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