

Health

Feeling Safe And Unsafe



For Middle Primary

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Preview

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Author: Lisa Craig Illustrator: Alison Mutton

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1. Nobody likes to feel uncomfortable or unsafe. Complete the sentences below.

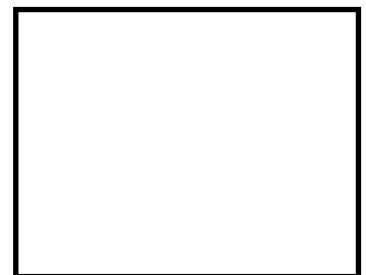
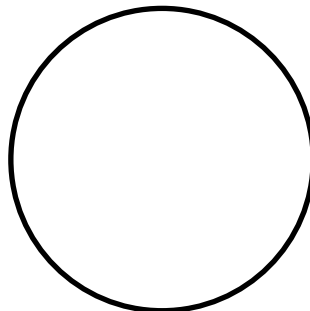
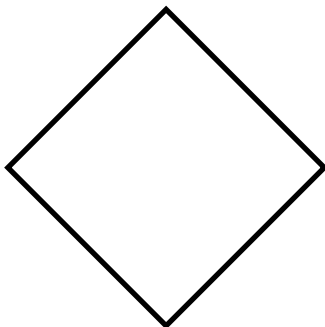
I feel safe when _____

I feel comfortable when _____

I feel uncomfortable when _____

I feel unsafe when _____

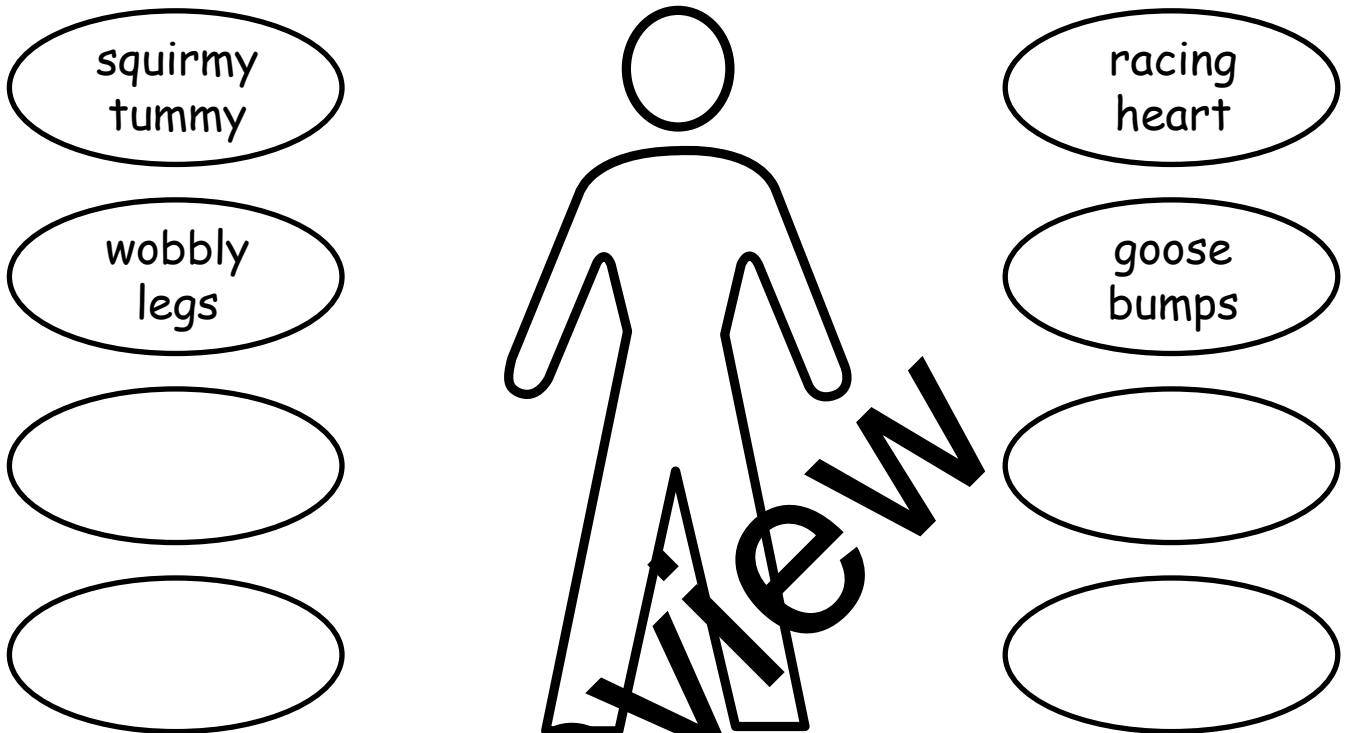
2. Draw signs that you see around your school, in shops and in the street that help you to stay safe. Explain briefly how these signs help you to stay safe.



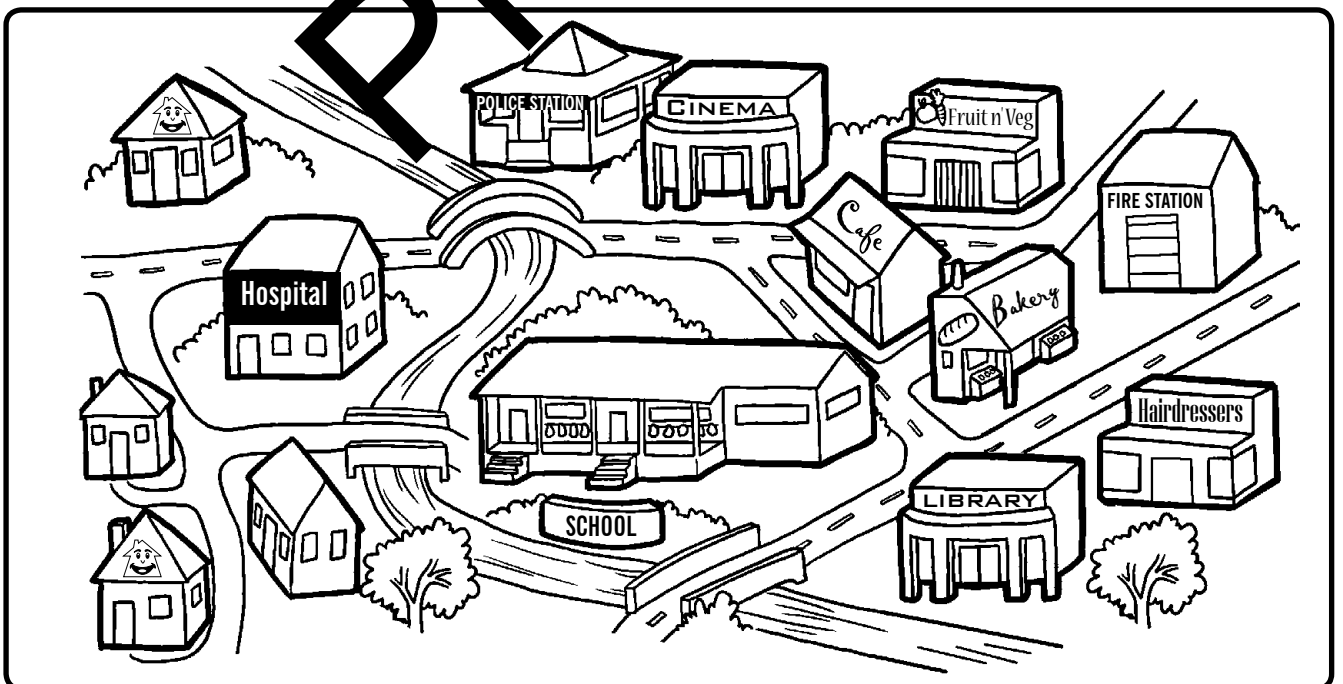
Activity

Feeling Unsafe Or Uncomfortable

1. When we feel unsafe or uncomfortable about a situation, our body sends us signals. Think about a time when you felt uncomfortable or in danger. On the diagram below, label how different parts of your body reacted. There are some ideas to start you off.



2. Look at the map of Safety Town. Colour and label the safe places on the map where you could go to get help if you were in danger.



3. Discuss and prioritise the places that you have identified.

Being **assertive** means standing up for yourself by letting others know calmly how you feel and what you want. If you feel unsafe or uncomfortable you must be assertive. Below are some of the ways that you can assert yourself.

1. Use words like, "No", "Stop", or "Leave me alone".
2. Stand up straight and look the person who you are talking to in the eye.
3. Use confident body language as you speak, such as raising your hand.
4. Use a calm even tone of voice. Don't shout.
5. Stand at a distance from the person.

Imagine that you are the person trying to assert yourself in each of the following scenarios. Write what you could say in the speech bubbles.

Preview

1



Give me your canteen money. Come on, hand it over!



2



Would you like to try a cigarette?



3



Hello! Do you want a lift home?



The playground is where you can chat and play with friends, practise physical skills or simply let off steam after concentrating in class. To make the most of your time in the playground and to enjoy your activities, it's important to play safely.

- Study these situations in the playground. Think about how the children's actions could lead to injuries. In the space under each image, write a playground rule that could prevent these injuries.

1



2



PLAYGROUND RULE 1

PLAYGROUND RULE 2

3



4



PLAYGROUND RULE 3

PLAYGROUND RULE 4

- Choose one of the risky situations on the previous page or think about an accident in the playground that you experienced or witnessed. Fill out this Safety Report. (You can invent addresses and phone numbers, etc.)

Name Of School: _____



STUDENT INFORMATION

Full name: _____

Age: _____ Date of birth: _____

Names of parents/caregivers: _____

Address: _____

_____ Postcode: _____

Phone contact numbers: _____



DESCRIPTION OF ACCIDENT

Date of injury: _____ Day: _____ Time: _____

Place: _____

Describe student's injuries: _____

Describe exactly what happened: _____

Who was called to assist the student? _____

Signed: _____ Date: _____

Activity

Using Medicine Safely

- There are times when you might not be feeling well at home or at school. Write down who you should tell if you are feeling unwell.



IF AT HOME: _____

Who gives you medicine? _____

IF AT SCHOOL: _____

Who gives you medicine? _____

Medicines contain substances that treat illnesses, injuries and diseases.

1. Look at these images. Colour in the products that are medicines.



2. Complete this sentence:

I should not take medicines by myself because _____

Activity

Medicines And Drugs

- Drugs and medicines come in a range of forms. Draw an example of each type of medicine specified below, then draw a medicine that you have taken before.

Tablets

Cream

Liquid

Gas (inhale)



- Drugs are found in many common substances. Draw an example of each substance and state the drug that each one contains.

Tea

Coffee

Beer

Drug _____

Drug _____

Drug _____

Tobacco

Cola Drinks

Drug _____

Drug _____



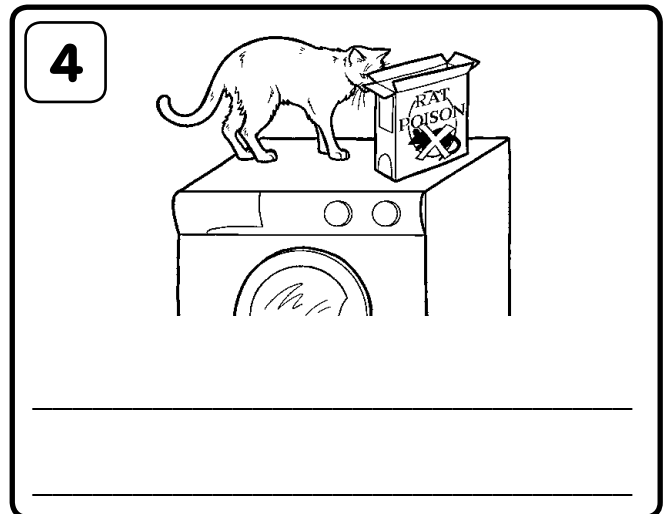
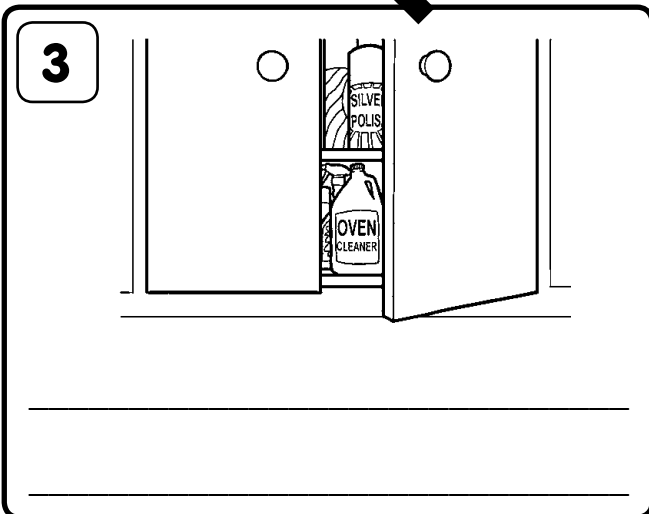
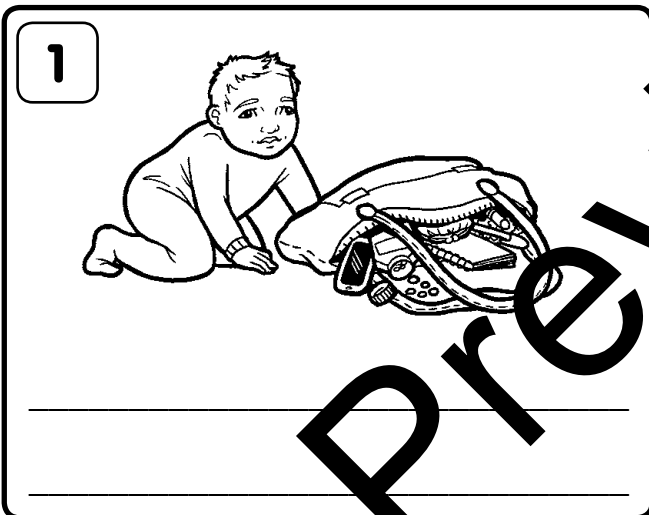
Medicines and other potentially dangerous household products should be stored in places which children cannot reach. If you take medicines when you do not need them, or if you take too many medicines, they can harm you. Many household products contain substances that are poisonous to people and pets.

Where is a safe place to store medicines and household products?

A safe place is one that:

- a child can't see and is out of reach;
- is at least 1.5 metres above the floor;
- has child-resistant locks.

Study and describe the risks in these images.



EXTENSION: Go to the Triple Zero (000) website at: ► www.triplezero.gov.au to learn how to make a Triple Zero (000) call in case of an emergency.

Activity

Safety Labels

Medicines and household products contain labels that give you information about the substances that they contain. If a substance is hazardous, the label will warn you about the effects of swallowing or touching such substances.

What do the following safety label symbols on these products mean? Choose an answer from the descriptions below.

- a. Can cause breathing problems if inhaled. c. Product can burn skin.
b. Product is poisonous. d. Can catch on fire/is flammable.

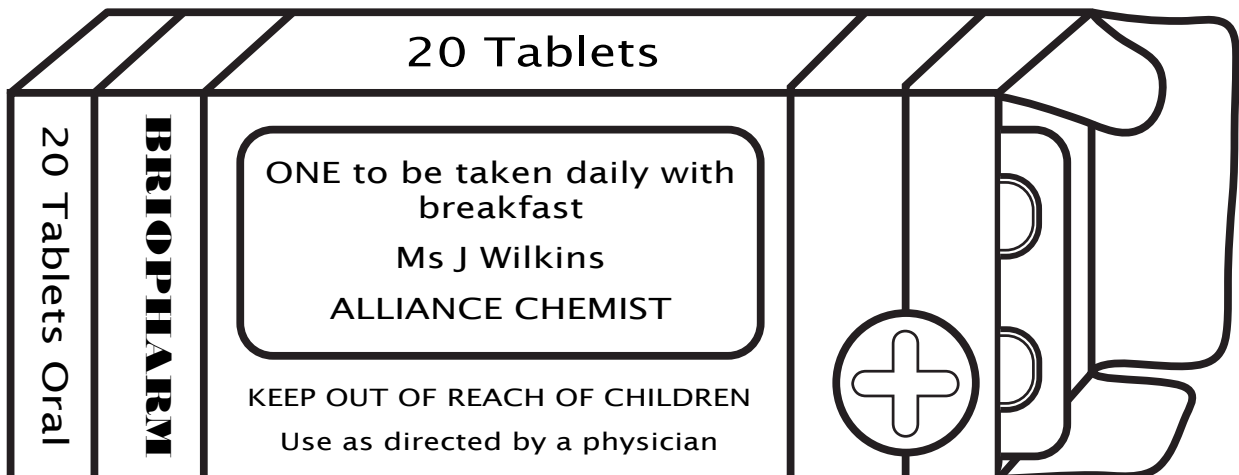
1 →

2 →

3 →

4 →

Highlight on this packet the information that tells you that this substance could be harmful if it is not taken in the correct way.



Page 3

2) Signs that help to promote a safe environment could include: Children Crossing; Wet Surface; Fire Exit; Slow - Children at Play; Fasten your Seat Belt.

Page 4

1) Other symptoms could include: feeling dizzy; sweaty palms/hands; flushed face; headache; finding it hard to think/feeling confused; not being able to talk properly; wanting to run away. Students should colour the safety houses, the hospital, the police station, the school, and the fire station. A discussion might identify other places.

Page 5

1) "I don't like it when you ask for my money. If you don't stop, I'm telling...."; 2) "No thanks. I don't like smoking." 3) "No. I don't talk to strangers. Please go away and leave me alone."

Page 6

1) Play ball games in the correctly allocated areas. 2) Don't stand on the seat of swings. 3) No pushing in the playground/Play ball games by the rules. 4) Wear a hat and apply sunscreen when outdoors at school (slip, slop, slop).

Page 8

In the introductory task, help students to identify who is responsible for administering medicines at home and at school. 1.) Students should colour: asthma inhaler, tablets, cough syrup, alka seltzer (antacid), antiseptic and eye drops 2) Suggested answer: I should not take medicines by myself because I may not know how to take the medicines, the correct dose, how frequently I should take them or if I have any allergies

Page 9

Tea = caffeine; coffee = caffeine; beer = alcohol (or ethanol); tobacco = nicotine; cola drinks = caffeine.

Page 10

1) The baby could find the opened pills and consume them making him very sick. Medicines should always be sealed and kept out of the reach of children. Other items in the bag could also pose a risk to the baby if consumed or placed into his mouth. 2) If cleaning sprays come in to contact with skin or eyes, they will cause damage. 3) Small children could find cleaning products that they could drink or put on their skin. This could have lethal effects. 4) The cat or children could reach the rat poison and consume it. If the washing machine is switched on, the rat poison could be thrown off the machine and spill onto the floor, making it more accessible.

Page 11

1 = c 2 = a 3 = d 4 = b

Indications on packet: ONE is written in capital letters; keep out of reach of children; use as directed; note the cross symbol to show that this is a medicine; the name on the packet indicates that it is not for general consumption.