

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.

Links to Prior Knowledge

Prior to beginning, students in Grades 4, 5 and 6 need to be able to:

1. work in groups and independently;
2. follow directions;
3. communicate messages;
4. listen to discussions;
5. apply the rules of working with others;
6. contribute ideas appropriate to the topic and listen to the ideas of others;

Subtask One: Identify 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 4	Grade 5	Grade 6
<p>4e52 • communicate various types of messages, explain some ideas and procedures, and follow the teacher’s instructions;</p> <p>4e55 • express and respond to ideas and opinions concisely and clearly;</p> <p>4e66 • listen to others and stay on topic in group discussion;</p>	<p>5e45 • communicate information, explain a variety of ideas and procedures, and follow the teacher’s instructions;</p> <p>5e61 • contribute ideas to help solve problems, and listen and respond constructively to the ideas of others when working in a group;</p>	<p>6e50 • express and respond to a range of ideas and opinions concisely, clearly, and appropriately;</p> <p>6e • use constructive strategies in small- group discussions (e.g., invite other group members to contribute; ask questions to clarify a point; negotiate to find a basis for agreement);</p> <p>6e62 • follow up on others’ ideas, and recognize the validity of different points of view in group discussions or problem-solving activities;</p>

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.
- Keep paper goods away from small electrical appliances such as toasters.
- Use caution when removing food from a microwave.
- Watch for steam when lifting a pot lid.
- Keep young children in a play pen so they are not under foot in the kitchen.
- 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

Grade 4	Grade 5	Grade 6
<p>4a31 • produce two- and three-dimensional works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences;</p> <p>4a43 • produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences (e.g., create a poster for display in the school library to commemorate a personal literary hero, using an additive form of printmaking);</p>	<p>5a26 • produce two- and three-dimensional works of art that communicate a range of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences;</p> <p>5a39 • produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate a range of thoughts, feelings, and ideas for specific purposes and to specific audiences (e.g., using electronic media, design an eye-catching title page for their science notebook that clearly communicates the topic for a specific unit of study);</p>	<p>6a25 • produce two- and three-dimensional works of art that communicate a range of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using a variety of familiar art tools, materials, and techniques;</p> <p>6a38 • produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate a range of thoughts, feelings, and ideas for specific purposes and to specific audiences (e.g., create a sculpture out of clay that shows a figure engaged in a typical pioneer activity);</p>

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.