

BE SAFE!



**AN ACTIVITY BASED RESOURCE PACK ON
ROAD SAFETY, FIRE SAFETY AND WATER SAFETY**



Comhshaol, Oidhreacht agus Rialtas Áitiúil
Environment, Heritage and Local Government

RSA

BE SAFE!

AN ACTIVITY BASED RESOURCE
PACK ON ROAD SAFETY,
FIRE SAFETY AND WATER SAFETY

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The Road Safety Authority

Moy Valley Business Park, Primrose Hill, Dublin Road, Ballina, Co. Mayo.

Lo-Call: 1890 50 60 80
Tel: +353 (0) 96 25000
Fax: +353 (0) 96 25252
Email: info@rsa.ie
Website: www.rsa.ie

The Road Safety Authority (RSA) is a statutory organisation created by the Road Safety Authority Act 2006. The RSA was established on September 1st 2006.

The aim of the RSA is to save lives and prevent injuries by reducing the number and severity of collisions on the road.

The RSA has a number of resources available for teachers. Further information can be found on the website **www.rsa.ie**

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Irish Water Safety

The Long Walk, Galway, Co Galway

Lo-Call: 1890 420 202
Tel: +353 (0)91 564400
Fax: +353 (0)91 564700
Email: info@iws.ie
Website: www.iws.ie

Irish Water Safety is the statutory voluntary body established to promote Water Safety in Ireland.

IWS has a number of resources available for teachers. These can be obtained by contacting Irish Water Safety, **www.iws.ie** or Lo-Call 1890 420 202.

Irish Water Safety also has a Primary School Programme exclusive to schools. It is called PAWS (Primary Aquatics Water Safety). It was developed when Aquatics was introduced into the Primary School Physical Education Curriculum.

More details and resources are available on our website.

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The Department of Environment, Heritage and Local Government

Department

Switchboard: +353 (0) 1 888 2000
Lo-Call: 1890 20 20 21
Website: www.environ.ie/en/LocalGovernment/FireSafety/
and www.firesafetyweek.ie

The Department of Environment, Heritage and Local Government is responsible for the promotion of fire safety on a national level, and focuses particularly on fire safety in the home.

The Department works closely with fire service personnel in the local authority system and aims to increase public awareness and positively influence public attitudes and behaviour in relation to fire safety.

There are two fire safety programmes specifically aimed at primary school children. The "Safety Team" primary schools programme is delivered by local firefighters in schools around the country and is aimed at third class pupils. A fire safety DVD called "Tinteán Slán" was launched recently and will be used by teachers to educate pupils about various aspects of fire safety.

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FIRE SAFETY



FIRE SAFETY

ROAD SAFETY

JUNIOR & SENIOR INFANTS

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SPHE Strand: Myself

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Strand Unit: Safety and Protection

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Safety Issues: Realise and understand that rules are necessary in order to protect people and keep them safe

Explore how collisions might be prevented
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LESSON ONE junior & senior infants



Theme

- Crossing the Road

Objectives

- Crossing with an adult
- Learning how to cross the road safely

Key Learning Points

- Safe crossing places
- Dangerous crossing places

TEACHING APPROACH

WORKSHEET ONE: IS IT SAFE TO CROSS HERE?

EACH PAIR NEEDS:

- A copy of Worksheet One
- Crayons
- Scissors
- 2 blank sheets of paper
- Adhesive

TALK ABOUT IT:

1. Why do we have to be very careful when crossing the road?
2. What might happen if we aren't careful? How might a collision/incident happen?
3. Why do you think you should always hold a grown-up's hand when crossing the road?
4. Can you think of some safe crossing places? Why are these places safe?

PELICAN CROSSING:

This has a set of lights for drivers and a set of lights for pedestrians. We stop and face the direction in which we want to go. We push the button and wait for the lights. If the person is red, we wait. If it is green, it is safe to cross. If the green person is flashing - or it is flashing amber/orange - do not start to cross. Wait for the green person to light up.

ZEBRA CROSSING:

This is marked with yellow flashing beacons. The crossing area is marked with black and white zebra strips.

STOP: and face the direction in which you want to go.

LOOK both ways and make sure all traffic has stopped.

LISTEN: can you hear anything speeding down the road?

When you are sure the traffic has stopped completely, look once more. Then go directly to the other side of the road.

TOUCAN CROSSING:

These are fairly new and found only in urban areas. Both pedestrians and cyclists push the button and wait for the lights.

SCHOOL WARDEN (LOLLIPOP PERSON):

When coming to school and leaving school, wait until you are told it is safe to cross. Then go directly to the other side of the road.

JUNIOR SCHOOL WARDENS:

If your school has Junior School Wardens, children should learn to cross with their guidance, as with adult School Wardens.

ACTIVITY: PARTNER WORK

1. Divide the class into working partners. Give each pair a copy of Worksheet One.
2. First, talk about the pictures with the children. What are the children doing in each picture? Do you think they will be safe? Why? Why Not?
3. Give each pair scissors, blank paper adhesive and crayons.
 - Cut out the pictures. Divide them according to SAFE and UNSAFE.
 - One partner colours the SAFE pictures while the other colours the UNSAFE pictures
 - Paste SAFE things on one sheet of paper.
 - Paste UNSAFE things on another sheet of paper.
4. Children discuss their choices as a class.



THE ROAD SAFETY AUTHORITY SAYS...

Wherever possible, children should be given the opportunity to see these Protected Crossing places and learn how to cross with an adult. Emphasise the importance of holding an adult's hand.

IS IT SAFE TO CROSS HERE?

Colour the circle **GREEN** if it is safe.

Put a **RED X** in the circle if it is not safe.

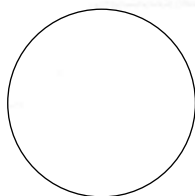




IS IT SAFE TO CROSS HERE?

Colour the circle **GREEN** if it is safe.

Put a **RED X** in the circle if it is not safe.

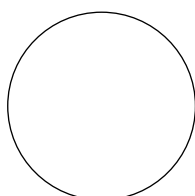
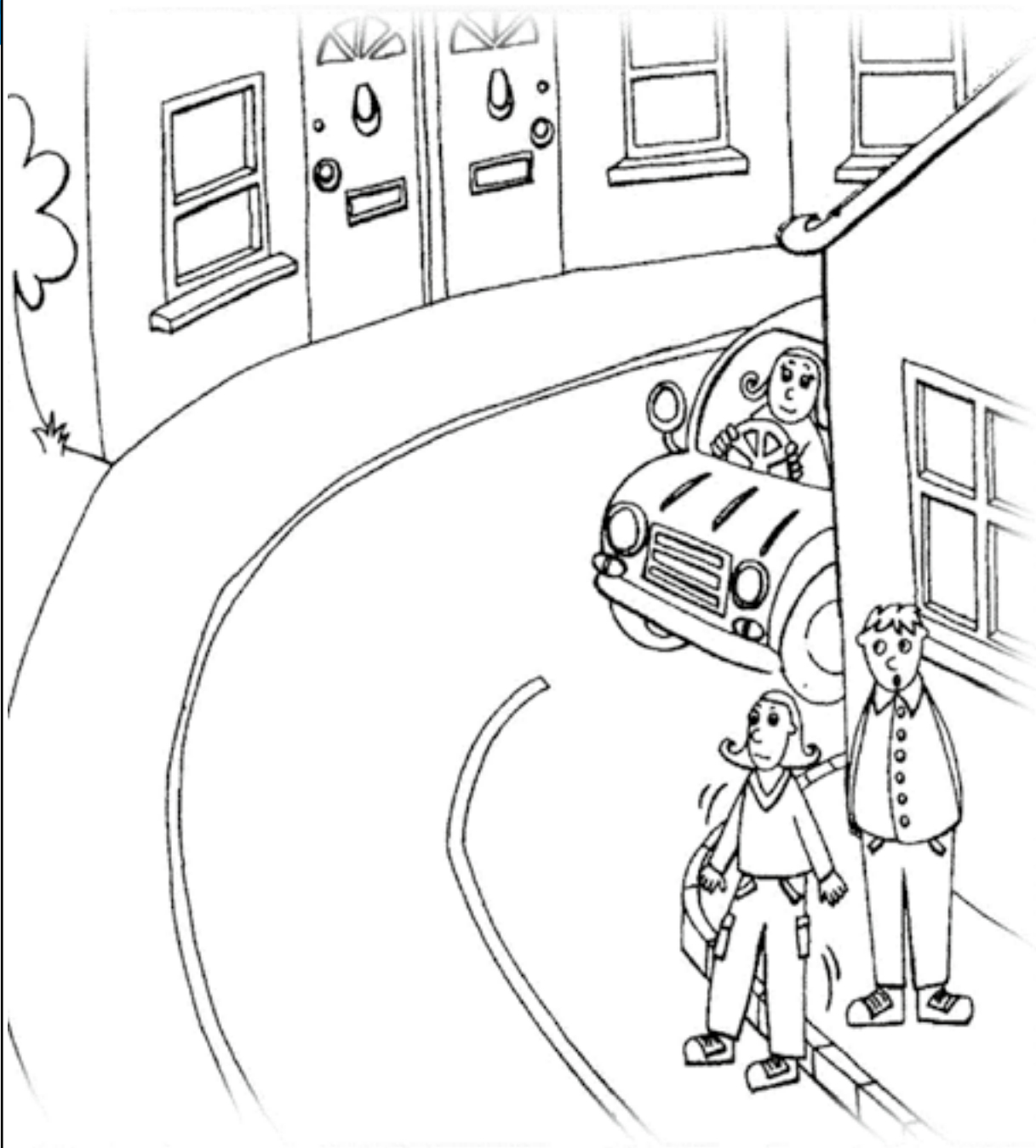




IS IT SAFE TO CROSS HERE?

Colour the circle **GREEN** if it is safe.

Put a **RED X** in the circle if it is not safe.

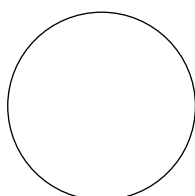




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Colour the circle **GREEN** if it is safe.

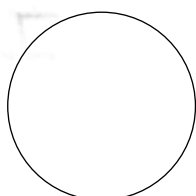
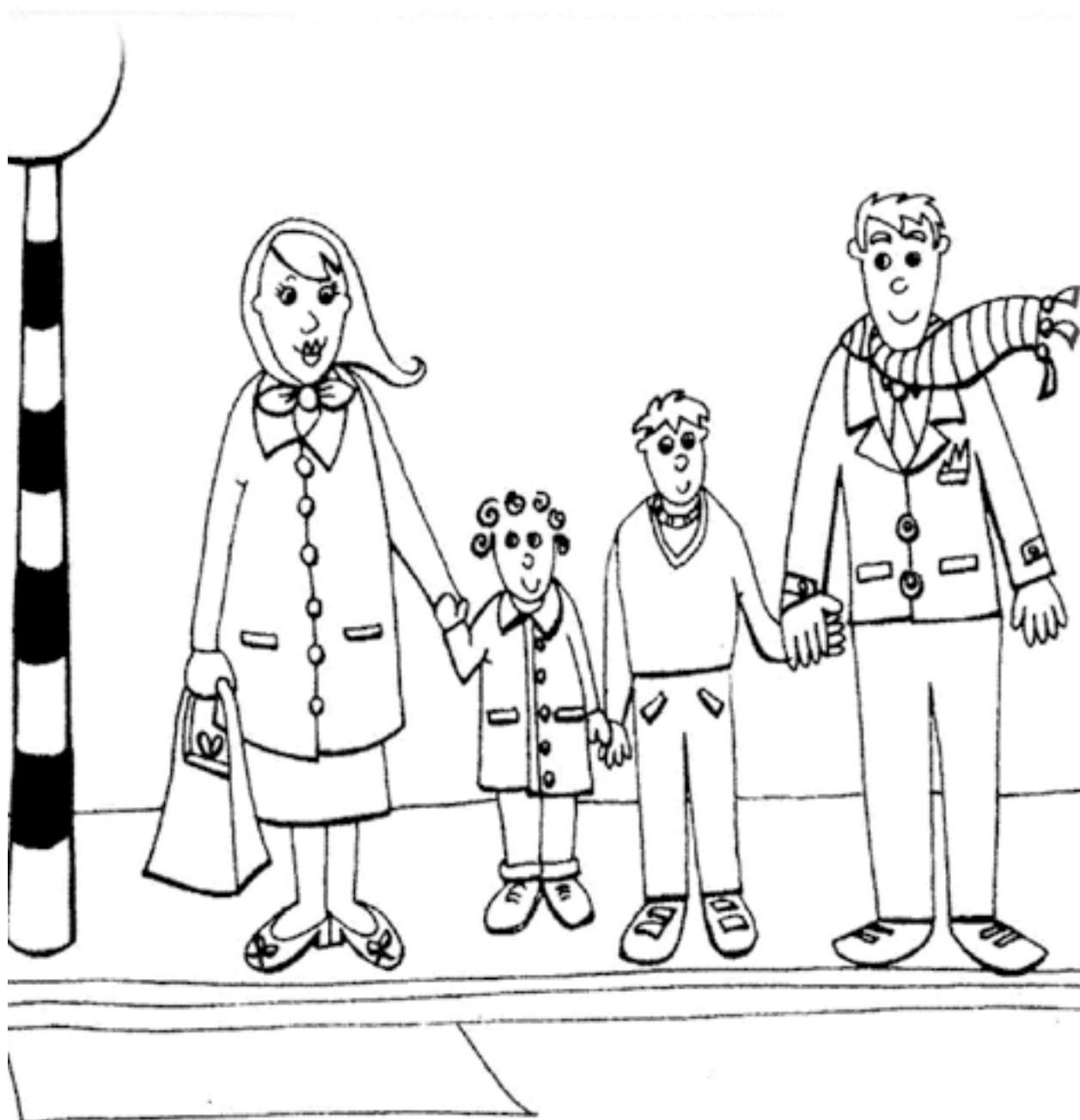
Put a **RED X** in the circle if it is not safe.



IS IT SAFE TO CROSS HERE?

Colour the circle **GREEN** if it is safe.

Put a **RED X** in the circle if it is not safe.

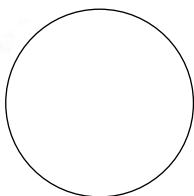
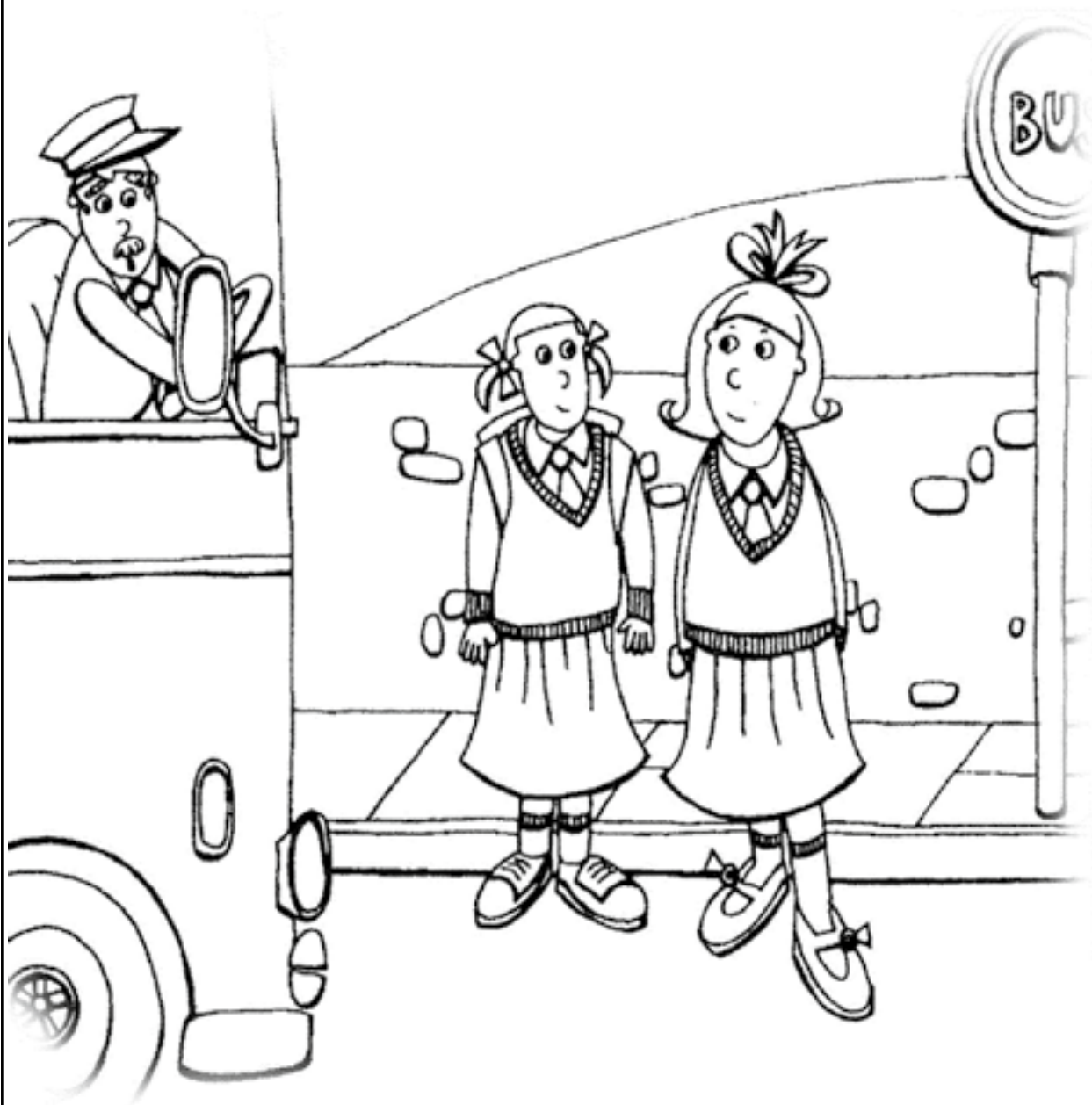




IS IT SAFE TO CROSS HERE?

Colour the circle **GREEN** if it is safe.

Put a **RED X** in the circle if it is not safe.



LESSON TWO junior & senior infants



Theme

- Practise Safe Crossing

Objective

- Showing young children how to cross the road safely

Key Learning Points

- Safe crossing places
- Dangerous crossing places

TEACHING APPROACH

In Lesson 1, the children were presented with the theory of safe crossing. This must be re-enforced with repeated practice. Each school will have its own crossing regime, and each will have its own specific problems.

- Take an "observation walk" with the children. Point out any dangers near the school and discuss them with the children. Is there a footpath? Are there things which could hide the children from the view of motorists? These may be litter bins, post boxes, lamp posts, bushes, trees. Pay particular attention to any marked cars along the route.
- If there is a Protected Crossing Place near the school (Zebra, Pelican, Toucan), show the children how to use this place correctly. Remind them of the importance of stopping, looking and listening, and holding an adult's hand when crossing the road.
- If your school has Junior School Wardens, ask them to practise with the children.
- Learn the Safe Cross Rhyme on page 10.

CLASS ACTIVITIES

Practise safe crossing skills in the school yard.

1. ROLE PLAY:

Children take turns being the School Warden while others practise crossing safely.

2. CIRCLE GAME:

This game will help the children understand why it is dangerous to cross on a blind bend/corner.

- Children stand in a circle, facing outwards.
- Choose one child to be a car. Choose another child to be the pedestrian.
- "The Car" starts to move around the circle.
- The pedestrian must wait until he/she thinks it is safe to move.
- What happens? What do the children discover? Help them understand the safety rule:

"We should never cross the road at a bend"



THE SAFE CROSS RHYME

STOP, LOOK and LISTEN
Before you cross the street.
Use your EYES...
Use your EARS...
And THEN use your FEET!



THE ROAD SAFETY AUTHORITY SAYS...

- The most vulnerable road users crossing the road are children aged 10 and under. The Road Safety Authority recommends that children under 10 should not cross the road on their own.
- Young children need repeated reminders and demonstrations. Once is never enough!
- Young children should always hold an adult's hand when crossing the road.
- As grown-ups, we must set a good example for our children when crossing the road.

LESSON THREE junior & senior infants



Theme

- Travelling Safely

Objective

- Learning how to be safe when travelling by car or public transport

Key Learning Points

- Safe behaviour when travelling in a car
- Safe behaviour when travelling by bus, mini-van or mini-bus

TEACHING APPROACH

WORKSHEET TWO: ARE THEY SAFE?

EACH CHILD NEEDS:

- A copy of Worksheet Two
- Red and green crayons

TALK ABOUT IT:

1. Ask who comes to school by car/by bus/other public transport.
2. Talk about how children should behave when travelling to school by car.
 - Sit in the back seat, be sure you are secured into the appropriate child car seat.
 - Don't lean out of windows.
 - Don't misbehave and distract the driver.
 - Always wait until you are told it is safe to
 - Get out of the car on the pavement side only.
3. Talk about how children should behave when travelling to school by bus, mini-van or mini-bus.
 - When you are waiting for the bus to come, stay well back on the footpath or grass verge
 - Don't push or shove when getting on the bus
 - Take your seat in the bus and stay there until the bus stops completely.
 - Leave the bus without pushing and shoving.

ACTIVITY:

1. Distribute copies of Worksheet Two with red and green crayons.
2. Talk about the pictures. What are the children doing in each one?
3. Find the safe children. Tell why they are safe.
4. Find the children who are not safe. Tell why they are not safe
5. Draw a green circle around YES if the children are safe.
6. Draw a red circle around NO if children are not safe.

CIRCLE TIME:

Remind the children of what they have learned.

Show students the pictures from Worksheet One and Worksheet Two.

- Show a picture to the children.
- If the picture shows a safe situation, ask the children why it is safe. What do they learn from these pictures.
- If the picture shows a dangerous situation, ask what might happen next. Then ask the class what they would tell the children to keep them safe.

FOLLOW-UP SUGGESTIONS

1. Make a class list of Road Safety Promises
Examples:
 - "I promise to cross the road with a grown-up."
 - "I promise to hold a grown-up's hand when I cross the road."
 - "When I am on the school bus, I promise..."
 - "When I see the School Warden, I promise..."
2. Invite the Road Safety Officer from your Local Authority and/or the Garda Liaison Officer to visit the school/class.



THE ROAD SAFETY AUTHORITY SAYS...

Children under the age of 12 should not ride bicycles in any type of traffic!

Research shows that children under 12 do not have the skills and experience required to be safe in traffic on their own and should only cycle accompanied by an adult or responsible person.

Parents should decide whether their child is fit to cycle on public roads. When doing so they should be confident that their child possesses the appropriate skills and training. It is important that children understand and are protected against potential hazards.

For this reason, Bicycle Safety is not discussed until the 3rd/4th class section.

Teachers wishing to discuss Bicycle Safety with younger children should refer to page 40 for Bicycle Safety Rules.



ARE THEY SAFE?

Is the child safe?

If the child is safe, draw a **GREEN CIRCLE** around YES.
If the child is not safe, draw a **RED CIRCLE** around NO.



YES

NO



ARE THEY SAFE?

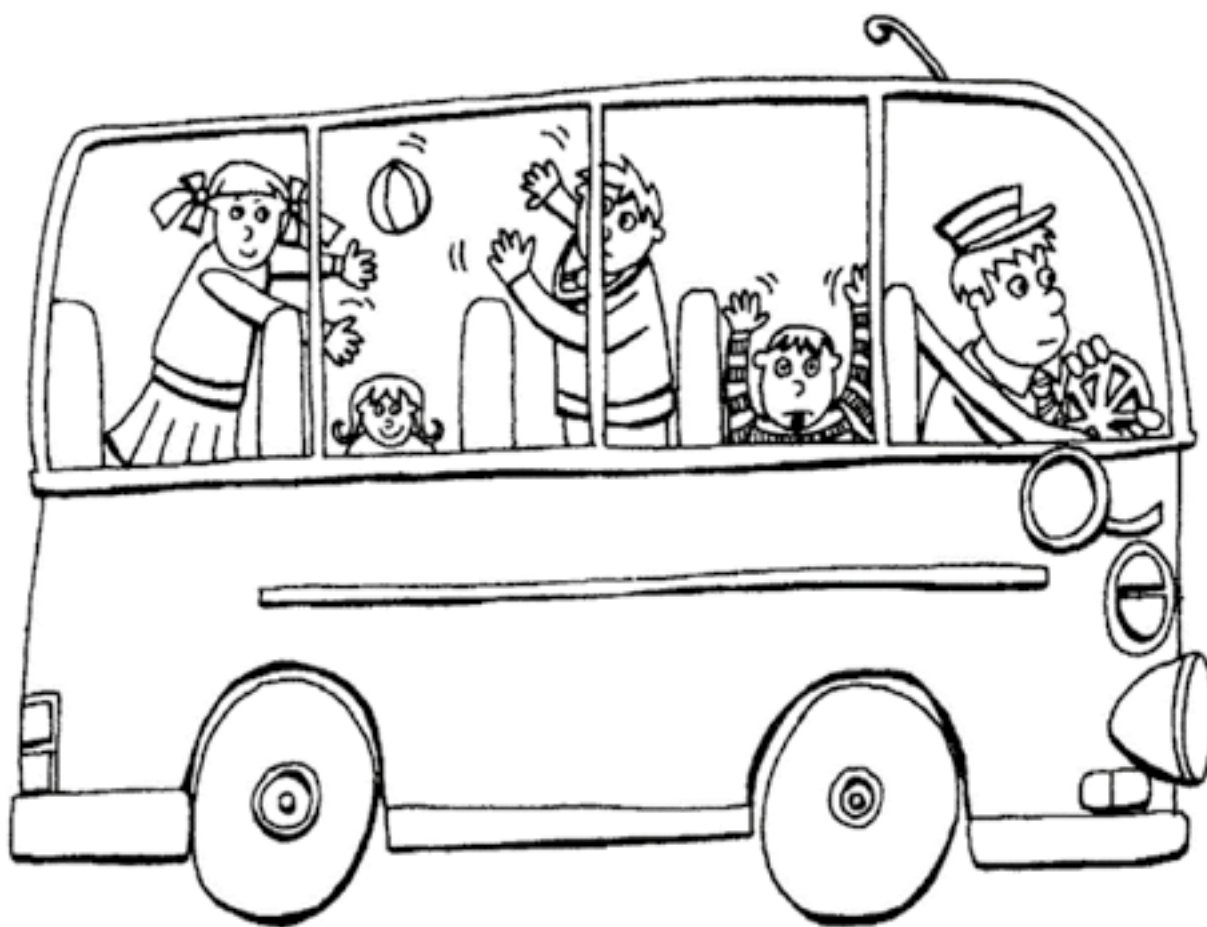
Are the children safe? If the children are safe, draw a **GREEN CIRCLE** around YES. If the children are not safe, draw a **RED CIRCLE** around NO.

**YES****NO**



ARE THEY SAFE?

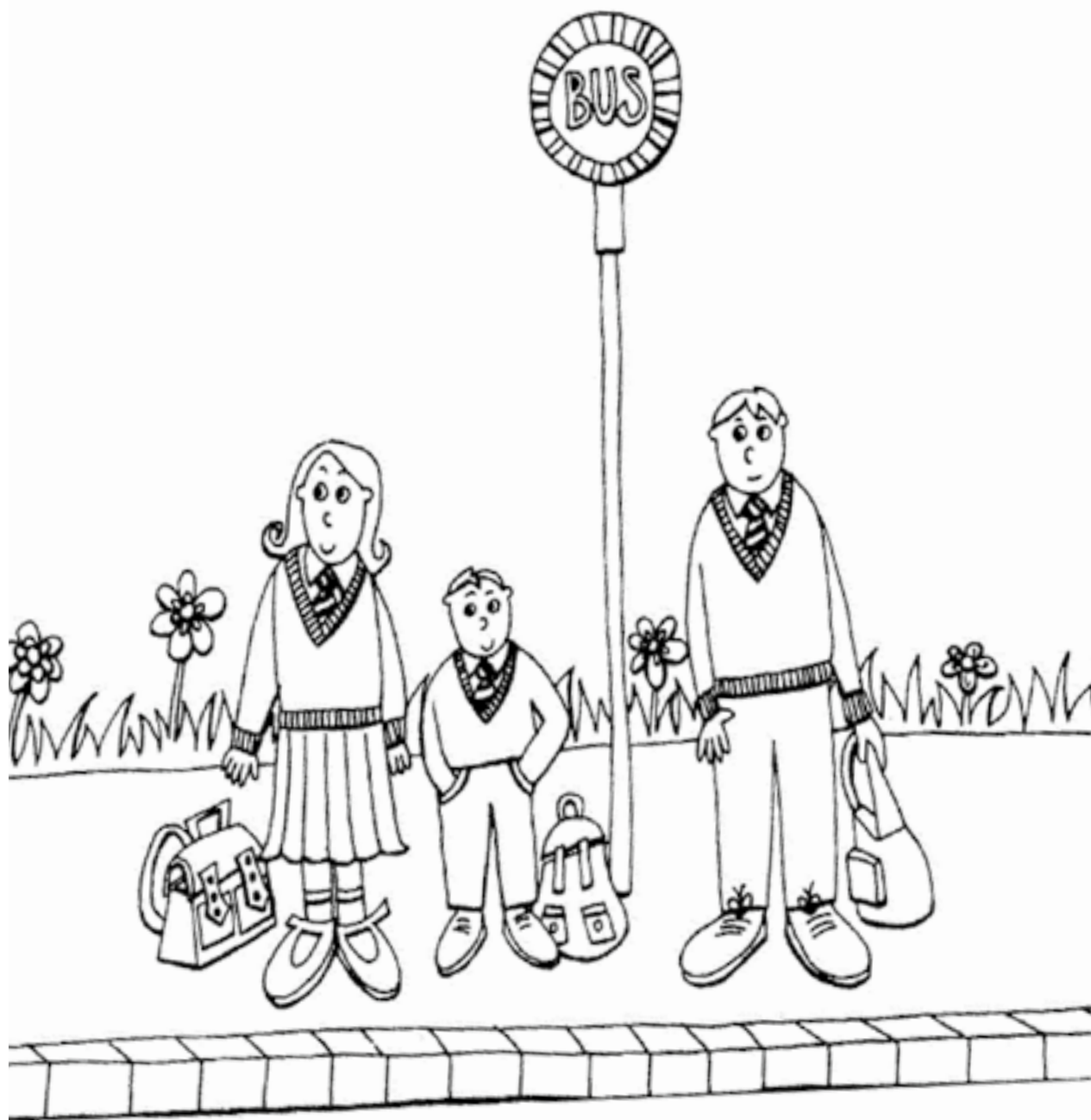
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**YES****NO**



ARE THEY SAFE?

Are the children safe? If the children are safe, draw a **GREEN CIRCLE** around YES. If the children are not safe, draw a **RED CIRCLE** around NO.

**YES****NO**

ARE THEY SAFE?

Are the children safe? If the children are safe, draw a **GREEN CIRCLE** around YES. If the children are not safe, draw a **RED CIRCLE** around NO.



YES

NO



ARE THEY SAFE?

Is the child safe?

If the child is safe, draw a **GREEN CIRCLE** around YES.
If the child is not safe, draw a **RED CIRCLE** around NO.



YES

NO



ROAD SAFETY

FIRST & SECOND CLASS

.....
SPHE Strand: Myself

.....
Strand Unit: Safety and Protection

.....
Personal Safety: Identify risky behaviour and
 examine its consequences

.....
Safety Issues: Recognise how collisions/incidents
 might be caused and what can be done
 in order to prevent them happening

 Become familiar with and understand
 the need to adhere to safety rules
.....



LESSON ONE first & second class



Theme

- Walking and Crossing Safely

Objective

- Learning that careless walking and crossing can cause collision/incidents

Key Learning Points

- How to be safe when walking and crossing roads
- The dangers of walking or crossing in the wrong place

TEACHING APPROACH

WORKSHEET ONE: FIND A SAFE PATH

EACH PAIR NEEDS:

- A copy of Worksheet Three
- Coloured pencils
- Pencil

TALK ABOUT IT:

1. Ask the children to talk about a route which they would normally walk – to/from school, to/from local shops, visiting friends or family.
2. What kinds of vehicles do they see along this route?
 - In cities and towns – Cars, truck, motorcycles, bicycles, delivery vans, big lorries, buses, taxis
 - In the countryside – Most of the above, plus farm vehicles
3. Can you think of any dangers?
 - In cities and towns – Constant, busy traffic; lots of noise and people to distract us; careless drivers; careless cyclists.
 - In the countryside – Sporadic traffic may make us think we are safe; hidden exits; winding roads; careless drivers.
 - Around your school – Cars and buses; children hurrying to get on bus; pushing to get off; running to parents/friends; lots of distractions.
4. Do you know where it is safe to cross the road on this route? (See the list of Crossing Places on page 2).
5. Can you think of some places where it would be dangerous to cross the road? Why?

ACTIVITIES

1. Give each child a copy of Worksheet Three and coloured pencils.
2. Talk about what they see on the map.
3. The children must find the safe path from the park to the library.
4. When the children have finished Worksheet Three, talk about the path they chose. Ask them to describe the route. Then ask them to write about the route they took from the park to the library.

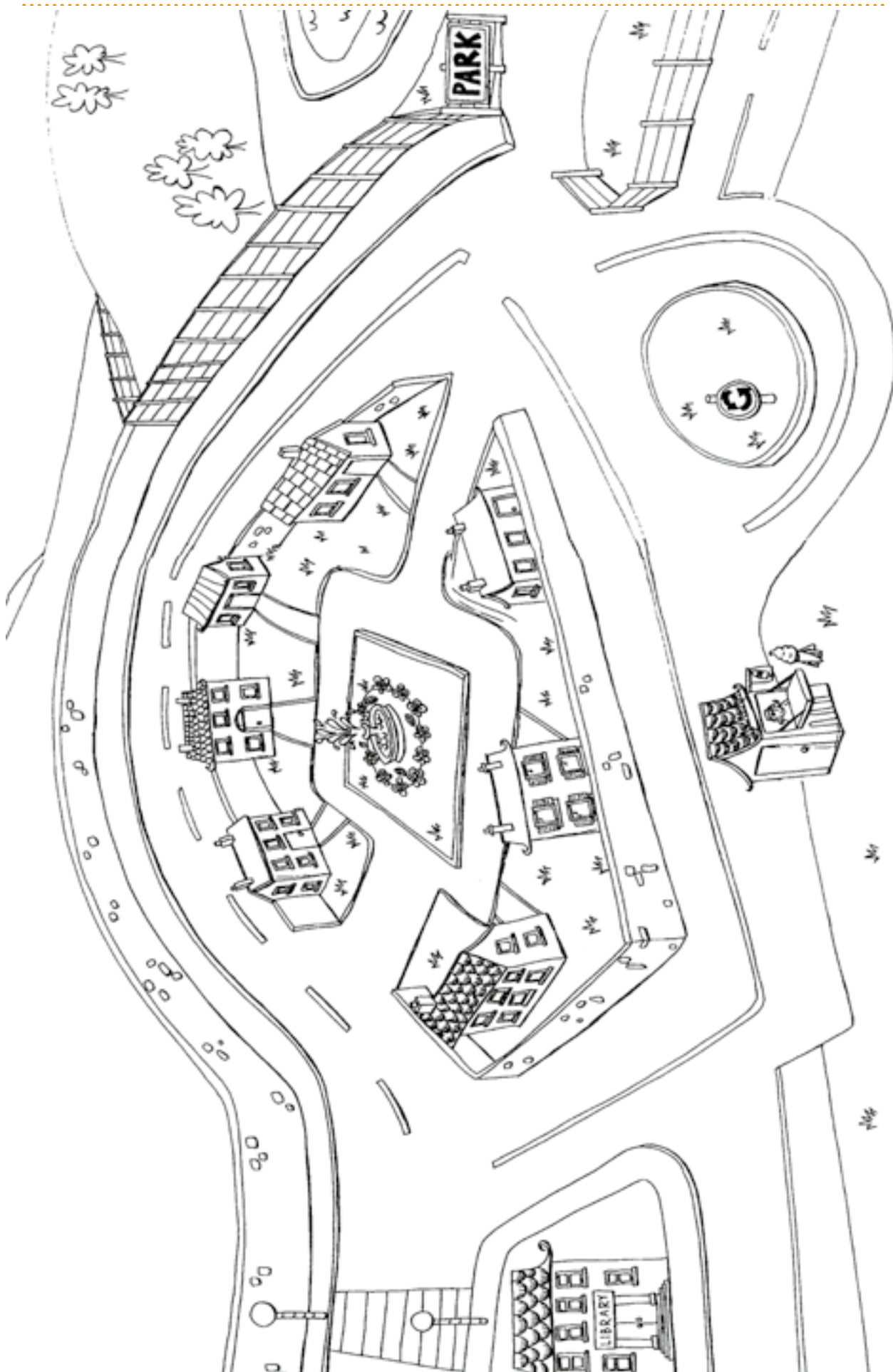
Example:

I turned... I walked along... I crossed...

FIND THE SAFE PATH



WORKSHEET THREE



LESSON TWO first & second class



Theme

- Recognising dangerous behaviour

Objective

- Realising that carelessness causes collision/incidents

Key Learning Points

- We must learn and follow the road safety rules
- The Safe Cross Code – Stop. Wait. Look. Listen.

TEACHING APPROACH

WORKSHEET FOUR: SPOT THE DANGERS!

EACH PAIR NEEDS:

- A copy of Worksheet Four
- Pencil for writing

TALK ABOUT IT:

1. Have you ever seen anyone behaving badly while they were walking along the road? What were they doing?
2. Were they being careless? How?
3. Can careless behaviour like this cause an collision/incident? Why?

ACTIVITY: SPEECH BUBBLE / PARTNER WORK

Divide the class into working partners.
Give each pair a copy of Worksheet Four.

1. Sit with your partner.
2. Look at the pictures on your worksheets.
 - Talk about each picture with your partner.
 - Can you spot some children who are behaving safely? Tell how they are being safe.
 - Can you spot some children who could cause a collision/incident? Tell why a collision/incident could happen.
3. Now write a speech bubble to say what could happen next.

THE SAFE CROSS CODE:

The children must learn the Safe Cross Code and follow it every time they cross the road.

1. Talk about the steps in the Safe Cross Code:
Stop. Wait. Look. Listen.
 - Why do we STOP before we cross the road?
 - Why do we WAIT?
 - Why do we LOOK?
 - Why do we LISTEN?
2. Practise the Safe Cross Code in a school yard situation. Then practise in real situations with adults or with the Junior School Wardens, if there is a group in your school.



THE SAFE CROSS CODE

1. **Look for a safe place to cross.**
2. **Don't hurry! Always STOP and WAIT.**
3. **LOOK all around before you cross the road.**
4. **LISTEN for any traffic.**
5. **If traffic is coming, let it pass. Then look around again.**
6. **When there is no traffic, walk straight across the road.**
7. **Look and listen for traffic while you cross.**

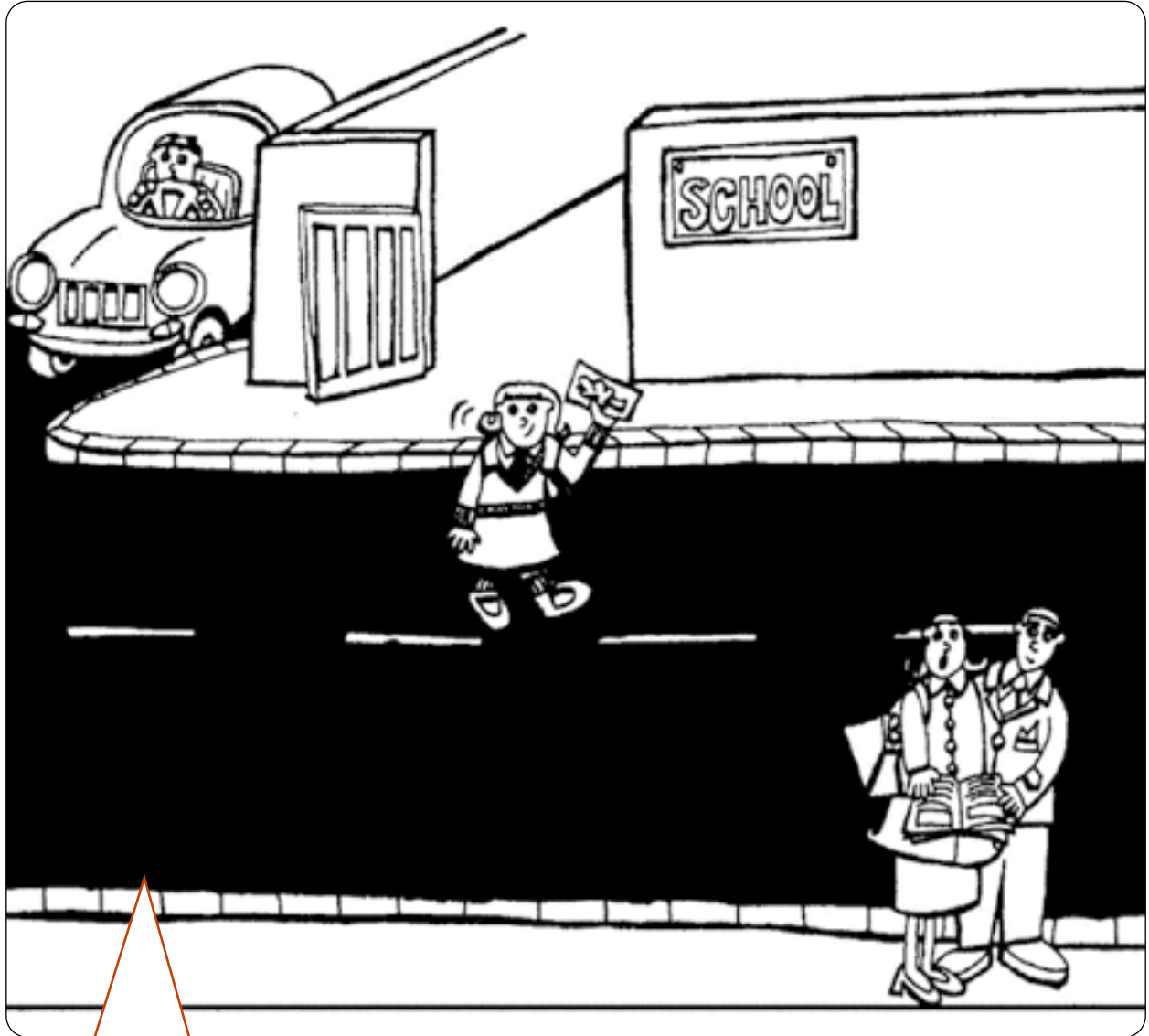
SPOT THE DANGERS!

What's happening?

Write in the speech bubble

Could this cause a collision/incident?

Tell what could happen





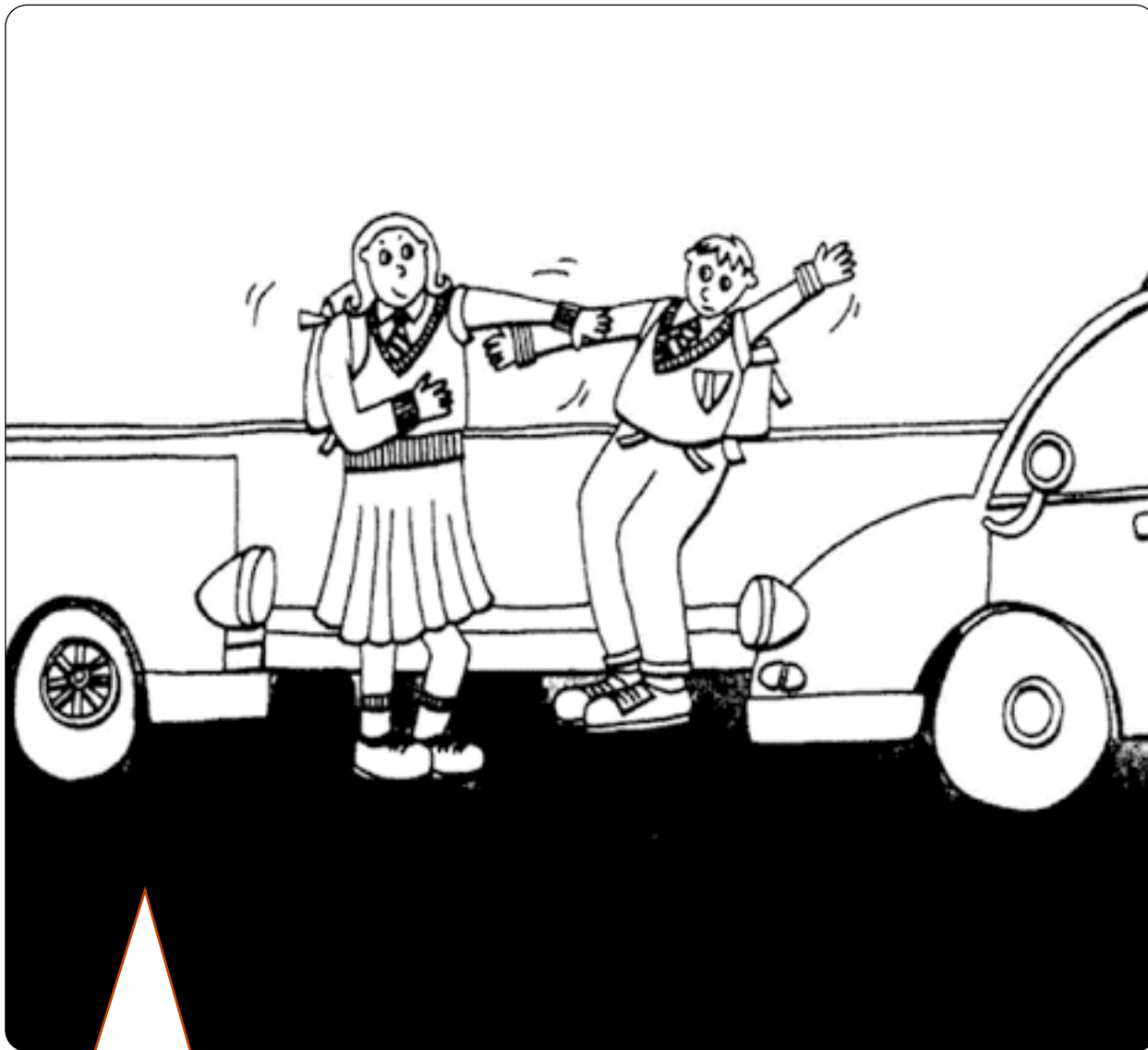
SPOT THE DANGERS!

What's happening?

Write in the speech bubble

Could this cause a collision/incident?

Tell what could happen



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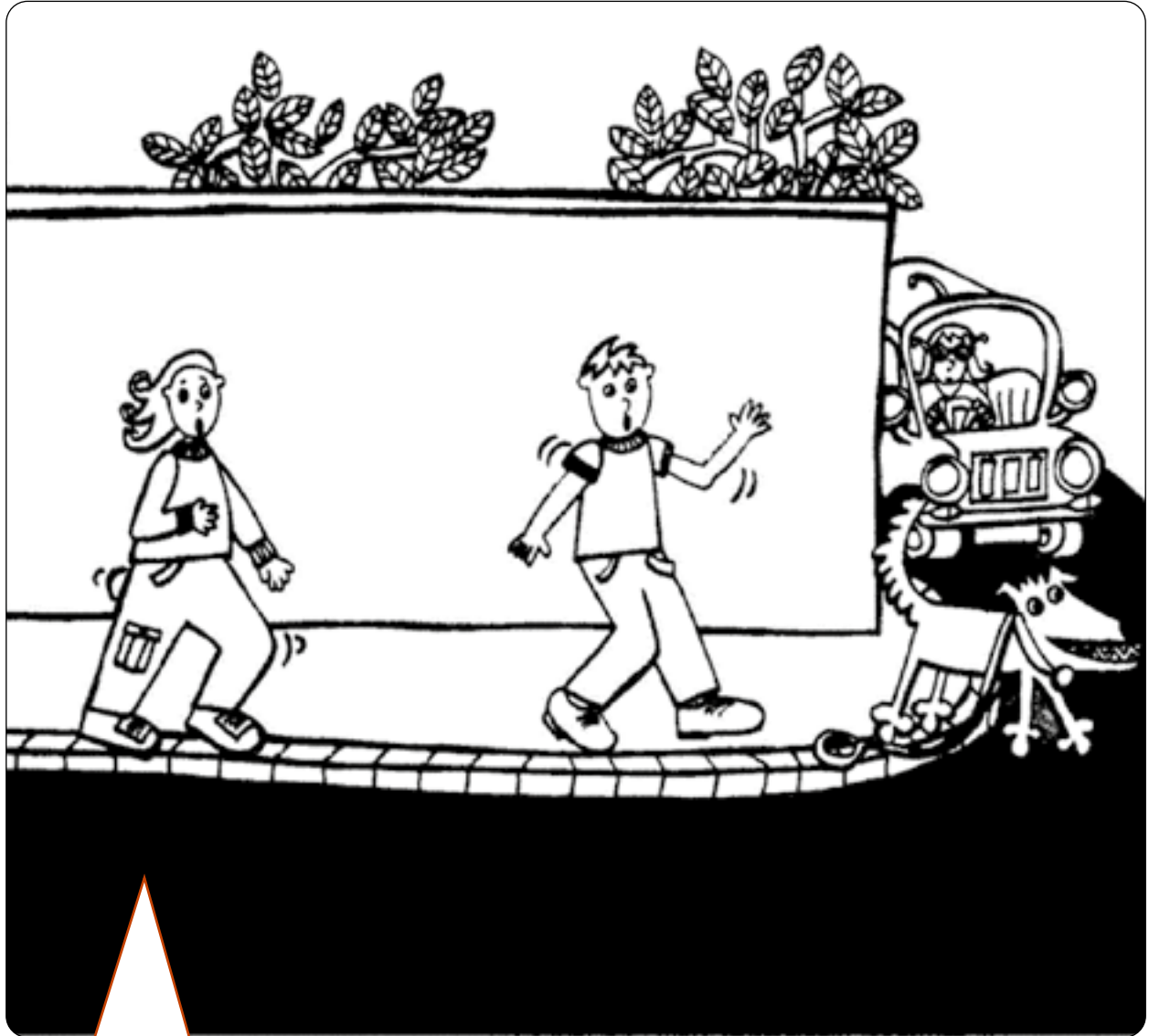
SPOT THE DANGERS!

What's happening?

Write in the speech bubble

Could this cause a collision/incident?

Tell what could happen



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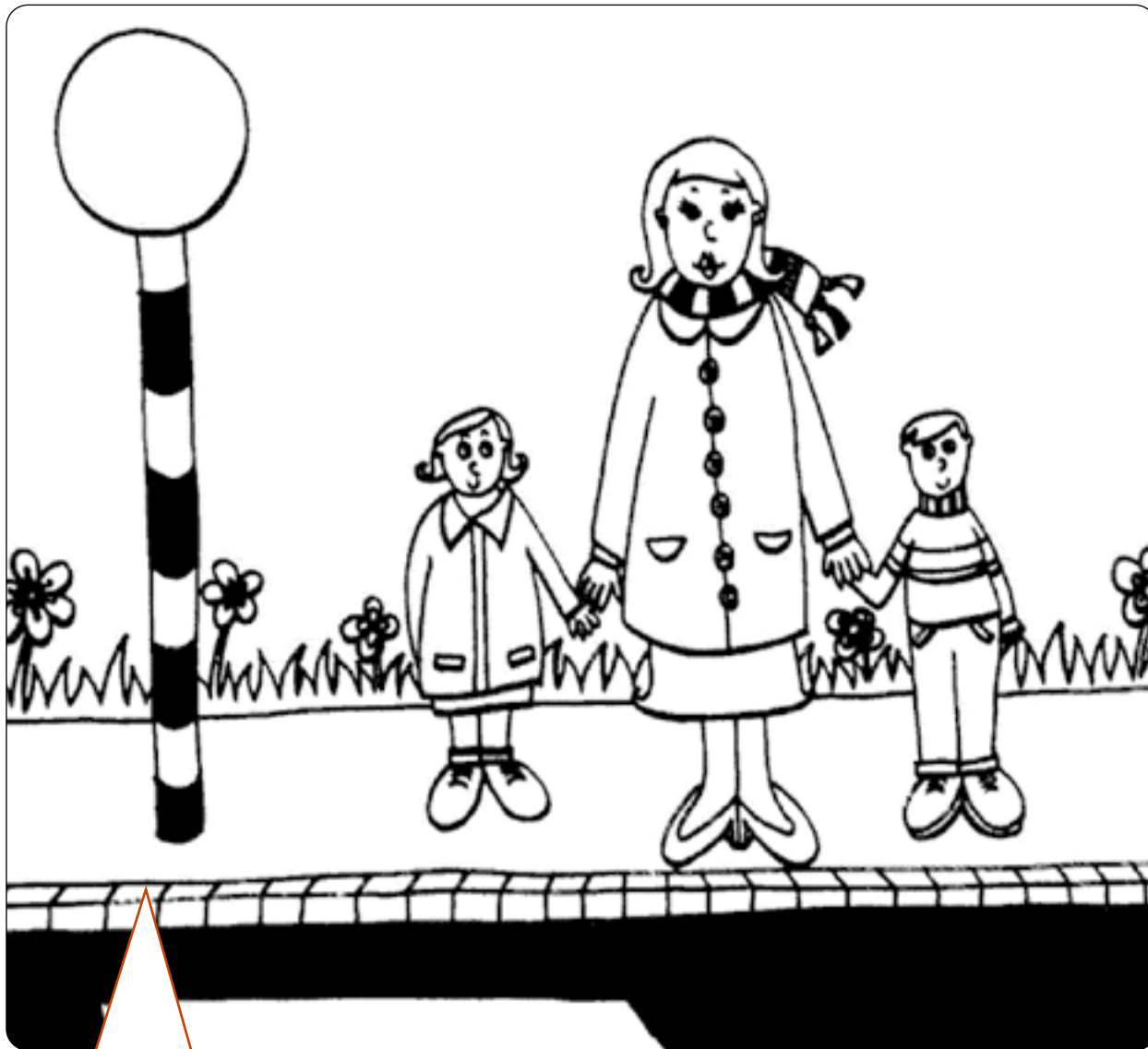
SPOT THE DANGERS!

What's happening?

Write in the speech bubble

Could this cause a collision/incident?

Tell what could happen



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LESSON THREE first & second class



Theme

- Travel Safety

Objective

- Learning the safety rules for travelling by car, bus, mini-van or mini-bus

Key Learning Point

- We can help prevent collision/incidents if we behave safely

TEACHING APPROACH

WORKSHEET FIVE: SAFE TRAVEL RULES

EACH PAIR NEEDS:

- A copy of Worksheet Five
- Pencils

TALK ABOUT IT:

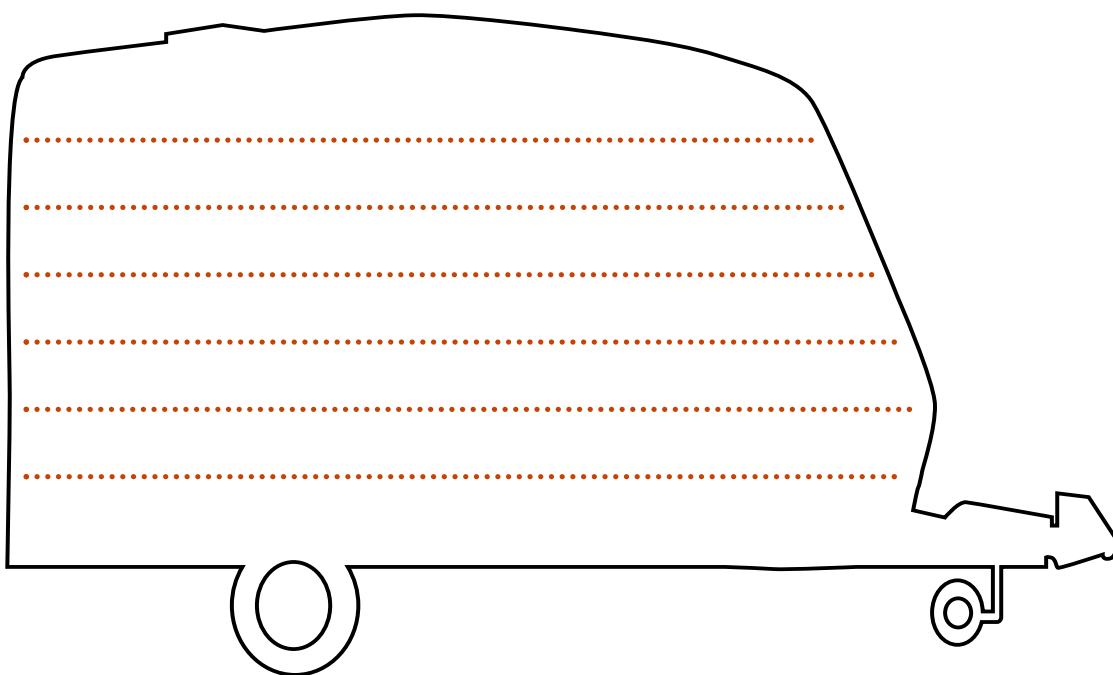
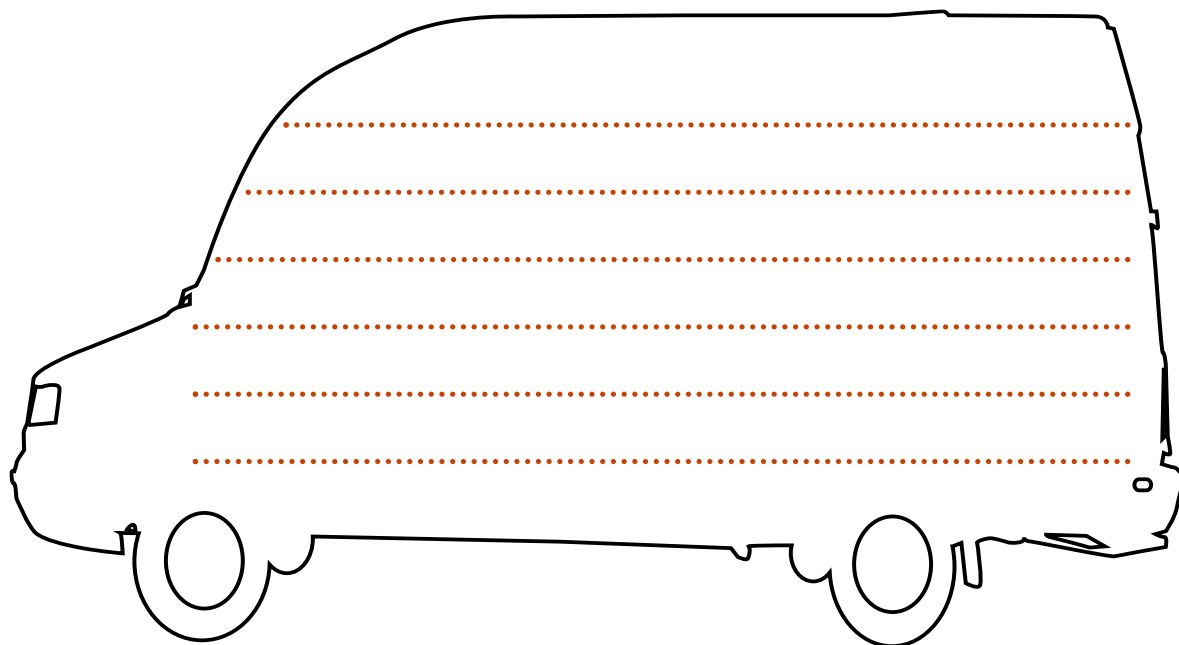
1. Ask the children when they travel by car. Ask them when they travel by bus, mini-van or mini-bus.
2. Now ask them to suggest some rules for safe travelling by car.
Examples:
 - Always wear a safety belt.
 - Never distract the driver
 - Stay seated while travelling and until the vehicle has come to a complete stop.
 - Leave the car on the pavement side, not the road side.
3. Ask the children to suggest some rules for safe travelling by bus, mini-van or mini-bus.
Examples
 - Wait in a safe place – footpath, grass verge.
 - Enter and leave the bus carefully and politely.
 - Stay seated while travelling and until the vehicle has come to a complete stop.
 - Never distract the driver.

ACTIVITY: GROUPWORK/MAKING DECISIONS

1. Divide the class into groups of four.
2. Give each group a copy of Worksheet.
3. Ask the groups to talk about safe behaviour in both cars and buses.
4. Each group writes four Car Safety Rules.
5. Each group member signs the Safe Travel Rules and reports to the class.



SAFE TRAVEL RULES



WE KNOW THESE RULES ARE IMPORTANT: SIGNED BY

.....

.....

LESSON THREE first & second class



WORKSHEET SIX: SAFETY SNAKES & LADDERS

EACH GROUP NEEDS:

- Dice
- Coloured disks (four different colours)
- A copy of Worksheet Six

INSTRUCTIONS:

This game will help the children to consolidate the information they have learned about Road Safety.

1. Divide the class into groups of four.
2. Distribute the dice, coloured disks and a copy of Worksheet Six to each group.
3. Each child throws the dice. Highest number begins.
4. Follow the usual Snakes and Ladders directions.
5. When the groups have finished their games, the whole class can talk about the experience.

FOLLOW-UP SUGGESTIONS

1. Invite the Road Safety Officer from your Local Authority and/or the Garda Liaison Officer to visit the school/class.
 - Prepare for the visit by making a list of questions for the visit.
 - Listen to the visitor and ask any questions which have not been covered.
2. After the visit: Group Work
 - Make a poster about Road Safety
 - Display the poster in the classroom or in the school corridors.



THE ROAD SAFETY AUTHORITY SAYS...

Children under the age of 12 should not ride bicycles in any type of traffic!

Research shows that children under 12 do not have the skills and experience required to be safe in traffic on their own and should only cycle accompanied by an adult or responsible person.



Parents should decide whether their child is fit to cycle on public roads. When doing so they should be confident that their child possesses the appropriate skills and training.

It is important that children understand and are protected against potential hazards

For this reason Bicycle Safety is not discussed until the 3rd/4th class section. Teachers wishing to discuss Bicycle Safety with younger children should refer to page 40 for Bicycle Safety Rules.



SAFETY SNAKES & LADDERS

Always wear a safety belt. Advance 3 spaces			Ran out between parked cars		HOME SAFELY
57	58	59	60	61	62
		Leaned out car window. Roll a 4 before you can move			Always cross with a grown-up
56	55	54	53	52	51
Get out of car on path side			Chased ball into street. Miss a turn		Push someone off the school bus.
43	44	45	46	47	48
	Cross at a dangerous bend. Roll a 6 to move again			Never disturb the driver. Advance 3 spaces	
42	41	40	39	38	37
Annoy the driver		Open car door carefully. Get an EXTRA turn		Did not wear your safety belt. Start again!	
29	30	31	32	33	34
			Disobey School Warden. Miss a turn		Help young child with safety belt
28	27	26	25	24	23
	Cross between two parked cars. Start again!	Never chase a toy or a pet into the street		Always behave on a bus	Pushed friend off the bus
15	16	17	18	19	20
		Cross with the School Warden			Ran around on bus. Go back 3 spaces
14	13	12	11	10	9
START		Walk carefully out of school. Advance 3 spaces			Fighting in the car. Lose a turn
1	2	3	4	5	6
					7

ROAD SAFETY

THIRD & FOURTH CLASS

SPHE Strand: Myself

Strand Unit: Safety and Protection

Personal Safety: Explore the rules and regulations that exist
And the importance of adhering to these rules for keeping him/herself and others safe
Begin to realise that as independence increases, responsibility increases
Begin to assess the consequences of risky behaviour

Safety Issues: Adopt responsible behaviour at play and know the appropriate safety measures to take while playing
Explore and examine how collisions/incidents are caused, identifying ways in which some of these can be prevented and the appropriate action to be taken if a collision/incident or emergency occurs

Strand Unit: Recognise and explore the risks and the consequences of making a particular decision

Make individual and group decisions



LESSON ONE third & fourth class



Theme

- Road Safety

Objective

- Learning that we can prevent collision/incidents if we walk and cross safely

Key Learning Points

- We must learn to be careful pedestrians
- Risky behaviour is bad behaviour

TEACHING APPROACH

WORKSHEET SEVEN: THE FOOTPATH TO SAFETY

EACH PAIR NEEDS:

- A copy of Worksheet Seven

DISCUSS: BRAINSTORMING

This Brainstorming session will accomplish two things:

- Checking the children's grasp of how to walk and cross the road safely.
- Drawing their attention to the kinds of behaviour which can cause collisions/incidents.

1. Draw a line down the middle of the board.

- On the left, write "The Careful Pedestrian".
- On the right, write "The Careless Pedestrian".

2. Ask the children to come up with statements about each of the headings. Pass the discussion back and forth: if a "careful" observation is made, balance it with a "careless" observation.

Example:

- The Careful Pedestrian always crosses at a safe crossing place.
- The Careless Pedestrian ignores safe crossing places.

3. Talk about the possible results of the careless pedestrian's behaviour.

4. Before doing the Worksheet Seven, cover up the work on the board so the children cannot refer to it while they do the worksheet.

ACTIVITY:

1. Distribute copies of Worksheet Seven.
2. Starting at the bottom, the children must write ten safety rules to reach the top of the path.
3. When the children have finished the worksheet, ask for volunteers to read their rules. Check these against the brainstorming session and the Road Safety Authority's "Be a Careful Pedestrian".

FOLLOW-UP SUGGESTIONS

1. Group Work – Design a poster with the caption 'Walk Safe – Walk Tall!'
2. Think of a road safety problem which you have noticed in your area (bad bends, no protected crossing areas, no footpaths...). Write a letter to the Road Safety Officer in your local County/City Council. Describe the safety problem. Suggest ways in which the problem could be solved. Think about including a 'labelled map' with your letter.
3. Make a large "Footpath to Safety" poster for the entire class. Each child writes his/her own safety rule on the poster or draws a safety picture. All the children then sign the class poster.



THE ROAD SAFETY AUTHORITY SAYS...BE A CAREFUL PEDESTRIAN!

- When possible, cross at Protected Crossing Areas – Pelican Crossing, Zebra Crossing, Toucan Crossing, with School Warden, Junior School Warden, at traffic lights.
- Remember the Safe Cross Code. Stop, wait, look and listen. Then cross when it is safe.
- Never cross between parked cars.
- Always walk straight across, without rushing.
- If there is a footpath – use it!
- Don't step off the footpath to pass other pedestrians.
- If there is no footpath, walk facing the oncoming traffic (on the right-hand side).
- Never walk more than two abreast.
- If the road is narrow or busy, walk single-file.
- Never cross at a bend, a roundabout, or close to large vehicles.
- If walking at night, wear two reflective armbands or a reflective belt.
- On country roads, wear reflective armbands or belts at night – and carry a torch.

THE FOOTPATH TO SAFETY



WORKSHEET SEVEN

		10	
	8		9
7		6	
	4		5
		3	
START HERE!	1		2

WRITE A RULE FOR SAFE WALKING OR CROSSING ON EACH STEP OF THE PATH.

LESSON TWO third & fourth class



Theme

- Bicycle Safety

Objective

- Learning the rules for safe cycling

Key Learning Points

- We must learn and follow the rules for safe cycling
- Taking risks while cycling can cause serious collisions/incidents and injuries

TEACHING APPROACH

WORKSHEET EIGHT: MAKE THE RIGHT DECISION!

EACH CHILD NEEDS:

- A copy of Worksheet Eight

CLASS DISCUSSION: BRAINSTORMING

Children under the age of 12 should not ride bicycles in any type of traffic! Research shows that children under 12 do not have the skills and experience required to be safe in traffic on their own and should only cycle accompanied by an adult or responsible person. Parents should decide whether their child is fit to cycle on public roads. When doing so they should be confident that their child possesses the appropriate skills and training. It is important that children understand and are protected against potential hazards.

The Road Safety Authority does not recommend cycling on public roads until children are 12, third and fourth class children will still find cycling a very attractive pastime. The following discussion will help them understand how important safe cycling is.

1. How many of you have bicycles? Where do you ride them? When do you ride them?
2. Can you think of any Safe Cycling Rules?

Examples:

- **ALWAYS** wear a cycling helmet.
- **BE SURE** your bicycle is in good working order (brakes, lights, reflectors, tyres and bell). Who can help you with this?
- **FOLLOW** all road signs, just like drivers – Stop, Yield, signal lights etc.
- **ALWAYS** give a hand signal when turning left or right, or when changing lanes, so other road users know what you are going to do.

- **NEVER** cycle at night without the proper reflective clothing and proper bicycle reflectors and lights.
- **NEVER** fool around while cycling – riding with no hands, giving someone a life on your bike.
- **NEVER** wear an mp3 player while cycling.
- **NEVER** cycle more than two abreast. On narrow roads, cycle single file.

ACTIVITY: GROUPWORK/MAKING DECISIONS

1. Give each child a copy of Worksheet Eight.
2. Read the statement in the left-hand column. Then decide whether this is a good or bad decision. Write Good or Bad in the space.
3. Now write the possible consequences of the decision.
4. When everyone is finished, discuss the children's work.



MAKE THE RIGHT DECISION!



THE DECISION	IS IT GOOD OR BAD?	WHY?
1. It's dark and my light isn't working. I think I'll cycle anyway.		
2. I put on my cycle helmet before I got on my bike.		
3. I think I'll give my friend a lift on the crossbar.		
4. Wheeee! Look! I can ride with no hands!		
5. There's a stop sign. I must stop. Like all other road users.		
6. I can't be bothered wearing my cycle helmet today.		

LESSON TWO third & fourth class



WORKSHEET NINE: THE CAREFUL CYCLIST

EACH CHILD NEEDS:

- A copy of Worksheet Nine
- Coloured pencils, markers, drawing pencils

CLASS DISCUSSION: GROUP SAFETY STATEMENT

1. Divide the class into groups of 4 or 5.
2. Distribute copies of Worksheet 9.
3. Each group is to make three lists:
 - What should a careful cyclist wear?
 - How do careful cyclists look after their bicycles?
 - A careful cyclist follows these rules.
4. After each group has discussed their lists, select someone to fill in Worksheet Nine.
5. Each group now reports back to the class with their Group Safety Statement.

FOLLOW-UP SUGGESTIONS

1. Group of Individual Work: Make a Safe Cycling poster. Include the safety rules you learned in this lesson.

Give your poster a title. Display your posters in the classroom or somewhere in the school.
2. Write a story to finish these statements.
 - If only she had worn her cycle helmet...
 - I knew I should have paid attention to that Stop sign...
 - I wish I'd had my brakes repaired...



**TEACHERS MAY WISH TO
PHOTOCOPY THE RULES
FOR SAFE CYCLING ON
PAGE 40 AND GIVE IT TO
EACH CHILD IN THE CLASS.**





THE CAREFUL CYCLIST

OUR GROUP'S SAFETY STATEMENT

**Talk about Safe Cycling with your group.
Then fill in the chart.**

WHAT SHOULD A CAREFUL CYCLIST WEAR?

.....

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**HOW DO CAREFUL CYCLISTS LOOK AFTER
THEIR BICYCLES?**

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A CAREFUL CYCLIST FOLLOWS THESE RULES...

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SIGNED BY

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LESSON THREE **third & fourth class**



Theme

- Travel Safety

Objective

- Learning the safety rules for travelling in cars and on public transport.

Key Learning Points

- We must learn to be good passengers
- In cars and on public transport, bad behaviour can cause collisions/incidents.

TEACHING APPROACH

WORKSHEET TEN: THE YOUTH SAFE TRAVEL COUNCIL

EACH GROUP NEEDS:

- A copy of Worksheet Ten

CLASS DISCUSSION:

1. Ask the class to talk about the safety rules which they counties, should follow in each of the following situations.
 - Travelling by car
 - Youth-Safe
 - Travelling by bus, mini-van or mini-bus
 - Travelling by train or DART
 - Getting out of a car
 - Entering and leaving school grounds
 - Entering and leaving public transport

2. How do they think they should behave in a train/bus/DART when taking a school trip?

Have they ever seen dangerous behaviour on a school trip? Could this behaviour have caused a collision/incident? How?

ACTIVITY: GROUP WORK

1. Divide the class into groups of 4 or 5. Give one copy of Worksheet Ten to each group.
2. Each group chooses a county in Ireland which they wish to represent. (Teacher could assign or have each group draw a name from a hat.)
3. As the members of the YSTC – the Travel Council – it is their job to draw up safety guidelines for young people travelling by public transport.
4. The groups discuss their safety guidelines. When they are satisfied with their discussion, they fill in Worksheet Ten.
5. One member from each group reads the results of their work to the class.

FOLLOW-UP SUGGESTIONS

1. The children could remain in their groups to create a YSTC poster for their county.
2. Cut out a number of bus and car shapes. Each child in the class writes a safety point in a car and a bus shape. Display the shapes on a long strip to represent a roadway.
3. Invite the Road Safety Officer from your Local Authority and/or the Garda Liaison Officer to visit the school/class.
 - Prepare for the visit by making a list of questions for the visit.
 - Listen to the visitor and ask any questions which have not been covered.
4. After the visit: Group Work
 - Make a poster about Road Safety.
 - Display the posters in the classroom or in the school corridors.



YOUTH-SAFE TRAVEL COUNCIL FOR COUNTY

We encourage all young people in our country to follow these important guidelines when travelling by car or public transport.

RULE NUMBER

GUIDELINE



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SIGNED BY THE

YSTC MEMBERS

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THE ROAD SAFETY AUTHORITY'S RULES FOR SAFE CYCLING

Children under the age of 12 should not ride bicycles in any type of traffic!

Research shows that children under 12 do not have the skills and experience required to be safe in traffic on their own and should only cycle accompanied by an adult or responsible person.

Parents should decide whether their child is fit to cycle on public roads. When doing so they should be confident that their child possesses the appropriate skills and training. It is important that children understand and are protected against potential hazards

WHAT YOU SHOULD DO:

1. **ALWAYS** wear a cycle helmet.
2. Obey **ALL** the traffic signs and traffic lights – like every other road user.
3. Be Safe, Be Seen – Wear a reflective belt and reflective armbands, especially when cycling at dusk or in the dark.
4. Be sure your bike is in good working order.
5. Be sure you have proper lights and reflectors on your bike.
6. Know the correct hand signals and signal your turns in good time.
7. Always cycle single-file when overtaking.
8. Keep well back when cycling behind a motor vehicle in slow-moving traffic.
9. Take care on wet or icy roads, or when there is a strong wind.
10. Use your bell as a warning only, not for fun.
11. Use cycle tracks where they are available.

WHAT YOU SHOULD NOT DO:

1. Never cycle with headphones. You must be able to hear as well as see.
2. Never cycle more than two abreast. In heavy traffic or on narrow roads, cycle single-file.
3. Never ride on or across a footpath.
4. Never weave in and out of traffic.
5. Never ride with no hands.
6. Never carry a passenger on your bike.
7. Never cycle against the flow the traffic.
8. Never hold on to a moving vehicle.



ROAD SAFETY

FIFTH & SIXTH CLASS

SPHE Strand: Myself

Strand Unit: Safety and Protection

Personal Safety: Explore rules and regulations at home, in school and in society and the importance of adhering to them

Discuss a variety of risky situations and behaviour.

Assess and evaluate how these risks may be avoided or minimised and the implication of taking risks

Realise that as independence increases, responsibility for personal safety increases, and that a strategy for keeping safe has to be developed and adhered to by each individual

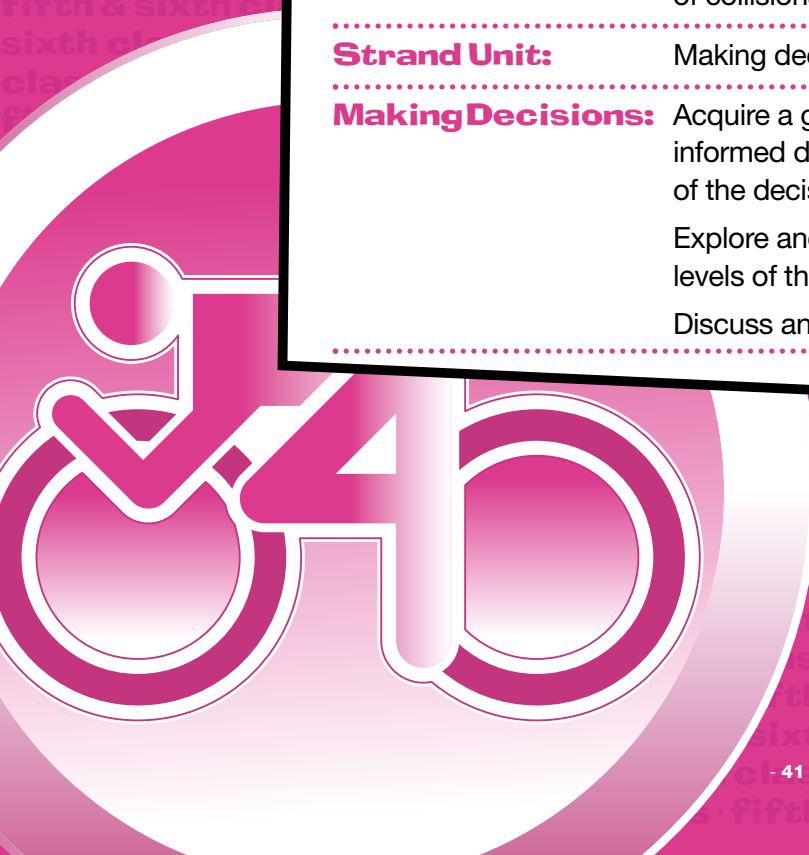
Safety Issues: Develop responsible attitudes towards the prevention of collisions/incidents

Strand Unit: Making decisions

Making Decisions: Acquire a growing sense of the importance of making informed decisions at many levels and identify some of the decisions s/he has to make

Explore and learn to examine critically the factors and levels of thought that influence decisions and choices.

Discuss and practise a simple decision-making strategy.



LESSON ONE fifth & sixth class



Theme

- The Safe Pedestrian collisions/incidents

Objectives

- Evaluating children's knowledge and application of safe pedestrian practice
- Other road users may not always observe the rules of the road
- Reminding children of the need to act responsibly

Key Learning Points

- Careless pedestrians can cause collisions/incidents
- We should never take risks when walking and crossing roads

TEACHING APPROACH

WORKSHEET ELEVEN: IS THIS THE RIGHT DECISION!

EACH CHILD NEEDS:

- A copy of Worksheet Eleven

BRAINSTORMING

1. Ask the class to come up with a list of the rules for being a safe pedestrian.

Examples of questions:

- What are local traffic conditions like?
- Where are the safest places to cross?
- Do they know how to use pelican, zebra and toucan crossings?
- Is there any difference between walking on footpaths and country roads?
- How can we be safe when walking at dusk/in the dark?
- Is it more dangerous to be a pedestrian in the city/town or in the countryside? Why?

2. The rules suggested could be written on the board or recorded by a class/group secretary.

ACTIVITY:

1. Give each child a copy of Worksheet Eleven.
2. Tell the children to read each statement and decide whether it is the right decision. Tick the box of their choice.
3. Now write the reason for their choice in the space provided.
4. Reinforcement: When the children have completed the worksheet, ask for volunteers to read their answers and the reasons for their choices.



IS THIS THE RIGHT DECISION?

1. Read each of the statements.

2. Decide whether you think they made the right or wrong decision. Tick the box.

3. Give a reason for your choice.

1. Even though he has to walk farther to the zebra crossing, Jack always crosses where it is safe.

☐

Right

☐

Wrong

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5. "I'll get the football," Terry shouted as he ran across the road.

☐

Right

☐

Wrong

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2. "I don't need those reflective arm-bands," Sinead shouted

☐

Right

☐

Wrong

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6. "Never mind that tractor! Let's run!"

☐

Right

☐

Wrong

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3. The gang was having a great time, walking four abreast along the narrow road.

☐

Right

☐

Wrong

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7. "My MP3 Player isn't that loud," Marie said, "I can still hear the traffic."

☐

Right

☐

Wrong

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4. "That's a very bad bend," Donal said. "Let's walk a bit further where we can cross safely."

☐

Right

☐

Wrong

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8. "I'm going to wait until the lights are green and it's safe to cross," Kate said.

☐

Right

☐

Wrong

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9. "I never listen to the Junior School Wardens," Patrick said.

☐

Right

☐

Wrong

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FOLLOW-UP SUGGESTIONS

1. PEDESTRIAN STUDY AND REPORT (GROUP OR INDIVIDUAL)

Ask the class to choose one afternoon on which they observe how children leave their school.

- **Prepare for the Study**
Discuss the type of things they wish to observe. Make a list of these points in preparation for their study.
- **Carry out the Study**
Watch the way in which the children leave school.
Make any recommendations for improvements.
- **Write the Report**
List the problems observed, as well as the good points.
Make any recommendations for improvements.
- **Report to the class and the school.**
Tell the rest of the class about your observations.
Compile a class list of recommendations.
Tell your authority/school what you have discovered.

2. DANGER ZONES

Is there a particular location in your neighbourhood/near your school where pedestrians have trouble crossing the road?

- Identify the danger zone.
- Make labelled drawings of the location.
- List the dangers
- Suggest possible improvements.
- Write a letter to the local authorities, telling them about the problems and your suggestions for improving a dangerous location.

3. JUNIOR SCHOOL WARDENS

Many areas have Junior School Wardens. They operate in teams of six and provide a service similar to Adult School Wardens.

A signal requesting traffic to stop is given from both sides of the road. When traffic has stopped, the Junior School Wardens take up their positions and guide the younger children across the road. All vehicles must remain stationary until the Junior School Wardens have returned to the footpath.

If this is a programme which would suit your school contact the Road Safety Officer at your Local Authority for advice and assistance.

4. WORKING WITH STATISTICS/ COMPUTER EXERCISE

Ask children to look at statistics from the Road Safety Authority on the number of pedestrians between the aged of 0-14 who were killed or injured on the nation's roads. Where possible, the children can do this as a computer exercise.

- Present this website to children - www.rsa.ie.
Under publications look for 'Road Collision Facts'/'Under 14 Road User Casualties 1998-2005' and any other relevant publications.
- Ask them to discuss what these statistics indicate.
- Present the information on an appropriate graph.
- If appropriate for the class, calculate percentages.

LESSON ONE fifth & sixth class



THE ROAD SAFETY AUTHORITY'S RULES FOR SAFE CYCLING

Children under the age of 12 should not ride bicycles in any type of traffic!

Research shows that children under 12 do not have the skills and experience required to be safe in traffic on their own and should only cycle accompanied by an adult or responsible person.

Parents should decide whether their child is fit to cycle on public roads. When doing so they should be confident that their child possesses the appropriate skills and training. It is important that children understand and are protected against potential hazards.

WHAT YOU SHOULD DO:

1. ALWAYS wear a cycle helmet.
2. Obey ALL the traffic signs and traffic lights – like every other road user.
3. Be Safe, Be Seen – Wear a reflective belt and reflective armbands, especially when cycling at dusk or in the dark.
4. Be sure your bike is in good working order.
5. Be sure you have proper lights and reflectors on your bike.
6. Know the correct hand signals and signal your turns in good time.
7. Always cycle single-file when overtaking.
8. Keep well back when cycling behind a motor vehicle in slow-moving traffic.
9. Take care on wet or icy roads, or when there is a strong wind.
10. Use your bell as a warning only, not for fun.
11. Use cycle tracks where they are available.

WHAT YOU SHOULD NOT DO:

1. Never cycle with headphones. You must be able to hear as well as see.
2. Never cycle more than two abreast. In heavy traffic or on narrow roads, cycle single-file.
3. Never ride on or across a footpath.
4. Never weave in and out of traffic.
5. Never ride with no hands.
6. Never carry a passenger on your bike.
7. Never cycle against the flow of the traffic.
8. Never hold on to a moving vehicle.



LESSON TWO fifth & sixth class



Theme

- The Safe Cyclist

Objective

- Ensuring that the safe cyclist knows and obeys the rules of the road

Key Learning Points

- Develop safe cycling habits

TEACHING APPROACH

WORKSHEET TWELVE: ON YOUR BIKE!

EACH CHILD NEEDS:

- A copy of Worksheet Twelve

BRAINSTORMING

Children in 5th and 6th class are becoming more and more independent and are likely to be cycling more frequently than younger children. The object of this brainstorming session is to encourage them to think of both the positive and the negative aspects of cycling.

1. Write two headings on the board.
 - Cycling is good for us.
 - Cycling can be dangerous.
2. Now ask for as many points as possible to highlight the positive and negative aspects of cycling.
 - Positive points
 - Good, healthy exercise.
 - Environmentally friendly.
 - Cuts down on car journeys.
 - Can become a life-long hobby.
 - Negative points
 - Cyclists can take risks which cause collisions/incidents.
 - Cyclists will be more badly injured in collisions/incidents than drivers.
 - Cyclists will sustain worse injuries in the event of a collision/incident than a driver.
3. Discuss the Rules for Safe Cycling on page 37. Teachers may wish to photocopy the rules for each child in the class.

ACTIVITY:

1. Distribute copies of Worksheet Twelve.
2. The children think about the message being given by each picture. They write that message under the picture.
3. The children now choose the four pictures which convey the most important messages for safe cycling.

Write the numbers 1 through 4 in the circle by the picture.
4. When they have completed the worksheet, discuss their safety messages.
5. Survey the class to discover their "Top Four Rules" for safe cycling.



ON YOUR BIKE!

Study the pictures.

Write the Cycling Safety Message below each picture.

Then choose your Top Four Rules for Safe Cycling.

Write 1-4 in the circle.



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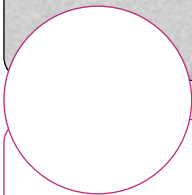
ON YOUR BIKE!

Study the pictures.

Write the Cycling Safety Message below each picture.

Then choose your Top Four Rules for Safe Cycling.

Write 1-4 in the circle.



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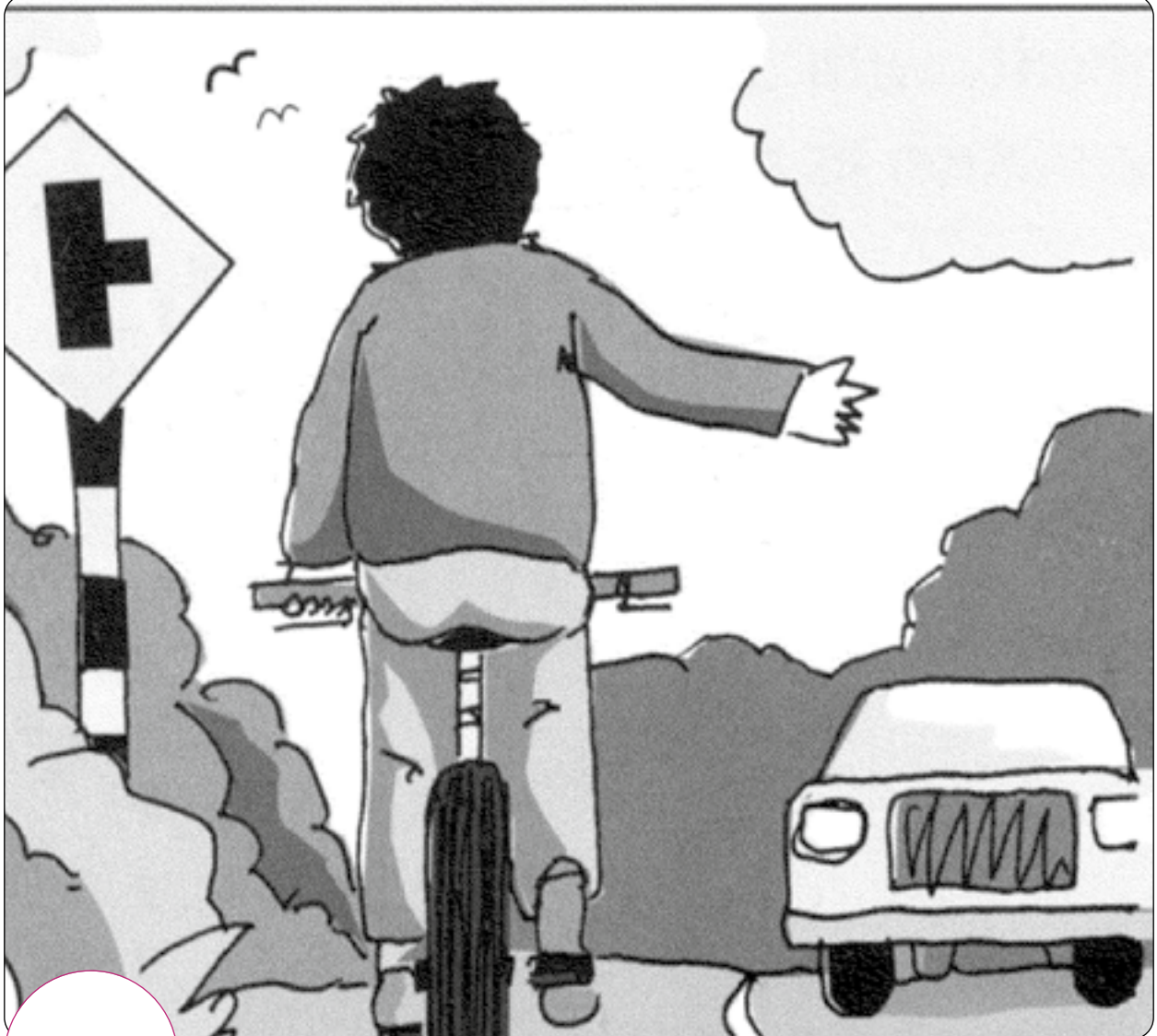
ON YOUR BIKE!

Study the pictures.

Write the Cycling Safety Message below each picture.

Then choose your Top Four Rules for Safe Cycling.

Write 1-4 in the circle.



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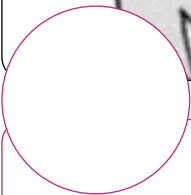
ON YOUR BIKE!

Study the pictures.

Write the Cycling Safety Message below each picture.

Then choose your Top Four Rules for Safe Cycling.

Write 1-4 in the circle.



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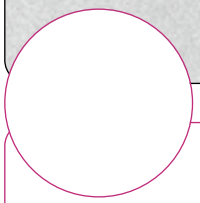
ON YOUR BIKE!

Study the pictures.

Write the Cycling Safety Message below each picture.

Then choose your Top Four Rules for Safe Cycling.

Write 1-4 in the circle.



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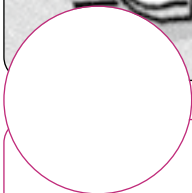
ON YOUR BIKE!

Study the pictures.

Write the Cycling Safety Message below each picture.

Then choose your Top Four Rules for Safe Cycling.

Write 1-4 in the circle.



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LESSON TWO fifth & sixth class



TEACHING APPROACH

WORKSHEET THIRTEEN: KNOW THE ROAD SIGNS

EACH CHILD NEEDS:

- A copy of Worksheet Thirteen

CLASS DISCUSSION AND ACTIVITY:

Like all road users, young cyclists must know the rules of the road. For example, a stop sign means stop for cyclists too.

1. Give a copy of Worksheet 13 to each child.
2. Go through the signs with the class; Ask children to suggest what each sign means. What should the good cyclist do when s/he sees each sign? The children can write the meaning of each sign as the discussion progresses, or following the discussion.

Example:

- The sign says....(Stop)
- I must... (I come to a complete stop. I look both ways. I do not proceed until it is safe to go.)

THE ROAD SAFETY AUTHORITY SAYS...

- **Wearing a cycle helmet reduces the risk of head injuries by 85%.**
- **Cycling can be more dangerous than riding a motorcycle. Why so you think this is ?**
- **Boys are more likely to be injured while cycling than girls. Why do you think this is?**
- **No child under the age of 12 should be allowed to cycle in any type of traffic.**



FOLLOW-UP SUGGESTIONS

1. Divide the class into groups of four. Each group discusses the following headings and agrees on as many points as they can for each heading.
 - Our Safe Bicycle Check-list
 - Our Rules for Safe Cycling
 - Our Safe Cyclist's Wardrobe

After writing their lists, the class comes together to discuss the results of their work.
2. Design a Safe Cycling badge.
3. Make a poster about safe cycling with the title: Be Safe! Be Seen!
4. Invite a member of a local cycling club to visit the class and talk about cycling.
5. Get students to examine statistics pertaining to pedal cyclists in the Road Collision Factbook which can be found on the Road Safety Authority website www.rsa.ie under the publications section. Where possible, use the information as a computer exercise.
 - Which age groups seem to be most at risk of being killed? Why do you think this is so?
 - Which age groups seem to be most at risk of injury? Why do you think so?
 - What advice for safe cycling would you give the age groups: 0-5; 6-9; 10-14?
 - Present the information on a suitable graph.



KNOW THE ROAD SIGNS



The sign says:

I must:



The sign says:

I must:



The sign says:

I must:



The sign says:

I must:



The sign says:

I must:



The sign says:

I must:

LESSON THREE fifth & sixth class



Theme

- Be a Safe Traveller

Objective

- Learning how to be safe when travelling in a car, mini-van or mini-bus, as well as on buses, trains and DARTs

Key Learning Point

- ∞ Responsible behaviour can prevent collisions/incidents

TEACHING APPROACH

WORKSHEET FOURTEEN: SAFE TRAVEL RULES

EACH CHILD NEEDS:

- A copy of Worksheet Fourteen

CLASS DISCUSSION AND GROUP ACTIVITY

The topic of this discussion is "What makes a good passenger?"

1. Ask the class about the different vehicles/modes of transport in which they have been passengers.
2. Ask what makes a good passenger in each of these.
Car, Mini-van/Mini-bus, Bus, Train, DART.
The children's suggestion could be listed on the board.
3. Divide the class into five working groups. Each group investigates a different method of travelling: by car, Mini-van or mini-bus, bus, train, DART.
4. Distribute copies of Worksheet Fourteen.
5. Each group discusses the ways in which they can be better passengers in their chosen way of travelling.
They then write their rules and report back to the class.

FOLLOW-UP SUGGESTIONS

1. Invite the Road Safety Officer from your local authority and/or the Garda Liaison Officer to visit the school/class.

- Prepare for the visit by making a list of questions for the visit.
- Listen to the visitor and ask any questions which have not been covered.

After the visit: Group Work

- Make a poster about Road Safety.
 - Display the posters in the classroom or in the school corridors.
2. Design a sticker to remind people to wear their safety belts.
 3. Carry out a survey
This could be done as homework with a partner.
Choose a safe location for this activity.
 - Survey passing cars to see whether drivers and passengers are wearing safety belts.
 - Are all children in the cars wearing safety belts?
 - Present the results of the survey on an appropriate graph.
 - What have you discovered?
 4. The results of Worksheet 14 could be presented as a PowerPoint activity by each group.



Our group is investigating the Safe Travel Rules for:

We have decided that these are the most important Safe Travel Rules.

[illegible]

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ROAD SAFETY



ROAD SAFETY

FIRE SAFETY

JUNIOR & SENIOR INFANTS

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SPHE Strand: Myself
.....

.....
Strand Unit: Safety and Protection
.....

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Safety Issues: Realise and understand that rules
are necessary in order to protect
people and keep them safe

Explore how accidents might
be prevented.
.....

LESSON ONE junior & senior infants



Theme

- Fire Safety at Home

Objectives

- Learning that fire is dangerous
- Identifying fire hazards in the home

Key Learning Points

- Learn to recognise the difference between 'dangerous' and 'safe'
- Why are some things dangerous?
- Why are some things safe?
- Fire hazards at home include matches, lighters, cigarettes, open fires, chip-pans, plugs and electrical sockets, heaters (especially gas and open-bar), grills.

TEACHING APPROACH

WORKSHEET ONE: IS IT SAFE? IS IT DANGEROUS?

EACH CHILD NEEDS:

- A copy of Worksheet One
- Crayons

TALK ABOUT IT:

1. Have you ever burned yourself?
2. How did you burn yourself?
3. How did that feel?
4. What did you learn?

ACTIVITIES:

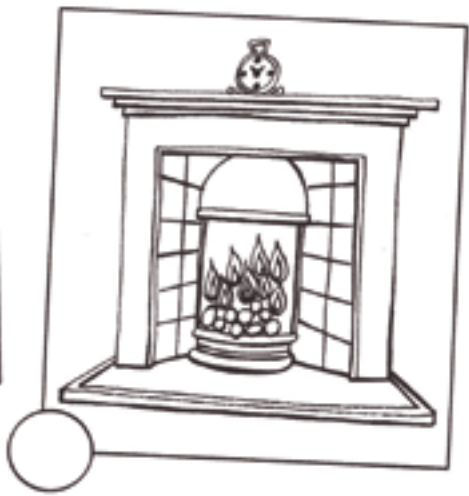
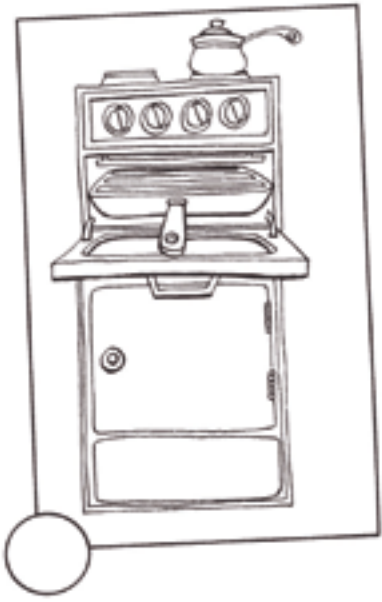
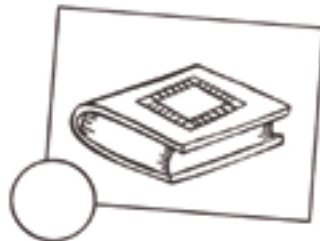
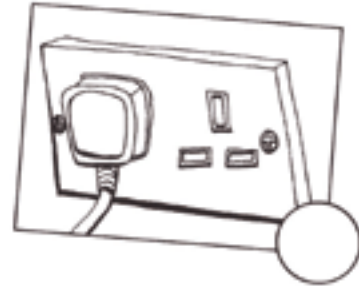
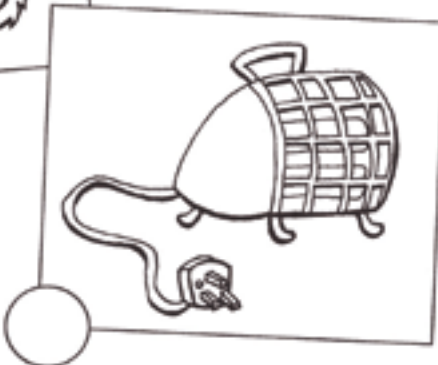
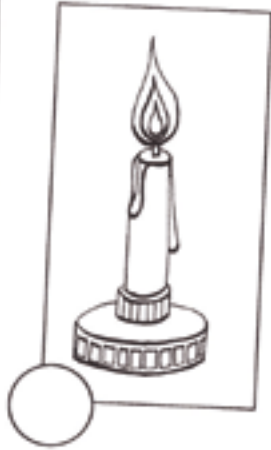
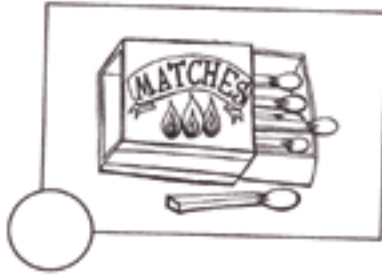
1. Distribute Worksheet One and crayons.
2. Talk about the pictures.
Which things are safe to touch? Why?
Which things are dangerous? Why?
3. Colour the circle red if it could be dangerous.
Why did you pick these things?
4. Colour the safe things



IS IT SAFE? IS IT DANGEROUS?

Make the circle red if it could be dangerous.

Colour the safe things.



LESSON ONE junior & senior infants



WORKSHEET TWO: CAN YOU SPOT THE DANGERS?

EACH CHILD NEEDS:

- A copy of Worksheet Two
- Crayons

TALK AND ACTIVITIES:

1. Distribute copies of Worksheet 2 and crayons.
2. Ask the children: Is this a safe place to be?
What's wrong? Help children to spot the dangers.
 - Matches on the floor
 - Lighted cigarette in an ashtray on counter
 - Hot iron on ironing board
 - Chip-pan steaming away
 - Baby touching plug in wall
 - Heater plugged in with soft toy and magazines in front of it
 - Food burning under grill
3. Talk about what could happen.
4. Talk about how to make the room a safe place.
5. Colour the picture.



**THE DEPARTMENT OF ENVIRONMENT,
HERITAGE AND LOCAL GOVERNMENT SAYS...**

**NEVER PLAY WITH
MATCHES AND LIGHTERS!**

Talk about this with the class.



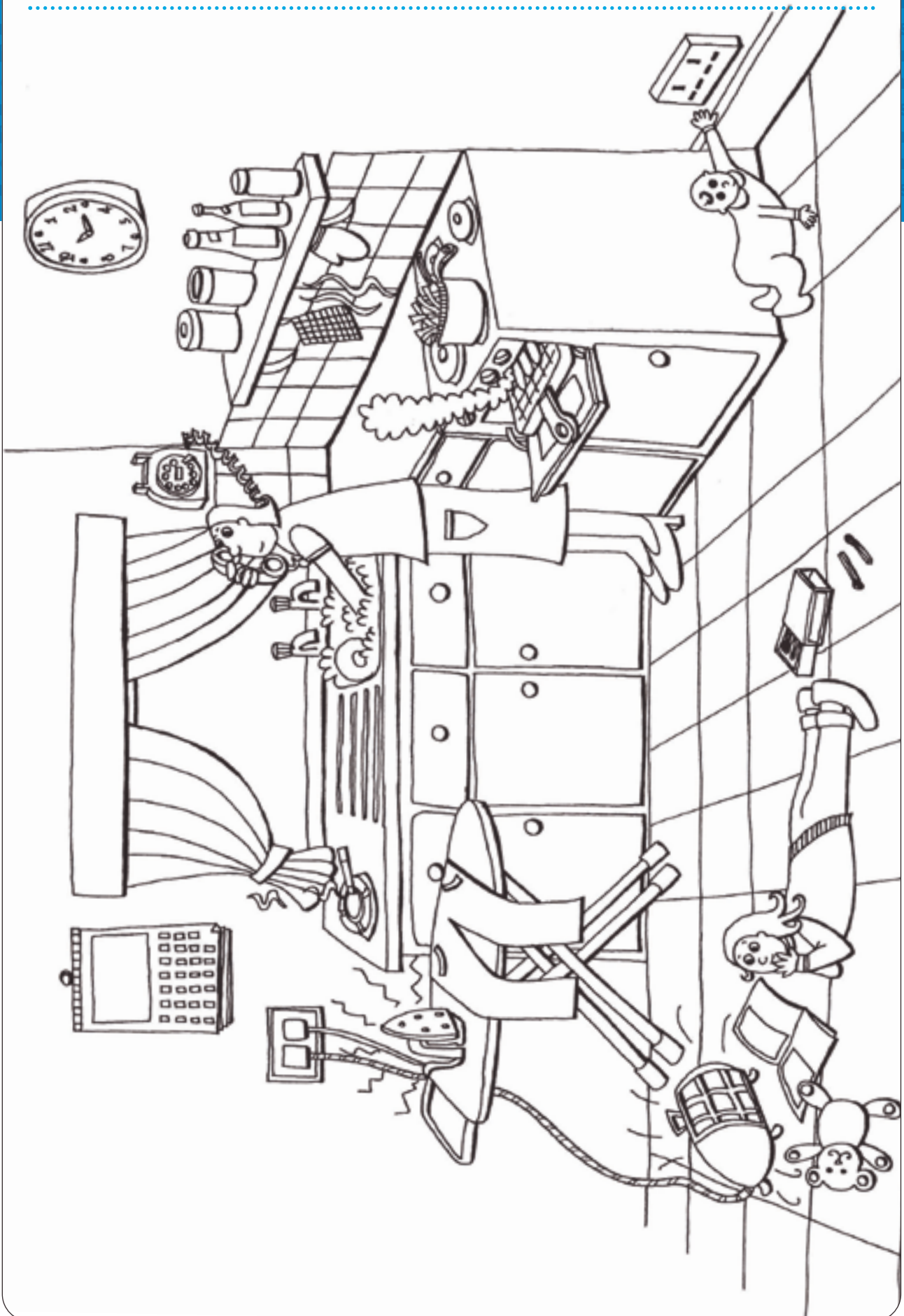
CAN YOU SPOT THE DANGERS?

Talk about this picture with your class.



WORKSHEET

TWO



LESSON TWO junior & senior infants



Themes

- Fire Safety at Home
- Fire Safety on Special Days

Objectives

- Reminding children of fire safety at home
- Learning that carelessness can cause fires
- Identifying fire dangers at Halloween, Christmas and summer holidays

Key Learning Points

- Remember the difference between 'safe' and 'dangerous'
- Special times should be safe times
- People can be careless with fire at holiday times
- We should know about the dangers of fire.

TEACHING APPROACH

WORKSHEET THREE: SPOT THE DIFFERENCE

EACH CHILD NEEDS:

- A copy of Worksheet Three
- Crayons

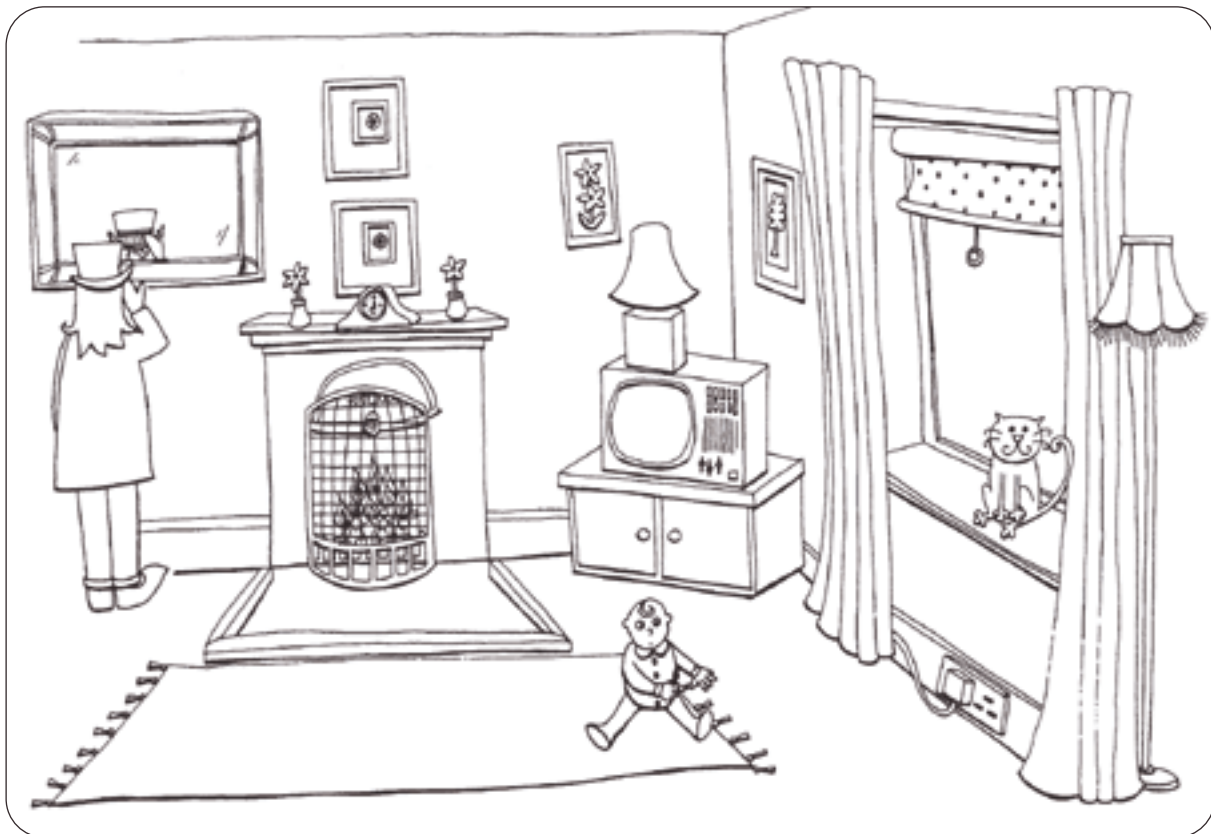
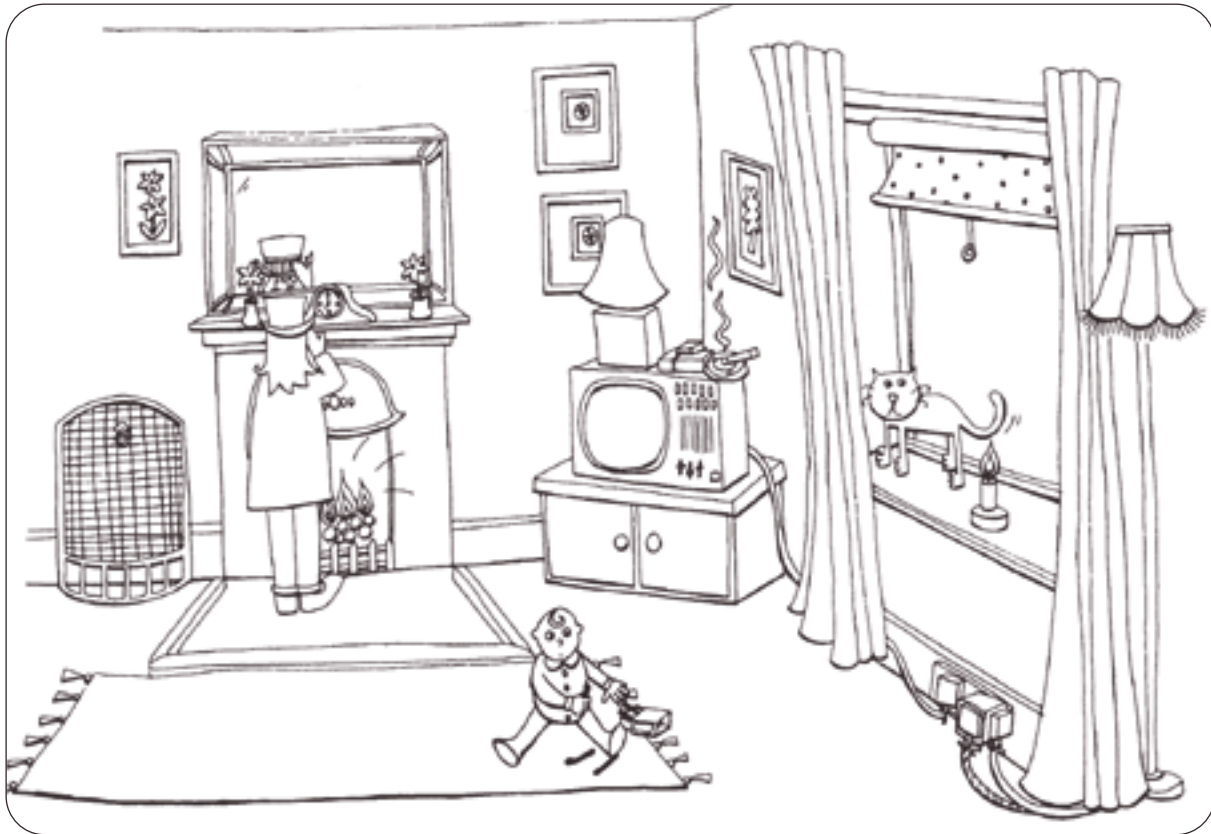
TALK AND ACTIVITIES:

1. Distribute copies of Worksheet Three and crayons.
2. Look at both pictures. Which room is safe? Which room is dangerous? How can you tell?
3. Look at the top picture. Talk about the dangers.
 - Open fire with no sparkguard
 - Child too close to fire, in front of mirror
 - Lighted candle on windowsill near cat
 - Cigarettes and matches on top of TV
 - Matches on floor beside child
 - Overloaded electrical socket
4. Look at the bottom picture. Why is this a safe room?
 - Sparkguard in front of fire
 - No candle
 - No matches on floor
 - No cigarettes or matches on TV
 - Mirror moved to safer place
 - Smoke alarm on ceiling
 - One appliance per socket
5. Did you spot the smoke alarm? Who knows what a smoke alarm is? How does a smoke alarm help keep us safe?
6. Colour the **SAFE** room.

SPOT THE DIFFERENCES?

Talk about the rooms.

Colour the SAFE room.



LESSON TWO junior & senior infants



WORKSHEET FOUR: CAN YOU SPOT THE DANGERS?

EACH CHILD NEEDS:

- A copy of Worksheet Four
- Crayons (orange, red, blue)

TALK AND ACTIVITIES:

1. Distribute copies of Worksheet Four and crayons (orange, red, blue).
2. Which pictures remind you of: Halloween, Christmas, summer holidays?
3. Why?
4. Colour the circles as follows: orange for Halloween; red for Christmas; blue for summer holidays.
5. Each picture shows how carelessness can cause fires.
What's wrong with each picture?
 - Children fooling around near Halloween bonfire, with flowing costumes
 - Lighted candles with Christmas cards
 - Stockings hanging at fireplace with fire lit
 - Child throwing something into campfire
 - Child reaching across a lighted barbecue
 - Child standing too close to Halloween bonfire
6. What would you do to make each picture safe?
7. Sit in a circle and help the children finish the sentences.
 - I will be safe at Halloween if I .../... if I don't...
 - I will be safe at Christmas if I .../...if I don't ...
 - I will be safe on my summer holidays if I .../... if I don't...

FOLLOW-UP SUGGESTIONS

1. FIRE SAFETY PICTURE BANK

Ask the children to think of as many things as they can which are related to fires and fire safety.

- Draw pictures of these things in a Fire Safety Picture Bank
- Find relevant pictures in magazines. Cut them out and paste them in the Halloween Fire Safety Picture Bank.

Examples:

Fire; flame; match; candle; sparkguard; smoke alarm.

2. FIRE SAFETY PROMISES

Revise the work Lessons One and Two by making a class list of 'Safety Promises'.

Examples:

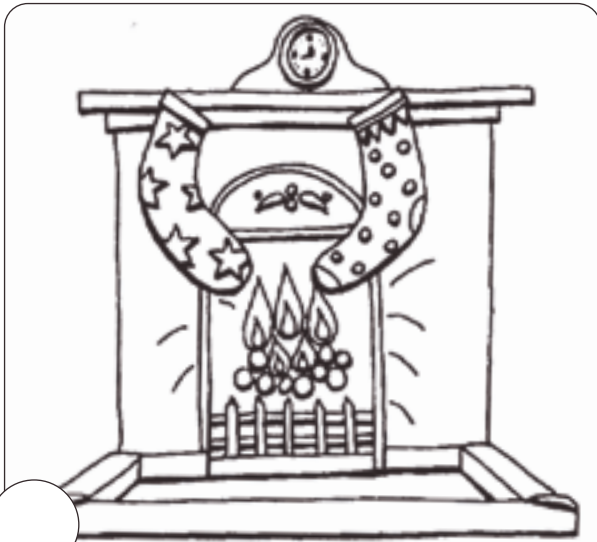
'I promise never to play with matches.'

'I promise not to stand too near to a Bonfire.'

'I promise to tell a grown-up if I see...'

WHAT'S WRONG?

Say what's wrong. What could happen next?





FIRST & SECOND CLASS

Become familiar with and understand the need to adhere to safety rules

LESSON ONE first & second class



Theme

- Fire Safety at Home

Objectives

- Learning that carelessness can cause accidents
- Knowing that we must be careful around fire

Key Learning Points

- Fire can help us
- Fire can hurt us
- Learn to recognise fire hazards

TEACHING APPROACH

WORKSHEET FIVE: FIRE CAN HELP. FIRE CAN HURT.

EACH PAIR NEEDS:

- A copy of Worksheet Five
- Pencil for writing
- Crayons or coloured pencils (red and green)

TALK ABOUT IT:

1. How do we use "fire" at home?
 - 'Fire' is not only an open fire. We use 'fire' when we use heaters (gas, electric, open bar), cookers, grills, chip-pans – as well as matches, lighters and the fireplace.
2. How do these things help us?
3. How can these things hurt us?
5. When the children have finished Worksheet Five, discuss what they have done.

ACTIVITIES:

1. Give each child a copy of Worksheet 5, a pencil and crayons/coloured pencils (red and green).
2. Talk about the pictures.
 - Which pictures show how to be safe with fire? Why did you choose these pictures?
 - Which pictures show how fire can hurt us? Why did you choose these pictures?
3. Colour the green circle if they are safe.
4. Put a red X in the circle if they are careless.
5. At the bottom of the worksheet, write at least one thing about how fire can help us and at least one thing about how fire can hurt us.

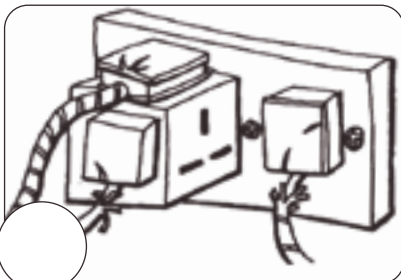
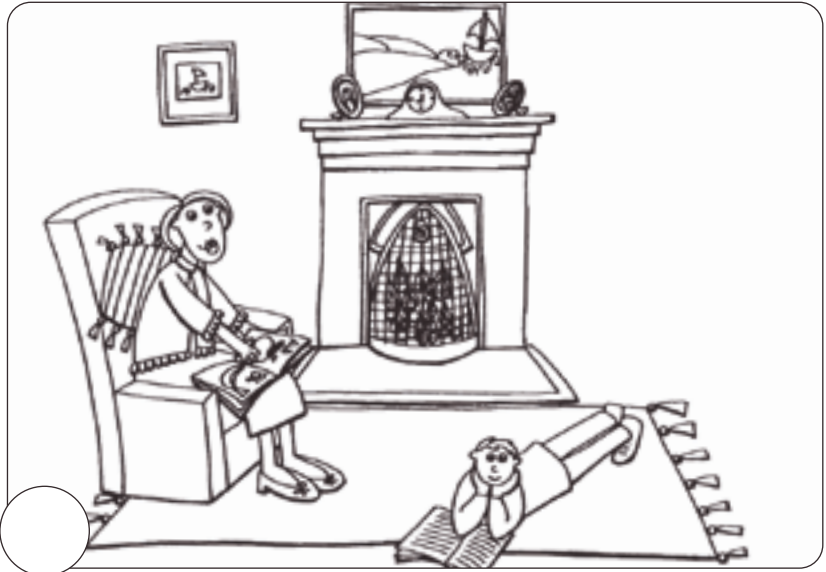


FIRE CAN HELP. FIRE CAN HURT.

Some people are safe with fire. Colour the circle green.

Some people are careless with fire.

Put a red X in the circle.



FIRE CAN HELP...

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FIRE CAN HURT....

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LESSON ONE first & second class



WORKSHEET SIX: WHAT COULD HAPPEN NEXT?

EACH CHILD NEEDS:

- A copy of Worksheet Six
- Pencil for writing

TALK ABOUT IT:

1. What is an accident?
2. Have you ever had an accident in your house? What happened?
3. We're going to look at some pictures which show how accidents can happen.
Give each child a copy of Worksheet 6.
 - Look at the pictures.
 - Talk about what you see.
 - Think about what could happen next.

ACTIVITY:

SPEECH BUBBLES/ PARTNER WORK

1. Sit with your partner.
2. Look at the pictures on your worksheets.
3. Talk about each picture with your partner. Could this cause an accident?
4. Now write a speech bubble to say what could happen next.
5. When the children have finished Worksheet Six, discuss what they have done.



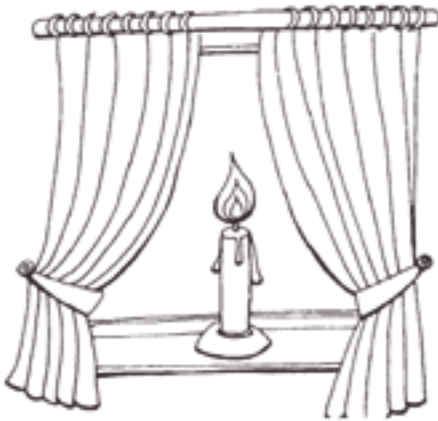
**THE DEPARTMENT
OF ENVIRONMENT,
HERITAGE AND LOCAL
GOVERNMENT SAYS...**

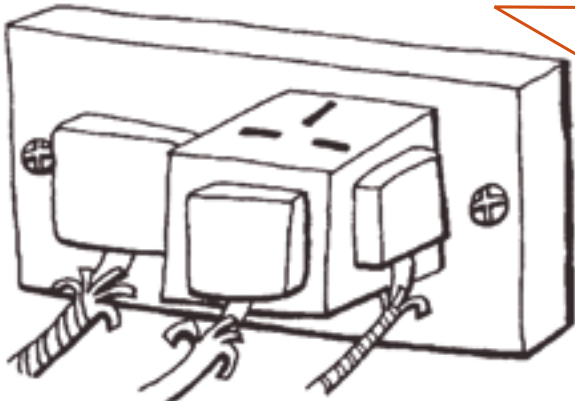
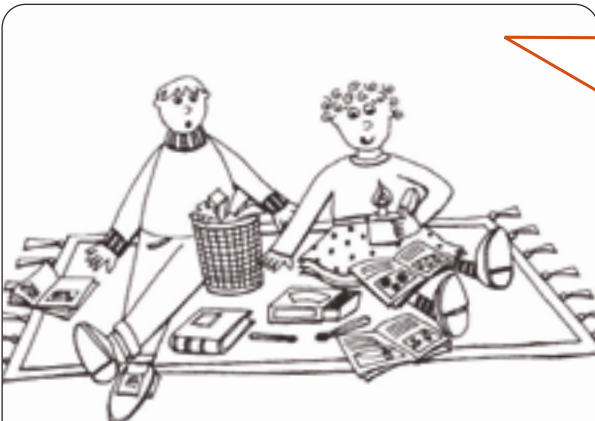
**MOST HOUSE
FIRES HAPPEN
DURING WINTER.**

Why do you think so?



Tell what could happen

[illegible]

[illegible]

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LESSON TWO first & second class



Theme

- Fire Safety at Holidays

Objectives

- Being aware of holiday fire hazards
- Learning how accidents can be prevented if we know the dangers
- Understanding that we can prevent fires if we act safely

Key Learning Points

- Carelessness causes accidents
- Holidays should be fun, but fires can make them unhappy
- Learn how to prevent accidents during holidays
- Learn the rules of holiday fire safety.

TEACHING APPROACH

WORKSHEET FIVE: FIRE CAN HELP. FIRE CAN HURT.

EACH PAIR NEEDS:

- A copy of Worksheet Seven
- Pencil for writing

DISCUSS:

1. What do you do at Halloween?
2. Have you ever gone to a Halloween bonfire? What did you do?
3. Who can think of some Halloween fire dangers?

Examples:

- Bonfires look pretty, but they can be dangerous because...
- Standing too close to a bonfire is dangerous because...
- Fireworks are exciting, but they can be dangerous because...
- Pumpkins and lanterns can be dangerous because...

4. Can you think of some Halloween fire safety rules?

Examples:

- Never stand too close to a bonfire.
- Never touch fireworks.
- Never go out of the room/house and leave a candle burning in a lantern or pumpkin.
- Always go to bonfires with a grown-up.

5. When the children have finished Worksheet Seven, discuss what they have done.

ACTIVITY: MAKING DECISIONS

1. Give each child a copy of Worksheet 7.
2. Look at each picture and decide what is wrong.
3. Now write a Fire Safety Rule under each picture to help the children have a safe Halloween.



HALLOWEEN FIRE SAFETY

Look at the pictures. Write a Fire Safety Rule to help the children have a safe Halloween.



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LESSON TWO first & second class



WORKSHEET EIGHT: FIRE CAN HELP. FIRE CAN HURT.

EACH CHILD NEEDS:

- A copy of Worksheet Seven
- Pencil for writing

DISCUSS:

1. What special things do we have in the house at Christmas?

Examples:

- Christmas tree
- Cards
- Decorations

2. What kinds of fires do we have at Christmas?

Examples:

- Candles
- Christmas tree lights
- Fires in the fireplace

3. How can these fires make Christmas unhappy?

Examples:

- Leaving candles burning can...
- Not turning off the Christmas tree lights might...
- No sparkguard in front of the fire could...
- Decorations could catch fire if...
- Cooker left unattended could...

4. When the children have finished Worksheet Eight, discuss what they have done.

ACTIVITY:

1. Give each child a copy of Worksheet Eight.
2. Look at the top of the picture. How do we use these things at Christmas?
3. Look at the room in the bottom picture. Tell the children to draw these items in a safe place this so this family has a safe Christmas.
4. Finally, children write their own Christmas safety rules.

MAKE A POSTER: GROUP WORK

This will help the children revise and consolidate what they have learned.

Divide children into two groups.

Group 1 members will draw pictures of Susie Safe's House.

Group 2 members will draw pictures of Donal Danger's House

Group 1 – Susie Safe's House

Draw as many things as you can which show that Susie Safe knows about fire safety.
Give your posters a title.

Group 2 – Donal Danger's House

Draw as many things as you can which show that Donal Danger does not know about fire safety.
Give your posters a title.

Note: Each child can draw his/her own poster or the group can discuss what the poster should show and come up with a group poster.

FOLLOW-UP SUGGESTION

WORD BANK: GROUP WORK

Ask the children to think of as many words as they can which are related to fires, fire dangers and fire safety. List them in their copies in a 'Fire Safety Word Bank'.

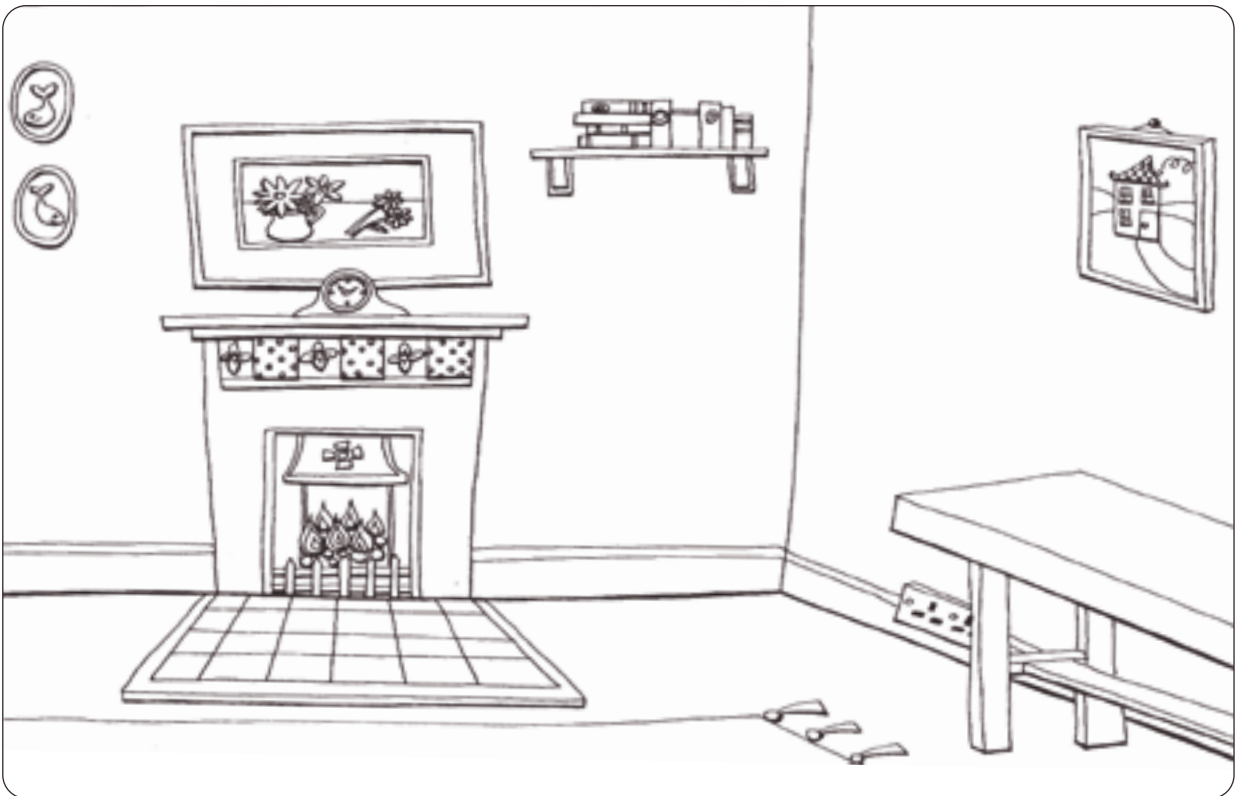
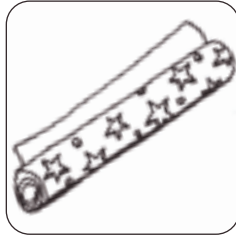
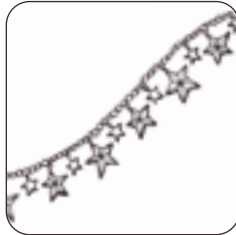
Examples:

Fire; spark; flame; match; candle; sparkguard; smoke alarm; cooker



FIRE SAFETY AT CHRISTMAS

Draw everything in a safe place.



WRITE YOUR OWN RULES HERE FOR A SAFE CHRISTMAS

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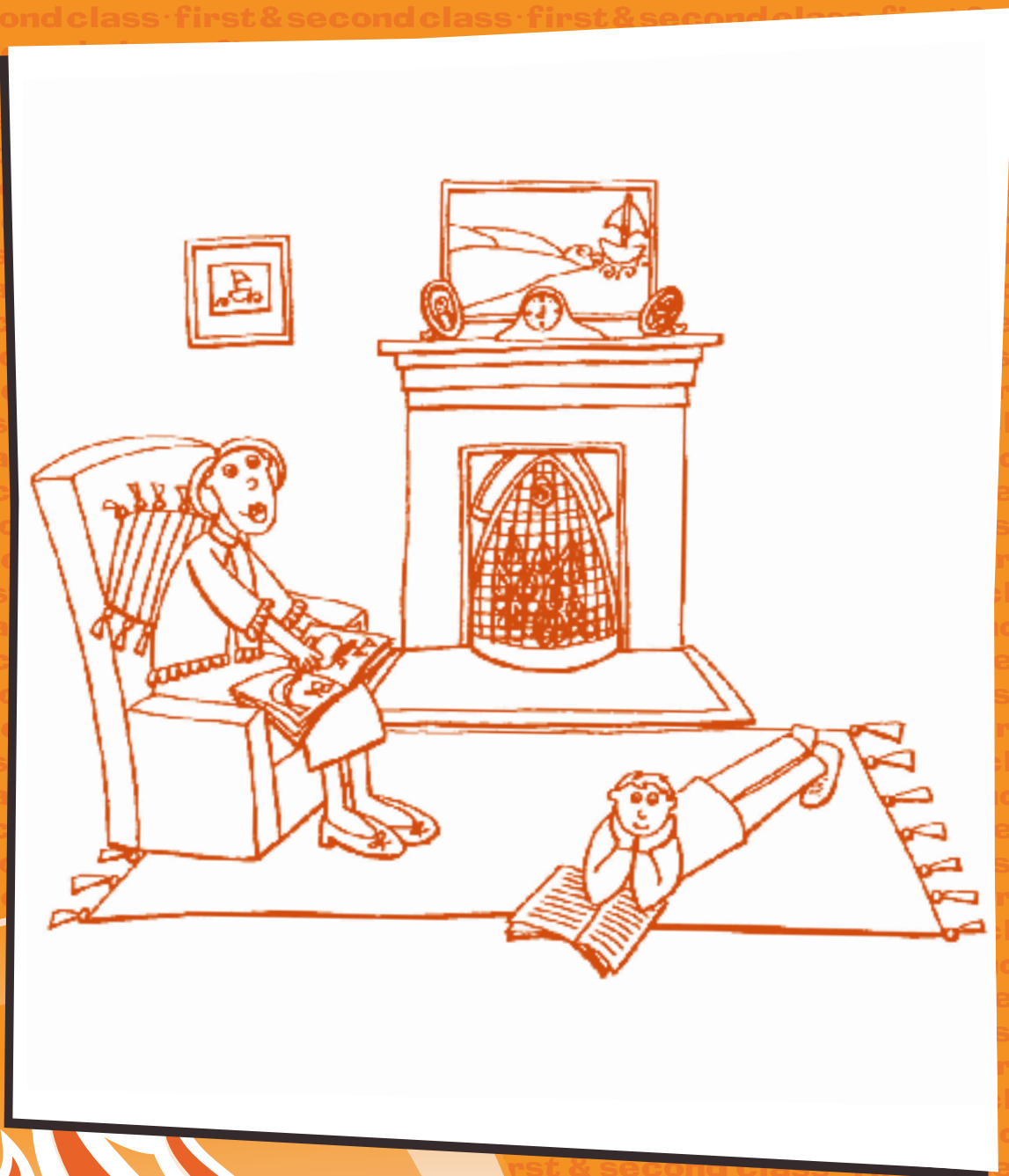
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FIRE SAFETY

THIRD & FOURTH CLASS

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SPHE Strand: Myself
.....

.....
Strand Unit: Safety and Protection
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Safety Issues: Adopt responsible behaviour at play
and know the appropriate safety
measures to take while playing.

Explore and examine how accidents
are caused, identifying ways in which
some of these can be prevented and
the appropriate action to be taken if
an accident or emergency occurs.
.....

.....
Strand Unit: Making decisions
.....

.....
Making Decisions: Recognise and explore the risks
and the consequences of making
a particular decision

Make individual and group decisions
.....

LESSON ONE **third & fourth class**



Theme

- Fire Safety and Home

Objectives

- Knowing how powerful fire is
- Learning to use fire carefully and safely

Key Learning Points

- Key Learning Points
- We must follow the fire safety rules
- Fire safety rules are there to help us and keep us safe
- If we use fire wisely, we can prevent accidents
- We must learn to respect fire
- We must not take risks with fire

TEACHING APPROACH

WORKSHEET NINE: THE POWER OF FIRE

EACH CHILD NEEDS:

- A copy of Worksheet Nine

DISCUSS: DECISION-MAKING

Questions such as these should elicit oral responses from children regarding how essential, powerful and pleasurable fire is. They may need to be reminded that fire is not only an open flame. The power of fire is also found in many home appliances.

1. Why do we need fire?
 - To keep us warm
 - To see when it is dark
 - To cook our food
2. Which things in our homes use the power of fire?
 - Fireplace
 - Cooker
 - Lights
 - Electrical sockets/plugs
 - Matches
 - Lighters
 - Heaters (both gas and electric)
3. Can you think of any ways in which fire is helpful?
 - Hot drinks and hot food
 - Heating water
 - Ironing our clothes
 - Electric Blanket
 - Keeping warm in winter
 - Lighting candles
 - Providing light
 - Fires in the grate
4. What would it be like without these things – and the power of fire?
5. How can these things be harmful if we do not use them safely?
 - Sparks from the fireplace can start a fire.
 - Standing in front of a fire/heater may set our clothes alight.
 - Being careless with a chip-pan/grill can cause burns/fires.
 - Putting toys/school things near a heater or fireplace can cause fires.
6. When the children have finished Worksheet Nine, discuss the results of their work.

ACTIVITY:

1. Give each child a copy of Worksheet Nine.
2. Look at the pictures in the middle of the page. Write the name of each item in the blank under it.
3. Think about this: How can each of these things be helpful? Write what you think in the 'Fire is harmful' column.

BRAINSTORMING:

Using the results of Worksheet Nine, the class could discuss what might happen if they are careless with fire.

1. Divide the class into two groups. The groups take turns. One group makes a statement about a fire risk, to which the other responds with what could happen.

Example:

Group 1: 'I was hungry so I put on the chip-pan.'

Group 2: 'You could cause a chip-pan fire.'

Example:

Group 2: 'I found some matches so I lit a candle on the windowsill.'

Group 1: 'You could burn yourself.
And the curtains could catch fire.'

2. After each cause- and-effect exchange, write an associated Fire Safety Rule on the board.

Example:

Group 1: 'I was hungry so I put on the chip-pan.'

Group 2: 'You could cause a chip-pan fire.'

Fire Safety Rule: 'I will never use a chip-pan without an adult to help me.'

Example:

Group 2: 'I found some matches so I lit the candle on the windowsill.'

Group 1: 'You could burn yourself.
And the curtains could catch fire.'

Fire Safety Rule: 'I will never play with matches.'

Fire Safety Rule: 'Only grown-ups should light candles. And they should put them out when they leave the room.'

THE POWER OF FIRE

FIRE IS HELPFUL:

Tell how it can help us

.....

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1



FIRE IS HARMFUL:

Tell how it can harm us

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.....

.....

2



3



4



5



6



LESSON ONE **third & fourth class**



WORKSHEET TEN: GROUP STATEMENT

Now ask each group to talk about the Fire Safety Rules they have learned. Each group prepares a rough copy of their Group Statement. When they are happy with their work, distribute Worksheet Ten. The group fills in the statement and each member signs it.



**THE DEPARTMENT OF ENVIRONMENT,
HERITAGE AND LOCAL GOVERNMENT SAYS...**

**IF A FIRE BREAKS OUT,
THOSE MOST AT RISK
ARE THE VERY YOUNG
AND THE ELDERLY.**

Talk about this with the class.



DID YOU KNOW?

**IN 2006, THE FIRE BRIGADE
ATTENDED 507 FIRES CAUSED
BY MATCHES AND LIGHTERS.**

Talk about this with the class.





LESSON TWO **third & fourth class**



Themes

- Safety Equipment: Smoke Alarms, Fire Extinguishers and Fire Blankets
- Understanding Fire

Objective

- Recognising careless actions and their possible consequences

Key Learning Points

- The need for smoke alarms, fire extinguishers and fire blankets
- Science experiment: Why we should never throw water on a chip-pan fire.

TEACHING APPROACH: PART 1

DISCUSS:

If possible, the teacher should bring a smoke alarm and a fire blanket into class and demonstrate how they work should show them where the nearest fire extinguisher is and explain how important it is that it should not be tampered with.

1. Who knows what a smoke alarm is?
2. Who has a smoke alarm in their home?
3. Why do we need smoke alarms?
4. Smoke alarms must be in good working order. Why?
5. How does a fire blanket help to put out fires?

WATER:

- Food colouring or ink
- Cooking oil
- A copy of Worksheet Eleven for each student

METHOD:

1. Half-fill the jar with water.
2. Add plenty of food colouring/ink and stir well.
3. Fill the jar (as close to the top as possible) with the cooking oil.
4. Screw the lid on firmly and let the contents of the jar settle.

OBSERVATIONS:

1. Where does the oil stay when the jar is sitting on
2. Tilt the jar on its side. What happens to the oil? What happens to the water?
3. If this were a burning chip-pan and you threw water on it to put out the fire, what would happen to the water?

LEARNING POINTS:

- Oil is lighter than water. It stays on top.
- Water is heavier than oil. It sinks to the bottom.
- The oil in the chip-pan will keep burning because the water sinks to the bottom.

SAFETY RULES:

- Never throw water on a burning chip-pan!
- A fire blanket will help put out a chip-pan fire.

WORKSHEET ELEVEN: A SCIENCE EXPERIMENT

1. Distribute copies of Worksheet Eleven.
2. If possible, each child could do the experiment at home, then write it up on their worksheets, using labelled drawings.
3. If this is possible, do the experiment again (or ask for volunteers). The children can then complete their worksheets.

DEMONSTRATION: A SCIENCE EXPERIMENT

PURPOSES

- To show that oil is lighter than water.
- To show that we should never throw water on a chip-pan fire.

EQUIPMENT:

- A small, clean jar (mayonnaise, jam) with a screw-top lid



**THE DEPARTMENT OF
ENVIRONMENT, HERITAGE AND
LOCAL GOVERNMENT SAYS...**

**BEFORE FIRE BURNS...
SMOKE KILLS!**



A SCIENCE EXPERIMENT

PURPOSES (What you want to show)

1.

2.

EQUIPMENT (Things you will need to do this experiment)

1.

2.

3.

4.

METHOD (The steps you take to do the experiment)

1.

2.

3.

4.

OBSERVATIONS (What you saw during the experiment)

1.

2.

3.

LEARNING POINTS (What you learned by doing this experiment)

1.

2.

3.

LABELLED DIAGRAMS USE A SEPARATE SHEET FOR YOUR DIAGRAMS.

LESSON ONE third & fourth class



Theme

- Fire Safety and Home

Objectives

- Knowing how powerful fire is
- Learning to use fire carefully and safely

Key Learning Points

- Key Learning Points
- We must follow the fire safety rules
- Fire safety rules are there to help us and keep us safe
- If we use fire wisely, we can prevent accidents
- We must learn to respect fire
- We must not take risks with fire

TEACHING APPROACH: PART 2

WORKSHEET TWELVE: THE PAIRING GAME

NOTES:

- There are 40 possible pairings in this game (20 Actions, 20 Consequences), which should be more than enough for the average class.
- The Pairing Game may also be used as a follow-up exercise if it proves too time-consuming for any class. It could also be modified for use in a number of areas of the SPHE curriculum.

TEACHER PREPARATION:

1. Photocopy Worksheet Twelve (The Pairing Game), both front and back. (For durability, paste the photocopied sheets onto backing card before cutting. Laminate, if possible.)
2. Cut along the dotted lines to make 40 strips.

PLAYING THE PAIRING GAME:

1. Put the strips in a box.
2. Each child picks a strip from the box. (The teacher can hold any extra strips)
3. Children all study their strips.
Those strips with a ★ are **ACTIONS**.
Those with a ✕ are **CONSEQUENCES**.

4. Ask who has a strip with a ★ and choose one of them to begin.
5. The child selected reads his/her strip. Anyone who thinks the appropriate consequence is ✕ should raise their hand.
6. If there is a clear space in the classroom, each pair can sit together.
7. When all pairs have been matched, they are read again. Children then suggest a Fire Safety Rule for each matching pair.

Examples:

- ★ Baby Jack crawled close to the fire...
- ✕ He burned his hands and...

Fire Safety Rule:

A sparkguard would have saved the baby.

FOR POSITIVE MATCHES:

- ★ A fire blanket was on the wall in the kitchen.
- ✕ The chip-pan fire was put out quickly.

Fire Safety Rule:

A fire blanket is a necessary piece of safety equipment in the kitchen.

FOLLOW-UP SUGGESTION

1. Compose a 'Fire Safety Rap' and perform it for your class. Your 'rap' should include the things you have learned about fire safety.
2. You are going to do a House Swap next Christmas – with a family from Mars! Of course, Martians know nothing about fire safety. Write a list of rules for your Martian visitors, telling them about Christmas Fire Safety here on Earth.
3. In 2006, the Fire Brigade attended 42 house fires in which people died. 20 of these home did not have smoke alarms.
 - 'Before fire burns, smoke kills.' Write about the need for smoke alarms in your home. Where should you put them? Why?



THE PAIRING GAME

ACTIONS

★ Christmas tree lights were left on when the family was not at home.	★ The boys were having great fun, fooling around at the Halloween bonfire.
★ After their meal, the family left the candles burning on the table.	★ There were no batteries in the smoke alarm.
★ Before the family left the room, they switched off the Christmas tree lights.	★ Uncle Bill always put the sparkguard in front of the fire.
★ Mary kept tilting the candle and dripping wax onto her plate.	★ When Brendan opened the door, the Christmas cards blew off the mantelpiece.
★ Paul would not stop playing with the lighted candle.	★ The Dalys said it was fine to overload an electrical socket.
★ The Halloween pumpkin was lit only when grown-ups were in the room.	★ Nuala was playing with a cigarette left burning in the ashtray.
★ Tim put the candle next to the curtain, then lit the candle.	★ When David saw the cigarette burning in the ashtray, he told Mrs. Scott.
★ Amy reached across the barbecue to pass a plate to her brother.	★ A fire blanket was on the wall in the kitchen.
★ Sarah stood close to the fire in her new dress.	★ Mr Mooney checks all the smoke alarms every month.
★ Baby Jack crawled close to the fire when no one was looking.	★ Jane said her mother told them that they should never throw water on the chip-pan.



THE PAIRING GAME

CONSEQUENCES

✕	The Christmas tree went on fire	✕	One of the boys tripped and nearly fell into the fire.
✕	The table cloth caught fire.	✕	No one knew that a fire had started.
✕	They knew their Christmas would be safe and happy.	✕	He wanted his family to be safe when they visited.
✕	The flame flared and her hair caught fire.	✕	The cards fell into the fireplace and the flame flared.
✕	The hot wax burned his fingers.	✕	The socket caught fire.
✕	The family used their Halloween pumpkin safely.	✕	The cigarette fell onto the sofa and started to burn.
✕	The curtain quickly caught fire.	✕	She told him he had done the right thing.
✕	Both children burned their arms.	✕	The chip-pan fire was put out quickly.
✕	Her lovely new dress caught fire.	✕	He knows how important they are for alerting his family about fire.
✕	He burned his hands and started to scream.	✕	She knows that water will only make this kind of fire worse.

FIRE SAFETY

FIFTH & SIXTH CLASS

SPHE Strand: Myself

Strand Unit: Safety and Protection

Personal Safety: Explore rules and regulations at home, in School and in society and the importance of adhering to them.

Discuss a variety of risky situations and behaviour and assess and evaluate how these risks may be avoided or minimised and the implication of taking risks.

Realise that as independence increases, responsibility for personal safety increases, and that a strategy for keeping safe has to be developed and adhered to by each individual.

Safety Issues: Develop responsible attitudes towards the prevention of accidents

Strand Unit: Making decisions

Making Decisions: Acquire a growing sense of the importance of making informed decisions at many levels and identify some of the decisions he/she has to make

Explore and learn to examine critically the factors and levels of thought that influence decisions and choices.

Discuss and practise a simple decision-making strategy.

LESSON ONE fifth & sixth class



Theme

- Fire Safety Procedures

Objectives

- Understanding Fire
- Learning what to do in case of a fire

Key Learning Points

- Fire safety rules are there to protect us
- We must learn to be responsible when it comes to fire
- We must learn how to make sensible decisions about fire safety

TEACHING APPROACH

WORKSHEET THIRTEEN: CONTACTING THE EMERGENCY SERVICES

EACH CHILD NEEDS:

- A copy of Worksheet Thirteen



THE DEPARTMENT OF ENVIRONMENT, HERITAGE AND LOCAL GOVERNMENT SAYS...

If a fire breaks out...

- 1. GET OUT!**
- 2. GET THE
FIRE BRIGADE**
- 3. AND...STAY OUT!!!**

CLASS DISCUSSION:

Teacher's Note: Children will be familiar with the '999' emergency number. We can also use '112' in Ireland and throughout the EU.

Prepare for Worksheet Thirteen by discussing the procedure for ringing 112 (or 999) and reporting a fire in your home.

- Get out of the house and stay out!
- Make the emergency call from a mobile, a neighbour's phone or a phone box.
- Emergency calls can be made from a payphone without coins.
- Give exact address of fire.
- Be able to give specific directions.

- Ask for the correct Emergency Service – in this case, Fire Brigade. (Other services are Gardaí and Ambulance.)
- Speak carefully and clearly.
- DO NOT hang up until you are told to.
- DO NOT GO BACK INTO THE HOUSE FOR ANY REASON WHATSOEVER.

ACTIVITY:

1. Distribute copies of Worksheet Thirteen.
2. Children are to look at the pictures and decide on the correct order. Write the number in the circle.
3. Write a caption for each picture, telling what is happening.
4. Ask for volunteers to give the correct order of pictures and to read their captions.

ROLE PLAY:

Ask for two pairs of volunteers – two children to make Emergency calls and two Emergency Service Workers.

- Each pair rehearses the correct method for making an emergency call.
- The rest of the class watches these performances and comments on how well they did.



THE DEPARTMENT OF ENVIRONMENT, HERITAGE AND LOCAL GOVERNMENT SAYS...

MOST FATAL HOUSE FIRES OCCUR DURING THE HOURS OF DARKNESS.

Talk about this with the class.

CONTACTING THE EMERGENCY SERVICES

1. Look at the pictures and decide on the correct order.
2. Use the circles to number the pictures correctly.
3. Now write a caption for each picture to describe what is happening.



LESSON ONE fifth & sixth class



Theme

- Fire Safety at Home

Objectives

- Learning that carelessness can cause accidents
- Knowing that we must be careful around fire

Key Learning Points

- Fire can help us
- Fire can hurt us
- Learn to recognise fire hazards

TEACHING APPROACH

WORKSHEET FOURTEEN: WHAT DO YOU THINK?

EACH CHILD NEEDS:

- A copy of Worksheet Fourteen

CLASS DISCUSSION:

Talk about points such as the following in preparation for doing Worksheet Fourteen.

- Fire is very powerful and necessary in our lives.
- We must respect fire and be aware of how it can be both helpful and harmful.
- Fire safety equipment is important – smoke alarms, sparkguards, fire blankets, fire extinguishers.
- Good practice and wise decisions can prevent fires and fire-related accidents.
- Carelessness with many everyday items can cause accidents – matches, lighters, chip-pans, barbecues, grills, heaters (open bar and gas), plugs, electrical sockets.

ACTIVITY:

1. Give each child a copy of Worksheet Fourteen.
2. The children are asked to:
 - Read each statement.
 - Decide whether they agree or disagree and tick the box of their choice.
 - Write the reason for their decision in the space provided.
3. Reinforcement: When the children have completed the worksheet, ask them to read out their answers and the reasons for their decisions.



**THE DEPARTMENT OF ENVIRONMENT,
HERITAGE AND LOCAL GOVERNMENT SAYS...**

**SMOKE WON'T WAKE
YOU UP - IT WILL PUT
YOU INTO AN EVEN
DEEPER SLEEP.**

Talk about this with the class.





IS THIS THE RIGHT DECISION?

1. Read each of these statements carefully.

2. Decide whether you agree or disagree.
Tick the box beside your choice.

3. Then give a reason for your decision.

1. Fire is powerful and should be respected.

☐

Right

☐

Wrong

.....
.....
.....

6. Playing with matches is fun and not dangerous for children.

☐

Right

☐

Wrong

.....
.....
.....

2. Sparkguards are a nuisance.
They're not really necessary.

☐

Right

☐

Wrong

.....
.....
.....

7. Chip-pans should be used with great care.

☐

Right

☐

Wrong

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.....
.....

3. The mantelpiece is a safe and attractive place to display Christmas cards.

☐

Right

☐

Wrong

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.....
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8. Smoke alarms have everlasting batteries.

☐

Right

☐

Wrong

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.....
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4. Standing in front of an open fire is a safe way of warming yourself on a cold winter's night.

☐

Right

☐

Wrong

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.....
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9. It is never safe to overload an electrical socket.

☐

Right

☐

Wrong

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.....
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5. Cigarettes left smouldering in an ashtray are fire hazards.

☐

Right

☐

Wrong

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10. I could prevent a fire by making wise decision.

☐

Right

☐

Wrong

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.....
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LESSON TWO fifth & sixth class



Theme

- Understanding fire

Objectives

- Understanding what fire needs to burn
- Knowing about increased fire risks at holiday time

Key Learning Points

- Our behaviour can either cause or prevent fires
- We can play our part in preventing fire-related accidents
- Preventing accidents should not be left to others
- Identify fire hazards in the home

TEACHING APPROACH: PART 1

DEMONSTRATION: A SCIENCE EXPERIMENT

Teacher's note: This experiment must be done under the supervision of an adult! Jars get very hot!

PURPOSE:

- To show that fire needs oxygen to burn.

EQUIPMENT:

- 2 metal plates
- 2 small candles, each the same size
- Plasticine or Blu-Tack®
- Matches
- 2 wide-necked jars of different sizes (jars must be obviously different in size.)
- A copy of Worksheet Fifteen for each child.

(The teacher may choose to distribute this either before or after the experiment.)

METHOD: STAGE 1

1. Secure the candles firmly to the plates with the plasticine or Blu-Tack®.
2. Light one candle.
3. When the flame is burning strongly, turn one jar upside down and place it over the candle. Watch what happens.

OBSERVATIONS: STAGE 1

1. After a while, the flame gets smaller and then goes out completely.
2. All the oxygen in the air around the candle has been used up. The candle cannot burn without oxygen.

METHOD: STAGE 2

1. Now light both candles.
2. When both flames are burning strongly, turn both jars upside down at the same time and place them over the candles. Watch what happens.

OBSERVATIONS: STAGE 2

1. It took longer for the candle inside the larger jar to go out.
2. There was more oxygen in the larger jar.
3. Both candles eventually went out because they could not burn without oxygen.

LEARNING POINTS:

1. Fire needs oxygen to burn.
2. The more oxygen is available, the longer a fire will burn.
3. Depriving a fire of oxygen will put it out.
4. Fire blankets smother fires by depriving them of oxygen.
5. Some fire extinguishers use a special gas called carbon dioxide which uses up the oxygen.
6. If a fire breaks out in your home:
 - Closing doors and windows will decrease the amount of oxygen.
 - Stay close to the floor when escaping from a fire. There is more oxygen near the floor.

WORKSHEET FIFTEEN: A SCIENCE EXPERIMENT

Distribute copies of Worksheet Fifteen so that children can record the experiment. Include labelled drawings and notes on each stage of the experiment



A SCIENCE EXPERIMENT

PURPOSES (What you want to show)

TO SHOW THAT FIRE NEEDS OXYGEN TO BURN.

EQUIPMENT (Things you will need to do this experiment)

1.

2.

3.

4.

METHOD (The steps you take to do the experiment)

1.

2.

3.

4.

OBSERVATIONS (What you saw during the experiment)

1.

2.

3.

LEARNING POINTS (What you learned by doing this experiment)

1.

2.

3.

LABELLED DIAGRAMS USE A SEPARATE SHEET FOR YOUR DIAGRAMS.

LESSON TWO fifth & sixth class



TEACHING APPROACH: PART 2

WORKSHEET SIXTEEN: FIRE SAFETY CHECKLIST

CLASS DISCUSSION:

In preparation for doing the Fire Safety Checklist, discuss the ways in which Halloween, Christmas and summer holidays can be safer for everyone if they observe the Fire Safety Rules. This will act as a recap of all the fire safety rules the children have ever learned.

Then, divide the class into three groups and distribute copies of Worksheet Sixteen. Each group investigates the fire hazards of either Halloween, Christmas or summer holidays. They then compose a Fire Safety Checklist for their assigned holiday and report to the class. This could also be a PowerPoint activity.

CLASS DEBATE:

These debates emphasise the importance of making responsible decisions.

THE MOTIONS ARE:

- Fireworks should be freely available at Halloween.
- A fire blanket is a necessary piece of fire safety equipment.
- Making a hoax emergency call could endanger lives.

Group 1: Will speak for the motion.

Group 2: Will speak against the motion.

Group 3: Will listen to the debate and vote both before and after Groups 1 and 2 have put their cases.

Note: The vote before the debate will indicate children's initial impressions. The vote after the debate will indicate any changes in their opinions, based on informed debate.

FOLLOW-UP SUGGESTIONS

1. Everyone must behave responsibly during a school fire drill. Make a poster (group/individual work) giving instructions for Fire Drill Safety. Give your poster a title. Display the poster in a prominent place in the school.
2. Tell the stories...
 - We woke up to the sound of the smoke alarm bleeping in the living room/hallway/bedroom. The first thing...
 - We lit a bonfire beside the Community Centre/ carpark/playground. I knew this was not a good decision and I wish...
3. Invite your local Fire Safety Officer to visit the class.
 - Prepare a list of questions before the visit.
 - Listen to the Fire Safety Officer and ask any prepared questions which may not have been covered.
 - After the visit, write a report on what you learned.
4. In 2006, fire brigades attended 33,460 fires. How many fires is this:
 - Per day? $(33,460 \div 365 = 91.67 \text{ per day})$
 - Per week? $(33,460 \div 52 = 643.5 \text{ per week})$
 - Per month? $(33,460 \div 12 = 2,788.3 \text{ per month})$
5. Talk about these statistics with the class. In 2006:
 - 17.02% of the fires were chimney fires. How many chimney fires were there in 2006? (5,695)
 - 36.08% of the fires were started maliciously. How many malicious fires were started in 2006? (12,072)

Do a PowerPoint presentation using these statistics.

6. Make a Bonfire collage. This can be done on an individual, group or class basis.

You will need:

- Paper or card as the base
- For tongues of fire – orange, yellow, red and black tissue paper or similar colours cut from magazines.
- Scissors
- Glue

Arrange the coloured "tongues" in a pleasing way, then glue into place. Surround the entire collage with speech bubbles or thought clouds with wise rules for Halloween fire safety. Display your collage(s) in a prominent place in your school in the days leading up to Halloween.

THE DEPARTMENT OF ENVIRONMENT,
HERITAGE AND LOCAL GOVERNMENT SAYS...

ALL SCHOOL MANAGEMENT BOARDS ARE RESPONSIBLE FOR ORGANISING FIRE DRILLS IN THEIR SCHOOL.

- Ask the children how they should behave during a school fire drill.
- Do they know what to do and where to go?
- Review the school's Fire Drill Safety Rules with your class.





FIRE SAFETY CHECKLIST

Tick the appropriate box.

Our group is investigating Fire Safety during:

☐

Halloween

☐

Christmas

☐

Summer Holidays

We have decided that these are important Fire Safety Rules.

WE HAVE DECIDED THESE ARE IMPORTANT FIRE SAFETY RULES:

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SIGNED BY:

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WATER SAFETY



WATER SAFETY

WATER SAFETY

JUNIOR & SENIOR INFANTS

.....
SPHE Strand: Myself
.....

.....
Strand Unit: Safety and Protection
.....

.....
Safety Issues: Realise and understand that rules
are necessary in order to protect
people and keep them safe.

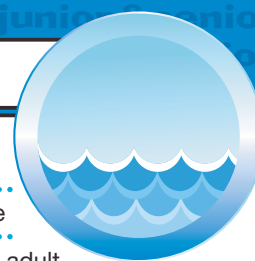
Explore how accidents might
be prevented.
.....

.....
Cross Curricular Link: Physical Education

P.E. Strand: Aquatics

Strand Unit: Water Safety
.....

LESSON ONE junior & senior infants



Theme

- Water Safety at Home

Objective

- Helping children recognise water hazards in the home

Key Learning Point

- We should never go near water unless we are with an adult

TEACHING APPROACH

WORKSHEET ONE: ARE THE CHILDREN SAFE?

EACH CHILD NEEDS:

- A copy of Worksheet One (folded as indicated)
- Scissors
- Crayons
- Blank Paper
- Adhesive

TALK ABOUT IT:

Children should be led to the idea that they must be accompanied by an adult when bathing, playing in a paddling pool or around a garden pond.

1. Talk about where the children find water inside their homes. Why do we need this water?
 - Kitchen and bathroom sinks
 - Bedroom and hand basins
 - Bathtub/Shower
2. Where can they find water outside their homes? How do we use this water?
 - Outdoor taps
 - Garden pools and ponds
 - Paddling pools
 - Water Barrels
3. Do you enjoy playing in the bath or in a paddling pool?
Should you do this on your own?
Why not?
4. Do you know anyone who has a garden pond?
Should you play around the pond on your own?
Why not?

ACTIVITIES:

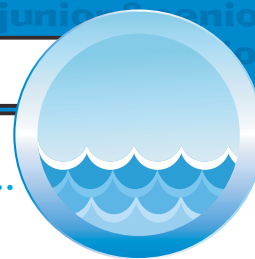
1. Before distributing copies of Worksheet One, fold each one along the dotted line. Tell the children not to look!
2. Distribute copies of Worksheet 1, scissors, crayons, blank paper and adhesive.
3. Look at the pictures. Can you see any children who are not safe? Why?
4. Can you see someone who is safe? Why?
 - The child is safe because he is with an adult
5. How can you help the other children be safe?
 - They will be safe if an adult is with them
6. Turn down the fold. What do you see? These are the adults who will help the children. Which adult belongs with which child?
7. Colour the pictures and cut them out. Stick them on the blank sheet of paper. Paste the correct adult with each child.

CIRCLE TIME:

When the children have finished their worksheets, bring them into a circle to talk about these sentences.

- "I will be safe in the bath if I..."
- "I will be safe in the paddling pool if I..."
- "I will be safe by the garden pond if I..."

LESSON TWO junior & senior infants



Theme

- Water Safety Out and About

Objective

- Learning to be safe at the seaside, near waterways and at swimming pools

Key Learning Point

- Carelessness near water can cause accidents

TEACHING APPROACH

WORKSHEET ONE: WHAT WOULD YOU SAY?

EACH PAIR NEEDS:

- A copy of Worksheet Two
- Pencil
- Scissors
- Blank paper

TALK ABOUT IT:

The purpose of this lesson is to introduce the children to the dangers associated with being near water, when they are at a swimming pool, on holiday or on a day out with friends and family.

1. Did you ever go to the seaside? What did you do? How can we be safe at the seaside?
 - Always go with an adult. Why?
 - Listen to the lifeguard. Why?
 - Never play in the water with inflatable toys, li-los or boats. Why?
2. Do you like going to the swimming pool? How can we be safe at the pool?
 - Listen to the lifeguard. Why?
 - Stay in the shallow end. Why?
 - Never run, push or shove. Why?

3. Did you ever go for a walk along a river or canal? How can you be safe?

- Always go with an adult. Why?
- Stay on the path. Why?
- Do not go near the edge. Why?

ACTIVITIES:

1. Divide the class into working partners and give each pair a copy of Worksheet Two.
2. Tell the children to look at the picture. Are the children safe? Each pair decides, then writes "Safe" or "Unsafe" under the picture.
3. Each pair now decides what they would say to the children to make them safe.
4. Choose one "unsafe" picture. Cut it out and stick it on the blank sheet. Each pair draws what they would do to make the child safe.

CIRCLE TIME:

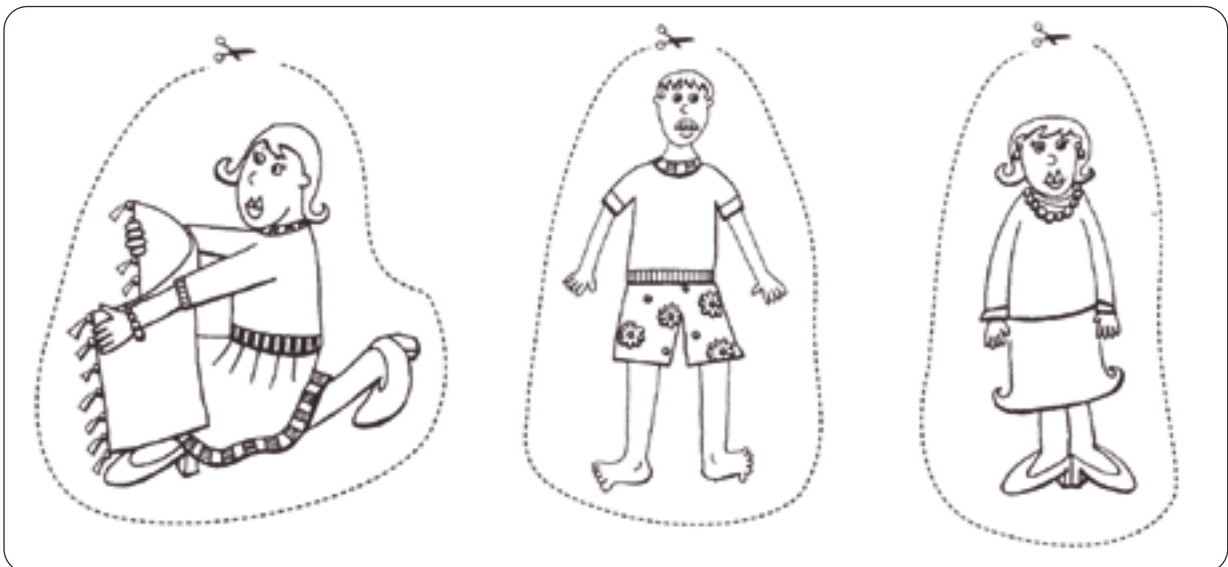
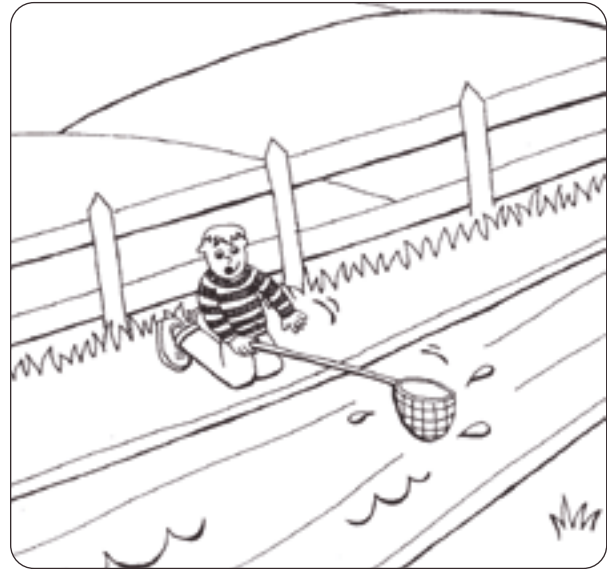
Bring children into the circle. Ask for volunteers to talk about what they have done.

FOLLOW-UP SUGGESTIONS

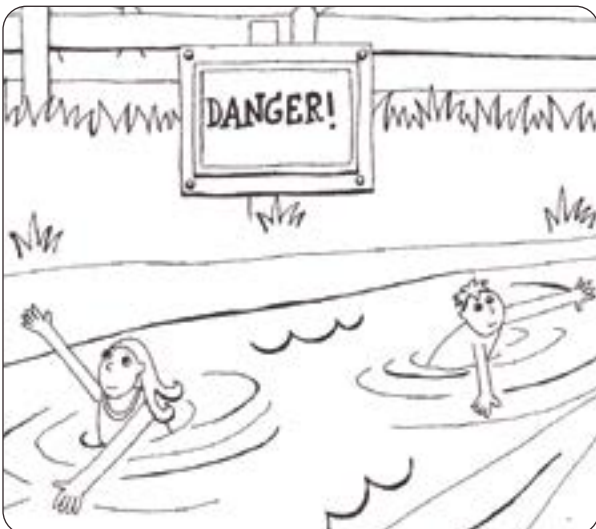
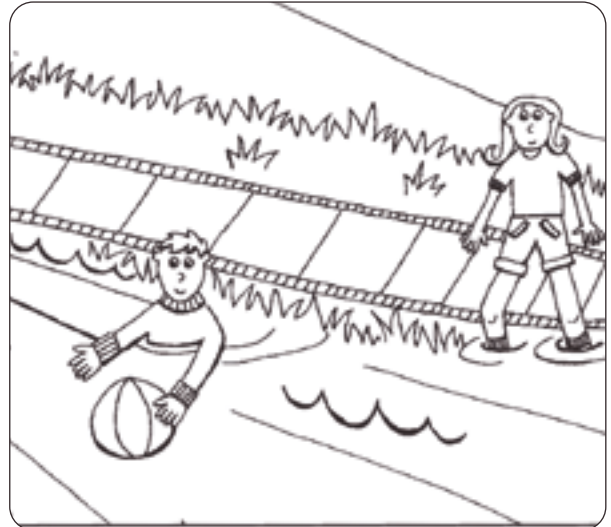
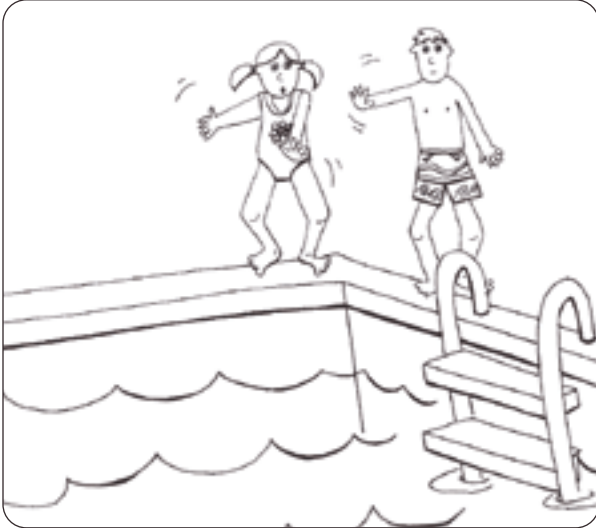
Help the children understand that they must always be supervised near water. They could make a Water Safety badge to show this or draw a picture of themselves near the water with an adult. They could also think of a slogan to help them remember this important safety rule.



ARE THE CHILDREN SAFE?



WHAT WOULD YOU SAY?





WATER SAFETY

FIRST & SECOND CLASS

.....
SPHE Strand: Myself

.....
Strand Unit: Safety and Protection

.....
Personal Safety: Identify risky behaviour and examine its consequences.

.....
Safety Issues: Recognise how accidents might be caused and what can be done in order to prevent accidents happening.

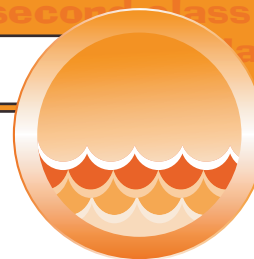
Become familiar with and understand the need to adhere to safety rules.

.....
Cross Curricular Link: Physical Education

P.E. Strand: Aquatics

Strand Unit: Water Safety
.....

LESSON ONE first & second class



Theme

- Water Safety at Home

Objectives

- Learning that carelessness can cause accidents
- Learning to be careful

Key Learning Points

- We need water to live
- Water can also be dangerous

TEACHING APPROACH

WORKSHEET THREE: OUR SAFETY RULES

EACH PAIR NEEDS:

- A copy of Worksheet Three
- Pencils
- Scissors
- Coloured Pencils

TALK ABOUT IT:

Discuss the importance of water with the children. Balance the need for water with the ways in which water can be dangerous.

1. Could we survive without water? Why not?
2. Talk about the ways in which people, animals and plants need water. Children's responses can be listed on the board.
3. Write two titles on the board – "Water Around the Home" and "Water on the Farm". List the ways in which water is used in these places. Emphasise how important water is in our everyday lives.

Water Around the Home

- Kitchen
- Bathroom
- Paddling Pools
- Garden Ponds

Water on the Farm

- Watering troughs
- Slurry tanks and pits
- Ponds
- Water barrels

4. How could water be dangerous? Think of water sources/places which use water: sink, bath, pond, paddling pool, well, tank, hose-pipe, barrel, slurry pit, drinking trough.

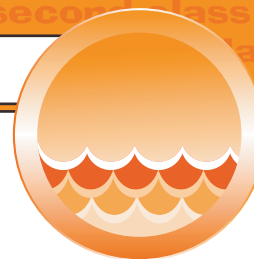
Children may suggest other sources.

5. Is there anything we can do to make sure these places are safe?

ACTIVITY:

1. Divide the class into three groups. Each group will think about one area – the home, the garden, the farm.
2. Distribute copies of Worksheet Three.
3. Each group discusses the water safety rules for their area. They decide on five important rules and the write or draw them on their worksheet in the water droplets.
4. Discuss the results of each group's work with the class. Organise a class or school display of their water droplets.

LESSON TWO first & second class



Theme

- Water Safety Out and About

Objective

- Learning responsible behaviour at the beach, pool, rivers, lakes and canals

Key Learning Points

- Carelessness around water can cause accidents
- We can prevent accidents if we learn and follow the water safety rules

TEACHING APPROACH

WORKSHEET FOUR: SPOT THE DANGERS

EACH CHILD NEEDS:

- A copy of Worksheet Four
- Pencil

CLASS DISCUSSION:

1. Have you ever had a day out/holiday near the water? Where were you? What did you do?
2. Have you ever seen anyone behaving carelessly around water? What did you see? Why do you think this was careless behaviour? What could have happened?
3. Brainstorm the rules for safe water behaviour with the children. Write them on the board.

Examples:

- Observe any signs. What might these signs say?
 - Always swim or do water sports with an adult
 - Obey the lifeguard
 - Watch for warning flags – a red flag means that swimming is dangerous in that area
 - Always swim parallel to the shore
 - Never take inflatable toys or li-los into the sea
 - Always wear a lifejacket while in a boat
 - Stay seated in a boat
 - Do not push, shove or fool around when walking by a river or canal or when at a swimming pool
 - Stay on the path by a river or canal
 - Do not try to retrieve toys or pets from the water
 - NEVER vandalise lifesaving equipment
 - NEVER swim in an unfamiliar place
4. What could happen if the children do not obey these rules?

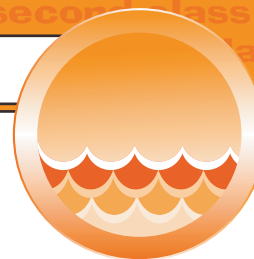
ACTIVITY:

1. Distribute copies of Worksheet Four.
2. The picture shows a number of dangerous situations. Study the picture and find the dangers.
3. Write what is wrong on the lines at the right of the page.

Example:

- The boy should not be on a li-lo
4. Discuss children's answers with the class.

LESSON TWO first & second class



TEACHING APPROACH

WORKSHEET FIVE: WHAT SHOULD THEY DO?

EACH FOUR NEEDS:

- A copy of Worksheet Five
- Pencil
- Coloured Pencils/Crayons

TALK ABOUT IT:

1. Give each pair a copy of Worksheet Five. It shows a series of cartoons which tells the story of three friends.
2. The partners first discuss what is happening in the cartoons. Take the worksheet frame by frame and ask for volunteers to say what is happening.
 - Should the girl jump in to get her schoolbag?
 - Which is more important, the girl or her schoolbag?
3. Ask the class to think about what the friends should do. They then write their suggestions on the worksheet. Ask for volunteers to talk about their suggestions.
4. The children finish the cartoon by drawing a picture to show what the children in the cartoon should do.

FOLLOW-UP SUGGESTIONS

This will demonstrate the dangers of floating out to sea on an inflatable toy or li-lo.

YOU WILL NEED

- A large basin
- Water
- An assortment of items: e.g. small stone, cork, large nail, pencil, polystyrene cup, plastic bag filled with air
- Pin

INTRODUCE THE EXPERIMENT WITH THESE QUESTIONS:

- What are lifebuoys made of?
- What are lifejackets made of?
- Why do you think they are made of these materials?

METHOD:

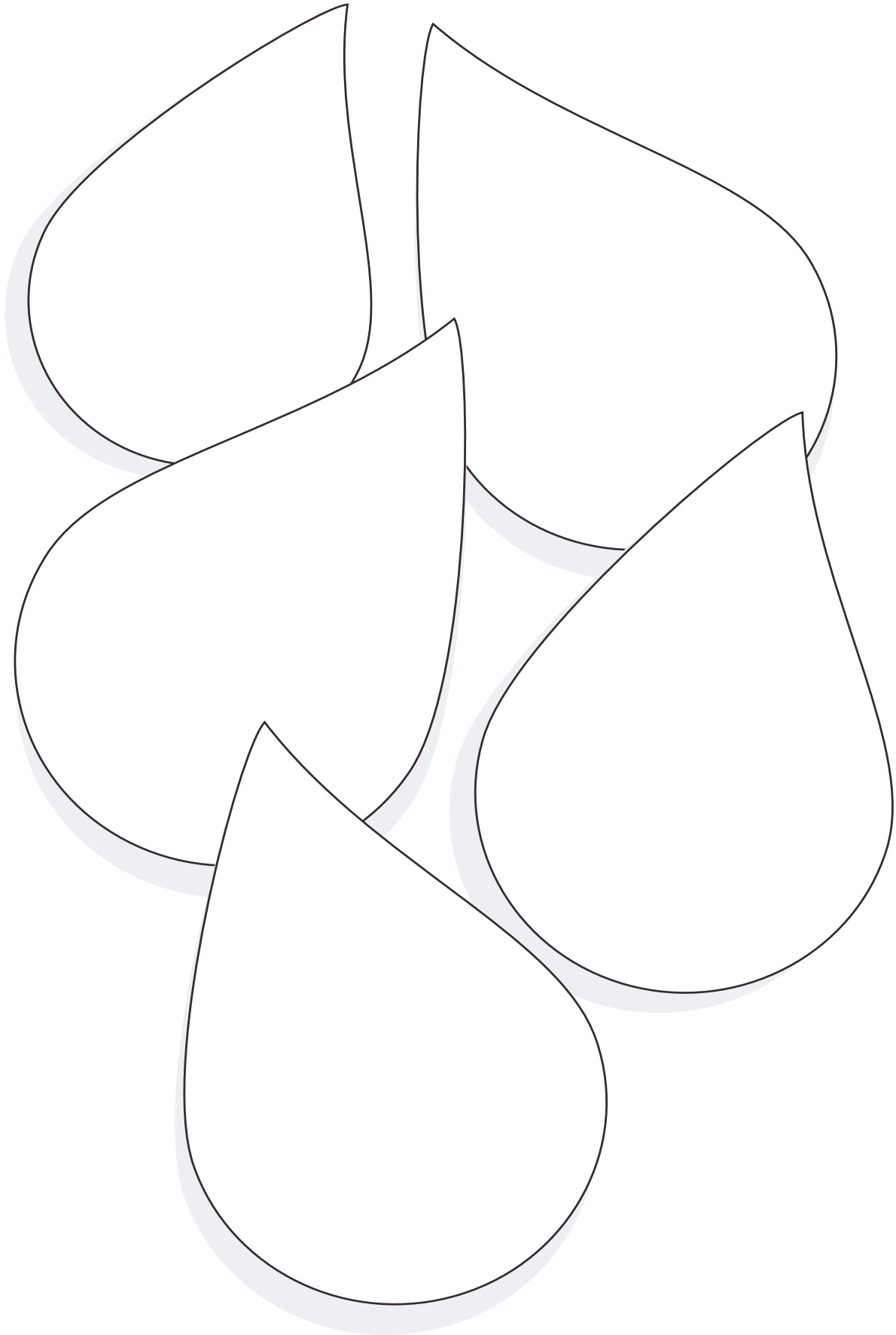
1. Fill the basin with water.
2. Place the objects in the water one by one. Which ones float and which ones sink?
3. Does the plastic air filled bag float?
4. What happens the plastic bag if a pin is stuck into it? If the plastic bag were an inflatable toy or li-lo what would happen?

SAFETY RULE:

- Never use an inflatable toy to play in the water

OUR WATER SAFETY RULES

Write or draw a Safety Rule



A series of 20 vertical dotted lines for handwriting practice, arranged in a single row. Each line is composed of small, evenly spaced dots.

WHAT SHOULD THEY DO?



1



2



3



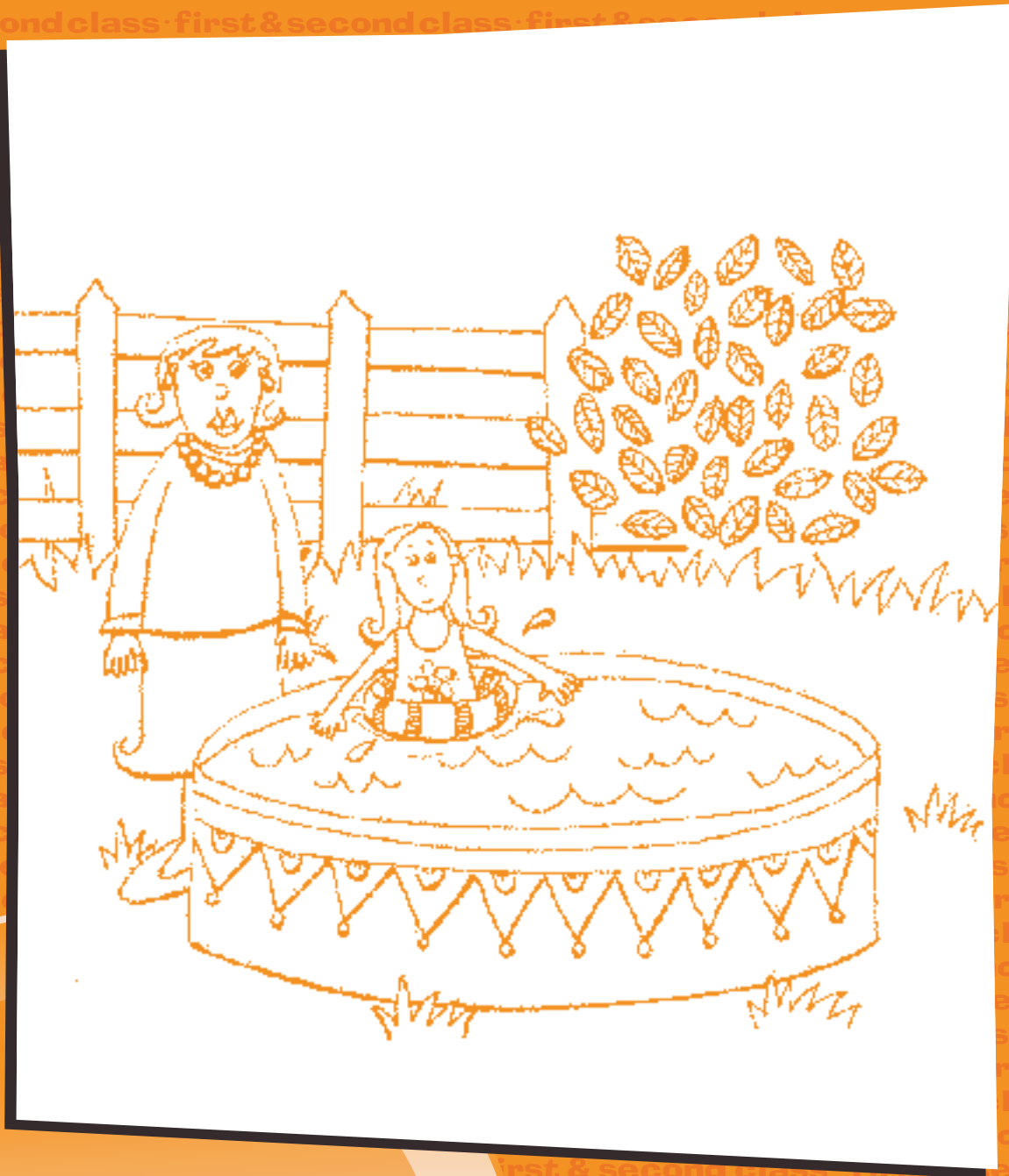
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1.

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WATER SAFETY

THIRD & FOURTH CLASS

SPHE Strand: Myself

Strand Unit: Safety and Protection

Personal Safety: Explore the regulations that exist and the importance of adhering to these rules for keeping others safe.

Begin to realise that as independence increases, responsibility increases.

Begin to assess the consequences of risky behaviour.

Safety Issues: Adopt responsible behaviour at play and know the appropriate safety measures to take while playing.

Explore and examine how accidents are caused, identifying ways in which some of these can be prevented and the appropriate action to be taken if an accident or emergency occurs.

Strand Unit: Making Decisions

Making Decisions: Recognise and explore the risks and consequences of making a particular decision.

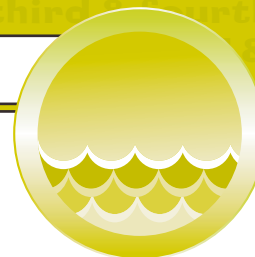
Make individual and group decisions.

Cross Curricular Link: Physical Education

P.E. Strand: Aquatics

Strand Unit: Water Safety

LESSON ONE **third & fourth class**



Theme

- Water Safety and Home

Objectives

- Raising children's awareness of the need for water safety at home

Key Learning Points

- We must learn and follow the rules for water safety at home
- We can prevent accidents if we act wisely around water

TEACHING APPROACH

WORKSHEET SIX: HIDDEN DANGERS

EACH CHILD NEEDS:

- A copy of Worksheet Six

BRAINSTORMING:

1. All living things need water to survive. Review the necessity for water in our lives and the ways in which we use it.
2. Ask the children to differentiate between the uses of water and the dangers associated with water. List the points of their discussion.

USES:

- Drinking, bathing, cooking, cleaning
- Watering plants
- Helping crops to grow
- For livestock and domestic animals
- Leisure Activities

DANGERS:

- Not mopping up spills
- Not emptying paddling pools when we're finished using them
- Not covering water troughs, slurry tanks, barrels

ACTIVITY:

1. Give each child a copy of Worksheet Six. Each picture shows a common water source found around the home or farm.
2. Ask the children to think of ways in which these things can be sources of danger or accidents.
3. Children write the "hidden danger" associated with each picture.
4. Discuss the children's work with the class.

WORKSHEET SEVEN: GROUP STATEMENT

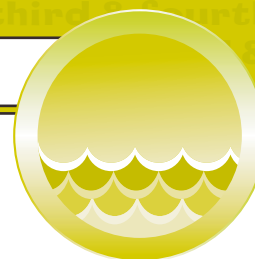
EACH CHILD NEEDS:

- A copy of Worksheet Seven

ACTIVITY:

1. Divide the class into groups of four or five.
2. Give each group a copy of Worksheet Seven.
3. Each group must come up with a list of three Water Safety rules for each area – Home, Garden, Farm.
4. Discuss the different areas, then, agree on the rules. Appoint one person in the group to write the rules.
5. Each group reports to the class.

LESSON TWO **third & fourth class**



Theme

- Leisure Time Water Safety

Objectives

- Learning and following Water Safety rules during our leisure time

Key Learning Points

- Explore the rules for water safety and the importance of following these rules
- We must learn to be responsible when playing near water
- Making careless decisions can cause accidents
- Identify the ways in which accidents can be prevented

TEACHING APPROACH

WORKSHEET EIGHT: WATER SAFETY & ME

YOU WILL NEED

- A large quantity of squares of paper approx. 3 x 3 inches
- Each child will need about 6 paper squares

BRAINSTORMING:

1. Name some places you have gone to enjoy the water. List these places on the board.

Examples:

- Seaside
- Rivers, Streams, Canals
- Ponds
- Reservoirs
- Swimming Pools

2. Talk about the leisure activities which you enjoy at these places. List these activities after each of the above titles.

Examples:

- Swimming
- Boating
- Fishing
- Various games
- Winter sports

3. What dangers can you associate with these places and leisure activities?

Examples:

- Swimming in an unknown area
- Swimming without adult supervision
- Ignoring warning signs and lifeguards
- Not informing people of your whereabouts
- Not wearing a lifejacket when boating
- Vandalising lifebuoys

GROUP ACTIVITY: STICKMAN SAFETY SNAP

1. Divide the class into six groups.
2. Assign a different situation to each group.
 - At the seaside
 - By the lake
 - Along the canal
 - By the river
 - Out in a boat
 - At the swimming pool

3. Each group discusses the water safety issues for their situation.

4. They then draw "stick people" to illustrate as many safety points as possible (one safety rule per square) and write the rule under each stick person.

5. Teacher now calls out a safety issue/word, in turn, for each group. Any child with a related rule calls "Snap" and reads his/her rule.

SAFETY WORDS?

- Adult
- Boat
- Canal Locks
- Canoe
- Danger sign
- Deep Water
- Frozen Pond
- Lifeguard
- Lifejacket
- Li-lo
- Path
- Pushing
- Tell an adult
- Weather

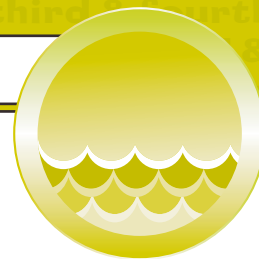
HOMEWORK:

1. Give each child a copy of Worksheet Eight.
2. Their homework assignment is to fill in the sheet with water safety issues related to themselves. Children draw a picture of themselves and their family in the centre, or paste in a photograph. They then write the safety issues around the photograph. They may illustrate the worksheet if they wish.

CLASS DISCUSSION:

Children bring their worksheets and discuss them with the class before mounting their work in a class display.

LESSON TWO third & fourth class



FOLLOW-UP SUGGESTIONS

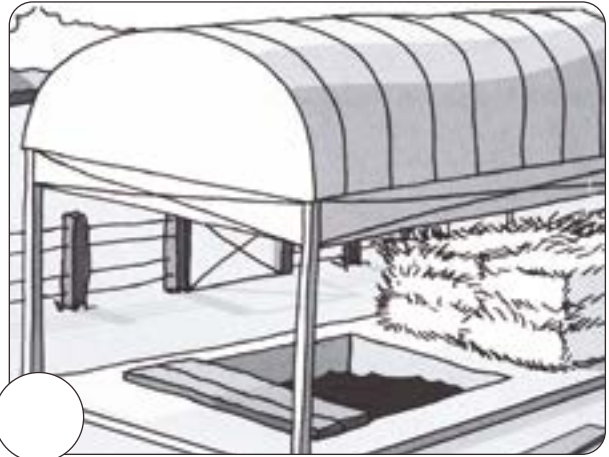
1. Magic Microphone – Ask for volunteers to come forward, take the “microphone” (a ruler etc will do) and talk about water safety in their own home.
2. Divide the class into three groups to make “Illustrated Guides...”
 - “The Illustrated Guide to Safe Swimming”
 - “The Illustrated Guide to Safe Boating”
 - “The Illustrated guide to Safe Water Sports”

Children first discuss the points they wish to illustrate.

One safety issue is written on each page and this point is illustrated.

Display books in class for reference.

HIDDEN DANGERS





GROUP STATEMENT

WATER SAFETY AT HOME

1.

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2.

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3.

.....

GARDEN WATER SAFETY

1.

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2.

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3.

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FARM WATER SAFETY

1.

.....

2.

.....

3.

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SIGNED BY:

.....

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.....

WATER SAFETY & ME



WORKSHEET EIGHT

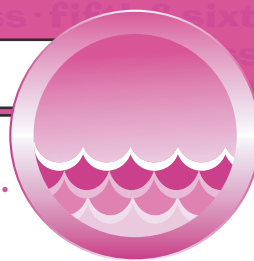


WATER SAFETY

FIFTH & SIXTH CLASS

SPHE Strand:	Myself
Strand Unit:	Safety and Protection
Personal Safety:	Explore the regulations at home, in school and in society and the importance of adhering to them. Discuss a variety of risky situations and behaviour. Assess and evaluate how these risks may be avoided or minimised and the implications of taking risks. Realise that as independence increases, responsibility for personal safety increases, and that a strategy for keeping safe has to be developed and adhered to by each individual.
Safety Issues:	Develop responsible attitudes towards the prevention of accidents and know what to do in the event of an accident.
Strand Unit:	Making Decisions
Making Decisions:	Acquire a growing sense of the importance of making informed decisions at many levels and identify some of the decisions h/she has to make. Explore and learn to examine critically the factors and levels of thought that influence decisions and choices. Discuss and practise a simple decision-making strategy.
Cross Curricular Link:	Physical Education
P.E. Strand:	Aquatics
Strand Unit:	Water Safety

LESSON ONE fifth & sixth class



Theme

- Water Safety Around the Home

Objective

- Helping the children realise the importance of safe behaviour around water

Key Learning Points

- Wise behaviour will help us prevent water-related accidents in the home
- Even in the home, risky behaviour can cause accidents
- We must be aware of the rules and learn to follow them

TEACHING APPROACH

WORKSHEET NINE: WATER SAFETY IN MY HOME: THE DO'S AND DON'TS

EACH CHILD NEEDS:

- A copy of Worksheet Nine.

CLASS DISCUSSION:

1. Water is essential for life. But if we do not treat water with respect it can be dangerous.
 - How do we use water in our homes?
 - How do we use water on the farm?
 - Can any of these uses lead to dangerous situations?
 - Why is responsible behaviour so important for water safety at home?
 - What should we do? Not do?
2. Discuss the possible dangers associated with baths, paddling pools, garden ponds, rain-water barrels or tanks, slurry pits, drinking troughs.
3. Have the children themselves even taken risks with water and electricity, e.g. using a hair dryer or electric radio in the bathroom?
4. Talk about how our own responsible behaviour and wise decision making can control or eliminate water-related dangers.

HOMEWORK:

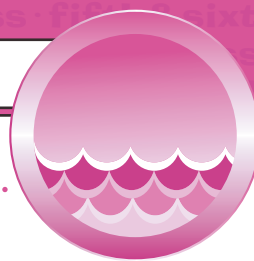
This could be a weekend assignment so the children can really look carefully at their home environment to discover the water safety issues.

1. Give a copy of Worksheet Nine to each child.
2. For homework, they must look at the many uses of water in their home/farm environment. They then list the Do's and Don'ts of water safety which apply to their particular situation.
3. Each child shows their report to their parent/guardian and asks them to initial their work.
4. Children report their findings to the class.
 - Have they discovered anything which could be improved, leading to a wiser use of water?
 - Did a number of children discover the same things about the unwise use of water in their homes?
 - Did they discover any water related dangers? What are they?
 - Did they discover a number of similar dangers? What does this indicate?
 - How can these dangers be eliminated?

GROUP WORK:

1. The children go into their working groups and compile a group list of "Do's and Don'ts".
2. Mount the results of the group work in a class display.

LESSON TWO fifth & sixth class



Theme

- Leisure time Water Safety

Objectives

- Learning that water safety rules are important
- Realising that risky behaviour can cause accidents

Key Learning Points

- We must recognise the dangers associated with water activities
 - We must behave responsibly around water
 - Making wise decisions is important when we are playing near water.
- Around water, impulsive behaviour and risk taking can lead to tragedy.

TEACHING APPROACH

WORKSHEET TEN: DO THE RIGHT THING!

NOTES:

- There are 19 Actions and 19 “Right Things” in the game (38 items), which should be enough for the average class.
- This game may also be used as a follow up exercise if it proves too time consuming for any class. It could also be modified for use in a number of areas of the SPHE Curriculum.

TEACHER PREPARATION:

1. Photocopy Work Sheet Ten (Do the Right Thing!) [For durability, paste the photocopied sheets onto backing card before cutting. Laminate, if possible].
2. Cut along the dotted lines to make 38 strips.

BRAINSTORMING:

Discuss the following points with the class in preparation for “Do the Right Thing!”.

1. Why do we enjoy water activities so much?
2. Is there a place in our local area where people go to enjoy these activities? What do they do to enjoy themselves?
3. What are the possible dangers associated with this place?
4. What dangers might you find in each of these places?
 - Seaside
 - Rivers and Streams
 - Canals
 - Ponds and Reservoirs
 - Swimming Pools

5. Are these particular dangers associated with the sea (waves and currents) and rivers (fast-flowing water)?
6. Have you ever taken part in something, which you knew was careless behaviour? Although it may be difficult at times, we must learn to say “No” to risk taking behaviour. Why is this so important around water?

PLAYING “DO THE RIGHT THING”

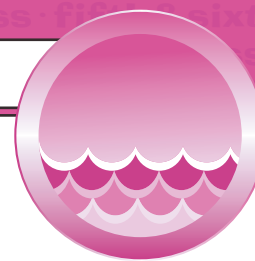
1. Put the strips in a box.
2. Each child picks a strip from the box. (The teacher can hold any extra strips).
3. Children all study their strips.
The strips with a ★ are **ACTIONS**
The strips with a ✓ are **THE RIGHT THINGS**
4. Ask who has a strip with a star and choose one of them to begin.
5. The child selected reads his/her action strip. Anyone who thinks has the appropriate Right Thing “X” should raise his/her hand and respond. must then finish the sentence.

Examples:

- ★ “Let’s throw that lifebuoy into the canal!”
Sean shouted
- ✓ Never vandalise life-saving equipment because...

Water Safety Rule:

Tampering with life-saving equipment can cost lives.



FOLLOW-UP SUGGESTIONS

1. Divide the class into groups of four. Each group discusses the following headings and agrees on as many points as they can for each heading.

- Our Safe Swimming Checklist
- Our Rules for Water Safety

After writing their lists the class comes together to discuss the results of their work.

2. Design a Safe Swimming badge or a Safe Swimming poster. Display your work in the classroom or in the school.
3. Divide the class into four groups. Each group is to plan and produce a short TV Advertisement (using technology if available) on one of the following water safety issues.
 - Water Safety in the Home
 - Water Safety on Rivers and Canals
 - Water Safety on the Farm
 - Water Safety at the Beach
4. **Group Work:** Do a PowerPoint Presentation on Water Safety. Prepare 10 slides with captions. These may be animated, if they wish. Present work to the class.

Suggestions 3 and 4 bring ICT into the classroom.

5. **Class Debates:** Three groups are needed for each topic: one to speak for the motion; one to speak against it; and one to listen to the debate. The main learning point in this activity is the recognition of risky behaviour.

Topics:

- “Good swimmers don’t need to follow the water safety rules.”
 - “If we see a friend in trouble, we should jump into the water to save them.”
 - “Lifejackets are essential when we go boating.”
 - “Children our age don’t need adult supervision at water sports.”
6. If you live on/near a farm, make a laminated warning sign to hang in the appropriate place at slurry time.
 7. Loop Game – see over.



DONT'S

[illegible]



DO THE RIGHT THING

ACTIONS

★	"Let's throw that lifebuoy into the canal!" Sean shouted	★	"Let's see how far out we can swim," Brendan and Declan said.
★	"I don't care if we've never been to this beach before. It will be fine," Colin said.	★	"Why should I swim parallel to the shore?" Emer asked.
★	"I don't have to tell my parents I'm playing by the canal," Martha said.	★	"Watch!" Amy called. "I'll push Lisa into the deep end of the pool!"
★	"Hey," Paul shouted. "Watch me stand up in the boat!"	★	"Here's a handy place to hang our towels," Kate said as she threw them over the "No Swimming" sign.
★	"I don't need that lifejacket," Jean said. "It's ugly!"	★	"Quick! Sarah's in trouble! Let's jump in and help her!" Maureen shouted.
★	"I'll go in and get the ball out of the stream," Orla said.	★	"I'll have this old boat back to the shore before anyone knows I'm gone," Patrick said.
★	"Never mind that red flag," said Sinead.	★	"That lifeguard doesn't know what she's talking about," Noel shouted.
★	"I don't need someone to supervise me while I'm canoeing," David shouted.	★	"Look!" Terry shouted. "Let's get that old bike out of the canal."
★	"That frozen lake looks great! Let's slide across!" Maura shouted.	★	"I'm off to the ocean to float on the li-lo," Peter said.
★	"I'm a good swimmer," said Kevin. "I can go in on my own."		

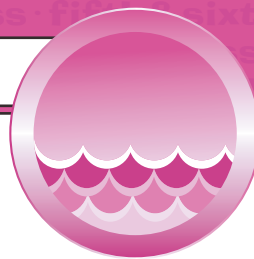


DO THE RIGHT THING

THE RIGHT THING

✓	Never vandalise life-saving equipment because...	✓	Never swim alone because...
✓	Never swim at an unfamiliar beach because...	✓	Never swim out to sea because...
✓	Always tell your parents where you're going to play because...	✓	Always swim parallel to the shore because...
✓	Never stand up in a boat because...	✓	Never run or push at the swimming pool because...
✓	Always wear a buoyancy aid when going boating because...	✓	Never cover a warning sign because...
✓	Never wade into a stream to get a toy because...	✓	Never go straight into the water to help someone else because...
✓	Obey the red flag on the beach because...	✓	Never go boating on your own because...
✓	Never go boating without adult supervision because...	✓	Always obey the lifeguard because...
✓	Never walk across frozen lakes or ponds because...	✓	Never try to retrieve things from canals because...
		✓	Never depend on inflatable toys because...

LESSON TWO fifth & sixth class



FOLLOW UP SUGGESTIONS

LOOP GAME: fifth and sixth classes

1. Cut pages into strips/cards (each child should have approx two cards).
2. For durability glue onto cardboard or laminate.

DURING CLASS:

1. Divide pupils into groups of 8 – 10 (approx).
2. Deal the cards out amongst the pupils (pupils may have more than one card at any time).
3. Pupil who has the card with the word “Start” begins.
4. Pupil calls out what is on their card.
5. Pupil with the correct answer calls it out, then asks a question from their cards.
6. This continues until the last answer is called by the pupil that had the first question.

Swim Parallel to the shore FINISH	START How long should you wait to go swimming after eating?
An hour to an hour and a half	What part of the pool should you NOT dive into?
The Shallow End	What should you check before going out in a boat?
You should always check the weather forecast	In case of an emergency you should dial...
999 or 112	What does the red over yellow flag signify?
It means that there is a lifeguard on duty and that it is safe to swim	Why should you be careful around ponds?
You should be careful because the banks may be weak and give way	How far should you go out when you are swimming at the beach?
You should you go out as far as your waist	What does EAR stand for?
Expired Air Resuscitation	Name two dangers in open water
Currents and Seaweed	Who is permitted to use the water between the black & white chequered flags?

Surfers, Jet Skis, etc must operate between them	Name three dangers found on farms
Slurry Pits Ponds Water Tanks	What should you do straight after a bath?
Empty it	What does the red flag signify?
It's unsafe to swim	What should never be mixed with water?
Electricity	What is the golden rule of swimming?
Never Swim Alone	What fish buries itself under the sand and has poisonous spines?
Weaver Fish	What should never be used at the beach?
Inflatable Toys	If you are at an unfamiliar beach and there is no lifeguard on duty, what should you do before you go swimming?
Ask a local if it is safe to swim	What does it mean when there is no flag at a beach?
There is no lifeguard on duty	You should never swim out to sea, you should always...



Comhshaol, Oidhreacht agus Rialtas Áitiúil
Environment, Heritage and Local Government

