

SAFETY IN OUR ENVIRONMENT

12.3.2018

Subject

Basic Science

Prepared By

[Instructor Name]

Grade Level

3

Overview

This lesson plan covers teaching content for;

- 1.Safety and Right to life.
- 2.Ways of keeping safe at home.
- 3.Ways of keeping safe at school.
- 4.Ways of keeping safe along the road.
- 5.Simple safety devices.
- 6.Advantages of road safety.

Objectives

Students will be able:

- 1.State the meaning of safety.
- 2.State ways of keeping safe at home, school and on the road.
- 3.Understand the importance of safety for the individual, the family, the school, peers and the neighborhood.
- 4.To understand traffic and street dangers.
- 5.To understand the importance of asking an adult to help cross the street.

Teacher Guide

Day 1/Lesson 1- 15 Mins

- 1.Fill two clear containers with water.
2. Add sugar to one and salt to the other without students knowing which is which.
- 3.Ask students to guess which of the unlabeled bottles contain sugar and which one contains salt.
- 4.Discuss how difficult this is, and how difficult it is to know the contents.
- 5.Tasting would be very dangerous if you didn't know what was in the containers.
- 6.Stress the importance of reading labels and correctly labeling recycled containers.
- 7.Tell them some things we taste, smell, or touch can be very dangerous.
- 8.Explain the safety symbols (explosive, corrosive, flammable, and poisonous) found on clean, empty containers brought in by the teacher.
- 9.Follow up with a take-home activity "Safety

Guided Practice

Day 2/Lesson 2- 20 mins

1. Ask students to work in small groups to brainstorm safety rules everyone needs to follow: at home, at school, in very hot or cold weather, in case of fire, or while playing outside, eating, riding in cars, or interacting with animals.
2. Instruct each group to select one safety rule that the group identifies as very important to their safety.
3. Provide each group with markers.
4. Groups will divide a piece of large construction paper in half.
5. On one half, students are to create a poster image of a real or imaginary creature that has not followed their selected rule or is thinking about breaking it.
6. Encourage each group to demonstrate in their images what is likely to happen when safety rules are not followed.

Materials Required

- Clear containers
- bottles
- sugar
- Construction papers
- wax paper

Additional Resources

- <http://www.officerphil.com/lesson-stra>
- <https://archny.org/documents/2014/9/F>
- <https://www.albertahealthservices.ca/as>
- [tch-grade3-lesson3.pdf](https://study.com/academy/lesson/envi)
- <https://study.com/academy/lesson/envi>
- <https://www.pinterest.com/pin/45458>
- <http://roadsafetyweek.org/schools-coll>
- [plans](#)

Additional Notes

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Information/Instruction

1. Introduce the safety activities with cooperative problem solving, discussion, and sharing.
2. Fill a bag with safety props, such as a toy stop sign, a toy telephone, sunscreen, and a garbage bag.
3. Take each object out one at a time for discussion. Ask, "Why do we need this?" "How does it help us?" "What can we do with this object to keep us safe?"
4. Students might say that they use the sunscreen to protect their skin in the sun, the stop sign to keep cars from bumping into each other.

Teacher Guide

Symbols"

Day 3/ Lesson 3- 15 mins

1. Distribute strips of wax paper and have the students hold them up over their eyes.
2. Have the students pretend that the wax paper is fog or rain.
3. Explain that neither drivers nor pedestrians can see as well in bad weather.
4. Ask students to note: Which things are most easily seen through the wax paper?
Examples: light from the window, bright/light colors, etc.

Day 5/Lesson 5- 15 mins

1. Review the safety issues.
2. Ask the students about other road situations they have experienced, where they themselves felt scared or in danger, or where they saw others to be at risk.
3. Give them an opportunity to draw and write either about their own experiences or about something in the performance.
4. Ask them to think and write about what they would do or say in the situation to prevent an accident or avoid harm.

Guided Practice

7. Challenge the group to write safety reminders in the other half of their posters.
8. Provide an opportunity for each group to share their safety issue and artwork with classmates, as well as time for audience members to question the content of the presentation.
9. Display in a safety gallery as a reminder to other students in the school.

Day 4/Lesson 4- 15 mins

1. Take a walking tour of the roads around the school.
 2. Inspect possible routes beforehand then plan the journey with the children.
 3. Decide with the students what to look for with regard to road safety in the local environment: safe places to cross, availability of pavements, state of pavements, traffic lights, built environment, roads quiet or busy, provision for cyclists, safe places to play.
 4. Plan with the students:
 - where to go
 - when to go (day, time, weather)
 - what to wear
 - how to walk (in two's and three's, with assigned partners?)
 - what to look for
 - where to cross.
 5. Take digital photographs en-route.
 6. These could be made-up into a project book or used for display.
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	Teacher Guide	Guided Practice
Assessment Activity	Assessment Activity	
1. Based on individual responses, the you can assess their understanding of safe or unsafe environment.	1.	
Summary		