



Preview - Information



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Google Slides Lessons Preview





Ontario Health Curriculum

Personal Safety & Injury Prevention – Grade 1

3-Part Lesson Format

Part 1 – Minds On!

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

KNOWING YOUR HOME ADDRESS

LEARNING GOAL

We are learning to say and remember our home address and phone number so we can tell a safe adult or helper where we live in an emergency.

KNOWING YOUR HOME ADDRESS

QUICK TRUE OR FALSE

Read each sentence carefully. Drag the correct answer (True or False) beside each question.

1) Police officers can help you in an emergency.	
2) Your address does not matter if you are lost.	
3) It is good to remember your phone number.	
4) Helpers need your address in an emergency.	
5) You should not tell helpers where you live.	

True
False

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

CONSOLIDATION

QUICK DRAW

- Can you say your home address out loud?
- Draw a picture of your house and write your house number on it.



Ontario Health Curriculum Personal Safety & Injury Prevention – Grade 1

HOW TO CALL 9-1-1 SAFELY

Move the letter A or B into the box to show your answer.

1 What should you do first?
A) Hide B) Find a phone

2 How should you talk on the phone?
A) Calm and clear B) Yelling loudly

3 What number do you press in a big emergency?
A) 1-2-3 B) 9-1-1

4 Is 9-1-1 for small problems?
A) Yes B) No

5 Why do we call 9-1-1?
A) To talk for fun B) To get help fast

A **B**

SAFE PICK-UP ROUTINES WORD SEARCH

Find and circle the safe pick-up words hidden in the puzzle.

School	Car	Home
Teacher	Safe	Wait
Adult	Parent	Plan
	Trust	

THOMEV GXS
RSBHZ FTHC
UJADULTRH
SOVFWAITO
TTYHENCNO
TEACHEREL
PARENTZ NZ
CARQBPLAN

Show your answer with a thumbs up

1) Should we look both ways before crossing the street?

2) Is it safe to run into the road without looking?

3) Do we stay seated while the bus is moving?

4) Is it safe to walk far away from the grown-up with you?

5) Should we wait for the bus to stop before getting on?



Ontario Health Curriculum Personal Safety & Injury Prevention – Grade 1

RESPECTING PERSONAL SPACE

PERSONAL SPACE CHECK

Look at each picture. Put ✓ if they respect personal space. Put ✗ if they do not.

1 2 3 4 5 6 7 8

Look at the pictures about bullying and

1 2 3 4

TRUE OR FALSE

Read each sentence carefully. Drag the correct answer (True or False) beside each question.

1) Washing your hands after eating helps keep friends safe.	<input type="checkbox"/>
2) It is funny to give someone food they are allergic to.	<input type="checkbox"/>
3) It is safe to share food with everyone at school.	<input type="checkbox"/>
4) Some people need extra care because of allergies.	<input type="checkbox"/>
5) Allergies can make people itchy or sick.	<input type="checkbox"/>

True False



Workbook Preview



Grade 1 – Health Unit

Personal Safety and Injury Prevention

	Curriculum Expectations	Pages
D1.2	demonstrate an understanding of essential knowledge and practices for ensuring their personal safety (e.g., knowing their home phone numbers; knowing how to contact 9-1-1; seeking help from a police officer, teacher, youth worker, or other trusted adult; knowing routines for safe pickup from school or activities)	6-31
D2.3	<div style="border: 1px solid red; padding: 10px; text-align: center;">Preview of 75 pages from this product that contains 131 pages total.</div> understanding of the importance of consent	48
D2.4	apply their knowledge of essential safety practices to take an active role in their own safety at school (e.g., inform teacher of allergies, be aware of food safety issues, play in supervised areas, follow safe routines for travelling to and from school)	49-59
D3.1	demonstrate an understanding of how to stay safe and avoid injuries to themselves and others in a variety of situations, using knowledge about potential risks at home, in the community, when online, and outdoors (e.g., items or situations that could lead to poisoning, slips, falls, fire, or injury, including injuries from household products, medicines, kitchen tools and equipment, unstable furniture, candles, toys; road, water, and playground hazards; the danger of landing on websites that are not age-appropriate; weather and sun hazards)	60-98

NAME: _____

SAFETY & INJURY PREVENTION



Knowing Your Home Address

Why Know Your Home Address?

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

Your Home Address

Your home address is like a special code that tells people exactly where you live.

It includes:

- House or building number
- Street name
- City or town
- Province



Your Phone Number

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

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

Name: _____

7


Parts of My Address

Fill in your address and phone number.

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

Parts of My Address

Fill in your address and phone number.

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

How to Dial 9-1-1

When to Call 9-1-1

You should call 9-1-1 only in emergencies. Emergencies are when someone is hurt badly, or you are in danger and need help fast.

Steps to Call 9-1-1

- Find a phone.
- Press the numbers 9-1-1.
- Stay calm and speak clearly.
- Tell the person your name and what happened.
- Listen carefully and do what they say.



Remember

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

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

True or False

Is the statement true or false?

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

Draw

Draw pictures of when you might call 9-1-1



PREVIEW

Question

What is 9-1-1 for?

Exit Cards

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

Name: _____

Is the statement true or false?

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

Name: _____

Is the statement true or false?

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

Activity – Emergency Role Play

Objective

What are we learning about?

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



Materials

What you will need for the activity.

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

Instructions

How to complete the activity

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

Scenarios

Acting Out Safety: Emergency Scenarios for Kids

Fire in the building

Spotting a dangerous animal

Lost in a park

Someone falls in the playground

Injury while playing

Seeing a car accident

Earthquake at school

Bike tire goes flat

Stranger approaches

Getting locked out of the house

Pet gets lost

Tree falls in the yard

Power outage at home

Discovering a leak

Severe weather alert

Smoke in the kitchen

Finding a broken glass

Seeing someone steal something

Hearing a fire alarm

Finding a sharp object on the ground



Name: _____

15

True or False

Is the statement true or false?

1. Teachers are trusted adults.	True	False
2. Only police officers are trusted adults.	True	False
3. You can tell firefighters your problems.	True	False
4. Doctors help you when you are sick.	True	False
5. Strangers are always trusted adults.	True	False

Matching

Which trusted adult is described in each statement?

1)	They help you cross the roads.	a) Police Officers
2)	They care for you at home.	b) Parents
3)	They help you feel better when you are sick.	c) Nurses
4)	They keep the neighbourhood safe.	d) Firemen
5)	They help you feel better when you are sick.	e) Cross Guards

Question

Who can you trust at school?

My Trusted Adults

Write the names of your 5 trusted adults in the hand outline

**How To Pick a Trusted Adult:**

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

Think

Circle if the choice is safe or unsafe.

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

Exit Cards

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

Name: _____

Is the person a trusted adult?

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

Name: _____

Is the person a trusted adult?

1) Teacher	Yes	No
2) Police officer	Yes	No
3) Stranger	Yes	No
4) Store owner	Yes	No
5) Firefighter	Yes	No
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Name: _____

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

Safe Pick-Up Routines

Who Picks You Up?

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



Safe Pick-Up

- Know the name of the person who will pick you up.
- Always wait in the area your family has chosen for you.
- If you do not know the person, do not get into the car.
- Tell your teacher if something is different.

Why It Is Important

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

Remembering Your Plan

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

True or False

Is the statement true or false?

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

Visualizing

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

	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
---	---

Identify

Colour the rules that help you keep safe.

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

Exit Cards

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

Name: _____

Is the statement true or false?

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

Name: _____

Is the statement true or false?

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

Travel Safety To And From School

Getting to School Safely

Every day, we travel to school. It is important to be safe on our way. Whether we walk, ride a bus, or get a ride, we can always be careful.

Safety When Travel

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

Riding the Bus Safely

If you take a bus, remember to:

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

Being Safe with Grown-Ups

When travelling with a grown-up:

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



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

True or False

Is the statement true or false?

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

Fill in the Blank Write the missing word.

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

Directions

Draw three safe travel practices.

Choices

Circle if the choice is safe or unsafe

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

Activity – Safety Colouring Pages

Objective

What are we learning about?

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

Material

What will you need for the activity?

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



Instructions

How do we complete the activity?

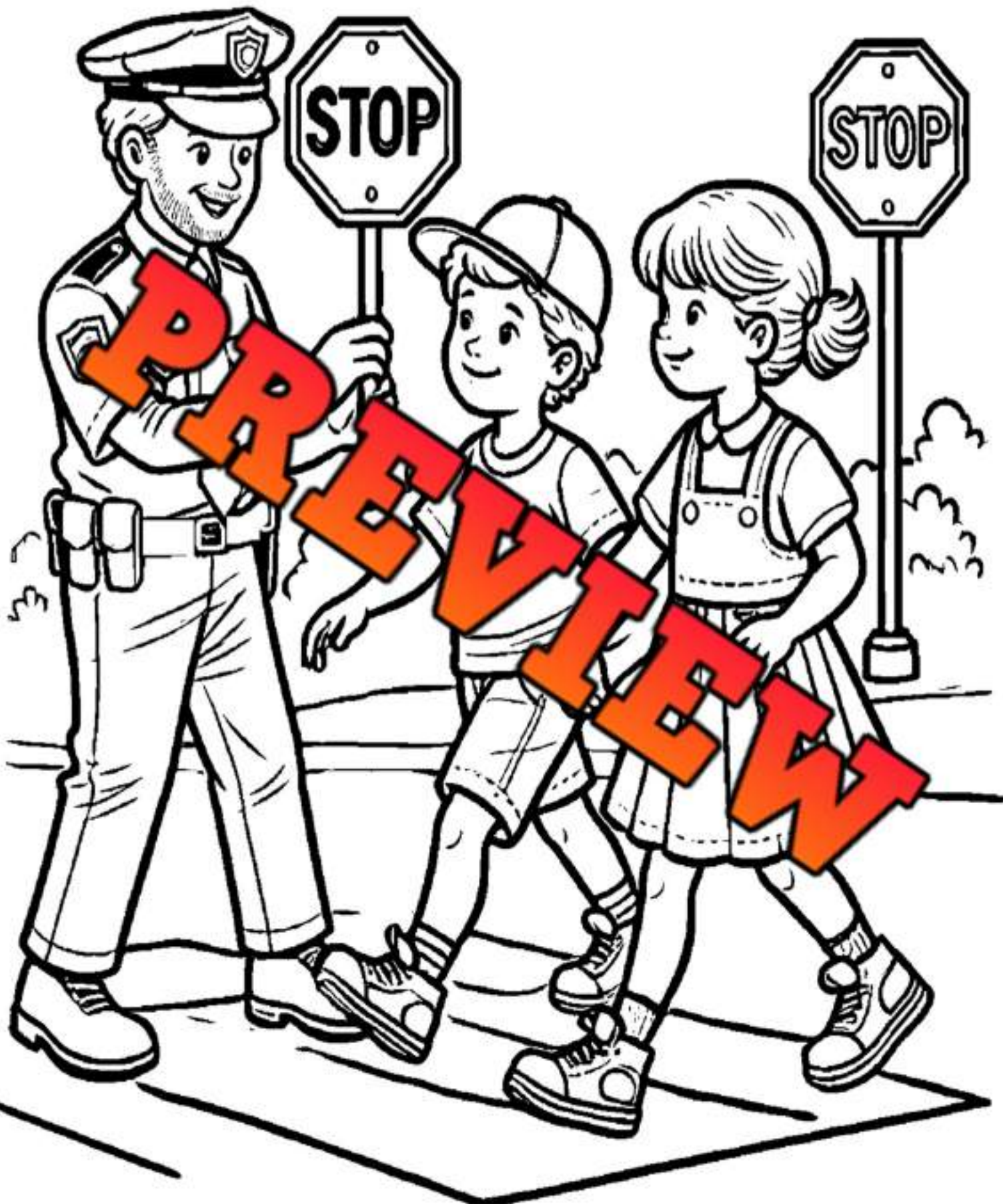
1. Start by discussing what boundaries are and how they keep us safe, using simple examples like wearing a helmet while riding a bike or staying on the sidewalk when walking.
2. Give each student a set of colouring pages with pictures that show different safety boundaries.
3. Ask the students to colour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

Name: _____



Name: _____





Story: Listening with Respect

Listening Lily and the Magic Words

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



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

"When you listen," Mrs. Chen explained, "we show our friends that we care. Listening makes our friends feel special and heard."

Lily thought about it. "I want to make my friends feel special."

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

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

True or False

Is the statement true or false?

1) Lily loves to talk with her friends.	True	False
2) Lily always remembers to listen.	True	False
3) Listening makes friends feel ignored.	True	False
4) Zoe feels happy when Lily listens.	True	False
5) Mrs. Chen teaches about respectful listening.	True	False

Order

Put the sentences in the right order based on the story.

	Mrs. Chen taught the class about listening.
	Zoe felt happy, and Lily smiled.
	Lily wanted to make her friends feel happy.
	Lily liked to talk with her friends.
	Lily listened when Zoe was talking.

Word Search

Find the words in the wordsearch.

Listen	Respect
Feelings	Lily
Eyes	Special
Happy	Care

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

Story: Being Helpful

Mia's Helping Hands

In a small, cozy town, there was a kind-hearted girl named Mia. Mia loved helping everyone.

One day, Mia saw Mrs. Kumar struggling with her grocery bags. "Can I help you carry these?" Mia asked. Mrs. Kumar smiled gratefully as Mia helped her to her door.



At school, Mia noticed her classmate Omar looking sad. "I cannot find my crayon," he said.

Mia shared her crayons and Omar's frown disappeared.

Later, Mia saw a lost kitten. She asked for help to find the owner. The kitten purred, as if saying thank you.

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

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

True or False

Is the statement true or false?

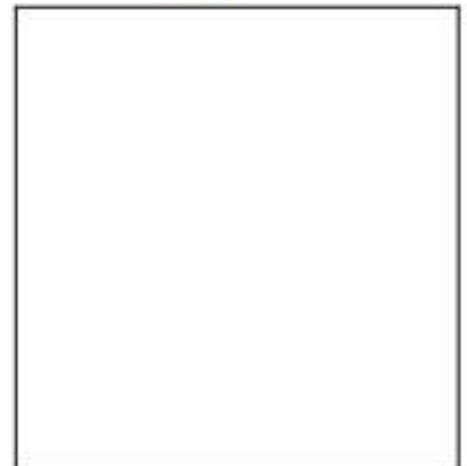
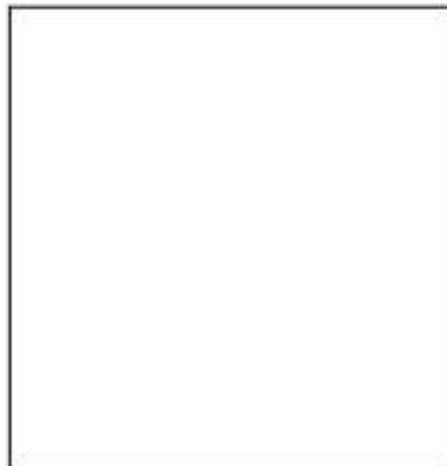
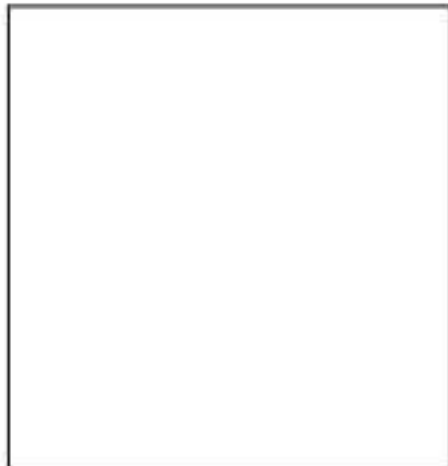
1) Mia helped Mrs. Kumar with bags.	True	False
2) Mia ignored Omar when he was sad.	True	False
3) Mia set the table for dinner.	True	False
4) Helping others makes them smile.	True	False
5) Mia only helps her friends.	True	False

Directions: Circle the hearts that show helpful actions.

Helping
carry
groceriesHelping
othersHelping a
friend who
is sadSaying "Can
I help?"Saying
mean wordsHolding the
door openHelping
with
dinnerPushing in
line

Draw

Draw three pictures of how Mia helped others



Story: Understanding Boundaries

Space Bubbles: A Lesson in Personal Space

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

One sunny day while playing, Sam got too close to Aliya. "Whoa, Sam! I need a little space," Aliya said, stepping back.

Sam felt confused. Mrs. Lee, his teacher, noticed and intervened.

"Sam, just like planets need space around them, people need personal space too," she explained.

"Personal space?" Sam asked.

"Yes, it is an invisible bubble around us. We should respect everyone's space to keep everyone comfortable," Mrs. Lee smiled.

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

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



True or False

Is the statement true or false?

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

Fill in the Blank

Write the missing word.

1) They pretended to be on a _____ planet.	Close	Distant
2) "Whoa, Sam! I need a _____ aid."	Time	Space
3) Mrs. Lee talked about _____ space.	Personal	Outer
4) It is an invisible _____ around us.	Bubble	Bubble
5) Sam made sure to respect everyone's _____.	Personal	Personal

Draw

Draw Sam and Aliya in their space bubble

Personal Space, and Saying No

Understanding Personal Space

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



Respecting Boundaries

Boundaries are rules for our bubble. Here's what you need to know:

- It's okay to say "no" if you don't want to be touched, even in friendly ways like hugs.
- Always ask before giving someone a hug or holding their hand.
- If someone makes you feel uncomfortable, you can say "no" and stop the touch. You can also tell a trusted adult.

Being a Good Friend

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

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

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

True or False

Is the statement true or false?

1. Everyone has their own personal space.	True	False
2. It's okay to hug someone without asking.	True	False
3. You should tell a grown-up if uncomfortable.	True	False
4. Only strangers should respect your space.	True	False
5. Saying "no" is rude.	True	False

Draw

Draw a picture of yourself with your personal bubble around you. Show how you want your space to be.



Question

What should you do if someone breaks your personal boundary?

Exit Cards

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

Name: _____

Circle the correct answer.

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

Name: _____

Circle the correct answer.

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

Name: _____

Circle the correct answer.

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

Name: _____

Circle the correct answer.

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

Activity – My Boundary Circles

Objective

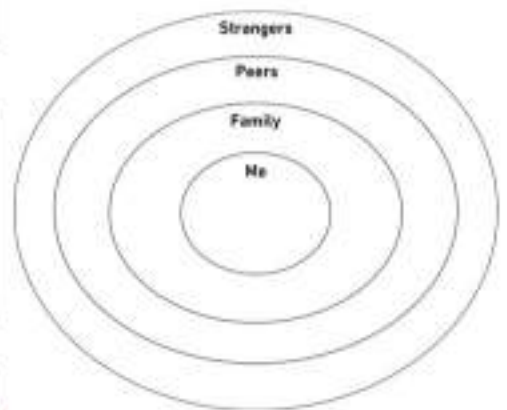
What are we learning about?

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

Materials

What will you need for the activity?

- A printed version of the boundary circles diagram for each student
- A pencil or crayon for writing or coloring



Instructions

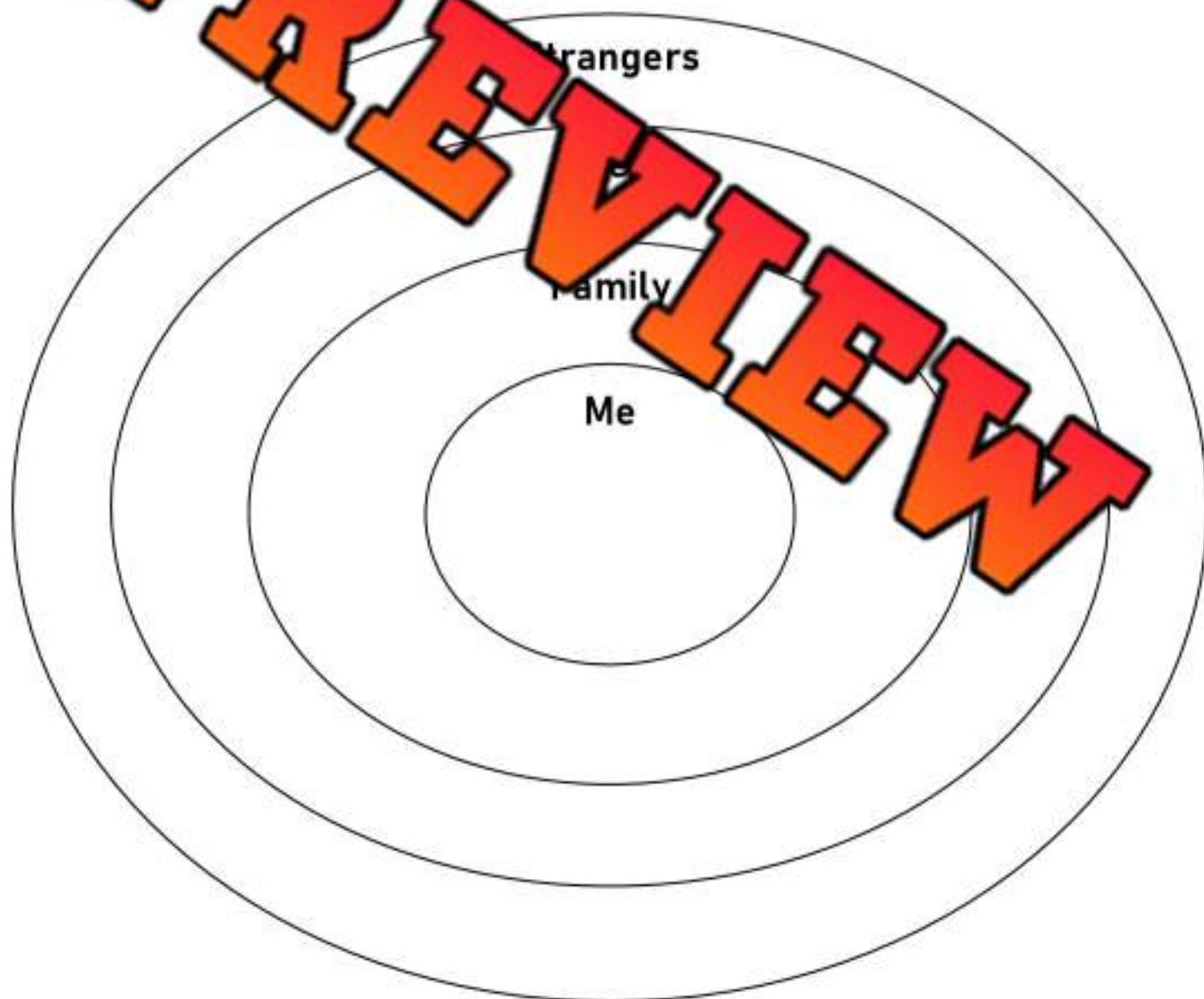
How will you complete the activity?

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

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

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

A) Hugging	B) Saying Hello	C) Sharing a Snack
D) Asking for help	E) Playing a game	F) Giving a high five
G) Talking	H) Holding Hands	I) Sharing a toy



Activity – Boundary Meter

Objective

What are we learning about?

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

Materials

What will you need for the activity?

- Boundary Meter Worksheet
- Crayons, markers















Instructions

How will you complete the activity?

- 1. Introduce the Concept:** Start by explaining that everyone has different comfort levels when it comes to being close to other people. It's important to understand how close or far we feel safe and comfortable with different people.
- 2. Distribute Boundary Meters:** Give each student a Boundary Meter Worksheet. At one end of the paper, there should be drawings or labels for different people, such as "Family," "Best Friend," "Classmate," "Teacher," and "Stranger."
- 3. Drawing Themselves:** Students will draw a small picture of themselves or place a sticker on the meter, showing how close or far they feel comfortable being with each person. For example, they may draw themselves closer to "Family" and farther from "Stranger."
- 4. Explain Choices:** After drawing themselves, students will explain why they chose to be close to some people and farther from others. Discuss how this helps them understand their own boundaries.

Meter

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

	FAMILY	
	BESTFRIEND	
	CLASSMATES	
	TEACHER	
	NEIGHBOUR	
	STRANGER	

Story: Recognizing Exclusion

Jenny's Birthday Invites

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



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

Walking over, Jenny smiled. "Omar, I would like you to come to my birthday!" she said. Omar's smile was as bright as the sun. "Thank you so much!"

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

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

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

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

True or False

Is the statement true or false?

1) Jenny was excited for her birthday.	True	False
2) Omar was invited to the party at first.	True	False
3) Jenny felt good including Omar.	True	False
4) Leaving people out feels good.	True	False
5) Jenny was left out last year.	True	False

Direction

Check if the action shows including others.

<input type="checkbox"/> I invite everyone to	<input type="checkbox"/> I say kind words
<input type="checkbox"/> I leave someone out	<input type="checkbox"/> I play with my best friend
<input type="checkbox"/> I share toys and games	<input type="checkbox"/> I ask someone alone to join
<input type="checkbox"/> I ignore someone who wants to join	<input type="checkbox"/> I listen to my friend

Question

Why is it important to include everyone?

Story: Bullying Awareness

Lucas and the Kind Words

Lucas was new at Maple Leaf School. He felt nervous and a little shy.

One day, while playing
in the schoolyard, he

heard two boys

laughing at him.

They called him names and

made fun of his shoes. Lucas felt sad and alone.



Mrs. Patel, their teacher, noticed what was going on. She sat down with the class and talked about bullying. "Bullying hurts feelings and is never okay," she explained. "If someone bullies you, tell a teacher or a grown-up."

Lucas bravely shared his feelings. "They made me feel sad," he said.

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

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

True or False

Is the statement true or false?

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

Word Search

Find the words in the wordsearch.

Bully	Mean
Rude	Happy
Sad	Friends
Feelings	Teacher
Lucas	



Fill in the Blanks

Write the missing word.

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

Allergy Awareness

What Are Allergies?

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

Common Allergies

- **Nuts:** Some people can get very sick if they eat nuts.
- **Bees:** Bee stings can cause allergies for some people.

Being Safe with Allergies

It is important to help keep our friends safe. Here is how:

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

Helping Friends with Allergies

We can be good friends by:

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

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



True or False

Is the statement true or false?

1. Allergies can make you feel sick.	True	False
2. Only nuts cause allergies.	True	False
3. Washing hands helps prevent allergies.	True	False
4. Bee stings never cause allergies.	True	False
5. Telling people about allergies is good.	True	False

Draw

Draw something people can be allergic to.



PREVIEW

Question

What should you do if a friend has an allergy?

Safety in the Classroom

Why Safety Matters

Being safe in the classroom helps everyone learn and have fun. When we are safe, we can listen, play, and work without getting hurt.



Safety Practices

- Tell the Teacher: If you have an allergy or feel sick, tell your teacher right away.
- Safe Snacks: Some snacks are safe for everyone. Ask your teacher before bringing them to school.
- Clean Hands: Wash your hands often to keep germs away.

Helping Each Other

We can all help to keep the classroom safe by:

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



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

Name: _____

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True or False

Is the statement true or false?

1. Tell the teacher if you feel sick.	True	False
2. Washing hands keeps germs away.	True	False
3. It is okay to keep allergies a secret.	True	False
4. We do need to clean our desks.	True	False
5. Safety everyone learn better.	True	False

Direction

Directions to be safe in the classroom.

Students lining up calmly	Emergency exit	Pushing or shoving classmates	Handwashing at a sink
Teacher helping students	Running inside classroom	First aid	Standing or climbing on chairs or desks
Playing with scissors the wrong way	Teacher with a whistle or signal	Students properly on desks	Throwing books, objects

Question

Why do we wash our hands?

Playground Safety

Safe Places to Play

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

Rules for Safe Play

- Stay where adults can see you.
- Use playground equipment the right way.
- Wait your turn on slides and swings.



Why Following Rules is Important

Following rules keeps everyone safe and happy. If we play safely, we can have more fun without getting hurt.

Being a Good Friend at Play

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

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

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

Name: _____

55

True or False

Is the statement true or false?

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

Matching type

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

1. Wait your turn	<input type="checkbox"/>	You play with a friend.
2. Use gentle hands	<input type="checkbox"/>	You are near the swings.
3. Wear safety gear	<input type="checkbox"/>	<input type="checkbox"/> You are on a slide.
4. Walk, don't run	<input type="checkbox"/>	<input type="checkbox"/> The teacher says "Stop".
5. Listen to adults	<input type="checkbox"/>	<input type="checkbox"/> You ride a bike.

Question

Why is it important to follow playground rules?

Instructions

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

Stay close to your _____

Don't talk to _____

Remember to _____

It's okay to _____ when
you feel unsafe.

Always _____ before
crossing the street.

Ask a _____ if you're lost.

Keep walking with an _____
in crowded places.

Always remember the _____
for staying safe.

rules

Grown-
upspolice
officer

look

adult

no

parents

yes

strangers

**Being safe is important and fun!**

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

Activity – Role Play: Safe Behaviours

Objective

What are we learning about?

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



Material

What you will need for the activity.

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

Instructions

How you will complete the activity.

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

Scenarios

Role-Play Scenarios

1. Finding a lost dog
2. Seeing a broken swing at the playground
3. Someone is bullying a friend
4. Getting lost at the mall
5. Witnessing an accident
6. Spotting a fire in the classroom
7. A friend falls off the monkey bars
8. Someone is taking a toy from a classmate
9. Spotting a stranger in the schoolyard
10. A friend is choking on food
11. The classroom is too noisy
12. Someone is stuck on top of the slide
13. Finding a broken glass on the playground
14. A friend is crying because they are lost
15. The ball goes into the street

PREVIEW

Story: Avoiding Home Hazards

Draw

Draw pictures that show the story.

Aiden's Safety Adventure

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

One day, Aiden was cooking in the kitchen. He saw shiny, interesting things on the counter. "Remember, kitchen tools are not toys," his mom reminded him recently.

PREVIEW

PREVIEW

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

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

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

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

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

PREVIEW

PREVIEW

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

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

Name: _____

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True or False

Is the statement true or false?

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

Think

What _____ is you can stay safe at home.

1	
2	
3	

Word Search

Find the words in the wordsearch.

Safety	Sharp
Car	Mom
Dad	Talk
Help	Play
Hero	Careful

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

Activity – What’s in the Bottle?

Objective

What are we learning about?

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

Material:

What will you need for the activity?

- Clear plastic bottles (one for each liquid)
- Safe liquids such as coloured water, Soap (liquid hand soap), Vinegar, Milk, Vegetable oil,
- Labels (optional)
- Blindfolds (optional)



Instructions

How will you conduct the activity?

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

Bottle Labels

Label these bottles based on your guesses!

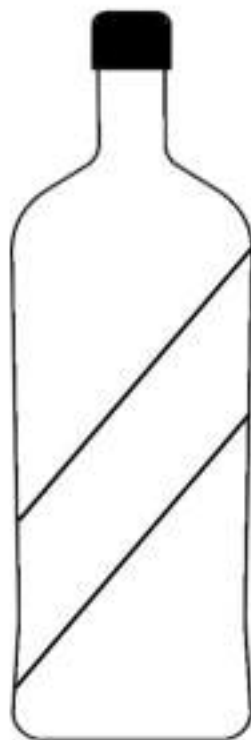
1



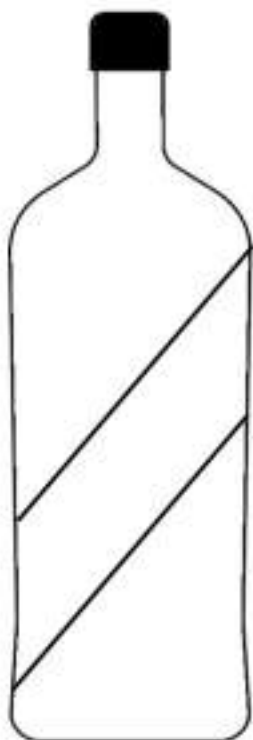
2



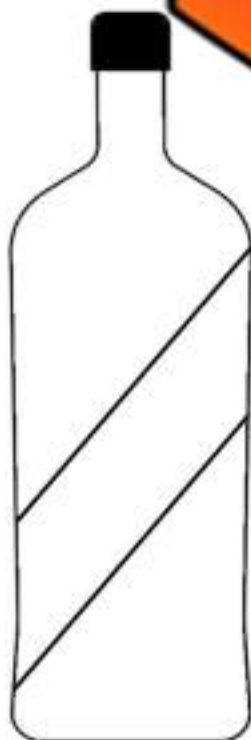
3



4



5



PREVIEW

Understanding Online Safety

What is Online Safety?

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

Safe Websites for Kids

- Websites that are just for kids.
- Ask a grown-up if a website is okay to use.
- Remember, not all websites are good for kids.



Household Rules for Internet Use

Every family has rules for using the internet. Some rules might include:

- Not talking to strangers online.
- Not sharing personal information, like your name or address.
- Only using the internet when a grown-up is around.

Being Careful Online

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

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

True or False

Is the statement true or false?

1. It is okay to talk to strangers online.	True	False
2. Only use websites that are good for kids.	True	False
3. You can share your address online.	True	False
4. Ask a grown-up before using a website.	True	False
5. All websites are safe for kids.	True	False

Direction

Write **S** if it is **SAFE** to do online or **NS** if it is **NOT SAFE**.

	Asking a parent to help you download a new app
	Sharing your full name and address online
	Telling a trusted adult if something online makes you feel uncomfortable
	Keeping your password secret
	Posting photos without asking an adult

Question

What should you do if you see something bad online?

Activity – Digital Traffic Lights

Objective

What are we learning about?

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

Materials

What will you need for the activity?

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



Instructions

How will you complete the activity?

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

Posting a picture of a friend

Watching a funny video

Sharing a photo of your pet

Sending a message to a friend in class

Sharing your home address online

Posting a video of your family

Liking a picture on social media

Posting a picture of your pet to your profile

Signing up for a new app

Watching a video your friend sent

Playing an online game

Posting a picture of your school

Sending an emoji in a chat

Watching a learning video for school

Posting about your vacation

PREVIEW

Activity – Online Safety Show and Tell

Objective

What are we learning about?

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



Materials

What you will need for the activity.

- A device for showing online safety videos (optional)
- Drawing materials for students to illustrate their tips (paper, crayons, markers)

Instructions

How you will complete the activity.

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

Newspaper Article: Weather and Sun Hazards**Stay Safe in All Weathers!**

Published on June 24, 2024

Summertime is fun with lots of activities. But

we need to be safe. Dr. Lily, a

weather expert, tells us, "When it's hot, wear

sunscreen and a hat when you play

outside in the sun." This helps keep your

skin safe and happy.

Billy, a first-grader, loves playing in the

park. He says, "I wear my cool cap and

put on sunscreen before I go out. It

keeps me from getting a sunburn!"

Winter is chilly and snowy. Dr. Lily says,

"Wear warm coats, hats, and mittens in the winter." This keeps us cozy and stops us from getting too cold.

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

Remember to wear sunscreen and wear a hat when you play in coats and mittens. Let's have fun and stay safe in every weather!



Name: _____

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True or False

Is the statement true or false?

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

Directions: Draw three weather safety practices.

Word Search

Find the words in the wordsearch.

Sun	Hat
Warm	Coat
Cap	Snow
Beach	Winter
Cold	Protect

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

Activity: Safety Pictionary

Objective

What are we learning about?

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

Materials What you will need for the activity.

- A large sheet of paper
- Markers or colored pencils
- Cards with safety-related words written on them (e.g., crosswalk, screen, life jacket, seatbelt, car, helmet, vest, sign, truck)



Instructions

How you will complete the activity.

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

Idea

Safety Cards

Helmet

Crosswalk

Seatbelt

Life Jacket

Sl

Fire Alarm

Safety Glasses

Ear Protection

Knee Pads

Fluorescent Lights

First Aid Kit

id

Reflective Vest

Stop Sign

Caution Tape

Wet Floor Sign

Smoke Detector

Child Gate

PREVIEW

Activity – Snowman Game

Objective

What are we learning about?

To reinforce understanding of safety-related words and concepts.

Materials

What you will need for the activity.

- A whiteboard or large paper
- Markers or chalk
- List of safety-related words (e.g., sunscreen, lifejacket, helmet, crosswalk)



Instructions

How to play the activity

1. **Safety Word Selection:** Begin by having students list safety-related words they have learned, like 'helmet', 'crosswalk', 'sunscreen', and 'lifejacket'.
2. **Explain Snowman:** Demonstrate how to play the Snowman game on a whiteboard or chalkboard. Explain that for each incorrect letter guess, a part of the snowman is drawn, starting from the bottom snowball to the sad face.
3. **Game Setup:** Distribute blank Snowman game templates. Have students choose a word and let them think of a word related to the health topics they've studied.
4. **Play in Pairs:** Students pair up. One student thinks of a health-related word and draws blanks on the template for each letter.
5. **Guessing the Word:** The partner guesses letters. If a letter is correct, it's added to the blanks. If not, a part of the snowman is drawn.
6. **Discover and Discuss:** The game continues until the word is guessed or the snowman is completed. After each round, discuss the word in context of Safety education.
7. **Encourage Creativity:** Urge students to be creative with their word choices, thinking broadly about everything they've learned in health class.
8. **Rotate and Repeat:** After a few rounds, have students switch partners for fresh gameplay and new word challenges.

Snowman

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

Draw Your Snowman

Cross off incorrect guesses

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

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

Write the number of _____ for your word below

Draw Your Snowman

Cross off incorrect

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

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

Write the number of blanks for your word below

Unit Test – Personal Safety And Injury Prevention**Multiple Choice**

/10

1. What is your home address? a) A secret code b) Tells where you live c) A game d) Your favorite colour	2. When should you call 9-1-1? a) For a joke b) For a small problem c) In a big emergency d) To say hello
3. Who is a stranger? a) A stranger b) Your teacher c) Your best friend d) A cartoon character	4. What should you do with hot things? a) Play with them b) Touch them c) Stay away d) Eat them
5. What to wear in the sun? a) A swimsuit b) Sunscreen and a hat c) Just a hat d) Nothing	6. How to cross the road safely? a) Run b) Look both ways c) Follow your friend d) Walk across
7. Who helps you learn at school? a) Mom b) Teacher c) Police Officer d) Doctor	8. Why do we wash our hands? a) To play b) To get a snack c) To keep germs away d) To find books
9. What do you do if a friend feels sick from nuts? a) Share more food b) Run away c) Get help d) Watch a video	10. What is important about online safety? a) Talking to strangers b) Sharing your address c) Being careful d) Ignoring rules

Matching

Match the terms with what they mean

Allergies

 Safe walking path on roads

Emergency

 Serious situation needing quick help

Crosswalk

 Reaction to things like nuts

Scenarios

Read the situation and circle the best way to handle it

1) Emma sees a stranger (a man) talking to her. What should she do?

- a) Go with the stranger
- b) Stay away and find a trusted adult
- c) Ask the stranger for candy
- d) Play a game with the stranger

2) Alex needs to cross the street. How should he do it?

- a) Run across quickly
- b) Use the crosswalk and look both ways
- c) Close his eyes and walk
- d) Cross without looking

3) Max is helping in the kitchen. He sees a sharp knife. What should he do?

- a) Pick up the knife
- b) Ask a grown-up for help
- c) Play with the knife
- d) Use the knife by himself