JK/SK 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; and
- 2. inform students how to make safe choices when playing with companion animals.

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, and
- 6. make pet-safe & person-safe choices when interacting with companion animals.

Curriculum Connections

PERSONAL AND SOCIAL DEVELOPMENT

SPECIFIC EXPECTATIONS:

- 2. Identify and talk about their own interests and preferences [A]
- 3. Express their thoughts and share experiences
- **8.** Demonstrate a willingness to try new activities [C]
- **9.** Begin to demonstrate self-control and adapt behaviour to different contexts within the school environment [C]
- **11.** Interact cooperatively with others in classroom events and [C]
- **12.** Adapt to new situations [C]
- **15.** Demonstrate the ability to take turns in activities and discussions [E]
- 17. Identify people who work in the community, and talk about what they do [F]
- **18.** Recognize special places and buildings within their community, both natural and human-made, and talk about their functions [F]

LANGUAGE

SPECIFIC EXPECTATIONS:

Oral Communication

- 2. Listen and respond to others for a variety of purposes and in a variety of contexts [A]
- 3. Follow one- and two-step directions in different contexts [A]
- 4. Use language in various contexts to connect new experiences with what they already know [A]
- 5. Use language to talk about their thinking, to reflect, and to solve problems [A]

- 7. Ask questions for a variety of purposes and in different contexts [A]
- **8.** Begin to use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond [A]
- **9.** Describe personal experiences, using vocabulary and details appropriate to the situation [A]

Reading

- 12. Demonstrate an interest in reading [B, C]
- **14.** Respond to a variety of materials read aloud to them [B, C]
- **16.** Use prior knowledge to make connections to help them understand a diverse range of materials read by and with the teacher [B, C]
- **17.** Make predictions regarding an unfamiliar text that is read by and with the teacher, using prior experience, knowledge of familiar texts, and general knowledge of the world around them [B,C]
- **19.** Retell information from non-fiction materials that have been read by and with the teacher in a variety of contexts using pictures and/or props [B, C]

Writing

- 30. Communicate their ideas verbally and non-verbally about a variety of media materials [E]
- **31.** View and listen to a variety of media materials and respond critically to them [E]

HEALTH AND PHYSICAL ACTIVITY

SPECIFIC EXPECTATIONS:

- **5.** Discuss what action to take when they feel unsafe or uncomfortable, and when and how to seek assistance in unsafe situations [A]
- 7. Discuss what makes them happy and unhappy, and why [A]
- 11. Demonstrate spatial awareness in activities that require the use of large muscles [C]

THE ARTS

OVERALL EXPECTATIONS: By the end of Kindergarten, children will:

SPECIFIC EXPECTATIONS:

8. Communicate their understanding of something by representing their ideas and feelings through visual art [E]