

**LESSON:** Safety Rules. Module A, Lesson 1

**GRADE LEVEL:** Kindergarten

**PAGE(S):** 97-98

**LEARNING OUTCOMES** (This lesson can be used to help students achieve the following general and/or specific provincial curriculum outcomes):

**Language Arts**

***Listening and Speaking***

- engage in oral communication
- know the importance of looking at the speaker
- know the importance of looking at the listener
- listen to the experiences and feelings shared by others
- follow simple directions
- listen attentively for short periods of time
- listen for general detail
- demonstrate an increasing awareness of facts, details, feelings and values
- increase vocabulary as interests and activities begin to expand
- talk about personal experiences
- communicate feelings through talk
- speak in turn and stay on topic
- make relevant verbal contributions in small or large groups
- initiate dialogue
- listen and speak to: reason, direct, predict, imagine, greet, and request
- ask and respond to questions, seeking information (who, what, when, where, why)

***Reading and Viewing***

***Early Emergent***

- know that letters are put together to make words

***Emergent***

- begin to focus on print to get meaning

**Health**

- understand that each person is special
- identify and apply safety rules in a variety of everyday situations (e.g., telephone for help, follow traffic signals, follow safety rules for Halloween)
- understand that each person experiences a variety of feelings (e.g., happiness, sadness, fear)
- understand that some touches make us feel upset and confused (e.g., hitting, rough wrestling, too much tickling)
- understand that friends share and play together

**Religious Education**

- be aware of their feelings and appropriate ways to express them

## **Social Studies**

- show awareness of need for compassion, empathy, honesty, and respect in dealing with others
- demonstrate respect for personal and societal rights and responsibilities
  - show an awareness of the need for rules
  - show respect for members of a diverse cultural group
- accept responsibility for his/her behaviour
- demonstrate responsible behaviour in caring for the classroom and the school environment
- demonstrate the ability to persevere and solve problems
  - recognize when a problem exists
  - ask for help when necessary
  - identify alternate solutions
  - recognize the consequences of each alternate
  - make a decision by selecting the best alternative
- practice effective communication skills
  - express thoughts, feelings, and opinions in appropriate ways
  - listen attentively to other points of view
  - respond appropriately in a variety of social situations
- participate cooperatively in social groups
- organize information through a variety of concrete representations
- demonstrate an awareness that irresponsible, abusive and exploitive behaviours are intolerable
- understand that family roles and societal expectations influence behaviours
  - become aware of school and social rules

## **Social Studies Sept. 2003**

### ***Social***

- **demonstrate an understanding of themselves as unique and special**
- **identify needs and wants that are common to all children**
- **identify and describe groups to which they belong**
- **demonstrate an understanding that the need for cooperation is an important part of being a member of a formal and informal group**

## **Mathematics**

### ***Making Sense of Data/Data Analysis***

- collect data (e.g., favorite vegetables)
- discuss and interpret displayed data
- make predictions and decisions based on data