

BEACON PRIMARY SCHOOL
HEALTH EDUCATION LESSON PLANS ~ TERM 3

Lesson #: 2

Duration: 30 minutes (1 period)

of pupils: 30

Lesson Objectives - Pupils will be able to:

- understand that it is everyone's responsibility to keep safe by paying attention to environmental dangers
- recognize that accidents and unsafe situations can occur in school, at home or in unexpected places and circumstances
- know how to do the Stop-Drop-Roll Drill if their clothings are on fire

Key Ideas/Enduring Understandings:

- Accidents can happen if we are not careful; e.g. fires, falls, bodily injuries such as cuts and bruises, poisoning through medications, drowning and road accidents.
- Accidents (fires) can be prevented by not playing with matches and lighters.

Essential Questions:

- Why do accidents (fires) happen?
- How do accidents happen?
- How do we prevent accidents from happening?
- What if we are careful but others are not?
- What could happen if we are not careful?

Pre-requisites:

- Pupils are to move in different speeds and intensity.
- Pupils understand the different locomotor movements such as walking, running, jogging, skipping, galloping and hopping.
- Pupils understand the role of and can identify boundaries marked by different PE equipment.



| DURATION | LESSON | DELIVERY | INITIATIVES ¹ | RESOURCES | REMARKS |
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| 7 min | <p>Introduction Activity: (Verbal / Linguistic) Pupils are to sit according to their group names; HEALTH (Haron, Eileen, Arul, Lance, Ting Ting and Harry).</p> <p>Tr will let the pupils understand that it is everyone's responsibility to keep safe by paying attention to environmental dangers, and recognize that accidents and unsafe situations can occur in school, at home or in unexpected places and circumstances.</p> <p>Tr to ask pupils if they have ever played with matches candles or lighters before.</p> <p>Tr will go on to discuss with the pupils the concept of fire safety. Tr to let the pupils know that they key to fire safety is prevention. However, we also need to know what to do when there is a fire. Here are two examples:</p> <ol style="list-style-type: none"> 1. If you are caught in a fire, quickly get to safety and dial 995. You should stay on the phone; do not hang up first. The emergency operator can send help for treating injuries, putting out fire, and doing whatever else is necessary. 2. When you enter a new place, notice the exit signs. If there is a fire or fire alarm in a public place, remain calm. Move to the nearest exit. Sometimes the lights go out during a fire. Don't panic. The exit lights usually work with batteries and will stay on, so use them to guide you to the door. <p>Ask pupils: What should you do if your clothes catch fire? [wait for pupils' responses]</p> <p>Share with pupils the Stop-Drop-Roll drill. Demonstrate to pupils what they should do if their clothes catch fire. <i>Stop</i> – Don't run as it will make the fire worse. Protect your face.</p> | <p>Organization-Signals *Listening Line *Quiet Signal</p> <p>Direct Instruction & eliciting answers from pupils</p> | <p>Can you generate new ideas, products, or ways of viewing things? Constructing, producing, inventing, making, devising</p> | <p>Whistle, Class Name List, Pupil's Book Pg 29 -30, Flipchart of Pg 29-30</p> <p>HE P1 Teacher's Resource Booklet</p> <p>Term 3 HE Learning Log</p> <p>6 spot-markers for listening line</p> <p>4 large cones to demarcate a large play-area</p> | <p>The formal introduction to physical health in this HE series helps to develop and cultivate physical literacy in pupils.</p> <p>Pupil's Book is a textbook-cum-activity book.</p> <p>Listening Line: Pupils are seated in 6 rows of 5, indicated by coloured spot markers in front of each group leader.</p> |

¹ SEL(School Values, HOM, Global), Thinking Skills, NE & 21st Century Skills



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| <p>15 min</p> | <p><i>Drop</i> – Get down to the ground <i>Roll</i> – With your arms above your head, roll over and over; this will put out the flames</p> <p>Development: Stop! Drop! Roll! (Physical Activity) Tr to get pupils into their 6 groups and they will be seated in their listening line. Pupils will be told that to keep safe, they must pay attention to environmental dangers, and recognize that accidents and unsafe situations can occur in school, at home or in unexpected places or circumstances. Knowing what to do during an emergency will also safe your life and also the lives of others.</p> <p>Description: Pupils will be told of the boundary for the game, which is a rectangular area marked by 4 large cones. Tr will appoint 6 taggers – one from each group. These taggers will represent fire. Tr will then ask the rest of the pupils to walk briskly within the boundary, being careful not to knock into anyone or to move out of the boundary while trying to get away from the taggers.</p> <p>Taggers will move in the play area to tag as many ‘free’ pupils as they can. If tagged, pupils will do the Stop-Drop-Roll drill. After that, they could rejoin the game. Change the taggers so that they can also practice the drill.</p> <p>Stop the activity and ask pupils to return to listening line. Ask pupils the following questions:</p> <ul style="list-style-type: none"> - Did you knock into anyone during the activity? - Why do you think we did brisk walking instead of running or jogging? [to ensure those doing the drill will not get hurt] - Why is it important to cover your face when doing the drill? [so that the fire will not spread to the face and head] - Which action in the drill will help to put out the fire from your clothing? [roll] <p>Reinforce to pupils on the proper execution of the drill and highlight any points of concern observed during the activity.</p> | | <p>Apply rules and conventions for the activity</p> | | <p>Setup:</p> <ul style="list-style-type: none"> • Set up a rectangular play area marked by 4 large cones. |
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| 8 min | <p>Conclusion: Tr to recap on the key learning points. Tr to also reinforce good behaviours. Pupils are also reminded that it is their responsibility to keep safe; they must pay attention to environmental dangers, and recognize that accidents and unsafe situations can occur in school, at home or in unexpected places or circumstances.</p> <p>Homejoy: Ask pupils to complete Learning Log.</p> | | Can you generate new ideas, products, or ways of viewing things? Constructing, producing, inventing, making, devising | HE P1 Teacher's Resource Booklet Pupil's Book Pg 29 -30 HE Term 3 Learning Log | <p>Extension Activity: For HP / MP²Pupils Online Activity: Tr to introduce a website whereby pupils can find out more about fire safety. http://www.nfec.gov.sg/youngOnes_stories_poems.html</p> |
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² High Progress / Middle Progress

