

GRADE TWO

SAFETY AND FIRST AID

SAFETY AND FIRST AID**GRADE: 2****LESSON: 1****THEME: BURN PREVENTION**

CONCEPT: INJURIES FROM ELECTRICITY CAN BE PREVENTED BY FOLLOWING SAFETY RULES

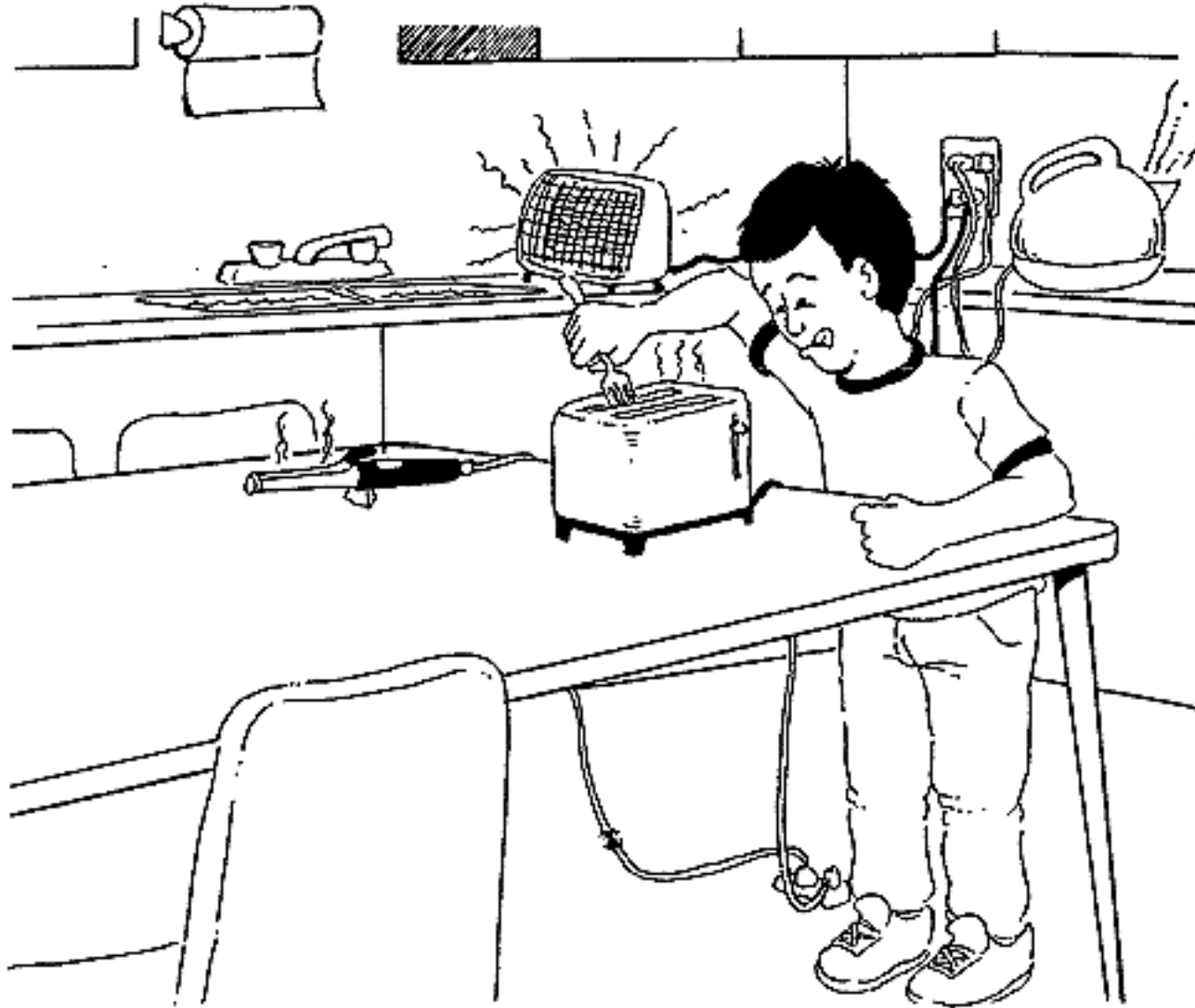
PREPARATION: 1. Pictures cut from catalogues showing things which use, or are sources of electricity, as well as things which do not use electricity
2. Large and small lightning bolts cut from construction paper and several rolls of Scotch or masking tape
3. Rubber bands, aluminum pie plate and plastic garbage bag for Student Activity 4
4. Prepare a class set of Where Are The Dangers? (Activity Sheet SFA 12)
5. Prepare a class set of Hot Chocolate and Toast (Activity Sheets SFA 13A and 13B)

VOCABULARY: electricity, shock, frayed, socket, outlet, electrical appliances, lightning bolt, overloading, blow a fuse

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) give examples of electrical appliances and sources of electricity	Students: 1. Identify some electrical appliances and sources of electricity	Background Information Page SFA 50 Cut pictures from catalogues of things which do not use electricity and things which use, or are sources of, electricity. Give each student a lightning bolt cut from either yellow or orange construction paper. After ensuring that students understand the significance of the lightning bolt - i.e., that lightning is a flash of light caused by natural electricity in the sky - show each picture. If the picture being shown either uses or is a source of electricity, students hold up the lightning bolt. If not students keep the lightning bolt down. Pictures showing electricity could include: Electric kettle electric heater stove washer T.V. toaster hot plate dryer frying pan lamp refrigerator radio video machine curling iron hairdryer mixer sockets outlets batteries power lines projector switches light bulb

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
ii) describe risky behaviours around electricity	<ol style="list-style-type: none"> 2. Find electrical sources and electrical appliances at school. 3. Experience a minor electrical shock. 4. Observe a demonstration of a minor electrical shock. 5. Explain why they have to be careful around sources of electricity and electrical appliances. 	<p>Divide students into small groups and assign each group to a specific area of the school. Give students several small lightning bolts made from construction paper and have them stick their lightning bolts beside the electrical sources or appliances in their area of the school.</p> <p>Ensure students do not do this without adult supervision.</p> <p>Have students shuffle their feet on a nylon or wool rug and then touch a metal object or a partner.</p> <p>The following demonstration will produce a bigger shock than did Student Activity 3. Teachers might want to demonstrate and then ask if there are any volunteers to receive the shock.</p> <p>Stretch rubber bands across an aluminum pie pan. Lay a garbage bag flat on a table and rub it several times with a wool scarf or glove. With one hand lift the pan by the rubber bands and try not to touch the pie pan with your fingers. Pick up the bag with your fingers on a corner and bring the pan and bag together. Take the pan away from the bag and bring the pan up to your nose.</p> <p>The two preceding activities produced minor shocks, but electrical sources or appliances can cause bad shocks, burns, and even death.</p>

WHERE ARE THE DANGERS?



OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>iii) identify safety rules around electricity</p>	<p>8. Listen to Hot Chocolate and Toast Story</p> <p>9. State safety rules around electricity.</p> <p>10. Learn the song It's The Safest Thing To Do.</p>	<p>Refer to Activity Sheets SFA 13A and 13B.</p> <p>After listening to the story have students cut out the pictures and put them in order. Have students identify the risky behaviours. Change the story to make it safe.</p> <p>These may include:</p> <ul style="list-style-type: none"> - Check with an adult before using electrical appliances. - Never leave an electrical appliance plugged in or turned on when it's not being used. - Always disconnect plugs from the socket by pulling the plug not the cord. - Always unplug an electrical appliance before cleaning it. - Never use electrical appliances when hands are wet. <p>Refer to Activity Sheet SFA 14.</p> <p>Add additional verses of your own.</p>

HOT CHOCOLATE AND TOAST

Mary and Sam decided to make hot chocolate and toast after school. Mary got the hot chocolate mix and mugs out, then plugged in the old kettle with the frayed cord. Sam put some bread in the toaster.

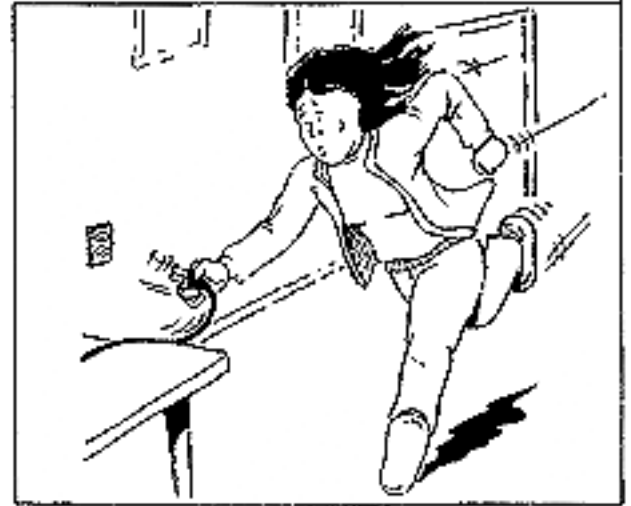
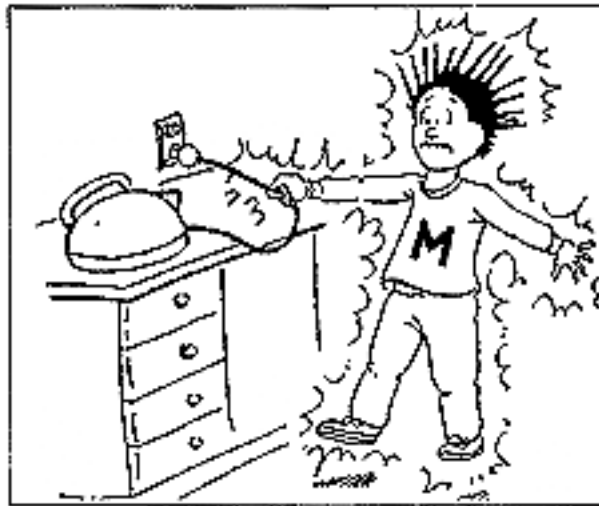
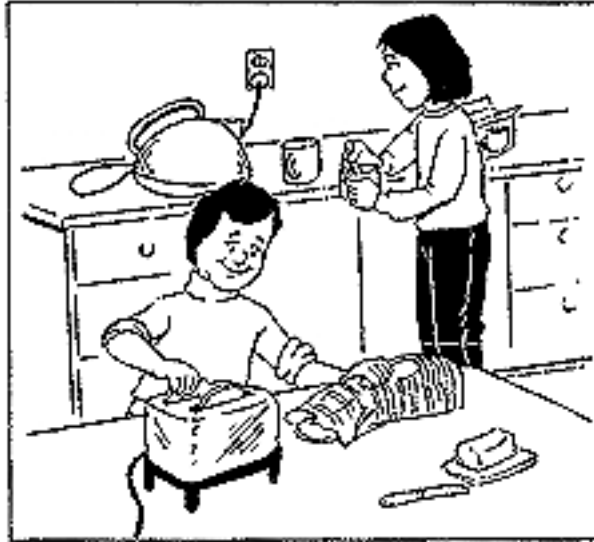
"Eyeeee!" Mary screamed as something painful zapped through her body. She finally dropped the kettle plug and yelled at Sam to help her.

Sam couldn't come because he was having problems with the toaster. The bread was stuck and starting to burn. Sam picked up the knife and started to poke the toast loose with the knife. All of a sudden Sam's body started to jerk around doing a funny little dance.

Just then Mum ran into the kitchen. She saw what was happening and quickly pulled the plug on the toaster. Sam stopped jerking and crumpled to the floor.

Both Sam and Mary were crying and scared because they didn't know what happened to them. Mum was mad at Sam because he didn't follow the safety rules she had tried to teach them. She also knew that she should have bought a new cord for the kettle.

HOT CHOCOLATE AND TOAST



IT'S THE SAFEST THING TO DO

An electric shock hurts a lot
An electric shock hurts a lot
An electric shock hurts a lot
Be safe, here's what to do.

Pull on the plug and not the cord
Pull on the plug and not the cord
Pull on the plug and not the cord
It's the safest thing to do.

Make sure that your hands are dry
Make sure that your hands are dry
Make sure that your hands are dry
It's the safest thing to do.

If you're not sure, then ask your mum
If you're not sure, then ask your mum
If you're not sure, then ask your mum
It's the safest thing to do.

(Tune: He's Got The Whole World)

- Helen Balanoff

SAFETY AND FIRST AID**GRADE: 2****LESSON: 2****THEME: BICYCLE SAFETY**

CONCEPT: BICYCLE SAFETY INVOLVES OBEYING TRAFFIC LAWS AND BICYCLE RULES

- PREPARATION:**
1. Arrange for student volunteers from a senior class to assist with Student Activity 5
 2. Prior to class invite a police officer to discuss bicycle safety rules
 3. Prepare a class set of Bicycle Safety Quiz (Activity Sheet SFA 15A - Teacher Answer Guide SFA 15B)
-

VOCABULARY: law, rules of the road, yield, intersection, signal, right hand side, single file, crosswalk







OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) identify traffic signs and symbols important to cyclists	Students: 1. Describe signs and symbols that are important to a bicycle rider in the community. 2. Discuss laws that a bicycle rider must obey.	Background Information Page SFA 51 Take students for a walk to identify various traffic signs in the community, and the meaning of each. Explain that people driving bicycles, snowmobiles, cars or trucks all have to follow the same rules of the road (laws). Ask students to identify some rules using the sentence pattern. Bicycle riders have to _____

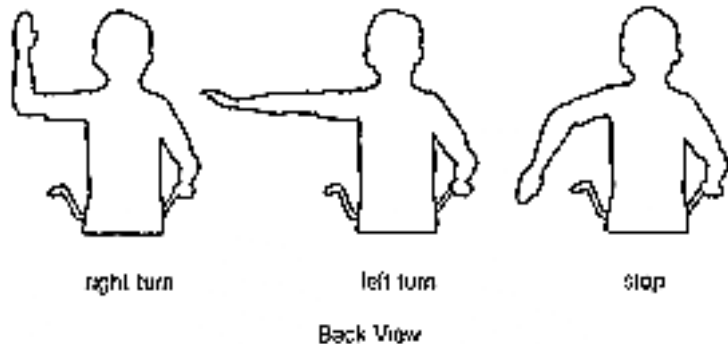
OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

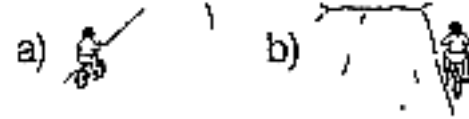
Record responses on an experience chart as shown

- stay on the right hand side of the road 
- stop at all stop signs  and red lights 
- slow down and stop if necessary at all yield signs 
- use signals if they are going to turn or stop 
- yield to people on foot 
- slow down at intersections with no signs 
- ride on the road, not the sidewalk 
- have a headlight on after dark 

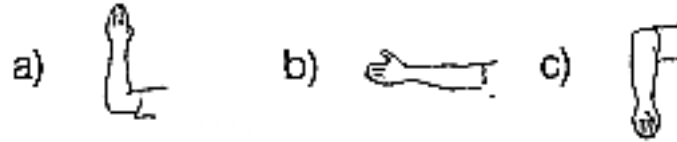
OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>ii) demonstrate correct hand signals for cyclists</p>	<p>3. Observe a demonstration of the three bikers' hand signals.</p> <p>4. Play Bikers' Simon Says.</p> <p>5. Practise bikers' hand signals while riding their bicycles.</p>	<p>Demonstrate hand signals with back to class.</p>  <p>Always use the left hand.</p> <p>Play Simon Says using the three bikers' hand signals.</p> <p>e.g., Simon says stop. Students must show slow/stop signal.</p> <p>Ask a senior grade teacher for student vounteers to help with this activity.</p> <p>Set up a bicycle course m the playground or around the school. Students follow the course using correct hand signals at stop signs, yield signs, and when turning.</p>
<p>iii) identify bicycle safety rules</p>	<p>6. Discuss bicycle safety rules with a police officer.</p> <p>7. Complete Bicycle Safety Quiz Discuss.</p>	<p>Prior to class invite a police officer to discuss bicycle safety rules.</p> <p>Refer to Activity Sheet SFA 15A and Teacher Answer Guide SFA 15B.</p> <p>Read each question while students discuss and provide answer.</p>

BIKE SAFETY QUIZ

1) What side of the road do you ride your bike on?



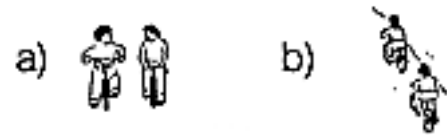
2) To turn right the hand signal looks like:



3) The law considers a bike to be the same as a



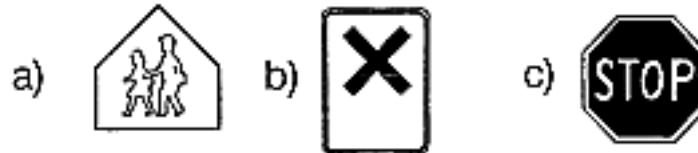
4) If you are riding with your friends you always ride



5) This sign means playground.



6) This sign means crosswalk.



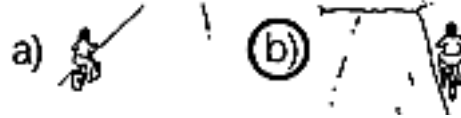
7) Never leave your bike



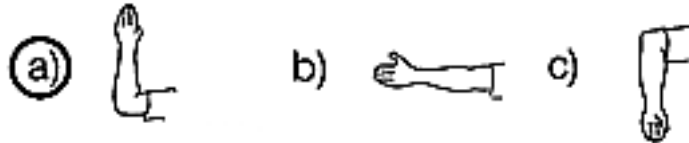
BIKE SAFETY QUIZ

(Teacher Answer Guide)

1) What side of the road do you ride your bike on?



2) To turn right the hand signal looks like:



3) The law considers a bike to be the same as a



4) If you are riding with your friends you always ride



5) This sign means playground.



6) This sign means crosswalk.



7) Never leave your bike










SAFETY AND FIRST AID**GRADE: 2****LESSON: 3****THEME: OUTDOOR SAFETY**

CONCEPT: FROSTBITE CAN BE PREVENTED BY APPLYING SAFETY RULES AND MINIMIZED BY FIRST AID

- PREPARATION:**
1. Prepare a class set of Dressing For Very Cold Days (Activity Sheets SFA 16A, 16B and 16C)
-
2. Bristol board
-
3. Samples of cold weather clothing
-
4. Pocket chart and sentence strips
-

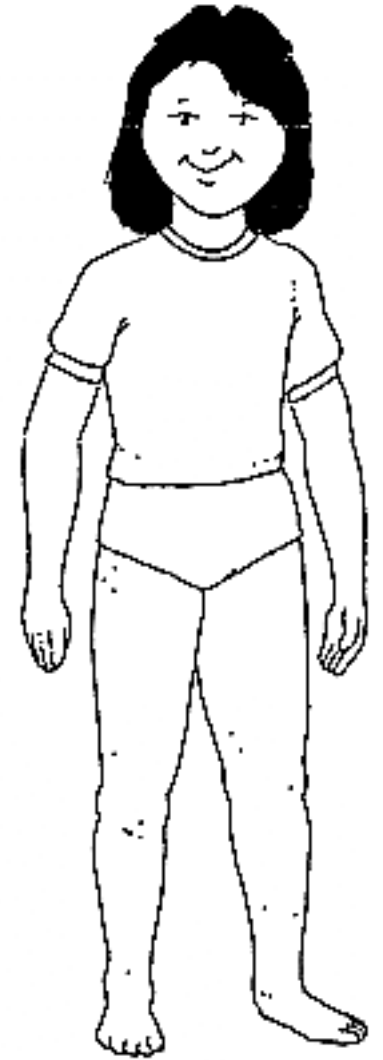
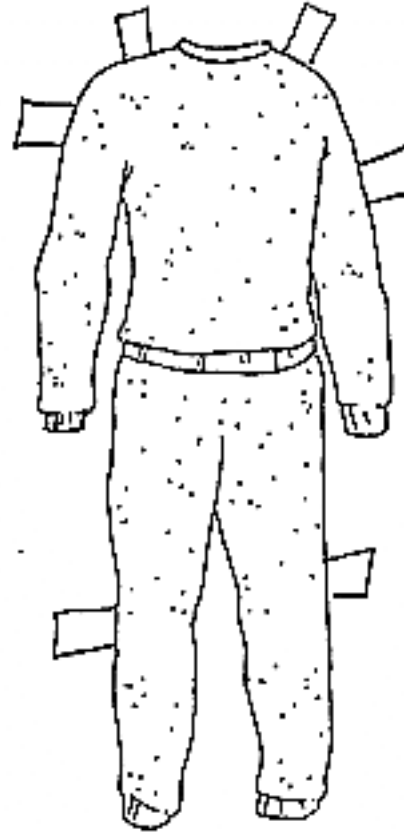
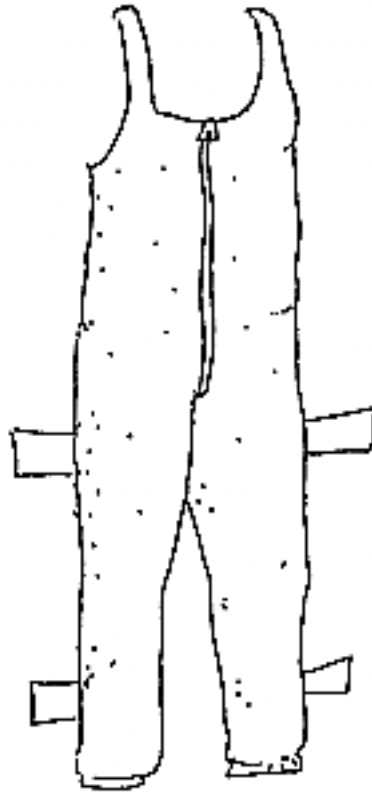
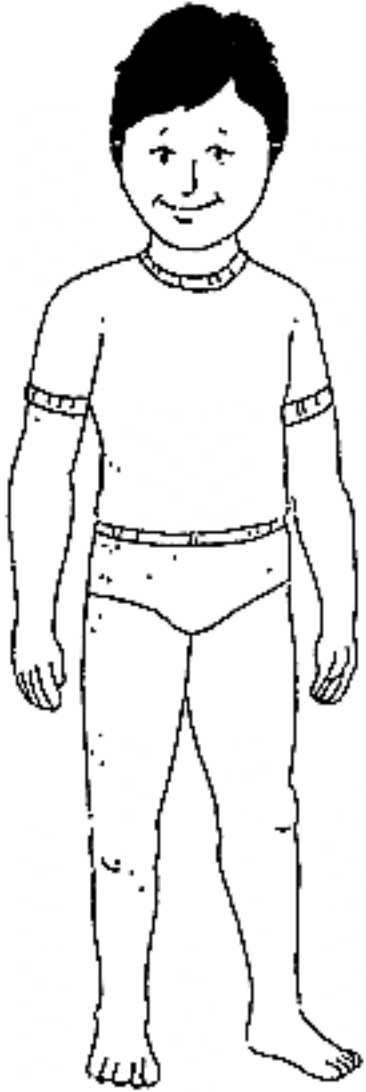
VOCABULARY: frostbite, thaw

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) describe signs and symptoms of frostbite	Students: 1. Define the term frostbite. 2. Describe how frostbite looks and feels. 3. Name body parts usually affected by frostbite.	Background Information Page SFA 52 Ask students if they would go outside without a hat and mitts if it were very cold and very windy. This should generate the response that they would not because they would freeze their ears, nose, fingers, etc. Explain that this freezing is called frostbite. Many students will have had or seen frostbite. Ask them to describe it using the sentence pattern: When you have frostbite _____ - your skin looks white. - your skin is hard when you touch it. - you lose feeling at that spot. Body parts usually affected are ears, nose, cheeks, fingers and toes.

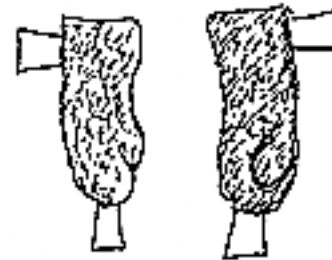
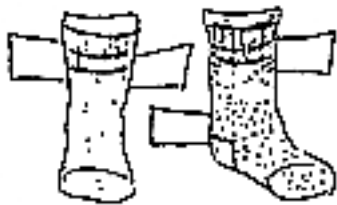
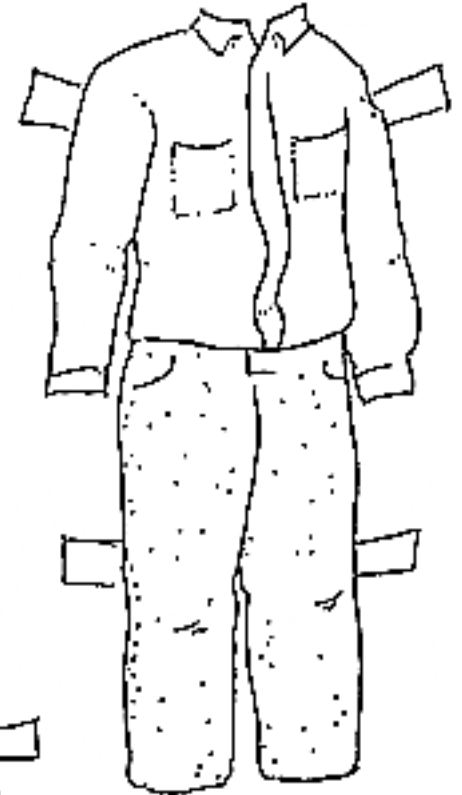
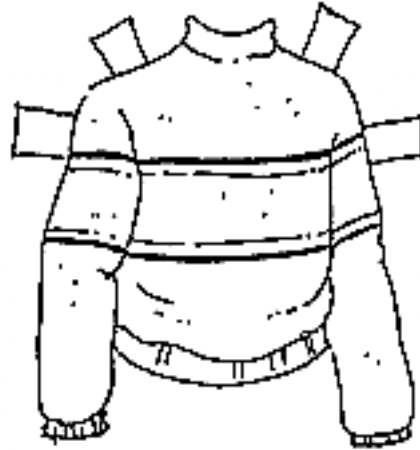
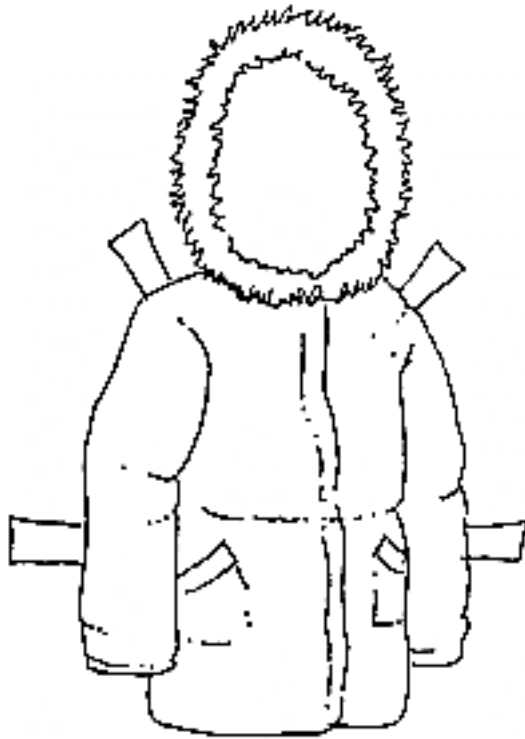
OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES	
ii) identify safety rules that prevent frostbite	4. Discuss safety rules that prevent frostbite.	Use props and pictures to stimulate student responses. Record using a pocket chart as shown. In cold weather	
			wear a hat, mitts and scarf
			wear boots, not runners
			wear lots of layers of clothing
			play with a buddy. Check each other's faces
			ask an adult if it's warm enough to play outside
			take extra clothes if you drive out of town
			tight clothes are not warm.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
<p>iii) describe first aid for frostbite</p>	<p>5. Dress a paper doll to prevent frostbite.</p> <p>6. Demonstrate first aid for frostbite.</p> <p>7. Make a bulletin board display of cold weather clothing.</p>	<p>Refer to Activity Sheets SFA 16A, 16B and 16C.</p> <p>Have students make a doll by gluing one of the doll illustrations onto light weight cardboard, or bristol board, and then cutting out the doll. Then have students pretend they are the mother or father, cut out the clothes and dress the doll to prevent frostbite.</p> <p>Colour if desired. Use as part of the bulletin board display in Student Activity 7.</p> <p>First aid for superficial frostbite is very simple.</p> <p>DO use body heat to thaw the frostbite. DO go to a warm place or put on extra clothes. DO NOT rub snow on frostbitten skin.</p> <p>Have students work with a partner to practise first aid on simulated frostbite.</p> <p>Fingers - Put hands under armpits Ears, Nose, Cheeks, Feet - Put hand on frostbite (skin to skin contact)</p> <p>Have extra mitts, scarves, hats and socks available so that students can add extra clothing, or move the victim to a warm place, after they have thawed the frostbite.</p> <p>Include hat, mitts, scarves, wool socks, neck warmer, long underwear, boots, kamiks, mukluks, wind pants, parka.</p> <p>Also display paper dolls from Student Activity 5.</p>

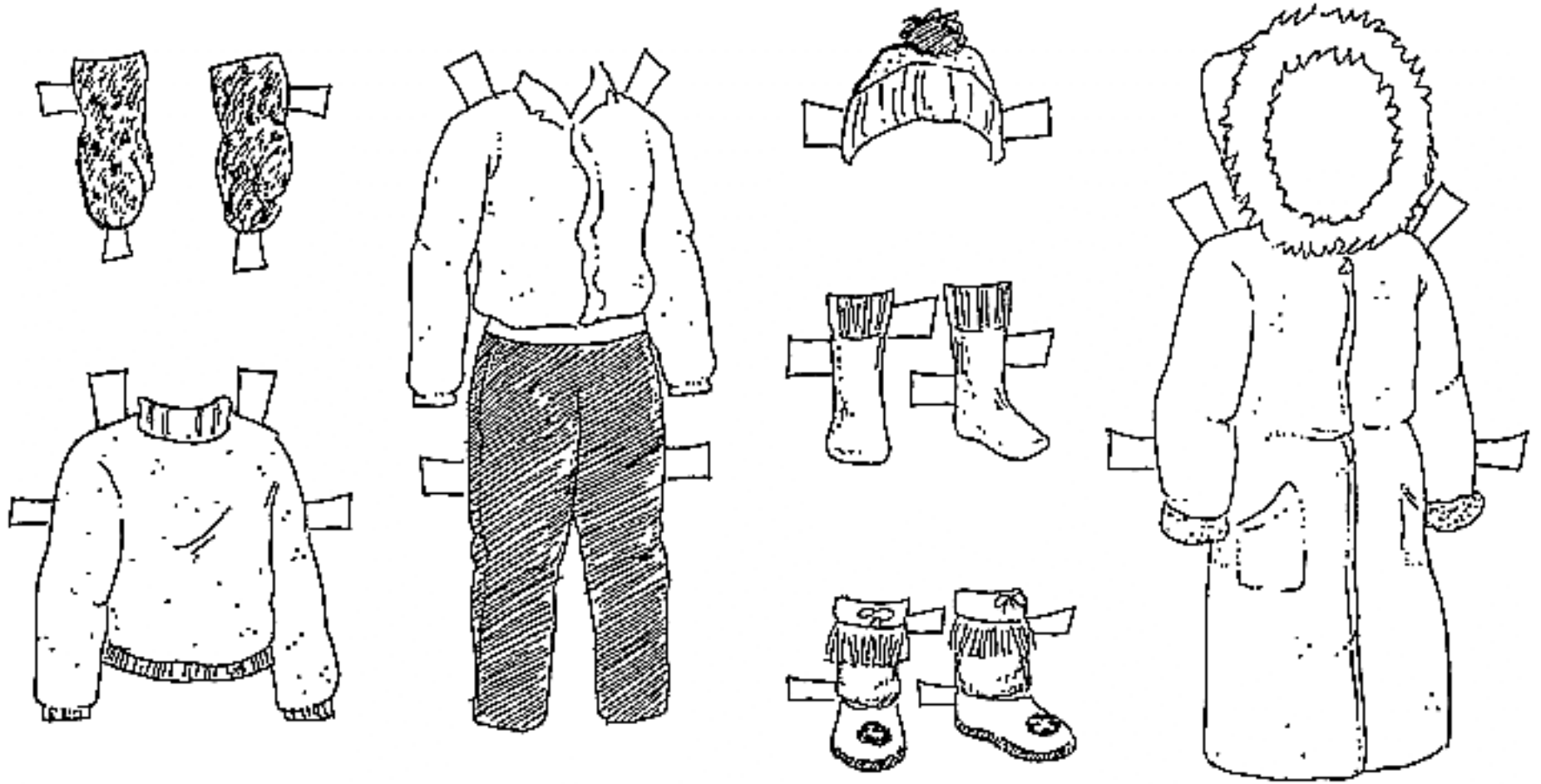
DRESSING FOR VERY COLD DAYS



DRESSING FOR VERY COLD DAYS (cont'd)



DRESSING FOR VERY COLD DAYS (cont'd)



SAFETY AND FIRST AID**GRADE: 2****LESSON: 4****THEME: FIREARM SAFETY**

CONCEPT: ACCIDENTS AROUND FIREARMS CAN BE PREVENTED BY FOLLOWING THE FIREARM SAFETY RULES

- PREPARATION:**
1. Materials for big books
 2. Pocket chart
 3. Prepare overhead transparencies of What's The Problem (Activity Sheets SFA 17A, 17B, 17C)
 4. Prepare a class set of 'Treat Every Gun ' (Activity Sheet SFA 18)
-

VOCABULARY: gun, ammunition, store, treat every gun as if it were loaded

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to:	Students:	<p>Background Information Page -</p> <p>Many of the activities in this lesson have been taken from the Firearm Awareness Program, developed by the Department of Renewable Resources for students in kindergarten to Grade 6. The complete program, consisting of five lessons, is available to be taught by, or with the assistance of, NWT Wildlife Officers. Contact the nearest Renewable Resource office for further information.</p> <p>At this grade level the word "gun" is used rather than firearm simply because it is simpler and the term that students are most likely to understand.</p>

OBJECTIVES







STUDENT ACTIVITIES

TEACHER NOTES

i) identify uses of firearms

1. Name people they know who use guns and tell what they use them for.

Record student responses using an experience chart as shown:

<i>People Who May Use Guns</i>	<i>Why They Use Guns</i>	
My father	- to hunt seals	
My uncle	- to hunt bears	
My grandfather	- to hunt caribou	
My mother	- to keep bears away from our camp	
My brother	- in snowshoe biathlon	
R.C.M.P.	- to protect people	
Army	- to protect Canada	
Tourists	- to hunt	

2. Make a big book illustrating people who use guns.

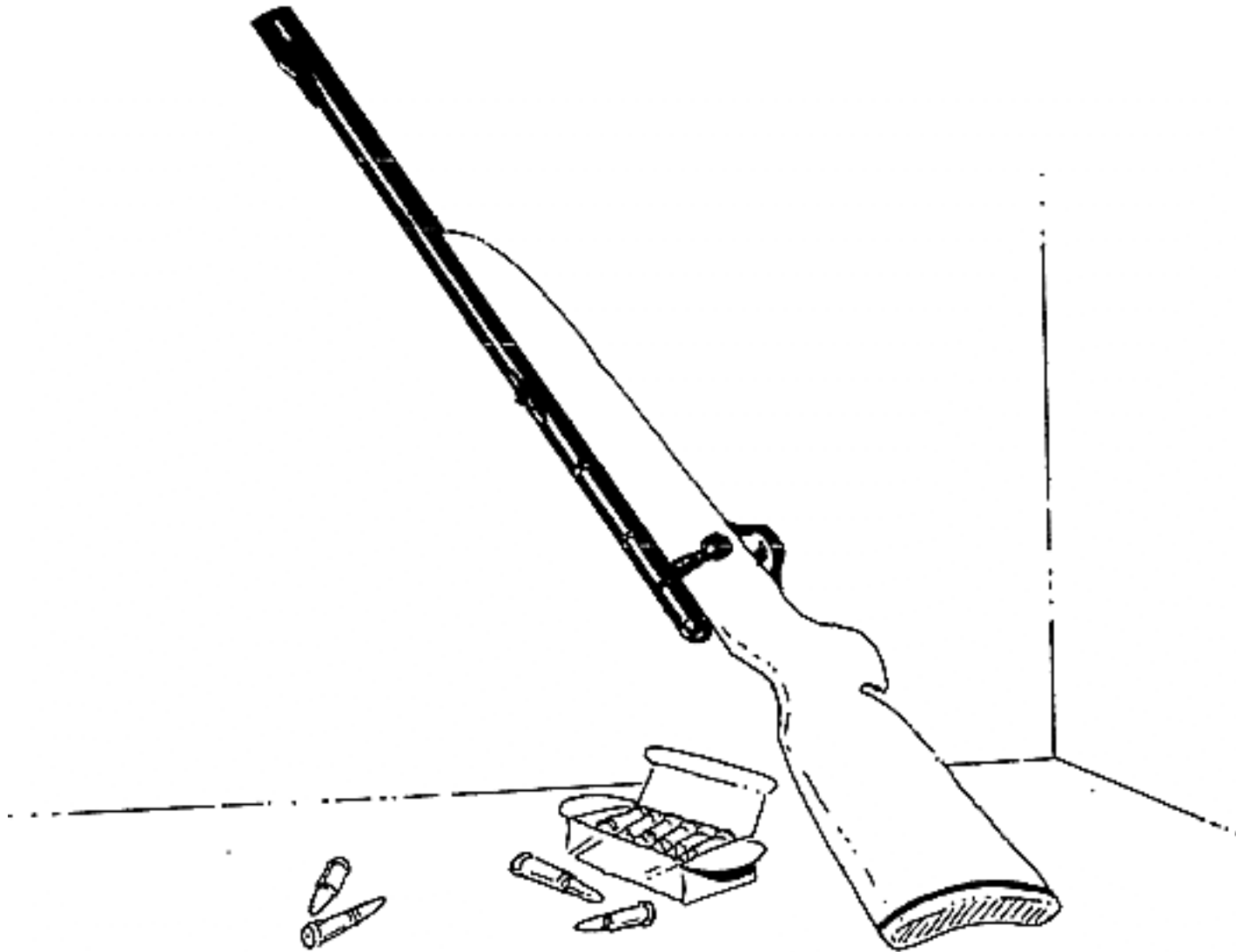
Have each student prepare one page for the book illustrating one of the ideas from the experience chart in Student Activity 1, and write a sentence below the illustration.

e g , My father uses a gun to shoot seals
 My mother uses a gun to keep bears away from our camp

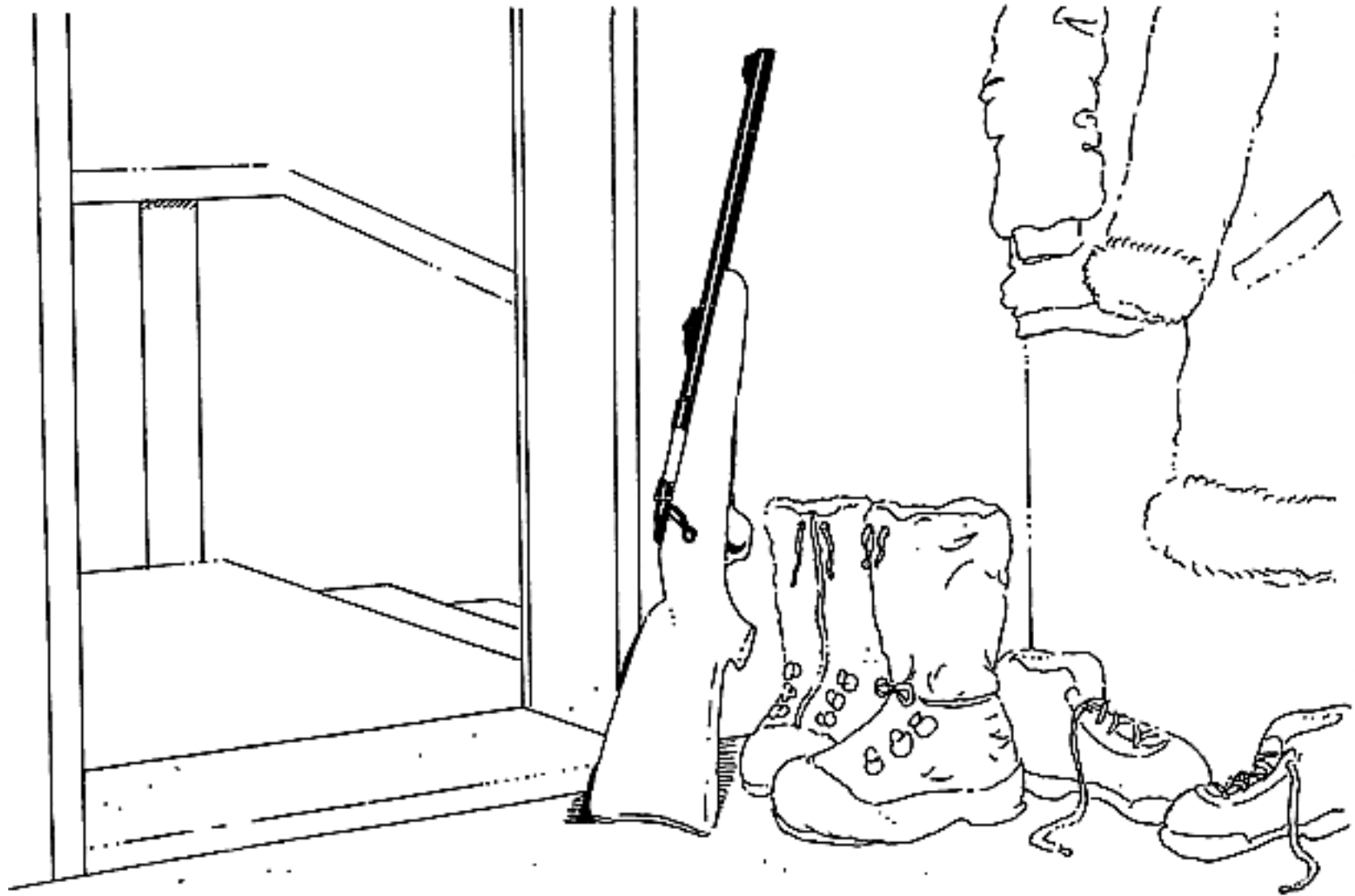
OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES								
ii) explain that mishandling a gun may cause injury or death iii) describe proper handling and storage of guns	3. Describe gun accidents that they know of. 4. Identify rules related to proper handling and storage of guns.	Ask students if they know anyone who has been hurt or killed with a gun Elicit details and discuss It is important for students of this age to understand that <ul style="list-style-type: none"> - nearly half of gun accidents involve children (under the age of 16), - accidents happen very quickly. Ask students to identify safe handling and storage of guns Record student responses using a pocket chart as shown.								
		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: left;">Always (✓)</th> <th style="width: 50%; text-align: left;">Never(X)</th> </tr> </thead> <tbody> <tr> <td>- tell an adult if you see a gun lying around</td> <td>- touch or play with a gun if you are a child</td> </tr> <tr> <td>- treat every gun as if it's loaded</td> <td>- point a gun at something you don't want to shoot</td> </tr> <tr> <td>- store guns and ammunition separately</td> <td>- run, climb or jump with a loaded gun</td> </tr> <tr> <td>- store guns out of reach of children</td> <td></td> </tr> </tbody> </table> <p>Responses should include</p> <ul style="list-style-type: none"> - young children should not touch guns - older children may touch guns in certain situations, but only with adult supervision - knowing the rules for proper handling and storage of guns - always standing behind and away from the person with the gun - treating every gun as if it was loaded 	Always (✓)	Never(X)	- tell an adult if you see a gun lying around	- touch or play with a gun if you are a child	- treat every gun as if it's loaded	- point a gun at something you don't want to shoot	- store guns and ammunition separately	- run, climb or jump with a loaded gun
Always (✓)	Never(X)									
- tell an adult if you see a gun lying around	- touch or play with a gun if you are a child									
- treat every gun as if it's loaded	- point a gun at something you don't want to shoot									
- store guns and ammunition separately	- run, climb or jump with a loaded gun									
- store guns out of reach of children										

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
iv) describe preventive behaviours related to gun safety	<p>5. Identify ways any of these accidents could have been prevented.</p> <p>6. Identify the safe behaviours related to gun safety.</p> <p>7. Learn the song "Treat Every Gun...".</p>	<p>Have students brainstorm ways in which the accident(s) might have been prevented.</p> <p>Responses should include.</p> <ul style="list-style-type: none"> - young children should not touch guns. - older children may touch guns in certain situations, but only with adult supervision. - knowing the rules for proper handling and storage of guns. - always standing behind and away from the person with the gun. - treating every gun as if it was loaded. <p>Refer to Activity Sheets SFA 17A, B, C.</p> <p>Using the overhead transparencies, have students identify the unsafe behaviours shown in each.</p> <p>SFA 17A - gun and ammunition stored together.</p> <p>SFA 17B - gun left in doorway where someone could trip over it - gun left within reach of young children</p> <p>SFA 17C - gun left within reach of young children - child touching gun</p> <p>Refer to Activity Sheet SFA 18.</p>

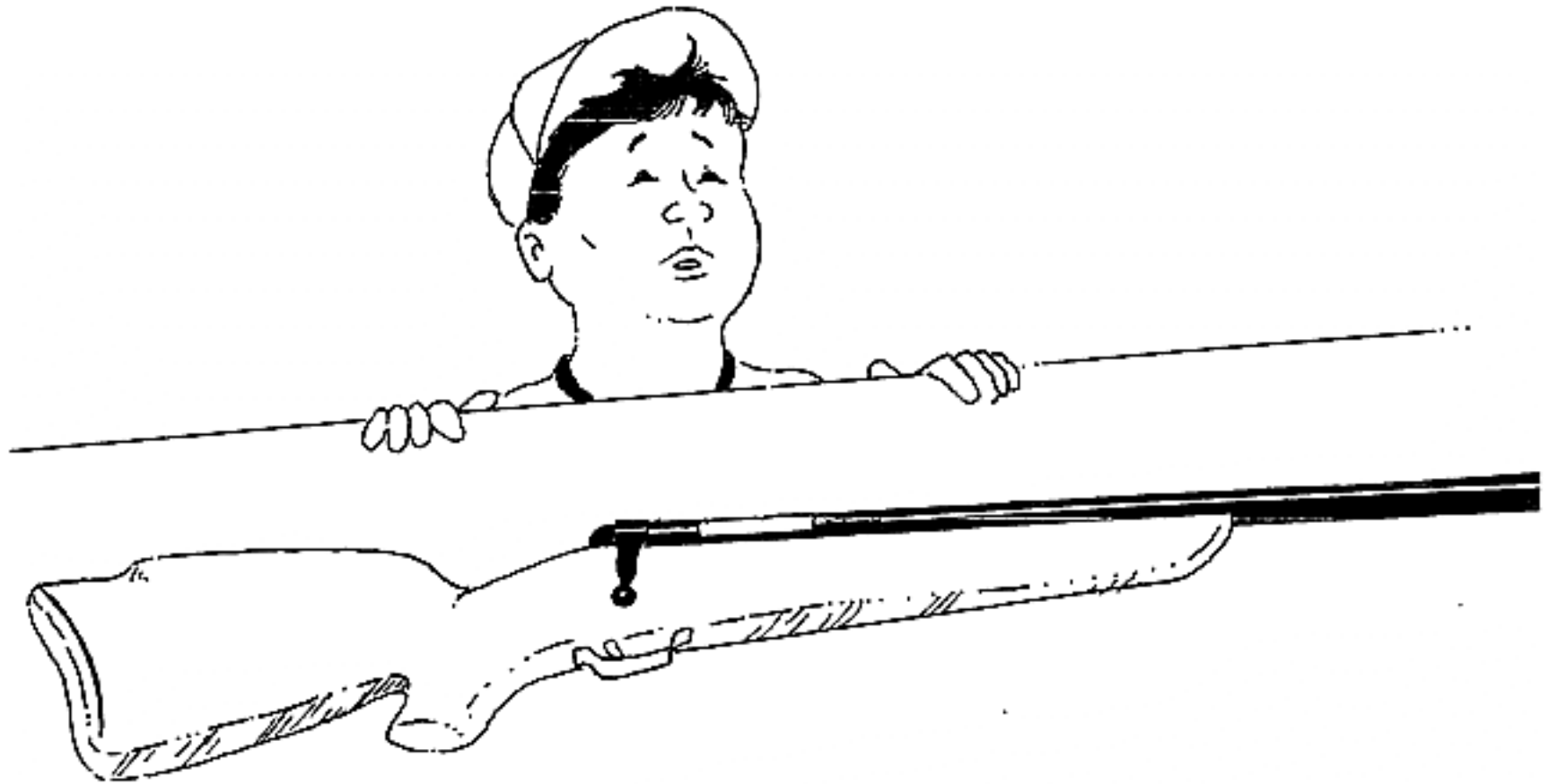
WHAT'S THE PROBLEM?



WHAT'S THE PROBLEM?



WHAT'S THE PROBLEM?



TREAT EVERY GUN

Treat every gun as if it were...

If it were..., if it were...

Treat every gun as if it were

LOADED, LOADED, LOADED.

(Speak, rather than sing the last line, getting progressively louder.)

Guns aren't toys, don't play with them

Don't play with them, don't play with them

Guns are not toys, don't play with them

They'll hurt you if you do.

Treat every gun as if it were...

If it were..., if it were...

Treat every gun as if it were

LOADED, LOADED, LOADED.

(Tune: The Wheels On The Bus)

- Barbara Hall

SAFETY AND FIRST AID**GRADE: 2****LESSON: 5****THEME: FIRST AID**

CONCEPT: MINOR INJURIES CAN BE TREATED BY CHILDREN

PREPARATION:

VOCABULARY: blood clot

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) demonstrate self treatment of a nose bleed	Students: 1. Observe a demonstration to treat a nosebleed	Background Information Page – SFA 54 A fall, puch or blow to the nose may result in a nosebleed. Dry air can also cause nosebleeds. Children should be taught to treat themselves when they have a nosebleed, as the procedure is simple and self treatment reduces the risk of blood borne infections. Teacher demonstrates the following procedure while students observe. <ol style="list-style-type: none">1. Sit down2. Tilt your head slightly forward so that blood does not run down your throat.3. Pinch your nostrils and hold for 8 – 10 minutes. (No “peeking” after a few minutes.)4. Breathe through your mouth.5. Keep calm

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>2. Demonstrate self treatment for a nose bleed.</p>	<ol style="list-style-type: none"> 6. Do not blow your nose for several hours. (This could remove the blood clot and bleeding could start again.) 7. If bleeding does not stop after 10 minutes, tell an adult you trust or get help from a nurse or doctor. 8. Thoroughly wash your hands with hot, soapy water. Dry. <p>Have students follow the steps as demonstrated. Make sure that they check the clock when they start. They will undoubtedly find 10 minutes a long time but should go through the experience to get a realistic idea of how long 10 minutes is when you are sitting, doing nothing.</p> <p>If students have difficulty holding their noses for 10 minutes in a simulation consider reading them a story or showing a short video to pass the time.</p> <p>Encourage them to watch the clock and tell when the time is finished.</p>