



Preview - Information



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- ✓ A selection of Ready-To-Use Google Slides Lessons.
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Google Slides Lessons Preview





Ontario Health Curriculum

Personal Safety & Injury Prevention – Grade 2

3-Part Lesson Format

Part 1 – Minds On!

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

HOME SAFETY SYMBOLS

LEARNING GOAL

We are learning to **understand safety symbols and make safe choices at home** so we can **stay safe, avoid danger, and know when to ask a trusted adult for help.**

FIRE SAFETY FIRST

WORD SEARCH

Find and circle the fire safety words hidden in the puzzle.

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

Alarm	Door	Home
Drill	Fire	Escape
Smoke	Exit	Call

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 name one safety symbol you have seen at home or in your classroom?
- Draw the safety symbol. Tell what it means and how it keeps you safe.

Ontario Health Curriculum

Personal Safety & Injury Prevention – Grade 2

SUN SAFETY

SAFE OR NOT SAFE?

Look at each picture. Put it in the correct box: safe or not safe in the sun.

Safe

Not Safe

SAFE ON THE BUS

BUS SAFETY CHECK

Look at each picture. Put a ✓ if the action is safe. Put an ✗ if the action is not safe.

WHICH ACTION

SAFELY

Look at each picture. Find the actions that keep you safe.
Write the correct letters in the answer box below.

A	B	C	D	E	F
Taking medicine from an adult	Taking medicine alone	Saying "no" to sharing medicine	Sharing medicine with a friend	Carrying an autoinjector safely	Playing with medicine

Answers



Ontario Health Curriculum

Personal Safety & Injury Prevention – Grade 2

KEEPING FOOD SAFE

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

1 What should you do before eating food?
 A) Wash your hands B) Eat right away

2 What should you do with fruits before eating?
 A) Eat them dirty B) Wash them

3 What should you do after eating?
 A) Do nothing B) Wash your hands

4 What should you use to wash your hands?
 A) Soap and water B) Only water

5 What helps keep food safe?
 A) Washing and cooling B) Leaving it out

6 What helps stop germs on food?
 A) Dirty hands B) Clean hands

A **B**

LEARNING ABOUT ALLERGIES

CROSSWORD PUZZLE

Find and circle the allergies words hidden in the puzzle.

O	H	A	R	E	O
T	K	E	G	I	E
E	F	D	I	A	M
S	T	I	R	I	S
S	C	Y	H	C	G

Across

- not feeling well
- things we eat
- give to others
- need to scratch skin

Down

- white drink from cows
- food from chickens
- no harm or danger
- red spots on skin

SAFETY CHECK

Look at each picture. Put a ✓ if the action is safe. Put an X if the action is not safe.

✓

X



Workbook Preview



Grade 2 – Health

Personal Safety and Injury Prevention



	Curriculum Expectations	Pages
D1.1		
D1.2		55
D2.3	explain the importance of consent and demonstrate the ability to stand up for themselves and others, to enhance well-being and safety	56 – 66
D3.1	describe how to relate positively to family members, caregivers, and others, and describe behaviours that can be harmful in relating to others.	67 – 75

**Preview of 65 pages from
this product that contains
115 pages total.**

NAME: _____

SAFETY AND INJURY PREVENTION

PREVIEW



Home Safety Symbols

Understanding Danger Signs

At home, we find different bottles and boxes with cleaners and other things. It is important to know which ones are safe and which ones are not. Look for symbols like a skull, crossbones, or a flame. These symbols mean "danger" and you should be careful.



Symbols List:

- Skull and Crossbones: Poison
- Flame: Can catch fire
- Exclamation Mark: Can cause harm



Staying Safe with Doors and Phones

When we are home, sometimes the doorbell rings or the phone rings. Remember, it is always safe to have an adult answer them. If you are alone, it is okay not to answer. This keeps us safe from strangers.

Learning from Adults

Watching grown-ups can teach us a lot about staying safe. They know how to use things at home safely and can show us what to do. Always ask a grown-up if you are not sure about something in your house.

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 okay to play with bottles that have symbols.	True	False
5. Watching grown-ups can help us learn safety.	True	False

Check on the safe things to do at home and X if not.

<input type="checkbox"/>	1) Touch hot stoves
<input type="checkbox"/>	2) Keep toys on stairs
<input type="checkbox"/>	3) Turn off lights when not needed
<input type="checkbox"/>	4) Ask an adult before using scissors
<input type="checkbox"/>	5) Run on a wet floor
<input type="checkbox"/>	6) Keep medicine away from children
<input type="checkbox"/>	7) Climb on chairs to reach high places
<input type="checkbox"/>	8) Put fingers in electric sockets

Question

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

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 practice 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!

Name: _____

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 practice.	True	False
5. Smoke detectors can smell smoke.	True	False

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

Draw

Sketch two different tools or methods you could use to prevent fire.



Fire Escape Plans

What is a Fire Escape Plan?

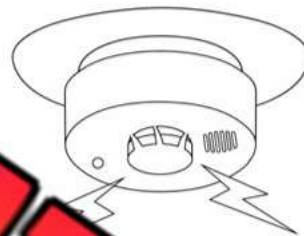
A fire escape plan is a special map of your home that shows how to get out quickly if there is a fire. It is important because it helps keep you safe. The plan shows all the ways you can leave your house, like doors and windows.

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 every room. Every room should have two ways to get out of every room.

Safe Meeting Place

Your plan should have a safe meeting place outside 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. 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, practice it with your family. It is good to practice two times a year. This way, everyone will remember what to do in case of a fire.

True or False

Is the statement true or false?

1. Firefighters rescue people and animals from accidents.	True	False
2. Firefighters only put out fires with sand.	True	False
3. They never respond to radio calls for emergencies.	True	False
4. Firefighters use cars to rescue people from fire.	True	False
5. Firefighters visit schools to teach kids fire safety.	True	False

Safety Tip

You always want to stay safe from fires.

1)	
2)	
3)	

Direction

Circle the things you should do when following a fire drill.

Follow the exit arrows	Hide under the bed	Listen to adults	Check the door for heat
Go back for toys	Stay low under smoke	Use the stairs	Stop to play
Cover your nose with cloth	Use the elevator	Open hot doors	Go to the meeting place

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.

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 different safety items.
3. Ask each group to look at their items and discuss how the items help keep their home safe.
4. Have them write down ideas that come to mind about how these items keep them safe.
5. Once a 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: _____

15

Safety Items

Think

How can these things help keep you safe at home?



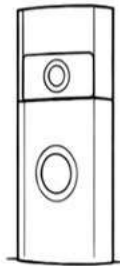
PREVIEW

Think

How can these things help keep you safe at home?



PREVIEW



Reflection

Answer the questions below.

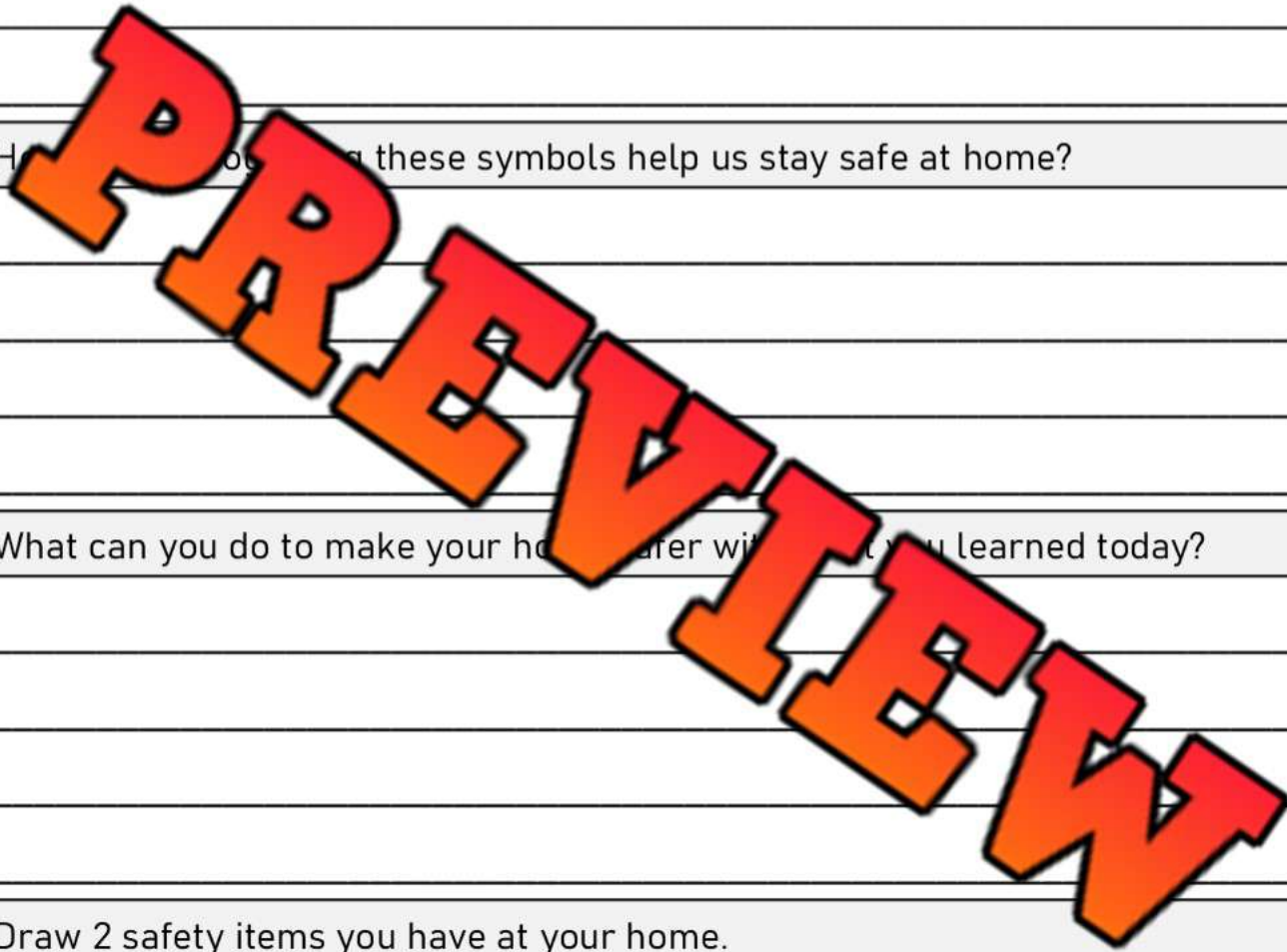
1) What safety item did you find interesting? Why did you like it?

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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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 neighbour called out to him, "Timmy, remember, always approach animals slowly and calmly." Timmy slowed down and remembered his mom's lesson about respecting animals.

First, Timmy knew he should never touch an animal without asking. He asked his neighbour, "May I pet Whiskers?" The 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 mom 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

Write the missing word.

1)	Always _____ before touching a wild animal.	Ask	Answer
2)	Whiskers _____ Timmy's hand.	Sniffed	Ignored
3)	Wild animals need _____.	People	People
4)	Timmy _____ about animal safety.	Learned	Ignored
5)	Timmy's mom taught him _____.	Safety	Safety


Question

Should you touch wild animals? Why?

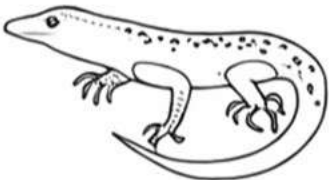
Pet or Wild Animal?

Think


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



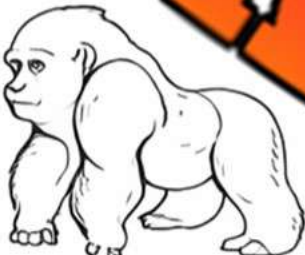
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Pet	Wild
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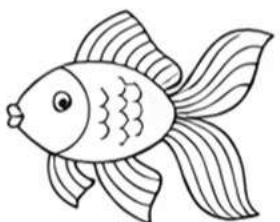
Pet	Wild
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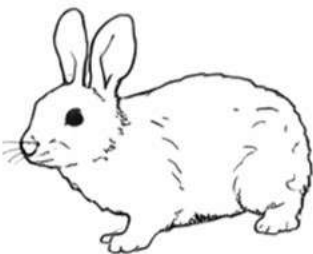
Pet	Wild
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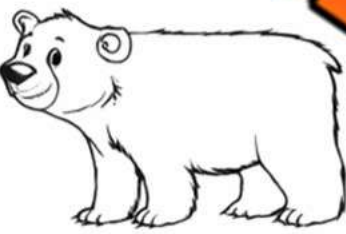
Pet	
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Pet	Wild
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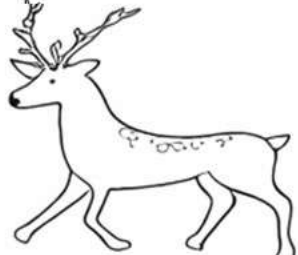
Pet	Wild
-----	------




Pet	Wild
-----	------



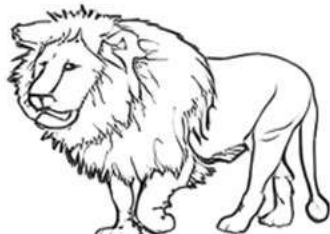
Pet	Wild
-----	------



Pet	Wild
-----	------



Pet	Wild
-----	------



Pet	Wild
-----	------

PREVIEW

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) We should ask permission before touching a pet.	True	False
2) It is okay to run toward animals quickly.	True	False
3) Pets should sniff your hand before you pet them.	True	False
4) Wild animals are safe to touch anytime.	True	False
5) It is best to watch wild animals from afar.	True	False

Name: _____

Is the statement true or false?

1) We should ask permission before touching a pet.	True	False
2) It is okay to run toward animals quickly.	True	False
3) Pets should sniff your hand before you pet them.	True	False
4) Wild animals are safe to touch anytime.	True	False
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Name: _____

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5) It is best to watch wild animals from afar.	True	False

Name: _____

Is the statement true or false?

1) We should ask permission before touching a pet.	True	False
2) It is okay to run toward animals quickly.	True	False
3) Pets should sniff your hand before you pet them.	True	False
4) Wild animals are safe to touch anytime.	True	False
5) It is best to watch wild animals from afar.	True	False

Activity – Animal Care Class

Objective

What are we learning about?

To teach students the importance of caution and respect when approaching and handling animals, using stuffed animals to simulate real-life interactions.

Materials

What you will need for the activity.

- A variety of stuffed animals (different sizes and types)
- A designated area marked with a mat or tape.
- Name tags for the stuffed animals.



Instructions

How you will complete the activity.

1. Begin by explaining why it is important to be careful and respectful around animals.
2. Introduce the stuffed animals, each with a name tag, and place them in the 'pet zone'.
3. Explain that before touching an animal, we should always ask for permission.
4. Demonstrate how to approach an animal calmly and gently.
5. Let each student practice approaching a stuffed animal, asking for permission ("May I pet you, [animal's name]?"). Explain that they would normally ask the owner.
6. Guide the students on how to gently 'pet' the stuffed animals.
7. Each student takes turns practicing with different animals.
8. Discuss how real animals might feel and react in similar situations.
9. After everyone has had a turn, gather the students to talk about what they learned.
10. Encourage them to share their experiences and thoughts on how to approach animals wisely.

Reflection

Answer the questions below

1) Why is it important to approach animals carefully?

2) When did you see an animal seemed scared or upset?

3) How can you tell if an animal wants to be petted?

4) Draw a picture of you petting an animal.



PREVIEW

Fun in the Sun Safely

Why UV Rays Protection Matters

The sun sends out UV rays which can be harmful even on cloudy days. We need to protect our skin to prevent sunburns and keep our skin healthy for a long time.



Sun Safety Tips

There are special things we can do to stay safe in the sun:

- **Sunscreen:** Put it on your skin to block UV rays.
- **Hats:** Wear a hat to shade your face and neck.
- **Sunglasses:** They protect your eyes from bright sunlight.

Staying Cool and Hydrated

When it is hot outside, our bodies need extra water.

Drinking lots of water and staying in the shade helps us not get too hot. Trees, umbrellas, or buildings can give us nice shade.

Learning About Sun Safety

Remember, too much sun can be harmful. But with sunscreen, hats, and drinking water, we can enjoy the sun safely! It is always fun to play outside, but let's be smart about the sun.


True or False

Is the statement true or false?

1. Sunscreen helps protect your skin.	True	False
2. You should wear hats in the dark.	True	False
3. Drinking water keeps you hydrated in the sun.	True	False
4. You do not need sunscreen on cloudy days.	True	False
5. It is good to stay in the sun all day.	True	False

Draw

Look at the picture. In the empty boxes, draw things that can help protect the sunburn.



Question

What can you do to cool down in the sun?

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

Newspaper Article: Online Gaming and Internet Use

Staying Safe While Gaming Online

Published December 10, 2023

Today we talk about how to stay safe while playing online and browsing the internet. It is out there, but we need to be careful.

Dr. Emily Watson, an expert on online safety, says, "Always remember to keep your personal information private. Don't share your name, where you live, or your phone number with people you meet online."

Eight-year-old gamer Alex shared his experience, "Once, I saw something weird in a game. I did not click on it but told my mom instead. She said it was

smart to ask her first."

Here are three key lessons for staying safe online:

- Keep your personal information private – no sharing!
- If you see something strange or you do not understand, ask a grown-up.

Remember to be kind and respectful to others when you play games online. Remember the internet is like a big playground. Like the real world, we need to play safely with others, and always ask for help when we need it. Stay safe and have fun online!



Name: _____

True or False Is the statement true or false?

1. Alex shared his name in the online game.	True	False
2. Keeping personal information private is important.	True	False
3. Alex told his mom about something strange in a game.	True	False
4. You should always be kind in online games.	True	False
5. Personal information like your address can be shared online.	True	False

Word Scramble Unscramble the words using the word list.

SAFE	HELP	ADULT	KIND	RULES
PRIVATE	TRUST	RESPECT		

ERAHS			
TLUDA			
TCESPER			
PLEH			
SELUR			

Question What should you keep private when playing online games?

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 for 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 time management).



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 (ex. have one student say to the other: "oh I won a new phone, 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 to share 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

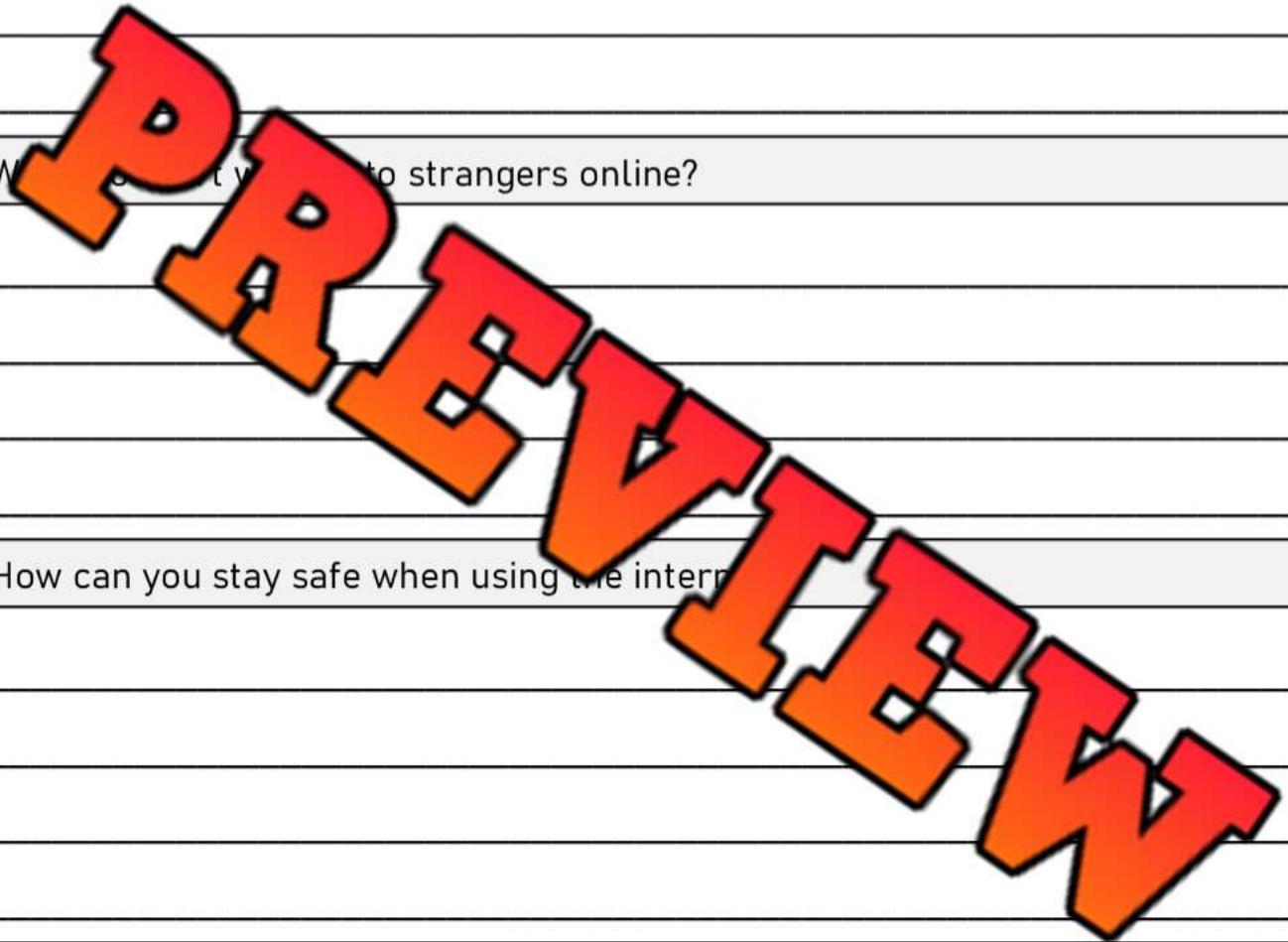
1) What was the most important thing you learned from the role-plays?

2) What are some ways to stay safe 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.

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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 lights. "This is where we cross safely," Sammy told Max. They waited at the crossing. 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 _____.	Tracks	Lawns
2) Look for flashing _____ at the crossing.	Balloons	Lights
3) Listen to the _____ before crossing.	Trains	Music
4) Sammy waited for the _____ to pass.	Tram	Truck
5) _____ the rules for crossing safely.	Read	Follow

Question

What did Sammy learn about railway safety?

Draw

Draw the tracks as safe or unsafe to cross.

Tracks as safe to cross



Tracks as unsafe to cross



PREVIEW

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	People are playing on the railway tracks.	Safe	Unsafe
7	An adult is crossing the tracks when the lights flash.	Safe	Unsafe
8	A cyclist waits at the crossing.	Safe	Unsafe
9	Walking on the platform away 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.	Safe	Unsafe
13	Walking over a railway bridge.	Safe	Unsafe
14	Using a footbridge over the tracks.	Safe	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 Ontario, 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 properly 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 ride 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!

Name: _____

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 stop anywhere on the road.	True	False

Colour Colour the picture that show the tools you need to ride a bike safely.



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.

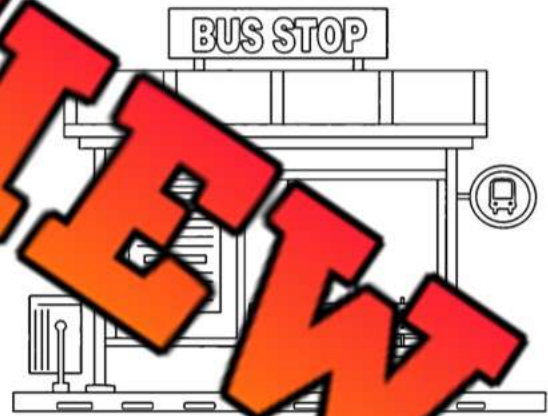


Cross Carefully

After the bus stops, we should get off and cross the street in front. Always look at the driver's signal. If the driver signals 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.

Name: _____

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

Matching

Choose the best response to show how you would handle the situation.

Answer	Situation	Response
1)	You want to get off the bus while it is moving.	a) Tell the driver and wait for help.
2)	The bus stops and you are excited to get off.	b) Stay seated until the bus stops.
3)	You drop something near the bus door.	c) Walk to the bus and look for the item.
4)	You are crossing the street after getting off the bus.	d) Wait for the driver's signal before crossing.
5)	You are walking close to the side of the bus.	e) Move away from the bus's danger zone.

Question

Where should you cross after getting off the bus?

Medication Safety

Adults Give Medication

Only grown-ups like parents or doctors should give out medicine. Medicine can help us feel better, but it is strong and must be used the right way. Kids should never take medicine without a grown-up's help.



Carrying an Autoinjector

Some kids have allergies that are very strong. They might carry something called an autoinjector. It is a special device that helps them if they have a bad allergic reaction. It is important to always carry it with them.

Important Rules About Medicine:

- Only adults give out medicine.
- Never share your medicine with others.
- Carry your autoinjector if you have severe allergies.

Medicines Are Not for Sharing

Medicine is made just for one person. What helps one person might make someone else sick. That is why we should never share our medicine.

Learning About Medicines

Remember, medicines are helpful but must be used the right way. Always ask a grown-up about medicine, do not share it, and if you have allergies, carry your autoinjector. This keeps everyone safe and healthy!

True or False

Is the statement true or false?

1. Only adults should give out medicine.	True	False
2. It is okay to share your medicine with friends.	True	False
3. Some children carry an autoinjector for allergies.	True	False
4. Medicines are the same for everyone.	True	False
5. Always ask an adult before taking medicine.	True	False

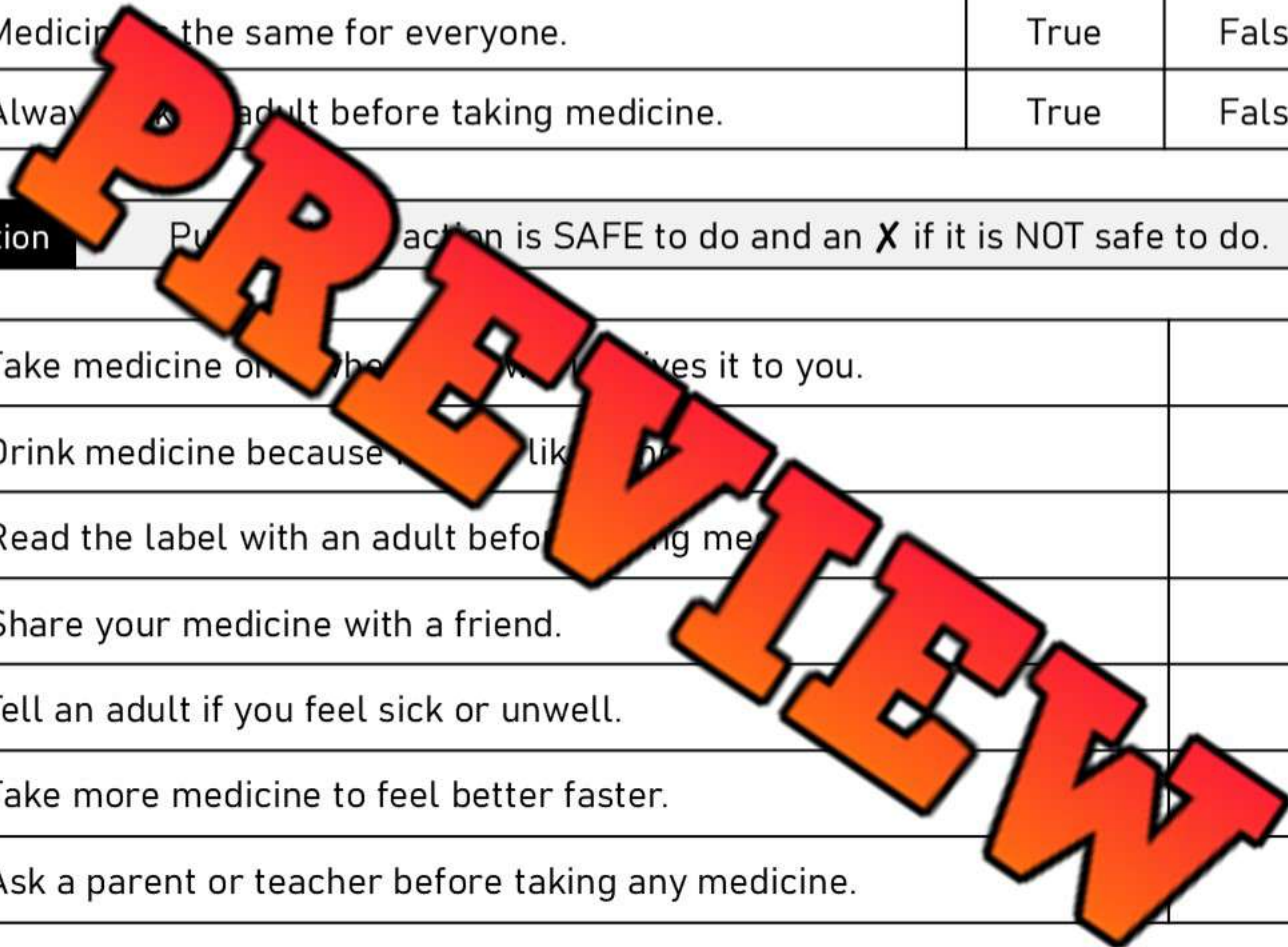
Direction

Put a checkmark (✓) if the action is SAFE to do and an X (✗) if it is NOT safe to do.

1. Take medicine only when a doctor gives it to you.	
2. Drink medicine because you like the taste.	
3. Read the label with an adult before taking medicine.	
4. Share your medicine with a friend.	
5. Tell an adult if you feel sick or unwell.	
6. Take more medicine to feel better faster.	
7. Ask a parent or teacher before taking any medicine.	

Question

What should you do before taking medicine?



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 need to be kept in the fridge. Foods like milk, cheese, and yogurt should stay cold. In the fridge, they stay 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.

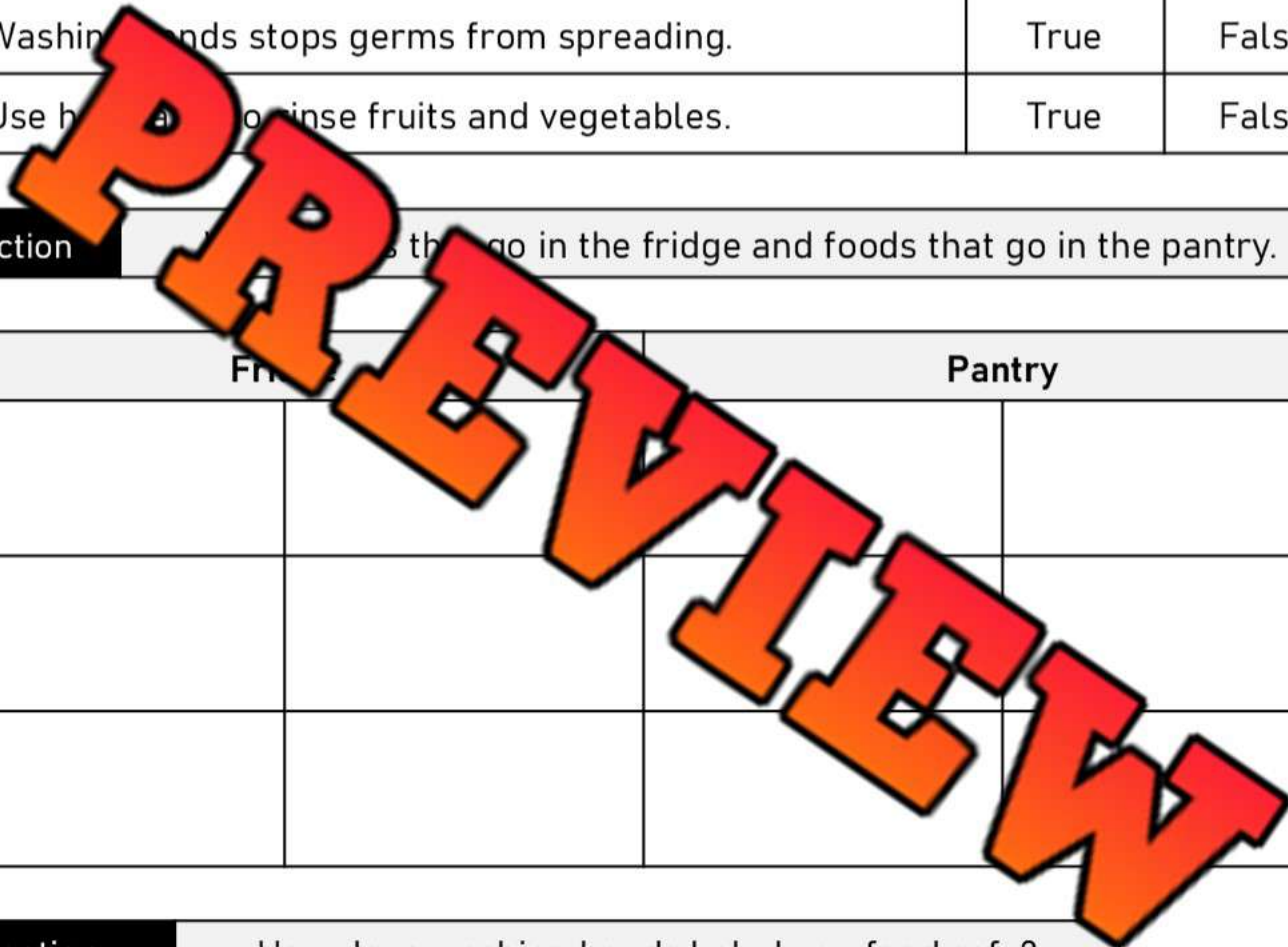
True or False Is the statement true or false?

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

Direction Write down the things that go in the fridge and foods that go in the pantry.

Fridge	Pantry

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 very uncomfortable. 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!

PREVIEW

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

Directions: Put if the statement helps keep you safe from allergies. Put X if it does not.

<input type="checkbox"/>	Read food labels to avoid allergens.	<input type="checkbox"/>	It is okay to take risks with allergies sometimes.
<input type="checkbox"/>	Share food with friends when you have allergies.	<input type="checkbox"/>	Stay indoors on high pollen days.
<input type="checkbox"/>	Carry an EpiPen and know how to use it.	<input type="checkbox"/>	Keep your home clean to avoid allergens.
<input type="checkbox"/>	Tell teachers and adults about your allergies.	<input type="checkbox"/>	Wash your hands before allergies to stop them.
<input type="checkbox"/>	Medical alert bracelets are not important.	<input type="checkbox"/>	Ignore allergy symptoms during activities.

Question What can happen if someone eats food 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 complete 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, Swollen Lips, Itchy Skin
Wheat	Sneezing, Itchy Throat, Hives
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: 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. She learned that it means saying yes or no when you feel like it.

PREVIEW

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 a plan 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.

True or False

Is the statement true or false?

1) It is okay to say 'no' if you are uncomfortable.	True	False
2) Lily felt shy about saying no.	True	False
3) Mrs. Parker taught Lily about boundaries.	True	False
4) Online messages from strangers are always safe.	True	False
5) Mia _____ Lily helped her.	True	False

Questioning

Write questions you have after reading the text.

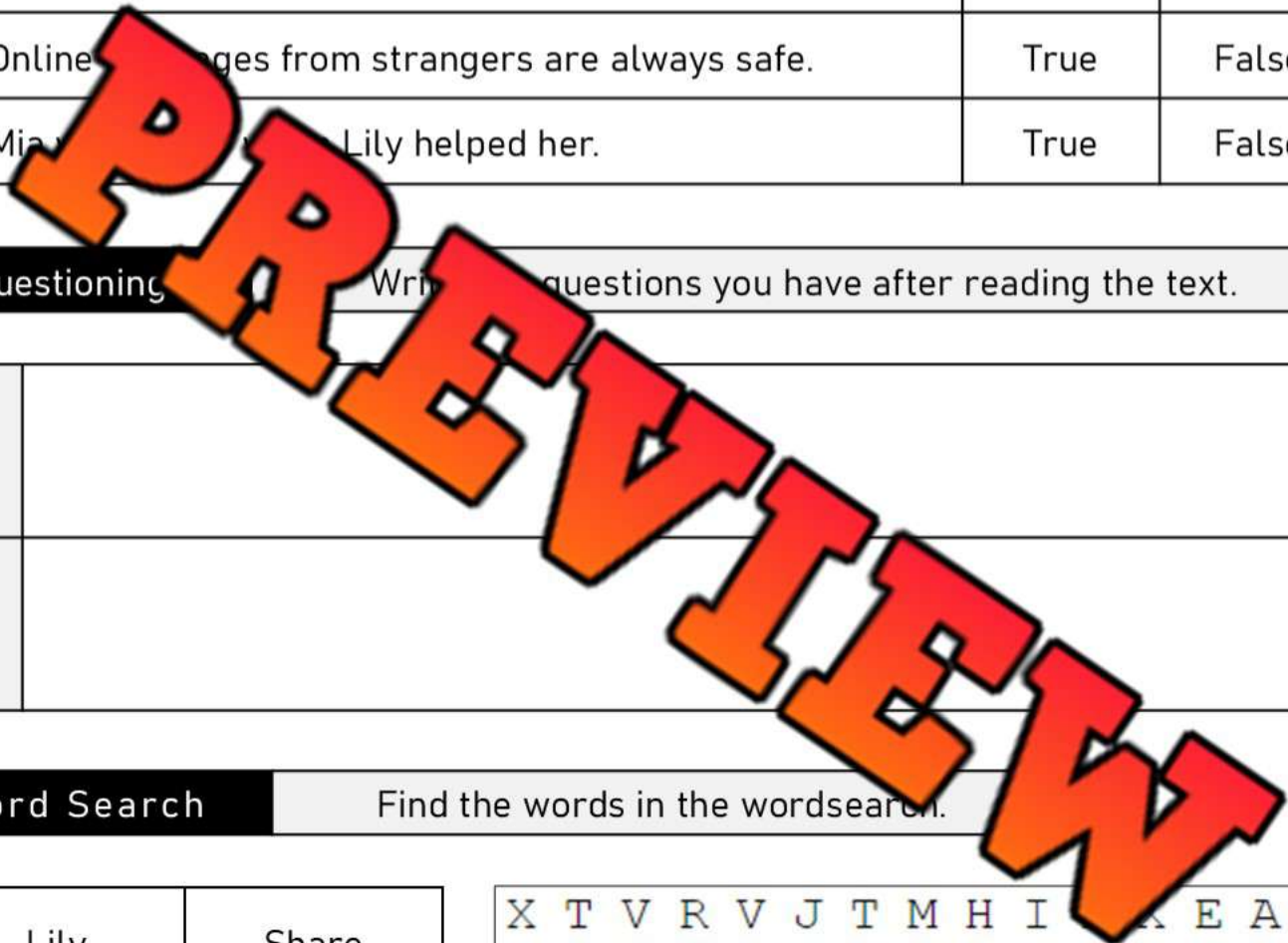
1)	
2)	

Word Search

Find the words in the wordsearch.

Lily	Share
Pencil	Space
Help	Brave
Online	Teacher
Friend	Safe

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



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 scenario cards with simple, age-appropriate situations where consent is needed.
- A large, comfortable object 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 introduce the main topic 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 friend if they need help solving a math problem.

One student wants to try a friend's 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 story 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.

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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Name: _____

Does the statement show consent?

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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

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. While playing, a friendly-looking lady approached her holding a colorful balloon.



"Hi there! Would you like a balloon?" the lady asked, smiling. Mia remembered her mom's advice: "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 always ask for help from a trusted adult if a stranger tries to talk to you or give you something."

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 felt nervous after talking to her mom.	True	False

Fill in the Blank Write the missing word.

1)	Mia was offered a _____ by 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.	Happy	Angry

Question

What should you do if a stranger talks to you?

Newspaper Article: Positive Communication

Talking Nicely Makes Everyone Happy

Published October 15, 2023

Today we are talking nicely with family and friends. Sarah Chen, a communication expert, says that kind words and listening are 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 your 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 different 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

Sneezed

Cold

Excited

Hot

Scared

Annoyed

Confused

Proud

Ran

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 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 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.

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.

Exit Cards

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

Name: _____

How do you talk to these people?

Friends:
Parents:
Teachers:

Name: _____

How do you talk to these people?

Friends:
Parents:
Teachers:

Name: _____

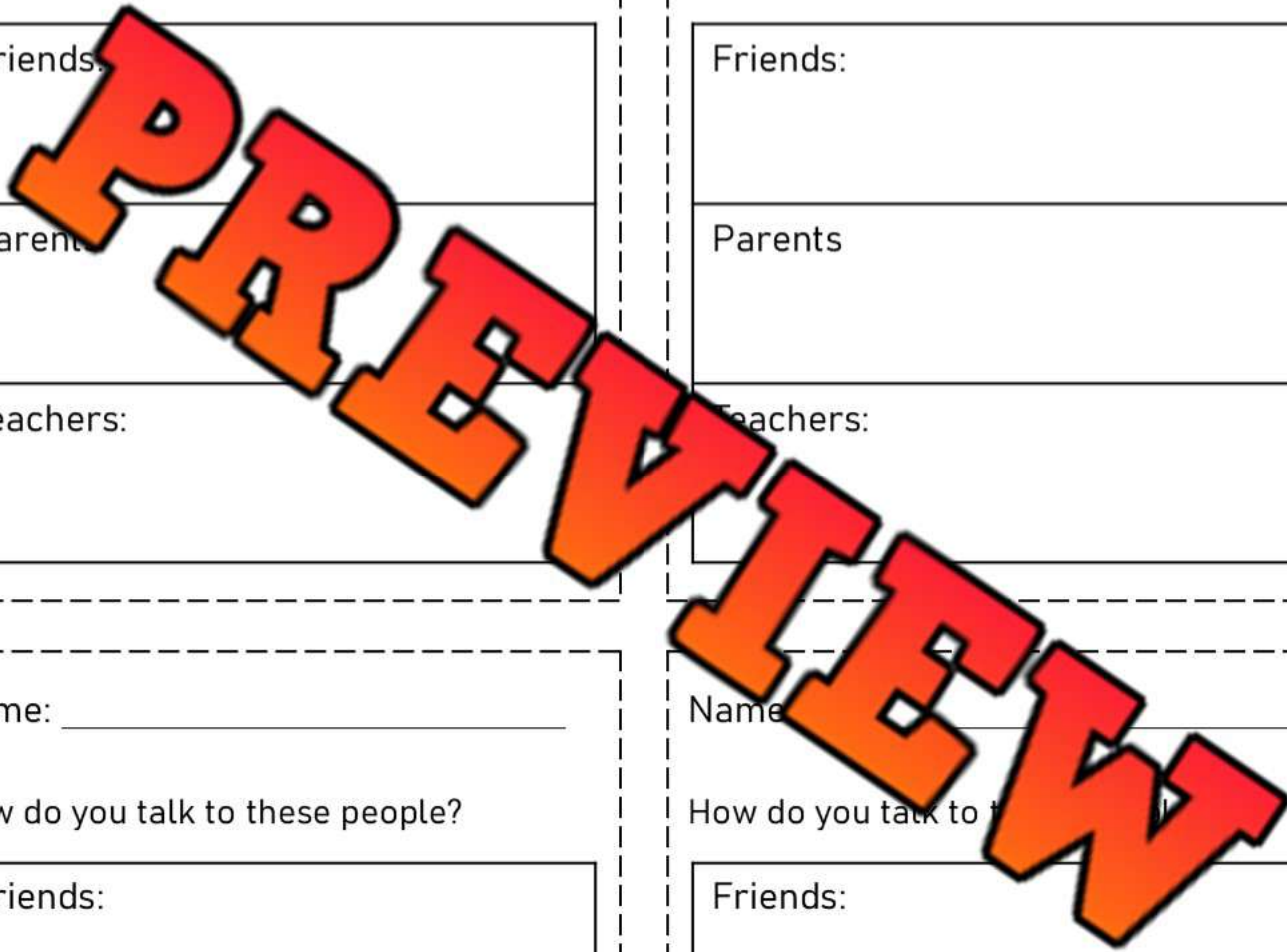
How do you talk to these people?

Friends:
Parents:
Teachers:

Name: _____

How do you talk to these people?

Friends:
Parents:
Teachers:



Being Kind to Everyone

Everyone Is Unique

Everyone is different and special in their own way. Some friends might look different, speak differently, or like different things. It is wonderful to have such a variety of friends!



Why Be Kind?

Being kind means treating everyone with respect and care. When we are kind, we make others feel good and happy. Remember, everyone likes to be treated nicely.

Kind Actions to Remember

- Say nice words to others.
- Include everyone in games.
- Help someone who feels sad or left out.



Bullying Hurts

Bullying is when someone is mean on purpose. It can make others feel sad, scared, or alone. We should never bully and always tell a grown-up if we see something happening.

Stand Up the Right Way

If we see someone being bullied, it's important to stand up for them. But remember, always do it in a kind way. Tell a grown-up, and never use mean words or actions.

Learning to Be a Good Friend

Let's all be good friends! By being kind, not bullying, and standing up for each other, we make our school a happier place for everyone.

True or False

Is the statement true or false?

1. Being kind makes others feel happy.	True	False
2. We should include everyone in games.	True	False
3. Bullying makes people feel happy.	True	False
4. Telling a grown-up about bullying is good.	True	False
5. Helping someone who is sad is kind.	True	False

Direction

Circle the hearts that show kindness.

Sharing toys

Push others

Give a hug

Refuse to help

Listen

Smile at others

Question

Why is it important to be kind to others?

Unit Test – Personal Safety and Injury Prevention

Multiple Choice

/10

<p>1. What means "danger" on a label?</p> <p>a) Happy face</p> <p>b) Skull</p> <p>c) Star</p> <p>d) Circle</p>	<p>2. Who should answer the door?</p> <p>a) A friend</p> <p>b) A grown-up</p> <p>c) A pet</p> <p>d) A toy</p>
<p>3. What should you do in a fire?</p> <p>a) Phone</p> <p>b) Toy</p> <p>c) Clock</p> <p>d) Smoke detector</p>	<p>4. Where should you meet if there is a fire?</p> <p>a) Bedroom</p> <p>b) Outside</p> <p>c) Bathroom</p> <p>d) Kitchen</p>
<p>5. Where should you keep your medicine?</p> <p>a) Cupboard</p> <p>b) Fridge</p> <p>c) Closet</p> <p>d) Drawer</p>	<p>6. How should you protect yourself from UV rays?</p> <p>a) For fun</p> <p>b) To stay warm</p> <p>c) To prevent skin cancer</p> <p>d) To see better</p>
<p>7. What must kids in Ontario wear biking?</p> <p>a) Gloves</p> <p>b) Helmet</p> <p>c) Boots</p> <p>d) Coat</p>	<p>8. What should you not share with friends?</p> <p>a) Toys</p> <p>b) Books</p> <p>c) Food</p> <p>d) Pencils</p>
<p>9. Where should you cross the road after getting off the bus?</p> <p>a) Behind the bus</p> <p>b) In front of the bus</p> <p>c) Beside the bus</p> <p>d) Nowhere</p>	<p>10. What should you do if you see something weird online?</p> <p>a) Ignore it</p> <p>b) Click it</p> <p>c) Tell a grown-up</p> <p>d) Laugh</p>

Define

What do the terms below mean?

Term	Definition - What does it mean?
Prescription Medicine	
Over the Counter Medication	

Scenarios

Read the 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