|  |
| --- |
| Subject/Grade:     Grade Three Health   Lesson Title: What is safety?30 Minutes             Teacher: Paul |
| Stage 1: Identify Desired Results |
| Outcome(s)/Indicator(s):[**USC3.5**](https://www.edonline.sk.ca/webapps/moe-curriculum-BB5f208b6da4613/CurriculumOutcomeContent?id=47&oc=76190)Evaluate safe behaviours/practices to increase the safety of self and others while at home.

|  |  |
| --- | --- |
| **a)** | Review the meaning of "risk" (see USC 2.5). |
| **(b)** | Recognize and describe potential safety risks (including chemicals/ poisons, vehicles/machinery, electricity, fires, second-hand smoke, uncomfortable situations) at home (i.e., in the house/apartment and in the yard). |

 |
| Key Understandings: (‘I Can’ statements)I can sate how I can be safe at homeI can describe what being safe looks likeI can spot unsafe and safe practices and behavioursI can state what I want to learn about | Essential Questions:What is home safety?What do I want to learn about home safety?What does home safety look like? |
| Prerequisite Learning: |
| Instructional Strategies:BrainstormingDiscussionGroup ReadingListening and viewing |
| Stage 2: Determine Evidence for Assessing Learning |
|  |
| Stage 3: Build Learning Plan |
| Set (Engagement):    What does the word risk mean?How can we reduce the risk in a situation?Have students pull out their computersGo to Menti.comHave them answer both questionsGive plenty of time to answerEncourage them to be honest and think deeply about their answersThen discuss their answers and questions they want answeredLength of Time: 10-15 minutesDevelopment:  Google image searchHome safety spot the differenceAs a class spot the differencesFigure out why they are a safety concernLength of Time:  15-20 MinutesClosure:   Have students put laptops in sleep mode and inside their desksGet students ready for recessLength of Time:  10 Minutes | Materials/Resources:WhiteboardWhiteboard MarkersHealth Duo-TangPossible Adaptations/Differentiation:  Management Strategies:Hands on top”-“That means stop”Only choose students sitting quietly with their hands upAppropriate noise levelSafety Considerations:Students must be facing the frontStudents need to stay in their desk area |
| Stage 4: Reflection |

|  |
| --- |
| Subject/Grade:     Grade Three Health   Lesson Title: Fire Safety30 Minutes             Teacher: Paul |
| Stage 1: Identify Desired Results |
| Outcome(s)/Indicator(s):[**USC3.5**](https://www.edonline.sk.ca/webapps/moe-curriculum-BB5f208b6da4613/CurriculumOutcomeContent?id=47&oc=76190)Evaluate safe behaviours/practices to increase the safety of self and others while at home.

|  |  |
| --- | --- |
| **a)** | Review the meaning of "risk" (see USC 2.5). |
| **(b)** | Recognize and describe potential safety risks (including chemicals/ poisons, vehicles/machinery, electricity, fires, second-hand smoke, uncomfortable situations) at home (i.e., in the house/apartment and in the yard). |

 |
| Key Understandings: (‘I Can’ statements)I can state what to do if there is a fireI can state how to look for a fireI can stay calm during a fire | Essential Questions:How do I stay safe during a fire?How do I know whether or not there is a fire?What do I do if there is a fire? |
| Prerequisite Learning: |
| Instructional Strategies:BrainstormingDiscussionGroup Reading |
| Stage 2: Determine Evidence for Assessing Learning |
|  |
| Stage 3: Build Learning Plan |
| Set (Engagement):     Review safetyLength of Time: 10-15 minutesDevelopment:  Watch the video-10 minutes<https://www.youtube.com/watch?v=WiIGMWRKfQI>Watch the video and discussWhy is it important to have an escape plan?Do we have an escape plan here?What is stop, drop and roll?Where are the smoke detectors in my house?What is it important to do during a fire?Why should I crawl through the smoke?Length of Time:  15-20 MinutesClosure:   Length of Time:  10 Minutes | Materials/Resources:WhiteboardWhiteboard MarkersHealth Duo-TangPossible Adaptations/Differentiation:  Management Strategies:Hands on top”-“That means stop”Only choose students sitting quietly with their hands upAppropriate noise levelSafety Considerations:Students must be facing the frontStudents need to stay in their desk area |
| Stage 4: Reflection |

|  |
| --- |
| Subject/Grade:     Grade Three Health   Lesson Title: Fire Safety Do’s and Don’ts30 Minutes             Teacher: Paul |
| Stage 1: Identify Desired Results |
| Outcome(s)/Indicator(s):[**USC3.5**](https://www.edonline.sk.ca/webapps/moe-curriculum-BB5f208b6da4613/CurriculumOutcomeContent?id=47&oc=76190)Evaluate safe behaviours/practices to increase the safety of self and others while at home.

|  |  |
| --- | --- |
| **(c)** | Demonstrate ways (e.g., plan ahead; follow the safety rules; stop, look, and listen; ask a trusted adult) to identify and assess the risk of potentially dangerous situations. |
| **(e)** | Give examples of effective safety strategies (e.g., annual check/battery change of smoke detectors, important emergency contact numbers listed by phone, no passengers on equipment [i.e., lawnmowers]) to address possible safety risks at home. |
| **(g)** | Investigate and outline personal/family safety practices at home (e.g., fire plans, important phone numbers posted, not smoking in the house/apartment). |

 |
| Key Understandings: (‘I Can’ statements)I can explain what to do in case of a fireI can explain what not to do if there is a fireI can determine a way out of a specific room if there is a fire | Essential Questions:What do I do if there is a fire?What do I not do if there is a fire?What is best way out of my bedroom in a fire?What’s the best way out of my house or classroom in a fire? |
| Prerequisite Learning:Basic understanding of fire safety |
| Instructional Strategies:BrainstormingDiscussionGroup Reading |
| Stage 2: Determine Evidence for Assessing Learning |
|  |
| Stage 3: Build Learning Plan |
| Set (Engagement):     Review Thursday’s lessonWhat are the do’s and don’ts of fire safety?Handout pages 16 Complete page 16 individuallyCorrect as a classLength of Time: 10-15 minutesDevelopment:  Have the class write the title Do’s and don’ts on the back of page 16As a class create a list of do’s for fire safetyThen do the same for do notsThe teacher should have a Microsoft word doc if tech does not work the whiteboard will doLength of Time:  15-20 MinutesClosure:   Escape routesDiscuss how many escape routes should each room have?What is a good way to leave?How do I choose which way to go?Have them complete page 18 on their ownFirst they draw a diagram of their room and what they would do if there was a fireThey can use their crayons to colour it inIf they finish then they move to a drawing of a small scale drawing of their house 1st floorOr they can determine the best way out of our classroomLength of Time:  10 Minutes | Materials/Resources:WhiteboardWhiteboard MarkersHealth Duo-TangStudent devicePossible Adaptations/Differentiation:  Management Strategies:Hands on top”-“That means stop”Only choose students sitting quietly with their hands upAppropriate noise levelSafety Considerations:Students must be facing the frontStudents need to stay in their desk area |
| Stage 4: Reflection |

|  |
| --- |
| Subject/Grade:     Grade Three Health   Lesson Title: What is safety?30 Minutes             Teacher: Paul |
| Stage 1: Identify Desired Results |
| Outcome(s)/Indicator(s): |
| Key Understandings: (‘I Can’ statements) | Essential Questions: |
| Prerequisite Learning: |
| Instructional Strategies:BrainstormingDiscussionGroup Reading |
| Stage 2: Determine Evidence for Assessing Learning |
|  |
| Stage 3: Build Learning Plan |
| Set (Engagement):     Length of Time: 10-15 minutesDevelopment:  Length of Time:  15-20 MinutesClosure:   Length of Time:  10 Minutes | Materials/Resources:WhiteboardWhiteboard MarkersHealth Duo-TangPossible Adaptations/Differentiation:  Management Strategies:Hands on top”-“That means stop”Only choose students sitting quietly with their hands upAppropriate noise levelSafety Considerations:Students must be facing the frontStudents need to stay in their desk area |
| Stage 4: Reflection |