

# GRADE 1 Lesson: BITE PREVENTION and SAFE PLAYING



## **GOALS**

*The overall purpose of this lesson is to*

1. provide students with knowledge, skills and tools needed to prevent a dog bite injury;
2. educate students on how to make safe choices when playing with companion animals; and
3. inform students of the similar needs of animals and people.

## **STUDENT OBJECTIVES**

*After this lesson students will be able to*

1. recognize facial expressions and body language of people and dogs,
2. relate knowledge of human expressions and behaviours to dogs,
3. identify and understand situations when it is un/safe to approach a dog,
4. properly/safely greet a dog,
5. perform appropriate/safe behaviour when approached by a dog,
6. make pet-safe and person-safe choices when interacting with companion animals, and
7. Understand that people and animals share the same requirements for experiencing health and happiness.

## **Curriculum Connections**

### **LANGUAGE**

#### **ORAL COMMUNICATION**

##### ***SPECIFIC EXPECTATIONS:***

**1.1** identify purposes for listening in a few different situations, formal and informal

**1.2** demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations

**1.5** use stated and implied information and ideas in oral texts, initially with support and direction, to make simple inferences and reasonable predictions

**1.6** extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them

**1.7** identify words or phrases that indicate whether an oral text is fact or fiction, initially with support and direction

**1.8** begin to identify, with support and direction, who is speaking in an oral text and the point of view expressed by the speaker

**1.9** begin to identify some of the presentation strategies used in oral texts and explain how they influence the audience

**2.1** identify a few purposes for speaking

**2.2** demonstrate an understanding of appropriate speaking behaviour in a few different situations, including paired sharing and small- and large-group discussions

**2.3** communicate ideas and information orally in a clear, coherent manner

- 2.4 choose appropriate words to communicate their meaning accurately and engage the interest of their audience
- 2.5 begin to identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately to help communicate their meaning
- 2.6 identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning
- 3.1 begin to identify, with support and direction, a few strategies they found helpful before, during, and after listening and speaking
- 3.2 begin to identify how their skills as viewers, representers, readers, and writers help them improve their oral communication skills

## **READING**

### ***SPECIFIC EXPECTATIONS:***

- 1.1 read a few different types of literary texts
- 1.2 identify a few different purposes for reading and choose reading materials appropriate for those purposes
- 1.5 use stated and implied information and ideas in texts, initially with support and direction, to make simple inferences and reasonable predictions about them
- 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them
- 1.8 express personal thoughts and feelings about what has been read
- 2.3 identify some text features and explain how they help readers understand texts

## **SCIENCE AND TECHNOLOGY**

### **UNDERSTANDING LIFE SYSTEMS: *Needs and Characteristics of Living Things***

#### ***SPECIFIC EXPECTATIONS:***

- 1.1 identify personal action that they themselves can take to help maintain a healthy environment for living things, including humans
- 2.2 investigate and compare the basic needs of humans and other living things, including the need for air, water, food, warmth, and space, using a variety of methods and resources
- 2.6 use appropriate science and technology vocabulary, including ***investigation, explore, needs, space,*** and ***food,*** in oral and written communication
- 2.7 use a variety of to communicate with different audiences and for a variety of purposes
- 3.2 identify the physical characteristics of a variety of plants and animals
- 3.4 describe the characteristics of a healthy environment, including clean air and water and nutritious food, and explain why it is important for all living things to have a healthy environment

## SOCIAL STUDIES

### **HERITAGE AND IDENTITY: *Our Changing Roles and Responsibilities***

#### ***SPECIFIC EXPECTATIONS:***

**A3.1** describe some of their own roles, relationships, and responsibilities

**A3.2** identify some of the significant people, places, and things in their life, including their life in the community and describe their purpose or the role they have

**A3.4** identify some elements of respectful behaviour that they can practise in their everyday and/or that other people practise

**A3.5** demonstrate an understanding that it is important to treat other people and the environment with respect

## HEALTH AND PHYSICAL EDUCATION

### **HEALTHY LIVING: *Making Healthy Choices***

#### ***SPECIFIC EXPECTATIONS:***

**C2.2** know and recognize cues to hunger, thirst, and the feeling of fullness, and explain how they can use these cues to develop healthy eating habits [PS]

#### ***Making Connections for Healthy Living***

**C3.1** demonstrate an understanding of how to stay safe and avoid injuries to themselves and others in a variety of situations, using knowledge about potential risks at home, in the community, and outdoors