: 6****THEME: SAFETY**

CONCEPT: CHILDREN SHOULD ASK AN ADULT THEY TRUST BEFORE TASTING ANY UNKNOWN SUBSTANCE

- PREPARATION:**
1. Collect samples of look alike substances, e g flour/baking powder, cornstarch/icing sugar, sugar/salt, water/vinegar Put samples on saucers where students can clearly see them Number them
 2. Make flannelgraph pictures for the story The Terrible Mistake (Activity Sheets AD 23A to AD 23F)
 3. Flannelgraph board
 4. A copy of The Terrible Mistake story (Activity Sheet AD 24)
 5. Prepare a class set of "The Terrible Mistake" worksheets (Activity Sheet AD 25A and 25B)
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VOCABULARY: mistake, terrible, same, different, flour, baking soda, baking powder

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>Students will be able to:</p> <p>i) explain why some substances cannot be identified by sight or smell</p>	<p>Students:</p> <ol style="list-style-type: none">1. Identify the substances first by looking and then by smelling.	<p>Background Information Page 101.</p> <p>Display the samples of substances collected.</p> <p>Ask students to identify the substances, first by looking, then by smelling (Explain that none of them is dangerous.)</p> 

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>ii) explain why they should ask an adult they trust before tasting any unknown substance</p>	<p>2. Listen to "The Terrible Mistake" story and tell what mistake was made.</p> <p>3. Tell how they could avoid making a mistake like Tommy did.</p>	<p>Discussion:</p> <ul style="list-style-type: none"> - Does everyone think it is the same thing - How can you tell what it is? <p>Explain that, even if something is in a box or a bottle, they must be careful, because people sometimes put them in other containers and don't write what is in them. Some substances cannot be identified by sight or smell.</p> <p>Refer to Activity Sheets AD 23A to AD 23F and Activity Sheet AD 24.</p> <p>Tell the story, "The Terrible Mistake)", using the flannelgraph figures.</p> <p>Discussion:</p> <ul style="list-style-type: none"> - Talk about what happened in the story, and about the mistake which was made. - Luckily, it was only salt and sugar that Tommy and Sara mixed up. Can you think of some things that might have been worse? (Eventually you want the students to think of non-poisonous/poisonous substances, and candy/pills.) <p>Always ask an adult they trust if they cannot read a label or if they do not know what a substance is.</p>

OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

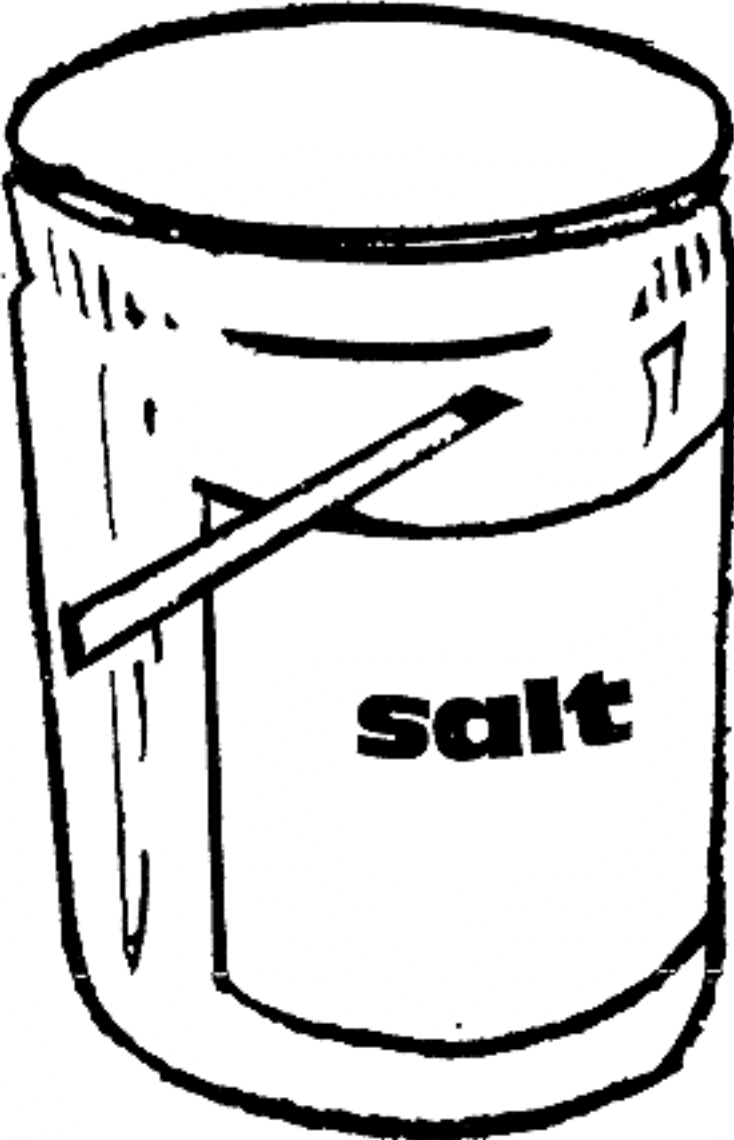
4. Colour drawings from the story "The Terrible Mistake", cut them out and match them to the correct sentence.



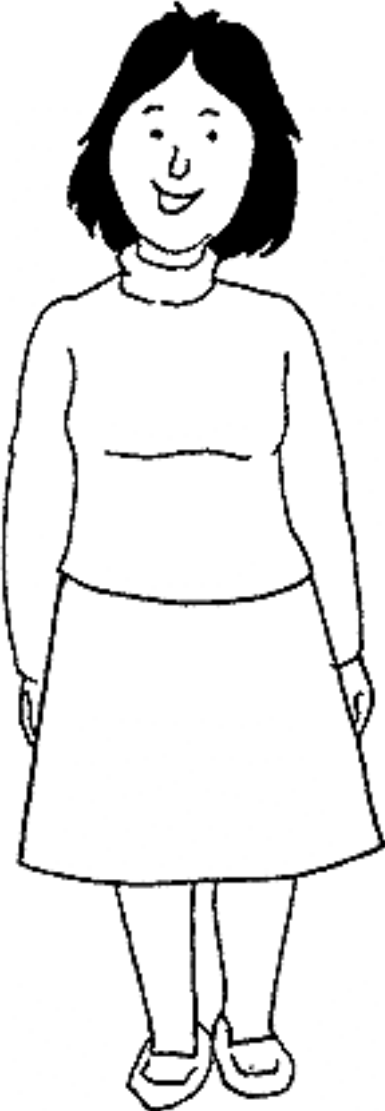
Refer to Activity Sheets AD 25A - AD 25B

Distribute copies of the worksheets to the students. Explain that they have to colour the drawings. Then they have to cut them out and match them to the correct sentence.

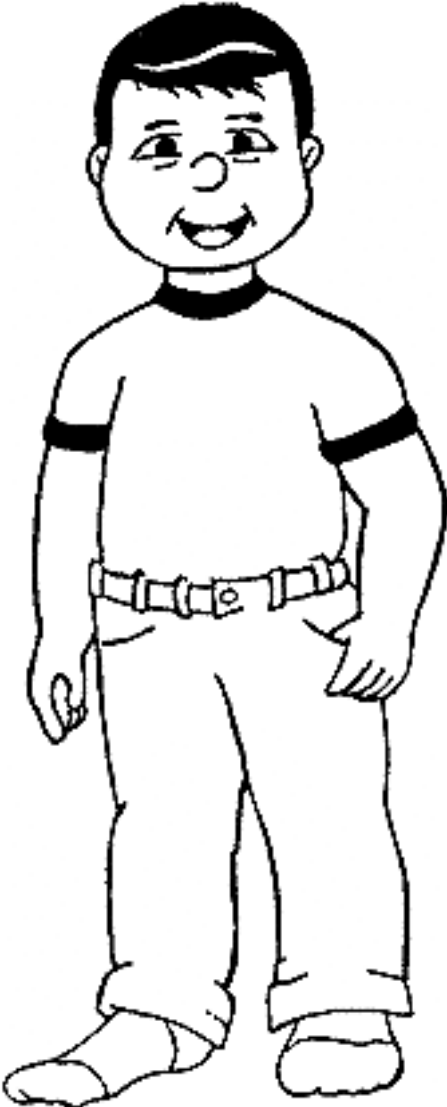
FLANNELGRAPH PICTURES THE TERRIBLE MISTAKE



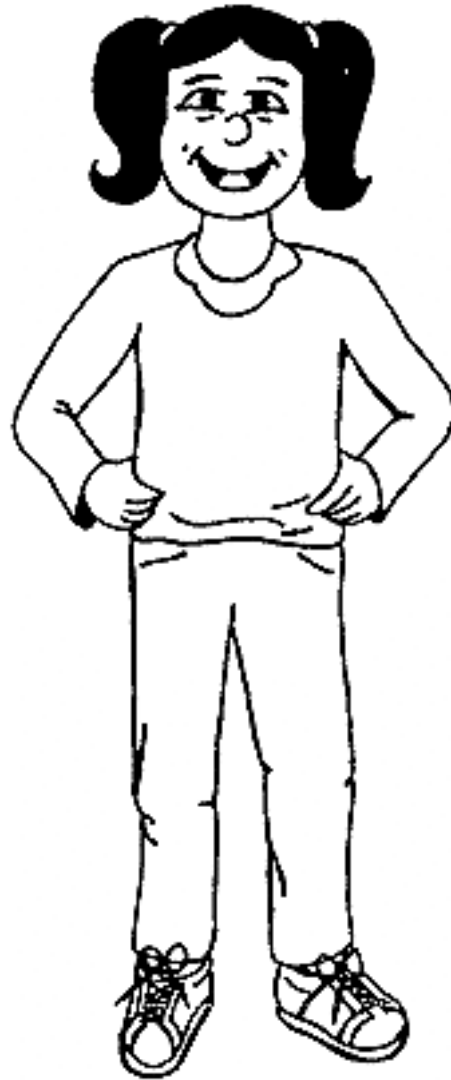
FLANNELGRAPH PICTURES THE TERRIBLE MISTAKE



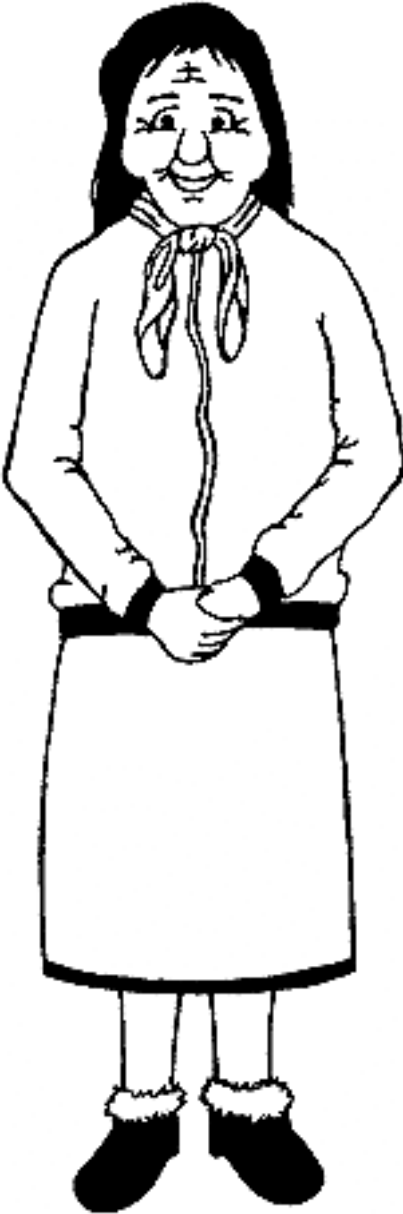
FLANNELGRAPH PICTURES THE TERRIBLE MISTAKE



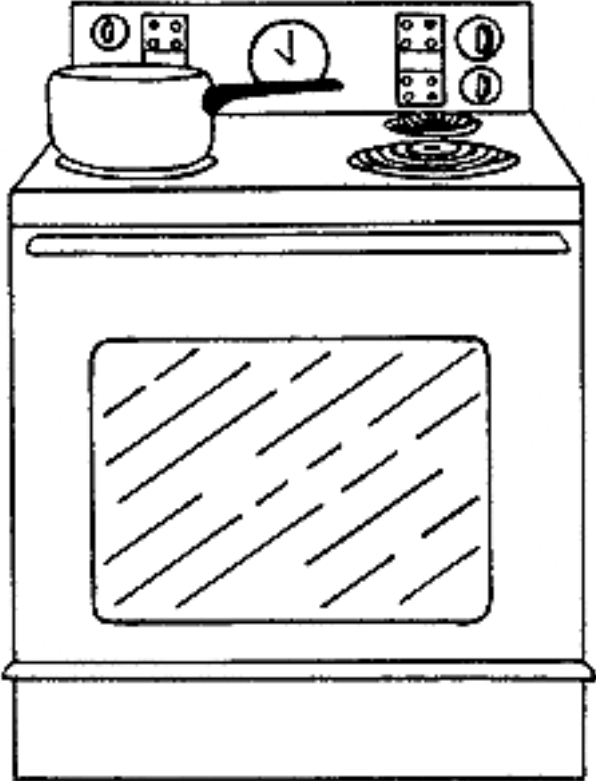
FLANNELGRAPH PICTURES THE TERRIBLE MISTAKE



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STORY: THE TERRIBLE MISTAKE

It was a very cold winter day. Tommy ran home from school with his sister. Her name was Sara. Tommy's class had made soup at school today. He told Sara about it.

"We made caribou soup today, and then we ate it for lunch. It was very good soup, Sara."

Tommy ran into the house to tell his mother, but she wasn't there. He found a note from her. Sara read it. "I am at the nursing station with the baby. I will be home soon. If you are hungry, there are apples in the fridge."

"I know," said Tommy, "let's make soup for supper tonight. Grandad shot a caribou last week. We can use that."

Sara wasn't happy. She was older than Tommy. She knew that you had to be careful near the stove.

"Tommy, I don't want to make soup. The stove is hot. We could burn ourselves."

"But, Sara, you often help Mommy and Grandma to make bannock. You're good at cooking."

"All right," said Sara, "but we have to be very careful."

They looked for the big pot Mommy made soup in. They put water in it, then they cut up the meat and put it in the pot. They got some carrots and onions. They cut them up. They put the carrots and onions in the big pot. Then they got the bag of rice out of the cupboard. They put a cup of rice in the pot.

"Mmm!" said Tommy, "This will be good soup. Mommy will be very happy when she comes home!"

The door opened and Grandma came in.

"Grandma, Grandma!" Tommy shouted. "We're making caribou soup for supper tonight. I made caribou soup at school today. It was very good soup!"

"Well, that's nice, Tommy. But be careful you don't burn yourself on the stove," said Grandma.

"Sara can cook, Grandma," said Tommy. "She is very careful."

cont'd

"Yes, she is," said Grandma. "Can I taste your soup?"

"Oh, yes," said Tommy. He ran to get a spoon.

Grandma tasted it. She made a funny face.

"You forgot to put salt in it!" she said. "You must put some salt in. Then it will be good soup. I am going to the store now."

Grandma went outside. Tommy took the big jar of salt out of the cupboard. He put some salt into the big pot.

Mother came home from the nursing station. She looked at the pot on the stove. "What are you cooking? It smells very good!" she said.

She got some bowls from the cupboard. She put some soup in them. Tommy took a spoonful. He spat it out as fast as he could and made a funny face.

"Oh, yuk! The soup tastes terrible!" he said.

"What's wrong with it?" asked Mother.

"It tastes sweet!" said Tommy.

Mother took a spoonful and tasted it too.

"It has sugar instead of salt in it! You put the wrong one into the soup."

She looked in the cupboard. There were two jars on the shelf. They LOOKED the same, but one said "SALT" and one said "SUGAR".

"The two jars look the same. The sugar and the salt look the same. You forgot to read what it said on the label! Sara can read. Tommy, you should have asked Sara what the labels said. You must be very careful. If you don't know what is in a jar or box, ask someone."

"Oh, what a terrible mistake!" said Tommy. "The soup is no good! We'll have to throw away all the soup!"

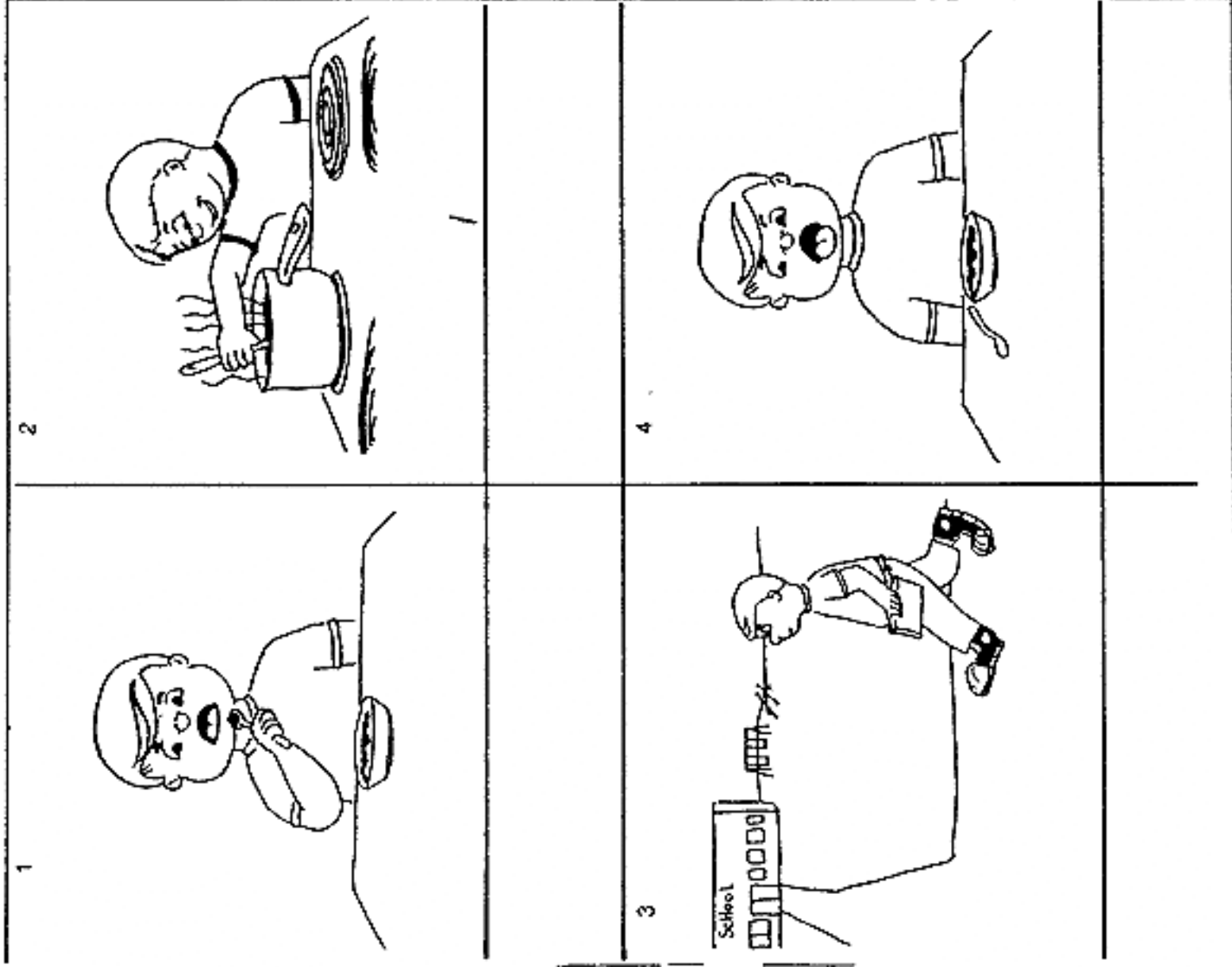
"It WAS a terrible mistake, Tommy. It is very easy to make mistakes like this. You have to be careful that you don't mix up things which look the same! This was only salt and sugar, but if you mix up something like candy and pills, you will get very sick!"

The door opened and Grandma came in again.

"I brought some stew. I made it this morning. I know Tommy and Sara made soup for supper. The stew will be good for tomorrow."

"Thank you, Grandma," said Tommy. "I made a terrible mistake. I mixed up the sugar and the salt. The soup tasted terrible! Now we can have stew for supper tonight!"

WORKSHEET: "THE TERRIBLE MISTAKE"



WORKSHEET: "THE TERRIBLE MISTAKE"

Tommy is going to school.	Tommy is making soup.
Tommy is eating soup.	The soup is terrible.