



LESSON PLAN ONE

KS2 Hazards in the classroom:

Curriculum links:

PSHE 2b: Understand school rules about health and safety, basic emergency aid procedures and where to get help.

Literacy 1e: Talk effectively as members of a group; speak audibly and clearly, using spoken Standard English in formal contexts.

Drama 4b: Use character, action and narrative to convey story, themes, emotions, ideas in plays they devise and script.

Learning objectives:

All pupils will identify an emergency to prevent.

Most pupils will identify if there are hazards and know how to deal with them.

Some pupils will evaluate a range of ways to deal with a hazard and identify the most effective one.

Every Child Matters:

Improving outcomes for all children and young people underpins all of their development.

- **Stay safe**
Safe from accidental injury and death
- **Enjoy and achieve**
Achieve personal and social development and enjoy recreation.

Vocabulary:

Hazard, accident, identify, scenario.

You will need:

Hazard hunters activity sheet (provided).

STARTER ACTIVITY

- Introduce the children to the word 'hazard'. Do they know what it means? Together, brain storm the hazards that might be found in the classroom and record their suggestions on the whiteboard. Encourage children to draw from their own experiences. Then choose one hazard from their list and discuss ways it could be dealt with so that accidents don't happen
- **Hazards can include:** spills, hot glue guns, scalpels and scissors, pencil leads, bags left lying around, broken or damaged desks and chairs
- Play a game of 'I spy with my little eye a hazard beginning with...' You begin, and then the children can take turns from there.



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ACTIVITY:

Ask pupils which accidents they think would be the most common and why. Which are the most dangerous? Has anyone ever injured themselves before?

Introduce the notion of the Hazard hunters campaign and explain that it will be their responsibility to look for hazards around the school and lead the campaign in preventing accidents. Explain that, first of all, they need to become experts at identifying hazards and know how to deal with them so they don't cause accidents.

Divide the class into groups of four and allocate them with one of the hazards from the brainstorming session. Ask them to discuss the risks and the potential outcome of the hazard. Ensure that the children understand they're looking for the most effective way to prevent the scenario happening.

Then, bring one group at a time to the front of the class and ask them to act out two versions of their hazard scenario to the rest of the class. The first version will show an accident happening because of the hazard; ask them to 'freeze frame' just before the accident occurs. Ask the rest of the class to ask the characters who are acting how they feel, ie. ask a child who is holding a pair of scissors the wrong way and about to fall on the ground: 'How are you feeling now?' Answer: 'Scared that I might hurt myself and a little silly for not holding the scissors right'.

In the second version, the group should show how the hazard is best dealt with so that accidents are prevented.

NB Children should be reminded about safety before the role play. If the incident is too risky to act out, they should describe it to the rest of the class.

Encourage the children in the 'audience' to evaluate each group's performance – for example, did they speak in clear voices and show good listening skills?

Differentiation:

- **Lower KS2:** Appoint a leader of the group to aid communication
- **Upper KS2:** Encourage children to evaluate their characterisation and communication skills. Also develop group work skills.

PLENARY:

Ask the groups to perform to the rest of the class again. This time, when a hazard is identified, the children in the audience have to shout 'stop' and the performing group should freeze frame. Ask the children to suggest ways the hazard could be addressed to prevent an accident from occurring.

Check that children understand the difference between an accident and a hazard. To develop this lesson you can discuss ways that accidents can be dealt with. This can also provide an opportunity to begin to explore the basics of first aid with pupils.

For further information visit www.sja.org.uk/sja/training-courses/schools/resources



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EXTENSION/HOMEWORK:

Using the Hazard hunters activity sheet provided, children should identify hazards and then illustrate how they can make the situation safer. This can be completed either in the classroom, around the school or at home. This may need modelling for children at the end of the lesson.

OUTCOMES:

- At the end of the lesson, children will be able to recognise dangerous situations and offer sensible ways of preventing accidents from happening
- They will also be able to use character, action and narrative to convey their ideas.

For more information on first aid and training courses, go to:

www.sja.org.uk/sja/training-courses



HAZARD HUNTERS

How many hazards can you find?



HAZARD 1

What?

Where?



HOW TO MAKE THE SITUATION SAFER

HAZARD 2

What?

Where?



HOW TO MAKE THE SITUATION SAFER

HAZARD 3

What?

Where?



HOW TO MAKE THE SITUATION SAFER

HAZARD 4

What?

Where?



HOW TO MAKE THE SITUATION SAFER

HAZARD 5

What?

Where?



HOW TO MAKE THE SITUATION SAFER