

Who? What? Where? Take Care!

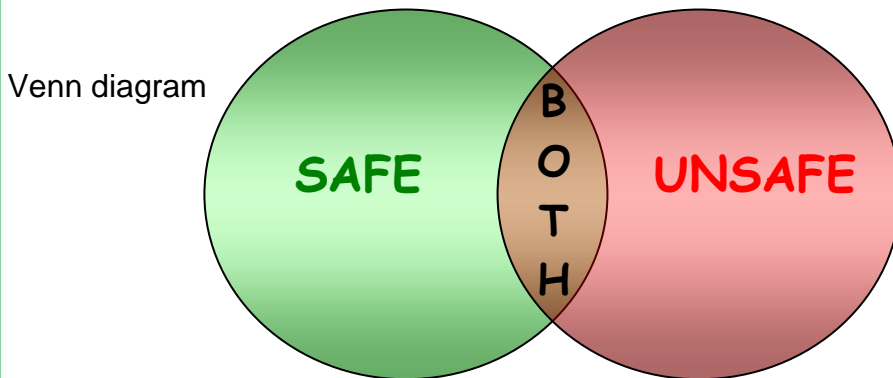
Teacher Follow up Activities

The follow-up activities for "Who? What? Where? Take Care!" provide pupils with opportunities to achieve Foundation Phase learning outcomes from the Framework for Children's Learning of 3 to 7 year olds in Wales 2008.

Who? What? Where? Take Care!	Literacy and Numeracy Framework	Links with the Framework for Children's Learning of 3 to 7 year olds in Wales 2008.	
		Skills	Range
		<p>The following activities provide opportunities to meet aspects of Personal Development (PD), Social Development (SD) and Welfare(W)</p>	
1. Introductory activity	L(O)sp L(O)l L(O)c&d N(UDS)pad	<ul style="list-style-type: none"> To be more aware of personal safety(PD) Take responsibility for their own actions.(SD) Value and contribute to their own wellbeing and the wellbeing of others. (W) Develop an understanding about dangers in the home and outside environment.(W) Understand that medicines are taken to make them feel better and that some drugs are dangerous. (W) 	
2. Home activity	L(O)sp L(O)c&d	<ul style="list-style-type: none"> Understand that medicines are taken to make them feel better and that some drugs are dangerous. (W) 	
3. Denlee Park - Needle Safety	L(O)sp L(O)l L(O)c&d	<p>Activities that</p> <ul style="list-style-type: none"> Contribute to their own safety Allow them to make healthy choices and to develop and understand their bodies and how to keep them safe and healthy Allow them to solve problems and discuss outcomes 	



1. Introductory activity - To undertake this activity and 'connect' with the previous lesson the teacher will require a found bag with real objects or pictures of objects (1.a) or alternatively labels to create your own resources and two hoops. As an introduction the teacher should ensure that the pupils understand how to use hoops to create a Venn diagram as the children will be working in small groups to sort found objects into 'safe', 'unsafe', or 'both' (1.b) using hoops to create a Venn diagram



Venn Diagram Safety Activity - Divide the class into small groups (4-6 pupils). In turns, ask each group to select a picture (2.a) or object from the found bag. Ask the children to take it in turns and consider each object one at a time. They should decide between them where in the hoops ('Venn diagram') to place each object according to whether they think they are 'safe', 'not safe' or 'both'. Tell the children they need to talk about each object and agree on their decision.

a. Ask the children to consider the objects put in 'unsafe'. The teacher to facilitate the following questions with the class:

- Why are they unsafe?
- What objects are in both?
 - How can an object be both 'safe' and 'unsafe'?

b. Take an object from 'safe', e.g. bottle of 'Calpol' and move it into 'both'.

Ask the children to consider how 'Calpol' or another object could be both 'safe' and 'unsafe'.

c. Discuss with the children should they always decide whether something is safe or not or would they need to be advised by an adult they trusted. *How do we know if we can trust someone?* This is a good question to ask the children.

d. Challenge any misconceptions, e.g. two blue liquids being safe e.g. fizzy blue pop or blue bleach *Are all blue liquids the same? Can some blue liquids be safe and some dangerous?* This could lead to a further Venn diagram activity using blue liquids.

e. Another question could be *can something be safe to clean the house, but unsafe if we drink it? Or, would we use something we drink to clean the house?* This could lead to further Venn diagram activities. Clearly you can drink water and use it to help clean the house, but we wouldn't do that with squash or tea.

2. Home Activity - Include a safety survey of a generic house. Either, use the power point (2.a.) as a class activity facilitated by the teacher or download the worksheet (2.b.) for the pupils to work in pairs. Using the drawing of the house, pupils could label where medicines are kept and indicate with a tick or cross whether their location is safe or unsafe. Teacher to facilitate discussion and reinforce the main safety messages while discussing the pupil's answers

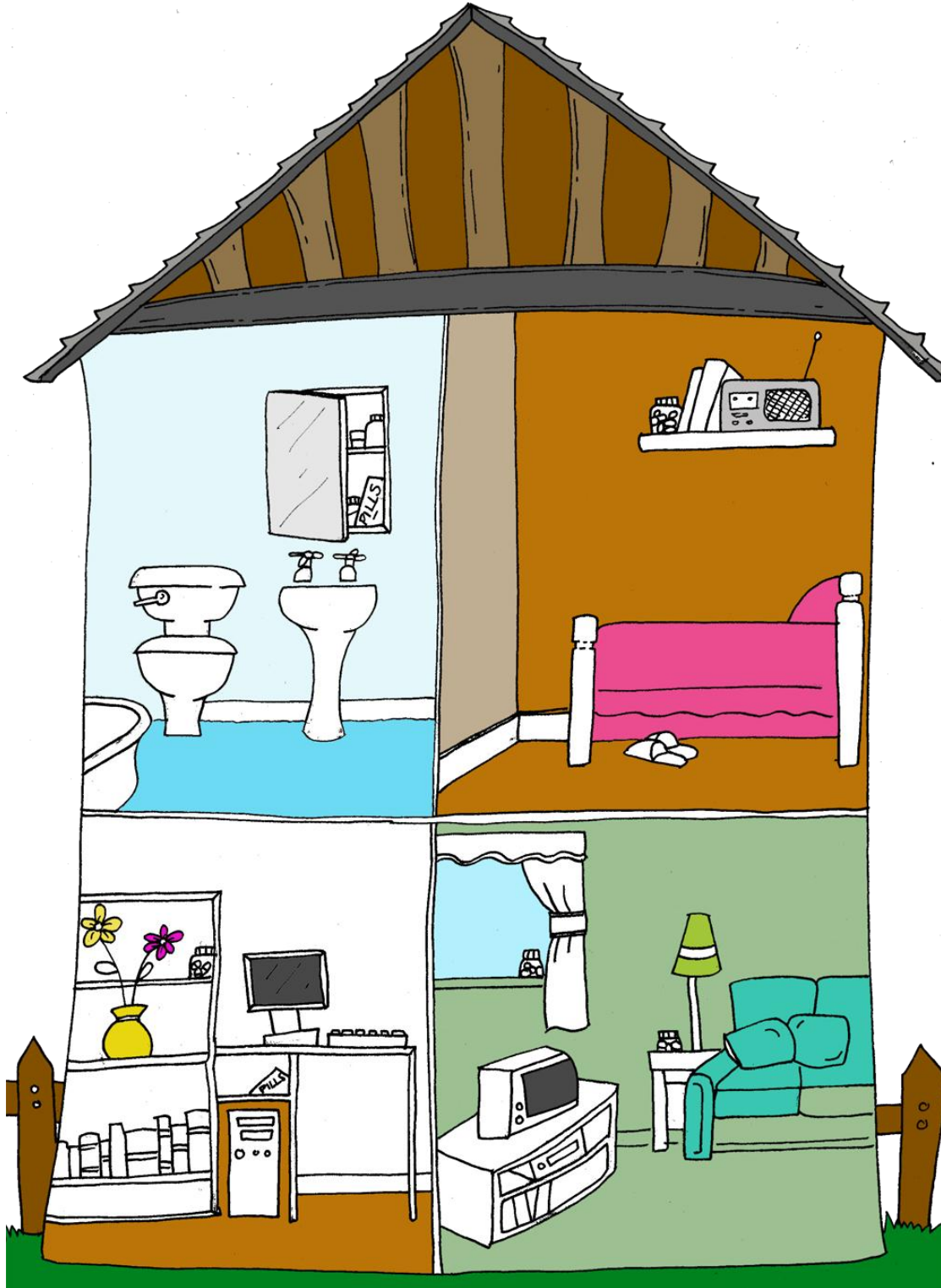
3. Denlee Park - Needle Safety - Ask the pupils where they like playing with their family and friends. Choose a few pupils to feedback. If children respond by naming unsafe places, draw their attention to the fact that they are unsafe and explore with the pupils why? Remind the children that they would usually be with a trusted adult when out and about but sometimes their parents/carers will trust them to make sensible choices and keep themselves safe. Tell the pupils that they will now watch a short film Denlee Park (3a) about Jodie and David who visit a local park. Following the film ask the pupils to consider;

- **What did the children find?**
- **Why was David told to 'stop!' and not to pick up the needle?**
- **What did Jodie and David do after they found the needle?** (reiterate that only in an emergency should you dial 999)

Ask the pupils where should needles be stored? Using the photograph cards (3b) explain to the class that each group will be given a set of photographs showing a variety of safe and unsafe places to store needles. Ask each group to look at each picture card in turn and to discuss if it shows a safe or unsafe place to store needles. Once the group have agreed they can then place the photograph on the appropriate safe or unsafe sheet (3c). If necessary the film can be shown again to reinforce the key safety messages of storing needles in a safe place and to not touch needles if found at home or anywhere.



2b. The Home



2b. The Home

