

## Lesson-10: Safety Around Us

Theme 5: We Stay Safe and Healthy

12 Periods (40 minutes each)



Learn Better (Main Coursebook), Stay Ahead (Workbook), Book of Holistic Teaching, Poster, CRM signs



Animation, Animated Activities, Dictionary, eBook, Infographic, I Explain, Quiz, Slideshow, Test Generator

Confirming better

I wear helmet when I ride my cycle

### Curricular Goals and Objectives (NCF-FS)

#### To enable the students:

- to understand and practise safety measures in different environments, such as school, home, on the road, in the bus, during play and in the pool.
- to identify and recognize the essential items to be included in a first aid box and their importance.
- to develop communication skills and creativity by narrating a simple story related to safety during play, using their own words.
- to apply logical thinking to identify safety precautions while using playground equipment, such as getting off a see-saw.

### Methodology

#### Period 1

**Note to the Teacher:** Ask students to prepare a KWL chart. Help them organize their thoughts on the topic 'Safety Around Us'.

**Teacher:** Hello, students. Today, we are starting a new lesson and it is about 'Safety Around Us'.

COULD DO

10 MIN.



Why do you think safety or being safe while doing things is important?

#### Students (Possible responses):

- So that we don't get hurt.
- To keep everyone happy and healthy.
- Because accidents can be dangerous.
- So that we can enjoy things without problems.
- To make sure everyone around us is safe too.
- So that we don't have to go to the doctor.
- Because being careful helps us avoid getting into trouble.
- We can protect ourselves and our friends.

**Teacher:** Great. Have you ever thought about how we can stay safe at school, at home, on the road or while playing?

(Pause for students to share their thoughts)

**Teacher:** Great answers. Let us explore and learn more about staying safe. In this lesson, we will talk about:

- The importance of safety in our daily lives.
- Safety measures we can take at home, school, on the road, in the bus and while playing.
- What a First Aid Box is and how it can help us in emergencies.

Ask students to draw a KWL Chart in their notebooks. Explain what each part of the chart means:

- K: What they already know about safety.
- W: What they want to know about safety.
- L: What they have learnt in the lesson.

K	W	L

**Teacher:** Let us start with the first column—What I Know (K). What do you already know about staying safe? Can you think of any safety rules or things we should do to avoid getting hurt?

#### Students (Possible Responses):

- We should look both ways before crossing the road.
- We should not play with fire.
- At school, we should walk, not run, in the corridors.
- We should not touch sharp objects at home.

**Teacher:** Great. Write these points in the K (What I Know) column.

**Teacher:** Now, think about the second column—What I Want to Know (W). Is there anything you are curious about when it comes to safety? For example, how to stay safe in different places or what to do in an emergency?

### Students (Possible Responses):

- What should we do if there is a fire?
- What should we have in a first aid box?
- How do we stay safe while playing on swings or slides?
- How can we stay safe in a bus?

**Teacher:** These are very thoughtful questions. Write them in the W (What I Want to Know) column.

**Teacher:** As we go through the lesson, we will explore these questions and learn more about how to stay safe in different situations. At the end of the lesson, we will fill in the L (What I Learnt) column with all the new things we have discovered about safety.

**Teacher:** Are you ready to learn more about how to stay safe and protect ourselves in different places?

**Students:** Yes.


### Kinaesthetic

**Teacher:** Today, we are going to play a game where we will act out safety rules to the class.

### MUST DO

20 MIN.



**Re-KAP** SPD

**Kinaesthetic**

Form two teams in class. Each team will enact a safety rule. The other team will have to guess which safety rule it is.

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- I will divide the class into two teams.
- One team will silently act out a safety rule while the other team guesses what it is.
- No speaking—only actions. Use your hands, face and body to demonstrate the rule.

**Teacher:** Let us think about some safety rules we already know.

(Ask students for suggestions to ensure they are familiar with common rules.)

### Examples:

- Looking both ways before crossing the road.
- Sitting down quietly on the bus.
- Not touching sharp objects like scissors or knives.
- Not running in the school corridors.
- Wearing a helmet while riding a bicycle.

**Note to the teacher** - Divide the Class into two teams

1. Organize the students into two balanced teams.
2. Give each team 2–3 minutes to think about the safety rules they would like to enact.
3. Encourage them to discuss quietly and decide who will act and what actions they will use.
4. Move between teams to assist with ideas or provide hints if they are stuck.
5. Allow students to take turns acting out safety rules while the other team guesses. Encourage all students to participate and guide them with prompts if

needed, such as whispering ideas to team members who might need help.

**Teacher (after the game):** That was an amazing game. You all acted so well and we learnt so much about safety. Let us talk about why these safety rules are important.

### COULD DO

10 MIN.



(Ask students open-ended questions to reflect on the activity.)

- Why is it important to follow these safety rules?
- What could happen if we do not follow safety rules?
- Can you share a time when you followed a safety rule and avoided getting hurt?

**Teacher:** Great reflections. Remember, safety is not just about learning rules; it is about practicing them every day. Following safety rules helps us stay safe.

In the next session, we will explore more safety rules and discover why they are important in our daily lives.

### Differentiated Activities

#### 110 km/hr



Draw three different safety situations (e.g., crossing the road, wearing a seatbelt, playing safely in the park). Write one or two sentences for each drawing explaining the safety rule.

#### 80 km/hr



List two safety rules to be followed at home while playing.

#### 40 km/hr



Draw and show the safety rule to be followed at road.

### Home Task

Look around your home, school or play area and find a place where safety rules are being followed. It could be at the park, on the road or at home.

Draw a picture of what you saw and write 1-2 simple sentences about it. You can include:

- Where you saw it (e.g., "I saw it at the park.")
- What safety rule is being followed (e.g., "The person is wearing a helmet while riding a bike.")
- Why this rule is important (e.g., "The helmet helps keep the head safe.")

### Period 2

**Teacher:** Let us do a fun and creative activity. You are going to work in teams to come up with a safety slogan for the class.

### COULD DO

10 MIN.



First, let me explain what a slogan is. A slogan is a short, catchy phrase that helps us remember something important. It can be a fun or clever way to remind us to follow the safety rules.

For example, if we were talking about crossing the street safely, a slogan might be:

'Look both ways, then cross the way.'

This is a simple and easy-to-remember slogan that reminds us to look both ways before crossing the street.

Now, I want you to come up with your own safety slogan.

1. I will divide the class into two teams. Each team will think of a safety slogan that helps remind everyone about staying safe.
2. You can base your slogan on any safety rule we have talked about, like crossing the street, playing in the park or school safety.
3. Each team will have 5 minutes to discuss and come up with their slogan. Ready?

(Allow 5 minutes for the teams to discuss and come up with their slogans.)

**Teacher:** Time is up. Now, let us hear what each team came up with.

(Ask each team to share their slogan with the class.)

**Teacher:** Fantastic slogans, everyone. I love how creative you were. Let us all remember these safety slogans and follow them every day to stay safe.

### Auditory

**Teacher:** Now, I am going to ask you some questions about crossing the street safely. Listen carefully and try to answer. Ready?

**MUST DO**

10 MIN.

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### Auditory\*

Listen to your teacher carefully. Answer the questions.

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**Students:** Yes.

**Teacher:** Here is the first question:

1. What should you do first when you want to cross the street?
  - a. Run quickly
  - b. Stop and look both ways
  - c. Cross without looking

(Pause for students to answer. Let them discuss and share their responses.)

**Teacher:** Now, here is the second question:

2. Which directions should you look before crossing the street?
  - a. Up and down
  - b. Right, then left and then right again
  - c. Only to the left

(Pause for students to answer. Allow some discussion if needed.)

**Teacher:** Well done, everyone.

### Pictorial

**Teacher:** Now, observe the given

**MUST DO**

10 MIN.

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pictures carefully. You will tick the safety rules that you will follow.

### Pictorial PS

Tick (✓) the safety rules that you follow.


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(Give students time to complete the task independently.)

**Teacher:** Alright. Now, let us check your answers.

(Allow students to take turns sharing their responses.)

**Teacher:** Fantastic. Now, let us move to the next part of our lesson.

### Interacting better

**MUST DO**

10 MIN.

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### Interacting better

Discuss in class how do you keep safe in school and in a park

ICL

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(Give students time to pair up.)

**Teacher:** Great. I see that everyone has a partner. Here is how the game works: You and your partner will take turns discussing one question:

'How do you keep safe in school and in a park?' Take turns asking and answering this question with your partner. Ready?

(Allow students time to discuss.)

**Teacher:** Let us hear some of the interesting ways you keep safe in school and in the park. Who would like to share?

(Encourage students to share their answers with the class.)

**Teacher:** Wow. I love hearing your ideas. Now that we have shared some great safety tips, let us continue learning about more ways to stay safe in different places.

### Differentiated Activities

110 km/hr



Imagine a world without safety rules. Write 4-5 sentences explaining what life would be like without safety rules. What could happen in places like school, the park or on the street if there were no safety rules?

80 km/hr



Look at the safety rules below. Choose the right word from the options to fill in the blanks.

1. Before crossing the street, you should \_\_\_\_\_ (stop/look) both ways.
2. In the park, you should \_\_\_\_\_ (run/walk) safely.
3. Always \_\_\_\_\_ (look/ignore) for cars before crossing the road.

40 km/hr



Work in teams to create a colourful safety poster to remind everyone about the rules for crossing the street.

#### Instructions:

1. Draw a Poster: On a piece of paper, draw a picture of a street with a crosswalk. Colour the poster as per your choice.
2. Add Safety Rules: Write simple safety rules like 'Stop, Look and Listen' or 'Hold an adult's hand while crossing the road'

Once students finish the poster collect them and display it in the class.

#### Home Task

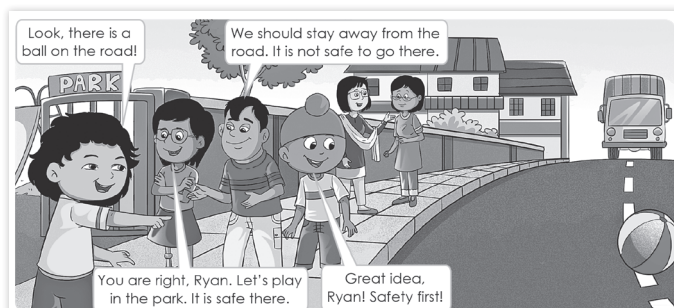
Discuss with your parents and create a poster for safety rules to be followed at home. Display it on the wall.

### Period 3

**Teacher:** Sam and his friends are on their way to the park. Let us read and see what they have to say about safety.

**MUST DO**

15 MIN.



We must follow safety rules. We learnt about some safety rules in the previous class. Let us learn some more now.

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(Read the conversation to the students. You may also invite students to role play after you are done reading aloud.)

**Teacher:** Ryan says, 'We should stay away from the road. It is not safe to go there'. Can you think of other places where we need to be careful?

(Allow students to respond and share their thoughts on other safety rules, like at the playground, near water, etc.)

**Teacher:** Ryan suggests, 'Let us play in the park. It is safe there'. What is your favourite place to play where you feel safe?

(Allow students to take turns and share their favourite places and why they feel safe there.)



Play the **Animation** from the digital platform to engage students and generate interest in the topic. Initiate a discussion by asking them to share their thoughts and reflections about the video.

**COULD DO**

10 MIN.



#### Safety at home

**Teacher:** We must follow safety rules.

We learnt about some safety rules in the previous class. Let us learn some safety rules to be followed at different places.

**MUST DO**

15 MIN.



#### SAFETY AT HOME

- Put away your toys after playing.
- Do not lean from balconies or terraces.
- Do not climb onto shelves and windowsills.



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**Teacher:** There are important safety rules that help keep us safe at home. Let us explore some of these rules together.

**Teacher:** First, let us talk about cleaning up after playtime. It is very important to put away your toys after you are done playing. Can you think of why this is a good safety habit?

(Pause for students to share their responses)

**Teacher:** Yes, when we put away our toys, we avoid tripping and getting hurt. It also helps keep the house tidy and safe for everyone.

**Teacher:** Next, let us talk about balconies and terraces. Can you think of why it is dangerous to lean from balconies or terraces?

(Pause for students to share their responses)

**Teacher:** That is right. Leaning from balconies can cause accidents because you might fall. It is important to stay safe and never lean over the edge.

**Teacher:** Another rule is about shelves and windowsills. Why is it unsafe to climb onto shelves and windowsills?

(Pause for students to share their responses)

**Teacher:** A windowsill is the part at the bottom of the window. It is like a small ledge where the window sits. Climbing onto shelves or windowsills is dangerous because you could fall down and hurt yourself. It is always good to play in safe areas.

**Teacher:** So, we have learnt some important safety rules today. Always remember to put your toys away, never lean from balconies or terraces and avoid climbing on shelves and windowsills. These simple steps help keep us safe at home.

In the next session, we will learn about safety in other places too.

#### Differentiated Activities

110 km/hr



Write a few sentences explaining why it is important



to follow safety rules at home. Mention at least two rules you should follow to stay safe.

**80 km/hr**



What are three things you can do to stay safe at the playground?

**40 km/hr**



Show students pictures related to safety (e.g., toys, balconies, shelves). Ask them to sort them into safe and unsafe activities.

### Home Task

Look around your home and find one place where safety is important (like near stairs, in the kitchen or while playing). Draw or write about what safety rule you must follow there to stay safe.

### Period 4

**COULD DO**

15 MIN.



Begin the session with a quick discussion about the home task. Ask students to share their drawings or writings about the places where safety is important. Encourage them to talk about where they focused on (like near stairs, in the kitchen or while playing), what safety rule they follow there and how it helps them stay safe.

Display the drawings and writings in the classroom to showcase their work and encourage everyone to think about safety in their everyday environments.

### Safety in school

**Teacher:** Alright, class. Now that we know about safety at home, let us learn about safety in school. We need to make sure our school is a safe place to learn and play.

**MUST DO**

25 MIN.



#### SAFETY IN SCHOOL

- Be careful while climbing the stairs.
- Do not slide down the railing of the stairs.
- Do not push others.
- Do not stand on desks and chairs.

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**Teacher:** First, let us talk about climbing stairs. When you go up or down the stairs, what should you be careful of? (Pause for responses.)

**Teacher:** Yes, we must be careful while climbing the stairs to avoid falling. Always hold the railing and walk slowly.

**Teacher:** Now, some of you might have seen kids trying to slide down the railing of the stairs. What do you think about that?

(Pause for responses.)

**Teacher:** That is right. It is dangerous to slide down the railing. It can cause accidents, so we should always walk carefully on the stairs.

**Teacher:** What about when you are walking with your friends in the hallways or on the playground? Can you think of a safety rule we should follow?

**Students (Possible responses):**

- We should walk, not run.
- We should stay in line.
- We should be careful and not bump into others.
- We should share space and not push anyone.

**Teacher:** Yes. We should never push others. Pushing can cause someone to fall or get hurt.

**Teacher:** And what about desks and chairs? Can anyone guess why it is unsafe to stand on them?

(Pause for students to think and share their responses.)

**Teacher:** Correct. Standing on desks and chairs is unsafe because we could lose our balance and fall. Always use furniture the right way.

**Teacher:** So, to stay safe in school, we need to be careful while climbing stairs, not slide down the railing, never push others and never stand on desks or chairs. These simple safety rules help keep everyone safe and happy.



**eBook** can be used to teach the lesson.

### Differentiated Activities

**110 km/hr**



Write a few sentences about how we can stay safe at school. Pick one safety rule and explain why it is important.

**80 km/hr**



Write 2 safety rules that you would follow in school.

**40 km/hr**



Give students pictures of different actions from school. Ask students to look at the pictures of different school safety situations (stairs, playground, desks). Discuss and sort them into the following categories: Safe actions and Unsafe actions

### Home Task

Have students make a checklist of safety rules to follow at school. For example:

- Hold the railing on stairs
- Walk in the hallway
- Sit properly on chairs
- Do not push others

Ask students to decorate their checklist and bring it to class.

### Period 5

**COULD DO**

05 MIN.



**Teacher:** Good morning, everyone. How are you all today?

(Pause for students to respond)

**Teacher:** Today, we are going to start by looking at the safety rules we have been learning about. I hope you all made a checklist at home to help you remember the important safety rules we need to follow at school.

Now, let us take a moment to look at your checklist. Can

you share the list of rules that you have written? (Allow students to take turns sharing what they have written.)

**Teacher:** I want you to go through each rule and reflect on whether you followed it today. If you followed a rule, put a big tick next to it. I am excited to see how well you have been following these safety rules throughout the day.

**Note to the teacher:** During the next period, have a quick discussion about this activity. Give students a few moments to reflect and then invite them to share their thoughts and observations about the rules they followed.

### Safety on the road


**Teacher:** Next, we are going to learn about something very important—how to stay safe on the road. Have you ever crossed the road with your parents or grandparents?

**MUST DO**

15 MIN.

#### SAFETY ON THE ROAD

- Wait for the traffic to stop. Then, cross the road.
- Use the zebra crossing, subway or overbridge to cross the road.
- Always hold an adult's hand when on the road.



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**Students:** Yes.

**Teacher:** Great. Let us think about crossing the road. Imagine you are walking near the road and you need to cross. What should you do first?

**Students:** Look both ways.

**Teacher:** That is a good start, but first, we need to wait for the traffic to stop. You should always wait until all the vehicles have come to a complete stop before you cross. Why do you think this is important?

**Students:** So that we do not get hurt by cars.

**Teacher:** Exactly. Always remember—wait for the traffic to stop.

**Teacher:** Now, do you know where we should cross the road? Should we cross anywhere we like?

**Students:** No.

**Teacher:** That is right. We should cross the road in safe places. One of these safe places is called a zebra crossing. Have you ever seen lines painted on the road that look like black and white stripes?

**Students:** Yes.

**Teacher:** Those lines are called zebra crossing. It is a special place where cars are supposed to stop so people can cross safely. Isn't that helpful?

**Students:** Yes.

**Teacher:** And if there is no zebra crossing, we can use other safe options like a subway or an overbridge. What is important is to never cross the road in the middle or between parked cars because that is very dangerous.

**Teacher:** Now, one last thing. When you are walking on the road with your parents or any adult, what should you always do?

**Students:** Hold their hand.

**Teacher:** Yes. Always hold an adult's hand to stay safe. This helps because they can guide you and keep you out of danger.

**Teacher:** Let us summarize what we learnt today:

- Wait for the traffic to stop.
- Use safe places like the zebra crossing, subway or an overbridge.
- Always hold an adult's hand when walking on the road.



Show the **Infographic** from the digital platform to the students.

**COULD DO**

10 MIN.

### Poster

**Teacher:** Look at this poster, everyone. Can you tell me what you see in this picture?

**SHOULD DO**

10 MIN.



**Students:** A zebra crossing. A traffic signal. Someone riding a bicycle.

**Teacher:** Wonderful. This poster shows us how to be safe on the road. Let us talk about the different things happening here.

**Teacher:** Can anyone find where someone is crossing the road safely?

**Students:** (Pointing to the zebra crossing) Here.

**Teacher:** Yes, that is called a zebra crossing. People use it to cross the road safely. Remember, always cross at the zebra crossing and make sure to wait for the traffic to stop before stepping onto the road.

**Teacher:** What about this boy on a bicycle? Where is he riding?

**Students:** On the cycle lane.

**Teacher:** That is correct. This is called a cycle lane and it is the safest place to ride a bicycle. We should never ride on the main road where cars and buses drive.

**Teacher:** Now, look at this part of the poster. What do you see here?

**Students:** There is a traffic signal.

**Teacher:** Yes, that is a traffic signal. When the light is red, it means stop and cars must stop. This is the safest time for us to cross the road.

**Teacher:** Can you spot something else in the poster? Look at what these children are doing here.

**Students:** They are not playing on the road.

**Teacher:** Exactly. Playing on the road is very dangerous. We should always play in a park or a playground, not near the road.

**Teacher:** Great job, everyone. Let us practise being road safety experts today. When you go home, look around and see if you can find a zebra crossing, a traffic signal or a cycle lane. Come back and tell us what you saw.



Show the **Explain** video from the digital platform to the students.

## Differentiated Activities

### 110 km/hr



Ask students to create their own 'Safety Rules Chart' by illustrating the rules they have learnt today (e.g., zebra crossing, waiting for traffic to stop, holding an adult's hand). Have them explain each rule to the class using their chart.

### 80 km/hr



Provide students with cutouts of pictures related to road safety, such as a zebra crossing, traffic signal, cycle lane, etc. Ask them to match these pictures with the correct safety rule and explain why it is important.

### 40 km/hr



Show students a set of pictures (e.g., people crossing a zebra crossing, riding in the cycle lane, standing at a red light). Ask them simple questions like:

- What is happening in this picture?
- Is this person following the safety rules?
- What should we do here?

## Home Task

Write any five safety rules that you should follow on the road in your notebook.

## Period 6

### Safety in the bus

**Teacher:** Good morning, everyone. Today, we are going to talk about something very important—how to

**MUST DO**

10 MIN.



stay safe while traveling in a bus. Do any of you travel to school by bus?

**Students:** Yes / No

### SAFETY IN THE BUS

- Do not get on or off a moving bus.
- Do not disturb the driver.



**Teacher:** For those of you who do, it is very important to know and follow the safety rules. Even if you do not travel by bus every day, you might take one for a school trip or an outing, so these rules are important for everyone. Let us imagine we are on a bus. Are you ready?

(Pause for responses to create excitement)

**Teacher:** Imagine you are inside the bus and it is moving. Suddenly, someone decides to get off while the bus has not stopped. What do you think might happen?

**Students:** They could fall/They might get hurt

**Teacher:** Exactly. It is very dangerous to get on or off a moving bus. We must always wait for the bus to stop completely before stepping off or getting on.

**Teacher:** Can you tell me why this is important?

**Students:** So that we do not fall, stay safe.

**Teacher:** That is right. The bus driver cannot stop suddenly or keep track of everyone if they are trying to get off while it is moving. Always wait until the bus stops.

The driver has a very big role—they have to focus on the road while driving. What do you think will happen if we disturb the driver while they are driving?

**Students:** The driver might make a mistake and it can cause an accident.

**Teacher:** Exactly. If we talk loudly, play around or distract the driver, it could lead to a dangerous situation. We should always sit in our seats quietly and avoid disturbing the driver.

So, when you travel by bus next time, remember these rules to stay safe

### Safety at play

**Teacher:** Next, we are going to talk about something that you love to do everyday —how to stay safe while playing. Who loves to play during recess or at the park?

**MUST DO**

10 MIN.



### SAFETY AT PLAY

- Do not push others while playing.
- Do not play on a broken swing.
- Sit on the seat when you play on the swing. Slow down before you get off. Do not go near someone who is on a swing.
- Never climb up a slide from the front. Only one child should slide down at a time.

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(Pause for students to express)

**Teacher:** That is great. Playing is so much fun, but we need to make sure we follow some safety rules so that no one gets hurt. Let us learn about some rules that would help us to play safe and enjoy.

**Teacher:** Imagine you are playing on the swing. Should you sit properly on the swing or can you stand on it while it moves?

**Students:** Sit properly.

**Teacher:** That is right. We should always sit on the swing seat when we play. Standing on it is dangerous because we might lose balance and fall.

**Teacher:** Now, what should you do before you get off the swing? Should you jump off when it is moving really fast?

**Students:** No, we need to wait until it slows down.

**Teacher:** Exactly. Always slow down the swing before getting off. And remember—do not go too close to someone who is already on a swing. Why do you think that is important?

**Students:** So that we do not get hit.

**Teacher:** That is correct. Standing too close to a moving swing is very dangerous.

**Teacher:** What about slides? Should we climb up the slide from the front or from the steps at the back?

**Students:** From the back.

**Teacher:** Absolutely. Always climb up the slide using the steps at the back. Never try to climb from the front while someone else is sliding down—it can cause accidents.

**Teacher:** And how many children should slide down at a time?

**Students:** One.

**Teacher:** That is right. Only one child should slide down at a time to avoid pushing or bumping into each other.

**Teacher:** Have you seen any broken slides or swing before? If you see a broken swing, should you play on it?

**Students:** No.

**Teacher:** That is right. Playing on broken equipment is very dangerous. Always use swings, slides and other play equipment that are in good condition.

**P.S.** This section is aligned to **SDG 5: Gender Equality**: Teach the students that everyone should feel safe and included in all games and activities.

### Safety in the pool

**Teacher:** So far, we have learnt about the safety practises to be followed in a bus and during play time. Next, we are going to learn some important rules for staying safe in the pool.

**MUST DO**

10 MIN.



#### SAFETY IN THE POOL

- Do not swim just after eating a meal.
- If you are learning to swim, use a swimming tube.
- Do not go to the deep end of the pool.
- Do not go in the pool alone. Go with an adult.



Pools are a lot of fun, but we must be careful to stay safe. Let us learn about some rules we should always follow.

**Teacher:** Imagine you have just eaten your lunch. Is it safe to jump into the pool and start swimming right away?

**Students:** Yes/No

**Teacher:** We should never swim right after eating. We

need to wait for a little while after eating before going into the pool.

If we jump into the pool right after eating, our body has to work really hard to digest the food and swim at the same time, which can make us feel tired or sick. So, it is always better to wait for a little while after eating before swimming.

**Teacher:** Now, imagine that you do not know how to swim or you are just learning how to swim. What should you use to keep you safe during swimming?

Look at the picture given. What do you see children wearing around their waist in the pool?

**Students:** A swimming tube?

**Teacher:** Yes. Using a swimming tube is very important because it helps keep you safe while you are learning to swim.

**Teacher:** What about the deep end of the pool? Should you go there if you are still learning to swim?

**Students:** No.

**Teacher:** Correct. You should always listen to the swimmer expert and do not go into the pool without their guidance.

**Teacher:** And here is a very important rule—should you ever go swimming in the pool all alone, without an adult?

**Students:** No.

**Teacher:** Exactly. You should always go with an adult when you are going into the pool. They can help if you get into trouble.

**Teacher:** Now that we have learnt about staying safe in the bus, at play and in the pool, it is time for a little discussion. I want you to pair up with a partner and share with each other what you have learnt today.

**Teacher:** Each one of you will take a turn to tell your partner one safety rule from each topic we covered today. Let us start with the bus. What is one safety rule to be followed when riding in a bus?

(Pause as students discuss. Allow them to share their responses)

**Teacher:** Now, switch. What is one rule about playing safely on the swing?

(Pause as students discuss. Allow them to share their responses)

**Teacher:** Great. Finally, tell your partner what you should do to stay safe in the pool.

(Pause as students discuss. Allow them to share their responses)

**Teacher:** Well done, everyone. You did a great job remembering the safety rules. Let us keep practicing them to stay safe.

### Differentiated Activities

110 km/hr



Provide students with scenarios related to safety (e.g., 'You are in the bus and someone is about



to get off before the bus has stopped. What should you do?'). Ask them to respond with complete sentences either in English or in their local language, explaining why it is important to follow the safety rules.

### 80 km/hr



Show students pictures of different scenarios (e.g., a person jumping off a moving bus, a child standing on a swing, a child swimming alone) and ask them to identify the danger in the situation. Guide them to give simple responses, such as, it is not safe to get off a moving bus or you should wait for the swing to slow down.

### 40 km/hr



Provide students with pictures with different safety rules from the bus, playground and pool. Ask them to match the rule with the correct image (e.g., a child sitting properly on a swing, a bus stopping before anyone gets off). Pair them with a buddy for support in matching the rules to the images if needed.

## Home Task

Write a few sentences on why we should follow safety rules in your notebook.

## Period 7

**Teacher:** Hello everyone. So far, we learnt a lot about following safety practices in different places. Let us look at some of the new words we learnt from this lesson.

Try to read the words by taking help from the pictures and use them in a sentence.



Open the **Dictionary** from the digital platform to reinforce the terms introduced in the lesson.

**COULD DO**

05 MIN.

☐

### First Aid

**Teacher:** Good morning, everyone. Today, we are going to talk about something very important—First Aid. Can anyone guess what “first aid” means?

**MUST DO**

15 MIN.

☐

### FIRST AID

When a person gets hurt, she or he needs help. The first help given is called first aid.

First aid is given before a doctor arrives or before the sick person reaches the hospital. There should be a first-aid box in school and at home. A first-aid box should have:

- a pair of gloves – bandages – gauze pads – first-aid tape
- a pair of scissors – cotton – medicines for cuts, burns and insect bites.



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**Students:** Giving quick help to someone who is hurt or sick, until a grown-up or a doctor can help.

**Teacher:** Good guess. First aid is the help we give to someone who gets hurt or sick before a doctor comes or before they reach a hospital.

For example, if your friend falls and gets a small cut, what would you do?

**Students:** Call someone for help.

**Teacher:** That is right. You will call an adult for help. And

they might help them with a bandage or clean the wound which is part of first aid. It is the first help we give to make sure the person stays safe until a doctor can help.

**Teacher:** Now, let us think—where can we find things to give first aid?

**Students:** At home, in a box?

**Teacher:** Yes. We keep a special box called a first-aid box at home and in school. Do you know what we keep inside this box?

**Students:** Bandages, Medicines.

**Teacher:** Very good. Let us take a look at what a first-aid box should have.

1. **Gloves:** These keep our hands clean when helping someone.
2. **Bandages:** These are used to cover cuts.
3. **Gauze pads:** These help to stop bleeding.
4. **First-aid tape:** This holds the bandages in place.
5. **Scissors:** To cut bandages or tape.
6. **Cotton:** To clean a wound.
7. **Medicines:** For small burns, cuts and insect bites.

**Note to the teacher** – You may show the first aid box available in the school for better connect with the topic.

**Teacher:** Why do you think these things are important?

**Students:** To help the person, to stop bleeding, to make them feel better.

**Teacher:** Exactly. Having these items ready helps us act quickly when someone needs help.

**Teacher:** Now, let us imagine—we are creating a first-aid box for our class. What is the first thing you will put in it?

(Allow students to discuss with each other and come up with list of items they would want to put in their classroom first aid box)

**Teacher:** Wonderful. And remember, first aid is about helping carefully and kindly. We should never panic but calmly do what we can until an adult or a doctor takes over.

## Recalling better

**Teacher:** Now, that we have learnt so much about safety and first aid, let us see how much we remember. We will play a fun team activity.

**COULD DO**

10 MIN.

☐

### Recalling better

CING

- We must follow safety rules at home, on the road and in the school.
- We must follow safety rules when we play.
- We must always keep a first-aid box at home and at school.

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**Teacher:** Here are the steps to play this game,

1. Find a partner and sit together with your buddy.
2. I will ask you a question. Discuss the answer with your buddy and then share it with the class.
3. If you need help, you can look at your lesson pages.
4. When you answer, try to speak in full sentences. Do not worry – I will help if you need it.

(Use the CRM signs to get students' attention before starting the activity)

### Questions to ask students:

1. List some safety rules to follow at home?
2. List some safety rules to follow at school?
3. What are some safety rules to follow on the road?
4. Why should we follow safety rules while playing?
5. What is a first-aid box? Why should we have it at home and at school?
6. If someone gets a small cut while playing, what should you do?

 Open the **Animated Activities** from the digital platform. Ask students to work in teams to discuss and answer the questions. Award points to make the exercise more engaging.


**COULD DO**

10 MIN.




### Differentiated Activities


**110 km/hr**

 Ask students to design their own first-aid box on paper by drawing items and labelling them. They should explain why each item is important in one sentence.

**80 km/hr**

 Provide them with cut-outs or flashcards of first-aid box items (like bandages, scissors, cotton, etc.) and ask them to sort these items into 'important' and 'not needed right now'. Have them explain why they placed certain items in each category.

**40 km/hr**

 Show them the first aid box available in school. Guide them to name the objects one by one. Then ask them to draw a first aid box in their notebook.

### Home Task

Ask students to create a small checklist of items they should check in their first-aid box at home. They can tick off the items they already have and ask their parents to help add any missing ones.

### Bonus Task

Students can ask their parents when they last used their first-aid box and what they used it for. They can share this experience in the next class.

## Period 8

### Learning better

**Colour the correct answer with a yellow crayon.**

**Teacher:** Today, we are going to start with some fun exercises from our lesson. You will do them in your books. We will begin with Exercise A.

**SHOULD DO**

10 MIN.



### Learning better

CBA

**A Colour the correct answer with a yellow crayon.**

1. We should not climb on stairs/shelves.
2. We should cross/not cross the road at a zebra crossing.
3. We should never climb up a slide from the back/front.

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In this exercise, you will colour the correct answer with a yellow crayon.

**Teacher:** Let us start with the first question.

(Ask students to read the question and options independently. You may also call a student to read it aloud to the class.)

**Teacher:** The question says, 'We should not climb on stairs or shelves.' Think carefully—which one do you think is the right answer?

**Students:** Shelves.

**Teacher:** That is correct. We should never climb on shelves because it is unsafe. Now, colour the word 'shelves' with your yellow crayon.

**Teacher:** Let us move to the second question.

(Ask students to read the question and options independently. You may also call a student to read it aloud to the class.)

**Teacher:** The question says, 'We should cross or not cross the road at a zebra crossing.' Think—what is the safe rule to follow on the road?

**Students:** Cross the road at a zebra crossing.

**Teacher:** Excellent. We should always cross the road at a zebra crossing. Now, colour the word 'cross' with your yellow crayon.

**Teacher:** Now, let us go to the third question.

(Ask students to read the question and options independently. You may also call a student to read it aloud to the class.)

**Teacher:** The question says, 'We should never climb up a slide from the back or the front.' What do you think is the correct way to use a slide?

**Students:** From the front.

**Teacher:** Very good. We should always climb a slide from the front to stay safe. Now, colour the word 'front' with your yellow crayon.

### Fill in the blanks

**Teacher:** Next, are going to complete some sentences to learn about safety rules. I will read the sentences aloud and you will help me fill in the blanks. Ready?

**SHOULD DO**

10 MIN.



**B Fill in the blanks.**

1. Be careful while climbing \_\_\_\_\_ in the school.
2. While in a bus, do not \_\_\_\_\_ the driver.
3. Use a swimming \_\_\_\_\_ if you are learning to swim.

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**Teacher:** Let us start with the first sentence.

'Be careful while climbing \_\_\_\_\_ in the school.'

What do you think we need to be careful of while climbing?

**Students:** Stairs.

**Teacher:** Great. Write the word 'stairs' in the blank.

**Teacher:** Now, let us look at the second sentence.

'While in a bus, do not \_\_\_\_\_ the driver.'

What do you think is the correct word?

**Students:** Disturb.

**Teacher:** Great. Write the word 'disturb' in the blank.

**Teacher:** Finally, here is the last sentence:

'Use a swimming \_\_\_\_\_ if you are learning to swim.'

What do we use to stay safe while learning to swim?

**Students:** A float.

**Teacher:** Perfect. When learning to swim, we use a swimming float to stay safe. Write the word 'float' in the blank.

**Write short answers in your notebook**

**MUST DO**

**Teacher:** Now, let us do some thinking.

Let us read the first question together.

20 MIN.

 Write short answers in your notebook.

1. Write one safety rule we should follow in school.
2. Write one safety rule we should follow in the bus.
3. What safety gear should Neha take to her swimming class?

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(Read the first question aloud to the students.)

**Teacher:** Write one safety rule we should follow in school. Think carefully about how we can stay safe at school. Discuss your ideas with your partner and then write a short answer in your notebook.

(Encourage students to share their answers. For example, 'We should walk carefully on the stairs.')

**Teacher:** Great. Now write the answers neatly in your notebooks.

**Teacher:** Let us move to the next question.

(Read the second question aloud to the students.)

**Teacher:** Write one safety rule we should follow in the bus. Think about what we should and should not do while riding a bus. Discuss with your partner and share your ideas.

(Encourage students to share their answers. For example, 'We should not disturb the driver.')

**Teacher:** Good thinking. Now, write the answers in your notebooks.

**Teacher:** Now, let us read the last question together.

(Read the question aloud to the students.)

**Teacher:** What safety gear should Neha take to her swimming class?

Think about what we use to stay safe while swimming. Discuss the answer with your partner.

(Encourage students to share their answers. For example, 'Neha should take a swimming float.')

**Teacher:** Excellent. Write the answer in your notebooks.

## Differentiated Activities

110 km/hr



Write 3 reasons why having a first aid kit is important.

80 km/hr



Draw a picture of a first aid kit and show what items should be inside it.

40 km/hr



What should you have in a first aid kit? Write or draw one item you should keep in it.

## Home Task

### Creating better

Create a 'Hi-Five' safety poster. Ask an adult to help you. Write one home safety rule on each finger.



Creating better



Art I 2L CS

Create a 'Hi-Five' safety poster. Ask an adult to help you. Write one home safety rule on each finger.

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## Period 9

**MUST DO**

20 MIN.

### Thinking better

**Teacher:** Now, let us do some thinking. Let us read the question together.



Thinking better



2L CS HOTS

Think and answer in your notebook.

Why should we not climb a slide from the front?

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(Read the question aloud to the students.)

**Teacher:** Why do you think we should not climb a slide from the front?

(Pause to let students think.)

**Teacher:** Take a moment to discuss your thoughts with your partner. Think about how slides are made, how they work and why it is important to follow safety rules when playing.

(Give students time to discuss.)

**Teacher:** Who would like to share their idea?

(Call on a few students to share. Acknowledge their answers and guide them toward the correct reasoning.)

**Students: (Possible responses)**

1. The slide is meant to go down, not climb up.
2. Climbing from the front can block other kids who want to slide down.
3. Climbing from the front is dangerous because you might fall.
4. The slide is smooth and climbing up can make it slippery for others.
5. It is important to follow rules to keep everyone safe while playing.
6. Climbing from the front can hurt you or others if you bump into them.
7. It is safer to climb the ladder or stairs on the side of the slide.

**Teacher:** Great thinking. Now, write your answer in your notebook in your own words. Try to explain why climbing a slide from the front is not safe.

(Move around to assist students as they write.)

## Choosing better

**Teacher:** Let us read the question together.

SHOULD DO

10 MIN.



**Choosing better**

What should you do if you accidentally break something at home? Tick (✓) your answer.

1. Blame it on someone else. ☐ 2. Tell the truth and say sorry. ☐

LSV

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(Read the question aloud and ask students to read along with you.)

**Teacher:** What should you do if you accidentally break something at home? Here are two options:

Option one: Blame it on someone else.

Option two: Tell the truth and say sorry.

**Which** one do you think is the better choice? Tick the option in your book.

**Students:** I think we should tell the truth and say sorry.

**Teacher:** Great choice. Why do you think telling the truth and saying sorry is a good idea?

**Students:** Because telling the truth helps us be honest and saying sorry shows that we care about what happened.

**Teacher:** Exactly. When we tell the truth, we take responsibility for our actions and it helps to fix things. What could happen if we blame someone else for breaking the item?

**Students:** The other person might get in trouble and we would not be honest.

**Teacher:** Well said. Blaming others is not fair and it can cause problems. It is important to be brave enough to tell the truth, even if we made a mistake. What do you think will happen after you say sorry?

**Students:** The person will understand that it was an accident and they will appreciate our honesty.

**Teacher:** Exactly. Saying sorry helps make things right. Now, let us tick the answer that we think is the best choice.

### L (What I have learnt)

**Teacher:** Now, we are at the end of the lesson about safety around us. Let us see what we have learnt so far.

Remember, at the start of the lesson, we talked about what we knew and what we wanted to know. Now, we will fill in the "L" column of the KWL chart.

**Teacher:** I want you to sit with your partner and discuss what you have learnt about animals. After a few minutes, we will hear from each pair and write your answers in your notebook.

(Allow students to discuss with their partners and then invite each pair to share their answers.)

**Students** (Possible responses):

- Safety is important to protect ourselves and others.
- We should always follow safety rules at home, in school and while playing.

- If there is a fire, we need to know the exit routes and how to stay safe.
- At home, we should not touch sharp objects or open electrical sockets.
- In school, we must follow instructions and stay safe while using playground equipment.
- When walking outside, we should look both ways before crossing the road.
- It is important to be careful around pets and animals, especially when they are not familiar.
- Wearing a seatbelt in a car helps keep us safe.

**Teacher:** Great answers. Write these in the 'Learnt column.'

**Teacher:** So, we learnt that safety is important in many places. We should follow rules to protect ourselves and others, whether at home, school or outside. We also learnt how to stay safe with pets and on the road. Understanding safety helps us stay healthy and avoid accidents.

## Differentiated Activities

### 110 km/hr



Imagine you are in charge of a safety team at school. What new rule would you make to help everyone stay safe? Why do you think this rule is important?

### 80 km/hr



You are designing a safe playground for all the kids. What things would you put in the playground to make sure everyone stays safe while playing? Draw or describe your ideas.

### 40 km/hr



If you were a superhero who could keep everyone safe, what special power would you have? How would you use your power to help your friends and family stay safe?

## Home Task

### Revising better

In this chapter, you learnt about safety rules at various places. What rules will you keep in mind the next time you visit a park? Write in your Little Book.

**Revising better**

In this chapter, you learnt about safety rules at various places. What rules will you keep in mind the next time you visit a park? Write in your Little Book.

DBL

Have learnt?

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## Period 10



Play the **Slideshow** from the digital platform to reinforce the lesson. Ask students to share their understanding with the class.

COULD DO

10 MIN.



### Worksheet 1

Ask students to open their EVS workbook. Guide them to complete the exercises in worksheet 1.



## Theme 5: We Stay Safe and Healthy

### 10. Safety Around Us

#### Worksheet 1

##### A. Fill in the blanks.

- Do not lean from a \_\_\_\_\_ or a terrace.
- Put away your \_\_\_\_\_ after playing.
- Do not climb on \_\_\_\_\_ and windowsills.
- Be careful while climbing the \_\_\_\_\_.
- Before crossing a road, wait for the traffic to \_\_\_\_\_.

##### B. Match the columns.

###### Column A

- desks
- zebra crossing
- bus
- pool
- broken swing

###### Column B

- do not get in or off while it is moving
- do not swim after a meal
- do not play on it
- do not stand on it
- use it to cross the road

##### C. Fill in the blanks. Use the words from the box.

terraces   windowsills   hospital   meal   broken

- Do not climb onto \_\_\_\_\_.
- Do not lean from \_\_\_\_\_.
- Do not play on a \_\_\_\_\_ swing.
- Do not swim after a \_\_\_\_\_.
- First aid is given before reaching a \_\_\_\_\_.

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#### Fill in the blanks.

Read each sentence aloud to the students. Ask the students to fill in the blank. Encourage them to think or discuss the question with their peers. After they have completed the exercise, ask them to raise their hands for you to check their answers. Review the answers together.

SHOULD DO

20 MIN.

#### Match the columns

Encourage students to read each item in Column A carefully, think about the correct safety rule from Column B and match them appropriately. After completion, discuss the answers as a class to ensure everyone understands the importance of these safety rules.

#### Fill in the blanks. Use words from the box.

Read each sentence aloud to the students. Ask the students to fill in the blank. Encourage them to think or discuss the question with their peers. After they have completed the exercise, ask them to raise their hands for you to check their answers. Review the answers together.

**Note:** You may also take up this worksheet in class for concept recap or for assessment purpose.

## Period 11



**Quiz** can be conducted from the digital platform to check students' understanding. Encourage them to work in teams.

COULD DO

10 MIN.

## Worksheet 2

Ask students to open their EVS workbook. Guide them to complete the exercises in worksheet 2.

#### Worksheet 2

##### A. Fill in the blanks.

- The rules we follow to keep ourselves safe are called \_\_\_\_\_.
- In the bus, do not \_\_\_\_\_ the driver.
- Never climb up a slide from the \_\_\_\_\_.
- First aid is given before a \_\_\_\_\_ arrives.
- Do not go to the \_\_\_\_\_ end of a pool.

##### B. Write T for true or F for false.

- It is okay to play on a broken swing. \_\_\_\_\_
- While playing a game, do not follow its rules. \_\_\_\_\_
- There should be a first-aid box in school and at home. \_\_\_\_\_
- Do not swim just after a meal. \_\_\_\_\_
- Do not go in the pool alone. \_\_\_\_\_

##### C. Write five safety rules to follow in school.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

33

#### Fill in the blanks

Read each sentence aloud to the students. Ask the students to fill in the blank. Encourage them to think or discuss the question with their peers. After they have completed the exercise, ask them to raise their hands for you to check their answers. Review the answers together.

SHOULD DO

20 MIN.

#### Write T for true and F for false

Read each sentence aloud and give students time to think before marking their answers. After completing the activity, discuss each statement with the class and explain why it is true or false.

#### Write five safety rules to follow in school

Read the question aloud to the students. Ask them to think of five safety rules to be followed in school. Encourage them to discuss with their peers before writing their answers. After they have completed the exercise, ask them to raise their hands if they need help. Once everyone has finished, review the answers together as a class.

**Note:** You may also take up this worksheet in class for concept recap or for assessment purpose.

## Period 12

### Worksheet 3

Ask students to open their EVS workbook. Guide them to complete the exercises in worksheet 3.

Worksheet 3

**A. Fill in the blanks.**

- Put away your toys after \_\_\_\_\_.
- Be \_\_\_\_\_ while climbing the stairs.
- Only \_\_\_\_\_ child should slide down a slide at a time.
- Do not play on \_\_\_\_\_ swings.
- Use a swimming \_\_\_\_\_ if you are learning to swim.

**B. Match the columns.**

Column A	Column B
1. safety at home	i. do not go in the deep end
2. safety in school	ii. do not disturb the bus driver
3. safety on the road	iii. do not climb onto shelves
4. safety in the bus	iv. use an overbridge to cross the road
5. safety in the pool	v. do not stand on desks and chairs

**C. Answer the questions.**

- Why should we follow safety rules?  
\_\_\_\_\_
- How can we avoid accidents?  
\_\_\_\_\_
- Write one safety rule that we must follow at home.  
\_\_\_\_\_
- Write one safety rule that we must follow in the school bus.  
\_\_\_\_\_
- Write one safety rule that we must follow on the road.  
\_\_\_\_\_

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#### Fill in the blanks

Read each sentence aloud to the students. Ask them to identify the correct word to complete each sentence. Encourage students to discuss with their peers before writing their answers. After they have completed the exercise, ask them to raise their hands if they need help. Once everyone has finished, review the answers together as a class.


#### Match the columns

Encourage students to read each item in Column A carefully, think about the correct safety rule from Column B and match them appropriately. After completion, discuss the answers as a class to ensure everyone understands the importance of these safety rules.

### Answer the questions

Read the questions one by one. Allow students to work in teams to discuss their ideas. Discuss the answers and guide them to write the answers in the space provided.

**Note:** You may also take up this worksheet in class for concept recap or for assessment purpose.

 You may generate additional practise worksheets using the **Test Generator** given on digital platform.

### Holistic Teaching

Theme 5: We Stay Safe and Healthy

FLN HoLL MDA

**Chapter 10: Safety Around Us**

**A English**

**Tick (✓) the sentence that uses capital letters correctly.**


- do not Play with blades. ☐
- Mohan said that Radha got hurt while playing in the park. ☐
- we should not Touch plugs. ☐

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**B Maths**

Ryan has made a first-aid box. Look at the box and identify its shape.



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#### English

**Tick (✓) the sentences that uses capital letters correctly**

Write down the sentences on the board and ask students to identify the sentences that has appropriate usage of capital letters. Instruct students to write the correct answer in their notebook. Ask them to raise their hands if they need help. Review the answers together as a class.

#### Maths

Read the problem aloud and show the picture to students. Encourage students to write their answers in their notebook.

## Learning Outcomes

The students will:

Domain	Learning Outcome
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• use fine motor skills to draw and label safety equipment (e.g., helmet, seatbelt) and road safety signs.</li> <li>• practise safe movements, such as walking carefully in the classroom or on stairs, during role-play activities.</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>• work collaboratively in pairs or small groups to discuss how following safety rules can protect us and others.</li> <li>• demonstrate empathy by sharing how we can help someone in need during an unsafe situation.</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>• identify and classify different safety rules for home, school, road and public places.</li> <li>• recognize the importance of safety tools (e.g., fire extinguisher, life jacket) and their usage.</li> <li>• understand the cause-and-effect relationship of not following safety rules (e.g., running on stairs can lead to falls).</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>• share personal experiences about times when safety rules helped them avoid harm (e.g., using a zebra crossing).</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>• appreciate the role of safety in building a secure community through creative activities like designing safety posters.</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>• actively participate in discussions about safety, listen to peers' opinions and demonstrate respect for others' ideas.</li> <li>• apply learnt safety rules in everyday situations and reflect on their importance in maintaining well-being.</li> </ul>

### Starry Knights

How was your teaching experience to this unit? Rate it between 1-5. From dull to the most exciting one. Mention here.

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Were the activities enjoyable for your learner?

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Give yourself a STAR.

☐

# Answers

## Theme 5: We Stay Safe and Healthy Ch-10: Safety Around Us

### Main Coursebook

#### Re-KAP

**Kinaesthetic:** Accept all relevant responses.

#### Auditory:

1. b                      2. b

#### Pictorial:



#### Interacting better

Accept all relevant responses.

#### Learning better

- A. 1. shelves            2. cross            3. front  
B. 1. stairs            2. disturb            3. tube  
C. 1. Accept any one.  
I. Be careful while climbing the stairs.  
II. Do not slide down the railing of the stairs.  
III. Do not push others.  
IV. Do not stand on desks and chairs.  
2. Accept any one.  
I. Do not get on or off a moving bus.  
II. Do not disturb the driver  
3. swimming tube

#### Creating better

Accept all relevant responses.

#### Thinking better

Accept all relevant responses.

#### Possible Answer:

We should not climb a slide from the front because it can be dangerous and we might bump into others or fall. It is safer to climb the stairs and slide down.

#### Choosing better

Answer: 2

#### Revising better

Accept all relevant responses.

### Students' Worksheets

#### Worksheet 1

- A. 1. balcony            2. toys            3. shelves  
4. stairs            5. stop  
B. 1. iv            2. v            3. i            4. ii            5. iii  
C. 1. windowsills            2. terraces            3. broken  
4. meal            5. hospital

#### Worksheet 2

- A. 1. safety rules            2. disturb            3. front  
4. doctor            5. deep  
B. 1. F            2. F            3. T            4. T            5. T  
C. Accept all relevant responses. Possible answer:  
1. Be careful while climbing the stairs.  
2. Do not slide down the railing of the stairs.  
3. Do not push others.  
4. Do not stand on desks.  
5. Do not stand on chairs.

#### Worksheet 3

- A. 1. playing            2. careful            3. one  
4. broken            5. tube  
B. 1. iii            2. v            3. iv            4. ii            5. i  
C. 1. We should follow safety rules to keep ourselves and others safe.  
2. Following safety rules help us avoid accidents.  
3. put away your toys after playing; do not lean from balconies or terraces; do not climb onto shelves and windowsills (Accept any one response.)  
4. Accept all relevant responses. Possible answers: do not get on or off a moving bus; do not disturb the driver (Accept any one response.)  
5. wait for the traffic to stop. then, cross the road; use the zebra crossing, subway or overbridge to cross the road; always hold an adult's hand when on the road (Accept any one response.)

### Book of Holistic Teaching

#### Developing better

- A. English  
2  
B. Maths  
Rectangle