

EXTENSION ACTIVITY

BOOK TITLE
On Our Own

TOPIC
**Physical Activity and
Injury Prevention**

LENGTH
1 Lesson (1 Hour)

Essential Question



What are some basic safety tips that you should know?

LESSON OVERVIEW



In this lesson, the teacher guides the students to discuss basic safety practices, first aid tips, and the importance of taking responsibility, and to consider how they would act responsibly in specific situations. The lesson requires the active participation of both students and teacher.

REQUIRED MATERIALS

- ☞ Book: *On Our Own*
- ☞ Paper and writing tools
- ☞ Activity worksheet: **Problems and Solutions**

LEARNING CONNECTION

The students will think about safety tips, basic first aid, and how to act safely and responsibly. This builds on their understanding of the book *On Our Own*. In small groups and in a class discussion, students will think about how to apply what they have learned to real-life situations.

LEARNING ACTIVITIES



Class discussion before the reading.



Class discussion about the book.



Small group followed by whole class discussion about acting responsibly and safely in specific situations.



Completion of the **Problems and Solutions** activity worksheet.

READING VOCABULARY

first aid, hurt, safely, responsible

PRE-LESSON PREPARATION

1. Before the lesson, read the two scenarios about acting responsibly presented in Step 4 of the Lesson Plan. You will read these aloud to students in Step 4. You may want to think of some possible responses that students may provide and how to respond to their ideas.
2. Photocopy the **Problems and Solutions** activity worksheet and prepare cards for each student in your class.

1. Prompt a discussion about what it means to be “responsible.” Write the words “responsible” and “responsibility” on the board. Give a definition of “responsible.”

 **“Let’s talk about what being responsible means. There are a few different ways we talk about responsibility: being responsible, taking responsibility, and having responsibilities. Being responsible means doing things that are expected of you, and accepting the outcome of your actions, whether those outcomes are positive or negative. Having responsibilities means knowing the things that are expected of you, and doing them.”**

Introduce the meaning of the word “responsibility” by using the word as you give the students some examples of your responsibilities at school as their teacher.

 **“For example, some of my responsibilities at school are to teach you and keep you safe.”**

Ask the students to give examples of times when they acted in a responsible way.

 **“Name something you are expected to do at school. How did you do that task? Name something you are expected to do at home. How did you do that task?”**

Give students a chance to respond to these questions.

 **“These things are your responsibilities. When you do them, you are being responsible.”**

2. Read the book *On Your Own* to the students. Students may follow along in their own copies at their desks.
3. Ask the class about Timusie’s role in the story. Ask them to think about his relationship with his sister. Begin by asking about what he was responsible for and how he felt about this responsibility.

 **“What responsibility did Timusie’s parents give him every day after school? How did Timusie feel about walking his sister to their grandmother’s house after school?”**

Answer: He was disappointed because he didn’t want to miss playing hockey.

 **“Why did Timusie think he shouldn’t have to walk his sister to his grandmother’s home after school?”**

Answer: He didn’t think she would get hurt if she walked on her own.

Ask the class about the ways in which Timusie acted responsibly to keep Ally safe, and whether or not they think he changed his mind about being responsible. Give students a chance to respond.

 **“Can you tell me about some ways that Timusie acted responsibly to take care of his sister? Do you think Timusie changed his mind about whether Ally was safe coming home from school alone? Why do you think that?”**

4. Read aloud to the class one of the following prepared scenarios that you have already read ahead of time, as suggested in the **PRE-LESSON PREPARATION**.

Possible scenarios:

-  **“You are asleep in your bed at night. Then you hear the fire detector go off. No one else is awake. What do you do?”**

Answers might include: wake up your parents, siblings, or other people in the house.

-  **“You and your family visit a new community for the first time. There are a lot of people around, and suddenly you realize that you can’t find your family. You have been separated from them in the crowd. What do you do?”**

Answers might include: find a trusted adult (such as an RCMP officer, elder, or teacher) and tell them you are lost; describe your family to them and use your parents’ names, instead of “Mom” and “Dad” so they can help you locate them; stay in one place; do not leave the area that you came to with them.

-  **“You are playing outside when one of your friends falls and bumps their head on the ice. They start to cry. What do you do?”**

Answers might include: ask your friend if they are okay; find a trusted adult (such as a teacher, RCMP officer, or family member) and tell them your friend is hurt; explain to this trusted adult that your friend hit their head on the ice so they know why your friend is crying or upset.

Have the students share ideas about how they would act responsibly in this situation. Encourage them to use the words “responsible” and “responsibility” by saying them in your prompting questions and remarks.

-  **“How would you act responsibly in this situation? Whose responsibility do you think it might be to help out in this situation?”**

5. Divide the class into small groups. Read aloud one of your prepared scenarios from the **PRE-LESSON PREPARATION**. Give the students enough time to discuss in their groups how they would act responsibly in this situation. Then discuss their solutions as a class.

-  **“Remember to practice good listening and to allow each student in your group to have a turn sharing. Let everyone share an idea first. Listen with an open mind. Then discuss the ideas together. You don’t have to agree on only one way of being responsible, but see if you can.”**

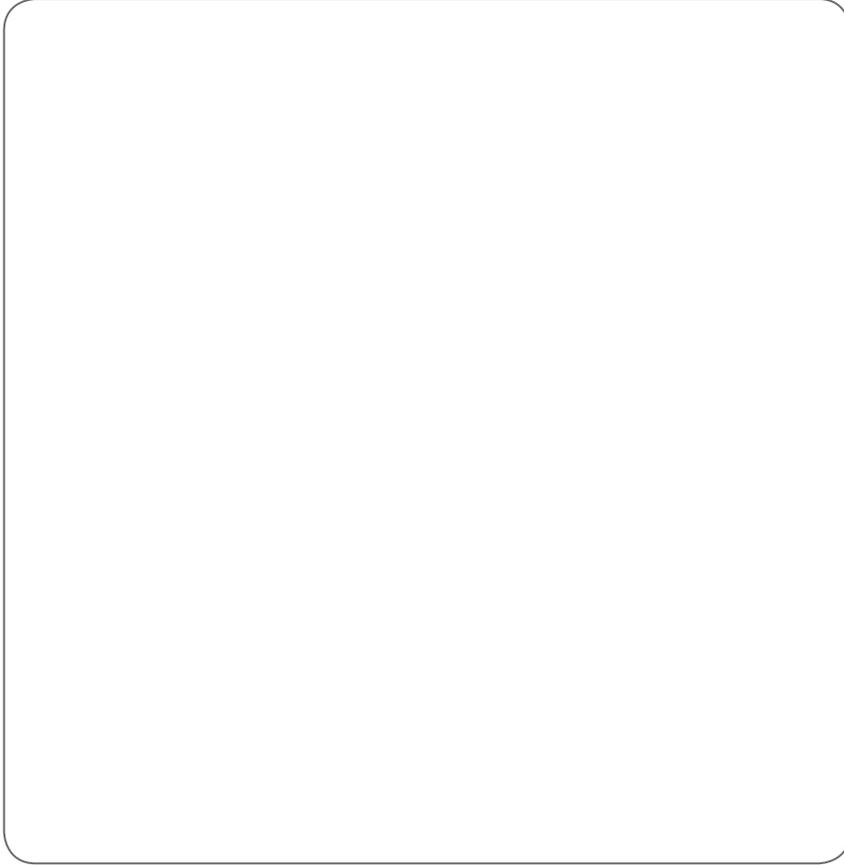
6. Hand out a copy of the **Problems and Solutions** activity worksheet to each student. Explain that they will draw a picture in one box to show the problem and draw a picture in the other box to show the responsible action that will solve the problem. Have students write one or two sentences at the bottom of their activity worksheet to explain their drawings, using the words “responsible” and “responsibility.”
7. **Optional:** Invite the small groups to come up with their own scenarios, record them, and discuss responsible solutions. They can choose one scenario to share with the other groups and challenge them to come up with safe solutions. The groups can compare their solutions.

SHARING AND DISPLAYING (CLASSROOM REINFORCEMENT)

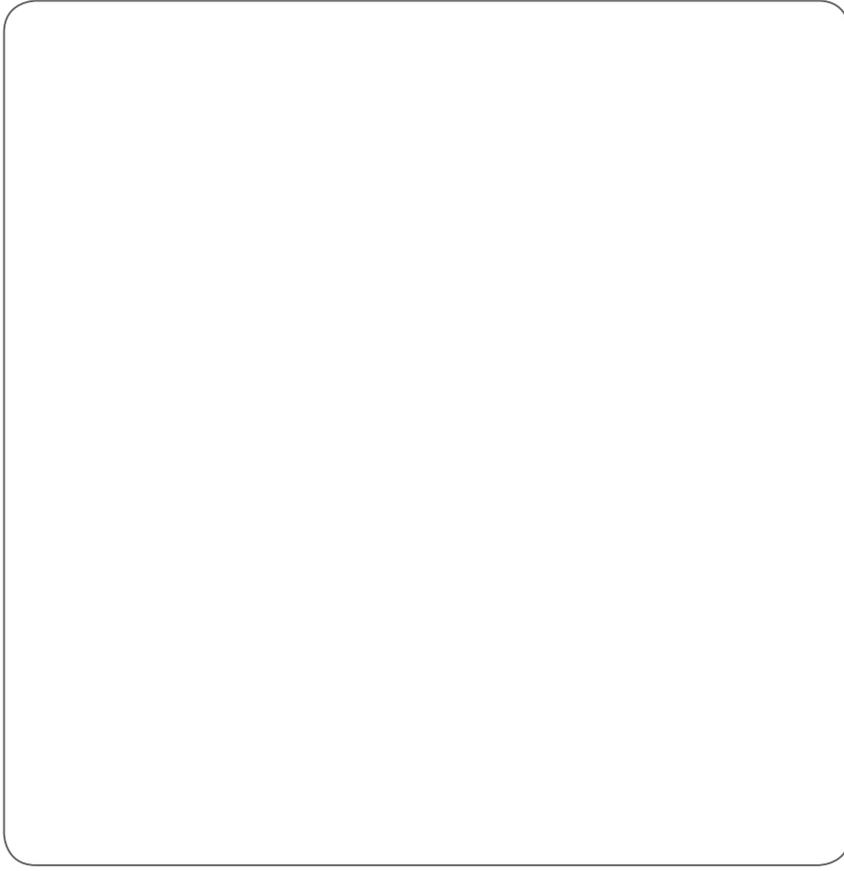
1. Have the groups share their responses to your scenario with the class. Have the class discuss which ones are examples of acting responsibly and why.
2. Have the groups post their recordings for the class to view.

Name: _____

Problems and Solutions



Draw a picture of a problem that you have encountered at home or at school.



Draw a picture of a solution to that problem.

Write a sentence to explain the drawings using the words “responsible” or “responsibility.”
