

My Safety

Syllabus: Karnataka State Board

Subject: EVS

Grade: 2

Textbook Name: ENVIRONMENTAL STUDIES - Text cum Workbook (Revised) - Second Standard

Chapter Number & Name: 9. My safety

1. OVERVIEW

1.1 OBJECTIVE AND PREREQUISITES

Objective

- To develop personal safety habits in the local environment and learn simple methods of safety.

Prerequisite Concept

- *EVS – Grade 1 – Chapter 8 – Safety and Discipline*

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OVERVIEW

1.1 OBJECTIVE AND PREREQUISITES

LEARN

2.1 KEY POINTS

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*Note: The fields marked with * are mandatory*

2. LEARN

2.1 KEY POINTS

One may come across some danger both inside or even when one is out of the house. There are some simple rules and measures, if we learn and follow, then we can keep ourselves safe from getting hurt. If we follow the advice of elders, we will never be in danger.

2.2 LEARN MORE - None

3. ENGAGE

3.1 INTEREST GENERATION ACTIVITY

INTRODUCTION TO THE TOPIC

Activity 1: Story – Safety First *

Materials required: Handout of the story in braille/large font/accessible format

Prerequisites: NA

Activity flow:

- Narrate the following story.

Safety first

Once upon a time there was a little girl who lived in a house with her parents. Both of them loved her very much. Her parents would usually start the day by cleaning the house. Mother always asked the little girl to walk carefully after she moped the floor. The little girl always wanted to help her father while he was cooking food. He would always ask her not to touch the knife and ask her to help in other tasks. The little girl was always curious about the fire when her father would be frying some snacks. He would always suggest her to stay away from fire.

When they go out to catch the school bus, the little girl would always try to cross the road by running as fast as possible, but her mother would always catch hold of her hand and do not allow her to do so. She would warn her not to hurry while crossing the road.

At school, the little girl was always fascinated to see the heavy and sharp tools which the school staff uses for repairing and cleaning. They would ask children not to touch anything. When the little girl plays with her friends, she would try to jump two steps of stairs at a time while climbing down, but her friends would ask her not to do so. By the end of the day, the little girl thought about all the suggestions given by her mother, father and friends and understood why they said so.

- Have a discussion about the story in the form of questions and answers.

Q – Can you share what the girl understood?

Q – Do you think whatever the little girl was doing or wanted to do was right? Give reasons for your answer.

Q – What would have happened had she not followed their suggestions?

Q – Why did the little girl’s mother tell her to walk slowly when she was mopping the floor?

Q – Why did the father tell her not to touch the knife?

Q – Which are the other places in our house that are generally wet? (bathroom, kitchen, terrace, balcony or veranda or porch of our house)

3.2 CONCEPT GENERATION ACTIVITY

NEED FOR SAFETY

Activity 2: Things that are not safe especially for children *

Materials Required: NA

Prerequisites: NA

Activity Flow:

Teachers would call out some of the things that are considered not safe for children.

Children would say “safe” or “not safe” based on their judgements. Clear misconceptions, if any.

Call out: blade, knife, hammer, match box, iron for pressing clothes, gas stove or any other cooking stove, scissor and broken glass pieces.

Ask students if it is safe to touch the electric switches. Is it safe to touch the switches especially with wet hands? Why or why not? Inform that water is a good conductor of electricity, hence touching switches using wet hands can be very dangerous.

Activity 3: Role play – Safety rules *

Materials Required: NA

Prerequisites: NA

Activity Flow:

Divide children into 5 groups. Tell them that each group will do a role play while being seated in the same place and converse with each other in the form of dialogues and talk about one safety rule that we all need to follow to keep ourselves safe. It can be a conversation between two friends or between a few members of a family. Allow them five minutes to discuss and come up with their dialogues.

Summarise the entire discussion by saying that from the story and the role play, we understand the following:

1. We should walk carefully when the floor is wet.
2. It is advisable not to touch any sharp object or play with fire when we are in the kitchen.
3. We should be careful when we use stairs.
4. We should cross the road only with the company of an adult.
5. Do not litter the surrounding with fruit or vegetable peels. They may get very slippery.
6. Keep all furniture in the right place.
7. Do not touch any kind of medicines. Keep them in a proper place.
8. Do not scatter any toys or small objects around. Keep them in the right places.

SIMPLE METHODS OF SAFETY

Activity 4: Methods of safety *

Materials Required: NA

Prerequisites: NA

Activity Flow:

Narrate a few situations to students and ask them what safety measures they would take in such a situation:

1. You find broken pieces of bangle, glass or any sharp object in the corridor or playground. (warn your friends and inform an adult about it)
2. You need to do an activity which requires the use of a scissor. (Take the help of an adult to do the activity)
3. You need to use the switch
4. You accidentally break something and those broken pieces are lying on the floor around you
5. You are given the responsibility of handling your junior students for some time (talk to them about safety rules)
6. You have to cross a road
7. You ate a banana and you have the peel in your hand
8. You want to help your parents in preparing food

Ask children if they can add more such situations.

3.3 LET'S DISCUSS: RELATE TO DAILY LIFE

Have a discussion if they ever got hurt while they were inside their home? Ask how it happened and why do they think they got hurt? What is it that they would do to keep themselves safe in future?

4. EXERCISES & REINFORCEMENT

4.1 REINFORCEMENT

Activity 5: Dos or don't of safety *

Materials Required: NA

Prerequisites: NA

Activity Flow:

Inform students that you are going to talk about some activities. They would say “do” or “don’t” based on their learning and judgement:

1. Use a knife or any other sharp objects in the kitchen.
2. Playing with tools used by carpenters or farmers like axes, hand saws, and hammers.
3. Walking on the middle of the road.
4. Walking on the side of the road or on the footpath.
5. Throwing banana peel anywhere on the road.
6. Throwing banana peel in the dustbin.
7. Taking help from an adult for any activity which requires the use of sharp objects.

Activity 6: Safety rules (HW suggestion)

Materials Required: Audio equipment

Prerequisites: NA

Activity Flow:

Instruct children to listen to the audio clip. After listening to the clip, ask them what they learnt from the audio clip

(1) Audio link: [click here](#)

- (HW suggestions) Students can be encouraged to track their daily cleanliness habits for 1 week (refer Activity 6) and discuss the same with the class to find out if there is anything they are missing out on or anything they can start doing if they are not following already.

Teaching Tips

NA

References

[1] Audio link <https://www.youtube.com/watch?v=CqH2QYt6oOc>

4.2 IMPORTANT GUIDELINES

Exercise Reading

It is very important that the children practice their learnings as well as their reading. Hence have the children read out the newly learned concepts from their textbooks or other available resources.

Perform Textbook Activity

It is good practice to have the children perform the textbook activities. Your textbook activities might not be accessible hence go through this resource to learn how to make textbook content accessible.

Provide Homework

To evaluate their understanding and to help the student revise and implement the new learnt concept ensure to provide them with homework. Students should perform one or two of the questions mentioned above or from the textbook exercises with the teacher in class and the remaining may be given for homework. Also, ensure that the student knows their special skills linked to independently using their accessible books as it will be critical to doing homework independently.

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