
Grade 3

TEACHING AND LEARNING CONNECTIONS

Activities included in this section have been developed to meet learning expectations and skill and knowledge development in the following curriculum

- ❖ Health
- ❖ Language
- ❖ Mathematics
- ❖ Science
- ❖ Social Studies
- ❖ The Arts



Preparing students for life and work

Live Safe! Work Smart! Activity guide is designed to help you, the New Brunswick elementary school teacher, meet curriculum expectations while you provide your students with critical health and safety skills and knowledge to live, play and, eventually, work injury-free. Teaching health and safety to students and reinforcing safety in daily routines will make a difference. You will prevent injuries and save lives. Students begin volunteering and some take on some paid work while they are in elementary school. Foundational knowledge of health and safety, as early as Kindergarten, will instill safe behaviours that will carry children through to adulthood and prepare them for safety lessons they will receive in secondary school.

This resource was written and produced by a small team from the Ontario Ministry of Labour and the Workplace Safety and Insurance Board, in cooperation with the Ministry of Education. To help meet specific outcomes within the New Brunswick curriculum, WorkSafeNB has adapted the program.

ACKNOWLEDGMENT

WorkSafeNB wishes to extend a special thanks to the Ministry of Labour of Ontario for allowing us to adapt their Live Safe! Work Smart! Program for use within New Brunswick schools. Without their contribution, this program would not have been possible.

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Introduction

In Grade 3, learning to add simple numbers, understanding the basics of how the world works and growing as socially conscious members of the community are significant achievements. This is not only a time of awakening, but also a critical growth period in which to instill skills, knowledge and values that will carry your students through life.

As a teacher, you have a special opportunity to influence positive behaviours among young students. By teaching them to think about safety in daily activities or when planning a special event at school or home, you are preparing them for life. If they can learn to think through activities to determine if there is a danger to them or others at this early age, and learn to STOP and ASK if they think something is dangerous before acting, they will have a skill that will prevent injuries now and set a pattern for a life of safe behaviours and positive decision-making. Your lessons will prevent serious injuries and tragedies. Grade 3 activities match safety-related curriculum expectations, but also lays an important foundation of knowledge that will prepare students for more advanced safety concepts taught in senior grades.

It is our hope that you will incorporate Live Safe! Work Smart! Activity Guide whenever you teach students about the importance of safety in the classroom and in their lives.

NEW BRUNSWICK CURRICULUM LINKS

The Live Safe! Work Smart! Activity guide helps meet several New Brunswick Curriculum links.
The following outcomes can be met using this guide.

GRADE 3

Arts

Students will be expected to use tools, materials and equipment safely and appropriately

English Language Arts

1. Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.
2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.
4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.
5. Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.
6. Students will be expected to respond personally to a range of texts.
10. Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision and effectiveness.

Health

Protecting Yourself, Your Family and Your

Students will demonstrate an understanding of and practise skills to enhance personal safety, prevention of illness, the safety of others and protection of the environment.

A1) distinguish between communicable and non-communicable diseases

A2) describe ways to make the community a healthier and safer place to live and work

Community Personal Wellness

Students will demonstrate an understanding of all dimensions of health and well-being and make informed decisions that contribute to an active, healthy lifestyle.

B1) describe personal habits that contribute to improved health

Music Education

GCO 1: Students will explore, challenge, develop, and express ideas, using the skills, language, techniques and processes of the arts.

GCO 2: Students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.

Personal Development

Outcome # 1.4 Having completed the K-5 Personal Development and Career Planning Curriculum, each student will understand, value, and practise responsible behaviour in the home, school, and community.

Outcome # 2.4 Having completed the K-5 Personal Development and Career Planning Curriculum, each student will recognize that skills and understandings developed at school are transferable to work situations.

Outcome # 3.1 Having completed the K-5 Personal Development and Career Planning Curriculum, each student will have an awareness and appreciation of work.

Outcome # 3.3 Having completed the K-5 Personal Development and Career Planning Curriculum, each student will be aware of and value the development and maintenance of a healthy lifestyle.

Science

Safety

408 show concern for their safety and that of others in carrying out activities and using materials

420 show concern for their safety and that of others in planning and carrying out activities and in choosing and using materials

421 become aware of potential dangers

434 show concern for safety in planning, carrying out, and reviewing activities

435 become aware of the consequences of their actions

449 show concern for safety and accept the need for rules and regulations

450 be aware of the direct and indirect consequences of their actions

Social Studies

Citizenship, Power, and Governance

Students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance.

1. Identify examples of their rights and responsibilities as citizens
2. Recognize that laws influence their personal lives
3. Take age-appropriate actions to demonstrate their responsibilities as citizens

Activities: Grade 3

Arts: **A**
 English language Arts: **ELA**
 Health: **H**
 Music Education: **M**

Personal Development: **PD**
 Science: **Sc**
 Social Studies: **SS**

Title of Activity	Purpose of Activity	Outcome(s)	Page #
<p>Identifying and Solving Problems</p> <p>1: Safe and dangerous liquids</p>	<p>Students are asked to decide if certain liquids are safe or dangerous.</p>	<p>A: Safety; ELA: 1, 2, 4, 6, 10; H: A2, B1; PD: 1.4, 3.3; Sc: 408, 420, 421, 434, 435, 449, 450; SS: Rules and responsibilities.</p>	<p>1</p>
<p>2: Recognizing hazard labels</p>	<p>Students learn the importance of reading hazard labels.</p>	<p>A: Safety; ELA: 1, 2, 4, 6, 10; H: A2, B1; PD: 1.4, 3.3; Sc: 408, 420, 421, 434, 435, 449, 450; SS: Rules and responsibilities.</p>	<p>3</p>
<p>3: Identifying safety gear</p>	<p>Two exercises teach students to identify basic safety gear and activities or occupations where the gear would be used.</p>	<p>A: Safety; ELA: 1, 2, 4, 6, 10; H: A2, B1; PD: 1.4, 2.4, 3.1, 3.3; Sc: 408, 420, 421, 434, 435, 449, 450; SS: Rules and responsibilities.</p>	<p>5</p>
<p>4: Spot the hazard</p>	<p>Students identify potential hazards in a drawing of a messy bathroom and suggest ways to fix the problems.</p>	<p>ELA: 1, 2, 4, 6, 10; H: A2, B1; PD: 1.4, 3.3; Sc: 408, 420, 421, 434, 435, 449, 450; SS: Rules and responsibilities.</p>	<p>10</p>

5: Safety maze	A maze activity presents some hazards for the students to avoid.	ELA: 1, 2, 4, 6, 10; H: A2, B1; PD: 1.4, 3.3; Sc: 408, 420, 421, 434, 435, 449, 450; SS: Rules and responsibilities.	12
6: Don't share germs	A two-part activity to teach younger students how germs from biological hazards threaten our health. Part 1 provides a hands-on demonstration to show how germs spread. Part 2 teaches students how to wash their hands properly to prevent the spread of germs.	ELA: 1, 2, 4, 6, 10; H: A1, A2, B1; PD: 1.4, 3.3; Sc: 408, 420, 421, 434, 435, 449, 450; SS: Rules and responsibilities.	14
7: Fighting germs!	A more advanced activity asks where germs come from, how they get into our bodies, and what we can do to protect ourselves.	ELA: 1, 2, 4, 6, 10; H: A1, A2, B1; PD: 1.4, 3.3; Sc: 408, 420, 421, 434, 435, 449, 450; SS: Rules and responsibilities.	17
Emphasis on Literacy			
8: Safety rhymes	Students analyze and create rhymes based on safety themes.	ELA: 1, 2, 4, 6, 10; H: A2, B1; M: GCO1, GCO2; PD: 1.4, 3.3; Sc: 408, 420, 421, 434, 435, 449, 450; SS: Rules and responsibilities.	21
9: Get rhythm!	Students sing and dance to safety songs.	ELA: 1, 2, 4, 6, 10; H: A2, B1; M: GCO1, GCO2; PD: 1.4, 3.3; Sc: 408, 420, 421, 434, 435, 449, 450; SS: Rules and responsibilities.	22
10: Safety rules!	Students learn the importance of safety rules and of thinking about safety before starting any activity.	A: safety; ELA: 1, 2, 4, 6, 10; H: A2, B1; PD: 1.4, 3.3; Sc: 408, 420, 421, 434, 435, 449, 450; SS: Rules and responsibilities.	25

Focus on Vocabulary			
11: Safety alphabet	An activity to get students thinking about safety concepts while developing their vocabulary of safety words.	ELA: 1, 2, 10; H: A2, B1; PD: 1.4, 3.3; Sc: 408, 420, 421, 434, 435, 449, 450; SS: Rules and responsibilities.	26
12: Safety word scramble puzzles	Two word scramble puzzles challenge students' knowledge of safety words. The second puzzle has a message to decipher as well.	ELA: 1, 2, 10; H: A2, B1; PD: 1.4, 3.3; Sc: 408, 420, 421, 434, 435, 449, 450; SS: Rules and responsibilities.	27
13: Hazard symbol word search	Students solve a word scramble using their knowledge of hazard symbols.	ELA: 1, 2, 10; H: A2, B1; PD: 1.4, 3.3; Sc: 408, 420, 421, 434, 435, 449, 450; SS: Rules and responsibilities.	30

IDENTIFYING & SOLVING PROBLEMS

- ✓ Decision making
- ✓ Identifying hazards
- ✓ Analysis

Activity 1: Safe and dangerous liquids

The first step in knowing how to handle chemicals safely is being able to recognize the difference between a safe and a dangerous liquid. Students should understand the rules for dealing with liquids and in all cases should stop and ask someone to help them identify the contents of a container before they use any liquid in it.

Getting started

This activity can be done by students individually or working in small groups. It could also be used as the basis for a class discussion.

Photocopy the next page and hand it out or, for a class discussion, make an overhead and project it in the classroom.

If students are doing the exercise individually they can colour in the pictures of safe liquids. In groups or in a class discussion they should identify why each liquid is safe or dangerous and decide what they should do if they encounter any of the dangerous liquids.

Start by going over the three rules to the right with your students.

Answers:



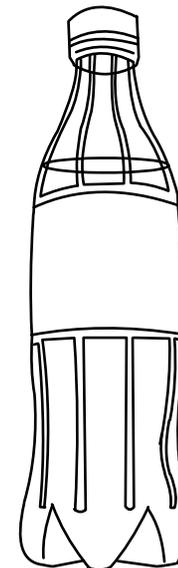
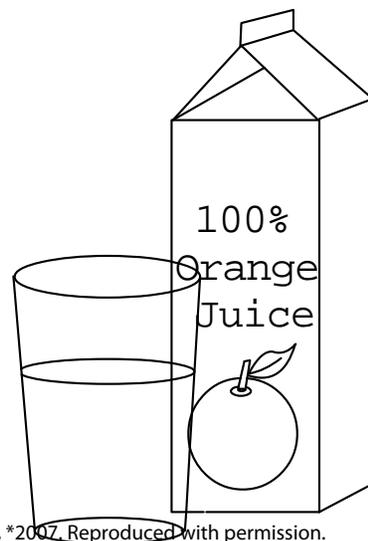
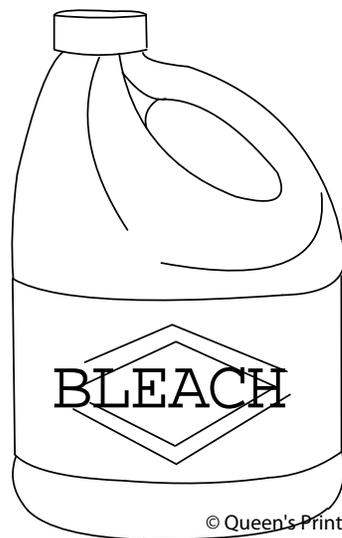
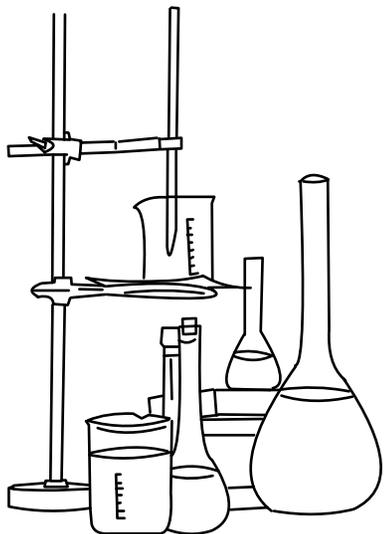
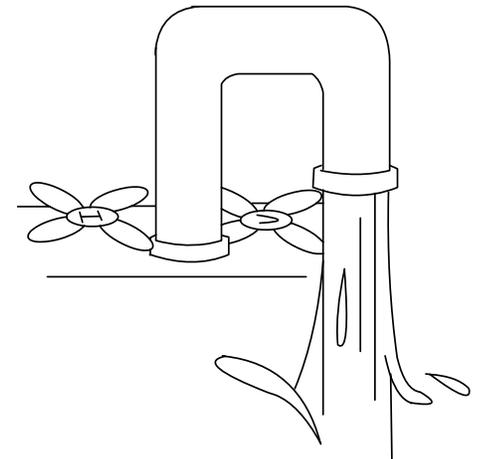
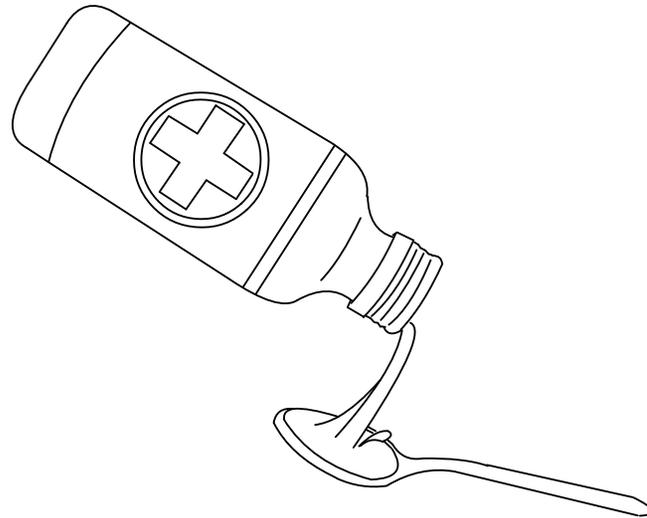
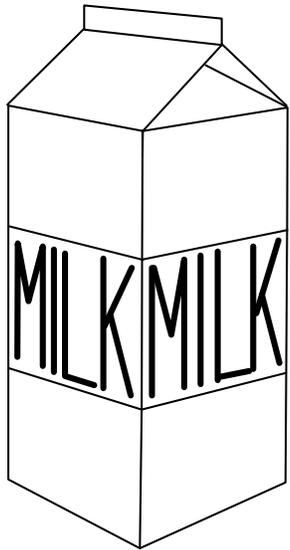
Three rules for dealing with liquids in containers:

- ❖ Is there a symbol on the container? Anything besides a recycling symbol could mean danger.
- ❖ If there is no label on a container and there is a liquid inside always assume the liquid is dangerous.
- ❖ If there is an unusual liquid in a familiar container (i.e. a blue liquid in a cola bottle) treat it as dangerous.

Teacher's Note

Safe or dangerous?

Find the dangerous liquids in the pictures below and cross them out. Colour in the safe liquids.



Blue liquid in a
cola bottle

**IDENTIFYING & SOLVING
PROBLEMS**

- ✓ Investigation
- ✓ Identifying issues
- ✓ Evaluation
- ✓ Problem solving

Activity 2: Recognizing hazard labels

Students should be able to recognize labels on household chemical products indicating that something in the product could harm them. They may not know exactly how this could happen, but they should know that, if they see one of these labels, they shouldn't touch or smell the product and should ask an adult for assistance.

Getting started

Photocopy and distribute the handout on the following page. While students study the pictures, discuss what the symbols warn them about. Have the students draw the symbols inside the outline shapes using the small pictures as guides. Ask them to write down the name of a product that they think might have a label with the symbol on it.

-  A triangle around the symbol means the container is dangerous, while an octagonal symbol means the contents of the container are dangerous.
- 

Symbol	Hazard	Where you might see a label
Explosive 	This container can explode if heated or punctured. Flying pieces of metal or plastic can cause serious injuries.	<ul style="list-style-type: none"> ✦ Aerosol containers ✦ Propane tanks
Corrosive 	This product will burn skin or eyes on contact, or the throat and stomach if swallowed.	<ul style="list-style-type: none"> ✦ Toilet bowl cleaner ✦ Oven cleaner
Flammable 	This product or its fumes will catch fire easily if it is near heat, flames or sparks. Rags used with this product may begin to burn on their own.	<ul style="list-style-type: none"> ✦ Adhesives ✦ Gasoline
Poisonous 	Licking, eating, drinking or, sometimes, smelling this product will cause illness or death.	<ul style="list-style-type: none"> ✦ Windshield washer fluid ✦ Furniture polish ✦ Weed killer

For more information...

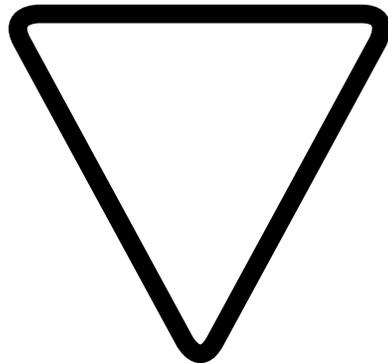
Visit Health Canada's website to learn more about labelling of household chemical products
www.healthcanada.gc.ca/cps

Teacher's Note

Know the hazard symbols

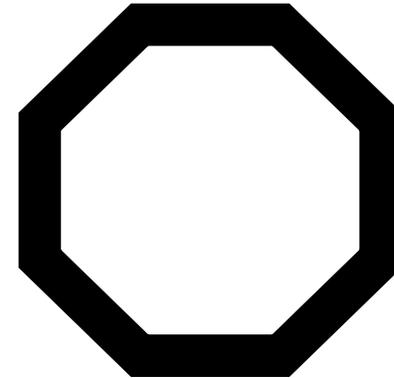
Draw in the rest of each symbol. Give an example of something that might have the symbol on it.

Can blow up or explode



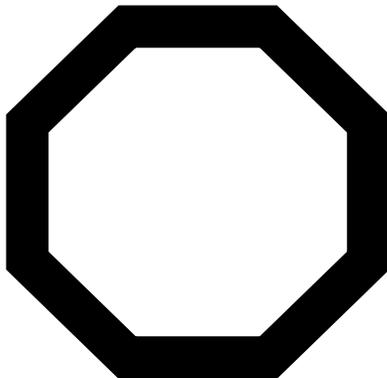
Example: _____

Can burn me



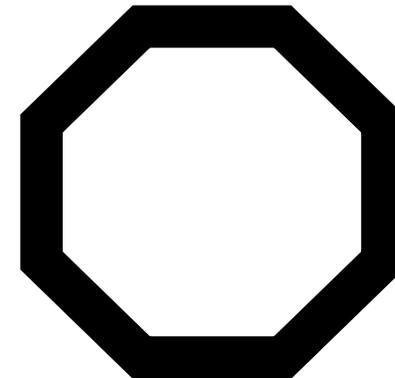
Example: _____

Can catch fire



Example: _____

Can make me sick



Example: _____

**IDENTIFYING & SOLVING
PROBLEMS**

- ✓ Matching: relating facts
- ✓ Identifying occupations in the community

Activity 3: Identifying safety gear

Everyone wears safety gear to protect themselves. Bike helmets, mittens, boots, rubber gloves, life jackets, hard hats and safety glasses are only a few of the types of safety gear we wear at home or at work. This activity presents two exercises to familiarize students with the important role safety gear plays in keeping people safe.

Exercise A: Franky the firefighter

Getting started

This exercise asks students to gear up a firefighter for work by selecting the protective equipment he needs to wear to protect himself on the job. Photocopy the next two pages for your students, give them safety scissors and coloured pencils or crayons and they should be ready to start dressing Franky.

Answers:

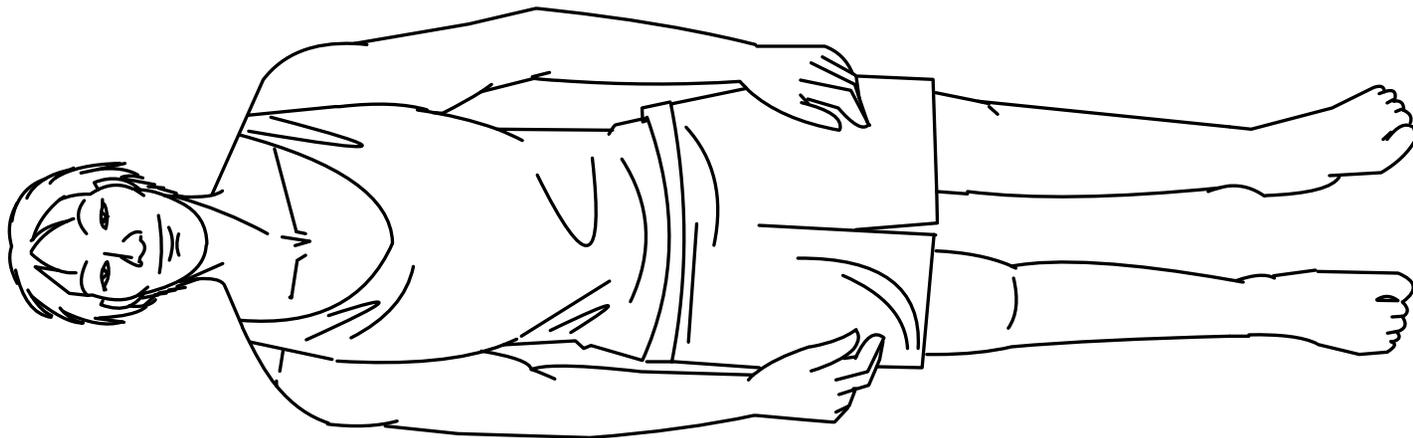
Franky the firefighter needs his:

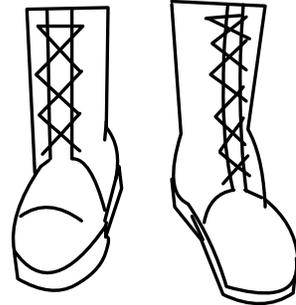
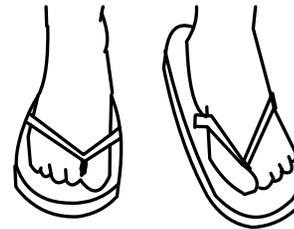
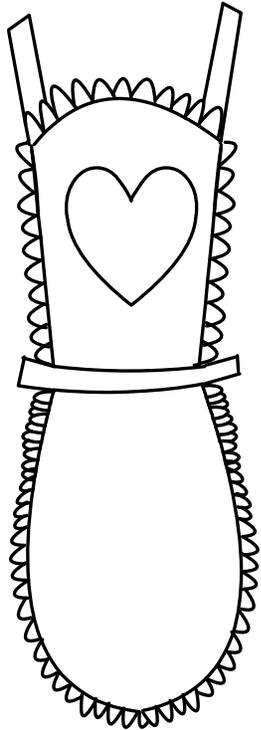
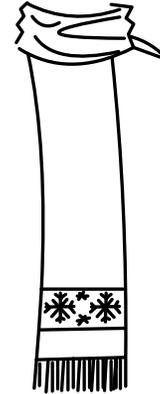
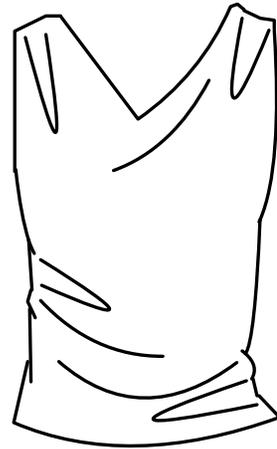
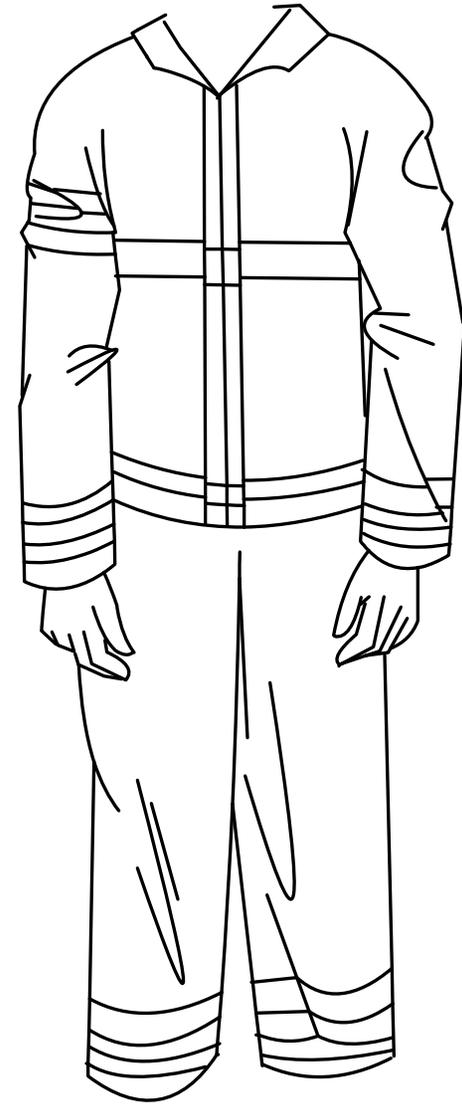
- helmet
- fireproof suit
- boots
- gloves



Teacher's Note

Help Franky the firefighter find his safety gear that will protect him from dangers at work. Colour and cut out the correct safety gear and paste them on Franky.





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IDENTIFYING & SOLVING PROBLEMS

- ✓ Matching: relating facts
- ✓ Identifying occupations in the community

Activity 3: Identifying safety gear, continued

The second exercise in this activity asks students to make the connection between various types of safety gear and the occupations and activities that require the gear. They'll learn that safety gear is something used in all types of activities and jobs to protect people.

Exercise B: Match the safety gear to the job or activity

Getting started

Photocopy the handout on the next page for your students. The column on the right of the handout has pictures of various types of safety gear. Students can match the gear and the corresponding job or activity by drawing a line between them.

When students have finished the exercise you may want to have a class discussion to talk about how each piece of safety gear helps protect the person from injury.

Person	Safety gear	How it works
Farmer	hat	keeps the sun off their head to prevent sun stroke
Cyclist	helmet	protects their head from impact if they get hit or fall
Firefighter	helmet with face shield	protects their face and head from objects
Construction worker	hard hat	protects their head from falling objects
Dentist	mask	keeps them from spreading germs to patients
Boater	life jacket	will keep them floating if they fall in the water
Dishwasher	rubber gloves	protect hands from hot water and detergent

Match the safety gear to the person

Draw a line from the person to the safety gear they should be using.

Dentist

Farmer



Cyclist



Boater



Construction worker



Dishwasher

Firefighter

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IDENTIFYING & SOLVING PROBLEMS

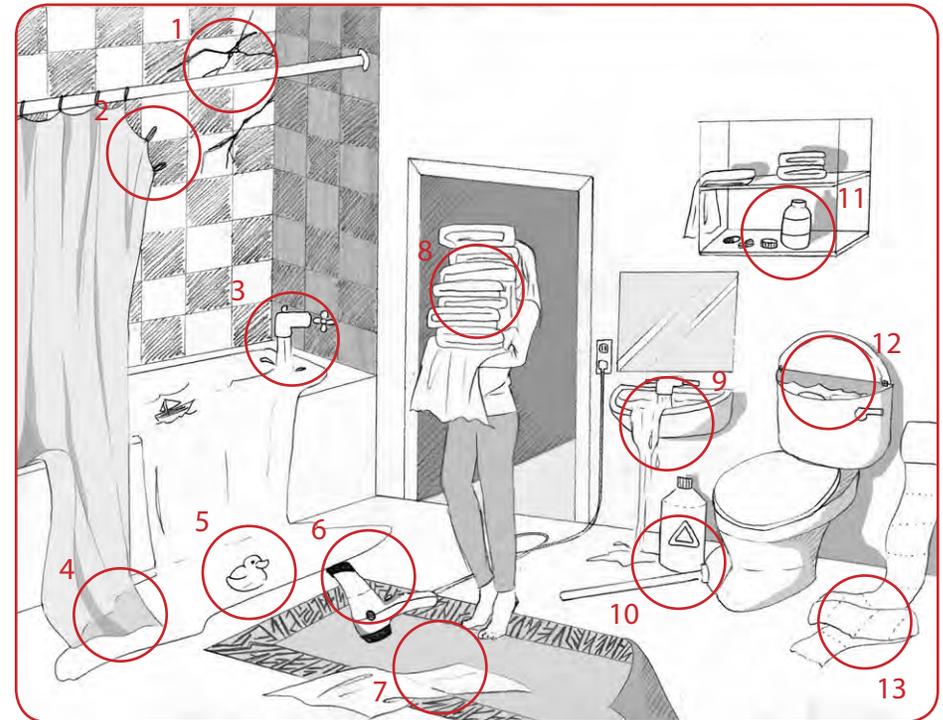
- ✓ Identifying dangerous situations
- ✓ Problem solving
- ✓ Group cooperation

Activity 4: Spot the hazard

The picture used in this exercise presents students with a messy bathroom. Their job is to spot the hazards. Part of knowing why we must follow safety rules is understanding the consequences when safety rules aren't followed. This exercise should generate a lot of class discussion on dangerous situations and how safety rules can prevent injuries.

Answers:

- 1: Cracks in the wall may cause tiles to fall
- 2: Unhooked shower curtain
- 3: Continuously running water is a flooding hazard
- 4: Shower curtains that dangle outside the tub may cause a tripping hazard
- 5: Toys lying around are a tripping hazard
- 6: Appliances near water may cause electrical shock
- 7: Dirty laundry lying around is a tripping hazard
- 8: Carrying too many things obscures vision and may cause you to trip and fall
- 9: Overflowing water is a slipping hazard
- 10: Unmarked cleaning products are a chemical hazard; the handle of the plunger is a tripping hazard
- 11: Uncapped medicines are a chemical hazard
- 12: Open toilet lids can slam down on someone's fingers
- 13: Unravelled toilet paper causes a tripping hazard and can also spread germs from the floor



Getting started

This activity can be done by students individually, in small groups or by the class as a whole. In each case begin by photocopying and distributing the handout on the next page.

- ✦ Individual students will need to circle the hazards they find and write their suggestions on the back of the handout.
- ✦ If done in small groups, ask each group to find as many dangerous things in the picture as possible and list them on a

piece of paper. For every dangerous situation they find, they get one point. The group will receive two extra points if they can also indicate what needs to be done to make the situation safe. Each group could present to the class one of the hazards they find and their suggestions for fixing it.

- ✦ In the case of a class discussion, you could create an overhead and ask students to point out the hazards and suggest ways to make the situation safer.

Try to identify as many hazards as you can in the picture below.
Why are they hazards? How can you avoid those hazards?



Live Safe! Work Smart!

IDENTIFYING & SOLVING
PROBLEMS

- ✓ Problem solving
- ✓ Decision making

Activity 5: Safety maze

This exercise is a fun way for students to become aware of the different safety hazards in the community.

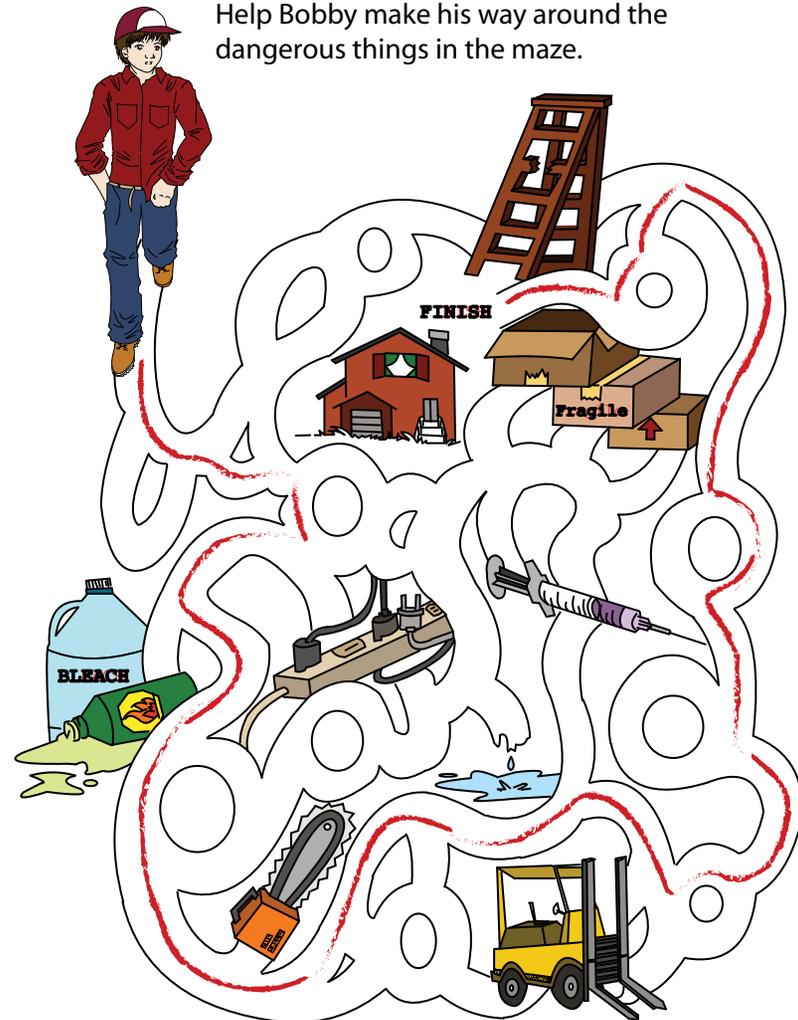
Getting started

Photocopy and hand out the maze on the next page and ask your students to draw a path through the maze to the end.

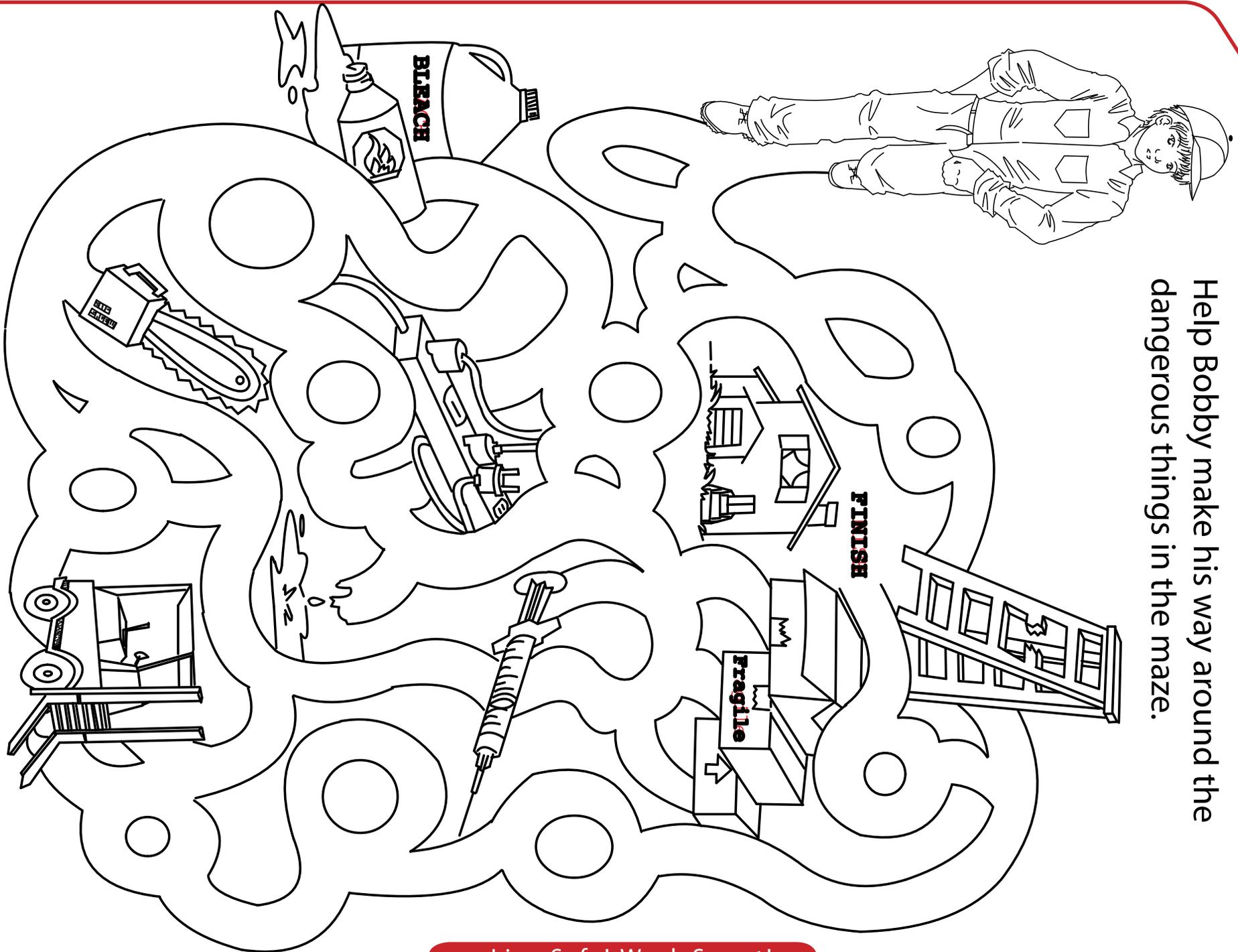
The objective is to keep Bobby from coming into contact with the various hazards in the maze.

After they have completed the exercise you could have a class discussion. Perhaps you could start by asking students if they have encountered any of the hazards and if they know what to do if they come across them again.

Help Bobby make his way around the dangerous things in the maze.



Help Bobby make his way around the dangerous things in the maze.



Live Safe! Work Smart!

IDENTIFYING & SOLVING
PROBLEMS

- ✓ Hands-on learning
- ✓ Taking care of yourself
- ✓ Solving problems

Activity 6: Don't share germs, part 1

While students are learning to share, they need to know that germs are something they **don't** want to share. Try these demonstrations to show students how germs spread.

Getting started

How germs spread – seeing is believing!

1. Make a simple face by taking a piece of paper and drawing a face on it. Cut out a nose and mouth.
2. Attach another piece of paper to the back of the face.
3. Use the spray bottle of water to spray the face you have made. The face will have water on it.
4. Remove the piece of paper behind the face to show that it too has water on it. This demonstrates how germs can enter the body when some coughs or sneezes near our face.
5. Remind students to always cover their mouth and turn their head away from other people when they cough or sneeze to keep germs from spreading.

Materials required:

A paper face, extra paper, water and a spray bottle

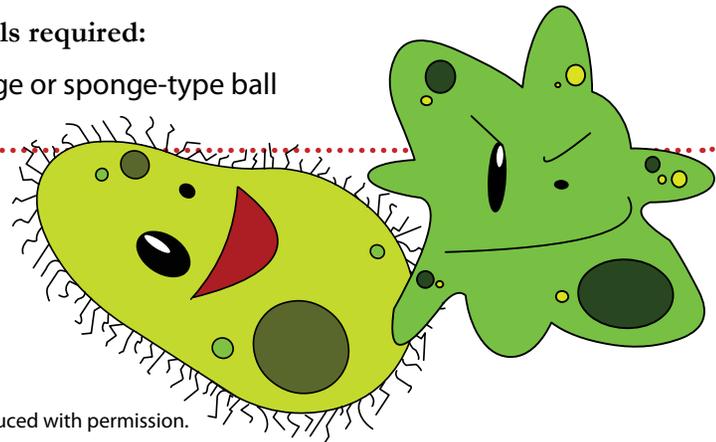
Hot potato!

1. Have students sit in a circle and pass around a sponge ball covered with flour to each other.
2. After it has been passed to each student in the circle, tell them that the flour represents germs. The students will see how quickly germs can spread from one person to another.
3. Ask students which of the following can spread germs:

✦ sneezing – yes	✦ watching TV – no
✦ running – no	✦ coughing – yes
✦ sharing a glass of juice – yes	✦ kissing – yes

Materials required:

A sponge or sponge-type ball

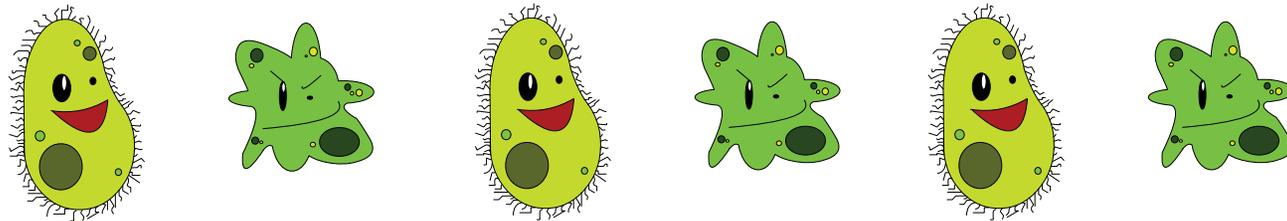


IDENTIFYING & SOLVING PROBLEMS

- ✓ Hands-on learning
- ✓ Taking care of yourself
- ✓ Solving problems

Activity 6: Don't share germs, part 2

Once students see how easily germs can be passed around, they will understand why it's important to wash their hands when they've come into contact with germs. This part of the activity teaches them how to wash their hands properly and when they will need to do so.



Getting started

Keeping germs from spreading

After passing the hot potato around students will understand the need to wash their hands. The next step is to illustrate the importance of using warm water and soap.

1. Place a small amount of vegetable oil on your hands and sprinkle cinnamon on your palms to represent germs. Ask students to predict what will happen when you wash your hands in cold water. Students will notice that the "germs" remain on your hands when you put your hands in cold water.
2. Next, ask the students to predict what will happen if you wash your hands with warm water and soap. Students will see that the "germs" are easily washed away. They should understand that washing your hands with warm water and soap is an important thing to do to stop germs from spreading.

Materials required:

Vegetable oil, cinnamon, basin of cold water, basin of warm water, soap

How to wash your hands

1. Photocopy and pass out the handout on the next page and go over the six steps to washing your hands with the students. Have students practice proper hand washing while singing the hand washing song.
2. Have students take home a copy of the handout and ask them to have someone help them post it near the sink so they can follow the hand washing procedures at home.

When to wash your hands

Review with students when they should wash their hands:

- ❖ after using the bathroom
- ❖ before eating
- ❖ after touching animals
- ❖ before preparing food
- ❖ if they touch raw meat or fish

We gratefully acknowledge the Workers Compensation Board of Prince Edward Island for permission to adapt this activity.

Teacher's Note

Wash, wash, wash your hands!

Follow these simple tips for washing your hands and watch the germs go down the drain:

Wet your hands with warm water.

Put soap on your hands.

Rub both sides of your hands and in between your fingers.

Rinse with warm water.

Dry hands with a clean towel.

Turn the water off with the towel so you won't get your hands dirty again.



The hand washing song

While washing your hands, sing the hand washing song three times (sing to the tune of "Row, row, row your boat").

Wash, wash, wash your hands, germs go down the drain

Rub and scrub, rub and scrub, wash the germs away!

IDENTIFYING & SOLVING PROBLEMS

- ✓ Taking care of yourself
- ✓ Solving problems

Activity 7: Fighting germs

In this activity students will learn that germs come from living things and that they can protect themselves when dealing with animal droppings, raw food, people with viruses or other biological hazards they may encounter at home and at school.

Getting started

1. Photocopy and hand out "Where do germs come from?" and "How do germs get into your body?" on the next two pages. Ask students to circle the things that can make them sick and answer yes or no to the questions about how germs enter the body.

When you go over the answers, reinforce the point that germs come from living things. **Answers:** Raw chicken, dog, mosquito, baby; yes is the answer to each question on the second handout except "through your clothes."
2. Discuss how we can protect ourselves and keep germs from entering our bodies. Suggestions would include covering open cuts, wearing gloves, washing our hands and avoiding sharing personal items. Ask the questions on this page as a review to complete the exercise.
3. Photocopy and distribute the handout on page 20 so students have a reminder about proper handwashing technique and things they can do to keep germs from spreading. You could also post it in the classroom or near a sink.

Review questions:

After you use the washroom, what should you do first?

- ✦ *wash your hands*

Your friend asks to use your hairbrush. What should you do?

- ✦ *say no (germs can be spread) or wash the brush in warm soapy water before and after she uses it*

If you have a cut on your hand, what should you do? Why?

- ✦ *put a bandage on it so germs can't get into the cut*

If you have to clean out the cat litter or bird cage, what should you wear on your hands to protect yourself from germs?

- ✦ *wear rubber gloves to keep the germs from touching your hands*

If you cough, what should you do to protect others from germs?

- ✦ *cover your mouth and turn your head away from others*



Teacher's Note

Live Safe! Work Smart!

Where do germs come from?

Circle the things that can make you sick



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How can germs get into your body?

Circle yes or no to answer each question.



Through your nose? Yes No

Through your clothes? Yes No

Through your mouth? Yes No

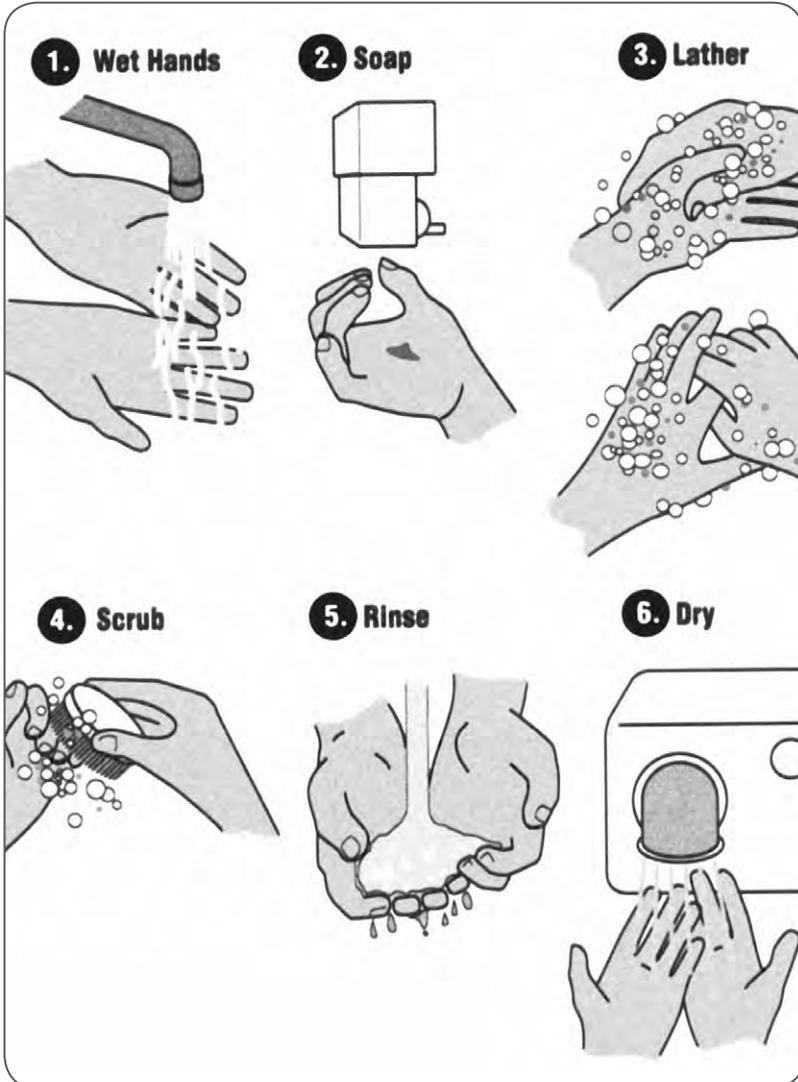
Through a cut in
your skin? Yes No

Through your eyes? Yes No

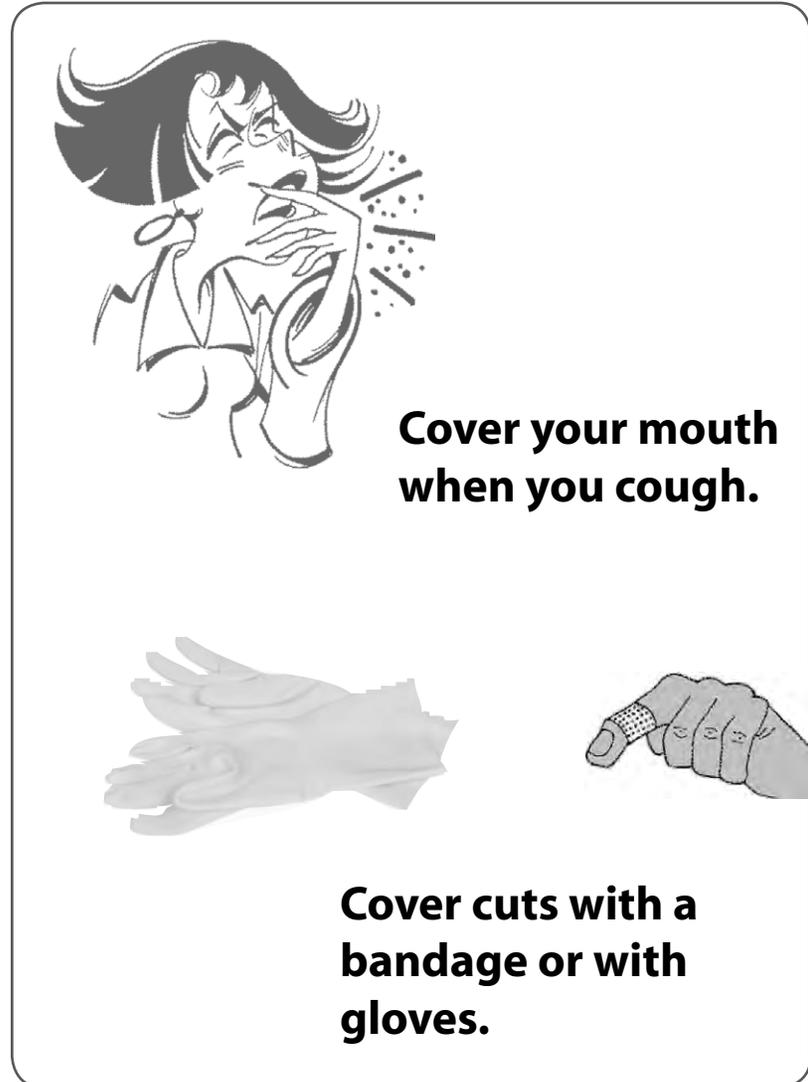
Live Safe! Work Smart!

How to fight germs

Wash your hands



Cover up

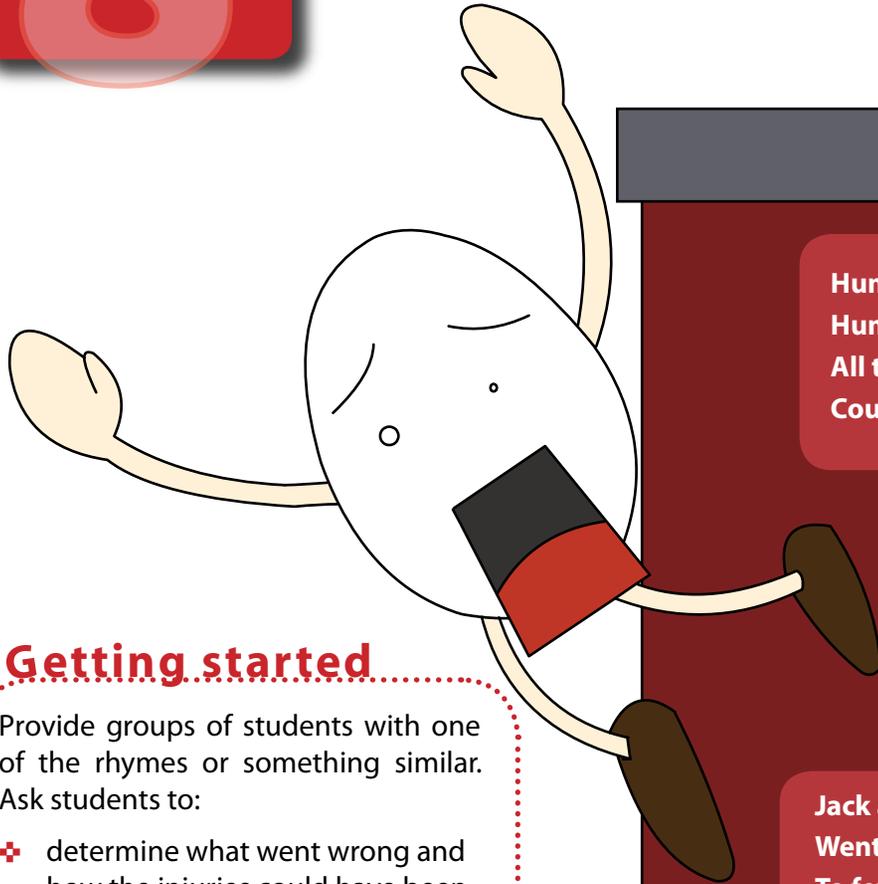


EMPHASIS ON LITERACY

- ✓ Creating rhymes
- ✓ Creativity

Activity 8: Safety rhymes

Making safety fun and meaningful is key to making thinking about safety “stick” with young people. In this activity students will be using their skills to analyze and create poems with a safety theme.



Humpty Dumpty sat on a wall
 Humpty Dumpty had a great fall
 All the King's horses and all the King's men
 Couldn't put Humpty together again!

Jack, be nimble
 Jack, be quick
 Jack, jump over
 The candlestick

Jack jumped high
 Jack jumped low
 Jack jumped over
 And burned his toe

Jack and Jill
 Went up a hill
 To fetch a pail of water.
 Jack fell down
 And broke his crown
 And Jill came tumbling after.

Getting started

Provide groups of students with one of the rhymes or something similar. Ask students to:

- ❖ determine what went wrong and how the injuries could have been prevented.
- ❖ create a new verse for each of the rhymes with a safety theme, creating a happy ending where safety measures were followed and injuries were prevented.

EMPHASIS ON LITERACY

- ✓ Dance
- ✓ Singing
- ✓ Creativity
- ✓ Creating rhymes

Activity 9: Get rhythm!

Teaching students about safety through song and dance are fun and interactive ways to reinforce the concept that to stay safe, they must be able to recognize potential danger, make good choices and act in a responsible and thoughtful manner. Here are some suggested song and dance activities provided courtesy of the Workers Compensation Board of Prince Edward Island.

Getting started

Stop, Think, Do

This song is accompanied by a series of movements. The verses, followed by their accompanying movements, are on this page. The lyrics are in red type and the movements in black type follow.

You're a Safety Superstar

You may choose to have students add more verses to the song or develop a dance to accompany the song. The words are on the handout on page 23. If you photocopy and pass out the lyrics, students could add new verses on the back of the page.

Rockin' Safety Rap

Photocopy and hand out the lyrics to this rap, found on page 24. As a class, decide what rhythm would work best for the students in the class, then have students learn the lyrics to "Rockin' Safety Rap." Once students have learned the original lyrics, have them work in small groups to create additional verses to add to the song.

You may also choose to have students create a dance that can be performed simultaneously with the song.

Encourage students to perform their rap and dance for younger classes or other groups in the school.

Stop, Think, Do (to the tune of "This Old Man")

Stop, think, do

Stop: extend arm and raise hand with palm facing out to indicate stop

Think : place index finger on forehead

Do: put one hand in front of the other and create a spinning movement by placing one hand in front of the other several times

(repeat this verse once more)

Staying safe

Cross arms in front of each other and place on shoulders so you are hugging yourself

Is up to you

Release left arm, hold out hand and use index finger to point to the person on your left

Listen to your teacher

Make a cup shape with hand and place behind ear

Think of others and your space

Extend both arms out with a sweeping gesture

You'll have a lot of fun

Extend arms above head in a "hooray"-type gesture

And be happy, smart and safe

Place index fingers on either side of mouth and smile, raise arm and place index finger on forehead, then cross arms in front of each other and place on shoulders so you are hugging yourself

Teacher's Note

You're a safety superstar!

Sing the song to the tune of "Twinkle, Twinkle, Little Star."

Here are some rules for you and me.

See how important they can be!

Respect your space and others too.

Just stop and think before you do!

These are the rules we all should know.

We follow the rules wherever we go!



Rockin' safety rap...

Yo, yo, you listen up
To what we have to say
You gotta live real safe
Each and every day!

You gotta see the danger
That is in your way
When it comes to staying safe
You know what to say...



I'm gonna stop then do
'Cause I'm gonna think
I'm gonna stay real safe
'Cause getting hurt would really stink

Yo, yo, I'm here to tell you
You gotta walk, not run
But hey, that doesn't mean
We can't all have fun!

Bein' safe is really kinda neat
It's all about stayin' on our feet
Staying safe is really kinda cool

We always know exactly what to do...
I'm gonna stop, then do
'Cause I'm always gonna think
I'm gonna stay real safe
'Cause getting hurt would really stink!

Live Safe! Work Smart!

EMPHASIS ON LITERACY

- ✓ Problem solving
- ✓ Reflecting
- ✓ Predicting
- ✓ Participating in safety activities

Activity 10: Safety rules!

Everyone lives with rules. Not everyone likes rules, perhaps because not everyone knows why certain rules are in place and what they do to protect us. In this activity, students will be exploring why we have rules and relating the concept to their own lives. They are called upon to think about the potentially dangerous situations and set some safety rules. This is a life skill that, if well developed, can prevent injuries in all areas of their lives.

Getting started

Understanding rules: why do we have rules?

1. Class discussion

Ask: What are some decisions you make or rules you follow every day that help keep you safe? (e.g. cross the street at the corner or with the crossing guard; don't talk to strangers; tie my shoes)

Ask: What are some rules that your parents make for you that help keep you safe? (e.g. don't let me go out by myself at night; wear a seat belt in the car)

Ask: What are some decisions you have made in the past that could have resulted in you being hurt? (e.g. I climbed a ladder without supervision; I ran on icy sidewalks)

Ask: What are some choices you can make today that will keep you healthy and safe in the future? (e.g. eating healthy food; not touching chemicals without permission, not touching sharp knives)

2. Classroom safety mural

Use post-it notes or construction paper for students to write down safety rules and put them on a mural. These can be reviewed as a regular class routine. Younger students may want to draw pictures, which can be used to create a collage of drawings of safety rules.

Rules brainstorming

Before a NEW activity (art project, field trip) have students brainstorm three rules that will apply to that activity. Have everyone agree on those rules and understand the consequences of not following them.

When the activity is completed, have the class determine if the safety rules were all followed. Those who have followed the safety rules or showed leadership in making sure that others followed them can receive a safe student certificate.

Congratulations for being a safe student!



This certificate is presented to:

In recognition of: _____

Signed: _____

-- Making safe choices is smart --

FOCUS ON VOCABULARY

- ✓ Vocabulary building
- ✓ Recognizing safe behaviours
- ✓ Cooperation

Activity 11: Safety alphabet

This activity challenges students' knowledge of the alphabet and asks them to be creative in coming up with safety messages or pictures to fit each of the 26 letters. "X" and "Z" should be a real challenge!

Getting started

Individually, for each letter of the alphabet, students will create a safety word or message. The safety messages can be related to home, school, sports or work. These can be posted on a bulletin board.

As a class activity, a master list of safety rules from A to Z can be created, taking one letter from each student's individual assignment.

If this activity is done in groups, you may want to assign each group a range of letters (A–E, F–J, etc.). Working from A to Z, each group can present their safety messages to the rest of the class. The safety messages can be posted on a safety word wall.

For younger students, you may assign each of them one letter from the alphabet. Each student can print that letter on a piece of paper and then draw a picture about safety rules or things they do to stay healthy and safe. Students can stand up, show their letter and talk about the safety message in their picture. The pictures can be hung up from A to Z to create a safety alphabet.

Always look both ways before you cross the street.

Be careful around strangers.

Carry your backpack safely.

We gratefully acknowledge the Workers Compensation Board of Prince Edward Island for permission to adapt this activity.

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Activity 12: Safety word scramble puzzles

FOCUS ON VOCABULARY

- ✓ Vocabulary
- ✓ Recognizing word patterns
- ✓ Problem solving

This activity provides puzzles that will challenge students' knowledge of word patterns and help develop their problem solving skills. One puzzle is best suited for younger students and the other is more suited to older students.

Getting started

The puzzles on the next two pages can be photocopied and assigned to individual students or small groups.

Both are word scramble puzzles, but the second is more complex and has the added challenge of deciphering a safety message.

Answers:

Safety word scramble:

- | | |
|----------|----------|
| 1. SAFE | 5. BOOTS |
| 2. CLEAN | 6. HELP |
| 3. ASK | 7. KNOW |
| 4. GERMS | 8. RULES |

Find the hidden message:

TYFESA RAEG

S A F E T Y G E A R

FREI GUINHSETRIEX

F I R E E X T I N G U I S H E R

CAKPAKCB

B A C K P A C K

MIALSCECH

C H E M I C A L S

SERMG

G E R M S

HAHTELY

H E A L T H Y

RUFHML

H A R M F U L

DUARESNOG

D A N G E R O U S

LOSHOC

S C H O O L

KSRIS

R I S K S

TCFAFRIGHTL

T R A F F I C L I G H T

TOSP SING

S T O P S I G N

TASE TELB

S E A T B E L T

TESNLI

L I S T E N

BIEK LETMEH

B I K E H E L M E T

F O L L O W

R U L E S

1 2 3 4 5

6 7 8 9 10

Teacher's Note

Safety word scramble

Unscramble the letters to find words about safety.

1. FESA _____

5. BOTOS _____

2. ENACL _____

6. PHLE _____

3. KAS _____

7. WONK _____

4. RMESG _____

8. SEURL _____

Find the hidden message

Unscramble the letters to find words about safety.

TYFESA RAEG

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

FREI GUINHSETRIEX

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

CAKPAKCB

--	--	--	--	--	--	--	--	--	--	--

MIALSCECH

--	--	--	--	--	--	--	--	--	--	--	--

SERMG

--	--	--	--	--

HAHTELY

--	--	--	--	--	--	--

RUFAHML

--	--	--	--	--	--	--

DUARESNOG

--	--	--	--	--	--	--	--	--	--

LOSHOC

--	--	--	--	--	--

KSRIS

--	--	--	--	--

TCFAFRIGIHTL

--	--	--	--	--	--	--	--	--	--	--	--	--

TOSP SING

--	--	--	--	--	--	--	--

TASE TELB

--	--	--	--	--	--	--	--

TESNLI

--	--	--	--	--	--

BIEK LETMEH

--	--	--	--	--	--	--	--	--	--

						W
--	--	--	--	--	--	---

1 2 3 4 5

--	--	--	--	--

6 7 8 9 10

Unscramble each of the words. When you're done, write down the letters from the boxes with numbers below them in the message box at the bottom of the page. It will give you a safety message.

Live Safe! Work Smart!

Activity 13: Hazard symbol word search

FOCUS ON VOCABULARY

- ✓ Vocabulary
- ✓ Recognizing word patterns
- ✓ Problem solving

This activity provides a puzzle that will challenge students' knowledge of word patterns and hazard symbols. This activity is best suited as a follow-up to the activity on page 6 that teaches students to recognize hazard symbols.

Getting started

Photocopy the puzzle on the next page and ask your students to try to find the words in the grid.

They will need some knowledge of the hazard symbols to place the words they find under the correct symbol.

Please see the activity about recognizing hazard symbols on page 6 for more information about hazard symbols.

G	F	S	S	K	U	L	L	H	F	F	M
Q	W	Z	N	O	U	K	J	V	D	L	B
S	E	X	P	L	O	D	E	B	J	A	L
K	D	Q	E	W	V	B	N	M	R	M	O
A	F	T	H	J	K	X	C	N	P	E	W
B	I	Z	X	A	S	B	U	R	N	S	U
O	R	D	R	U	Y	I	K	L	T	Y	P
O	E	D	B	O	N	E	S	G	J	G	Y
M	I	H	R	T	W	I	P	O	M	C	Z
R	T	S	I	C	K	W	Q	E	R	F	G
H	E	A	T	B	E	A	T	A	W	A	Y
V	Y	U	C	K	B	N	G	R	E	W	P



Explosive

EXPLODE

BLOW UP

KABOOM



Corrosive

BURN

EAT AWAY

BONES



Flammable

FIRE

HEAT

FLAMES



Poison

SICK

SKULL

YUCK

Word search puzzle: hazard symbols

Find and circle the words in the list. Words in the puzzle can be read across or down.

- EXPLODE
- BURN
- FIRE
- SICK
- BLOW UP
- EAT AWAY
- HEAT
- SKULL
- KABOOM
- BONES
- FLAMES
- YUCK

G	F	S	S	K	U	L	L	H	F	F	M
Q	W	Z	N	O	U	K	J	V	D	L	B
S	E	X	P	L	O	D	E	B	J	A	L
K	D	Q	E	W	V	B	N	M	R	M	O
A	F	T	H	J	K	X	C	N	P	E	W
B	I	Z	X	A	S	B	U	R	N	S	U
O	R	D	R	U	Y	I	K	L	T	Y	P
O	E	D	B	O	N	E	S	G	J	G	Y
M	I	H	R	T	W	I	P	O	M	C	Z
R	T	S	I	C	K	W	Q	E	R	F	G
H	E	A	T	B	E	A	T	A	W	A	Y
V	Y	U	C	K	B	N	G	R	E	W	P

Sort the words under the symbol they belong with:



Explosive



Corrosive



Flammable



Poison

Live Safe! Work Smart!