

Unit Four
All Around Me: My Environment
9 Weeks

Unit Four

All Around Me: My Environment

Knowledge and Understanding

Students will be expected to:

1. understand that some products commonly found in homes may be harmful if ingested, touched or smelled.
2. identify the environmental benefits of recycling.
3. identify appropriate safety practices in, on or around motorized and non - motorized vehicles.
4. recognize safe outdoor play environments.
5. identify appropriate safety practices in the event of a fire.

Skills and Abilities

Students will be expected to:

1. practise appropriate recycling.
2. apply methods of obtaining assistance from reliable sources in an emergency situation.
3. demonstrate safe practices in play environments.
4. practise appropriate fire safety procedures.

Attitudes and Behaviours

Students will be expected to:

1. examine and apply recycling practices at home, in school and in the community.

The topics in this unit deal with the environment; our protection of it and how to be safe in it. Recycling contributes to the protection of our environment and the safety topics deal with being safe at home, in play environments and in the event of fire. The outcomes can be grouped as follows:

Recycling: outcome 1.2 can be followed by 2.1 and 3.1

Safety at Home: outcome 1.1 can be followed by 2.2

Safety at Play: outcome 1.4 and 1.3 can be followed by 2.3

Fire Safety: outcome 1.5 can be followed by 2.4

Knowledge and Understanding

GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

Outcomes

Students will be expected to:

1.1 understand that some products commonly found in homes may be harmful if ingested, touched or smelled.

Common products include:

- cleaning products
- medications
- paint products
- aerosol cans
- pesticides

Safety symbols include:

- explosive
- corrosive
- flammable
- poisonous

1. Fill two clear containers with water. Add sugar to one and salt to the other without students knowing which is which. Students will guess which of the unlabelled bottles contain sugar and which one contains salt. Discuss how difficult this is, and how difficult it is to know the contents. Tasting would be very dangerous if you didn't know what was in the containers. Stress the importance of reading labels and correctly labelling recycled containers. Some things we taste, smell, or touch can be very dangerous. Explain the safety symbols (explosive, corrosive, flammable, and poisonous) found on clean, empty containers brought in by the teacher.

Follow up with a take-home activity "Safety Symbols" found in appendix four.

2. Collect empty household product containers; some with safety symbols on the label and some without. The collection should have products that are safe or unsafe to ingest, touch or smell. Include items such as bottled water, hand cream, shampoo, shaving cream, tire cleaning foam, medication bottles etc.. Note that some of these items may be safe to touch and smell but not to ingest. Show each item and ask students to decide whether or not the item is safe to ingest, smell, or touch. You will have to categorize items as safe or unsafe based on these three criteria. Record the items on a chart with the headings; safe, unsafe, and ask somebody. Draw student's attention to the safety symbols that may or may not appear on many harmful products. Explain that not every harmful product will have a safety symbol (i.e. medications).

Knowledge and Understanding

GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

Suggestions for Assessment

To determine the students prior knowledge and understanding of harmful household products, complete the “Before” column in the Safety Self Assessment found in appendix four. The “After” column should be done at the end of the unit.

Upon completion of the take home activity “Safety Symbols”, discuss and reflect on the presence of harmful products in their homes and storage and handling practices used to keep family members safe.

Using index cards or blank sheets, students will make two response cards: one with a happy face and the other with a sad face. The teacher shows each container and asks if the contents of the container is safe to ingest, touch, or smell. Each student responds by showing either their happy face card to represent safe or their sad face card to represent unsafe. Based on individual responses, the teacher can assess their understanding of safe or unsafe products in the home. This activity can also be completed with students using individual white boards if available.

Resources/Notes

Appendix Four:

- Safety Self Assessment for pre-assessment.
- “Safety Symbols” take home activity.

Clean empty household product containers: bleach, paint, aerosol spray can, liquid household cleaners, etc.

Safety Pre K-1: pp.10, 11, 13, and 15.

Health Canada online resources can be found at: www.hc-sc.gc.ca and search “stay safe - an education program about hazard symbols”

Knowledge and Understanding

GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

Outcomes

Students will be expected to:

1.2 identify the environmental benefits of recycling.

Benefits may include:

- less garbage in landfills
- fewer trees cut by recycling paper
- cleaner earth
- new products made from old ones

Cross-Curricular Links

Links to Health

Unit Four

Outcome 1.2

- **Religion**
Outcome 6.1
demonstrate an appreciation for their immediate environment
- **Science**
Using Things Around Us
Outcome (102-8)
describe and demonstrate ways we use our knowledge of materials to maintain a healthy environment. Include reduce, reuse and recycle.

1. Read and discuss one or more selections from the authorized children’s literature list. The discussion may promote and reinforce recycling as an ongoing project within the classroom and/or school. Students can examine the number of recycled items that can be collected by the class over a one or two week period. Explain that these containers and/or paper will not be thrown out as garbage and end up in a landfill, and may be made into other products.
2. Demonstrate how to pack a “litterless lunch.” All food items are stored in reusable containers or require no containers. Napkins can be cloth. Cutlery can be taken from home to avoid using plastic. Lunch and drink containers are re-usable. Discuss the benefits with the students of packing a “litterless recess snack.”
3. Use the book Beautiful Stuff to view illustrations and discuss how to use old materials to make new products. For example, using buttons, paper, and string to create artwork. Students should discuss the original intended use of the item and the new use. My Dog is as Smelly as Dirty Socks, also contains visuals that may be used for the lesson.
4. View the Eekoworld website <http://pbskids.org/eekoworld/> and then complete the following activities:
 - Show the students the large bag of popcorn and the individual bags of popcorn and ask them which one generates more waste. Focus on the amount of packaging used in the individual bags and tell them that if more paper and packaging is used to make something, it makes more waste, or garbage. Explain how packing popcorn in reusable containers will reduce waste because it makes less garbage.
 - Show the students a large glass juice container, and a six-pack of juice boxes. Ask the students to predict which of these items makes more waste. Tell the students that it takes more paper and plastic to make the juice boxes.
5. Invite a resource person from the Multi Materials Stewardship Board (MMSB) to speak to the class about reducing, reusing, recycling. If possible, visit a Green Depot whereby the students may see and assist in processing the items for recycling.

Knowledge and Understanding**GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.****Suggestions for Assessment**

Students will use the “Earth Day” section of the interactive website starfall.com. After putting several pieces of litter in the virtual garbage container, students will be asked what is happening to the environment and why. Students should be able to discuss the benefits of taking care of the earth.

Find an item that would normally be thrown out and find a new use for it. For example, an old milk container can be reused as a planter or a bird feeder.

Resources/Notes

Authorized Children’s Literature:

[Why Should I Recycle?](#)

[Each Living Thing](#)

[My Dog is as Smelly as Dirty](#)

[Socks](#)

[Beautiful Stuff](#) by Cathy Weisman Topal and Leila Gandini

Online resources can be found at:
www.mmsb.nl.ca

www.starfall.com

<http://pbskids.org/eekoworld/>

Music connections:

Jack Johnson’s song, “The Three R’s”

Knowledge and Understanding

GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

Outcomes

Students will be expected to:

- 1.3 identify appropriate safety practices in, on or around motorized and non-motorized vehicles.

Motorized vehicle: bus, car, boat, all terrain vehicles

Safety practices: car seats and restraints, life jackets, street safety, helmets for ATV/snowmobiles

Non-motorized vehicles: bike, skateboard, roller blades, sleds, scooter

Safety practices: helmets, street safety, protective gear, look first

1. Start this activity with the song “Keep Me Safe” as found in the I Keep Myself Safe Teacher’s Guide, p.6. Using I Keep Myself Safe big book, examine the visuals on pp.1-5,12-13 to identify safe practices associated with riding a bicycle and riding as a passenger in a car.
2. Invite a representative from the Newfoundland and Labrador Safety Council or the RCMP to do a class presentation promoting bicycle safety and helmet use. A similar presentation can be requested on the topic of booster seats. Read the literature selections Watch Out! Near Water, and Watch Out! On the Road.
3. Devise a list of safe and unsafe practices such as “riding my bike without a helmet”. The teacher will read aloud the items from the list one at a time. As each practice is read aloud, students will determine if it is a safe or unsafe practice and respond with an active response. When the students hear a safe practice they will jump up and down and if they hear an unsafe practice they will do squats. The teacher may vary the active response as necessary.
4. Use I Keep Myself Safe Teacher Guide, p. 4, to complete the activities outlined in “Why Do We Need a Helmet?” and “How does a Life Vest Keep Us Safe?”.

Cross-Curricular Links

Link to Health

Unit Four

Outcome 1.3

- **Physical Education** demonstrate concern for the safety of self, others and surrounding environment

Knowledge and Understanding**GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.****Suggestions for Assessment**

Use “Play it Safe” found in the back pocket of I Keep Myself Safe big book. For further instructions, see p.3 of the I Keep Myself Safe Teacher’s Guide.

Resources/Notes

I Keep Myself Safe:

- big book/little book
- Teacher’s Guide, pp.3, 6.

Safety Pre K-1

Authorized Children’s Literature:

Watch Out! Near Water

Watch Out! On the Road

Community resources may include:

Wear the Gear campaign

NL Safety Council

RCMP

Online resources can be found at www.sesamestreet.org, search “safe” or “seatbelt”

I Keep Myself Safe:

- Teacher Guide, p. 4
- big book/little book

Knowledge and Understanding

GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.

Outcomes

Students will be expected to:

1.4 recognize safe outdoor play environments.

Include:

- at home
- on playgrounds
- in the schoolyard
- other adult supervised play areas (near/in water, in wooded areas, near traffic, etc.)

Cross-Curricular Links

Link to Health

Unit Four

Outcome 1.4

- **Physical Education**
demonstrate concern for the safety of self, others and surrounding environment

1.5 identify appropriate fire safety practices.

Include:

- don't play with fire sources
- stop, drop and roll
- crawl under smoke
- get out, stay out

1. Outdoor Experience: Students may be taken outdoors to examine their designated play area at school. Play surfaces may include: grass, pavement, gravel, snow/ice, etc.. The teacher may lead a discussion about the safety features of a playground and how to play safely in that environment. Discuss also, the season of the year and how it may affect the safety of the playground environment. Provide unstructured playtime so that students may demonstrate their safe play practices.
 2. Safe environments for every season: During this activity, discuss playing outside and the importance of dressing for the seasons (i.e. clothing for warm weather, clothing for cold weather), and the importance of sun protection. Sun safety should include: sunscreen, sun hats and water for hydration. Complete “Why Do We Need Sun Block?” from the *I Keep Myself Safe Teacher’s Guide*, p.4.
 3. Brainstorm a list of areas where children commonly play. For each of the areas, ask students if an adult would be present and the purpose of an adult being there. Discuss the areas that would entail a lot of danger for the child, for example, near or in water. As a class, devise a list of outdoor play safety tips. The focus should be on how to make the environment a safe place to play. Some tips may include:
 - staying close to an adult, asking permission to move away
 - checking with a parent/guardian before engaging in an activity, ie. getting in the water
 - listening to a parent/guardian
 - following safe play rules
 - wearing safe clothing/protective gear
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1. The focus of this outcome is fire prevention practices but also includes how to stay safe if a fire should happen. Begin with a discussion about avoiding fire sources such as matches, lighters, candles, campfires, etc.. Discuss the danger that either one of these could pose to themselves, others and their environment. Identify appropriate safety practices for each one of these fire hazards. Visit www.playsafebesafe.com website and play the interactive game, “Safe for Play! Keep Away! Game”. Continue with a discussion of safety practices that should be followed in the event of a fire. The website, www.sesamestreet.org has a video clip “Get Out! Stay Out!” which reinforces these practices.

Knowledge and Understanding**GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.****Suggestions for Assessment**

Role play: Give the students a hypothetical situation involving safety. Have them role play the situation and how they would incorporate safety practices into it. For example, the ball rolls out into the street and you have to retrieve it safely.

Draw a picture of a practice that keeps you safe from fire. This may include drawing a safe meeting place to gather in the event of a fire, as identified by the family.

Resources/NotesI Keep Myself Safe:

- big book/little book, pp. 6-7
- Teacher's Guide, p.4

Online resources can be found at:

www.playsafebesafe.com

www.sesamestreet.org

Skills and Abilities

GCO 2: Students will demonstrate the capability/ability to use skills, resources, and processes to create conditions and take actions that promote their health and that of the family.

Outcomes

Students will be expected to:

- 2.1 practice appropriate recycling.

Cross-Curricular Links

Links to Health
Unit Four
Outcome 2.1

- **Religion**
 Outcome 6.1
 demonstrate an appreciation for their immediate environment
- **Science**
Using Things Around Us
 Outcome (102-8)
 describe and demonstrate ways we use our knowledge of materials to maintain a healthy environment. Include Reduce, Reuse and Recycle.
- **Science**
Using Things Around Us
 Outcome (200-5)
 identify materials and suggest a plan for how they will be used

- 2.2 apply methods of obtaining assistance from reliable sources in an emergency situation.

Know:

- home contact info: address and telephone number
- parent/caregiver name(s)
- emergency contacts in your community

1. Demonstrate how to prepare recyclable or reusable materials for placement in appropriate recycling bins. For beverages, students will practise emptying liquids, removing straws and caps, and placing the beverage containers in bins. For paper, establish a daily cleanup routine whereby paper can be sorted for reuse as scrap paper or recycled altogether. Other green initiatives can be incorporated into the classroom routine where possible.
 2. Make something new from something old. Choose an earth friendly project such as:
 - making a bird feeder or a flower pot from a milk container.
 - making recycled paper from used paper.
 - making a vase out of a previously used container.
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1. Some discussion may be necessary to determine the level of understanding of what constitutes an “emergency”. Use toy telephones to practise what to say when telephoning for help (home, neighbour/relative, police, babysitter, fire department, etc.). In play situations, pretend an emergency has occurred and have students make a call on the toy telephone for help. The students may choose who to call for help in the event of an emergency. Emphasis should be placed on the seriousness of using police and fire department numbers in emergency situations.
 2. Create a personal identification card that contains contact information for students to use in the event of an emergency. See sample card in appendix four. The card should be placed in an appropriate location (i.e. backpack) with parent/caregiver permission. Discuss how the card can be used in emergency situations.
 3. Differentiate between reliable and unreliable sources of help in emergency situations. For example, becoming separated from your family in an unfamiliar place. There may need to be some discussion to define the terms “reliable”, “unreliable” and “unfamiliar place”. State how you would find help in this kind of emergency.

Skills and Abilities

GCO 2: Students will demonstrate the capability/ability to use skills, resources, and processes to create conditions and take actions that promote their health and that of the family.

Suggestions for Assessment

The “My Family is Green” Report Sheet can be generated as a class. It can be completed at home with family members to reflect what is currently being done at home as well as providing opportunity for the family to set recycling goals. For each item, the student should find out if the family currently engages in the “green” practice, and if not, determine if it is a goal for the family.

Green Message Magnets

Create a green message such as a reminder to bring reusable shopping bags when shopping. The message can be placed on used recycled materials found in the home. For example, gluing card stock to the front of an old fridge magnet.

Resources/Notes

Online resources can be found at www.mmsb.ca.

Authorized Children’s Literature:
[Why Should I Recycle?](#)
[Each Living Thing](#)

[Beautiful Stuff](#) by Cathy Weisman Topal and Lella Gandini

Toy phone, discarded real phone or template of phone pad on paper

Local phone numbers

People in My Neighbourhood
Photographic Learning Cards

Appendix Four: card template for emergency contact information

Contact the RCMP for an Identification Kit

Skills and Abilities

GCO 2: Students will demonstrate the capability/ability to use skills, resources, and processes to create conditions and take actions that promote their health and that of the family.

Outcomes

Students will be expected to:

2.3 demonstrate safe practices in play environments.

2.4 practise appropriate fire safety procedures.

1. Read and discuss the big book I Keep Myself Safe , pp.1-3, 6-7, 10-14. Follow up with the “Safety Match-Up” activity in the back flap of the big book whereby students will match appropriate cut outs to visuals. Students should explain why they have placed a particular cut out on one of the visuals.
2. From the Safety Book Pre K-1, discuss and identify safe play practices in the visuals on pp.36-37.

1. View the storyboard “Stop, Drop and Roll” from the website www.playsafebesafe.com. Stop and discuss the visuals for each page of the storyboard. At the end of the viewing, practise the action of stop, drop and roll. Follow up with the sequencing activity on p.16 of Safety Pre K-1.

2. Practise a fire drill at school. Upon completion of the drill, discuss the steps of the drill and why they are important to follow. Identify any inefficiencies in getting out of the building. Divide the class into smaller groups and choose a leader for each group. Review the outcome of the last fire drill and challenge the groups to improve on it. In a large group, the leaders will report the suggestions for improvement. Complete the fire drill again as a class.

Cross-Curricular Links

Links to Health

Unit Four

Outcome 2.3

- **Physical Education**
demonstrate concern for the safety of self, others and surrounding environment
- **Physical Education**
follow directions for the safety of self, others and surrounding environment
- **Art**
Outcome 7.1.1
recognize safety considerations when handling art making tools and materials



Play-Based Learning

Provide writing tools, clipboards, large pieces of bristol board, cardboard, paper, road maps and a fireperson’s hat in an area for students to design fire evacuation routes, posters or signs.

Skills and Abilities**GCO 2: Students will demonstrate the capability/ability to use skills, resources, and processes to create conditions and take actions that promote their health and that of the family.****Suggestions for Assessment**

Active Response Assessment: Using the gymnasium, the classroom, or the playground, students will perform the action required to participate safely in a physical activity. For example, the teacher will say, "Get ready we are going to ride our bikes!" The students will then perform the safety action of putting on a helmet and then proceed to immitate riding a bike. When the teacher says "Stop", the physical activity will change to riding in a boat, going skateboarding, etc. The teacher will visually determine the students understanding of the safety practices associated with each activity.

Resources/Notes

Safety Book Pre K-1, pp.36-37

Safety Book Pre K-1, p.16

Online resources can be found at:

www.playsafebesafe.com

www.sparky.org

www.firesafety.gov

Attitudes and Behaviours

GCO 3: Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new health goals as an individual and as a family member.

Outcomes

Students will be expected to:

- 3.1 assess recycling practices at home, in school and in the community.

- 1. Class Discussion: Having reviewed the benefits of recycling and having practised it at school, discuss with the students their role in recycling at home, at school and in the community.

Cross-Curricular Links

Links to Health

Unit Four

Outcome 3.1

- **Religion**
Outcome 6.1
demonstrate an appreciation for their immediate environment
- **Science**
Using Things Around Us
Outcome (102-8)
describe and demonstrate ways we use our knowledge of materials to maintain a healthy environment. Include Reduce, Reuse and Recycle.
- **Science**
Using Things Around Us
Outcome (200-5)
identify materials and suggest a plan for how they will be used

- 2. Field trip: Visit a Green Depot or local landfill to see the amount of materials recycled or discarded as waste. Discuss how individuals and families can contribute to more materials being recycled and less garbage going to a landfill.

- 3. Collect an assortment of cleaned garbage and recyclable items and put them in a dark garbage bag. Items must be sanitary and have no sharp edges. Each student will be asked to retrieve one item from the bag and sort it on one of two tables; recyclable or trash. Once all the items have been placed on one of the two tables, go through each item and ask the class if it is in the correct pile. Begin with the recyclable table. Ask students what the item is and if it can be recycled. Move the item if necessary. For the items on the garbage table, ask students to think of alternate uses for the items, thereby reducing the garbage pile. Put the remaining items from the garbage table back into the garbage bag and compare the fullness of the bag now to its original size. Ask students reflect on the decisions that were made to categorize an item as garbage or recyclable and how their decision could help or harm the environment.

Attitudes and Behaviours**GCO 3: Students will be encouraged to evaluate knowledge, attitudes, and capabilities; monitor progress; and set new health goals as an individual and as a family member.****Suggestions for Assessment**

Green Checklist

Read a list of statements that reflect practices that involve recycling or generating waste. Ask students to make a check mark in the appropriate column upon hearing the practice. If the practice is currently being done, a happy face may be checked, if not, a sad face will be checked or if unsure an expressionless face (straight mouth) will be checked.

Resources/Notes

If recycling depots are inaccessible, composting may be tried.

Online resources can be found at www.mmsb.nl.ca

