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| 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 home  I can describe what being safe looks like  I can spot unsafe and safe practices and behaviours  I 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:  Brainstorming  Discussion  Group Reading  Listening and viewing | |
| Stage 2: Determine Evidence for Assessing Learning | |
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| 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 computers  Go to Menti.com  Have them answer both questions  Give plenty of time to answer  Encourage them to be honest and think deeply about their answers  Then discuss their answers and questions they want answered  Length of Time: 10-15 minutes  Development:  Google image search  Home safety spot the difference  As a class spot the differences  Figure out why they are a safety concern  Length of Time:  15-20 Minutes  Closure:  Have students put laptops in sleep mode and inside their desks  Get students ready for recess  Length of Time:  10 Minutes | Materials/Resources:  Whiteboard  Whiteboard Markers  Health Duo-Tang  Possible Adaptations/  Differentiation:    Management Strategies:  Hands on top”-“That means stop”  Only choose students sitting quietly with their hands up  Appropriate noise level  Safety Considerations:  Students must be facing the front  Students need to stay in their desk area |
| Stage 4: Reflection | |

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| Subject/Grade:     Grade Three Health   Lesson Title: Fire 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 state what to do if there is a fire  I can state how to look for a fire  I 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:  Brainstorming  Discussion  Group Reading | |
| Stage 2: Determine Evidence for Assessing Learning | |
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| Stage 3: Build Learning Plan | |
| Set (Engagement):  Review safety  Length of Time: 10-15 minutes  Development:  Watch the video-10 minutes  <https://www.youtube.com/watch?v=WiIGMWRKfQI>  Watch the video and discuss  Why 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 Minutes  Closure:  Length of Time:  10 Minutes | Materials/Resources:  Whiteboard  Whiteboard Markers  Health Duo-Tang  Possible Adaptations/  Differentiation:    Management Strategies:  Hands on top”-“That means stop”  Only choose students sitting quietly with their hands up  Appropriate noise level  Safety Considerations:  Students must be facing the front  Students need to stay in their desk area |
| Stage 4: Reflection | |

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| Subject/Grade:     Grade Three Health   Lesson Title: Fire Safety Do’s and Don’ts  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.   |  |  | | --- | --- | | **(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 fire  I can explain what not to do if there is a fire  I 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:  Brainstorming  Discussion  Group Reading | |
| Stage 2: Determine Evidence for Assessing Learning | |
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| Stage 3: Build Learning Plan | |
| Set (Engagement):  Review Thursday’s lesson  What are the do’s and don’ts of fire safety?  Handout pages 16  Complete page 16 individually  Correct as a class  Length of Time: 10-15 minutes  Development:  Have the class write the title Do’s and don’ts on the back of page 16  As a class create a list of do’s for fire safety  Then do the same for do nots  The teacher should have a Microsoft word doc if tech does not work the whiteboard will do  Length of Time:  15-20 Minutes  Closure:  Escape routes  Discuss 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 own  First they draw a diagram of their room and what they would do if there was a fire  They can use their crayons to colour it in  If they finish then they move to a drawing of a small scale drawing of their house 1st floor  Or they can determine the best way out of our classroom  Length of Time:  10 Minutes | Materials/Resources:  Whiteboard  Whiteboard Markers  Health Duo-Tang  Student device  Possible Adaptations/  Differentiation:    Management Strategies:  Hands on top”-“That means stop”  Only choose students sitting quietly with their hands up  Appropriate noise level  Safety Considerations:  Students must be facing the front  Students need to stay in their desk area |
| Stage 4: Reflection | |

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| Stage 1: Identify Desired Results | |
| Outcome(s)/Indicator(s): | |
| Key Understandings: (‘I Can’ statements) | Essential Questions: |
| Prerequisite Learning: | |
| Instructional Strategies:  Brainstorming  Discussion  Group Reading | |
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| Set (Engagement):  Length of Time: 10-15 minutes  Development:  Length of Time:  15-20 Minutes  Closure:  Length of Time:  10 Minutes | Materials/Resources:  Whiteboard  Whiteboard Markers  Health Duo-Tang  Possible Adaptations/  Differentiation:    Management Strategies:  Hands on top”-“That means stop”  Only choose students sitting quietly with their hands up  Appropriate noise level  Safety Considerations:  Students must be facing the front  Students need to stay in their desk area |
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