<table>
<thead>
<tr>
<th>Title of Activity</th>
<th>Purpose of Activity</th>
<th>You &amp; Your World Outcome(s)</th>
<th>Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-1: It Makes Sense to use our Senses</td>
<td>To help students understand how our senses allow us to perceive the world and keep us safe from danger.</td>
<td>K.3.1, K. 3.2, K.4.2</td>
<td>2</td>
</tr>
<tr>
<td>K-2: The Nose Knows: Stella’s Smelly Smells</td>
<td>To teach students the proper procedure for smelling a substance safely and to help students identify and categorize smells using their sense of smell. Includes a review of all five senses.</td>
<td>K.3.1, K.3.2, K.4.2</td>
<td>4</td>
</tr>
<tr>
<td>K-3: Wash, Wash, Wash Your Hands</td>
<td>To demonstrate that germs can be spread from one person to another with dirty hands and practice proper hand washing techniques.</td>
<td>K.2.1</td>
<td>6</td>
</tr>
<tr>
<td>K-4: Germs: One Thing You Shouldn’t Share</td>
<td>To demonstrate that germs can be spread from one person to another with dirty hands and by coughing and sneezing.</td>
<td>K.2.1</td>
<td>8</td>
</tr>
<tr>
<td>K-5: Stella’s Swinging Safety Song and Dance</td>
<td>To help students understand the “Stop, Think, Do” approach to staying safe.</td>
<td>K.2.2, K.4.2, K.1.7</td>
<td>9</td>
</tr>
<tr>
<td>K-6: Where’s Stella?</td>
<td>To help students identify potential dangers in places they frequent.</td>
<td>K.4.2, K.4.3</td>
<td>11</td>
</tr>
<tr>
<td>K-7: The Dangers are out There!</td>
<td>To help students understand the importance of recognizing dangers and identify methods to protect themselves</td>
<td>K.4.2, K.4.3, K.1.7</td>
<td>12</td>
</tr>
<tr>
<td>K-8: Stella Says... &quot;Be Cool, Follow the Rules!&quot;</td>
<td>To help students identify safety rules when in or around the school bus.</td>
<td>K.1.7, K.4.2, K.3.1</td>
<td>14</td>
</tr>
<tr>
<td>K-9: We All Need to be Safe</td>
<td>To help students differentiate between feeling safe and unsafe, and identify safety as a common need to all children.</td>
<td>K.1.3, K.2.2, K.4.2</td>
<td>16</td>
</tr>
<tr>
<td>K-10: What are Responsibilities?</td>
<td>To help students understand roles and responsibilities of self and others.</td>
<td>K.1.4</td>
<td>17</td>
</tr>
<tr>
<td>K-11: What would I do if...?</td>
<td>To help students practice safe decision making skills and conflict resolution.</td>
<td>K.1.7, K.4.2, K.4.3</td>
<td>18</td>
</tr>
<tr>
<td>K-13: My Safety Map</td>
<td>To help students map out safe routes and rules for traveling to and from home and/or school.</td>
<td>K.1.7, K.4.2, K.4.3, K.2.2, K.4.1, K.3.1</td>
<td>23</td>
</tr>
<tr>
<td>K-14: Dressing for Safety</td>
<td>To help students understand the importance of using personal protective equipment (PPE) and dressing for safety.</td>
<td>K.1.3, K.2.2, K.4.2, K.3.1</td>
<td>25</td>
</tr>
</tbody>
</table>
It Makes Sense to use our Senses

**Purpose:** To help students understand how our senses allow us to perceive the world and keep us safe from danger.

**Connections to You & Your World Outcomes:** K.3.1, K. 3.2, K.4.2

**Materials Required:**
- an interesting photograph
- Stella
- whistle or musical instrument
- piece of sandpaper
- soft or furry piece of material
- scented extract (vanilla, peppermint, lemon, etc.) or sweet smelling flower
- pieces of fruit (one for each student)
- scissors
- sense cards (one set for each student) – see Appendix OR construction paper and markers/crayons
- a children’s picture book that includes use of the senses (e.g. *What’s That Noise* by Michele Lemieux) or create a story where the 5 senses are included

**Teaching Strategies:**
1. It is suggested that the class sit in a circle to do the following:
   - **Have students look at a colourful photograph.** Ask for a volunteer to describe what they see. Explain our sense of sight.
   - **Blow the whistle or play the musical instrument.** Ask for a volunteer to describe what they heard. Explain our sense of sound or hearing.
   - **Have students feel the soft material and the rough sand paper.** Ask for volunteers to describe what they feel. Explain our sense of touch.
   - **Have students smell the extract or flower.** Ask for volunteers to describe what they smell. Explain our sense of smell.
   - **Have students taste and eat the fruit (allergy alert).** Ask for volunteers to describe what they taste. Explain our sense of taste.
2. Have Stella begin the lesson by telling students that all animals (including humans) use their senses to help them stay safe. Have Stella ask students what senses she thinks she uses most in order to stay safe when she’s in the wild (smell, hearing and touch are her most developed senses). Stella can tell them that she thinks that most people must have a very good sense of smell because they always seem to hold their noses when she’s around 😊
3. Ask students to think of some ways that our senses keep us safe. Some examples might be:
   - Our eyes help us see unsafe situations like moving traffic (think of green, yellow and red lights).
   - Our ears help us know when someone is coming up behind us (think of footsteps on leaves).
• Our sense of touch tells us that a dish is hot.
• Our sense of smell helps us to know when something is burning
• Some things aren’t very good tasting or good for us (think of eating dirt or putting metal in your mouth).

4. Hand out a set of the **sense cards** to each student (see Appendix). Students will need to cut the page to create the 6 cards.

**Or students create their own sense cards.** To make the sense cards, cut pieces of construction paper into four pieces and provide each student with five pieces. On one side of the paper, students draw a picture that illustrates the sense and on the other side, complete the following sentence:

**My________________________ keeps me safe from____________________.**

For example, my sense of sight keeps me safe from strangers. My sense of touch keeps me safe from fire.

Students will create a different card for each of the 5 senses.

5. Next have students gather around the reading corner. Tell them that you are going to read a story (the teacher will choose or create one). As you read the story you want them to listen and look for times when the characters use their different senses (including using them to stay safe). When they hear a sense being used, they are to raise the appropriate sense card in the air.

**Extension:**
1. Have students draw a picture of Stella staying safe in her natural habitat, using her senses.

2. See activity K2.

**Assessment:** Participation in group task, creative effort and content of safety cards.

**Appendix (follows):** copy of sense cards

Lesson idea adapted in part from Ken Baker
The Nose Knows: Stella’s Smelly Smells

Purpose: To teach students the proper procedure for smelling a substance safely and to help students identify and categorize smells using their sense of smell. Includes a review of all five senses (see Extension).

Note: Within the extension, the other four senses are incorporated into this activity.

Connections to You & Your World Outcomes: K.3.1, K.3.2, K.4.2

Materials Required:
• “Safety Sniff” information sheet (see Appendix)
• 5 small containers with lids, labeled A, B, C, D, E, for each group of students
• 5 scented cotton balls, one placed in each container - scent the balls with a variety of scents (e.g. lemon juice, rose, jasmine, onion juice, pine, perfume, mint extract, maple extract, cinnamon, etc.)
• drawing paper, crayons & Stella

Teaching Strategies:
1. Begin the lesson by having Stella ask the students if any of them have ever smelt a skunk. Have Stella explain that although she sprays a smelly scent, neither she nor her home ever smells “skunky” because nobody likes being around smelly smells.

2. Ask students the following questions:
   ● What part of your body helps you smell?
   ● What can you tell about an object by smelling it?
   ● What kinds of things are you able to smell?
   ● How can our nose warn us of danger?

   Note: encourage/recognize student use of new and descriptive vocabulary in answering the questions.

3. Have Stella explain to students that she wants them to learn how to smell safely because some things (like herself when she’s having a bad day) have a very strong smell and can hurt your nose if you aren’t careful.

4. Teach students to use the “Safety Sniff” (see Appendix) when they smell something unfamiliar and using their noses to explore.

5. Give each group of student’s five containers with a cotton ball inside of each scent. Tell them to use the “Safety Sniff” to smell the scent and take turns opening one container at a time. Remind them to close one container before opening another one.

6. As a class, brainstorm four lists: smells they like, safe smells, smells they dislike and unsafe smells (e.g. gas, cleaning products, liquid paper). Have a group of students draw a picture of something that they think smells good, a group draw safe smells, a group draw unsafe smells and the last group
Sense Cards

<table>
<thead>
<tr>
<th>Sight</th>
<th>Sound or Hearing</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Eye" /></td>
<td><img src="image" alt="Sound" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Touch</th>
<th>Smell</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Hand" /></td>
<td><img src="image" alt="Smell" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Taste</th>
<th>Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Tongue" /></td>
<td><img src="image" alt="Stop" /></td>
</tr>
</tbody>
</table>
draw a picture of something that they think smells bad. Combine all pictures in a class collage titled “The Good, The Bad and the Smelly”.

Assessment: Participation and cooperation in group activities, creative effort and content of drawing.

Appendix (follows): The Safety Sniff

Extension:
1. Repeat questions in step #2 of the Teaching Strategies and make reference to the other four senses (sight, taste, touch, sound). For example, ~ What part of your body helps you see? ~ What can you tell about an object by seeing it? ~ What kinds of things are you able to see? ~ How can our eyes warn us of danger?

2. See activity K1.

Appendix K2

The Safety Sniff

1. Get close enough to smell the scent you are exploring, but stay far enough away that the scent is not too strong.

2. Wave your hand a few times over the opening and move it toward your nose.

3. If you are sure that the scent will not hurt your nose, move closer to it and enjoy.
Wash, Wash, Wash Your Hands

**Purpose:** To demonstrate that germs can be spread from one person to another with dirty hands; practice proper hand washing techniques.

**Connections to Your & Your World Outcomes:** K.2.1

**Materials Required:**
- vegetable oil & cinnamon
- "Wash, Wash, Wash Your Hands" information sheet (see Appendix)
- drawing paper
- crayons or markers & Stella
- glass of water, soap & paper towel

**Teaching Strategies:**
1. Begin the lesson with Stella beside a glass of water and some soap. Have Stella explain to students that even though she likes to eat garbage, she likes to keep clean. She takes extra care with her paws because they come into contact with so many different germs and because she uses them so frequently. Explain to students that we humans need to clean our hands frequently for the very same reasons. Review reasons why we wish to reduce the spread of germs (see Appendix for detailed information on hand washing).

2. Perform a demonstration to help students visualize germs on their hands. Place a small amount of vegetable oil on your hands and sprinkle cinnamon on your palms to represent germs. Ask students to predict what will happen when you wash your hands using only cold water. The students will notice that the “germs” remain on your hands. Next, ask students to predict what will happen when you wash your hands with warm water and soap. Students will see that the “germs” are easily washed away. Students should understand that washing our hands is a way to stop germs from passing to someone else.

3. Have students learn proper hand washing procedures by washing their hands using imaginary soap and water (they can practice for real if facilities are available), while singing the following song to the tune of Row, Row, Row Your Boat:

   **Wash, wash, wash your hands, germs go down the drain
   Rub and scrub, rub and scrub, wash the germs away!**

4. Using available art materials, have students draw a picture chart of the hand washing steps to bring home (see the Appendix for suggested hand washing steps). Tell them to ask an adult family member to post it near a sink.

**Assessment:** creative effort and content of hand washing chart

**Appendix (follows):**
1. Wash, Wash, Wash Your Hands (steps to hand washing)
2. detailed information on hand washing
Extension:
1. See activity K4

2. Guest speaker: Invite a member of the cafeteria staff to discuss the importance of hand washing in the kitchen with the class (with the possibility of a tour of the school cafeteria).

Appendix K3

Wash, Wash, Wash Your Hands

Follow these simple tips for washing your hands and watch those germs go down the drain:

1. Wet your hands with warm water.
2. Put soap on your hands.
3. Rub both sides of your hands and in between your fingers.
4. Rinse with warm water.
5. Dry hands with a clean towel or paper towel.
6. Turn off the water with the towel so you won’t get your hands dirty again.
Is it important to wash your hands?

Simply put, yes. Hand washing is the single most effective way to prevent the spread of infections. You can spread certain "germs" (a general term for microbes like viruses and bacteria) casually by touching another person. You can also catch germs when you touch contaminated objects or surfaces and then you touch your face (mouth, eyes, and nose).

"Good" hand washing techniques include using an adequate amount of soap, rubbing the hands together to create friction, and rinsing under running water. The use of gloves is not a substitute for hand washing.

There is additional information in OSH Answers about how the common cold is transmitted by contaminated hands.

Please note: In some workplaces, universal precautions should be followed when workers are exposed to blood and certain other body fluids. Please see the OSH Answers document Universal Precautions for more complete information.

When should I wash my hands?

Different situations where people can pick up "germs" include:

- when hands are visibly soiled,
- after using the washroom (includes changing diapers),
- after blowing your nose or after sneezing in your hands,
- before and after eating, handling food, or drinking,
- after touching raw meat, poultry, or fish,
- after handling garbage,
- visiting or caring for sick people,
- handling pets, animals or animal waste.

Ensuring that employees wash their hands properly after using the washroom is very important in reducing disease transmission of stomach "flus" (which really is not a "flu" or influenza) and other gastrointestinal infections. Using soap and lathering up is very important (rinsing hands in water only is not as effective). Use comfortably warm, running water. Hands should be washed for a minimum of 10 seconds - longer if the hands are visibly soiled. To help people (especially children) wash long enough, one option may be to sing a short song such as "Happy Birthday". The idea of surgeons scrubbing for an operation (as on TV) is very similar.
How do I properly wash my hands?

For effective hand washing, follow these steps:

- remove any rings or other jewelry,
- use warm water and wet your hands thoroughly,
- use soap (1-3 mL) and lather very well,
- scrub your hands, between your fingers, wrists, and forearms with soap for 10 seconds,
- scrub under your nails,
- rinse thoroughly,
- turn off the taps/faucets with a paper towel,
- dry your hands with a single use towel or air dryer,
- protect your hands from touching dirty surfaces as you leave the bathroom.

Other tips include:

- Cover cuts with bandages and wear gloves for added protection (cuts are very vulnerable to infections).
- Artificial nails and chipped nail polish have been associated with an increase in the number of bacteria on the fingernails. Be sure to clean the nails properly.
- Keep your hands away from your eyes, nose or mouth.
- Assume that contact with any human body fluids is infectious.
- Liquid soap in disposable containers is best. If using reusable containers, they should be washed and dried before refilling. If using a bar of soap, be sure to set it on a rack that allows water to drain or use small bars that can be changed frequently.
What about antibacterial soaps and waterless hand scrubs?

While it is true that regular soap and water does not actually kill microorganisms (they create a slippery surface that allows the organisms to "slide off"), antibacterial soaps are typically considered to be "overkill" for most purposes. The exception may be in a hospital where special situations are present (e.g., before invasive procedures, when caring for severely immuno-compromised patients, critical care areas, intensive care nurseries, etc.). Antibacterial agents should be chosen carefully based on their active ingredients and characteristics, and when persistent antimicrobial activity on the hands is desired.

When there is no soap or water available, one alternative is to use waterless hand scrubs. Some of these products are made of ethyl alcohol mixed with emollients (skin softeners) and other agents. They are often available as a rinse, or on wipes or towelettes. They can be used by paramedics, home care attendants, or other mobile workers where hand washing facilities are not available. However, these agents are not effective when the hands are heavily contaminated with dirt, blood, or other organic materials. In addition, waterless hand scrubs may have a drying effect on the skin and may have odours which may be irritating to some users.

Source: [http://www.ccohs.ca/oshanswers/diseases/washing_hands.html](http://www.ccohs.ca/oshanswers/diseases/washing_hands.html)
Canadian Centre for Occupational Health and Safety
Germs: One Thing You Shouldn’t Share

Purpose: To demonstrate that germs can be spread from one person to another with dirty hands and by coughing and sneezing.

Connections to You & Your World Outcomes: K.2.1

Materials Required:
- A paper face (see note) & Stella
- water and spray bottle
- flour or sparkles
- a “Nerf” ball (or any other large sponge ball)
- drawing paper, paper, crayons/markers
- a stamp pad (washable ink) OR cups of washable paint

Note: You can make a paper face by taking a piece of paper and drawing a face on it. Cut a nose and a mouth out of the paper and attach another piece of paper to the back of the face.

Teaching Strategies:
1. Begin the lesson by using Stella to explain that all living creatures have germs that they can pass on to others. Ask students why we want to reduce the spread of germs. Have Stella tell them that real skunks carry rabies, which can make humans very sick or even kill them. Use Stella to help explain to students that they must be very careful not to pass on their germs to others (or make contact with wild animals).

2. Show students how germs are spread when people sneeze or cough (without covering their mouth) using the spray bottle of water to spray on the created paper face. The paper behind the face will be spotted with water. Remove the paper from behind the face to show the water spots and the places where germs have entered the body.

3. Have students sit in a circle and pass around the sponge ball covered with flour (or sparkles) to each other. After they have passed it around, tell them that the flour represents germs. The students will see how quickly germs can spread to one person to another. Discuss what could happen if we don’t wash our hands from germs (touch our eyes, mouth, germs continue to spread). Review where and when can we pick up germs using real situations they may encounter (e.g. on playground, on desk, bathroom etc.).

4. After washing their hands, have students trace their hands on a piece of paper. Next, have them stick their thumbs onto a stamp pad or paint and stamp thumbprints all over the hands that are on the paper to represent germs. The students can then draw arms, legs and faces on the “germs” for fun and write a simple safety message about stopping the spread of germs. They can title their drawings “Germs, Hands Off”.

Assessment: participation and cooperation in group activity; creative effort and content of drawing

Extension: see activity K2 (see Appendix K2 for detailed information on hand washing)
Stella’s Swinging Safety Song and Dance

**Purpose:** To help students understand the *Stop, Think, Do* approach to staying safe.

**Connections to You & Your World Outcomes:** K.2.2, K.4.2, K.1.7

**Materials Required:**
- Stella
- *Stop, Think, Do* poster (part of program kit)
- song lyrics (see Appendix)
- the safety dance instruction sheet (see Appendix)
- drawing paper & crayons/colored pencils/markers

**Teaching Strategies:**
1. Use Stella and the *Stop, Think, Do* poster to review the safety motto of *Stop, Think, Do*. As a class review real life examples of when you should *Stop, Think, Do* (e.g. when crossing the street, when riding your bike, when asked to do something that might be dangerous etc.).

2. Use Stella to help teach your students the safety song lyrics and the dance movements that accompany the song (see Appendix). You may wish to write the song lyrics on chart paper or the board. Demonstrate the dance movements.

3. Have students create drawings that will reinforce the lyrics and convey the meaning of the song. For instance, place students in small groups and assign each group a line from the song. Explain to them that their task is to draw a picture that will convey the meaning of the words they have been given (you can divide the lines of the song in a number of different ways).

4. Once all drawings have been completed, have students arrange them on the chalkboard or around the classroom side by side and in order. Use the pictures to learn all the words of the safety song as they practice the song movements.

5. Identify the *Stop, Think, Do* concept as the new class safety motto.

**Assessment:** Participation in class, effort in-group task; students describe a situation when they should *Stop, Think, Do*.

**Appendix (follows):** The Safety Song and Safety Dance

**Extension:** For homework, students are to come to class ready to share an example of when they practiced the *Stop, Think, Do* concept.
Appendix K5

The Safety Song: Stop, Think, Do
(To The Tune of “This Old Man”)

Stop, Think, Do
Stop, Think, Do
Staying safe
Is up to you
Listen to your teacher
Think of others and your space
You’ll have a lot of fun
You’ll be happy, smart and safe.

Safety Dance
(body movements to accompany song)

Stop  – Extend arm and raise hand with palm facing out to indicate stop
Think – place index finger on forehead
Do – put one hand in front of the other and create a spinning movement by placing one in front of the other several times.

Stop  – Extend arm and raise hand with palm facing out to indicate stop
Think – place index finger on forehead
Do – put one hand in front of the other and create a spinning movement by placing one in front of the other several times.

Staying safe
Cross arms in front of each other and place on shoulders so that you are hugging yourself.

Is up to you
Release left arm, hold out hand and use index finger to point to the person on your left.

Listen to your teacher
Make a cup shape with hand and place it behind ear.

Think of others and your space
Extend both arms out with a sweeping gesture.

You’ll have a lot of fun
Extend arms above head in a “hooray” type gesture.

You’ll be happy, smart and safe
Place index fingers on side of mouth and smile, raise arm and place index finger on forehead, then cross arms in front of each other and place on shoulders so that you are hugging yourself.
Where’s Stella?

Purpose: To help students identify potential dangers in places they frequent.

Connections to You & Your World Outcomes: K.4.2, K.4.3

Materials Required:
- Stella
- paper, markers/crayons
- a copy of the “Where’s Stella?” sheet for each pair of students (see Appendix)

Teaching Strategies:
1. Prior to class, place Stella in an area of the classroom (window ledge, crowded bookshelf, doors, desks, etc.) or next to classroom tools (scissors, stapler, hole punch, etc.) where a potential for injury exists. Ask students: where’s Stella? Allow students an opportunity to notice Stella in her spot. Point out to students that Stella is there to remind them to use caution when they are in these locations or using these classroom tools. Ask students to explain why the location could be dangerous and how the item could potentially hurt them.

Note: Hiding Stella in an area of the classroom where there are potential hazards can be repeated a number of times by having students place their heads on the desk to hide their eyes while the teacher relocates Stella.

2. With student input, make a class list of places they frequent (e.g. mall, theatre, stores, home, playground, friends home etc.). For each place, brainstorm potential dangers they may find. Review things they can do to keep safe in the various places they frequent. (Students can also discuss this in small group settings).

3. Hand out the “Where’s Stella” illustration (see Appendix) and have students work in pairs to find Stella in the picture. Just as they have located Stella in the picture, they must try and locate dangers wherever they may go. Seeing the dangers and knowing where they are, is key to keeping safe.

4. In pairs, students draw a picture of a place they frequent and hide examples of dangers within their drawing. Have students share their drawings with another group and challenge them to find the dangers.

Assessment: participation in class discussion and effort in created drawing; cooperation with others

Appendix (follows): “Where’s Stella?” picture

Extension:
1. Students divide a page in two; on one side draw, place pictures or write words that represent “safe”, while on the other side, do the same for “unsafe”.

2. See activity K7
The Dangers are out There!

Purpose: To help students understand the importance of recognizing dangers and identify methods to protect themselves


Materials Required:
- WorkSafeNB hazard posters and markers (optional) – see Appendix for samples
- Stop, Think, Do poster (part of program kit) & Stella

Teaching Strategies:

Option A) Attain copies of the WorkSafeNB hazard posters (they are free by calling 1 800 222-9775) OR use copies found within the Appendix. Request students circle all the dangers in the cartoon scenes.

Option B) As a class tour the school and/or school grounds. Request students help in identifying all the potential dangers - where we can get hurt in various locations in and around the school. See Appendix for suggested dangers to look for.

2. With the help from Stella, review with the class that dangers can be found everywhere. There are dangers in many things that we do. For example, ask for volunteers to describe the dangers associated with various activities (e.g. making a cake, going to the mall, walking home, playing soccer). OR assign each pair of students a different activity and have them come up with a list of dangers associated with the activity.

3. After students share their answers, Stella will ask for the student’s help in what to do when we are faced with dangers or a dangerous situation. Link the discussions to the Stop, Think, Do poster. The teacher may wish to provide some examples and ask for volunteers to describe what they would do.

4. Individually or in pairs, students choose a location or activity of their choice. For this activity/location, they will list/describe 3 hazards/dangers that may exist. Once completed, students share their work with a classmate and explain to each other what they would do to protect their safety in the situation/activity.

Assessment: participation in group discussion; ability to identify hazards for a given situation/location and response to how they would protect themselves

Extension: For homework, students create a list of 5 dangers that can be found in and around the home. With the help of a family member, beside each of the hazards/dangers, describe one way they can protect their safety from the danger.

Appendix (follows):
1. Samples of WorkSafeNB hazard posters (for larger free copies call the youth programs coordinator at 1 800 222-9775)
2. Examples of potential safety concerns in the school environment
Examples of Potential Safety Concerns in the School Environment

The following are examples of things to look for during your investigation of the school. The possibilities are endless - keep your eyes open for anything that could cause an injury or accident.

- Garbage lying around
- Running in the hallways
- Playground safety: pushing, shoving and horseplay
- Playing alone in the gym or on the playground
- Keeping area clean and neat (avoid slips, trips and falls)
- Caution when opening doors
- Transportation to and from school (side walks, bus, car, walking, bike)
- Sitting down while eating (avoid choking)
- Classroom tools and products (scissors, stapler, glue, toxic markers)
- Dressing appropriately (for inside & outside)
- Using climbing or playground apparatus
- Wearing protective equipment during sports
- Washing hands and eating utensils
- Science lab products and tools (hazardous materials, Bunsen burner etc.)
- Air quality - levels of dust; smell of gases or perfumes/cologne; regulated temperature and humidity; proper ventilation
- Building & structure - check for windows, doors, floors, exits, aisles, ramps, guard-rails, garbage removal & storage, roof, walls
- Fire prevention - smoke alarms, sprinkler system, fire exits well marked; fire exits unobstructed; fire extinguishers exist and are checked monthly, practice fire drills
- Furniture - good condition, no sharp edges, appropriate and proper storage space
- Emergency procedures - signs & procedures posted, emergency lighting exists and all are aware of procedures
- First aid kits - exist, maintained and accessible
- Walking and work areas - clean, good repair and non-slip carpets
- Hazardous supplies & materials (cleaning products) - proper storage
- Housekeeping - cleanliness in all areas
- Environmental conditions - proper snow removal, sidewalks clear and salted/sanded
Stella Says... “Be Cool, Follow the Rules!”

**Purpose:** To help students identify safety rules when in or around the school bus.

**Connections to You & Your World Outcomes:** K.1.7, K.4.2, K.3.1 (see Extension)

**Materials Required:**
- drawing paper
- markers/crayons
- ruler
- Stella

**Teaching Strategies:**

**Note:** Stella can be used to teach students strategies and tips for staying safe in school, on the playground and at home. This activity focuses on bus safety, however, you can use the activity idea to teach students about many different potentially dangerous situations depending on the safety rules and responsible behavior you want your students to learn.

1. Have Stella lead a brainstorming session with students about some important rules to remember while waiting for the bus, riding the bus or being around buses (i.e. on school grounds).

2. At the end of the brainstorming session, have Stella lead a discussion with students on the importance of knowing how to stay safe on or near the school bus. Refer to the **Appendix** for a list of ten bus safety rules that you may choose to incorporate into the discussion. Students should understand the importance of the rules and appreciate why it is important to follow them. Provide/request examples of what can happen if rules are not followed.

3. Have students choose one of the rules from the created list (you may wish to designate a different rule to each student). With the help of a ruler, students will first create an outline of a window frame on drawing paper. Within the frame, students will then create a picture that shows them following their particular bus safety rule. Stella can indicate to the class that their created pictures represent what she would like to see as she watches from the window (i.e. following bus safety rules). The theme of the display can be “Watch us: Bus safety”.

**Assessment:** participation in class discussion; effort in created bus safety windows; students explain their picture and the bus safety rule

**Appendix (follows):** 10 Rules of School Bus Safety

**Extension:** Link the use of the five senses to safety when on and around the school bus. For example, we touch/hold the hand rail to enter the bus; we hear and see the bus driver open the door etc.
10 Rules of School Bus Safety

1. Wait for the bus in a safe place – away from the road.
2. Stay back until the bus stops, the lights start flashing and the doors open.
3. Enter the bus single file and take your seat right away.
4. Don’t push, shove or throw things.
5. Stay seated at all times.
6. Listen to the bus driver and follow directions.
7. Leave the bus carefully using the handrails.
8. Stay at least three meters (10 feet) from the school bus. You should always be able to see the driver’s face and the driver should always be able to see you.
9. If you must cross the street, you should do so only after establishing eye contact with the school bus driver. Look all ways before crossing the road and always cross in front of the school bus.
10. Don’t stop to pick up anything that you drop near the bus. Ask an adult to get it for you.

Information Source: Transport Canada and Laid law School Bus Safety Tips
We All Need to be Safe

Purpose: To help students differentiate between feeling safe and unsafe, and identify safety as a common need to all children.

Connections to You & Your World Outcomes: K.1.3, K.2.2, K.4.2

Materials Required:
• Stella
• scissors & glue
• magazines and/or flyers
• large pieces of paper taped together to create a small mural

Teaching Strategies:
1. Sitting in a circle, Stella asks students what comes to mind when they hear the word “safety”. Ask students what it means to feel safe and what it means to feel unsafe. Go around the circle twice and have each student describe an example of a safe and unsafe situation/word.

2. Stella/the teacher reviews with students that we all have a need to feel and be safe, whether we are at school, home, on the playground, with a friend etc. Brainstorm what helps us feel and be safe (e.g. our parents, roof over our head, seat belts, people following rules, help from others, hospital, police – the list is endless).

3. Students explore various magazines and flyers to cut out pictures of items that help us feel or be safe (e.g. bed, helmet, people, food, shelter, clothing etc.). Pictures can be pasted on one large class mural entitled “We need to be safe. What helps us keep safe”.

4. As a class, Stella will help review all the pictures on the mural and how they are connected to our need to be safe and feel safe.

Assessment: participation in class discussion and effort in identifying pictures that represent feeling or being safe

Extension: Students create a list of words that relate to “being safe” or “safety”. Using these words, students create a shape poem, as their chosen words outline a shape of their choice, which symbolizes safety to them (e.g. outline of a helmet or safety sign).
What are Responsibilities?

**Purpose:** To help students understand roles and responsibilities of self and others.

**Connections to You & Your World Outcomes:** K.1.4

**Materials Required:**
- storybook with link to roles/responsibilities (refer to *Be Safe Series* as part of the program kit found in your school library)
- drawing paper, markers/crayons
- Stella

**Teaching Strategies:**
1. Read aloud a story (or create one) to the class that entails roles or responsibilities of self or others at home or school (optional).

2. Stella asks the students what is meant by “responsibility”. Ask the class what are examples of their own responsibilities at school (e.g. follow the rules, listen to the teacher, pick up their garbage, push in their chair etc.).

3. As a class, make a list of ALL the various responsibilities in the home (e.g. make supper, clean room, shovel the driveway, put out the trash etc.). Beside each, ask for volunteers to indicate who is responsible for each in their home and why. For example, why does your big brother put the trash out or why does your big sister baby-sit and not you? Why do we need to follow our responsibilities? Discuss that we all have various responsibilities that help keep the home, school and community a safe place to be. Ask students how and why our responsibilities will change as we get older.

4. Students divide a page in four. In each section, identify a different person they know doing one of their responsibilities (e.g. the teacher teaching, dad cleaning the garage, mom making lunches, them cleaning their room). One block should include a picture of themselves. Students share their pictures with a classmate.

**Assessment:** ability to provide examples of responsibilities; effort in created pictures

**Extension:**
1. On one side of the page, students list or draw an example of current responsibilities at home and/or school. On the other side, list or draw what they think will be their responsibilities in 5 or 10 years time.

2. Discuss what are their responsibilities at home, school and within the community in terms of keeping it a safe place. Students create bumper stickers using construction paper with key action words that describe what they do to keep their school, home and community a safe place to be. Created stickers can be put on display and entitled “Honk for Safety”.

Stella the Safety Skunk Program, Grade K
WorkSafeNB
What would I do if...?

Purpose: To help students practice safe decision making skills and conflict resolution.

Connections to You & Your World Outcomes: K.1.7, K.4.2, K.4.3 (see Extension)

Materials Required:
- Stella
- Stop, Think, Do poster (part of program kit)
- paper & markers/crayons

Teaching Strategies:
1. Using Stella, as a class review what it feels to be safe versus unsafe.

2. In pairs, students are to think up a situation they may encounter where they may feel unsafe (e.g. stranger approaches you, breaking the rules, a friend asks you to do something dangerous, you bike without a helmet etc.). Each pair is to act out the situation in front of the class (optional) and identify what could potentially go wrong and how it could affect their safety. As a class review each skit, how it was unsafe and what you would do to make it safe.

3. As a class, create a list of people that can help if you feel unsafe in a given situation. Using Stella, review why it is important to Stop, Think, Do before making choices that could affect your safety or the safety of others. Provide real examples of how unsafe choices can affect you and others.

4. Individually, students create a picture that could involve an unsafe situation. The teacher will circulate to each student and ask him or her to explain the picture/situation, why it could be unsafe and ask the student to explain what he or she would do to make it safe.

Assessment: participation in group skit; feedback during individual conferences for created picture with explanation

Appendix (follows): Decision making model

Extension: With the use of the decision-making model (see Appendix), students practice age related decisions that could potentially affect their safety. This can be done in the form of skits and/or linked to personal safety (e.g. stranger danger, abuse etc.).
Appendix K11

Decision Making Model, Grade K-2

1. What is the problem?
2. What are the solutions?
3. For each solution ask:
   - Is it fair?
   - Is it safe?
   - How might people feel?
   - Will it work?
4. Choose one.
5. Is it working?
**Watch for Safety Symbols**

**Purpose:** To help students recognize safety symbols and their hazards.

**Connections to You & Your World Outcomes:** K.4.2, K.1.7, K.2.1, K.3.1 (see Extension)

**Materials Required:**
- home products containing safety symbol(s) on the label
- a copy of safety symbols sheet for each student (see Appendix)
- glue, scissors & construction paper
- markers/crayons/pens
- Stella

**Teaching Strategies:**
1. Have on display a number of products from home that contain a safety symbol on the label. Request students gather around the table. Using Stella, ask the students the following questions:
   a) What do all of the products have in common? (symbols on them)
   b) What do the symbols tell us? (the products can be dangerous)
   c) How can these products harm us? (cause a fire, are poisonous, can hurt our skin etc.)
   d) Do you have these products at home? Where are they kept? Are they kept in a safe place?
   e) What should we do when we see a symbol on a product we want to use? (ask for help, follow the rules etc.)
   f) Why is it so important to recognize these symbols? (so as to protect our safety and the safety of others)
   g) Why is it so important to follow the rules when using these products? (keep us safe and free from harm)

2. Students take their place and distribute each a copy of the safety symbols sheet (see Appendix). Review each of the symbols. The most important thing is for students to recognize these symbols when on products, know how to use them safely and/or ask for help.

3. Students create their own safety symbol sheet. Students cut around the safety symbols from the handout and glue them on a piece of construction paper. Around all the symbols, students will write five words to represent things they should do and know when they see the symbols (e.g. get help, safety, danger, be careful, look for etc.).

**Assessment:** participation in class discussion; vocabulary used with safety symbols

**Appendix (follows):** consumer restricted product symbols

**Extension:**
1. As homework, with the help from an adult/family member, students will locate three products found in the home that have a safety symbol on the label. They will record the name of the product, the symbol(s) found on the label and one safety rule for using the product.
2. Link the five senses to safe use of products containing safety symbols. For example, practice the “safety sniff” (see activity K2) when smelling a product, wear gloves to protect our hands when touching the product, wash our hands after using a product so as not to accidentally get the product in our eye and never taste a product that has a safety symbol on the label etc.

3. Link proper hygiene/hand washing techniques with the use of products that contain safety symbol(s) on the label.

4. Invite the school janitor to discuss safety in terms of cleaning products used in the school and how he/she must pay attention to safety symbols on the labels of products used.
Appendix K12

Shapes

- Danger
- Warning
- Caution

Pictograms

- Poison
- Corrosive
- Flammable
- Explosive
My Safety Map

**Purpose:** To help students map out safe routes and rules for traveling to and from home and/or school.

**Connections to You & Your World Outcomes:** K.1.7, K.4.2, K.4.3, K.2.2, K.4.1, K.3.1 (see Extension)

**Materials Required:**
- an example of a map
- Stella
- story book *The Little Red Riding Hood*
- drawing paper, markers/crayons
- Safe Travels questions (see Appendix)

**Teaching Strategies:**
1. Read the story *The Little Red Riding Hood* to the class. Discuss the relationship between her safety and her route to her grandmother’s place.

2. Show the class an example of a map (map of city, park etc.). Discuss how a map helps us travel from one point to another. Review the basic parts of a map.

Use Stella to explain the importance of having a safe route from our home to school, recreational activities and/or places we frequent. Safe routes will vary depending on the community setting (i.e. rural or urban).

3. Each student will choose a location they frequent (e.g. store, friend’s place, school). With this place in mind, the teacher will read aloud each of the Safe Travels questions within the Appendix. Ask for volunteers to share their answer with the class (or students share their answers with a partner).

4. As a class, create a list of safety rules to follow when traveling to and from their home.

5. Using available art materials, students will create a map for a route they frequent with details that were brought out from the questions discussed from Safe Travels. After sharing their map with others, maps are displayed in the school with the title “Our Safety Routes”.

**Assessment:** participation in questions from Safe Travels; involvement in creating a safe route map

**Extension:** Take students on a short walk and point out any potential hazards and means of keeping safe. Review how we can use each of our five senses to protect ourselves as we travel our routes.

**Appendix:** Safe Travels Questions & Suggested Answers
Safe Travels Questions & Suggested Answers

1. To what place do you often travel?

School, parent’s workplace, friend’s house, baby-sitters, store, park, sporting events

2. How do you travel to and from this place?

By foot, car, roller blades, bike, skate board, bus

3. What are some dangers/concerns when traveling to and from this place?

Cars, other people (strangers), animals, crossing the road, bad weather, getting lost

4. How do you keep safe while traveling to this place?

Wear personal protective equipment (helmet), walk on sidewalk, use crosswalk, look both ways, stay alert, don’t talk to strangers, dress appropriately, Stop/Think/Do

5. What would you do if you felt unsafe when traveling to or from this place?

Go back home, go to someone you know and trust, find a phone and call for help (parent, guardian)
Dressing for Safety

**Purpose:** To help students understand the importance of using personal protective equipment (PPE) and dressing for safety.

**Connections to You & Your World Outcomes:** K.1.3, K.2.2, K.4.2, K.3.1 (see Extension)

**Materials Required:**
- Examples of PPE and protective clothing (helmet, knee pads, sunglasses, sun screen, mittens, hat, goggles, etc.)
- drawing paper
- crayons/markers
- Stella

**Teaching Strategies:**
1. Provide each small working group with an example of a PPE or protective clothing. One at a time, the teacher/Stella will read aloud the following questions and provide groups time to discuss the answers amongst themselves.

   a) Describe your group item.
   b) What is used for?
   c) When should it be used?
   d) Does everyone use it when they should? Why or why not?
   e) How does it protect your safety?
   f) Why should everyone use it?

2. Review all examples of PPE and protective clothing the groups have. Use Stella to explain why they are important and their role in protecting your safety. We all need to wear things to help protect our safety. Create a class list of examples of other PPE and things that can protect our safety (e.g. helmet, steel toe boots, seat belt, car seats etc.).

3. Individually, students will choose or be assigned one example of a PPE and/or protective clothing from the list. It is their job to create the following page: the name of the item at the top of the page, a picture of the item in use in the middle of the page and a written one line at the bottom of the page to describe its importance. All pictures will be collected to create a class safety catalogue.

**Note:** The created *safety catalogue* can be shared with other classes (i.e. go on “tour”).

**Assessment:** contribution to group discussion; created PPE page with all 3 required components

**Appendix:** N/A

**Extension:**
1. For each of the four seasons, students name and/or draw examples of protective clothing or equipment that should be used.
2. Link the following three together:
   a) activity or job
   b) protective equipment needed
   c) the sense(s) to protect

Students can do this by creating a drawing of an activity they take part in, or a picture of someone working (e.g. fire fighter, doctor etc.), with the protective equipment to be worn and the sense(s) it helps protect. OR this task can be done in the form of a chart, for example:

<table>
<thead>
<tr>
<th>Activity or Job</th>
<th>Protective Equipment/Clothing</th>
<th>Sense to Protect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soccer</td>
<td>shin guards, mouth guard</td>
<td>touch, taste</td>
</tr>
<tr>
<td>Scientist</td>
<td>lab coat, gloves, mask</td>
<td>touch, smell, taste, sight</td>
</tr>
<tr>
<td>Snowboarding</td>
<td>helmet, goggles, knee pads,</td>
<td>sight, touch (cold)</td>
</tr>
<tr>
<td></td>
<td>hat &amp; mittens, ski suit</td>
<td></td>
</tr>
</tbody>
</table>