

KINDERGARTEN

SAFETY AND FIRST AID

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LESSON: 1

THEME: PERSONAL SAFETY

CONCEPT: IT IS IMPORTANT TO FOLLOW PERSONAL SAFETY RULES

PREPARATION:

1. Enlarge or prepare an overhead transparency of Safe or Unsafe Activity Sheets (Activity Sheets SFA 1 A to 1 D)
2. Pocket chart and sentence strips
3. Pictures of safe/unsafe behaviours

VOCABULARY: safe, unsafe

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) state personal safety rules	Students: 1. Identify safe and unsafe behaviours.	Background Information Page - Ask students to tell about a time when they were hurt. They will recount incidents such as cuts, scrapes, burns, scalds, sprains, poisoning, broken bones, and dental injuries. Then discuss how they hurt themselves to elicit student responses such as: I was playing with matches. My father left a knife on the floor. Someone pushed me on the playground. Refer to Activity Sheets SFA 1A to SFA 1D. Show each overhead transparency, or enlargement, and ask students to point to things where someone might get hurt, as well as to point to things which help stop people from being hurt.

OBJECTIVES

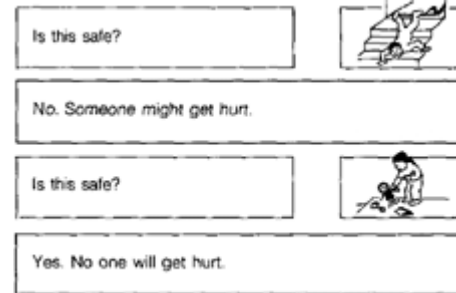
STUDENT ACTIVITIES

TEACHER NOTES

2. Explain safe and unsafe.

Use pictures of safe/unsafe behaviours. Ask students to decide if behaviours are safe or unsafe.

Record responses using a pocket chart and sentence strips.



Students will be able to explain that if a behaviour is safe, it is likely that no one will get hurt. If a behaviour is unsafe, then there is a possibility that someone will get hurt.

OBJECTIVES

STUDENT ACTIVITIES

TEACHER NOTES

3. State general safety rules.

4. Learn a song about safety.

5. Play Safe, Unsafe game.

State safety rules using the sentence patterns:

✓	Always	pick up your toys.	
✓	Always	wear a life jacket in a boat.	
✗	Never	play with matches.	
✗	Never	run with sharp things.	
✓	Always	treat guns as if they were loaded.	

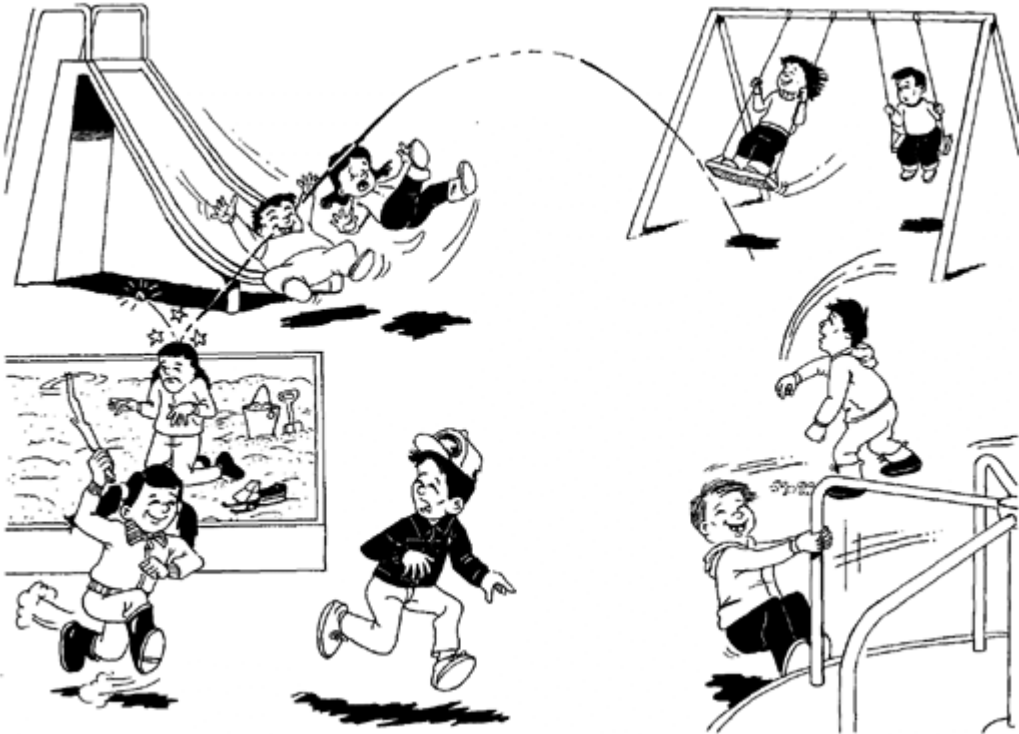
Refer to Activity Sheet SFA 2.

Develop additional verses with students. Use appropriate actions to accompany song.

Make statements in which there is either a safe or an unsafe behaviour,
 e.g., Peter always puts his toys away.
 Mary wasn't wearing a hat in the winter.

If a statement is safe, students stand up; if it is unsafe, students sit down.

SAFE OR UNSAFE?



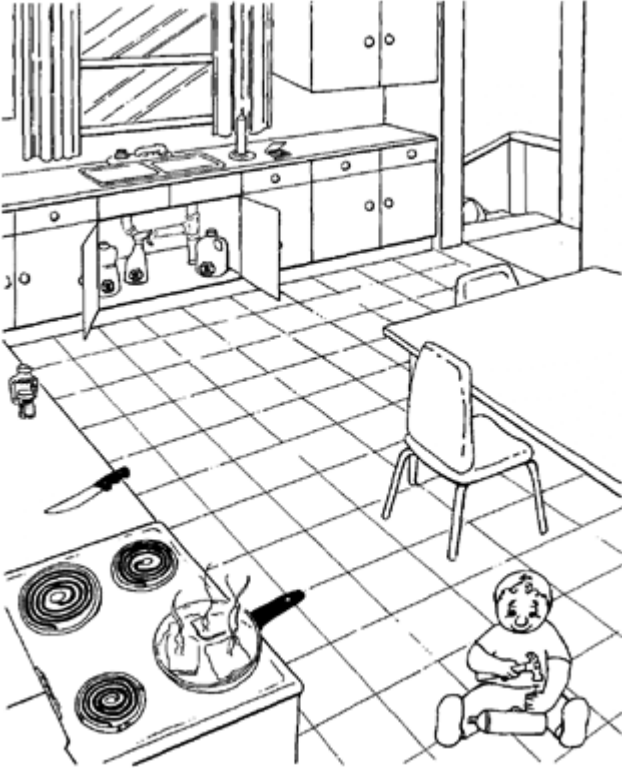
SAFE OR UNSAFE?



SAFE OR UNSAFE?



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.



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LESSON: 2

THEME: PERSONAL SAFETY

CONCEPT: PERSONAL SAFETY INVOLVES KNOWLEDGE OF PERSONAL IDENTITY FACTS AND COMMUNITY HELPERS

PREPARATION: 1. Photographs or pictures of community safety helpers
2. Prior to class invite some community safety helpers that the students have identified

VOCABULARY: trust, safety helper

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) state personal identity facts	Students: 1. State full name, where they live and telephone number.	Background Information Page - Students practise answering the following questions using the sentence patterns: What is your name? My name is _____ Where do you live? _____ I live _____ What is your phone number? _____ My phone number is _____ or I don't have a phone.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
ii) identify community safety helpers	<ol style="list-style-type: none"> 2. Practise stating full name, where they live and telephone number. 3. Name community safety helpers to contact if they need help. 4. Ask questions of community safety helpers. 5. Draw a community safety helper in action. 	<p>Have students sit in a circle and roll a ball to one another. The student who rolls the ball asks one of the questions from Activity 1. The student who has caught the ball responds using the corresponding sentence pattern.</p> <p>Develop a list of local community safety helpers using the sentence pattern:</p> <p>When I need help I can go to _____</p> <p>These may include:</p> <ul style="list-style-type: none"> - parents - relatives/neighbours that they trust - fire fighter - RCMP - nurse - teacher - block parents - etc. <p>A community safety helper can be any adult that the student trusts. Some provide help in specific situations.</p> <p>Invite a number of community safety helpers to class. Let them tell students what they do.</p> <p>Have students ask them questions about how they help people.</p> <p>Have each student draw a community safety helper. Display.</p>



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LESSON: 3

THEME: FIRE SAFETY

CONCEPT: IT IS IMPORTANT TO FOLLOW CORRECT FIRE DRILL PROCEDURES AT SCHOOL

PREPARATION: 1. Prepare a tape recording of the school fire alarm
2. Prepare a class set of Safe Exit and Exit Sign (Activity Sheets SFA 3A and 3B)

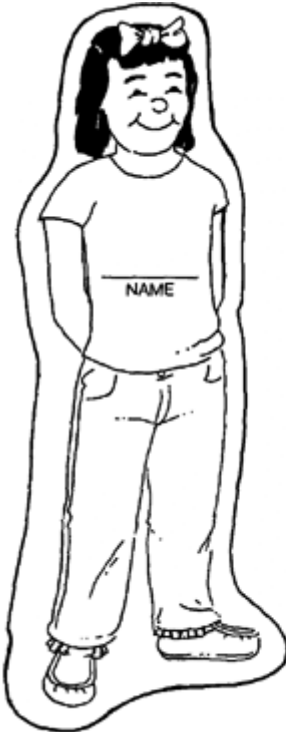
VOCABULARY: fire alarm, exit, leader, safe place

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) state the importance of the fire alarm bell	Students: 1. Listen to a tape of a school fire alarm and identify the sound. 2. Discuss the importance of the fire alarm.	Background Information: Page SFA 43-44 Young students may panic at the sound of the fire alarm. The tape may help them get used to the sound. The alarm indicates a possible fire and warns people to leave the building quickly, even if they don't smell smoke or see a fire.

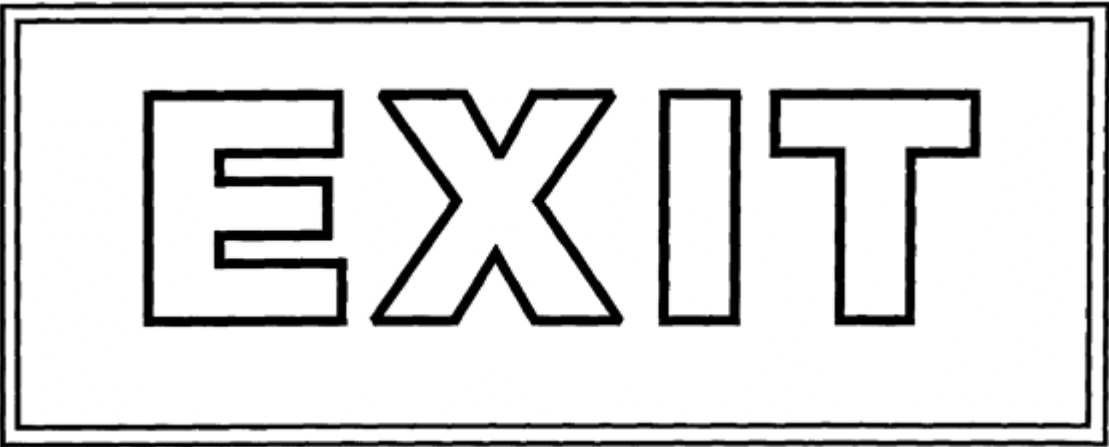
OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>3. Practise the steps to follow in exiting the school when the fire alarm sounds.</p>	<p>Walk students through the following steps. When the fire alarm rings:</p> <ul style="list-style-type: none"> - stop what you are doing - stop talking - listen for the teacher to tell you what to do - walk to the classroom door in an orderly fashion - line up in single file by the door - wait for the teacher to say when to leave - walk quickly and quietly behind the leader to the safe place outside the school the teacher has selected - wait quietly in line at the safe place until further directions are given by the teacher <p>Note: In the event of a building evacuation in extremely cold weather, the Yellowknife fire department recommends:</p> <ul style="list-style-type: none"> a) always wearing shoes in the classroom - no sock feet b) grabbing coats/boots on the way out, assuming coats are in or just outside the classroom c) leaving the building without coats/boots if they are not close by - e.g., if students are in the gym <p>The fire department also recommends that schools which are some distance from other buildings in which to take shelter should:</p> <ul style="list-style-type: none"> a) keep blankets in the gym/shop etc. in the event that a class has to evacuate the building without coats, etc. b) use school buses to shelter students <p>Some schools are equipped with alarm lights for the hearing impaired. If your school has alarm lights discuss their location and importance with students.</p>

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<ol style="list-style-type: none"> 4. Walk through the school and note exit doors. 5. Practise correct fire drill procedures from various locations in school to the selected safe place outside. 6. Complete Safe Exit worksheet. 	<p>Discuss the importance of exit doors, and how to recognize them.</p> <p>School locations to include are: classroom, bathroom, gym and library.</p> <p>Emphasize the importance of walking quickly, quietly, and in single file without fooling around.</p> <p>Refer to Activity Sheets SFA 3A and 3B.</p> <p>Have students colour, cut out and put their name on one of the figures. Post the figures in single file on a bulletin board beside a door marked EXIT.</p> <p>Have students colour and cut out the EXIT sign.</p> <p>They can take their EXIT sign home and put it over an exit door in their own house.</p>

SAFE EXIT



EXIT



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LESSON: 4

THEME: PERSONAL SAFETY

CONCEPT: IT IS IMPORTANT TO FOLLOW SAFETY RULES FOR PEDESTRIANS

- PREPARATION:**
1. Arrange for a By-law or RCMP officer to lead students on a safety walk
 2. Words of the song (Activity Sheet SFA 4)
 3. Prepare a large map of the community
 4. Star stickers
 5. Prepare several sets of Traffic Lights (Activity Sheets SFA 5A to 5E)
 6. Light, dark and reflective clothing, flashlight, and dark room
 7. Reflector Tape
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VOCABULARY: traffic, crosswalk, reflective clothing

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
Students will be able to: i) explain the importance of pedestrian safety	Students: 1. Participate in a safety walk in their community.	Background Information: Page - Arrange for a By-law or RCMP officer to lead the students on a "safety walk" in the community. Depending on the size of the community the officer could illustrate some or all of the following safety rules: - when crossing a street or road be sure to stop, look, listen, then look again - always watch where you are going - never play behind cars, trucks or big machinery - never run onto a road/street without checking for traffic

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>2. State safety rules to follow when walking in their community.</p> <p>3. Learn the Stop, Look, Listen Song.</p> <p>4. Draw their route to school on a community map.</p> <p>5. Identify the meaning of various traffic light symbols.</p>	<ul style="list-style-type: none"> - walk on the sidewalk or the side of the road - cross busy roads at a crosswalk or corner - obey traffic lights - walk facing traffic so that you can see traffic and get out of the way if necessary - wear light or reflective clothing at night <p>Follow-up the safety walk by dividing students into two groups to identify all the safety rules they learned on their walk. Have each student draw a picture to illustrate one of the safety rules. Display.</p> <p>Refer to Activity Sheet SFA 4.</p> <p>Students can learn this song if there are busy streets in the community. Use appropriate actions to accompany the song.</p> <p>Using the large community map have students trace their route to school. Use a different colour for each student.</p> <p>Have students paste stars at places to be careful. If they take a bus, put different coloured stars where the bus is loaded and unloaded.</p> <p>Refer to Activity Sheets SFA 5A to 5E.</p> <p>Before class, paste coloured construction paper (red, green, yellow) on each of the stop light sheets to make a red light, a green light and a yellow light. Show each of the five sheets and discuss what each one means. (This is important for all students to learn, even if there are no traffic lights in the community.)</p>

STOP LOOK LISTEN

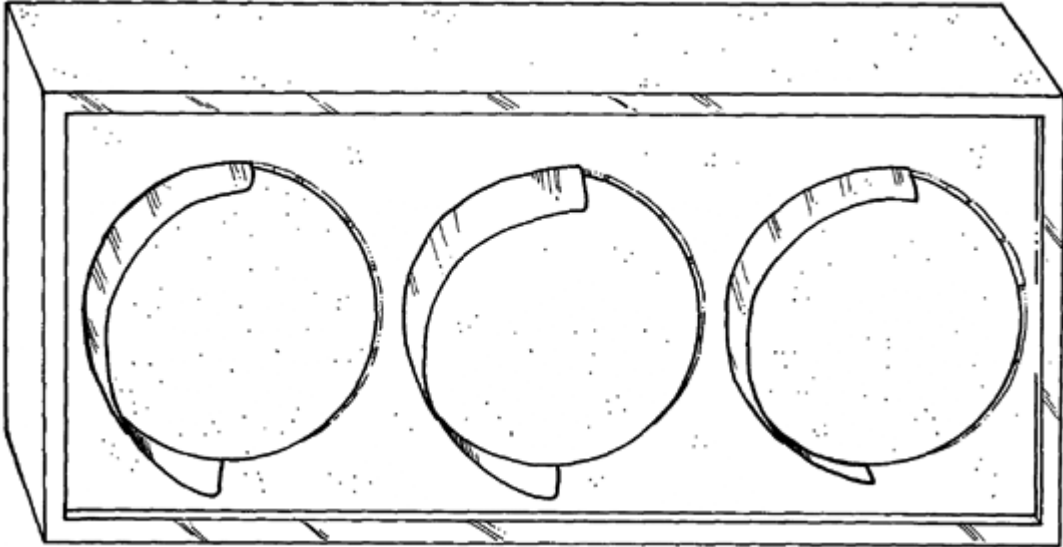
(Tune: Head and Shoulders)

Stop, look, listen, look again, look again.
Stop, look, listen, look again, look again.
Then cross the road with SAFETY on your brain!
Stop, look, listen, look again, look again.

- Barbara Hall

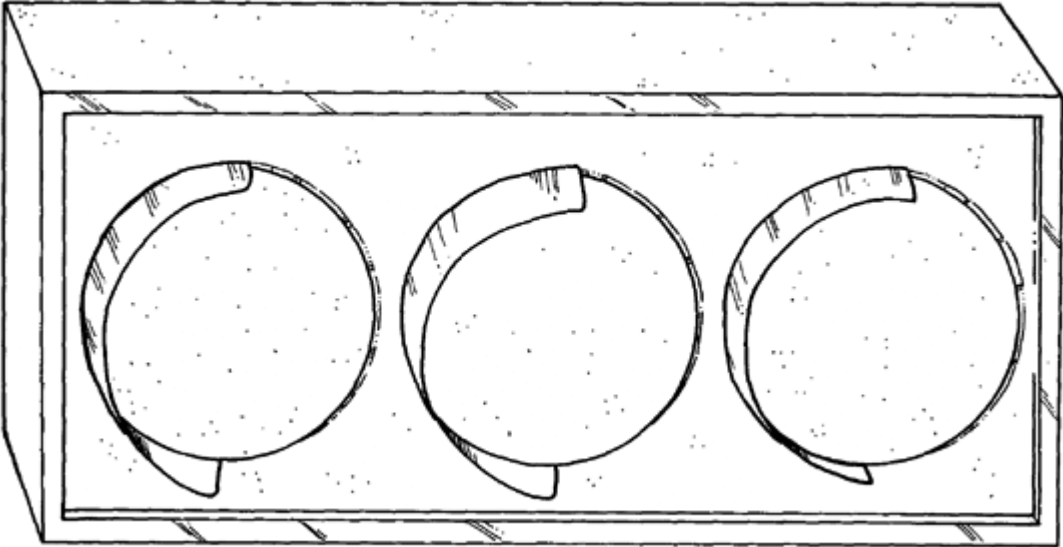
TRAFFIC LIGHTS

(Green)



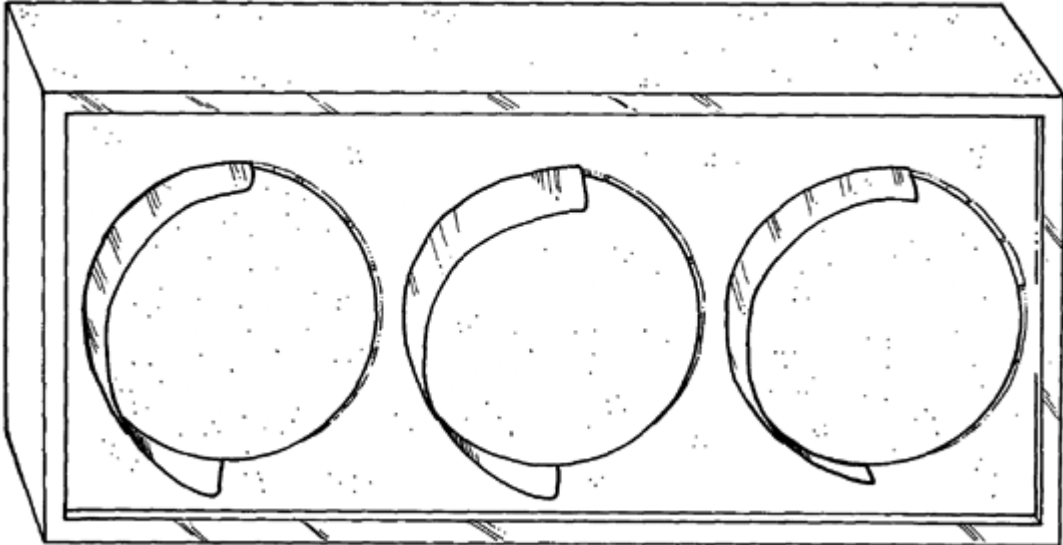
TRAFFIC LIGHTS

(Red)



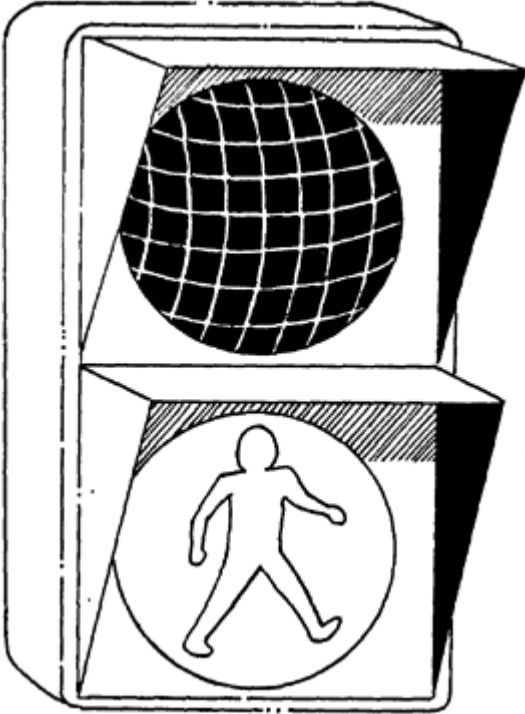
TRAFFIC LIGHTS

(Yellow)



TRAFFIC LIGHTS

(Pedestrian Go)



TRAFFIC LIGHTS

(Pedestrian Stop)

