

Unit 2

Keeping Safe SLD



Learning Outcomes

Pupils will:

- learn how to keep themselves safe; and
- learn about misconceptions, worries or fears around illness or injury.



Resources

- Flash cards 'STOP' 'CALL FOR HELP' 'DO IT MYSELF' 'ASK AN ADULT FOR HELP' (print one set per pupil) to be used along with the presentation;
- Objects from each area (at the discretion of the school), for example mop and bucket, toaster, pot on a stove, mug, empty bottle of tablets, scissors, cycle helmet; and
- Sorting activity – 'I can do myself/I need help' printable pictures.



Teaching Notes

Key vocabulary: slip, trip, cut, bleeding, burn, choking, drown, asthma

- Role play dangers for each of the five areas (kitchen, living room, bathroom, school, out and about) as they appear in the presentation. You may wish to discuss each area in separate lessons.
- As each scenario appears in the presentation, discuss whether this is a 'good' or a 'bad' situation. More able pupils may then be able to use the flashcards to discuss 'first' (what is the first thing you should do? For example: 'STOP' what I'm doing), followed by 'then' ('DO IT MYSELF' or 'ASK AN ADULT FOR HELP'). Different pupils will have different abilities so there are many answers to these questions.
- You should role play the 'then' action, for example mopping the floor, picking up the cup, tidying away the toys – some pupils may be able to help. Others may model your action, if able.
- Sorting activity – sort into two boxes or containers.
- Discuss with pupils that not all dangerous situations will result in injury or illness. They can be avoided if proper care is taken and most can easily be treated with the proper help/care.