



## EXTENSION ACTIVITY

# LEVEL 3

BOOK TITLE  
**Staying Safe**

LENGTH  
**2 Lessons**  
(30-40 minutes each)

### Essential Question



How do people stay safe?

### Lesson Overview



In this lesson, the teacher discusses with the students how children and adults stay safe. After the teacher guides the class on a safety walk around the school grounds, the students will dress paper figures in safety gear and protective clothing.

### REQUIRED MATERIALS

- ☞ Book: *Staying Safe*
- ☞ Activity worksheet:  
**Figures of People**
- ☞ Activity worksheet:  
**Dress for Safety**
- ☞ Scissors

### LEARNING ACTIVITIES



Class discussion about the book.



Complete the **Dress for Safety** activity worksheet.



Safety walk with students around the school.

### LEARNING CONNECTION

At the beginning of this lesson, the students talk about how children and adults stay safe. On the safety walk, the teacher helps the students consider how different people, tools, and processes help to keep them safe in and around the school, and what they can do to stay safe. This builds on their understanding of the book *Staying Safe*.

### READING VOCABULARY

*Helmet, nurse, seat belt, life jacket, firefighter, teacher.*

### PRE-LESSON PREPARATION

1. Photocopy one **Figures of People** activity worksheet for each student.
2. Photocopy one **Dress for Safety** activity worksheet for each student.
3. Cut out the items from the **Dress for Safety** activity worksheet and the figures from the **Figures of People** activity worksheet so they are pre-cut for each student.

## LESSON 1 PLAN

1. To begin the lesson, take the class on a safety walk through the school and (weather permitting) any outdoor property, such as playgrounds, playing fields, or parking lots. As you go, point out and describe three main things:
  - ☛ Trusted adults (principal, teachers, nurse, caretaker, counsellor, school custodian)
  - ☛ Safety equipment (fire extinguishers, smoke detectors, fire alarms, ceiling sprinkler system, signage such as “no entry,” “poison,” “watch for pedestrians,” “stop,” and so on) and explain what it does
  - ☛ Potential hazards or hazardous locations (stairs, furnace room, hot water pipes, open electrical sockets, parking lot, bus stop, and so on) and explain how students are kept safe from them or can follow rules to keep themselves safe.
2. End the safety walk by explaining how to be safe outside of the school. If weather permits, take the students outside to see the School Zone sign near your school. If you prefer to keep your class indoors, you may wish to show the class a picture of the sign.



**“Many cars and trucks drive by our school. Can you see this sign? It tells drivers that there are children here. It tells them to go slowly near our school. Our school put up signs like this to help keep you safe.”**

## LESSON 2 PLAN

1. Read the book *Staying Safe* with the students. Then tell the students that it is important they feel safe and are safe in their school. Ask the students who they think the people at school are that can help them stay safe every day.

Answers: teachers, principal, nurse, counsellor, school custodian.

2. With the students, brainstorm ways these people can keep the students safe. Ask the students specific questions about how the people at the school can keep them safe.



**“What does the principal do? How does this help keep us safe?”**

Answer: principal puts up safety signs to make sure people drive slowly near the school and makes sure there are smoke detectors and fire extinguishers in the school.



**“What do the teachers do? How does this help keep us safe?”**

Answer: teachers make sure students are playing and learning safely.

3. Continue brainstorming with the students, but now ask them to act out how these people keep the students safe, too.



**“What does the custodian do? How does this help keep us safe?”**

Answer: the custodian keeps the hallways clean and dry and keeps the walkways outside the school clear so no one slips.



**“Act out what the custodian does to keep us safe.”**

**“What does the nurse do? How does this help keep us safe?”**

Answer: the nurse helps students when they are not feeling well or are injured.



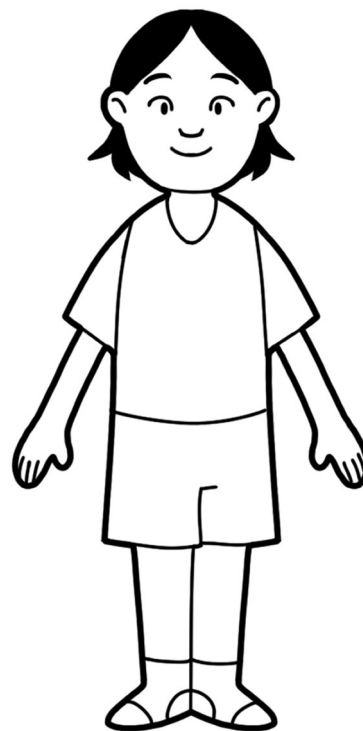
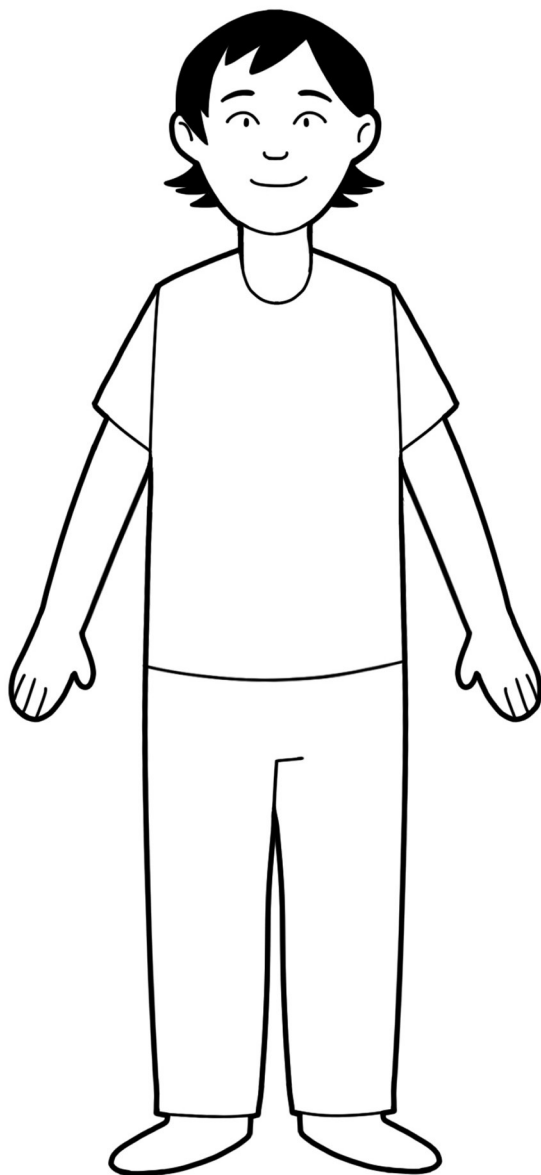
**“Act out what the nurse does to keep us safe.”**

4. When time permits, or after you have reviewed the book again, give each student one **Figures of People** activity worksheet, one **Dress for Safety** activity worksheet, and scissors. Tell them to cut out the two figures and the safety gear or protective clothing, and dress each figure in safety gear. Depending on the age level and scissor skills of your students, you may need to help students with the cutting.
5. **Optional:** Have pairs of students share fictional stories about the figures on the worksheet and how their safety gear helped to keep them safe and protected in different situations.

Name: \_\_\_\_\_

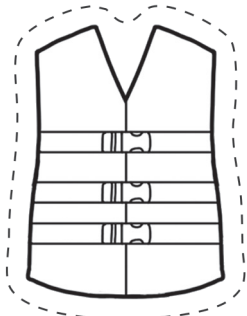
# Figures of People

Dress each of these people with the protective clothing or safety gear cut-outs from the worksheet.



# Dress for Safety

Cut out the pictures of safety gear or protective clothing.  
Paste the articles of clothing onto to the **Figures of People** activity worksheet.



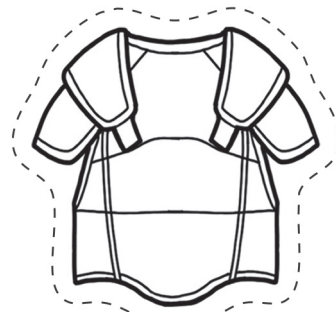
**Child's life jacket**



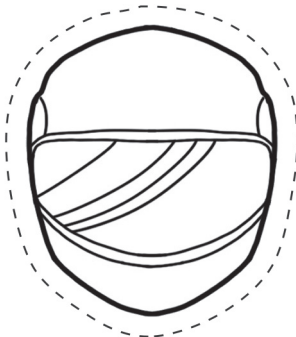
**Mittens**



**Fireproof jacket**



**Shoulder pads**



**Snowmobile helmet**



**Hockey gloves**



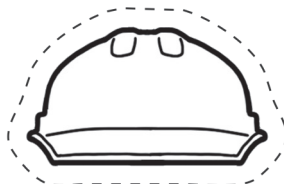
**Hockey helmet**



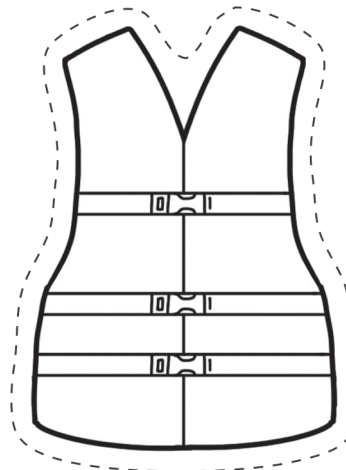
**Bike helmet**



**Hockey pants**



**Hard hat**



**Adult's life jacket**