

# Kitchen Safety

## Task Context

Students need to be able to communicate ideas and information for a variety of purposes. They must be able to organize and present information clearly. In this unit, students create posters to present safety information.

## Subtask One: Find the Hazards

### Description

Students identify safety hazards associated with kitchen appliances as well as safety precautions or rules that will keep them safe.

### Expectations

Grade 2	Grade 3
2e47 • communicate messages, and follow instructions and directions;	3e50 • communicate messages, and follow and give directions for a variety of activities and events;
2e60 • participate in group discussions, demonstrating a sense of when to speak, when to listen, and how much to say;	3e51 • listen to discussions and ask questions to clarify meaning;
2p3 • outline safety rules and safe practices;	3e63 • contribute ideas appropriate to the topic in group discussion and listen to the ideas of others;
2p11 • identify safety rules to be followed in the home, school, and community (e.g., electrical safety, schoolyard rules, bus safety);	3p3 • list safety procedures and practices in the home, school, and community
	3p10 • explain relevant safety procedures (e.g., fire drills, railway-crossing and crosswalk procedures);

### Groupings

- Students Working As Whole Class
- Students Working in Small Groups

## Notes to Teacher

Chart paper and markers will be needed for group work.

Pictures of kitchen appliances will be needed (one per group of students)

These should include:

- stove
- microwave
- toaster
- toaster oven
- electric frying pan
- hot water faucet
- tea kettle
- coffee pot

## Teaching / Learning

### Part One

1. Teachers divide the class into groups of four.
2. Teachers give each group a picture of one kitchen appliance.
3. Each group chooses a recorder and a reporter.
4. Each group determines some of the hazards associated with the appliance.
5. Recorders list the hazards on chart paper.
6. Reporters share the hazards with the rest of the class.

### Part Two

1. Students develop safety precautions/rules for each of the hazards identified.
2. Recorders list the generated safety precautions on another piece of chart paper.
3. Reporters share their safety rules with the class. Rules are posted around the classroom.

Sample safety rules:

- Keep electrical cords rolled up so they do not hang down where young children can reach them.
- Turn pot handles inward when they are on the stove or counter top.
- Turn the hot water temperature down.
- Don't play near the sink when the water is running.
- Don't play near the stove.
- Don't touch the outside of a toaster or toaster oven.
- Unplug small appliances when they are not in use.
- Don't cook wearing loose fitting clothing that might catch fire.
- Look while you cook. Do not leave the room when cooking.

## **Subtask Two: Say it Through Art**

### **Description**

Illustrating messages of prevention develops student awareness and understanding. Making and displaying posters helps pass messages of prevention to younger students in the school or to adults in the community

### **Expectations**

<b>Grade 2</b>	<b>Grade 3</b>
2p3 • outline safety rules and safe practices;	3p3 • list safety procedures and practices in the home, school, and community
2p11 • identify safety rules to be followed in the home, school, and community (e.g., electrical safety, schoolyard rules, bus safety);	3p10 • explain relevant safety procedures (e.g., fire drills, railway-crossing and crosswalk procedures);
2a28 • produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to familiar audiences;	3a22 • produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to familiar audiences;

### **Groupings**

Students Work in Small Groups

### **Notes to Teacher**

The following materials will be needed:

- sample posters
- old magazines
- various art materials

### **Teaching/Learning**

#### **Part One: Establishing Criteria**

1. Students are informed that they will be creating a poster. Students and teacher discuss the qualities/characteristics of an effective poster while examining several sample posters.

The following ideas are provided as a sample of possible criteria for an effective poster.

<i>Message</i>	<i>Short and simple</i>
<i>Pictures</i>	<i>Large, simple</i>
<i>Uncluttered</i>	<i>Easy to look at, not too busy.</i>
<i>Attractive</i>	<i>Colourful, neat</i>
<i>Workmanship</i>	<i>Do your best colouring, lettering, etc.</i>

2. The poster criteria are recorded on chart paper or chalkboard for future reference.

### **Part Two: Designing Posters**

1. In their small groups, students decide which safety message they will turn into a poster.
2. Teachers tell students that the poster should have a caption along with drawings or pictures from magazines.
3. Students develop a rough outline of their poster indicating what the message will be as well as what the illustration will be.
3. Teachers circulate to assess what has been recorded to check for understanding before beginning the posters.

### **Part Three: Creating Posters**

1. The teacher and students prepare for the poster-making art class. Materials (paper, paint, newspapers, brushes, cans of water, paper towels, etc.) are made available/accessible to the class.
2. Working in their small groups, students complete their posters.
3. All posters are displayed throughout the room. Students who wish to share their posters may present them to their classmates.
4. Teachers arrange to have the posters on display in a public space within the school. This allows messages to be communicated and presented beyond the classroom.