

Theme: World of Self, Family and Friends

Topic: Personal Safety

Learning Standards: 1.1.2 Able to listen and respond to a given stimulus by using appropriate words, phrases and expressions with the correct, stress and intonation.

1.1.3 Able to speak on related topics with guidance.

Objectives: By the end of this lesson, pupils will be able to:

(i) listen and respond to the given stimulus on personal safety by using appropriate words, phrases and expressions with the correct stress and intonation.

(ii) able to speak on personal safety with guidance.

Time: 60 minutes

Teaching aids: Video, audio recording, task sheets and picture cards

CCE / EE : contextual learning

Steps:

Presentation

1. Pupils watch a video on personal safety. (video clip attached)
2. Lead pupils to talk about the video clip.

Sample questions:

- *What is the video about?*
- *What should you do if you are the child in the video?*
(Refer to personal safety video)

Practice

3. Pupils listen to an audio recording on personal safety. (Appendix 1)
4. Distribute task sheet. (Appendix 2)
5. Play the audio recording again. Pupils listen.
6. Play the audio recording again and ask pupils to complete the task sheet.

Production

7. Put the picture cards in a box. (Appendix 3)
8. Pupils work in groups.
9. Each group leader picks a picture card from the box.
10. In groups, pupils discuss the personal safety measure depicted in their picture.
11. Each group presents their answers in front of the class. (provide guidance if necessary)

Audio script:

This is a speech on Personal Safety by Chief Police Officer, Inspector Izwan. Good morning boys and girls. Today, I would like to talk about “Personal Safety for Children”. All of you spend a good part of your time at school and on the playground. People who want to hurt you know this too. These people are usually strangers.

Strangers are people you do not know well. They may trick you in many different ways. So **bear in mind that accidents hurt – safety doesn’t**. So my advice to you is:

- Never talk to strangers.
- Never let strangers get too close, whether they are in a car or walking.
- Never accept sweets, a present, a ride, or anything else from strangers.
- Never tell strangers your name or address.
- Never keep secrets from your parents about strangers.
- Always try to walk with a friend or a grown-up.
- Never open the door at home for strangers.

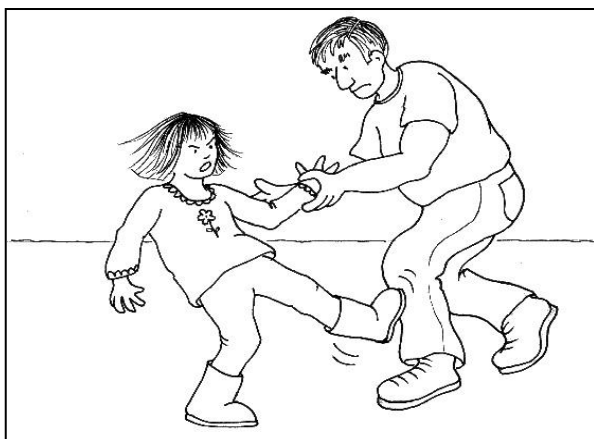
If a stranger tries to grab you, shout as loud as you can and run away. While yelling, try to fight your way free by punching, kicking, and biting. Once you are free, tell a trusted adult so that immediate action can be taken by contacting the police. Please remember, **“prevention is better than cure”**. Thank you.

Listen to the audio recording and complete the sentences.

1. The talk is on _____ Safety for children.
2. A good part of your time is spent at _____ and on the playground.
3. Inspector _____ gave the talk.
4. People whom you do not know well are called _____.
5. If someone grabs you, try to _____ and run away.
6. You must never tell a stranger your name and _____.
7. If you are at home, never _____ the door for strangers.
8. It is important to remember, "prevention is better than _____.

Suggested answers

No	Answers
1	Personal
2	school
3	Izwan
4	strangers
5	shout
6	address
7	open
8	cure



Theme: World of Self, Family and Friends

Topic: Personal Safety

Learning Standards: 2.2.1 Able to apply word attack skills by:
(b) identifying idioms.
2.3.1 Able to read for information and enjoyment with guidance.
(b) non-fiction

Objectives: By the end of this lesson, pupils will be able to:
(i) apply word attack skills by identifying idioms.
(ii) read non-fiction materials for information and enjoyment with guidance.

Time: 60 minutes

Teaching Aids: poster, reading text, task sheet

CCE/EE: Contextual Learning

Steps:

Presentation

1. Recap on safety tips learnt in the previous lesson.

Possible responses :

- *Never talk to strangers.*
- *Never let strangers get too close, whether he or she is in a car or walking.*
- *Never accept sweets, a present, a ride, or anything else from strangers.*
- *Never tell strangers your name or address.*
- *Never keep secrets from your parents about strangers.*
- *Always try to walk with a friend or a grown-up.*
- *Never open the door at home for strangers.*

2. Tell pupils that they are going to learn more safety tips in the poem.

3. Pupils read the poem together. (Appendix 4)

Practice

4. Pupils read the poem given. (Appendix 4)

5. Asks wh-questions about the poem.

- *What is the poem about?*

- *What personal details should you know?*
- *What should you do when a stranger touches you?*

6. Explain the meaning of each idiom.

Example:

- *don't throw caution to the wind*
- *look before you leap*
- *keep out of harm's way*
- *play with fire*
- *safety in numbers*

7. Pupils answer task sheet 2. (Appendix 5)

Production

Activity 1

8. Pupils read a dialogue.

9. Pupils act out the dialogue.

10. Pupils guess the idiom. (Appendix 6)

(Teacher's note: Inculcate the positive values that pupils should have)

Activity 2

11. In groups, pupils are given a puzzle on idioms. (Appendix 7)

12. Pupils discuss and arrange the puzzle correctly.

13. Pupils read their answers aloud.

HOW TO STAY SAFE

I know my name, address, telephone number,
and my parents' names.

I always check first with my parents
or the person in charge.

I tell them before I go anywhere
or get into a car, even with someone I know.

Don't throw caution to the wind.

I always check first with my parents
or a trusted adult,
before I accept anything from anyone,
even from someone I know.

It's good to ***look before you leap.***

I always take a friend with me,
when I go places or play outside.

I believe *there is* ***safety in numbers.***

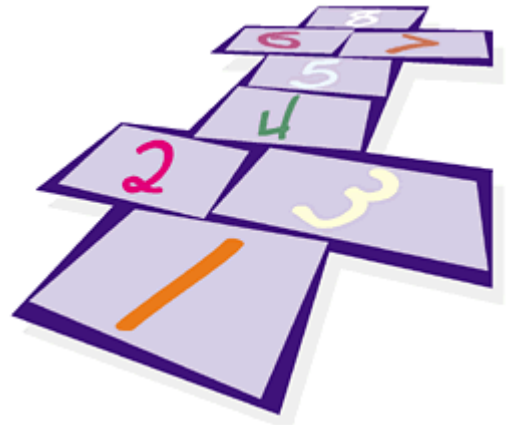
I say NO if someone tries to touch me
or treats me in a way that makes me
feel scared, uncomfortable, or confused.

I don't play with fire.

It's ok to say no,
and I know that there will always be,
someone who can help me.

I know that I can tell my parents
or a trusted adult if I feel scared,
uncomfortable, or confused.

I am strong, smart,
and able to ***keep out of harm's way.***



Match idioms to their meanings by writing the correct number in the box provided.

1

Don't throw caution to the wind.

Think before you act.

2

Look before you leap

Feel secure and confident being in a group.

3

Keep out of harm's way

Don't take the risks.

4

Don't play with fire

Behave in a dangerous way.

5

Safety in numbers

Being out of danger.

Guess the appropriate idiom for the dialogue below.

Dialogue

Pupil A : Look , this is what I took from my father's pocket.

Pupil B : Hey! This is interesting. Let's play with it.

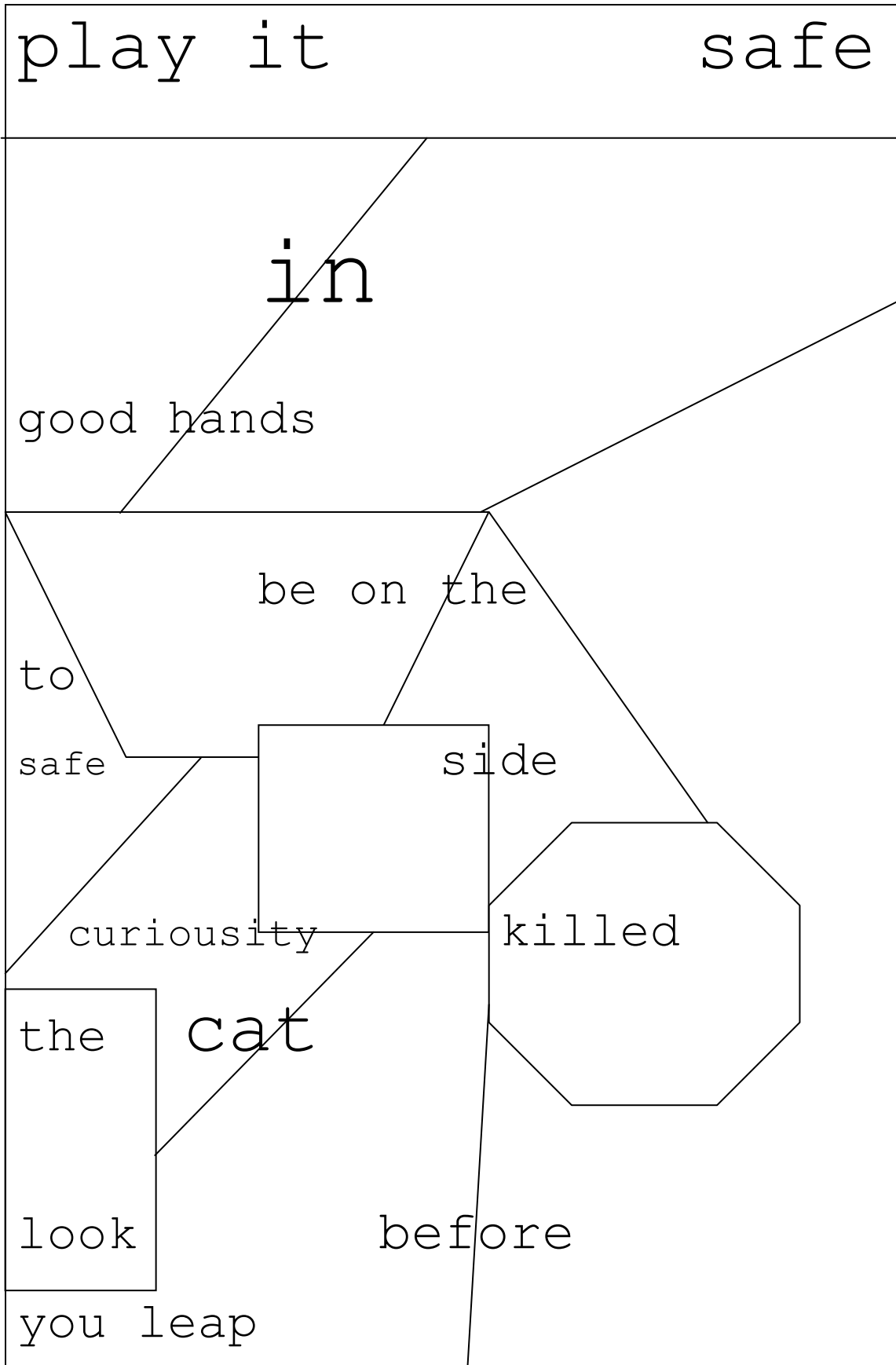
Pupil A : Yes. We'll try to use it and see what happens.

Pupil B : Oh, dear! The smoke is getting thicker. I can't breathe.

Pupil A : Let's run out!

Pupil B : We shouldn't have done it. Now we are in trouble.

Guess the idiom: _____



Theme:	World of Self, Family and Friends
Topic:	Personal Safety
Learning Standard:	3.2.2 Able to write with guidance (c) informal letters
Objectives:	By the end of this lesson, pupils will be able to: (i) write an informal letter on personal safety with guidance.
Time:	60 minutes
Teaching Aids:	poster, task sheet, display sheet, reading text
CCE/EE:	Constructivism

Steps:

Presentation

1. Show stimulus to pupils on a talk about safety. (Appendix 8)
2. Pupils identify the safety measures found in the poster.

Practice

3. In groups, pupils write a letter on a display sheet to share with their friends about the safety precautions that they have learnt during the talk. (Task Sheet 1)

Production

4. Display pupils' work around the classroom.
5. Pupils take a gallery walk in the class and edit the letters written by their friends.
6. Check the pupils' edited versions and choose the best letter.
7. Pupils write / copy the letter into their exercise books.

A TALK

Come Join This Interesting Talk

Date: 28th October 2015

Time: 9.00 a.m. – 12.00 p.m.

Venue: School Hall

Speaker: Inspector Izwan

Open for : Year 4 to Year 6 pupils

Title: “PERSONAL SAFETY FOR CHILDREN”

Highlights of the talk:

- Strangers :
 1. People you do not know.
 2. People who may hurt or harm children
 3. May trick children

- Never talk to strangers.
- Never let stranger get too close, whether they are in a car or walking.
- Never accept sweets, a present, a ride, or anything else from strangers.
- Never tell strangers your name or address.
- Never keep secrets from your parents about strangers.
- Never open the door at home for strangers.
- Always try to walk with a friend or a grown-up.

Dear _____,

How are you my dear friend? I hope you are fine. I just came back from a _____
_____. The talk was held on _____ in our
_____ from _____ till _____.

The talk was about _____. It was given by
_____. From the talk, I learnt _____

I have to stop here. I need to study for my _____. I am looking
forward to _____. Goodbye.

Your friend,

Theme:	World of Self, Family and Friends
Topic:	Personal Safety
Learning Standards:	5.2.1 – Able to construct imperative sentences correctly.
Objectives:	By the end of this lesson, pupils will be able to: (i) construct imperative sentences correctly.
Time:	60 minutes
Teaching Aids:	display sheets, marker pens, task sheet
CCE/EE:	constructivism

Steps:

Presentation

1. Give command as follows:

- *Stand up.*
- *Keep your books.*
- *Please pay attention in the classroom.*
- *Please walk in the classroom.*

2. Recall all the safety tips.

3. Write them on the board.

Practice

4. Pupils work in pairs.

5. Show picture cards one at a time. (Appendix 10)

6. Construct imperatives sentences orally.

Example: Please line up.
Please slow down.

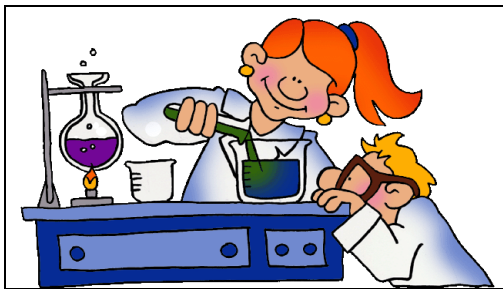
7. Pupils take turns to say their sentences aloud at random.

8. Check for language accuracy.

Production

1. Pupils complete a task by constructing imperative sentences using the words given.

Appendix 10



Write sentences based on the pictures given.

1.



talk - strangers

2.



open - stranger - alone

3.



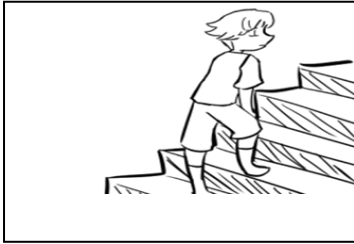
always - grown-ups

4.



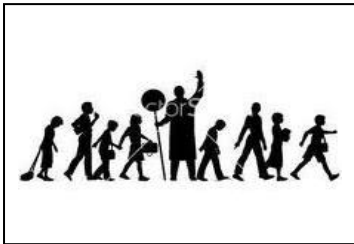
accept - gifts

5.



walk - stairs

6.



zebra crossing - cross - road
