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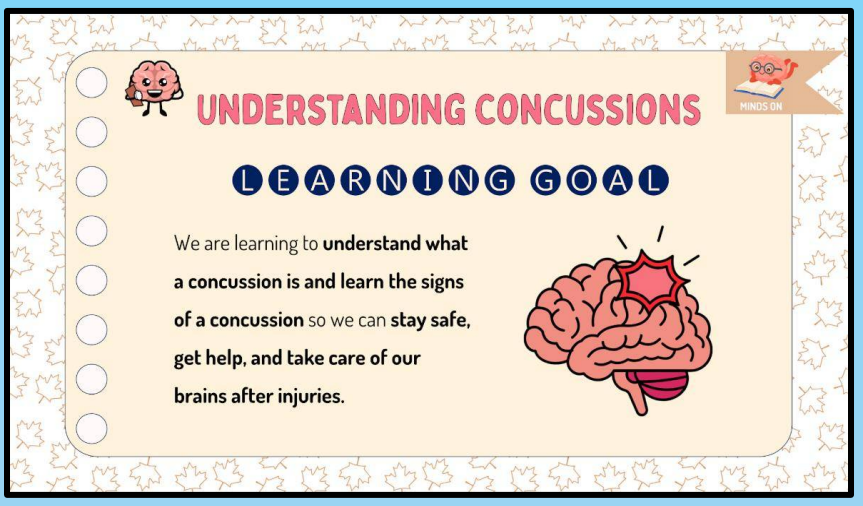
Ontario Health

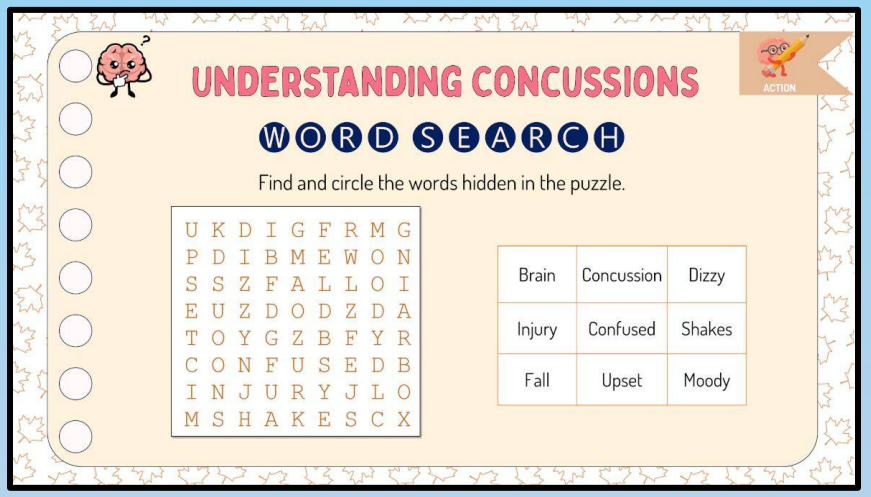
Personal Safety & Injury Prevention– Grade 3

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!



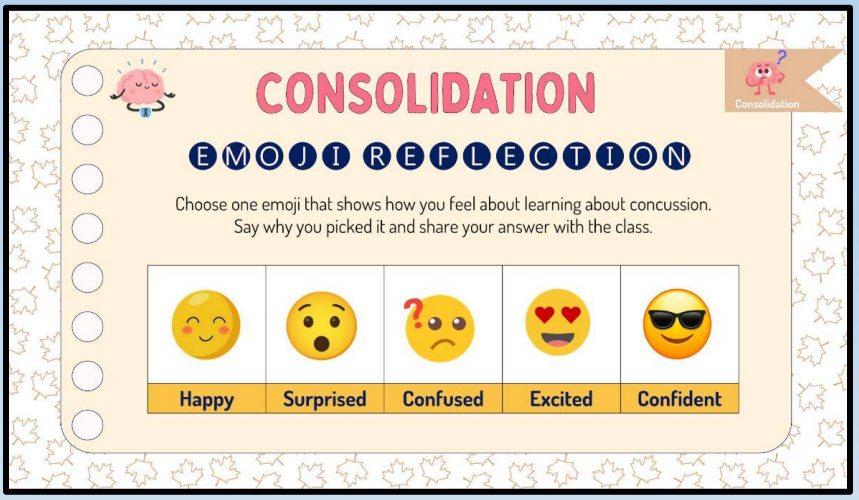


Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



Ontario Health

Personal Safety & Injury Prevention– Grade 3



Ontario Health

Personal Safety & Injury Prevention– Grade 3



Workbook Preview

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Grade 3 – Health Unit

Personal Safety and Injury Prevention

	Curriculum Expectations	Pages
D1.2	demonstrate an understanding of concussions and how they occur, as well as an awareness of the school board's concussion protocol	6 – 9
D2.2	[illegible] hygiene and the prevention of infectious diseases; guidelines for proper use of hand sanitizers; wildlife safety precautions; guidelines for managing allergies; Halloween safety practices; rules for behaviour around guide dogs, other service animals, and animals in general)	[illegible]7
D3.2	explain how the portrayal of fictional violence in various media, both on- and offline (e.g., television dramas, video games, Internet, movies), can create an unrealistic view of the consequences of real violence (e.g., physical trauma, chronic disability, family stress, death)	88 – 95

Preview of 70 pages from this product that contains 139 pages total.

NAME: _____

Personal Safety and Injury Prevention



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Name: _____ 6

Curriculum Connection
D1.2

Concussion

Concussion

A concussion is a brain injury that happens when the brain shakes quickly back and forth. This can happen if you bump your head, fall, or get hit hard. Imagine shaking a [illegible] of jello - the jello wobbles, just like our brain does during a con[illegible]

PREVIEW

Visible Clues of a [illegible]ussi[illegible]

There are some signs of [illegible]sion [illegible]an see.

Having a hard time staying balanced

1) Looking dizzy or confused.

2) Feeling sick and possibly throwing up.

3) Being bothered by light or loud noise.



Hidden Signs of a Concussion

There are also hidden signs of a concussion. These may include:

1) Feeling really tired.

2) Having headaches.

3) Being moody or feeling easily upset.

4) Having trouble remembering things or thinking clearly.

Name: _____ 7

Curriculum Connection
D1.2

True or False Is the statement true or false?

1) A concussion is a type of stomachache.	True	False
2) The brain shakes back and forth during a concussion.	True	False
3) All signs of a concussion can be seen.	True	False
4) Being m[illegible] or easily upset can be a sign of a concussion.	True	False
5) We ca[illegible] someone has a concussion.	True	False

Direction C[illegible] a concussion.

❑ Confusion	❑ Feeling very tired
❑ Nausea	❑ [illegible]ache
❑ Happiness	❑ B[illegible]ungry
❑ Feeling excited	❑ [illegible]zines
❑ Blurry or fuzzy vision	❑ Feel[illegible]g and [illegible]getic

Draw Draw 3 things that can prevent a concussion.

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Name: _____ 8

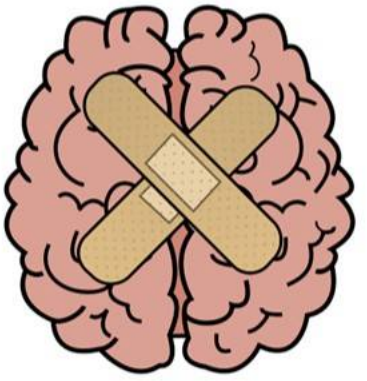
Curriculum Connection
D1.2

Concussion Activity – Protecting Our Brain

Objective | What are we learning more about?

To teach students about the importance of protecting their head and what a concussion is.

Materials | What do we need for our activity?



1) [illegible] a brain)
2) [illegible] container (to represent a skull)
3) Cotton ba[illegible] helmet or other forms of protecti[illegible]

Method | How d[illegible] plete [illegible] riment?

1) Show the egg to the students a[illegible] in th[illegible] presents a person's brain.

2) Place the egg inside the clear plastic co[illegible] the container is like our skull, which houses and protects our b[illegible]

3) Now, lightly shake the container to demonstrate how the b[illegible] urt (like getting a concussion) when it shakes inside the skull.

4) Now, add cotton balls (helmet/protection) around the egg inside the container and shake the container again. Discuss how the cotton balls help protect the egg from cracking, just like a helmet protects our brain.

5) Have students draw what they observed and write down the importance of wearing a helmet and protecting their head.

PREVIEW

Name: _____ 9

Curriculum Connection
D1.2

Observations | Answer the questions below

1) What happened to the egg (the brain) when it was in the container (the skull) without any cotton balls (the helmet)?

2) How [illegible] balls help protect the egg?

3) Why is it important to protect our [illegible] especially our brain?

4) Draw the egg before and after it gets a "concussion"

Before	After

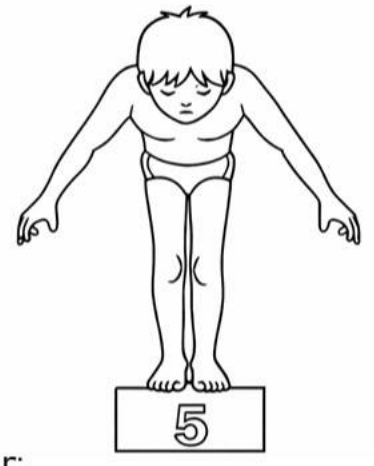
PREVIEW

Name: _____ 10

Curriculum Connection
D2.2

Guidelines For Water Safety

Water Fun and Its Risks



Water sports are fun, but there are risks including, slips, dangerous water currents, and the chance of drowning.

PREVIEW

Key R for W y

Here are some p follo ver you are near water:

- Use life jackets: Ev ou can sw aring a life jacket can give you extra protection, especially in d p or
- Stay in safe areas: Swim in areas ith lifeg s an hin the swim zones.
- Learn to swim: Knowing how to swim is a important water safety skill.
- Always swim with a buddy
- Understand the signs of trouble: Learning about water currents, the dangers of cold water, and the signs of someone struggling in the water can save a life.
- Before you jump into a pool or any body of water, check the depth and ensure the water is clear of any hazards.
- Do not run near the water as the ground may be slippery and cause a fall.



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Curriculum Connection
D2.2

True or False

Is the statement true or false?

1) It is okay to swim alone.	True	False
2) Life jackets are only for those who cannot swim.	True	False
3) You should only swim in areas with lifeguards.	True	False
4) Diving in shallow water is safe.	True	False
5) Everyo uld learn to swim.	True	False

Fill i

Write the missing word.

1)	Always sw _____	buddy	stranger
2)	Check the water s_ _efore in.	colour	depth
3)	_____ near the pool ca ad t	Running	Sitting
4)	Swimming skills can keep you _____.	cool	safe
5)	It is important to follow water _____.	e	safety

Questions

Answer the questions below using evi ro t

1) What are 3 important guidelines to follow for water safety?

_____

_____

_____

2) Why is it important to check the depth before jumping into water?

_____

_____

_____

PREVIEW

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Name: _____ 12

Curriculum Connection
D1.2

Activity – Water Safety Rescue

Objective What are we learning more about?

To help students identify safe ways to assist someone in the water during an emergency.

Materials What do we need for our activity?

1) W… …uring worksheet
2) …ns, colo… …ncils, or markers
3) Pe… …l



Method How …e co… …t… …ctivity?

1) Look closely at the pict… …yo… …et. Notice what is happening and what objects you can see aroun… …ater.

2) Colour the picture neatly using crayons o… …our… …to stay inside the lines.

3) Find the objects that can help someone safely in the wate… …or … …e, things you can throw or reach with). Circle these safe objects.

4) Find the objects that are not safe to use for a water rescue (things that won't help or could be dangerous). Put an X on those objects.

5) When you are finished, listen to your teacher and join the class discussion about why the circled objects are safer choices and why the X-marked objects are not safe.

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Curriculum Connection
D2.2

Water Safety Rescue



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Name: _____ 14

Curriculum Connection
D2.2

Guidelines For Safe Drinking Water

What is Safe Drinking Water?

Safe drinking water is water that has no harmful substances, so it is safe to drink and use for cooking. This water does not have any bad smells, tastes, or colours.



How to E inking Water is Safe

Here ome ke make sure your water is safe to drink:

- Drinking ter: D nly tap water or bottled water.
- Boil Water if Uns : If whether water is safe to drink, boil it for at lea mi t y harmful bacteria or viruses.
- Use Water Filters: If boiling is no ible, u at filters can also help remove harmful substances.
- Avoid Unclear Water: If water looks cloudy, has ell, c es strange, it is better to avoid drinking it.
- Store Water Properly: Keep drinking water in clean, covered con ers to avoid contamination.



Why Safe Drinking Water Matters

Drinking unsafe water can make you feel sick and cause health problems. Water is important for keeping our bodies hydrated, so, drink up - but make sure it is safe!

PREVIEW

Name: _____ 15

Curriculum Connection
D2.2

Questions

Answer the questions below using evidence from the text.

1) What are the two ways mentioned to ensure water is safe to drink if you are unsure about its safety?

2) Why is [illegible]ant to store drinking water in clean, covered containers?

PREVIEW

True or False

Is the [illegible]ner [illegible]se?

1. Safe drinking water has a strange c[illegible]our.	True	False
2. We can drink any water if we are thirsty.	True	False
3. Boiling water can make it safe to drink.	[illegible]rue	False
4. It is okay to store drinking water in uncovered containe[illegible].	[illegible]	[illegible]lse
5. Safe drinking water is not important for our health.	[illegible]	False

Word Search

Find the words in the wordsearch

Drinking	Contamination
Water	Cloudy
Safe	Filter
Boiling	Bottled
Bacteria	Covered

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

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Curriculum Connection
D2.2

Activity – Safe Drinking Water Maze



PREVIEW



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Curriculum Connection
D2.2

Safe Routes For Going To School

Choosing Your School Route

Choosing a safe route to school is important. It keeps you away from dangers and helps you get to school on time. Here are some things to consider:



- Cross[illegible]e routes with marked crosswalks to cross streets.
- [illegible]route is well lit and easy to see.
- Traffic: A[illegible]th[illegible] traffic if possible.
- Sidewalks: Cho[illegible]lks. This keeps you safe from traffic.

PREVIEW

Traveling with Buddies



It is safer and more fun to travel with a friend [illegible] group. Try to join a 'walking school bus' - a gr[illegible] of children walking to school with one or more adults.

Ask for Help

Always ask your parents or caregivers for help when choosing a safe route. They can help you pick which paths are safest and practice walking them with you.

Being Alert

Always be aware of what is around you. Avoid distractions like mobile games.

Remember, a safe route makes your walk to school easier and more enjoyable.

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Curriculum Connection
D2.2

True or False

Is the statement true or false?

1) A safe route to school avoids sidewalks.	True	False
2) It is safe to choose a dark and hidden path.	True	False
3) Traffic does not matter when choosing a school route.	True	False
4) Walking to school with a buddy is a good idea.	True	False
5) You do [illegible] to ask for help when choosing a route.	True	False

Draw

Is ther[illegible] you walk to from your house? Draw a map of the safe wal[illegible]u t[illegible]

PREVIEW

Question

What is a 'walking school bus' and why is it a good idea?

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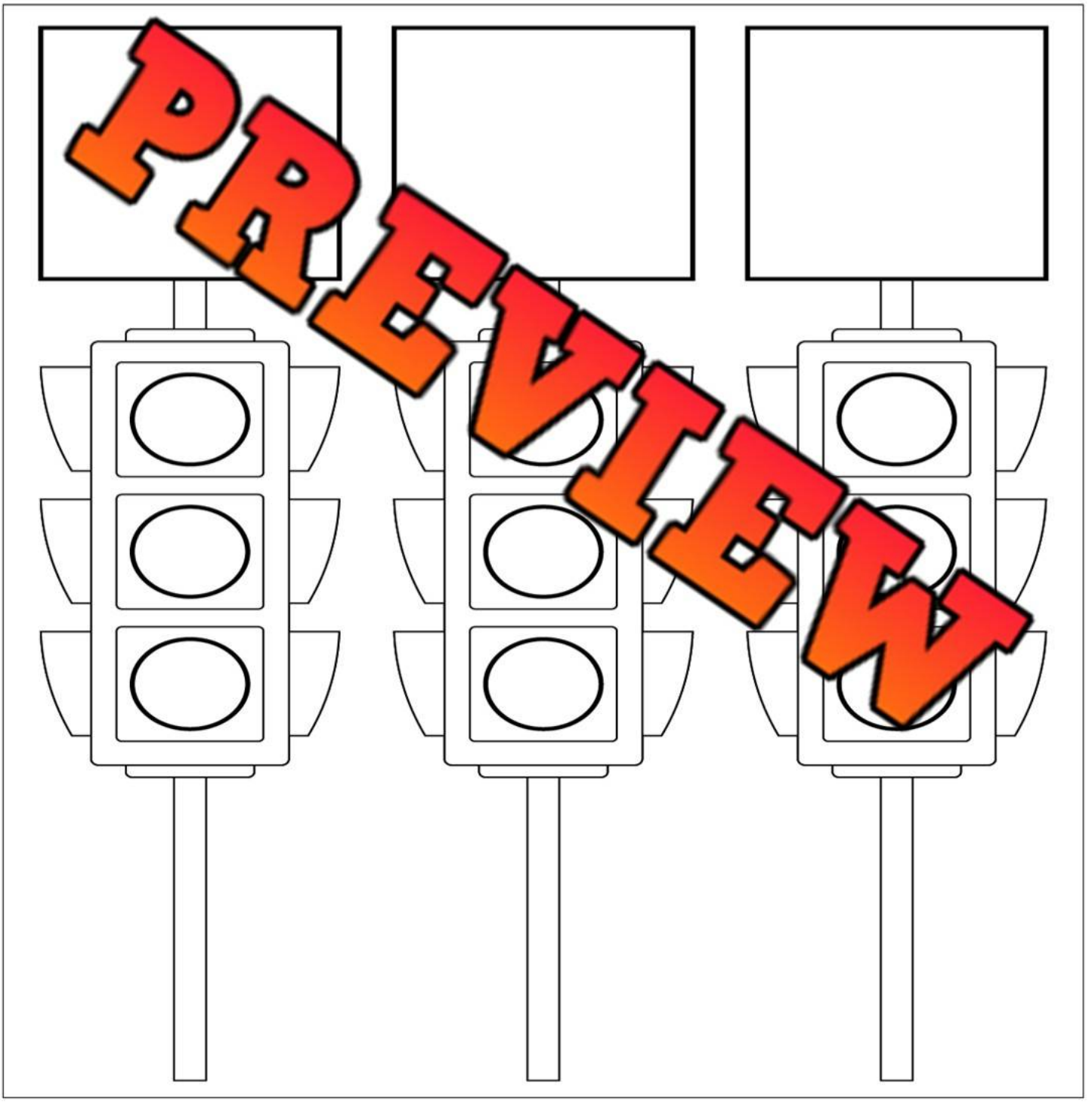
Curriculum Connection
D2.2

Traffic Lights for Safe School Travel

Instruction

One of the things we should remember to stay safe when going to school is to look at and understand what traffic lights mean when we cross the street. Colour the traffic lights in the correct order and write their meaning.



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Curriculum Connection
D2.2

Home Fire Safety

Understanding Fire Safety

Fire safety means taking steps to prevent fires and knowing what to do if a fire starts. Fires are dangerous, but we can stay safe by following some rules.



The Fire [illegible]ules

- [illegible]ying Wi[illegible]atches, lighters, and candles can start a fire. Al[illegible]s[illegible]adul[illegible]elp if you need to use these items.
- Stay Away from [illegible]at S[illegible]s: [illegible] stoves, and appliances that produce heat can be dangerous. [illegible]tou[illegible]out an adult's permission.
- Keep a Clean Space: A tidy room [illegible]ouse he[illegible]ev[illegible]t fires. Trash, like paper or boxes, can easily catch fire.
- Smoke Alarms: Smoke alarms warn us when th[illegible]fire. M[illegible]ure your house has working smoke alarms and check them regularly.



If a Fire Happens

Fires can happen. Here is what to do:

- Stay Low: Smoke rises, so get low to the ground and crawl to an exit.
- Get Out, Stay Out: When you are outside, never go back into a burning building.
- Call For Help: When you are safe outside, call 911. Remember, fire safety is everyone's responsibility.

PREVIEW

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Curriculum Connection
D2.2

True or False

Is the statement true or false?

1) Fire safety means preventing fires.	True	False
2) A tidy room can help prevent fires.	True	False
3) Smoke alarms are not necessary for fire safety.	True	False
4) If a fire happens, you should try to put it out.	True	False
5) It is safe [illegible] back into a burning building if you forgot something.	True	False

PREVIEW

Questi[illegible]

Answ[illegible]estion below.

If [illegible]s a fir[illegible]house, what should you do first?

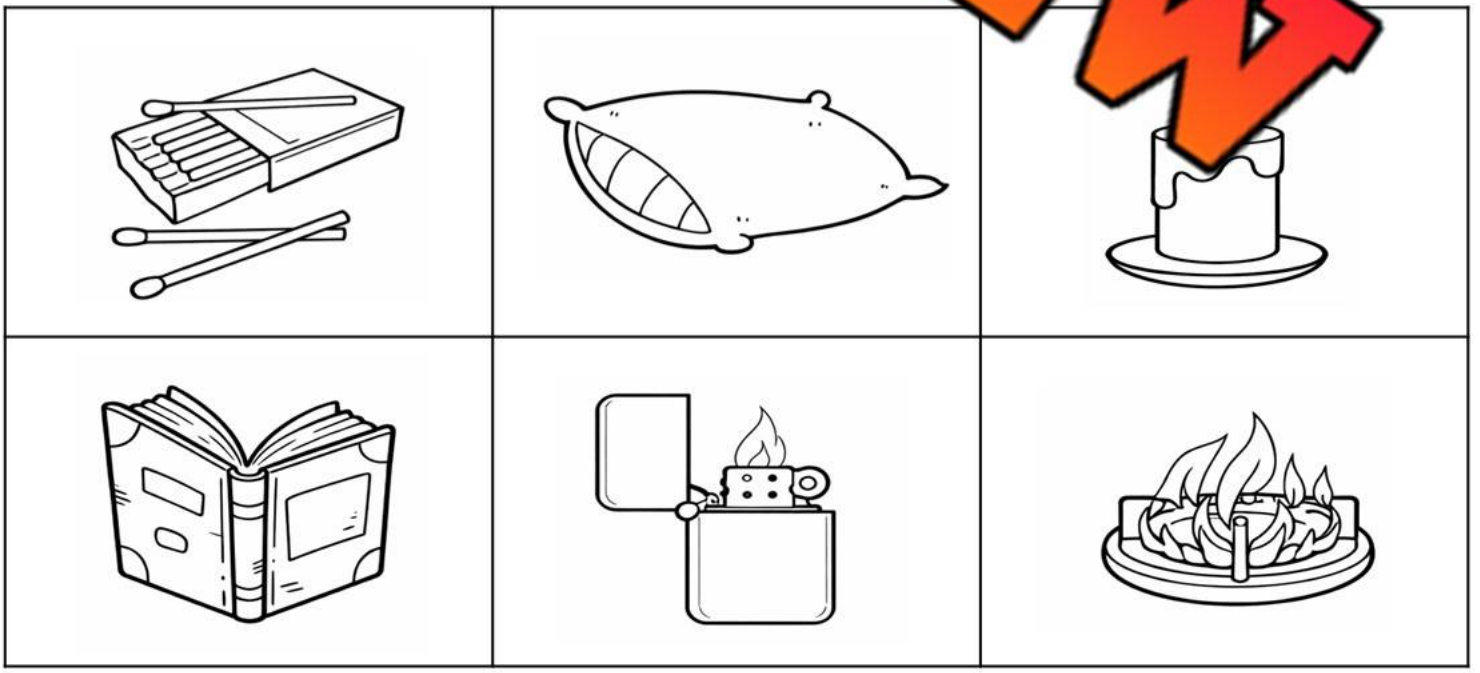
_____

_____

_____

Think

Colour the things that can start a fire.



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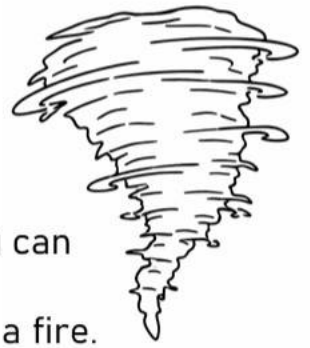
Curriculum Connection
D2.2

Home Emergency Plans

Why Do We Need an Emergency Plan?

Having a home emergency plan helps us know what to do if there is a fire, ice storm, tornado, flood, or other disaster. Being prepared can keep us safe and calm.

PREVIEW



Creating [illegible]me Emergency Plan

Your [illegible]gency p[illegible]ld include these important steps:

- Safe Plac[illegible]e[illegible] the s[illegible]spots in your home where you can stay if there , is [illegible]exit routes in case of a fire.
- Meeting Spot: Decide on [illegible]pl[illegible]your home where your family can meet after an emergency, like a [illegible]bour's [illegible]or nearby landmark.
- Emergency Contacts: Have contact of tr[illegible]adult[illegible]outside your area.
- Medical Information: Include family medical inf[illegible]incl[illegible]medications.
- Pets and Toys: Bring pets but leave toys, to keep your hand[illegible]
- Emergency Kit: Include first aid kit, batteries, flashlight, battery powered radio and water and essentials.



Practice Makes Perfect

Once you have created your plan, practice it with your family. Pretend there is an emergency and follow your plan. Practicing helps everyone remember what to do when an actual emergency happens.

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Curriculum Connection
D2.2

Making Connections Do you have an emergency plan? Where could you meet in case of a fire?

True or False state or false?

1) We make an emergency fu	True	False
2) An emergency plan includes safe	True	False
3) You need a meeting spot in your plan.	True	False
4) Pets are not part of the emergency plan.	ue	False
5) You do not need safe exit routes in your plan.	e	False

Sequencing Number the steps from 1–6 to show what to do during

	Leave the house right away
	Listen to adults and follow the fire plan
	Call for help when you are safe
	Go to the safe meeting place
	Get low and crawl under the smoke
	Stay outside and do not go back in

PREVIEW

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Name: _____ 28

Curriculum Connection
D2.2

Activity - Home Emergency Kit

Objective What are we learning more about?

Students will identify important items needed in a home emergency kit and understand why each item is useful during an emergency.

Material What do we need for our activity?

1) "Home Emergency Kit" worksheet
2) Pencil and crayons/colouring materials



Method How do we complete this activity?

1) Look at the container in the middle of the worksheet. It represents a home emergency kit.
2) Think about the items a family might need during an emergency, such as a power outage, flood, or earthquake.
3) In each circle around the container, draw or write one item that should be included in a home emergency kit.
4) Follow the arrows and imagine placing each item into the emergency kit.
5) Colour your drawings neatly once you are finished.
6) Be ready to share and explain why you chose some of the items.

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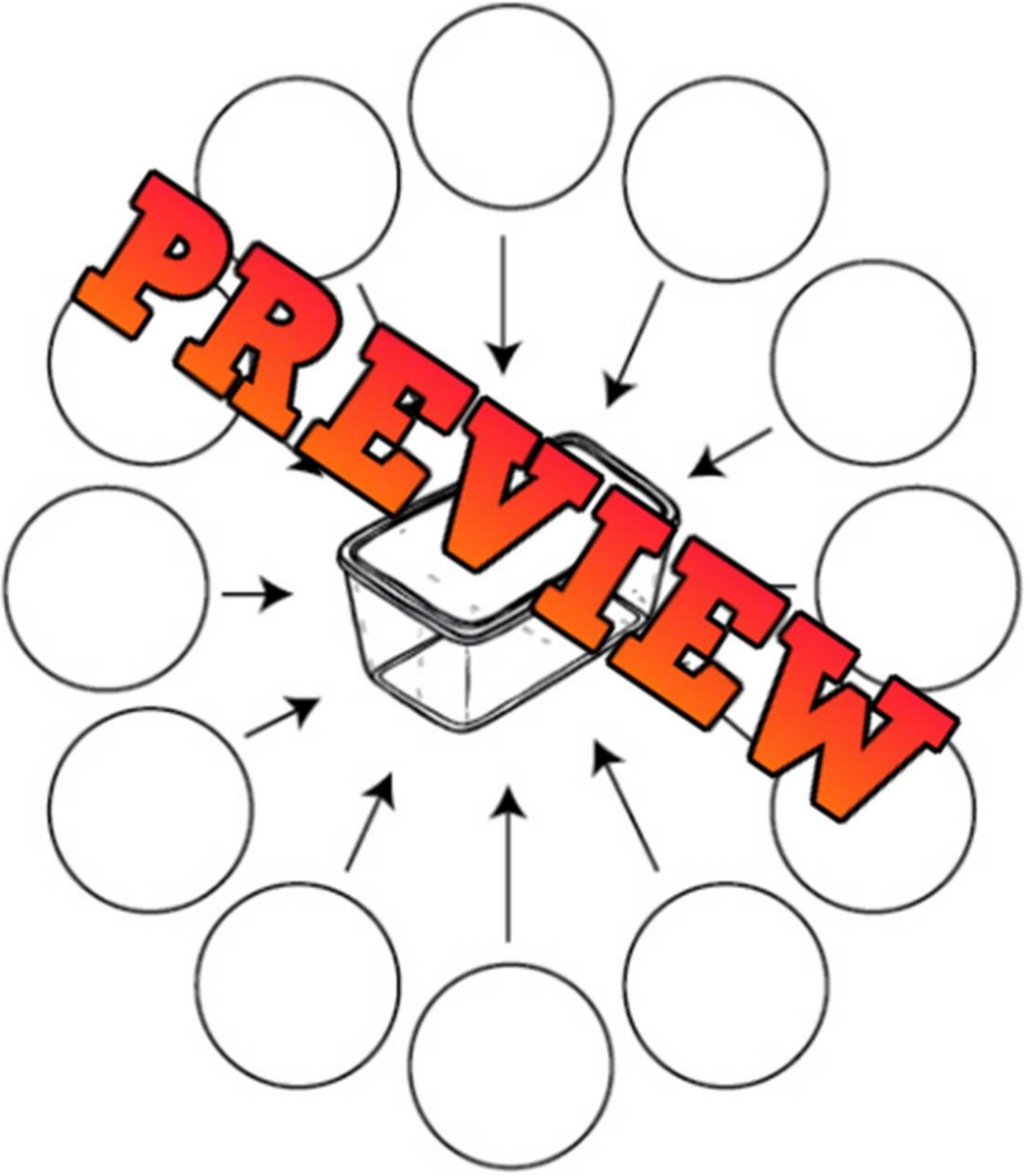
Curriculum Connection
D2.2

Home Emergency Kit



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Curriculum Connection
D2.2

Exit Cards

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

Name: _____

Colour the things that are part of a home emergency kit.

Emergency food	Drinking water
Tablet	TV remote
Flashlight	Battery-powered radio
Extra batteries	Headphones
Board games	Sports trophies

Name: _____

Colour the things that are part of a home emergency kit.

Emergency food	Drinking water
Tablet	TV remote
Flashlight	Battery-powered radio
Extra batteries	Headphones
Board games	Sports trophies

Name: _____

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Name: _____

Colour the things that are part of a home emergency kit.

Emergency food	Drinking water
Tablet	TV remote
Flashlight	Battery-powered radio
Extra batteries	Headphones
Board games	Sports trophies

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Name: _____ 31

Curriculum Connection
D2.2

Safe Camping Checklist

Important Equipment

Camping can be a fantastic adventure! To have the best time and stay safe, you should pack the right equipment. Here is your must-have list:

- Tent and Sleeping Bag: This is your home away from home!
- Water Bottle: Staying hydrated is important.
- Flashlight: This helps you see in the dark.
- First-Aid Kit: To help with any unexpected injuries..
- Map and Compass: To help you find your way.



Food Safety

When you are camping, you will need energy! Storing food is important:

- Pack Non-Perishable Foods: Pack foods that will not spoil, like canned goods.
- Clean Utensils: Your eating utensils must be clean and ready to use.
- Store Food Properly: Keep food in sealed containers to keep animals away.

Respecting Nature

When camping, it is important to respect the plants and animals around us.

- Do not Litter: Always clean up your campsite before you leave.
- Stay on Trails: This helps protect plant life.
- Look, Do not Touch: Enjoy animals from a distance.



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Curriculum Connection
D2.2

True or False

Is the statement true or false?

1) A water bottle is necessary for camping.	True	False
2) Flashlights are not needed during camping.	True	False
3) Food should be stored in sealed containers when camping.	True	False
4) A first-aid kit is not important for camping.	True	False
5) It is oka[illegible]er at the campsite.	True	False

Think

Check t[illegible] you need at a camping site.

❑ Tent	❑ So[illegible]	❑ Backpack	❑ Water bottle
❑ Television	❑ Sleep[illegible] ba[illegible]	[illegible]ight	❑ Refrigerator
❑ First-aid kit	❑ Warm clothes	❑ [illegible] ga[illegible] sole	❑ Food or snacks

Questions

Answer the questions below using evidenc[illegible] the[illegible]

1) What are some examples of non-perishable foods you could b[illegible]ng[illegible]ng?

2) What should you do if you see an animal while camping?

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Curriculum Connection
D2.2

Roll and Tell – All About Camping

Objective What are we learning more about?

Students will practise speaking and listening skills by answering questions about camping in a fun and interactive way.

Materials What do we need for our activity?

1) Dice (1 per group)
2) "Roll and Tell – All About Camping" worksheet
3) Pencil



Method How do we complete this activity?

1) Work in pairs or small groups as assigned by your teacher. Sit in a circle so everyone can see and hear each other clearly.
2) Decide who will roll the dice first. Take turns rolling the dice.
3) After you roll, look at the row on the worksheet that matches the number shown on the dice.
4) Choose one question from that row and answer it out loud using a clear voice and complete sentences.
5) While a classmate is speaking, listen carefully and do not interrupt. Show respect by making eye contact and waiting for your turn.
6) After one student answers, pass the dice to the next person.
7) Continue taking turns until everyone in the group has rolled the dice and had a chance to speak.

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Curriculum Connection
D2.2

Roll and Tell – All About Camping

	Where can you go camping?	How can you go camping? (means of transport)	What can you carry in your backpack?
	Who can you go camping with?	Where can you buy things for your camping trip?	Where do you cook on a camping trip?
	What do you need to take with you to go camping?	Where can you sleep on a camping trip?	What clothes should you bring for a camping trip?
	When is the best month or season to go camping?	What do you see if you go camping in the forest?	What do you see if you go camping at the beach?
	What do you do at night on a camping trip?	Why do people go camping?	What are some safety rules to follow while camping?
	What is your favourite place to go camping?	What do you love about camping?	What are you usually afraid of when going camping?

PREVIEW

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Curriculum Connection
D2.2

Online Safety

Understanding Online Safety

Online communication, such as social media, email, and video games, allows us to connect with others from all over the world. It is exciting but also important to be safe. Let's look at some rules for safe online communication.

Know

Before using a understand how it works. Ask these questions:

- Is it age-app e?
- Can I control who sts?
- Is my information priva bli



PREVIEW

Protecting Personal Information

Never give personal information online includi

- Your full name
- Home address
- Phone number
- Passwords

Think Before You Click

Sometimes, links can take us to harmful websites or download viruses. So, always:

- Check where the link is from.
- Ask an adult if unsure.
- Never download something without permission.

Name: _____ 36

Curriculum Connection
D2.2

True or False

Is the statement true or false?

1) You should know how an app works before using it.	True	False
2) You should share your passwords online.	True	False
3) It is always safe to click on any links online.	True	False
4) Sharing your home address online is safe.	True	False
5) You can download anything from the internet without permission.	True	False

PREVIEW

Direction

Put a ✓ if information is safe to share and ✗ if it is private.

	Your first and last name		Your phone number
	A photo of yourself		Where you go after school
	What sport you play		Your street address
	Your favourite book		Your email address
	Your favourite colour		Your favourite snack

Questions

Answer the questions below using evidence from the

1) What type of information should you never share online?

2) What should you do if you are unsure about a link online?

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Curriculum Connection
D2.2

Activity: Online Safety Role Play

Objective

What are we learning about?

To help students understand the importance of online safety and to learn strategies to stay safe online.

Materials

What do we need for our activity?

- Printed out online safety scenario cards - provided
- A computer or device screen cutout from cardboard (optional for role play)



Method

How do we complete the activity?

1. Begin by discussing the basics of online safety, such as not sharing personal information online, not clicking on unknown links, and not communicating with strangers online.

2. Divide the students into pairs. Give each pair one of the online safety scenario cards.

3. Allow each pair some time to discuss how they should respond in their given situation, considering the online safety rules you've discussed.

4. Have each pair role play their scenario and response in front of the class, using the computer screen cutout if available.

PREVIEW

Name: _____

Curriculum Connection
D2.2

Activity: Online Safety Role Play

Scenarios | Cut out the scenarios below

Scenario	Key Moments/Descriptions
Free Ga[illegible] Up	A pop-up appears on the screen saying you will get a free video game if you click on it. It looks exciting, but you are [illegible]sure who made it or what will happen if you click.
Stranger Email	[illegible] from someone you do not know. The pe[illegible] fo[illegible] and home address. You feel unsure becaus[illegible] who they are.
Unknown Friend Request	A person you don't kn[illegible]nds [illegible]equest on social media. You have neve[illegible]m be[illegible]ut they want to connect with you online.
Asked for a Photo	Someone online asks you to send a photo of yourself. You are not sure why they want the photo or what they will do with it.
Mean Comment Online	You see a mean comment written about your friend on a social media post. Other people can see the comment, and it might hurt your friend's feelings.

PREVIEW

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Curriculum Connection
D2.2

Scenarios

Cut out the scenarios below

Scenario	Key Moments/Descriptions
Fake Bank Email	You get an email that says it is from a bank. The message asks for your parents' credit card details. It sounds important, but you feel confused.
Online Friend Wants to Meet	An online friend asks you to meet them in person. You have only talked to them online and have never met them before.
Winning a Prize Online	A message pops up saying you won a prize and need to enter your name and email to claim it. You don't remember joining a contest.
Message Asking for Password	Someone online asks you to share your password so they can help you with a game or fix a problem.
Online Game Chat	While playing an online game, another player sends messages asking personal questions about you.

PREVIEW

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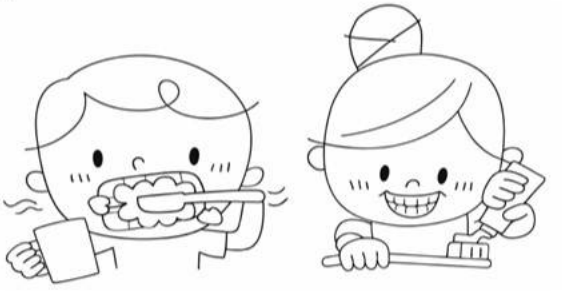
Curriculum Connection
D2.2

Guidelines for Personal Hygiene

A Clean Routine: Your Guide to Personal Hygiene

Personal hygiene is doing things to keep your body clean and healthy including:

- Wash your hands before eating and after using the restroom.
- Take a shower regularly.
- Brush your teeth twice a day.
- Wear clean clothes every day.
- Use a tissue or your elbow to cover your mouth when you cough or sneeze.



PREVIEW

Skin Care: More than Just Washing

Your skin needs special care. In addition to regular washing, make sure to:

- Wear sunscreen when you go outside.
- Use lotion if your skin feels dry.
- Avoid scratching if you have an itch.



Keeping Hair Healthy

Healthy hair is part of good hygiene. Here are some ways to care for your hair:

- Shampoo your hair regularly.
- Use a comb or brush to keep your hair neat and tangle-free.
- Visit the barber or hairdresser for regular trims.

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Curriculum Connection
D2.2

True or False

Is the statement true or false?

1) Personal hygiene helps keep your body healthy.	True	False
2) You do not need to wash your hands after using the restroom.	True	False
3) You should wear dirty clothes every day.	True	False
4) You sho eeze into your hand.	True	False
5) You d ampoo your hair regularly.	True	False

PREVIEW

Direction

Item tions that show good hygiene.



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Curriculum Connection
D2.2

Guidelines for Personal Hygiene

Put a ✓ checkmark under how often you think each hygiene habit should be done. 	All the time	Once or twice daily	Once in a while	Never
1) Brushi teeth				
2) P od				
3) Wiping we the				
4) Clipping your fing ail				
5) Wearing dirty or smelly c				
6) Changing your underwear				
7) Taking a bath or shower				
8) Letting people smell your body odour				
9) Cleaning your ears				
10) Washing your hair and keeping it neat				
11) Wearing stinky shoes				
12) Wiping your nose on your shirt				
13) Covering your mouth when coughing				
14) Biting or chewing your fingernails				
15) Washing your hands when they are dirty				

PREVIEW

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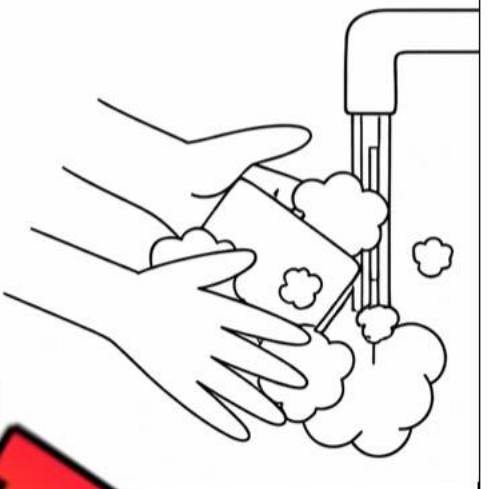
D2.2

Prevention Of Infectious Diseases

What Are Infectious Diseases?

An infectious disease is a sickness caused by germs. Germs are tiny living things that are so small we cannot see them. These germs can make us sick when they get into our b[illegible] There are ways to keep germs away and stay healthy!

PREVIEW



Hand W[illegible]ning: T[illegible]s in Your Hands

The most impor[illegible]ng yo[illegible] stop germs is to wash your hands ofte[illegible]rms get o[illegible]r hands when you touch dirty things and then [illegible]e y[illegible]oc you touch your face or eat with your hands.

Washing your hands with soap and warm [illegible]to[illegible]as[illegible]t[illegible]rms away. Wash your hands before you eat, after you use the bat[illegible], af[illegible]d after touching pets or other animals.



Things to Remember:

- Wash your hands often with soap and warm water.
- Keep your body healthy with good food, plenty of sleep, and exercise.
- Get your vaccines when it is time.
- Stay away from people who are sick.

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Curriculum Connection
D2.2

True or False

Is the statement true or false?

1) Infectious diseases are caused by germs.	True	False
2) We can see germs with our naked eyes.	True	False
3) Hand washing is not important in preventing diseases.	True	False
4) We should wash hands before eating.	True	False
5) Eating h lthy food can help to fight germs.	True	False

Fill in t

Write the missing word

1)	Avoiding ...e ca... ent the spread of germs.	sick	unhappy
2)	_____ help ... g... es.	Candies	Vaccines
3)	We should wash hands a... sin... _____.	kitchen	bathroom
4)	Enough _____ can help our bo... o fight ... s.	sleep	play
5)	Touching your face allows germs to get ... our ...	side	outside

PREVIEW

Questions

Answer the questions below using evi... fro...

1) Why is it important to wash our hands often?

_____

_____

_____

2) List the four things to remember from the report to prevent infectious diseases.

_____

_____

_____

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D2.2

Proper Use Of Hand Sanitizers

Understanding Hand Sanitizers

Hand sanitizers are special liquids that help clean your hands when soap and water are not available. They kill germs that can make you sick.

How to U[illegible] Sanitizers Correctly

1) **[illegible]it right:** [illegible]oin-sized amount of sanitizer into your palm.
2) **Rub it in:** [illegible]hands [illegible]er. Get it all over the tops of your hands, in betwee[illegible]rs, [illegible]der your nails.
3) **Let it dry:** Let your hands [illegible]ry. Do not wipe or rinse the sanitizer off.



Remember: Safety First!

- Only use hand sanitizer when you cannot wash your hands [illegible]ter.
- Do not swallow hand sanitizer. It can make you very sick.
- Hand sanitizers should be stored out of reach of young children.

Hand Sanitizers: A Helpful Tool

Hand sanitizers can help keep us safe by killing germs on our hands, but they are not a substitute for washing hands with soap and water. They are just a helpful tool when you cannot get to a sink.

PREVIEW

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Curriculum Connection
D2.2

Questions

Answer the questions below using evidence from the text

1) What should you do if there is no soap and water available for washing hands?

2) Where should hand sanitizers be stored and why?

PREVIEW

True or False

Is the statement true or false?

1. Hand sanitizers can be used instead of soap and water.	True	False
2. Hand sanitizers kill germs on our hands.	True	False
3. It is okay to wipe off the hand sanitizer immediately.	True	False
4. You should let your hands air dry after applying hand sanitizer.	True	False
5. You can use hand sanitizer when there is no soap and water.	True	False

Word Search

Find the words in the word search

Hand	Apply
Washing	Soap
Sanitizer	Water
Wipe	Safety
Germs	Sick

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

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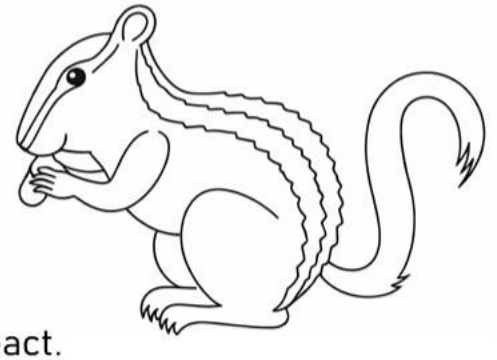
D2.2

Wildlife Safety Precautions

Respecting Our Wildlife Friends

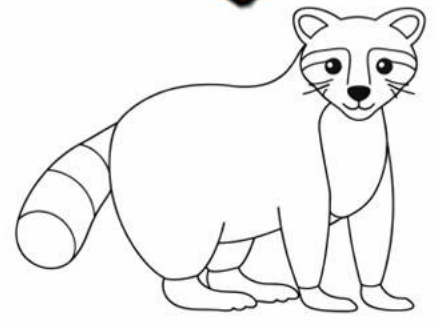
Wildlife, like birds, squirrels, and deer, live in forests, parks, and sometimes even in our backyards. It is exciting to see them, but remember, they are wild and can act unpredict[illegible]ever touch, feed, or try to take a selfie with a wild animal.



Safe[illegible] for Wil[illegible]ounters

If you encoun[illegible]w[illegible]ima[illegible] is what to do:

- Stay quiet and ca[illegible]l[illegible]se[illegible]dden movements can scare th[illegible]al [illegible]to react.
- Keep your distance: Always stay [illegible]st thre[illegible]ths away from large animals and one bus-length away from s[illegible]r one.
- Never feed wild animals: Feeding wild animals c[illegible]l them [illegible]on people for food, which is not good for their health or ours.
- Tell an adult: If you see a wild animal, let a grown-up know right[illegible].



In Case of an Unexpected Close Encounter

If a wild animal gets too close, follow these steps:

- Stand still: Stay where you are and do not run.
- Make yourself look big: Raise your arms and stand on your toes.
- Slowly back away: Move away slowly without turning your back on the animal.

PREVIEW

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Curriculum Connection
D2.2

True or False

Is the statement true or false?

1) We should try to pet wild animals.	True	False
2) You should feed wild animals if they look hungry.	True	False
3) You should tell an adult if you see a wild animal.	True	False
4) Making loud noises is a good way to scare away animals.	True	False
5) It is ok to approach small animals.	True	False

Multiple Choice

Circle the correct answer.

1) What should you do if you see a wild animal?	A. Stay calm and quiet	B. Run toward it
2) How close should you stay to a wild animal?	A. At a safe distance	B. Go very close
3) Is it safe to feed wild animals?	A. Yes	B. No
4) What should you do if a wild animal comes too close?	A. Chase the animal	B. Stand still and stay calm
5) Who should you tell if you see a wild animal nearby?	A. A trusted adult	B. [illegible]

PREVIEW

Draw

Draw three animals you might see in your local park.

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D2.2

Colour by Numbers - Wildlife



1	Yellow	2	Pale Pink	3	Brown	4	Pink
5	Cream	6	Gray Blue	7	Orange	8	Gold

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Curriculum Connection
D2.2

Managing Allergies

Understanding Allergies

An allergy is when your body reacts to something that does not bother most people. This thing is called an allergen. When your body touches an allergen, it tries to fight it off and that can cause itching, sneezing, or a rash. Some people have serious reactions called anaphylaxis that need immediate medical help.

PREVIEW

Common Allergens



- Food (like peanuts, milk, eggs, shellfish)
- Pollen from trees and plants
- Insect bites or stings
- Dust mites, mold
- Certain medicines
- Pet dander (flakes of skin or hair from animals)

Managing Allergies

Knowing what you are allergic to is the first step in managing allergies. Doctors can figure this out with tests. Once you know, you can avoid these allergens.

It might not be possible to avoid allergens completely like pollen from plants and trees. In this case, doctors may suggest medicines to help.

Teamwork in Managing Allergies

Everyone can help to keep friends with allergies safe. If a friend has a food allergy, we should not share our food with them. If someone is having an allergic reaction, we should find an adult quickly to help.

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D2.2

True or False

Is the statement true or false?

1) An allergy is when your body reacts to an allergen.	True	False
2) Allergens can only be certain foods.	True	False
3) Itching and sneezing can be signs of an allergy.	True	False
4) Allergic reactions are never serious.	True	False
5) Pet hai[illegible] be an allergen.	True	False

Fill in

Write the missing word

1)	An _____ [illegible] ning th[illegible]es an allergy.	candy	allergen
2)	If you are allergic [illegible] is be[illegible] tay _____.	outside	inside
3)	Allergic reactions can ca[illegible] _____ [illegible] d rash.	itching	laughing
4)	The best way to manage allergies _____ [illegible]	touch	avoid
5)	It is not safe to share _____ with someone [illegible] has [illegible]	toys	food

Questions

Answer the questions below using ev[illegible] ro[illegible] [illegible]xt

1) What is an allergen? Give two examples.

_____

_____

_____

2) What steps can be taken to manage allergies?

_____

_____

_____

PREVIEW

Name: _____ 65

Curriculum Connection
D2.2

Anaphylaxis

What is Anaphylaxis?



Anaphylaxis is a severe and sudden allergic reaction.

Anaphylaxis can be caused by peanuts, tree nuts, shellfish, milk, eggs, insect stings, medications and latex.

Signs and Symptoms

Symptoms include difficulty breathing, hives, swelling of the throat, a fast heartbeat, and dizziness.

Responding to Anaphylaxis

If someone is experiencing anaphylaxis, it is important to act quickly.

1) Call for medical help immediately.
2) If the person has an EpiPen, use it right away.
3) Have the person lie still and raise their legs if possible.
4) Do not give the person anything to drink.
5) If the person becomes unconscious, perform CPR.



How to Avoid Anaphylaxis

The best way to avoid anaphylaxis is to stay away from things you know you are allergic to. Always inform others about your allergies.

PREVIEW

Name: _____ 66

Curriculum Connection
D2.2

True or False

Is the statement true or false?

1) Anaphylaxis is a minor allergic reaction.	True	False
2) Only food can trigger anaphylaxis.	True	False
3) Difficulty breathing can be a sign of anaphylaxis.	True	False
4) Insect s[illegible]annot trigger anaphylaxis.	True	False
5) It i[illegible]tell others about your allergies.	True	False

Questioning

[illegible]te tw[illegible]tions you have after reading the text.

1)	
2)	

Questions

Answer the questions below using ev[illegible]ro[illegible]

1) What are some common causes of anaphylaxis mentioned in t[illegible]

_____

_____

_____

2) How can you avoid anaphylaxis?

_____

_____

_____

PREVIEW

Name: _____ 67

Curriculum Connection
D2.2

Instruction	Write the letter of each symptom that is a sign of anaphylaxis in the boxes around the picture



PREVIEW

A	Shortness of breath	**G**	Tight feeling in th at
B	Fast heartbeat	**H**	Feeling dizzy
C	Passing out	**I**	Swelling of the face
D	Itchy skin all over the body	**J**	Scraped knee
E	Feeling hungry	**K**	Very unwell
F	Wheezing	**L**	Stomach pain

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Curriculum Connection
D2.2

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) Who should give medications during allergic reaction?	Friend
	Doctor
2) It is a special medicine that helps in bad allergic reaction.	Autoinjector
	Inhaler
3) Sharing medicine is advisable if you are feeling the same symptoms.	Yes
	No
4) What can medicines do to our bodies?	Feel better
	More sick

Name: _____

Circle the correct answer.

1) Who should give medications during allergic reaction?	Friend
	Doctor
2) It is a special medicine that helps in bad allergic reaction.	Autoinjector
	Inhaler
3) Sharing medicine is advisable if you are feeling the same symptoms.	Yes
	No
4) What can medicines do to our bodies?	Feel better
	More sick

Name: _____

Circle the correct answer.

1) Who should give medications during allergic reaction?	Friend
	Doctor
2) It is a special medicine that helps in bad allergic reaction.	Autoinjector
	Inhaler
3) Sharing medicine is advisable if you are feeling the same symptoms.	Yes
	No
4) What can medicines do to our bodies?	Feel better
	More sick

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D2.2

Halloween Safety Practices

Choosing the Right Costume

Pick a costume that is safe. The costume should be bright, reflective and not so long it causes trips. Use face paint instead of a mask so you can see clearly.

Trick or T[illegible] with Care

Before [illegible] a safe route. Stay in familiar neighborhoods and always use si[illegible]lks. Do [illegible] the street between parked cars and only cross at street corners, usin[illegible]als [illegible]rosswalks. Carry a flashlight to guide your way.

PREVIEW

Candy Check List

All candy should be checked [illegible] ac[illegible]ng.
Only eat factory-wrapped treats. Av[illegible]ing homemade treats from strangers.



House Safety

Only visit well-lit houses. Do not go inside a house or car for a treat. If any activities seem suspicious or make you uncomfortable, notify an adult immediately.

Stay with Your Group

Never trick or treat alone. Go with a group. Always have at least one adult with you.

Pet Safety

Keep pets away from candy, which could be harmful to them. Keep pets away from the door to avoid any escapes or unwanted scares for the trick-or-treaters.

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Curriculum Connection
D2.2

True or False

Is the statement true or false?

1) You should choose a costume that is dark and hides well.	True	False
2) You can cross the street anywhere when trick or treating.	True	False
3) Carrying a flashlight when trick or treating is helpful.	True	False
4) You should only visit houses that are well lit.	True	False
5) If someone makes you uncomfortable, you should tell an adult.	True	False

Unscramble

the correct word on the line.

SAFE	ADULT	LIGHT	CHECK	CROSS	JOIN	HELP

PUORG		GILHT	
ROSCS			
LHEP		NJI	
FSAE		CEH	

Questions

Answer the questions below using evi ro t

1) Why is it important to have a Halloween costume that fits?

_____

_____

_____

2) What are the guidelines for checking Halloween candy?

_____

_____

_____

PREVIEW

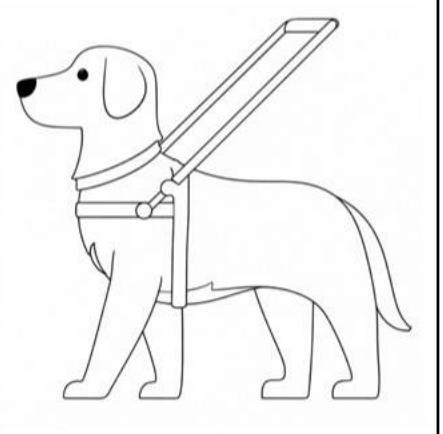
Name: _____ 78

Curriculum Connection
D2.2

Behaviour Around Guide Dogs

Understanding Guide Dogs

Guide dogs are very special animals that have a big job to do. They help people who are blind or visually impaired navigate their way around the world.



Respecti[illegible]le of Guide Dogs

Guid[illegible] help their owners safely move from pla[illegible]e to pl[illegible] you[illegible]ee a guide dog, remember they are doing [illegible]rtant i[illegible]eed to concentrate. It is important not to [illegible]st[illegible].

PREVIEW

What Not to Do

Here are some things you should never do wh[illegible]u see[illegible]e dog:

1) Do not pet the guide dog without asking fo[illegible]e[illegible]first.
2) Never feed the guide dog. They have a special diet[illegible]ep i[illegible]
3) Do not make loud noises to get the guide dog's attention.
4) Never play with the guide dog's harness.

Being a Good Friend

Even though guide dogs cannot play while they are working, they are still very friendly. When a guide dog is not working, you might be able to pet them. Always ask the owner first. By respecting these rules, you help guide dogs do their job and keep their owners safe.

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D2.2

Questions

Answer the questions below using evidence from the text

1) Why is it important not to distract a guide dog while they are working?

2) Can you name three things you should not do around guide dogs?

PREVIEW

True or False

Is the statement true or false?

1. Guide dogs help people who cannot see well.	True	False
2. You can feed a guide dog anytime you want.	True	False
3. Guide dogs need to focus while they are working.	True	False
4. Making loud noises to a guide dog is okay.	True	False
5. Guide dogs cannot play while they are working.	True	False

Word Search

Find the words in the word search

Guide	Friendly
Dog	Play
Working	Distract
Safe	Focus
Help	Noise

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

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D2.2

Service Animals

What are Service Animals?

Service animals are special animals that are trained to do specific tasks to help individuals with disabilities. Most commonly, you may see dogs as service animals, but other animals like miniature horses can also be trained for this purpose.

PREVIEW

Types of Service Animals

There are many types of service animals including:



- Guide Dogs: They help people who cannot see well.
- Hearing Dogs: These dogs alert people with hearing problems to sounds including their doorbell, a crying baby or traffic sounds.
- Mobility Assistance Dogs: Assist people with mobility issues by fetching things, opening doors, or even help with balance.
- Psychiatric Service Dogs: These dogs help people with mental health conditions. They can calm their owner down and remind them to take their medicine.
- Seizure Response Dogs: They are trained to get help or even alert their owners before a seizure happens.

Service animals are incredible helpers for their owners. They are hardworking, loyal, and skilled at their jobs.

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Curriculum Connection
D2.2

True or False

Is the statement true or false?

1) Service animals are trained to help individuals with disabilities.	True	False
2) Cats are the most common type of service animals.	True	False
3) Guide dogs help people who do not see well.	True	False
4) Hearing dogs alert people to sounds.	True	False
5) Only gu[illegible]gs are considered service animals.	True	False

Fill i[illegible]s

Write the missing word

1)	A _____ a[illegible]lps in[illegible]with disabilities.	pet	service
2)	_____ dogs help p[illegible]ond [illegible] sounds.	Hearing	Guide
3)	Psychiatric Service Dogs he[illegible] wit[illegible] conditions.	physical	mental
4)	Seizure Response Dogs can _____ an on[illegible]g seiz	predict	prevent
5)	Service animals are not just _____.		workers

Questions

Answer the questions below using evidence fr[illegible]

1) What is a service animal and what do they do?

_____

_____

_____

2) Have you ever seen a service animal? Explain.

_____

_____

PREVIEW

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Curriculum Connection
D2.2

My Service Animal at Work

Objective What are we learning about?

Students will understand how service animals help people by creating and explaining a service animal and identifying three ways it provides help.

Materials What will you need for the activity?

- W[illegible]ing space
- P[illegible] and cr[illegible]louring materials
- Eraser



Instructions Ho[illegible] activity?

1. Think carefully about wha[illegible] to help people in their daily lives (for example, helping som[illegible] move [illegible] calm, or find things).
2. In the space provided, draw your own ser[illegible] draw a dog or another animal that helps people.
3. Add details to your drawing to show that the animal is a w[illegible] animal, such as a vest, leash, harness, or a tool it uses to help.
4. Show your service animal doing its job, not just sitting or playing.
5. In the boxes or lines provided, write three different ways your service animal helps people.
6. If asked, be ready to explain your drawing and answers to the class using your own words and speak clearly.

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D2.2

My Service Animal

PREVIEW

Write 3 ways your service animal helps peop	
1	
2	
3	



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Name: _____ 84

Curriculum Connection
D2.2

Safety Around Animals

Staying Safe Around Animals

Animals are wonderful creatures that can be soft, cute, and fun to play with, but it is important to respect them and their space. Some animals can become scared if we get too close and they might try to protect themselves.



Rules for Safety

Here are some rules that will help you stay safe around animals:

- Never approach an animal you don't know.
- Always ask the owner before petting someone else's pet.
- Move slowly and calmly around animals, so you don't scare them.
- Avoid touching wildlife. Some animals can be dangerous or carry diseases.
- Never feed wild animals. It can make them sick or be dangerous for you.
- Never pull an animal's tail or ears. It hurts them.
- If an animal is eating or sleeping, leave them alone.
- Wash your hands after touching an animal.



Danger Signs

Animals have ways of showing how they feel. If an animal growls, hisses, or shows their teeth, they are telling you they are scared or angry. It is best to move away slowly and quietly.

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D2.2

True or False

Is the statement true or false?

1) You should always ask before petting someone else's pet.	True	False
2) Pulling an animal's tail does not hurt them.	True	False
3) It is okay to pet an animal while it is eating.	True	False
4) You do not need to wash your hands after touching an animal.	True	False
5) Animals show they are scared or angry by growling or hissing.	True	False

Fill in the Blanks

Circle the missing word

1)	Always wash your _____ after touching an animal.	hands	clothes
2)	You should not _____ an animal's tail.	pet	pull
3)	We cannot keep wild animals like squirrels as _____	friends	pets
4)	Animals show they are _____ or angry by growling or hissing.	happy	scared
5)	We should respect animals' ___ to live happily together.	space	sound

PREVIEW

Draw

Draw 3 wild animals that you have seen.

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D2.2

Scenarios Circle if the action is safe or unsafe around animals.

#	Scenario Description	Safe	Unsafe
1	Asking the owner before petting a dog	Safe	Unsafe
2	Running toward an animal you do not know	Safe	Unsafe
3	Moving slowly and calmly near animals	Safe	Unsafe
4	Pu animal's tail while playing	Safe	Unsafe
5	s after touching a pet	Safe	Unsafe
6	Feedin al i e park	Safe	Unsafe
7	Leaving an al al is eating	Safe	Unsafe
8	Touching a dog th ling its teeth	Safe	Unsafe
9	Keeping a safe distance om	Safe	Unsafe
10	Hugging a pet tightly even when it tries t ve a	Safe	Unsafe
11	Telling an adult if an animal bites or sc es	Safe	Unsafe
12	Chasing animals to make them run	e	Unsafe
13	Letting a sleeping animal rest		afe
14	Touching stray animals without an adult		Unsafe
15	Walking away slowly when an animal looks scared	Safe	Unsafe
16	Teasing animals to make them react	Safe	Unsafe
17	Playing gently with your own pet	Safe	Unsafe
18	Getting too close to animals at the zoo	Safe	Unsafe
19	Wearing shoes outdoors to protect your feet	Safe	Unsafe
20	Washing hands before eating after playing with pets	Safe	Unsafe

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D3.2

Blog Post – Violence In The Media

Date: July 12th, 2023, Author: FriendlyTeacher

The Impact of Media Violence on Kids

Hello kids! Today, we are talking about how violence in TV shows, movies, and games can affect us.

What is M olence?

Media vio hen we see fighting or harm in our cartoons, TV shows, movies, and video ga hero fighting a bad guy or a game character using a gun.

How It cts Us

Watching a lot dia ometimes make us feel scared or worried. It can make some kid hat re lence is okay, but that is not true. Violence in real life is very serious t a lve problems.

Staying Safe

Remember, what we see in me not parents and teachers are always ready to help us understand the differe een e see on screen and what happens in real life. If a show or game makes ed or uneasy, talk to an adult you trust about it.

Till next time,
FriendlyTeacher

PREVIEW

Comments:



RememberingHistory

Great post! It's also important to add that parents can set pa controls on most devices. These controls can limit access to violent content, ensuring kids have age-appropriate media experiences.

Like Reply 2h ago



TruthSeeker101

Thank you for this valuable information. As a child psychologist, I know it is important to watch shows with my kids. Watching shows or playing games together allows us to talk about real-world vs. media violence.

Like Reply 1d ago

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Curriculum Connection
D3.2

True or False

Circle whether the statement is true or false

1) Media violence is only in video games.	True	False
2) Media violence can sometimes make kids feel scared.	True	False
3) Real life violence is a good way to solve problems.	True	False
4) If a game scares you, you should not talk about it.	True	False
5) Media v[illegible]e can be a hero fighting a bad guy.	True	False

Ques[illegible]

[illegible]wer the questions below

1) What is me[illegible]? Ca[illegible]give an example?

2) What should you do if a show or g[illegible] makes [illegible]red or uneasy?

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Draw

Blog posts usually have pictures. Draw a picture/graphic [illegible]uld be used for the blog post.

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D3.2

Think Before You Reply: Violence in Media

Objective

What are we learning about?

Students will practice making safe and responsible decisions by responding thoughtfully to messages about violence in media.



Materials

What will you need for the activity?

- Worksheet
- Pencil or pen

Instructions

How will you complete the activity?

1. Carefully read each message shown on the screen. Take your time to understand what the person is saying.
2. Think about how violent media (such as violent videos, games, or shows) can affect a person's feelings, behaviour, and choices. Is yours a safe and healthy choice?
3. In the box provided, write a reply to each message. Your reply should show that you are thinking carefully before responding.

- When writing your reply, make sure it:
- Uses kind and respectful words
- Shows that you understand safety and responsibility
- Encourages a positive and healthy choice

4. After writing, be ready to share your response with the class or explain your thinking to a partner when asked.

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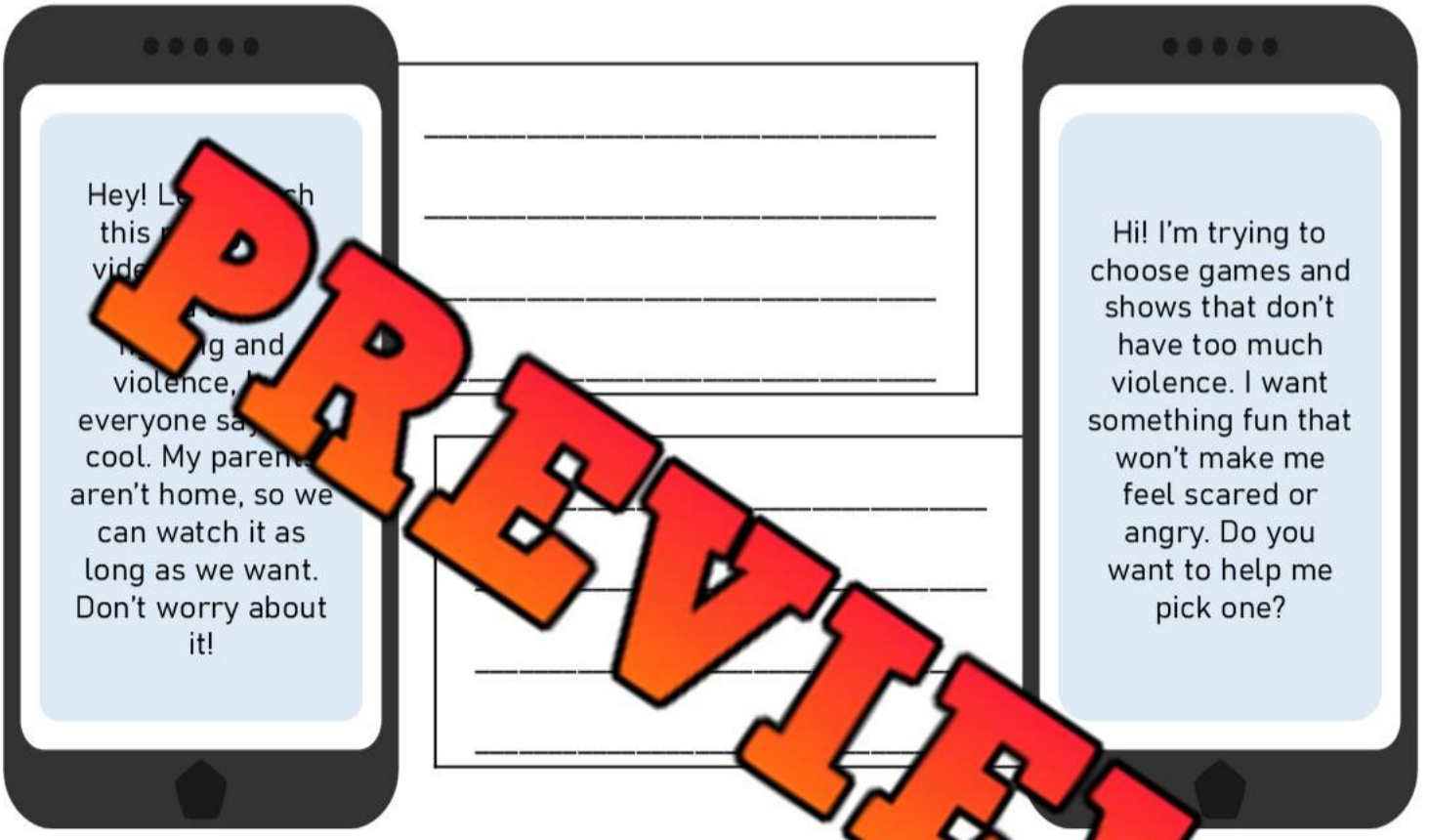
D3.2

Blog Post – Violence In The Media

Message Write a short reply to each message.



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Questions Answer the questions below.

How can choosing safe media help you and your friend

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D3.2

Violent Video Games

"Understanding Video Games: An Expert's View"

July 6, 20[illegible] hildren today love playing v[illegible]es but some games can [illegible] players.

Dr. Sarah Patters[illegible] hild psychologist, has been st[illegible]ow these games impact kids. "V[illegible]nes are like movies," she said. "Just like some movies are not good for kids, some games are not suitable either."

Dr. Patterson explains that violent video games might make kids believe that violence is okay. "When children see a lot of violence in their games, they can start to think it's normal," she explains.

However, she also highlights that not all video games are harmful. Some can be very helpful.

"Many video games can help kids develop problem-solving skills and even learn new things," says Dr. Patterson.

According to Dr. Patterson, parents can help. She suggests, "Parents should keep an eye on the games their kids play. There are rating systems in [illegible]lace to guide them. Just like movies, [illegible]ames have ratings too."

[illegible], she[illegible]rages parents to join [illegible]Play[illegible]a[illegible]s with your child[illegible]fun a[illegible]It lets you see what t[illegible]are[illegible] even helps start [illegible]about it," she added.

Therefore, while some video games might have violent content, not all are bad. With careful guidance from parents and responsible playing, video games can also be a source of fun and learning for kids.

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D3.2

Questions — Answer the questions below

Why are violent video games bad for kids?

_____

_____

_____

_____

Violent [illegible] — Circle YES or NO for each statement.

1) Some vide[illegible] hel[illegible]dren learn new skills.	Yes	No
2) All video games [illegible]ad [illegible]	Yes	No
3) Violent video games ma[illegible] som[illegible] think it is okay.	Yes	No
4) Parents should check the games t[illegible]uren[illegible]	Yes	No
5) Video game ratings help parents choose saf[illegible]nes.	Yes	No
6) Children should play violent games without [illegible]	Yes	No
7) Playing video games with a parent can help start co[illegible]ion[illegible]	Yes	No
8) Not all video games contain violence.	Yes	No

PREVIEW

Word Search — Find the words in the word search.

Video	Develop
Games	Learn
Violent	Problem
Think	Solve
Normal	Rating

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

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D3.2

What Do Violent Video Games Control?

Objective — What are we learning about?

Students will identify how violent video games can influence thoughts, feelings, and behaviour by labeling parts of a e controller with possible effects.



Materi — ill you need for the activity?

- Violent Vi ba wor t (controller template)
- Pencil or cray
- Board or chart pape s dis

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Instructions — How will you compl activi

1. Look closely at the game controller on orksh
2. Each line pointing to a button represents some o g can affect.
3. In each blank box, write one effect of playing violent video
4. Think about how violent games can affect:
   - Feelings
   - Behaviour
   - Thoughts
   - Relationships
   - Choices
5. Use short words or phrases (not full sentences).
6. When finished, share one answer with the class and discuss which effects are positive, negative, or need limits.

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What Do Violent Video Games Control?



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Unit Test –Safety and Injury Prevention

True or False /10

1) A runny nose is a sign of a concussion. a) True b) False	2) Drinking water from a stream is healthy. a) True b) False
3) We ...ld sta... ...ath in a park. a) True b) False	4) In a fire, you should stand tall to get above the smoke. a) True ...alse
5) Smoke alarms are not important. a) True b) False	We ...dn't tell people online where we li... a... b) False
7) We can send pictures to friends we meet online. a) True b) False	8) We can trust peo... send us a picture of ...em... a) True b) False
9) If a wild animal gets too close, we should run away. a) True b) False	10) An EpiPen is used by people with bad allergies. a) True b) False

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Safe or Unsafe?

Is the behaviour safe or unsafe?

1) Andy only chats with real-life friends on his games.	Safe	Unsafe
2) Jake shares his school name with a stranger online.	Safe	Unsafe
3) Lucy swaps lunches with her friend, not checking for allergens.	Safe	Unsafe
4) Max tries to pet a raccoon he found in the park.	Safe	Unsafe
5) Sam pr[illegible]s stop, drop, and roll at home.	Safe	Unsafe
6) Emma [illegible]atches she found in a drawer.	Safe	Unsafe
7) Ti[illegible] his frie[illegible]his nut allergy at lunch.	Safe	Unsafe
8) Alex alway[illegible]s[illegible]way[illegible]re crossing the street.	Safe	Unsafe

PREVIEW

Short Answer

An[illegible]estio[illegible]ow – Each question is worth 3 marks.

1) What are some rules for swi[illegible]ing?

2) How can you stay safe online? Give 3 ways.

3) List 3 ways to stay safe around wild animals.

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