

Grade 2 – Health Unit

Safety

Organizing Idea	A lifetime of optimal well-being is supported by prioritizing health and safety.	
Guiding Question	How can safety be promoted in various contexts?	
Learning Objectives	<div>Preview of 75 pages from this product that contains 146 pages total.</div>	
S2.1	variety of situations.	85-91, 94-101
S2.2	Discuss ways to respond in unsafe or uncomfortable situations.	11-27, 34-36, 53-56, 92-93
S2.3	Classify situations that are safe and unsafe. Describe situations where substances may be harmful. Examine how safety can be improved in a variety of situations.	47-52, 80-91

NAME: _____

SAFETY



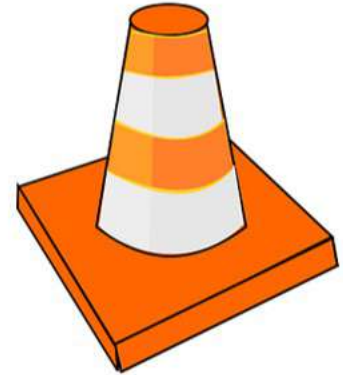
Understanding Safety

What is Safety?

Safety means being protected from harm, injury, illness, or emotional distress.

Why Safety Matters

Safety is important for survival. It helps us avoid accidents and prevents us from getting hurt.



Key Areas of Safety

Here are some important areas where safety is essential:

Home Safety:

- Lock doors and windows
- Avoid playing with fire or sharp objects
- Store dangerous items like medicine out of reach

School Safety:

- Follow school rules, like walking in the hallways
- Report bullying or unsafe behaviour
- Participate in fire drills

Public Safety:

- Stay with an adult in crowded places
- Don't talk to strangers
- Use crosswalks when crossing the street



Name: _____

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Curriculum Connection
S2.1

True or False

Is the statement true or false?

1) Safety means being protected from harm.	True	False
2) Wearing a seatbelt can help save lives.	True	False
3) It's safe to play with sharp objects.	True	False
4) You should always report bullying to a teacher.	True	False
5) It's ok to talk to strangers in public.	True	False

Fill in the Blanks

Write the missing word.

1)	Follow the school rules to prevent _____.	injuries	fun
2)	Staying close to an adult is _____.	dangerous	safe
3)	Keep medicines out of children's _____.	reach	
4)	Locking doors at home is a _____ idea.	smart	wrong
5)	Don't talk to _____ in public places.	friends	strangers

Question

What are two things you can do to be safe at home?

Activity – School Safety Walk

Objective

What are we learning about?

To identify and understand the importance of safety features in the school environment, such as fire extinguishers, exit signs, and safe play areas.

Materials: What you will need for the activity.

- Clipboard for each student
- Safety Checklist Worksheet
- Pencils



Instructions

How you will complete the activity

1. Begin by explaining to students that you will be taking a walk around the school to look for important safety features.
2. Hand out the Safety Checklist Worksheet and clipboards to each student.
3. Start the walk and guide students to different areas of the school where safety features are located, such as fire extinguishers, exit signs, and playground areas.
4. At each stop, discuss why the safety feature is important and how it helps keep everyone safe at school.
5. Encourage students to check off each item on their worksheet as they find and learn about it.
6. After the walk, return to the classroom and gather the students to share what they found and discuss the importance of these safety features.

Safety Walk

As we walk around the school, check off each safety feature you find.
Write or draw a small picture of what you see next to each item!

Fire Extinguisher <input type="checkbox"/> Found it! <input type="checkbox"/> Didn't find it	(Draw or write about where you saw it)
Exit Signs <input type="checkbox"/> Found it! <input type="checkbox"/> Didn't find it	(Draw or write about where you saw it)
Safe Playground Area <input type="checkbox"/> Found it! <input type="checkbox"/> Didn't find it	(Draw or write about where you saw it)
Fire Evacuation Display/Map <input type="checkbox"/> Found it! <input type="checkbox"/> Didn't find it	(Draw or write about where you saw it)
First Aid Kit <input type="checkbox"/> Found it! <input type="checkbox"/> Didn't find it	(Draw or write about where you saw it)
Alarm Systems <input type="checkbox"/> Found it! <input type="checkbox"/> Didn't find it	(Draw or write about where you saw it)

Reflection

Answer the questions below.

1) Why is it important to have fire extinguishers in our school?

2) What makes a playground area safe to play in?

3) Which safety feature did you find most important, and why?

4) What would happen if we didn't have these safety features in our school?

PREVIEW

Story: Consent and Boundaries

Lily Learns About Consent

Once upon a time, in a bright and busy classroom, there was a little girl named Lily. Lily loved playing with her friends, but sometimes she felt a bit shy.

One day, while playing a game, her friend Ben asked if he could borrow her favorite toy. Lily did not really want to lend it, but she was unsure what to say. She remembered her teacher talking about something called consent, which meant saying yes or no when you feel like it.

PREVIEW

Lily's teacher, Mrs. Parker, noticed Lily looked worried. She sat down with Lily and explained that it is okay to say 'no' if you are uncomfortable. "Your things are yours, and you can choose to share or not," she said kindly.

Lily felt better after talking to Mrs. Parker. She understood that her feelings mattered, and it was okay to set boundaries. She decided to tell Ben that she did not want to share her pencil today.

The next day, Lily saw her friend Mia feeling sad because someone was standing too close to her. Lily remembered Mrs. Parker's words about personal space and boundaries. She gently told the other student to give Mia some space.

Mia smiled at Lily, grateful for her help. They both felt good knowing they had learned about their comfort.

PREVIEW

PREVIEW

In the digital world, Lily also learned to apply these lessons. When someone she did not know tried to message her online, she remembered to say 'no' and tell an adult.

Lily felt proud of understanding consent and boundaries. She knew she could respect others' choices and her own. And so, Lily grew more confident each day, both in the classroom and online.

Activity – Boundaries Circle

Objective

What are we learning about?

To teach students about the concept of consent and respecting personal space through a discussion circle and role-play activities.

Materials

What you will need for the activity.

- A variety of cards with simple, age-appropriate situations where consent is needed.
- A large, comfortable space to sit in a circle.
- A soft toy or object to pass around as a speaking token.



Instructions

How you will complete the activity.

1. Gather the students in a circle and discuss the importance of consent and personal space.
2. Introduce the soft toy or object as the speaking token.
3. Explain that only the person holding the token can speak.
4. Start by demonstrating a scenario from a scenario card.
5. Pass the token to a student and let them choose a card to role-play with a classmate.
6. Guide them through the scenario, emphasizing the use of words like "no" and "yes" comfortably.
7. After each role-play, discuss with the class why it is important to ask for consent and respect others' choices.
8. Continue until each student has had a turn to participate in a role-play.
9. Conclude by reinforcing the key lessons learned about consent and personal boundaries.
10. Gather feedback from the students on what they learned and how they felt.

Role Play Scenarios

Cut

Cut the scenario page into strips so each student can choose.

One student asks another if they can play with their toy truck.

A student wants to join a game of tag and asks if they can play too.

A student has forgotten their pencil and asks a classmate if they can borrow one.

At lunch, one student asks another if they can sit next to them.

A student asks a classmate if they need help solving a math problem.

One student wants to play a new game and asks if it's okay first.

A student wants to give a high-five and asks if their friend is comfortable with it.

A student asks a classmate if they can use some of their crayons.

A student asks their friend if they can braid their hair.

A student asks a classmate if they can read a storybook to them.

During a group activity, a student asks their partner if it is okay.

A student wants to join a dance group during a music class and asks if they can be a part of it.

A student asks another if they would like to be on their team for a soccer game.

A student asks their friend if they can share a seat on the school bus.

A student likes another's drawing and asks if they can make a similar one.

After playtime, a student asks a classmate if they can help them clean up the toys.

A student asks a friend if they can take a picture together during a school event.

Reflection

Answer the questions below.

1) Why is it important to ask before doing something that involves others?

2) Can you think of a time when you should ask for consent?

3) How can you show respect for someone's personal space?

4) Draw a time someone didn't ask you for permission or consent.



Exit Cards

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

Name: _____

Does the statement show consent?

1) Hugging without asking.	Yes	No
2) Using your brother's toy without permission.	Yes	No
3) Asking the owner if you could pet his dog.	Yes	No
4) Ryan asks to borrow your pencil.	Yes	No
5) Sophie take a bite on Ava's snack.	Yes	No

Name: _____

Does the statement show consent?

1) Hugging without asking.	Yes	No
2) Using your brother's toy without permission.	Yes	No
3) Asking the owner if you could pet his dog.	Yes	No
4) Ryan asks to borrow your pencil.	Yes	No
5) Sophie take a bite on Ava's snack.	Yes	No

Name: _____

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4) Ryan asks to borrow your pencil.	Yes	No
5) Sophie take a bite on Ava's snack.	Yes	No

Name: _____

Does the statement show consent?

1) Hugging without asking.	Yes	No
2) Using your brother's toy without permission.	Yes	No
3) Asking the owner if you could pet his dog.	Yes	No
4) Ryan asks to borrow your pencil.	Yes	No
5) Sophie take a bite on Ava's snack.	Yes	No

Trusted Adults in Our Community

Who Are Trusted Adults?

Trusted adults are people who help keep us safe. Here are some examples of trusted adults:

- Teachers: Help us at school.
- Principals: Make sure the school is safe.
- Cleaners: Keep our school clean and safe.
- Parents: Take care of us at home.
- Grandparents: Help us when we need them.
- Police Officers: Protect us in the community.
- Firefighters: Keep us safe during emergencies.



When to Ask for Help

Sometimes, we might feel unsafe or unsure about something. This is when we should ask a trusted adult for help. Trusted adults are people who listen and make sure we are okay. It's important to know who these people are so we can go to them when we need help.

What Trusted Adults Do

Trusted adults have important jobs. They make sure we follow rules to stay safe. For example, a teacher might remind us to walk, not run, in the hallway. A police officer might help people cross the street safely. They teach us how to stay safe and protect us from danger.

True or False

Is the statement true or false?

1. Custodians do not help us feel safe at school.	True	False
2. Police officers work to protect our community.	True	False
3. Grandparents are trusted adults at school.	True	False
4. Trusted adults can help if we feel unsafe.	True	False
5. Trusted adults are always there to help us.	True	False

Identify Is this person in the scenario below a trusted adult – yes or no?

1. You are lost in a grocery store and you see a police officer.	Yes	No
2. A stranger in a park asks you to go with them to find their lost dog.	Yes	No
3. Someone you don't know in a playground asks you to come to their car.	Yes	No
4. Your babysitter tells you it's time to bed.	Yes	No
5. A friend's older sibling you've never met asks you to go to their room.	Yes	No
6. You can't find your classroom, and the school principal helps you.	Yes	No
7. A neighbour you've known for a long time offers to walk you home.	Yes	No
8. A person on the street offers you candy if you go with them.	Yes	No

Question

What should you do if you feel unsafe?

Activity – Trusted Adults Pictionary

Objective

What are we learning about?

To help students identify and recognize trusted adults in the school and community by drawing and guessing different trusted adults' roles.

Material

What you will need for the activity.

A list of trusted adults to distribute to each student (teacher, office worker, etc.).

Instructions

How you will complete the activity.



1. Explain that we'll be drawing trusted adults who keep us safe, and our classmates will guess who they are.
2. Pair up students or form small groups. Assign each student a trusted adult (e.g., teacher, firefighter).
3. Students draw their assigned trusted adult, adding details to help others guess (e.g., a police officer's badge).
4. Each group presents their drawing while the class guesses the trusted adult.
5. Discuss why the adult is trusted and how they help us, noting key points on the board.

Pictionary Topics

Cut out the topics below.

Pictionary Cards

Teacher

Principal

Author

Librarian

Police Officer

Firefighter

Doctor

Nurse

Lifeguard

Aunt

Parent

Grandmother

Big Sister

Big Brother

Guard

Coach

Aunt

Uncle

True or False

Is the statement true or false?

1. A skull and crossbones means something is poisonous.	True	False
2. The flame symbol means it is safe to touch.	True	False
3. Grown-ups know how to use things safely.	True	False
4. It is ok to play with bottles that have symbols.	True	False
5. Watch _____ can help us learn safety.	True	False

Visualizing

Draw a picture of what you were picturing while you were reading. Explain the picture.

Question

Why is it important not to answer the doorbell when you are alone?

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.

Creating a Home Emergency Plan

Your emergency plan should include these important steps:

- Safe Place: Choose the safe spots in your home where you can stay if there is an emergency and safe exit routes in case of a fire.
- Meeting Spot: Decide on a place outside your home where your family can meet after an emergency, like a neighbour's house or a nearby landmark.
- Emergency Contacts: Have contact of trusted adults outside your area.
- Medical Information: Include family medical information including medications.
- Pets and Toys: Bring pets but leave toys, to keep your hands free.
- Emergency Kit: Include first aid kit, batteries, flashlight, battery powered radio and water and essentials.



Practice Makes Perfect

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

Making Connections

Do you have an emergency plan? Where could you meet in case of a fire at your home?

True or False

Write 'true' or 'false'.

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

Word Search

Find the words in the wordsearch.

Emergency	Medical
Shelter	Meeting
Water	Route
Safe	Exit
Contact	Plan

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

Why We Need a Fire Plan

It is important to know what to do if there is a fire. A fire plan helps everyone stay safe. It tells us where to go and what to do.



Meeting Place and Help

In your fire plan, pick a safe place outside to meet. This spot should be far from the fire. Remember, if there is a fire, call 9-1-1 for help.

Fire Plan List:

- Pick a meeting spot.
- Call 9-1-1 in an emergency.
- Get outside quickly and safely.

Smoke Detectors and Practice

Smoke detectors in our homes beep loudly when they smell smoke. They help us know if there is a fire. It is good to practise your fire plan with drills, so everyone knows what to do. Practice makes perfect!

Learning and Remembering

Remembering your fire plan is very important. Always listen to adults during drills and learn the steps of your plan. Staying safe is the number one rule!

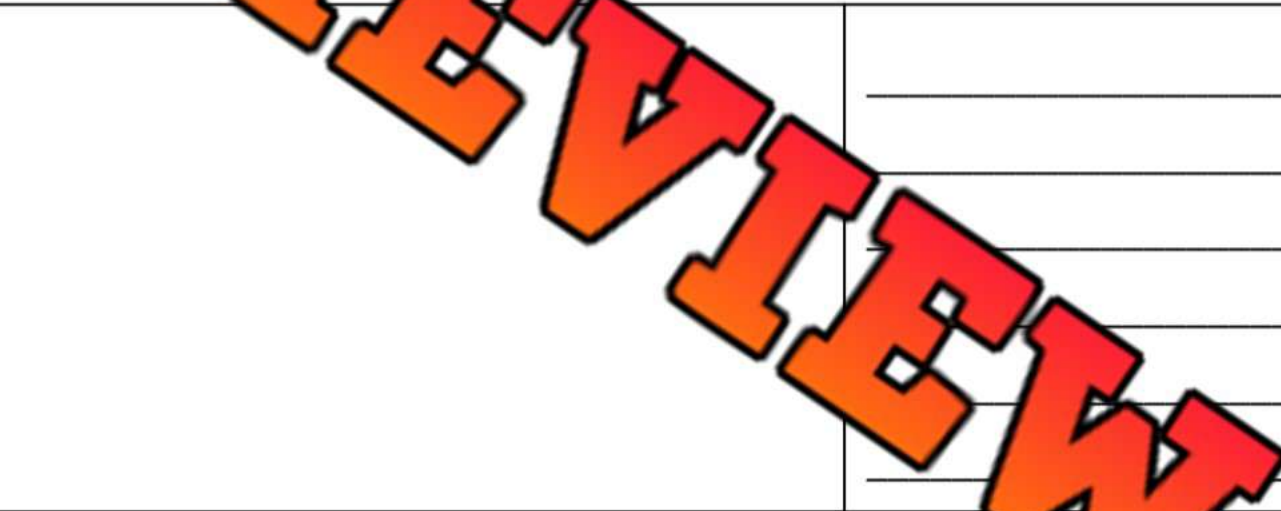
True or False

Is the statement true or false?

1. Everyone needs a fire escape plan.	True	False
2. Smoke detectors beep when they see fire.	True	False
3. A meeting spot should be inside the house.	True	False
4. Fire drills are important to practise.	True	False
5. Smoke detectors can smell smoke.	True	False

Visualizing

Draw a picture of what you were picturing while you were reading. Explain the picture.

	_____

Question

Where should your fire plan meeting spot be?

Fire Escape Plans

What is a Fire Escape Plan?

A fire escape plan is a special map of your home that shows how to get out quickly if there is a fire. It is important because it helps keep you safe. The plan shows all the ways you can leave your house, like doors and windows.

Drawing a Plan

It can help you make your fire escape plan! You can draw a map of your home. Show where all the doors and windows are. Then, draw arrows to show how to get out of each room. Every room should have two ways to get out of every room.

Safe Meeting Place

Your plan should have a safe meeting place away from your house where everyone will go once they get out of the house. It could be a tree, a mailbox, or the end of your driveway.



Fire Safety Rules

- **Get Out and Stay Out:** If there is a fire, leave the house quickly and do not go back inside for anything.
- **Stop, Drop, and Roll:** If your clothes catch fire, do not run. Stop where you are, drop to the ground, and roll over and over to put the fire out.
- **Crawl Low Under Smoke:** If there is smoke, crawl on your hands and knees where the air is cleaner.

Practice Makes Perfect

Once you have a fire escape plan, practise it with your family. It is good to practise two times a year. This way, everyone will remember what to do in case of a fire.

Activity – Fire Safety Sketch

Objective

What are we learning about?

To help students understand the importance of having a fire escape plan by drawing their own plans for their homes, focusing on exits and safe meeting places.

Material What you will need for the activity.

- Large sheets of paper
- Crayons or markers
- Stickers to mark exits and safe meeting places
- Example of a basic fire escape plan



Instructions How you will complete the activity.

1. Start by discussing what a fire escape plan is and why it is important.
2. Show an example of a basic fire escape plan and discuss exits and safe meeting places.
3. Hand out the large sheets of paper and crayons or markers to the students.
4. Ask them to think about their own home and identify different ways to get out in case of a fire.
5. Encourage them to draw their home layout including doors and windows.
6. Have them place stickers on the map to mark exits and decide on a safe meeting place outside.
7. Once everyone is done, let each student share their plan with the class and explain their choices.
8. Collect the plans for display in the classroom, if students agree.

Reflection

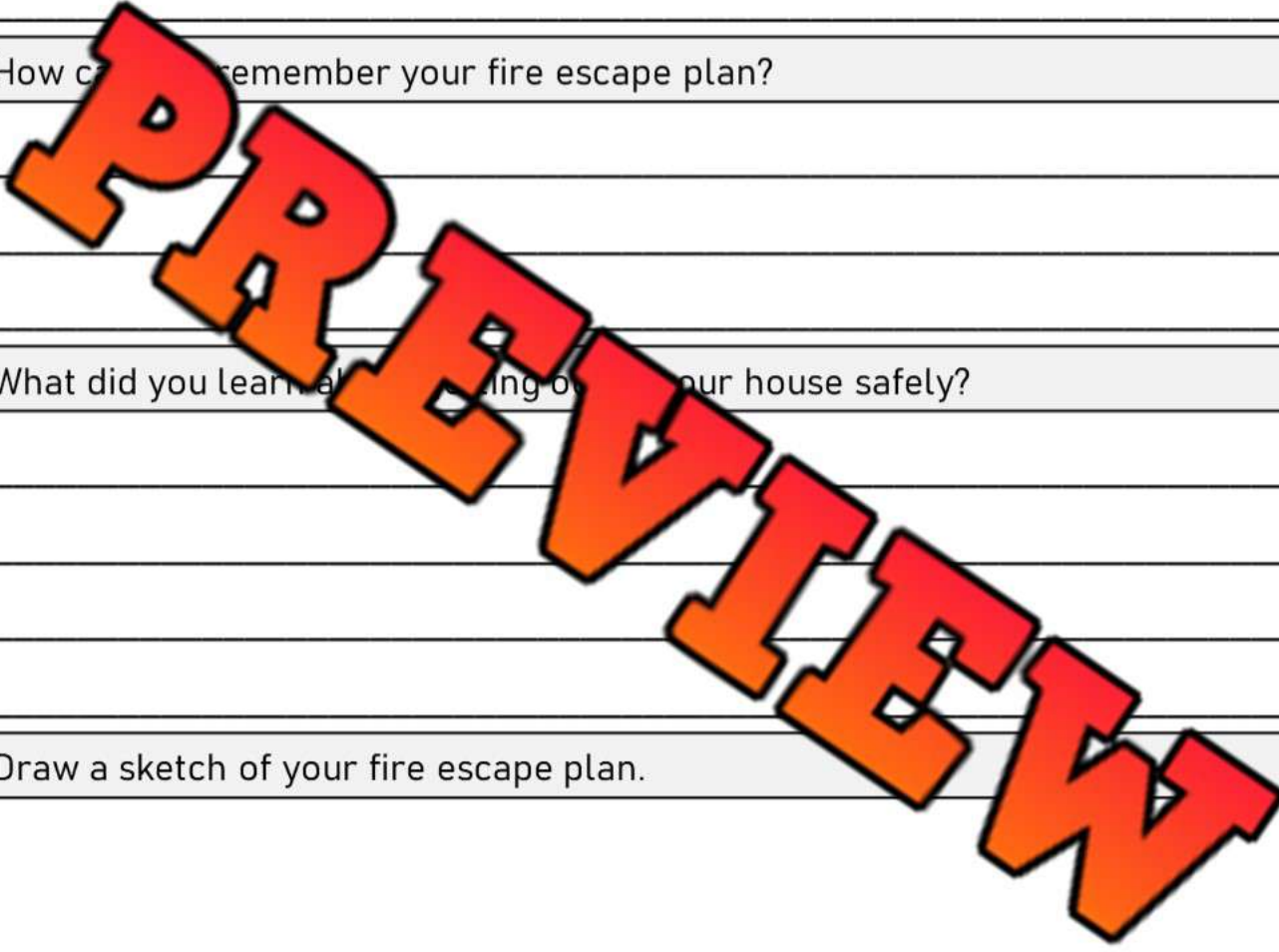
Answer the questions below.

1) Why is it important to have a fire escape plan?

2) How can you remember your fire escape plan?

3) What did you learn about staying safe in your house safely?

4) Draw a sketch of your fire escape plan.



Activity – Safe Home Exploration

Objective

What are we learning about?

To help students recognize and understand various home safety symbols and items, fostering awareness about household safety.

Material

What you will need for the activity.

Sheets with different safety items to distribute to student groups.



Instructions

How you will complete the activity.

1. Introduce the activity by explaining that our homes are full of things that help us stay safe at home.
2. Divide the students into small groups and hand out sheets with safety items.
3. Ask each group to look at their items and discuss how the item helps keep their home safe.
4. Have them write down ideas that come to mind about how these items keep them safe.
5. Once groups have discussed their items, they should report back to the class, explaining what their items are, and how they help with home safety.

Name: _____

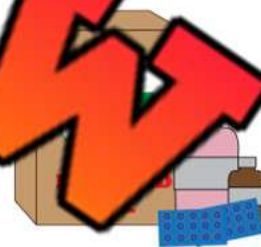
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Curriculum Connection
S2.1, S2.2

Safety Items

Think

How can these things help keep you safe at home?



Think

How can these things help keep you safe at home?



PREVIEW



Reflection

Answer the questions below.

1) What safety item did you find interesting? Why did you like it?

2) How do these symbols help us stay safe at home?

3) What can you do to make your home safer with what you learned today?

4) Draw 2 safety items you have at your home.

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Newspaper Article: Weather Safety Preparedness

Local Park Evacuated During Sudden Tornado

Published on August 27, 2024

Yesterday afternoon, children at Maplewood Park were quickly evacuated when a tornado warning was issued. The tornado touched down just a few kilometers away. Many kids were playing on the swings and slides when the sky suddenly darkened. "I heard the siren, and the park monitor told us to run to the community center basement," said 8-year-old Emily.

Tornadoes can reach speeds of up to 300 kilometers per hour, making it dangerous to stay outside. Experts say the safest place during a tornado is in a

basement or an interior room without windows. Staying away from windows is crucial because flying glass can cause serious injuries.

Local weather services reported that the tornado was an EF-2, meaning it had winds between 180 and 220 kilometers per hour. Thanks to quick action, everyone at the park was safe. Parents are urging the community to teach kids about weather safety at home. Schools are also practicing drills to ensure students know what to do in case of a tornado and any other weather disturbances.



True or False

Is the statement true or false?

1) The safest place during a tornado is outside.	True	False
2) The tornado was an EF-2.	True	False
3) Emily heard the siren before the tornado.	True	False
4) Schools are planning tornado drills.	True	False
5) Tornadoes can reach 300 kilometers per hour.	True	False

Visualizing _____ you were picturing while you were reading. Explain the picture.

Questions

Answer the questions below _____ the text.

1) How can residents be prepared for tornados?

2) Where is the safest place to go during a tornado? Why?

Fact or Fiction – Weather Safety Preparedness

Objective

What are we learning about?

To help students learn and understand the difference between safe and unsafe actions during various weather conditions by deciding whether statements are fact or fiction.

Materials

What you will need for the activity.

- A list of statements about weather safety
- A 'Fact' sign and 'Fiction' sign to distinguish the two sides of the room
- Designated areas in the room for the 'Fact' and 'Fiction' signs, allowing students to move to either side



Instructions

How you will complete the activity

1. Your teacher will read statements about weather safety. Participants will listen as each statement is shared.
2. Think carefully about each statement. Decide whether you believe the statement is true (Fact) or not true (Fiction).
3. If you think the statement is true, walk to the 'Fact' side of the room.
4. If you think the statement is not true, move to the 'Fiction' side of the room.
5. Stay on your chosen side and listen as your teacher reveals whether the statement is fact or fiction and explains why.
6. When the correct answer is announced, return to your seat and get ready for the next statement.
7. Enjoy learning how to stay safe in different weather situations!

Fact or Fiction

Read the statements to the class.

#	Statement	Fact or Fiction
1	It's safe to play outside during a thunderstorm.	Fiction
2	You should always wear a helmet when riding a bike in the rain.	Fact
3	During a tornado, it's best to hide under a table.	Fact
4	You should wear a coat in the snow if it's sunny.	Fiction
5	Lightning can hurt you if you stand under a tree.	Fact
6	It's okay to swim in a pool when there's lightning.	Fiction
7	Dressing in layers keeps you warm in cold weather.	Fact
8	If you see dark clouds, wait to go outside until it rains.	Fiction
9	You should always seek shelter when you hear thunder.	Fact
10	Wearing rubber boots in a snowstorm is unnecessary.	Fiction
11	Windows are the safest place to stand during a storm.	Fiction
12	You should stay away from water during a thunderstorm.	Fact
13	Snow is always safe to play in, no matter what you wear.	Fiction
14	If the sky turns green, a tornado might be coming.	Fact
15	Wearing a hat in the sun prevents sunburn.	Fact
16	It's okay to use electronics during a thunderstorm.	Fiction
17	In cold weather, covering your ears helps prevent frostbite.	Fact
18	You should stand near windows to watch a storm.	Fiction
19	Wearing sunscreen is important, even on cloudy days.	Fact
20	It's safe to be in an open field during a lightning storm.	Fiction

Exit Cards

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

Name: _____

Illustrate one essential tool you would include in an emergency kit.



Name: _____

Illustrate one essential tool you would include in an emergency kit.



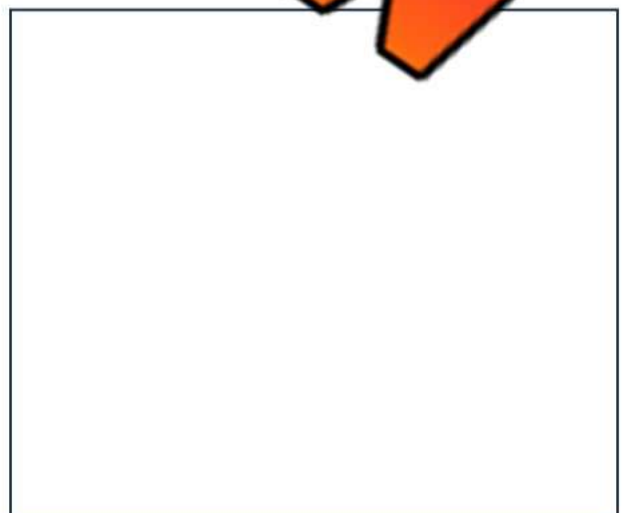
Name: _____

Illustrate one essential tool you would include in an emergency kit.



Name: _____

Illustrate one essential tool you would include in an emergency kit.



Story : Approaching Animals Carefully

Timmy and the Gentle Cat

Timmy loved animals, especially his neighbour's cat, Whiskers. One sunny afternoon, he saw Whiskers sitting in the garden. Excited, Timmy ran towards the cat.



His mother called him, "Timmy, remember, always approach animals slowly and calmly." Timmy slowed down and remembered his mom's lesson.

First, Timmy knew he should never touch an animal without asking. He asked his neighbour, "May I pet Whiskers?" His neighbour smiled and said, "Yes, but let Whiskers sniff your hand first."

Timmy offered his hand to Whiskers. The cat sniffed it and then nuzzled his hand gently. Timmy gently petted Whiskers, feeling happy.

Later, Timmy saw a squirrel. He wanted to pet it too, but his mother explained, "Some wild animals need their space. It is best to look at them from afar."

Timmy learned three important lessons that day:

- Approach animals slowly and calmly.
- Always ask for permission before touching someone's pet.
- Enjoy wild animals from a distance without touching them.

From then on, Timmy became very careful and respectful around all animals.

True or False

Is the statement true or false?

1) Timmy ran quickly to Whiskers the cat.	True	False
2) It is okay to touch pets without asking.	True	False
3) Timmy's mom told him to approach animals slowly.	True	False
4) Whiskers sniffed Timmy's hand before being petted.	True	False
5) Wild animals should be petted like pets.	True	False

Fill in the Blank Use the missing word.

1)	Always _____ on petting.	ask	answer
2)	Whiskers _____ Timmy's hand.	Ignored	Sniffed
3)	Wild animals need _____.	people	
4)	Timmy _____ about animal safety.	learned	
5)	Timmy's mom taught him _____.	safety	

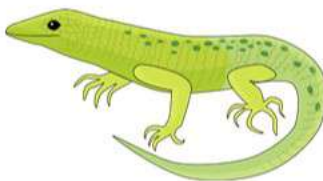
Question

Should you touch wild animals? Why?

Pet or Wild Animal?

Think

Circle if the animal could be a pet or if it is found in the wild, or both:



Pet

Wild

Pet

Wild



Pet

Wild

Pet

Pet

Wild

Pet

Wild



Pet

Wild



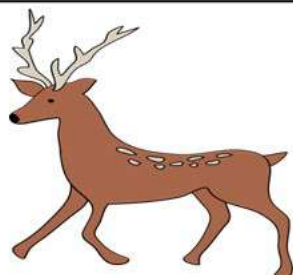
Pet

Wild



Pet

Wild



Pet

Wild



Pet

Wild



Pet

Wild

Safe Online Communication

Be Careful Who You Trust

Online predators are people who use the internet to hurt others, particularly kids and teenagers. They can pretend to be anyone they want online, making it hard to know who is real and who is not. They might ask you for personal information or to meet in person. Not everyone online is who they say they are. It is important to:

- Only talk to people you know in real life.
- Never meet someone from online without a trusted adult.
- Tell an adult if someone online makes you feel uncomfortable.

Cyberbullying: Say No!

Cyberbullying is a type of bullying that happens online. It can include name-calling, spreading rumors, or posting embarrassing pictures of others without their consent. Cyberbullying can hurt just as much as bullying in real life, and it can even be worse because it can be seen by more people. Remember, it is never your fault if you are cyberbullied, and it is okay to ask for help.

Cyberbullying is not okay. If it happens:

- Do not respond to mean or scary messages.
- Take a screenshot.
- Tell an adult.



True or False

Is the statement true or false?

1) Cyberbullying happens online.	True	False
2) It is your fault if you are cyberbullied.	True	False
3) Online predators pretend to be someone else online.	True	False
4) It is easy to recognize an online predator.	True	False
5) You can block someone who is being mean to you online.	True	False

Online Safety

Is the behaviour online safe?

1) Lucy shares her password with a stranger online.	Yes	No
2) Emma uses the same password when using online log ins.	Yes	No
3) Ryan puts his home address on the internet.	Yes	No
4) Mia keeps it a secret if someone is being mean to her online.	Yes	No
5) Liam speaks to a trusted adult about cyberbullying.	Yes	No
6) Sarah decides to secretly make a new friend online.	Yes	No
7) Olivia speaks to a friend in person that she meets online.	Yes	No
8) Sophie uses a search tool to find information for her project.	Yes	No
9) Jake sends unkind messages to others online.	Yes	No

Question

List three safety tips to remember when communicating online.

1)	_____
2)	_____
3)	_____

Exit Cards

Cut Out

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

Name: _____

Give two tips on how to stay safe online.

1) _____

2) _____

Name: _____

Give two tips on how to stay safe online.

1) _____

2) _____

Name: _____

Give two tips on how to stay safe online.

1) _____

2) _____

Name: _____

Give two tips on how to stay safe online.

1) _____

2) _____

Activity – Online Safety Charades

Objective

What are we learning about?

To teach students about online safety through interactive role-play scenarios, enabling them to understand and respond appropriately to various situations they may encounter on the internet.

Materials

What you will need for the activity.

- Scenario cards with different online safety situations (like receiving messages from strangers, not sharing personal information, asking an adult for help)
- A hat or box to hold the cards
- A timer (optional for each group's performance)



Instructions

How you will complete the activity

1. Begin with a discussion on why it's important to stay safe on the internet.
2. Divide students into groups of four.
3. Hand out pre-prepared scenario cards to each group, which describe different online situations that require a safety decision.
4. Allow the groups some time to discuss their scenario and decide on the best course of action. While they act out their skit, they should discuss why they might want to do it, and why they shouldn't (for example: have one student say to the other: "Oh I won a new phone, so I should click this pop-up!")
5. Each group will then take turns to present their scenario and their response to the class.
6. After each presentation, have the class discuss what was good about the response and what could be done differently.
7. Once all groups have presented, review the key online safety tips with the class.

Cut

Cut the scenarios into strips so each group can choose.

Scenarios

You get a message from someone you don't know asking for your name and where you live.

You see a pop-up ad that says you've won a free phone and it asks for your address.

A friend asks you for your game account password so they can get you more points.

You're on a video call and someone you don't know joins the call.

You find a website that wants you to download a free game, but it looks a little strange.

You receive an email that looks like it's from a friend, but it has only a link in it.

Someone online asks if they can meet you in person to give you a gift.

You see a picture online that makes you feel uncomfortable.

A website asks you to fill in a form with your parents' phone numbers to play a game.

You get an invitation to join a private chat room from someone at school.

Reflection

Answer the questions below.

1) What was the most important thing you learned from the role-plays?

2) What are some things you should not do when talking to strangers online?

3) How can you stay safe when using the internet?

4) Draw 2 things that you might find online that are not safe. For example: a fake news headline, a strange message, a pop-up advert, or a fake friend request.

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Story: Railway and Crossing Safety

Sammy's Safe Railway Adventure

Sammy was a curious boy who loved exploring. One sunny day, while walking with his dog, Max, he came across some railway tracks.

"Look!" he pointed, "train tracks!" But he remembered that his teacher had told him about railway safety.



First, Sammy knew he should never play on or near the tracks. "Trains move fast and can be dangerous," he thought, remembering his teacher's words.

Next, he spotted a crossing area with gates and flashing lights. "This is where we cross safely," Sammy told Max. They waited for the train to pass. The lights began to flash, and the gates came down. A train zoomed past.

After the train passed, the lights stopped flashing, and the gates went up. "Now it is safe to cross," Sammy said, leading Max across the tracks.

That day, Sammy learned three important lessons:

- Never play on or near train tracks.
- Always cross at the designated crossing area.
- Follow the signals – wait for the train to pass safely.

Sammy felt proud of himself for remembering these safety rules and keeping Max and himself safe.

True or False

Is the statement true or false?

1) Sammy played on the railway tracks.	True	False
2) It is safe to cross the railway tracks whenever you like.	True	False
3) Trains always make a loud noise.	True	False
4) You should cross tracks anywhere you like.	True	False
5) Railway crossings help us cross safely.	True	False

Fill in the Blanks Write the missing word.

1)	Always stay off the _____.	lawns	tracks
2)	Look for flashing _____ lights.	lights	balloons
3)	Listen to the _____ before crossing.	signals	signals
4)	Sammy waited for the _____ to pass.	train	windows
5)	_____ the rules for crossing safely.	follow	follow

Question

What did Sammy learn about railway safety?

Name: _____

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Curriculum Connection
S2.1

Draw

Draw the tracks as safe or unsafe to cross.

Tracks as safe to cross

PREVIEW

Tracks as unsafe to cross

Scenarios

Circle if it is safe or unsafe to cross the tracks:

#	Scenario Description	Safe	Unsafe
1	A train is approaching the crossing.	Safe	Unsafe
2	The gates are down, and lights are flashing.	Safe	Unsafe
3	The gates are up, and no lights are flashing.	Safe	Unsafe
4	A person is walking close to the tracks.	Safe	Unsafe
5	Someone is crossing at the designated crossing area.	Safe	Unsafe
6	There are people on the railway tracks.	Safe	Unsafe
7	An adult is crossing the tracks when the lights flash.	Safe	Unsafe
8	A cyclist waits on the tracks for a train to pass.	Safe	Unsafe
9	Walking on the platform very far from the tracks.	Safe	Unsafe
10	Crossing behind a stopped train.	Safe	Unsafe
11	Looking both ways before using the crossing.	Safe	Unsafe
12	Trying to cross with headphones on and not looking.		Unsafe
13	Walking over a railway bridge.		Unsafe
14	Using a footbridge over the tracks.		Unsafe
15	Running across the tracks to catch a ball.	Safe	Unsafe
16	Holding an adult's hand while crossing at the crosswalk.	Safe	Unsafe
17	Crossing when the pedestrian light is red.	Safe	Unsafe
18	A maintenance worker is on the tracks with signals.	Safe	Unsafe
19	The railway crossing alarm stops but the gate is still down.	Safe	Unsafe
20	An official tour group is crossing with a guide at a designated area.	Safe	Unsafe

Bike Ride to School

Helmets

In Alberta, children under 18 years old must wear a helmet when riding a bike. It protects your head if you fall. Always check that your helmet fits before you start pedaling.



Bike Lanes and

If there are special lanes just for bikes, use them! These lanes keep you safe from cars. Stay in the bike lane and go in the same direction as the cars.

Staying Safe on the Road:

- Use bike lanes when you can.
- Ride in the same direction as cars.
- Follow all traffic signs and lights.

Alert and Aware

While riding, you need to watch and listen. Look for traffic signals and stop signs. Always stop at red lights and look both ways before crossing the street.

Learning to Ride Right

Remember, riding your bike to school is fun, but being safe is most important. Wear your helmet, use bike lanes, and follow the road rules. Let's pedal to school safely!

True or False

Is the statement true or false?

1. Helmets are important when riding bikes.	True	False
2. Stop at all red lights on your bike.	True	False
3. You should ride opposite to car traffic.	True	False
4. Look both ways before crossing the street.	True	False
5. You can play anywhere on the road.	True	False

Visualizing

Draw a picture of what you were picturing while you were reading. Explain the picture.

Question

Why is it important to wear a helmet?

Bus Safety

Stay Seated, Stay Safe

When we ride the bus, we must stay in our seats. It keeps us safe, especially when the bus is moving. Jumping or walking on the bus can make us fall.



Cross Carefully

After the bus stops, we should get off and cross the street in front. Always look at the driver's signal. If the signal it is safe, we can cross. Remember to look both ways.

Safe Crossing Steps:

- Wait for the bus to stop.
- Get off and walk in front of the bus.
- Look for the driver's signal, then cross.

Danger Zone Alert

Around the bus, there is a 'danger zone'. It is hard for the driver to see us here. Stay away from the front, back, and sides of the bus.

Listen to the Driver

Our bus driver helps keep us safe. It is important to listen to them. They tell us when to sit, stand, and cross the street safely. Let's make sure to follow their instructions.


True or False

Is the statement true or false?

1. Always stay seated on the bus.	True	False
2. You can walk around when the bus moves.	True	False
3. Cross behind the bus after getting off.	True	False
4. Listen to the bus driver for safety.	True	False
5. Running to the bus is a good idea.	True	False

Visualizing

Draw a picture of what you were picturing while you were reading. Explain the picture.

	_____

Question

Where should you cross after getting off the bus and why?

Basic First Aid Skills

What is First Aid?

First aid is when we help someone who is hurt or sick before they can see a doctor or nurse. Learning basic first aid skills is important because it helps us take care of all injuries right away.



How to Clean

- Use clean water and wash the cut gently.
- Cleaning removes dirt and helps prevent infections.

Applying a Bandage

- After cleaning, cover the cut with a bandage.
- The bandage should protect the cut from dirt.
- Make sure it's snug but not too tight.

When to Ask for Help

- If the cut is deep or bleeding a lot, ask an adult for help.
- If you feel unsure about what to do, it's always better to get help from an adult.

By knowing how to clean a cut, apply a bandage, and ask for help, we can make sure that small injuries don't become bigger problems.

True or False

Is the statement true or false?

1) We should clean a cut with water and soap.	True	False
2) You should never ask an adult for help.	True	False
3) First aid is for helping sick people.	True	False
4) A bandage should be very tight.	True	False
5) Washing a cut helps stop germs.	True	False

Visualize the items that must be included in the first aid kit.

Questions

Answer the questions below using evidence from the text.

1) Why is it important to know basic first aid?

2) When should you ask an adult for help?

Activity – First Aid Song

Objective

What are we learning about?

To help students learn first aid steps through a fun and catchy song.

Materials

What you will need for the activity.

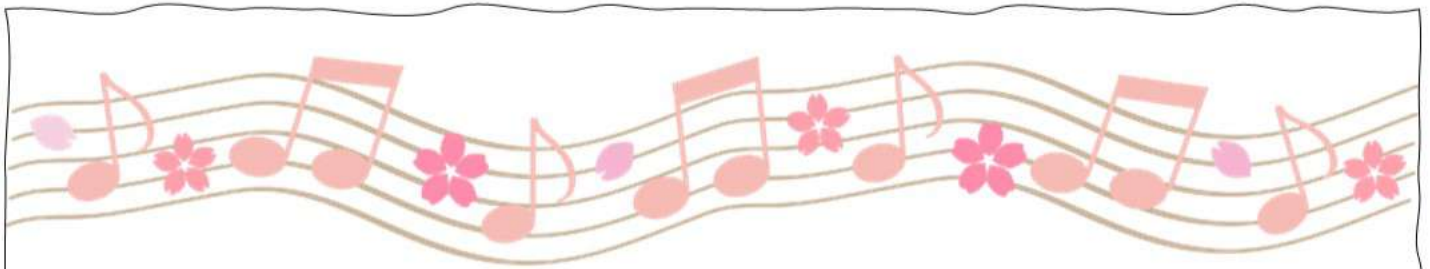
- A simple first aid song
- Familiar tune (e.g., "Twinkle, Little Star")
- Space for students to sing and perform actions



Instructions

How you will complete the activity

1. Introduce the Song: Explain that songs can help us remember important steps, like in first aid.
2. Teach the Lyrics: Go over the lyrics with the students using a familiar tune like "Twinkle, Twinkle, Little Star."
3. Sing Together: Sing the song as a class, doing the actions for each first aid step (e.g., pretend to clean a cut).
4. Add Movements: Include simple hand movements or gestures to match the lyrics.
5. Practise in Pairs: Have students pair up to sing and perform the actions together.
6. Daily Review: Sing the song regularly to reinforce the steps.



First Aid Song Lyrics

(To the tune of "Twinkle, Twinkle, Little Star")

Verse 1:

When you get a little cut,
If you're hurt, not a lot,
Clean it gently with some soap,
Rinse with water, let it go.
Put a bandage on the spot.
Now you're safe, it helps a lot.

Verse 2:

If it's deep or won't stop fast,
Ask for help, don't let it last,
Tell a grown-up right away,
They can help to save the day.
Keep it clean and keep it dry,
You'll be better by and by!

Two Stars And A Wish

Identify two strengths (stars) and one area for improvement (wish) about your group's performance.

Write two strengths and one weakness of your group's performance.

PREVIEW



Keeping Food Safe

Washing Fruits and Vegetables

When we eat fruits and vegetables, it is important to wash them first. This helps take away dirt and germs. We use clean water to wash them until they are all clean.



Cold Foods Stay Cold

Some foods must be kept in the fridge. Foods like milk, cheese, and yogurt should stay cold. If they are not kept cold, they will spoil and are not fresh and safe to eat.

List of Foods for the Fridge:

- Milk
- Cheese
- Yogurt
- Leftover meals

Clean Hands for Safe Food

Before we touch food, we should wash our hands with soap and water. This helps stop germs from getting on our food. We wash our hands again after we are done handling food to stay healthy.

Learning to Be Safe

Remember, clean food and hands are important for not getting sick. Washing food, keeping it cold, and clean hands help us all stay healthy and happy.

True or False

Is the statement true or false?

1. We wash fruits to remove dirt and germs.	True	False
2. Cheese needs to be kept in the fridge.	True	False
3. Milk does not need to be kept cold.	True	False
4. Washing hands stops germs from spreading.	True	False
5. Use hot water to rinse fruits and vegetables.	True	False

Visualizing

Draw a picture of what you were picturing while you were reading. Explain the picture.

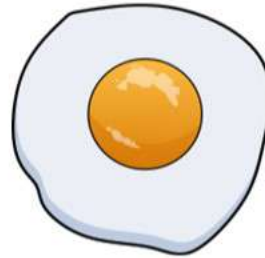
Question

How does washing hands help keep food safe?

Learning About Allergies

Common Allergies

Allergies happen when our bodies react to certain things. Some common allergies are to nuts, milk, and eggs. These allergies can make some people feel really sick.



Allergy Reaction

When someone with an allergy eats the wrong food, they might get itchy, have trouble breathing, or feel sick. It is important to get help from an adult right away.

Safe Eating Tips:

- Know what foods you are allergic to.
- Always ask what is in food before eating.
- Never share food with friends at school.

Food Sharing and Safety

Sharing food can be nice, but it is not safe for people with allergies. They might accidentally eat something they are allergic to. Always eat your own food and let others eat theirs.

Being Allergy Aware

Remember, allergies are serious. We can help our friends by knowing about allergies and being careful with food. Let's all stay safe and healthy at school!

True or False

Is the statement true or false?

1. Some people are allergic to nuts.	True	False
2. Sharing food at school is always safe.	True	False
3. Allergies can make people feel very sick.	True	False
4. Itchy skin can be a sign of an allergy.	True	False
5. Everyone has the same food allergies.	True	False

Visualizing

Draw a picture of what you are picturing while you were reading. Explain the picture.

Question

What can happen if someone eats food that they are allergic to?

Activity – Allergy Match-Up

Objective

What are we learning about?

To educate students about common food allergies and their symptoms, teaching them to identify signs of allergic reactions and understand their implications, especially in a school setting.



Material

What you will need for the activity.

- Food Allergy Chart of common allergens like nuts, dairy, and shellfish.
- Symptom Cards showing different allergic reaction symptoms such as hives, difficulty breathing, or swelling.
- Classroom Allergy Chart to chart common allergens and their symptoms.

Instructions

How you will conduct the activity.

1. Divide the class into groups of four, ensuring each student has a role to play in the activity.
2. Assign each group a specific allergen and a corresponding symptom.
3. Instruct each group to discuss their allergen and symptoms, and act these out.
4. Within each group, assign the roles: one student will be the 'Affected Individual' who will pretend to consume the allergen and show symptoms, one will be the 'Allergen Provider' who gives the pretend allergen, one will be the 'Responder' who calls for help, and one will be the 'Narrator' who will guide the audience through the skit.
5. Allow time for the groups to plan their skits, encouraging them to think creatively about how to act out the symptoms.
6. Have each group perform their skit in front of the class, with the Narrator setting the scene for the audience.
7. Conclude the activity with a reflection on the importance of recognizing allergies and knowing how to respond appropriately.

Cut

Cut out the allergy/symptom cards below:

Allergy	Symptoms
Peanuts	Itchy Skin, Hives, Swollen Lips
Tree Nuts	Rash, Sneezing, Stomach Ache
Milk	Coughing, Itchy Throat, Stomach Ache
Eggs	Rash, Sneezing, Itchy Skin
Wheat	Sneezing, Itchy Throat, Stomach Ache
Soy	Hives, Swollen Lips, Runny Nose
Fish	Difficulty Breathing, Hives, Cough
Shellfish	Swollen Lips, Itchy Skin, Red Eyes
Pollen (Hay Fever)	Runny Nose, Sneezing, Itchy Eyes
Pet Dander	Difficulty Breathing, Itchy Skin, Rash

Story: Stranger Awareness

Mia's Wise Choice

Mia was playing in the park one sunny afternoon. She loved sliding down the big red slide and swinging high in the sky. When playing, a nice-looking lady approached her with a colorful balloon.



"Hi there! Would you like a balloon?" the lady asked, smiling. Mia remembered her mom's words: "Never talk to strangers or take things from them without asking me first." So she politely said, "No, thank you," and ran to find her mom, who was sitting nearby.

Mia told her mom about the lady and the balloon. Her mom hugged her tightly and said, "You did the right thing, Mia. It is important to listen to me."

From this, Mia learned three important lessons:

- Do not talk to people you do not know, even if they seem nice.
- Never accept gifts from a stranger without asking a parent.
- Always tell a trusted adult if a stranger tries to talk to you or give you something.

Mia felt proud of making a smart and safe choice. She continued playing, knowing she remembered the important lessons about stranger safety.

True or False

Is the statement true or false?

1) Mia accepted a balloon from the stranger.	True	False
2) Mia remembered her mom's advice about strangers.	True	False
3) It is okay to talk to strangers in the park.	True	False
4) Mia played safely on the slide and swings.	True	False
5) Mia forgot to tell her mom.	True	False

Fill in the Blank Write the missing word.

1)	Mia was offered a _____ from a stranger.	balloon	toy
2)	Always _____ a parent before talking to strangers.	ask	ignore
3)	Mia felt _____ after speaking to her mom.	safe	scared
4)	Tell a _____ if a stranger offers a gift.	parent	stranger
5)	Mia's mom _____ her for being smart and safe.	praised	

Question

What should you do if a stranger talks to you?

Newspaper Article: Positive Communication

Talking Nicely Makes Everyone Happy

Published: August 28, 2024

Today, we learn about talking nicely with family and friends. Sarah Chen, a communication expert, says that kind words and listening are two of the big parts of positive communication.

Eight-year-old Josh shared his story: "When my sister and I disagree, we take turns talking and listening. It helps us understand each other."

Here are three lessons about positive communication:

- **Use kind words:** Say things that make others feel good.
- **Listen well:** Pay attention when

someone else is talking.

- **Take turns talking:** Everyone gets a chance to speak.

Dr. Chen also says, "Remember, our words can make people happy or sad, so choose them carefully."

Josh adds, "After talking and listening, my sister and I usually find a way to play together happily."

Remember, talking nicely and listening helps us get along better with everyone.

Next time you are with family or friends, try these tips. It makes talking a lot more fun!



True or False

Is the statement true or false?

1. Talking nicely makes people feel happy.	True	False
2. It is good to take turns when talking.	True	False
3. Listening is not part of talking nicely.	True	False
4. Dr. Che teaches about positive communication.	True	False
5. Yelling is a part of positive communication.	True	False

Directions

Draw good talking tips from the article.

Kind words

Listen well

Question

Why is listening important in a conversation?

Activity – Kind Words Play

Objective

What are we learning about?

To teach students about positive communication, cooperation, and respectful ways to manage disagreements through role-playing exercises.

Materials

What you will need for the activity.

- Scenario cards with various communication situations (like disagreeing politely, asking for help, etc.)
- A 'conversation starter' set in the classroom.
- Emotion cards with different feelings illustrated (happy, sad, angry, etc.)



Instructions

How you will complete the activity.

1. Begin by discussing what positive communication means and why it is important.
2. Show the emotion cards and talk briefly about each feeling.
3. Explain how we can communicate our feelings in a respectful way.
4. Divide the class into pairs or small groups.
5. Hand out scenario cards to each group.
6. Instruct each group to role-play their scenario, using positive communication strategies.
7. Encourage them to use the emotion cards to express how their characters might feel.
8. After each role-play, have the class discuss what was done well and what could be improved.
9. Rotate the scenarios so each group gets a chance to try different situations.
10. Conclude with a class discussion on the importance of kind and respectful communication.

Emotions

Cut out the cards below.

Happy

Hungry

Sad

Thirsty

Mad

Sleepy

Scared

Cold

Excited

Hot

Scared

Annoyed

Confused

Proud

Nervous

Silly

Grumpy

Bored

Playful

Tired

Lonely

Worried

Relaxed

PREVIEW

Role Play Scenarios

Cut

Cut the scenario page into strips so each student can choose.

One student wants to join a game of hide-and-seek and politely asks if they can play.

Two students have different opinions about a book. They discuss their views respectfully.

A student offers to share their apple slices with a classmate during snack time.

A student notices a classmate struggling with a zipper and offers to help.

A student tells a friend they were sad when they were not included in a game.

A student asks politely if they can have a turn on the swing after their friend.

A student compliments a classmate's beautiful drawing.

After accidentally bumping into a classmate, a student says sorry and asks if they are okay.

A student suggests a new game and asks if everyone would like to play it.

A student politely says no to a trade of a toy car for a doll.

Two students share their ideas for a class project and listen to each other's suggestions.

A student says thank you to a classmate who helped them pick up fallen crayons.

A student invites a new classmate to join in a game of hopscotch.

A student gives friendly advice on how to improve a paper airplane.

A student tries to comfort their friend who missed the school bus.

A student shares their excitement about a field trip and asks a friend what they are looking forward to.

Reflection

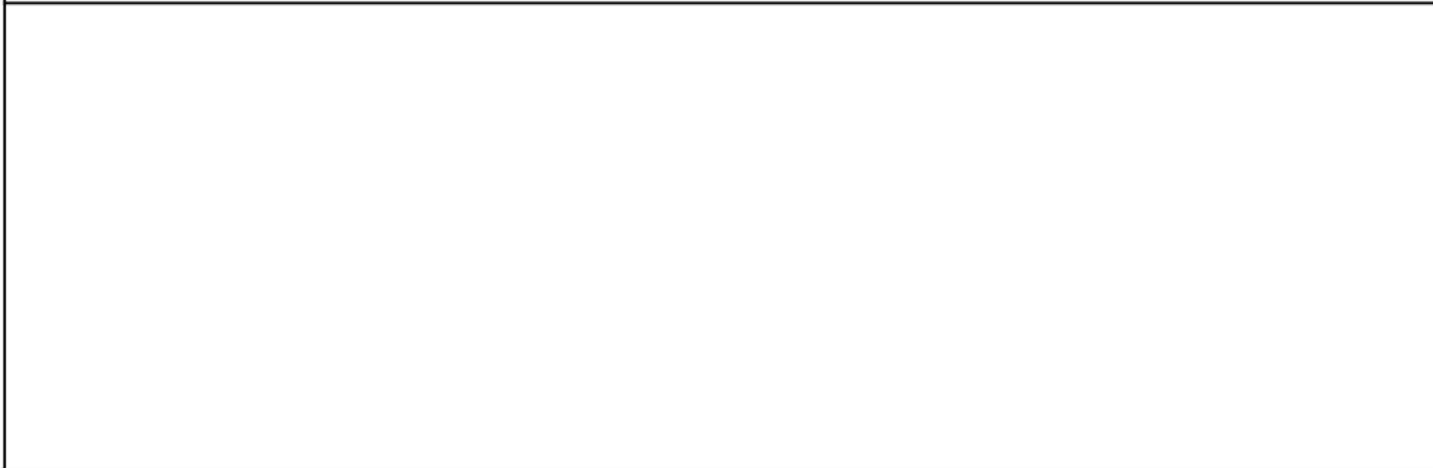
Answer the questions below.

1) What did you learn about talking nicely to others?

2) When did you feel angry or upset in a conversation?

3) Do you like listening or talking more when you are in a conversation? Explain.

4) Draw a picture of you acting out your role play with your partner/group.



Unit Test – Safety**Multiple Choice**

/10

1. What means "danger" on a label?

- a) Happy face
- b) Skull
- c) Star
- d) Circle

2. Who should answer the door?

- a) A friend
- b) A grown-up
- c) A pet
- d) A toy

3. What should you do if there is a fire?

- a) Phone
- b) Toy
- c) Clock
- d) Smoke detector

4. Where should you meet if there is a fire?

- a) Bedroom
- b) Outside
- c) Bathroom
- d) Kitchen

5. Where should you keep your toys?

- a) Cupboard
- b) Fridge
- c) Closet
- d) Drawer

6. How should you protect yourself from UV rays?

- a) For a long time
- b) To stay warm
- c) To cover up
- d) To see friends

7. What must children in Alberta wear for biking?

- a) Winter gloves
- b) Helmet
- c) Boots
- d) Coat

8. What should you not bring to school?

- a) Toys
- b) Books
- c) Food
- d) Pencils

9. Where should you cross the road after getting off the bus?

- a) Behind the bus
- b) In front of the bus
- c) Beside the bus
- d) Nowhere

10. What should you do if you see something weird online?

- a) Ignore it
- b) Click it
- c) Tell a grown-up
- d) Laugh

Define

What do the terms below mean?

Term	Definition – What does it mean?
Medicine	
First Aid Kit	

Scenarios

Read each scenario and circle the best way to handle it.

1) Sara is at the park and a stranger offers her candy. What should Sara do?

- a) Take the candy
- b) Politely say no and find an adult
- c) Ask for more
- d) Kick the adult

2) Emma is offered a snack at school. She has allergies. What should she do?

- a) Eat it quickly
- b) Ask what's in it
- c) Don't eat food from other students at school
- d) Hide it

3) There's a fire at Leo's house. What is his first step?

- a) Hide under the bed
- b) Call 9-1-1
- c) Grab his toys
- d) Follow safety plan – get outside



Alberta Health and Wellness Safety Unit – Grade 2

3-Part Lesson Format

Part 1 – Minds On!


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



Understanding Safety











LEARNING GOAL

We are learning to **understand safety rules** so we **can stay safe at home, at school, and in public places.**



Safety Match-Up

Drag and drop the correct safety rule into the box that matches each picture.

				
				
A Turn off the lights before going out.	B Don't play with sharp objects.	C Don't touch the plug socket.	D Look both ways when crossing the street.	E Don't go near the stove.
F Don't walk on the wet floor.	G Do not push others while playing.	H Do not play with fire or matches.	I Do not talk to strangers.	J Don't touch animals.

Part 2 – Action!

- Surveys/Polls
- Matching
- Drag and Drop
- Videos
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quick Draw
- 3-2-1 Reflection
- One-Sentence Summary



3-2-1 Reflection

Take a moment to reflect on today's lesson.

-  3 Things You Learned
-  2 Things You Found Interesting
-  1 Question You Still Have





Alberta Health and Wellness Safety Unit – Grade 2

Who Would You Ask?

Drag the problem to the person who can help. Then, drag the number to match their job.

Problems:

- I have a sore tooth
- Someone is not following the rules
- The floor is wet in the classroom
- I need help with my schoolwork
- There's a fire in the building
- I'm scared or need help at home

People:

- Teacher
- Police Officer
- Dentist
- Mother
- Janitor
- Firefighter

Numbers:

- 1
- 2
- 3
- 4
- 5
- 6

Fire Safety First

Help the firefighter find what he needs to stop fires. Drag and drop the right things into the circles.

Items:

- Fire extinguisher
- Red boots
- Yellow jacket
- Red helmet
- Sunglasses
- Headphones
- Yellow ladder
- Red target
- Yellow hard hat
- Red fire truck

Fire Safety: What Should We Do?

Can you help us find the safe choices during a fire?

Drag and drop what we should do during a fire onto the fire truck.

Safe Choices:

- Drop low under the smoke
- Never go back inside for anything
- Don't open hot doors
- Hide under the bed
- Stop to pack your things
- Call 911 when you are safe
- Use the nearest safe exit
- Go to your family's meeting spot
- Ignore fire drills
- Stay calm and don't panic



Alberta Health and Wellness Safety Unit – Grade 2

Dress Me Up for Summer Safety

Help the boy and girl get ready for a sunny day!
Drag or place the things they need to stay safe in the sun.

Choose Here:

Things I need:

Things I need:

Online Safety

Drag the green check marks to the things that are safe to do.

STAY SAFE ONLINE

- Don't share your personal information. ☐
- Accept friend requests from people you don't know. ☐
- Report inappropriate content immediately. ☐
- Post something mean or hurtful about someone else. ☐
- Only share images that you'd be comfortable with your friends and family seeing. ☐
- Not everyone online is who they say they are. ☐
- Only talk to people that you know. ☐
- Always think carefully about what you post. ☐
- Click on links or messages from strangers. ☐

✓ ✓ ✓ ✓ ✓ ✓ ✓

Labelling: Parts of a Bicycle

Drag and drop the correct words into the boxes to label each part of the bike.

Saddle Tire Handlebar Chain Pedal Wheel