Workbook Preview

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Grade 1 – Health Unit

Personal Safety and Injury Prevention

	Curriculum Expectations	Pages
D1.2	demonstrate an understanding of essential knowledge and practices for ensuring their personal safety (e.g., knowing their home phone numbers; knowing how to contact 9-1-1; seeking help from a police officer, teacher, youth worker, or other trusted adult; knowing routines for safe pickup from school or activities)	6-31
D2.3	understanding of the importance of consent	-48
D2.4	apply their knowledge of essential safety practices to take an active role in their own safety at school (e.g., inform teacher of allergies, be aware of food safety issues, play in supervised areas, follow safe routines for travelling to and from school)	49-59
D3.1	demonstrate an understanding of how to stay safe and avoid injuries to themselves and others in a variety of situations, using knowledge about potential risks at home, in the community, when online, and outdoors (e.g., items or situations that could lead to poisoning, slips, falls, fire, or injury, including injuries from household products, medicines, kitchen tools and equipment, unstable furniture, candles, toys; road, water, and playground hazards; the danger of landing on websites that are not age-appropriate; weather and sun hazards)	60-98

Preview of 75 pages from this product that contains 131 pages total.

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NAME: _____

SAFETY & INJURY PREVENTION



PREVIEW

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Curriculum Connection
D1.2

Knowing Your Home Address

Why Know Your Home Address?

Knowing where you live is very important, especially in emergencies. If you ever need help from police officers, firefighters, or paramedics, they need to [illegible] where to find you.

PREVIEW

You[illegible]e Add[illegible]

Your home [illegible] like [illegible]ecial code that tells people [illegible]ctly [illegible]er [illegible] live.

It includes:

- House or building numb[illegible]r
- Street name
- City or town
- Province



Your Phone Number

Having your phone number in your memory is also very imp[illegible]tant. If you need help or if you get lost, you can tell someone your phone number. They can call your family to make sure you are safe.

It is a good idea to practice saying your address and phone number with your family. You can make it into a fun game! This way, you will always be ready in case of an emergency.

Name: _____ 7

Curriculum Connection
D1.2

Parts of My Address

Fill in your address and phone number.

1) What is the name of your street?	
2) What street number is your home?	
3) Do you have an apartment number?	
4) What city do you live in?	
5) Which province do you live in?	
6) Which country do you live in?	
7) What is your postal code?	
8) What is your phone number?	

PREVIEW

Parts of My Address

Fill in your address and phone number.

From: _____

_____

_____

_____

_____



To: 80 Wellington St,
Ottawa, ON, Canada,
K1A 0A2

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Name: _____ 8

Curriculum Connection
D1.2

How to Dial 9-1-1

When to Call 9-1-1

You should call 9-1-1 only in emergencies. Emergencies are when someone is hurt badly, or you are in dang[illegible]d need help fast.



Ste[illegible]

- Find a ph[illegible]
- Press the n[illegible]ers 9[illegible]1
- Stay calm and sp[illegible]arly.
- Tell the person your na[illegible]e a[illegible] what happened.
- Listen carefully and do what they say.

PREVIEW

Remember

- 9-1-1 is for big problems, not for small ones.
- Never call 9-1-1 as a joke.
- If you are not sure it is an emergency, ask a grown-up.
- Practice with a pretend phone first.

Knowing how to call 911 is important. It helps you get help fast when there is a big problem. You can be a helper by knowing what to do!

Name: _____ 9

Curriculum Connection
D1.2

True or False

Is the statement true or false?

1. Call 9-1-1 for an emergency.	True	False
2. 9-1-1 is for fun calls.	True	False
3. Tell your name when you call 9-1-1.	True	False
4. Stay ca hen calling 9-1-1.	True	False
5. Only a all 9-1-1.	True	False

PREVIEW

Draw

e p res of when you might call 9-1-1

Question

What is 9-1-1 for?

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Curriculum Connection
D1.2

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Is the statement true or false?

1) 9-1-1 is only for emergencies.	T	F
2) You should call 9-1-1 when you lose a toy.	T	F
3) You need to stay calm when talking to 9-1-1.	T	F
4) Never dial 9-1-1 as a joke.	T	F

Name: _____

Is the statement true or false?

1) 9-1-1 is only for emergencies.	T	F
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4) Never dial 9-1-1 as a joke.	T	F

PREVIEW

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Name: _____ 11

Curriculum Connection
D1.2

Activity – Emergency Role Play

Objective

What are we learning about?

To teach students about different emergency scenarios and appropriate responses through a fun and engaging game of charades.



Materials

What you will need for the activity.

- Ca with e scenarios written on them (e.g., "fire in the building," "lost in a ed playing")

Instructions

How o mplet activity

1. Divide the students into s all g
2. Explain that each group will rol ay diff em ncy scenarios.
3. Hand out scenario cards to each group
4. Give the groups time to plan how they will ac e emerg nd the proper way to handle it.
5. Have each group present their role-play to the class, acti emergency and the response.
6. After each presentation, discuss as a class the actions taken and if they were appropriate.
7. Ensure each group understands the importance of the correct response in an emergency.
8. Allow all groups to have a turn to present and discuss.
9. Emphasize the importance of staying calm, finding a grown-up, and safety first.
10. Wrap up with a group talk about what they've learned about emergencies and safety.

PREVIEW

Name: _____ 12

Curriculum Connection
D1.2

Scenarios	Acting Out Safety: Emergency Scenarios for Kids

Fire in the building	Spotting a dangerous animal
Lost in a park	Someone falls in the playground
I[illegible] playing	Seeing a car accident
Earthq[illegible]at sc[illegible]	Bike tire goes flat
Stranger approa[illegible]s	[illegible]tting locked out of the house
Pet gets lost	Tree [illegible] the yard
Power outage at home	Discov[illegible] in[illegible]
Severe weather alert	Smoke in the kitchen
Finding a broken glass	Seeing someone steal something
Hearing a fire alarm	Finding a sharp object on the ground

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Name: _____ 13

Curriculum Connection
D1.2

Reflection | Answer the questions below

1) Have you ever been in an emergency? Explain.

2) Can you th[illegible]ty r[illegible] remember in an emergency?

3) Draw acting out an emergency.

PREVIEW

Name: _____ 14

Curriculum Connection
D1.2

Identifying Trusted Adults

Who Are Trusted Adults?

Trusted adults are people who help you stay safe and happy. They are always ready to listen to you and help you when you need it.



PREVIEW

List of Trusted Adults

- Family Members: Your mom, dad, or grandparents. They love you and take care of you.
- Teachers: They teach you at school and help you learn new things.
- Police Officers: They work to keep everyone safe in your community.
- Firefighters: They put out fires and help in dangerous places.
- Doctors and Nurses: They take care of you when you are sick or hurt.

How They Help

- They listen to your worries and help solve them.
- They keep you safe from harm.
- They give you advice and teach you important things.

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Name: _____ 15

Curriculum Connection
D1.2

True or False

Is the statement true or false?

1. Teachers are trusted adults.	True	False
2. Only police officers are trusted adults.	True	False
3. You can tell firefighters your problems.	True	False
4. Doctor[illegible] when you are sick.	True	False
5. Stran[illegible]ys trusted adults.	True	False

Matching

[illegible]hich [illegible]ted adult is described in each statement?

1)	They help y[illegible] and [illegible]	a) Police Officers
2)	They care for you at h[illegible]	b) Parents
3)	They help you cross the roads.	[illegible]urses
4)	They keep the neighbourhood safe.	d) [illegible]
5)	They help you feel better when you are sick.	e) Cr[illegible] Guards

PREVIEW

Question

Who can you trust at school?

_____

_____

_____

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Name: _____ 16

Curriculum Connection
D1.2

My Trusted Adults | Write the names of your 5 trusted adults in the hand outline



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How To Pick a Trusted Adult:

- ✓ They are someone who makes you feel safe.
- ✓ You can talk to them if you feel worried or scared.
- ✓ You see or talk to them often.
- ✓ At least one should be someone who is not in your family.

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Name: _____ 17

Curriculum Connection
D1.2

Think Circle if the choice is safe or unsafe.

#	Descriptions	Safe	Unsafe
1	Walking to school with a parent.	Safe	Unsafe
2	A person you do not know offers you a ride home.	Safe	Unsafe
3	Holding a teacher's hand during a field trip.	Safe	Unsafe
4	A person at the park wants to take your picture.	Safe	Unsafe
5	Tell a police officer you are lost.	Safe	Unsafe
6	Accept a gift from someone you do not know.	Safe	Unsafe
7	A person at the park asks you to go with them to pick out a present.	Safe	Unsafe
8	Someone offers you free ice cream.	Safe	Unsafe
9	Asking a librarian for help with	Safe	Unsafe
10	Someone you have never met asks you to find their lost dog.	Safe	Unsafe
11	Being in the classroom with your teacher.	Safe	Unsafe
12	Getting into a car with someone you do not know.	Safe	Unsafe
13	Someone you do not recognize wants to show you something on their phone.	Safe	Unsafe
14	A stranger gives you a toy outside of school.	Safe	Unsafe
15	A stranger asks for your help to carry something to their car.	Safe	Unsafe
16	A person at the park wants to take your picture.	Safe	Unsafe
17	A family member picking you up from school.	Safe	Unsafe
18	A new person on your street asks you to come inside for games.	Safe	Unsafe
19	Asking a store employee for help when lost in a store.	Safe	Unsafe
20	An unknown adult at the playground says your mom sent them to pick you up.	Safe	Unsafe

PREVIEW

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Curriculum Connection
D1.2

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Is the person a trusted adult?

1) Teacher	Yes	No
2) Police officer	Yes	No
3) Stranger	Yes	No
4) Store owner	Yes	No
5) Firefighter	Yes	No
6) Someone you meet at the park.	Yes	No

Name: _____

Is the person a trusted adult?

1) Teacher	Yes	No
2) Police officer	Yes	No
3) Stranger	Yes	No
4) Store owner	Yes	No
5) Firefighter	Yes	No
6) Someone you meet at the park.	Yes	No

Name: _____

Is the person a trusted adult?

1) Teacher	Yes	No
2) Police officer	Yes	No
3) Stranger	Yes	No
4) Store owner	Yes	No
5) Firefighter	Yes	No
6) Someone you meet at the park.	Yes	No

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Name: _____ 19

Curriculum Connection
D1.2

Safe Pick-Up Routines

Who Picks You Up?



It is important to know who will pick you up from school or activities. Usually, it is your parent or someone your family trusts.

PREVIEW

Safe Pick-Up

- Know the name of the person who will pick you up.
- Always wait in the area your [illegible] you.
- If you do not know the person, do not go with them.
- Tell your teacher if something is different.

Why It Is Important

Being safe means, you know who will take you home. Your family and school make a plan, so you are always cared for.

Remembering Your Plan

Your family will tell you about the pick-up plan. Always remember it and follow it every day.

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Name: _____ 20

Curriculum Connection
D1.2

True or False

Is the statement true or false?

1. You should know who picks you up.	True	False
2. You can go with anyone who calls your name.	True	False
3. Your teacher knows the pick-up plan.	True	False
4. Your fa[illegible] tells you the pick-up plan.	True	False
5. Alway[illegible] a different place each day.	True	False

PREVIEW

Visualizing

Dra[illegible] were picturing while you were reading. Explain the picture.

Identify

Colour the rules that help you keep safe.

Listen to your teacher	Go home with your family
Leave the school alone	Leave with someone you don't know
Go with a stranger	Say no to strangers
Ask your teacher for help	Tell an adult if plans change

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Curriculum Connection
D1.2

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Is the statement true or false?

1) You should know the name of the person picking you up.	T	F
2) Don't go home with someone you don't know.	T	F
3) If someone different takes you home, that's okay.	T	F
4) You can change your plan for getting home.	T	F

Name: _____

Is the statement true or false?

1) You should know the name of the person picking you up.	T	F
2) Don't go home with someone you don't know.	T	F
3) If someone different takes you home, that's okay.	T	F
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3) If someone different takes you home, that's okay.	T	F
4) You can change your plan for getting home.	T	F

PREVIEW

Name: _____ 22

Curriculum Connection
D1.2

Travel Safety To And From School

Getting to School Safely

Every day, we travel to school. It is important to be safe on our way.

Whether we walk, ride a bus, or get a ride, we can always be careful.

Safety Tips for Travel

- Always cross the street at the crosswalk.
- Look both ways and look left and right before crossing.
- Stay on the sidewalk and walk on the sidewalk, not in the street.

Riding the Bus Safely

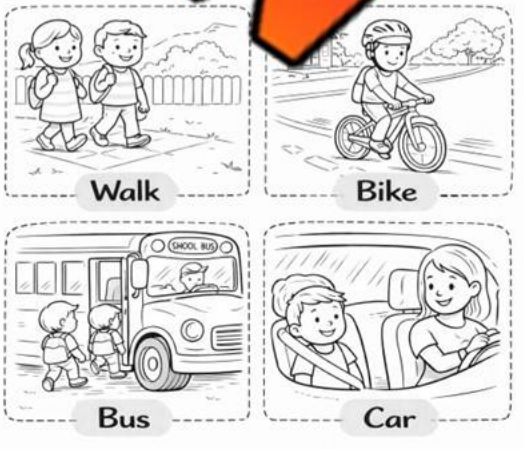
If you take a bus, remember to:

- Stay seated while the bus is moving.
- Wait for the bus to stop before getting on or off.
- Always listen to the bus driver.

Being Safe with Grown-Ups

When travelling with a grown-up:

- Hold their hand while crossing the street.
- Stay close to them in crowded places.
- Always follow their instructions.



Staying safe means we can enjoy our trip to and from school every day!

PREVIEW

Name: _____ 23

Curriculum Connection
D1.2

True or False

Is the statement true or false?

1) Crossing the street without looking is safe.	True	False
2) We should hold a grown-up's hand while crossing the road.	True	False
3) Standing up on the bus is a good idea.	True	False
4) Using a crosswalk to cross the street is safe.	True	False
5) It is safe to wear a helmet when riding a bike.	True	False

Fill in the Blank

Write the missing word.

1)	Always walk on the _____.	Sidewalk	Road
2)	Look _____ ways before crossing the street.	One	Both
3)	Stay _____ while the bus is moving.	Standing	Seated
4)	Wait for the _____ signal before crossing.	Stop	Walking
5)	Keep _____ on the school grounds during breaks.	Stay	Play

Directions

Draw three safe travel practices.

PREVIEW

Name: _____ 24

Curriculum Connection
D1.2

Choices | Circle if the choice is safe or unsafe

#	Descriptions	Safe	Unsafe
1	Walking on the sidewalk to school.	Safe	Unsafe
2	Running across the street without looking.	Safe	Unsafe
3	Holding a grown-up's hand while crossing the road.	Safe	Unsafe
4	Pla ar the street while waiting for the bus.	Safe	Unsafe
5	lk to cross the street.	Safe	Unsafe
6	Chasing eet without stopping.	Safe	Unsafe
7	Waiting pa at th	Safe	Unsafe
8	Pushing friends ing or	Safe	Unsafe
9	Buckling up if riding in a ar.	Safe	Unsafe
10	Standing up on the bus while it moving	Safe	Unsafe
11	Looking both ways before crossing the et.	fe	Unsafe
12	Crossing the street alone without an adult.		Unsafe
13	Waiting for the walking signal at traffic lights.		afe
14	Riding a bike without a helmet.	Sa	Unsafe
15	Keeping backpacks and bags close while walking.	Safe	Unsafe
16	Running ahead of the group while on a field trip.	Safe	Unsafe
17	Staying on the school grounds during breaks.	Safe	Unsafe
18	Climbing on fences or barriers near the road.	Safe	Unsafe
19	Listening to the crossing guard's instructions.	Safe	Unsafe
20	Disturbing the bus driver while the bus is moving.	Safe	Unsafe

PREVIEW

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Name: _____ 28

Curriculum Connection
D1.2

Activity – Safety Colouring Pages

Objective What are we learning about?

Students will learn about the importance of boundaries and safety through visual examples.

Materials What will you need for the activity?

- Printable colouring pages with safety boundaries
- Crayons or coloured pencils



Instructions How to complete the activity?

1. Start by discussing what boundaries are and how they keep us safe, using simple examples like wearing a helmet when riding a bike or staying on the sidewalk when walking.
2. Give each student a set of colouring pages with pictures that show different safety boundaries.
3. Ask the students to colour each picture while thinking about why each safety rule is important.
4. While they are colouring, walk around and ask students to talk about how the boundaries in the pictures keep them and others safe.
5. Once they are finished colouring, have students share their favourite picture with a partner and explain why they think that safety boundary is important.
6. After completing the activity, display the students' work to remind them of the different safety rules.

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Curriculum Connection
D1.2



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Name: _____ 30

Curriculum Connection
D1.2



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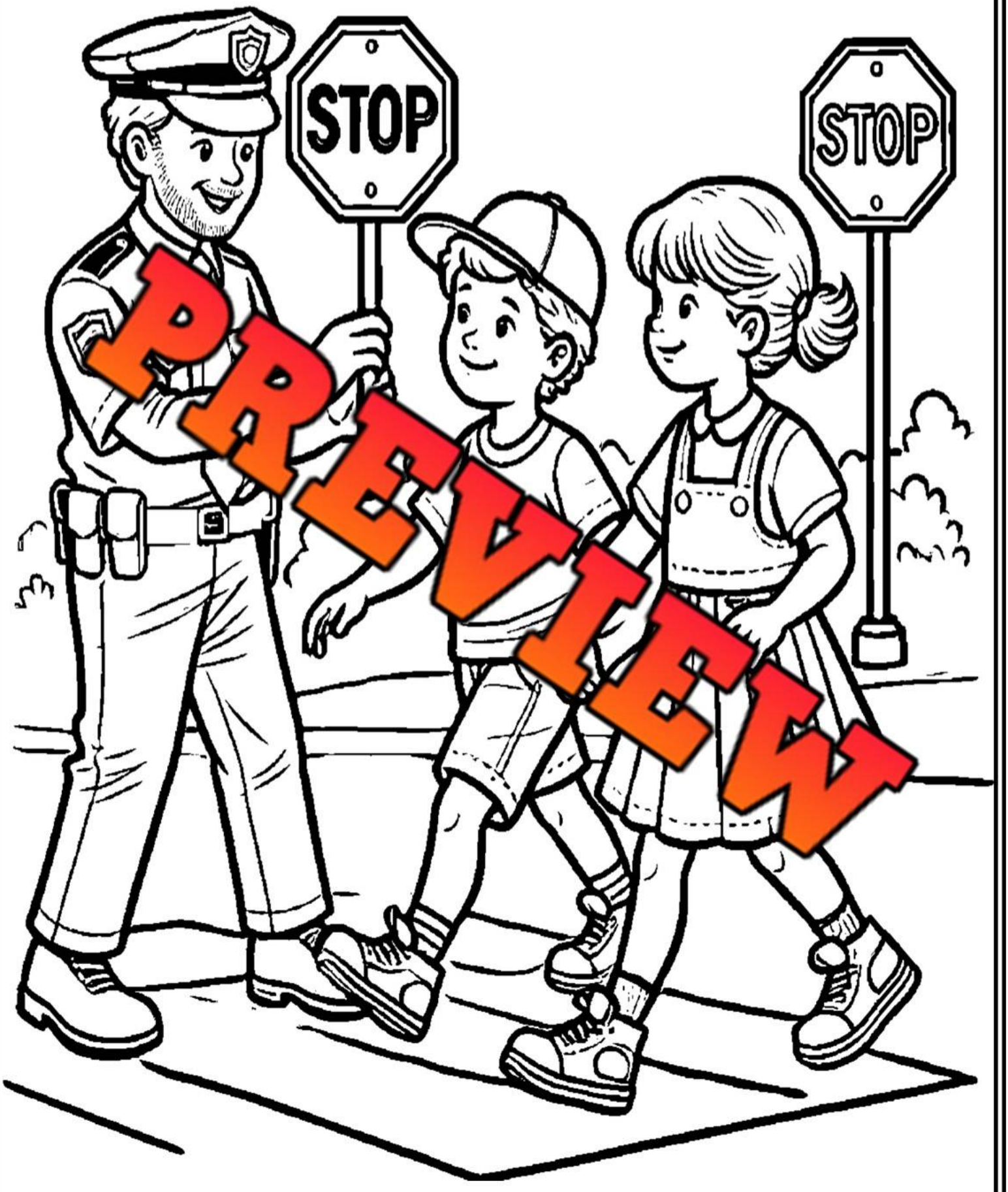
Name: _____ 31

Curriculum Connection
D1.2



PREVIEW

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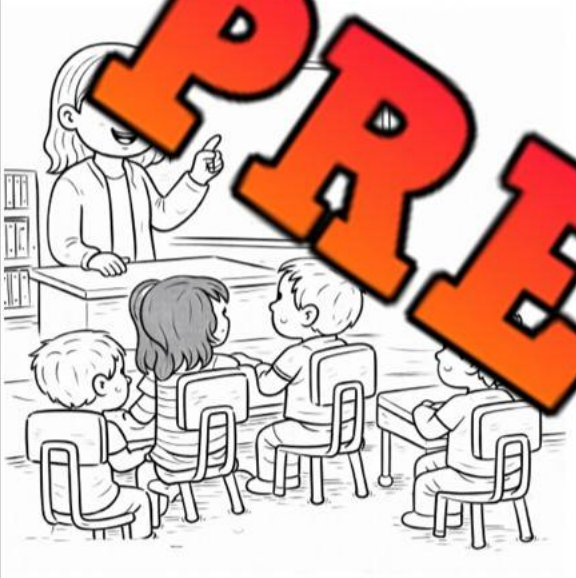
Story: Listening with Respect

Listening Lily and the Magic Words

Once upon a time, in a bright classroom, there was a girl named Lily. Lily loved talking with her friends Anna, Zoe, and Miguel. But sometimes, she forgot to [illegible]ten.



One day, Mrs. Chen said, "Today, we will learn about listening with respect." Lily [illegible]d her head, curious.

"W[illegible]en," Mrs. Chen explained, "we sh[illegible]e car[illegible]akes our friends feel special a[illegible]ard."

Lily thought about it. "I want to make my frie[illegible]spe[illegible]"

The next day, when Zoe talked about her new puppy, Lily re[illegible]ered Mrs. Chen's words. She listened without interrupting. Zoe's eyes sparkled. "Thanks for listening, Lily! It means a lot."

Lily smiled. Listening made her friends happy. From that day, Lily became 'Listening Lily,' always remembering that listening with respect was like saying a magic word that made her friends feel valued and heard. And the classroom was filled with more smiles than ever!

PREVIEW

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Curriculum Connection
D2.3

True or False

Is the statement true or false?

1) Lily loves to talk with her friends.	True	False
2) Lily always remembers to listen.	True	False
3) Listening makes friends feel ignored.	True	False
4) Zoe fee[illegible]happy when Lily listens.	True	False
5) Mrs. C[illegible]hes about respectful listening.	True	False

PREVIEW

Order

Pu[illegible]nce[illegible] in the right order based on the story.

	Mrs. Chen ta[illegible]t t[illegible]s [illegible]istening.
	Zoe felt happy, and [illegible]ile[illegible]
	Lily wanted to make her frie[illegible]eel hap[illegible]
	Lily liked to talk with her friends.
	Lily listened when Zoe was talking.

Word Search

Find the words in the wordsearch.

Listen	Respect
Feelings	Lily
Eyes	Special
Happy	Care

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

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Story: Being Helpful

Mia's Helping Hands

In a small, cozy town, there was a kind-hearted girl named Mia. Mia loved he[illegible]g everyone.

One [illegible]rn[illegible]Mia saw Mrs. Kumar struggling wit[illegible]ro[illegible]ry bags. "Can I help you carr[illegible]?" Mi[illegible]Mrs. Kumar smiled gratefully as [illegible]eped h[illegible]her door.



At school, Mia noticed her class[illegible]Omar looking sad. "I cannot find my crayon," h[illegible]d. Mia shared her crayons and Omar's frown[illegible]o s[illegible]

Later, Mia saw a lost kitten. She asked for help to find t[illegible]her. The kitten purred, as if saying thank you.

At home, Mia's mom looked tired. Mia decided to set the table for dinner. "Thank you, Mia," her mom said, "You are so helpful!"

Being helpful made Mia feel happy. She learned that even small actions could make a big difference in others' lives, creating smiles and building friendships.

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Curriculum Connection
D2.3

True or False

Is the statement true or false?

1) Mia helped Mrs. Kumar with bags.	True	False
2) Mia ignored Omar when he was sad.	True	False
3) Mia set the table for dinner.	True	False
4) Helping others makes them smile.	True	False
5) Mia on[illegible]s her friends.	True	False

Dire[illegible]

C[illegible]e hearts that show helpful actions.



PREVIEW

Draw

Draw three pictures of how Mia helped others

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Curriculum Connection
D2.3

Story: Understanding Boundaries

Space Bubbles: A Lesson in Personal Space

Sam loved playing space explorer with his friends, Aliya and Ben. They pretended their playground was a distant planet.

One su[illegible]while playing, Sam got too close to Aliya. "Whoa, Sam! I nee[illegible]tle spa[illegible]ya said, stepping back.

Sam felt con[illegible]Mrs. L[illegible]
teacher, noticed and[illegible]ver.
"Sam, just like planets ne[illegible]pac[illegible]
around them, people need pers[illegible]
space too," she explained.



"Personal space?" Sam asked.

"Yes, it is an invisible bubble around us. We should res[illegible]p everyone comfortable," Mrs. Lee smiled.

Sam understood now. "I'm sorry, Aliya. I'll remember your space bubble."

From then on, Sam made sure to respect everyone's personal space. He learned that understanding boundaries was important for everyone's safety and comfort. And their space adventures were more fun than ever, with all the planets happily spinning in their own space!

PREVIEW

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Name: _____ 37

Curriculum Connection
D2.3

True or False

Is the statement true or false?

1) Sam likes being a space explorer.	True	False
2) Aliya was happy when Sam got too close.	True	False
3) Mrs. Lee taught Sam about personal space.	True	False
4) Person[illegible]space is like an invisible bubble.	True	False
5) Sam f[illegible]ut Aliya's space bubble.	True	False

Fill in the Blank

Write the missing word.

1)	They pretended [illegible] ____ planet.	Close	Distant
2)	"Whoa, Sam! I need a t[illegible]aid.	Time	Space
3)	Mrs. Lee talked about _____ce.	Personal	Outer
4)	It is an invisible _____ around us.	[illegible]le	Bubble
5)	Sam made sure to respect everyone's _____	Pu[illegible]	Personal

Draw

Draw Sam and Aliya in their space bubble

PREVIEW

Curriculum Connection
D2.3

Personal Space, and Saying No

Understanding Personal Space

Personal space is like an invisible bubble around us. It keeps us safe and comfortable. Just like you have your own toys and like to decide who can play with them, you also get to decide who can come into your space.



PREVIEW

Respecting Boundaries

Boundaries are rules we have for ourselves. Here's what you need to know:

- It's okay to say "no" if you don't like being touched, even in friendly ways like hugs.
- Always ask before giving someone a hug or holding their hand.
- If someone makes you feel uncomfortable, tell a grown-up you trust.

Being a Good Friend

Good friends respect each other's bubbles. Here's how you can be one:

- Listen when a friend says "no" or "stop."
- Always ask for permission. "Can I give you a hug?"
- Be kind and respect everyone's space.

Remember, everyone's bubble is important. Let's keep each other safe and happy by respecting personal space and asking for consent!

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Name: _____ 39

Curriculum Connection
D2.3

True or False

Is the statement true or false?

1. Everyone has their own personal space.	True	False
2. It's okay to hug someone without asking.	True	False
3. You should tell a grown-up if uncomfortable.	True	False
4. Only st[illegible]ers should respect your space.	True	False
5. Sayin[illegible]	True	False

PREVIEW

Draw

Draw a [illegible]f with your personal bubble around you. Show how b[illegible]nt you[illegible]e to be.

Question

What should you do if someone breaks your personal boundary?

_____

_____

_____

_____

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Circle the correct answer.

1) Personal space is like an ___ bubble.	invisible	big
2) It is _____ to say no.	okay	not okay
3) You don't need to give ____.	thanks	hugs
4) If you feel uncomfortable, talk to a _____.	kid	trusted adult

Name: _____

Circle the correct answer.

1) Personal space is like an ___ bubble.	invisible	big
2) It is _____ to say no.	okay	not okay
3) You don't need to give ____.	thanks	hugs
4) If you feel uncomfortable, talk to a _____.	kid	trusted adult

Name: _____

Circle the correct answer.

1) Personal space is like an ___ bubble.	invisible	big
2) It is _____ to say no.	okay	not okay
3) You don't need to give ____.	thanks	hugs
4) If you feel uncomfortable, talk to a _____.	kid	trusted adult

PREVIEW

Name: _____ 41

Curriculum Connection
D2.3

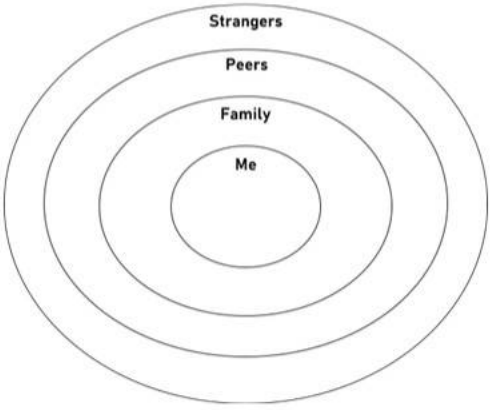
Activity – My Boundary Circles

Objective | What are we learning about?

Students will learn about personal boundaries by categorizing various activities based on their comfort level with family, friends, acquaintances, and strangers.

Material | What will you need for the activity?

- A printed [illegible] boundary circles diagram for each [illegible]
- A pencil or crayons [illegible] ing



Instructions | How will you comple[illegible] activi[illegible]

1. Give each student a copy of the bounda[illegible]les [illegible] which includes circles for "Me," "Family," "Friends," "Acqua[illegible] [illegible]ers."
2. Read through the list of activities with the students, [illegible]ain[illegible] [illegible]nd what it means.
3. Have students think about where they feel most comfortable d[illegible] each activity.
4. Ask them to write the number of the activity in the circle that matches who they feel most comfortable doing that activity with (e.g., they might put "Hugging" in the "Family" circle).
5. Students can use a pencil or crayons to write or colour in the numbers in the correct circles.
6. Once they've filled in their diagrams, discuss as a class how different people might have different boundaries, and that's okay!

PREVIEW

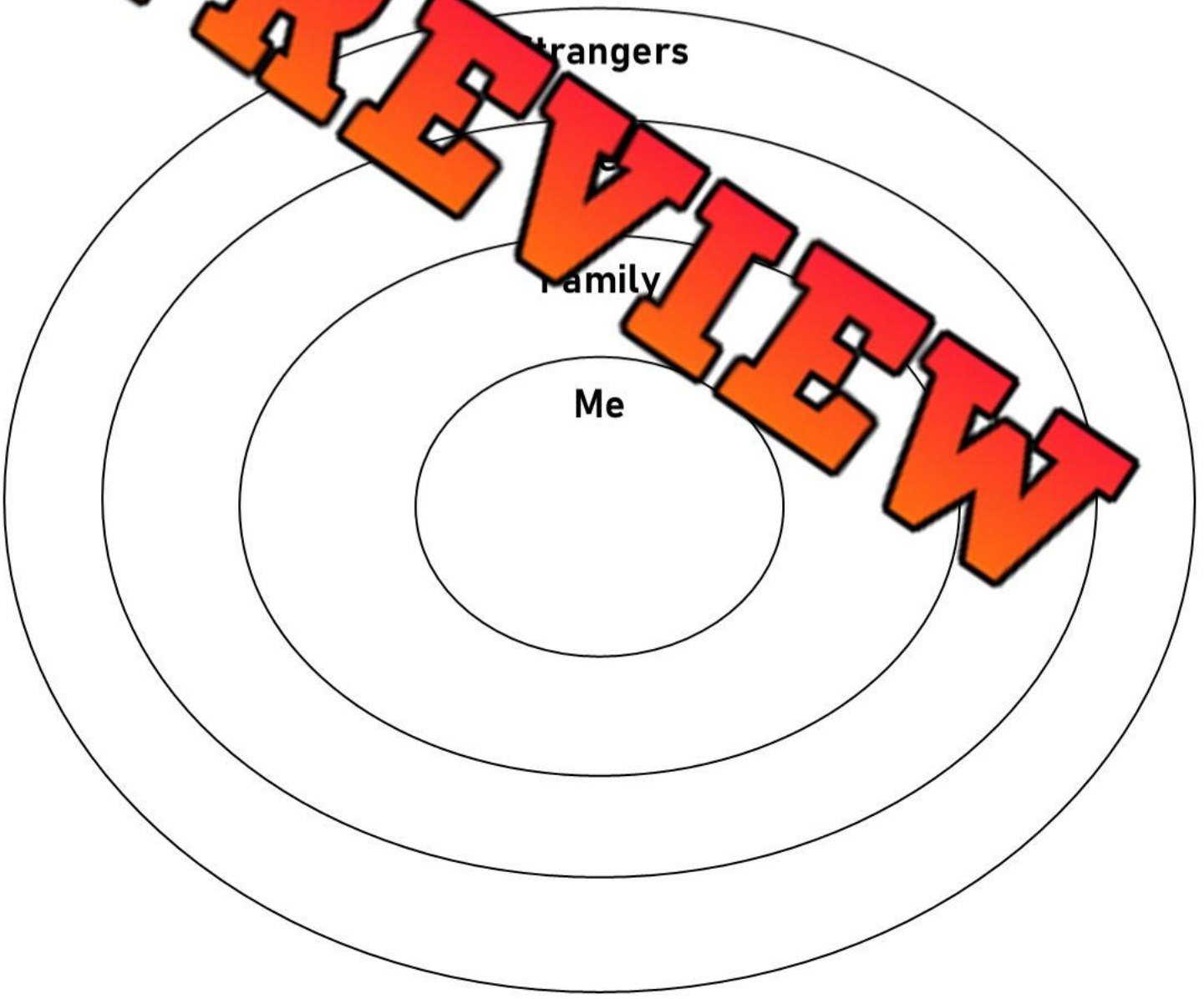
Name: _____ 42

Curriculum Connection
D2.3

The circles below show your personal boundaries. The closer the circle, the more special the people are to you. You have four circles: Family, Friends, Peers, and Strangers.

Write the number of each activity in the circle where you feel most comfortable doing it. Some activities can be in more than one circle!

A) Huggi	B) Saying Hello	C) Sharing a Snack
D) Askin p	E) Playing a game	F) Giving a high five
G) T et	H) Holding Hands	I) Sharing a toy



PREVIEW

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Name: _____ 43

Curriculum Connection
D2.3

Activity – Boundary Meter

Objective What are we learning about?

Students will explore their personal comfort zones by deciding how close or far they feel comfortable being with different people in their lives.

Materials What will you need for the activity?

- B ary Met heet
- Crayons, p arkers



Instructions How wi complet tivity?

1. **Introduce the Concept**: Start by ing th yone has different comfort levels when it comes to being close to oth t's in nt to understand how close or far we feel safe and comfortab diff t p
2. **Distribute Boundary Meters**: Give each student a y r or heet. At one end of the paper, there should be drawings or labe people, such as "Family," "Best Friend," "Classmate," "Teacher," ger."
3. **Drawing Themselves**: Students will draw a small picture of themselves or place a sticker on the meter, showing how close or far they feel comfortable being with each person. For example, they may draw themselves closer to "Family" and farther from "Stranger."
4. **Explain Choices:** After drawing themselves, students will explain why they chose to be close to some people and farther from others. Discuss how this helps them understand their own boundaries.

PREVIEW

Name: _____ 44

Curriculum Connection
D2.3

Meter How close or far do you want to be with the people at the end of the line?

.....	FAMILY	
.....	BESTFRIEND	
.....	CLASSMATES	
.....	TEACHER	
.....	NEIGHBOUR	
.....	STRANGER	

PREVIEW

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Name: _____ 45

Curriculum Connection
D2.3

Story: Recognizing Exclusion

Jenny's Birthday Invites



Jenny was buzzing with excitement about her birthday. She had a stack of party invites for her friends.

While giving out the invites, she noticed Omar by himself. He looked sad. Jenny remembered feeling sad last year when she did not get an invite to a party.

Walking over, Jenny smiled. "Omar, I want you to come to my birthday!" she said. Omar's smile was as bright as the sun. "Really? Thanks!"

At the party, all the kids played and laughed together. Omar was grinning, and Jenny felt happy. She was glad she invited everyone.

Later, Jenny told her mom, "Inviting Omar made my birthday the best!"

Her mom hugged her. "You were very kind, Jenny."

Jenny went to bed smiling, feeling great about her kind choice.

PREVIEW

Name: _____ 46

Curriculum Connection
D2.3

True or False

Is the statement true or false?

1) Jenny was excited for her birthday.	True	False
2) Omar was invited to the party at first.	True	False
3) Jenny felt good including Omar.	True	False
4) Leavin[illegible]ple out feels good.	True	False
5) Jenn[illegible] left out last year.	True	False

Direction

✔ eck if the action shows including others.

❑ I invite everyone to	❑ I say kind words
❑ I leave someone out	❑ I p[illegible]y with my best friend
❑ I share toys and games	❑ [illegible]k so[illegible]e[illegible]o[illegible] alone to join
❑ I ignore someone who wants to join	❑ I listen to [illegible]rie[illegible]

PREVIEW

Question

Why is it important to include everyone?

_____

_____

_____

_____

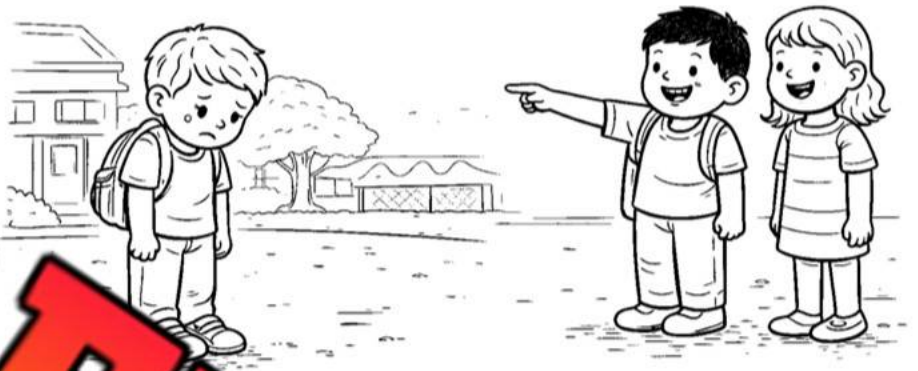
Name: _____ 47

Curriculum Connection
D2.3

Story: Bullying Awareness

Lucas and the Kind Words

Lucas was new at Maple Leaf School. He felt nervous and a little shy. One day, while playing in the sc rd, he hear ds laughing at hi called him na d made fun of his shoe s felt d alone.



Mrs. Patel, their teacher, noticed was t. She sat down with the class and talked about bullying. "Bullying ts fe s and is never okay," she explained. "If someone bullie , t or a grown-up."

Lucas bravely shared his feelings. "They made me feel d, d.

Mrs. Patel encouraged the class to be kind and supportive. The next day, those same kids apologized to Lucas. They learned that words could hurt but could also heal.

From then on, Lucas felt happier at school. He made many friends who cared and supported each other. They all learned that kindness is stronger than any mean words.

PREVIEW

Name: _____ 48

Curriculum Connection
D2.3

True or False

Is the statement true or false?

1) Lucas was new at Maple Leaf School.	True	False
2) Bullying makes people feel good.	True	False
3) Mrs. Patel talked about kindness.	True	False
4) The kids apologized to Lucas.	True	False
5) Lucas [illegible] friends at the end.	True	False

Word Search

[illegible] the words in the wordsearch.

Bully	W[illegible]
Rude	Mean
Sad	Happy
Feelings	Friends
Lucas	Teacher



PREVIEW

Fill in the Blanks

Write the missing word.

1)	Lucas felt _____ when he was laughed at.	Sad	Happy
2)	The kids made fun of Lucas's _____.	Shoes	Hat
3)	Mrs. Patel is their _____.	Principal	Teacher
4)	Lucas shared his _____ with the class.	Toys	Feelings
5)	Lucas made many _____ at school.	Drawings	Friends

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Curriculum Connection
D2.4

Allergy Awareness

What Are Allergies?

Allergies happen when our bodies think some things like nuts or bee stings are not safe. Our body tries to protect us, which can make us feel sick.

Com[illegible]gi[illegible]

- Nuts: Som[illegible]can[illegible]t very sick if they eat nuts.
- Bees: Bee [illegible]can [illegible]ause allergies for some people.

Being Safe with Allergi[illegible]

It is important to help keep our [illegible]s safe[illegible]e is how:

- Do not share food at school.
- Wash hands after eating.
- Tell a teacher if a friend feels sick.



Helping Friends with Allergies

We can be good friends by:

- Knowing our friends' allergies.
- Keeping our snacks away from allergic friends.
- Getting help if a friend feels sick.

Remember, allergies can make people feel very ill, so it is important to be careful and kind to keep everyone happy and healthy at school.

PREVIEW

Name: _____ 50

Curriculum Connection
D2.4

True or False

Is the statement true or false?

1. Allergies can make you feel sick.	True	False
2. Only nuts cause allergies.	True	False
3. Washing hands helps prevent allergies.	True	False
4. Bee sti[illegible]never cause allergies.	True	False
5. Tellin[illegible]bout allergies is good.	True	False

PREVIEW

Draw

[illegible]people can be allergic to.

Question

What should you do if a friend has an allergy?

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Curriculum Connection
D2.4

Safety in the Classroom

Why Safety Matters



Being safe in the classroom helps everyone learn and have fun. When we are safe, we can listen, p[illegible]nd work without getting hurt.

PREVIEW

Safety [illegible]racti[illegible]

- Tell the [illegible] If y[illegible]an allergy or feel sick, tell your teacher right aw[illegible]
- Safe Snacks: Some s[illegible]ks [illegible]f for everyone. Ask your teacher before bringing the[illegible]
- Clean Hands: Wash your hands o[illegible]o ke[illegible]s away.

Helping Each Other

We can all help to keep the classroom safe by:

- Listening to the teacher.
- Walking, not running, inside.
- Keeping our desks neat and tidy.



Remember, a safe classroom is a happy classroom. Let's work together to make sure everyone feels safe and can enjoy school!

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Name: _____ 53

Curriculum Connection
D2.4

True or False

Is the statement true or false?

1. Tell the teacher if you feel sick.	True	False
2. Washing hands keeps germs away.	True	False
3. It is okay to keep allergies a secret.	True	False
4. We do [illegible]eed to clean our desks.	True	False
5. Safet[illegible]one learn better.	True	False

Direction

[illegible] to be safe in the classroom.

Students lining up calmly	[illegible]cy exi	Pushing or shoving [illegible]mates	Handwashing at a sink
Teacher helping students	Running inside [illegible] classroom	[illegible] aid [illegible]	Standing or climbing on chairs or desks
Playing with scissors the wrong way	Teacher with a whistle or signal	Studen[illegible] properly on [illegible]s	[illegible]wing books, [illegible]jects

Question

Why do we wash our hands?

_____

_____

_____

_____

PREVIEW

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Name: _____ 54

Curriculum Connection
D2.4

Playground Safety

Safe Places to Play

Playgrounds are fun places to play, but we need to make sure they are safe. This means playing where grown-ups can see us and help us if we need it.



Rul[illegible] Safe P[illegible]

- Stay wh[illegible]s c[illegible]ee you.
- Use playgro[illegible]equi[illegible]n[illegible]ight way
- Wait your turn on [illegible]nd s[illegible]

Why Following Rules is Importa[illegible]

Following rules keeps everyone safe a[illegible]appy[illegible]e play safely, we can have more fun without getting hurt.

Being a Good Friend at Play

Being safe also means being a good friend. We can help by:

- Sharing toys and games.
- Helping someone who falls down.
- Playing games that are safe for everyone.

Playing in safe places and following rules makes the playground a great place for everyone. Let's all play safely and have fun together!

PREVIEW

Name: _____ 55

Curriculum Connection
D2.4

True or False

Is the statement true or false?

1. Playgrounds should be safe.	True	False
2. It is okay to leave the playground alone.	True	False
3. Taking turns is important for safety.	True	False
4. We can use playground equipment any way we want.	True	False
5. Safe play makes it more fun.	True	False

Matching Type

Read each safety rule and match it to the correct situation.

1. Wait your turn			You play with a friend.
2. Use gentle hands	❑		You wear the swings.
3. Wear safety gear	❑	❑	Someone is on the slide.
4. Walk, don't run	❑	❑	The teacher says "Stop!"
5. Listen to adults	❑	❑	You ride a bike.

PREVIEW

Question

Why is it important to follow playground rules?

_____

_____

_____

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Name: _____ 56

Curriculum Connection
D2.4

Instructions Use the word bank below to fill in the blanks and learn important rules about staying safe in public places.

Stay close to your _____

Don't talk to _____

Rem[illegible]ur _____

It's okay to s[illegible] _____ when you feel unsafe.

Always _____ bo[illegible] before crossing the street.

Ask a _____ if you're lost.

Keep walking with an _____ in crowded places.

Always remember the _____ for staying safe.

rules
Grown-ups
police officer
look
adult
no
pa[illegible]ts
[illegible]es
strangers

PREVIEW



Being safe is important and fun!

When you follow these simple rules, you help keep yourself and others safe. Remember, asking for help and knowing who to trust are big steps toward staying safe.

Name: _____ 57

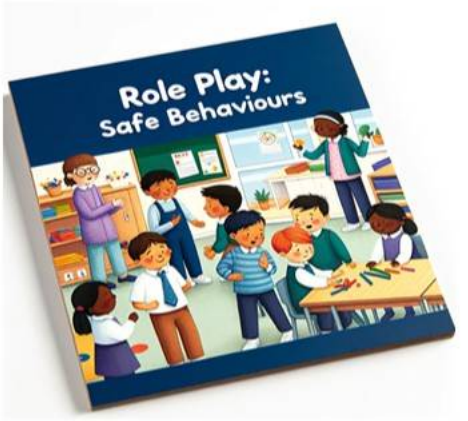
Curriculum Connection
D2.4

Activity – Role Play: Safe Behaviours

Objective

What are we learning about?

To help students understand and practice caring and safe behaviours through role-playing various scenarios, including asking for consent and respecting others' personal space.



Materials

What you will need for the activity.

- Scenario cards with different safe behaviour situations written on them (e.g., asking for consent to borrow, respecting personal space)
- An open space for role-play
- Props like toys or classroom items for use in scenarios

Instructions

How you will complete the activity.

1. Explain the concept of role-playing and safe behaviours to students.
2. Divide the class into small groups.
3. Hand out scenario cards to each group.
4. Allow a few minutes for each group to discuss and plan their role-play.
5. One group at a time, students act out the scenario in front of the class.
6. Encourage the use of props to make the role-play more realistic.
7. After each role-play, discuss with the class which safe behaviour was demonstrated.
8. Ask students how they could apply these behaviours in real life.
9. Rotate through the groups until all have had a chance to perform.
10. Conclude by summarizing the importance of caring and safe behaviours.

PREVIEW

Name: _____ 58

Curriculum Connection
D2.4

Scenarios	Role-Play Scenarios

1. Finding a lost dog
2. Seeing a broken swing at the playground
3. Someone is bullying a friend
4. Get[illegible] the mall
5. Witnessin[illegible]ccident
6. Spotting a [illegible]
7. A friend falls off the [illegible]ke
8. Someone is taking a toy from a cl[illegible]mate
9. Spotting a stranger in the schoolyard
10. A friend is choking on food
11. The classroom is too noisy
12. Someone is stuck on top of the slide
13. Finding a broken glass on the playground
14. A friend is crying because they are lost
15. The ball goes into the street

PREVIEW

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Curriculum Connection
D2.4

Reflection | Answer the questions below

1) Can you think of a time you used safe behaviour?

2) Have you [illegible] scenarios in your life?

3) Draw one of the scenarios you liked.

PREVIEW

Name: _____ 60

Curriculum Connection
D3.1

Story: Avoiding Home Hazards

Draw Draw pictures that show the story.

Aiden's Safety Adventure

Once upon a time, in a cozy little house, lived a curious boy named Aiden. A loved exploring every corner of his home.

One da Aide was cooking in the kitchen. He saw shiny, interesting t the "Remember, kitchen tools are not toys," his mom re ntly.

PREVIEW

Name: _____ 61

Curriculum Connection
D3.1



Aiden nodded. He knew kitchen tools could be sharp and dangerous. He decided to play with his toy cars instead.

Later, Aiden saw a bottle of colourful pills in the bathroom. They looked like candy, but he remembered his dad's words, "Medicines are not for playing. They can make you very sick."

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Aiden went to tell his dad about the medicine. His dad was proud of Aiden for being responsible and not touching them.

In the living room, Aiden saw a small, shiny object on the floor. It was a battery. He remembered learning at school that batteries should be given to adults, as they can be harmful.

Aiden gave the battery to his mom. She thanked him for being so careful and explained, "Batteries can be dangerous if they are broken or swallowed."

PREVIEW

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Name: _____ 63

Curriculum Connection
D3.1



That evening, Aiden's parents sat down with him. They talked about safety in the house and how proud they were of Aiden for avoiding dangers.

Aiden felt happy and safe. He learned that by being careful and listening to his parents, he could avoid hazards at home. From then on, Aiden became a safety hero in his house!

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Curriculum Connection
D3.1

True or False

Is the statement true or false?

1. Kitchen tools are toys.	True	False
2. Playing with medicines can make you sick.	True	False
3. It is safe to paly with batteries.	True	False
4. Aiden g[illegible]e the battery to his mom.	True	False
5. Aiden'[illegible] talked about safety with him.	True	False

Think

[illegible]s y[illegible] can stay safe at home.

1	
2	
3	

PREVIEW

Word Search

Find the words in the wordsearch.

Safety	Sharp
Car	Mom
Dad	Talk
Help	Play
Hero	Careful

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

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Name: _____ 65

Curriculum Connection
D3.1

Activity – What's in the Bottle?

Objective — What are we learning about?

Students will know the importance of labels and safety by exploring different safe liquids and learning that substances can't always be identified by look or smell alone.

Materials — What will you need for the activity?

- C[illegible] bo[illegible]ne for each liquid)
- Sa[illegible]quids s[illegible]oured water, Soap (liquid hand soap), Vin[illegible]ilk[illegible]table oil,
- Labels (opt[illegible]
- Blindfolds (opt[illegible]for [illegible]ng)



Instructions — How will[illegible]con[illegible]ity?

1. **Prepare the Bottles**: Fill each clear plastic b[illegible] with[illegible]rent safe liquid (coloured water, soap, vinegar, juice, mil[illegible]table[illegible]sure the bottles are tightly sealed.
2. **Set Up the Activity**: Place the bottles on a table. S[illegible]an l[illegible]e, sm[illegible]ll, and (optionally) feel the bottles without opening them. Th[illegible]ioul[illegible]ey think is in each bottle based only on the sensory clues (appe[illegible]).
3. **Discussion:** After students make their guesses, reveal what's actu[illegible]each bottle. Discuss how looks and smells can sometimes be deceiving, and why we shouldn't rely on just these senses to determine if something is safe.
4. **Explain Labels:** Talk about the importance of labels and how they help us know what's safe and what's not. Emphasize that if students ever find a bottle or substance, they aren't sure about, they should ask an adult first.
5. **Reinforce Safety**: Explain how some liquids might look similar (like water and vinegar) but have very different uses. This is why it's important to always check labels or ask for help before touching or using substances, especially at home.
6. **Clean-Up:** Make sure all bottles are properly sealed and cleaned up after the activity.

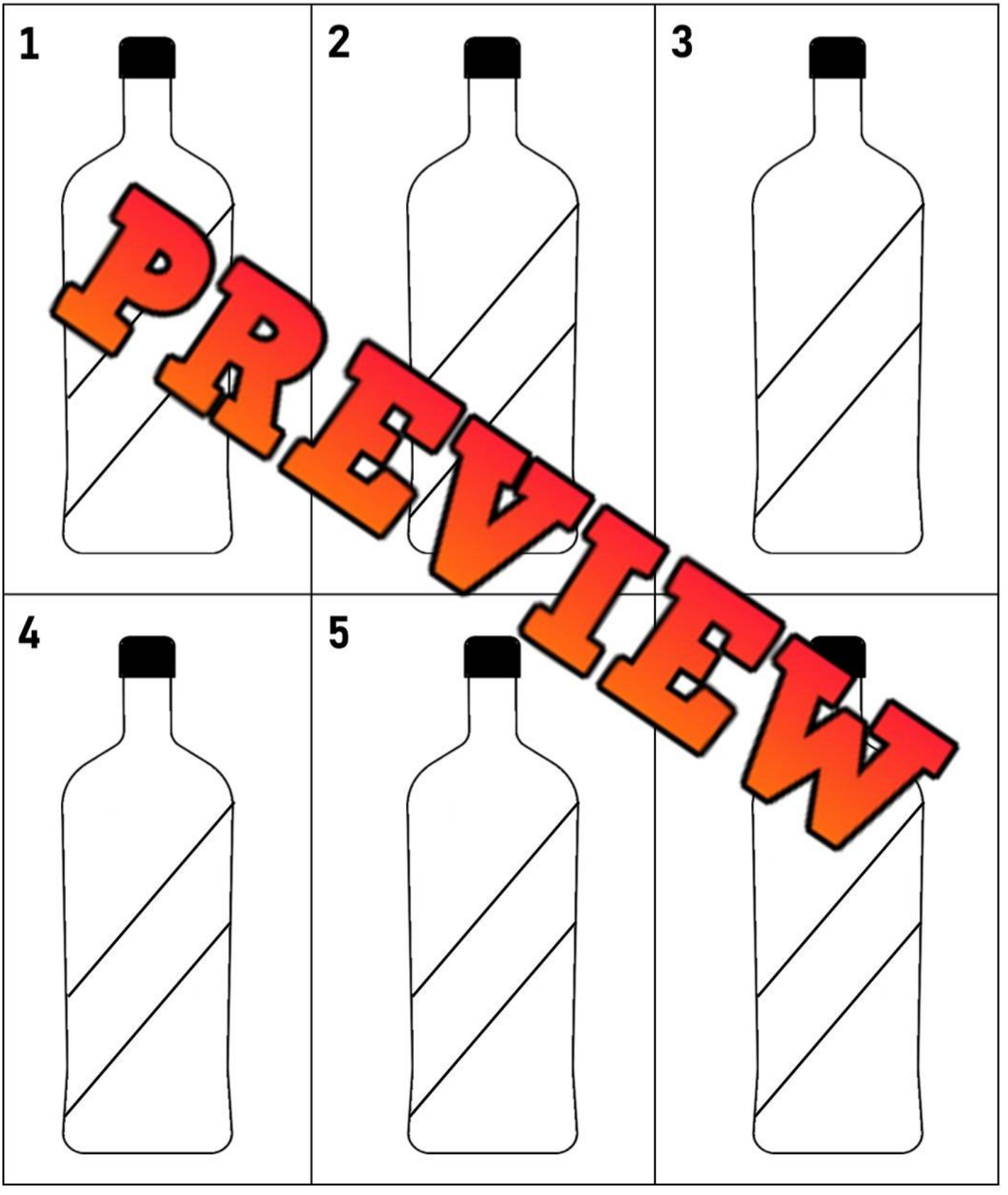
PREVIEW

Name: _____ 66

Curriculum Connection
D3.1

Bottle Labels

Label these bottles based on your guesses!



PREVIEW

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Name: _____ 73

Curriculum Connection
D3.1

Understanding Online Safety

What is Online Safety?

When we use computers, tablets, or phones, we go online. Online means being connected to the internet. It is important to be safe while online.



Safe W[illegible] for Kids

- [illegible]re just for kids.
- Ask a gr[illegible] is okay to use.
- Remember, [illegible] good for kids.

Household Rules for Inter[illegible]

Every family has rules for using [illegible] might include:

- Not talking to strangers online.
- Not sharing personal information, like y[illegible] or a[illegible]ss.
- Only using the internet when a grown-up is ar[illegible]nd.

Being Careful Online

It is fun to play games or watch videos online, but always be careful. If you see something that makes you feel uncomfortable, tell a grown-up right away.

Staying safe online is like being safe in the real world. We follow rules to make sure we have fun without any problems.

PREVIEW

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Name: _____ 74

Curriculum Connection
D3.1

True or False

Is the statement true or false?

1. It is okay to talk to strangers online.	True	False
2. Only use websites that are good for kids.	True	False
3. You can share your address online.	True	False
4. Ask a g[illegible]n-up before using a website.	True	False
5. All w[illegible]e[illegible]fe for kids.	True	False

PREVIEW

Direction

[illegible]e **S** if it is **SAFE** to do online or **NS** if it is **NOT SAFE.**

	Asking a p[illegible]e t[illegible]ew app
	Sharing your full n[illegible]e an[illegible]
	Telling a trusted adult if something [illegible]e fee[illegible]ry
	Keeping your password secret
	Posting photos without asking an adult

Question

What should you do if you see something bad online?

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Curriculum Connection
D3.1

Activity – Digital Traffic Lights

Objective

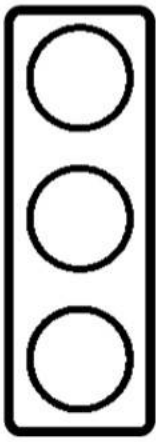
What are we learning about?

To help students understand which online actions require permission, which ones need caution, and which are safe to do on their own.

Materials

What will you need for the activity?

- Digital activity worksheet
- Crayons or coloured pencils (red, yellow, green)



Instructions

How will you complete the activity?

1. Distribute the traffic light worksheet to the students.
2. Explain the Lights: Discuss what each colour represents:
   - Red: Stop! You should always ask for permission.
   - Yellow: Be careful! Sometimes you need permission.
   - Green: Go ahead! Safe to do on your own.
3. Discuss examples of actions that belong in each category.
4. Have students colour the top circle of the traffic light red for always ask for permission, the middle yellow for sometimes you need permission, and the bottom green for Safe to do on your own.
5. Discuss why certain actions belong in each category. Highlight the importance of always asking permission for red light actions.

PREVIEW

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Posting a picture of a friend	Watching a funny video	Sharing a photo of your pet
Sending a message to class	Sharing your home address online	Posting a video of your family
Liking a picture on social media	Sharing a [illegible]	Signing up for a new app
Watching a video your friend sent	Playing an online game	[illegible] of your school
Sending an emoji in a chat	Watching a learning video for school	Posting about your vacation

PREVIEW

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Name: _____ 78

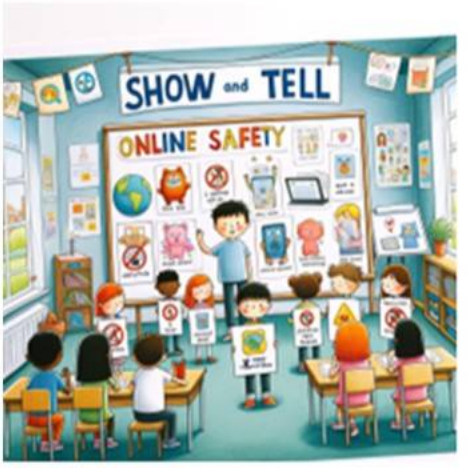
Curriculum Connection
D3.1

Activity – Online Safety Show and Tell

Objective

What are we learning about?

To educate students about online safety by having them share tips and rules for staying safe online, emphasizing the importance of following guidelines set by pa[illegible]ts or guardians.



Materi[illegible]

[illegible]u will need for the activity.

- A device [illegible] safety videos (optional)
- Drawing mate[illegible] for [illegible]strate their tips (paper, crayons, markers)

Instructions

How you will compl[illegible]e activ[illegible]

1. Ask students to think of an online safety [illegible]ey h[illegible]e [illegible]from their family. Maybe have them prepare one for th[illegible]
2. Provide each student with drawing materials.
3. Ask students to draw a picture representing their online s[illegible]
4. Optionally, show a brief video about online safety as an exampl[illegible]
5. Allow each student to present their drawing and explain their tip.
6. Encourage students to talk about rules their parents or guardians have set.
7. Discuss why these rules are important for staying safe online.
8. After each presentation, engage the class in a brief discussion.
9. Reinforce key online safety practices mentioned by students.
10. Conclude with a reminder about the importance of following online safety rules.

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D3.1

Reflection | Answer the questions below.

1) What was your favourite online safety tip shared by a classmate?

2) Can you th... yo... w at home for online safety?

3) Draw a picture of your online safety rule.

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D3.1

Newspaper Article: Weather and Sun Hazards

Stay Safe in All Weathers!

Pu[illegible]on June 24, 2024

Summertime [illegible]lots [illegible]! But we need to be safe [illegible]. Dr. [illegible] weather expert, tells us, "W[illegible] sunscreen and a hat when you play outside in the sun." This helps keep your skin safe and happy.

Billy, a first-grader, loves playing in the park. He says, "I wear my cool cap and put on sunscreen before I go out. It keeps me from getting a sunburn!"

Winter is chilly and snowy. Dr. Lily says, "Wear warm coats, hats, and mittens in the winter." This keeps us cozy and stops us from getting too cold.

Sara, another first-grader, enjoys building snowmen. She shares, "I wear my big coat and fuzzy mittens. They [illegible]me warm when I play in the snow."

M[illegible]ter th[illegible]s, remember these t[illegible]summer, [illegible]unscreen and wear a ha[illegible]n w[illegible]s[illegible]nly in coats and mittens. Let[illegible]ave fun and stay safe in every weather!





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D3.1

True or False

Is the statement true or false?

1. Sunscreen is needed only in winter.	True	False
2. Hats protect us from the sun.	True	False
3. You do not need a coat in the snow.	True	False
4. Mittens keep your hands warm in winter.	True	False
5. Wearin clothes in winter is good.	True	False

Direc

ee weather safety practices.

PREVIEW

Word Search

Find the words in the wordsearch.

Sun	Hat
Warm	Coat
Cap	Snow
Beach	Winter
Cold	Protect

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

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D3.1

Activity: Safety Pictionary

Objective

What are we learning about?

To reinforce the concept of safety through a fun drawing game, helping students recognize and understand different safety-related items and concepts.

Materials

What you will need for the activity.



- [illegible] paper
- [illegible]
- Cards with [illegible] written on them (e.g., [illegible] screen, life jacket, seatbelt)

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Instructions

How you will [illegible]

1. Divide the class into two teams.
2. One student from the first team picks a card [illegible] others.
3. The student tries to draw the safety item on the [illegible]
4. The rest of the team has one minute to guess the word.
5. If the team guesses correctly, they get a point.
6. Then it's the second team's turn to draw and guess.
7. No letters or numbers are allowed in the drawings.
8. Keep rotating turns between the teams.
9. The game continues until all cards are used.
10. The team with the most points at the end wins!

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Idea | Safety Cards

Helmet	Crosswalk
Seatbelt	Life Jacket
Sunscreen	Fire Alarm
Safety Goggles	Ear Protection
Knee Pads	Lights
First Aid	Hard Hat
Reflective Vest	Stop Sign
Caution Tape	Wet Floor Sign
Smoke Detector	Child Gate

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D3.1

Reflection | Answer the questions below.

1) Which safety item is most important and why?

2) How do th[illegible]ems [illegible]us every day?

3) Draw your favourite safety item.

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D3.1

Activity – Snowman Game

Objective What are we learning about?

To reinforce understanding of safety-related words and concepts.

Materials What you will need for the activity.



- A wh[illegible]rge paper
- M[illegible]
- Li[illegible]safety-[illegible]rds (e.g., sunscreen, lifejacket, h[illegible]wal[illegible]

Instructions Ho[illegible]activity

1. Safety Word Selection: Beg[illegible]y ha[illegible]k of safety-related words they have learned, like 'helmet', 'crossw[illegible]' suns[illegible]
2. Explain Snowman: Demonstrate how to pla[illegible]man [illegible]hiteboard or chalkboard. Explain that for each incorrect [illegible] par[illegible]e [illegible]man is drawn, starting from the bottom snowball to the sad fa[illegible]e.
3. Game Setup: Distribute blank Snowman game templat[illegible]e s[illegible]ct them to think of a word related to the health topics they've stud[illegible]
4. Play in Pairs: Students pair up. One student thinks of a health-relate[illegible] and draws blanks on the template for each letter.
5. Guessing the Word: The partner guesses letters. If a letter is correct, it's added to the blanks. If not, a part of the snowman is drawn.
6. Discover and Discuss: The game continues until the word is guessed or the snowman is completed. After each round, discuss the word in context of Safety education.
7. Encourage Creativity: Urge students to be creative with their word choices, thinking broadly about everything they've learned in health class.
8. Rotate and Repeat: After a few rounds, have students switch partners for fresh gameplay and new word challenges.

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D3.1

Snowman

With a partner, one person chooses a word. They count the number of letters in their word and write that many blanks. The other person guesses the letters until they figure out the word.

Draw Your Snowman

Cross off incorrect guesses

a b c d e f g h i j k l m

n o p q r s t u v w x y z

Write the number of blanks for your word below

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Draw Your Snowman

Cross off incorrect

a b c d e f g h i j k l m

n o p q r s t u v w x y z

Write the number of blanks for your word below

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Unit Test – Personal Safety And Injury Prevention

Multiple Choice /10

1. What is your home address? a) A secret code b) Tells where you live c) A game d) Your fav lour	**2. When should you call 9-1-1?** a) For a joke b) For a small problem c) In a big emergency d) To say hello
3. Wh a a) A stra er b) Your teache c) Your best friend d) A cartoon character	**4. What should you do with hot things?** a) Play with them b) Touch them c) Stay away d) Eat them
5. What to wear in the sun? a) A swimsuit b) Sunscreen and a hat c) Just a hat d) Nothing	**cross the road safely?** a) Run b) oth w c) you d) Walk ars
7. Who helps you learn at school? a) Mom b) Teacher c) Police Officer d) Doctor	**8. Why do we ha** a) To play b) To get a snack c) To keep germs away d) To find books
9. What do you do if a friend feels sick from nuts? a) Share more food b) Run away c) Get help d) Watch a video	**10. What is important about online safety?** a) Talking to strangers b) Sharing your address c) Being careful d) Ignoring rules

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Matching

Match the terms with what they mean

Allergies	❑ Safe walking path on roads
Emergency	❑ Serious situation needing quick help
Cross	❑ Reaction to things like nuts

Scenarios

Read th tion and circle the best way to handle it

1) Emma sees a strange e park. W uld she do?
a) Go with the stranger
b) Stay away and find a trusted adul
c) Ask the stranger for candy
d) Play a game with the stranger

2) Alex needs to cross the street. How should he do it?
a) Run across quickly
b) Use the crosswalk and look both ways
c) Close his eyes and walk
d) Cross without looking

3) Max is helping in the kitchen. He sees a sharp knife. What should he do?
a) Pick up the knife
b) Ask a grown-up for help
c) Play with the knife
d) Use the knife by himself

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