

The Ontario Curriculum  
Grades 1-8  
and *The Kindergarten Program*

# Health and Safety

## Scope and Sequence of Expectations

2017



# Contents

Preface.....	2
Ontario Curriculum Policy: Common Messages respecting Health and Safety, Safe Behaviours, and Safe Practices.....	3
The Kindergarten Program (2016).....	6
Grade 1.....	14
Grade 2.....	20
Grade 3.....	26
Grade 4.....	32
Grade 5.....	37
Grade 6.....	43
Grade 7.....	48
Grade 8.....	54

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# Preface

As children grow, gain independence, and explore their environment – at school, at home, and beyond – in ever more complex ways, it is imperative that they gain the knowledge and skills they need to identify and minimize risks to their health and safety.

This scope and sequence document is designed to support such learning by identifying expectations in the various subjects of the Ontario curriculum that provide opportunities for children and students to acquire knowledge and skills related to:

- health and safety (with a focus on injury prevention and health protection)
- safe behaviours
- safe practices

The focus in this elementary resource document is on expectations that relate to personal health and safety, safety in play/learning and other environments, and safety in relationships.

In the elementary curriculum, expectations that outline learning specific to these aspects of health and safety are found primarily in the science and technology curriculum and the health and physical education curriculum and, to a lesser extent, in other subject area curriculum documents as well. In addition, opportunities to make connections to health and safety are apparent in various examples, teacher prompts, and sample issues that accompany expectations; these are also identified in this document.

Some expectations that do not refer explicitly to these aspects of health and safety nevertheless provide an opportunity to address health and safety, safe behaviours, and/or safe practices. In such instances, an explanation and some examples of ways in which educators might capitalize on the opportunity are provided in this document.

## The Organization of the Document

The expectations listed in this resource document are taken from the following documents:

- *The Kindergarten Program, 2016*
- *The Ontario Curriculum, Grades 1–8: The Arts, 2009*
- *The Ontario Curriculum: French as a Second Language – Core French, Grades 4–8; Extended French, Grades 4–8; French Immersion, Grades 1–8, 2013*
- *The Ontario Curriculum, Grades 1–8: Health and Physical Education, 2015*
- *The Ontario Curriculum, Grades 1–8: Language, 2006*
- *The Ontario Curriculum, Grades 1–8: Mathematics, 2005*
- *The Ontario Curriculum, Grades 1–8: Native Languages, 2001*
- *The Ontario Curriculum, Grades 1–8: Science and Technology, 2007*
- *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 2013*

The expectations are:

- organized by grade and then alphabetically by subject area, as listed above. The expectations for Kindergarten appear first;
- given under the name of the strand in which they appear in the curriculum policy documents. Subheadings from the original curriculum document are provided as needed for clarity;
- identified using the same numbering convention that is used in the curriculum document from which they are taken (e.g., “1”, “1.1”, “1.2”, or “A1.”, “A1.1”, “A1.2”).

As noted earlier, examples, teacher prompts, student responses, and/or sample issues are included only if they have a direct connection to health and safety, safe behaviours, or safe practices. Where portions of the text of an expectation (or of its examples and additional elements) do not pertain specifically to health and safety, they are omitted, and an ellipsis (...) is used to indicate the omission. The expectations and examples provided are meant to illustrate opportunities for learning about health and safety and are not intended to be a comprehensive list of all opportunities related to health and safety that the curriculum may present.

## **Ontario Curriculum Policy: Common Messages respecting Health and Safety, Safe Behaviours, and Safe Practices**

In the front matter of every Ontario curriculum policy document, there is a section entitled “Health and Safety”. In all of the documents, these sections clearly state that children need to learn in a safe and healthy environment; some also speak to the role of the principal, educators, students, parents, and even community members in helping to maintain such an environment. These sections are more expansive where the subject, by its nature, involves potential risks for students (e.g., health and physical education, science and technology). Nevertheless, health and safety is a primary consideration in all subjects, and all educators are expected to familiarize themselves with the responsibilities outlined in the curriculum policy documents.

The following is a collection of statements from the documents that speak to the importance of health and safety in the particular programs:

### ***The Kindergarten Program, 2016***

- “The purpose of the [Kindergarten] program is to establish a strong foundation for learning in the early years, and to do so in a safe and caring, play-based environment that promotes the physical, social, emotional, and cognitive development of all children.” (p. 8)
- “To ensure the safety of children, learning areas need to be equipped with appropriate materials and resources – for example, art materials need to be non-toxic, and educators need to be aware of any possible danger that could arise from inappropriate use.” (p. 106)
- “Routines provide opportunities for children to learn about health and safety. Children must be aware of any required safety drills and of ways of interacting with one another to ensure that they are not putting themselves or their peers in danger.” (p. 107)

### ***The Ontario Curriculum, Grades 1–8: The Arts, 2009***

- “Mastering the concepts and skills connected with the arts curriculum requires ... hands-on exploration and a commitment to safety practices.” (p. 7)
- “Choose non-toxic materials for students to use, such as non-toxic glues, glazes, and paints. Avoid toxic materials, such as solvent-based markers or painting materials, and avoid choosing substances that are hazardous if inhaled, such as aerosol paints or fixatives. Also ensure that students follow safe practices when using any materials – for example, washing their hands after handling art materials and not putting materials or tools in their mouths.” (p. 58)

### ***The Ontario Curriculum: French as a Second Language – Extended French, Grades 4–8***

- “Teachers must model safe practices at all times and communicate safety requirements to students in accordance with school board and ministry policies. Students must be made aware that health and safety are everyone’s responsibility – at home, at school, and in the workplace.” (p. 50)

### ***The Ontario Curriculum, Grades 1–8: Health and Physical Education, 2015***

- “Teachers should ... ensure that the learning environment is always physically and emotionally safe ... To ensure physical safety, teachers must follow all board safety guidelines ...” (p. 15)
- “Safety, including physical and emotional safety, is an integral part of the health and physical education curriculum. Although teachers have responsibility for following board safety guidelines ..., students must also begin to take responsibility from a young age for their own safety and the safety of others around them at school, at home, and in the community. Following procedures, using equipment as instructed, wearing appropriate attire, and using thinking skills to assess risk and take appropriate precautions are some ways in which students can contribute to their own safety and the safety of others while participating in physical activity. Students must fulfil each expectation safely and responsibly without putting themselves and others at risk.” (p. 26)
- “Teachers must establish and support a culture of safety-mindedness. They must think about safety before they ask students to participate in any activity. They must consider any potential dangers, assess those dangers, and implement control measures to protect the students from the risks. By implementing safer instructional practices, such as using logical teaching progressions and transitions and choosing age-appropriate and developmentally appropriate activities, teachers can reduce risk and guard against injury.” (p. 56)

***The Ontario Curriculum, Grades 1–8: Language, 2006***

- “Students thrive in a safe, supportive, and welcoming environment ...” (p. 27)

***The Ontario Curriculum, Grades 1–8: Science and Technology, 2007***

- “Parents can also encourage their children to go to school prepared to participate safely in technology activities. Simple precautions such as wearing closed-toe shoes, tying back long hair, and removing loose jewellery (or taping it down in the case of Medic Alert bracelets) contribute to a safe environment when working with technological equipment.” (p. 7)
- “Teachers are ... responsible for ensuring the safety of students during classroom activities and for encouraging and motivating students to assume responsibility for their own safety and the safety of others. They must also ensure that students acquire the knowledge and skills needed for safe participation in science and technology activities.” (p. 8)
- “To carry out their responsibilities with regard to safety, it is important not only that teachers have concern for their own safety and that of their students, but also that they have:
  - the knowledge necessary to use the materials, tools, and procedures involved in science and technology safely;
  - knowledge concerning the care of living things – plants and animals – that are brought into the classroom;
  - the skills needed to perform tasks efficiently and safely.

**Note:** Teachers supervising students using power equipment such as drills, sanders, and saws need to have *specialized* training in handling such tools.” (pp. 29–30)

***The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 2013***

- “Although the Internet is a powerful learning tool, there are potential risks attached to its use. All students must be made aware of issues related to Internet privacy, safety, and responsible use, as well as of the potential for abuse of this technology, particularly when it is used to promote hatred.” (p. 54)

# THE KINDERGARTEN PROGRAM (2016)

See the Preface for important information regarding:

- the organization of the following material;
- common messages respecting health and safety, safe behaviours, and safe practices found in the front matter of the curriculum policy documents.

See also the section “Health and Safety” on page 106 of *The Kindergarten Program* (2016).

The expectations listed below either refer directly to the promotion of health and safety, safe behaviours, or safe practices in the learning environment or include examples and/or supporting text (from the “Making Thinking and Learning Visible” sections of the expectation charts) that relate directly to health and safety, including maintaining a safe and healthy work/play area. (The supporting text, which illustrates how educators and children might interact in “making thinking and learning visible”, appears under the headings “Ways in Which Children Might Demonstrate Their Learning” [Saying, Doing, Representing] and “The Educators’ Intentional Interactions” [Responding, Challenging, Extending].)

The overall expectations and specific expectations in *The Kindergarten Program* (2016) are organized in four frames: Belonging and Contributing [BC]; Self-Regulation and Well-Being [SRWB]; Demonstrating Literacy and Mathematics Behaviours [DLMB]; and Problem Solving and Innovating [PSI]. For ease of reference, the overall expectations that relate directly to health and safety or encompass opportunities for learning related to health and safety are listed in numerical order below. Each is followed by related specific expectations and supporting text from the frame or frames with which they are associated (as identified by the abbreviations noted above). In some cases, only the examples or supporting text describe learning related to health and safety.

**OE2** demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other activities

Conceptual Understandings

- We are responsible for our own choices and decisions.
- Everyone wants to be calm, focused, and alert. ...

**2.1** demonstrate self-reliance and a sense of responsibility (*e.g., make choices and decisions on their own; take care of personal belongings; know when to seek assistance; know how to get materials they need*)

*Ways in Which Children Might Demonstrate Their Learning*

Doing

In advance of a neighbourhood walk, the class make a list of things that they can do to be safe when they are outside the classroom. On the day of the walk, most of the children arrive with a hat and sunscreen. [SRWB]



**2.4** demonstrate self-control (*e.g., be aware of and label their own emotions; accept help to calm down; calm themselves down after being upset*) and adapt behaviour to different contexts within the school environment (*e.g., follow routines and rules in the classroom, gym, library, playground*)

**OE6** demonstrate an awareness of their own health and well-being

#### Conceptual Understandings

- We develop an understanding of the factors that contribute to healthy development, a sense of personal responsibility for lifelong health, and an understanding of how living healthy, active lives is connected with the world around us and the health of others.
- I have the right to be healthy and to feel safe.
- There are things that I need to know and do to keep myself safe and healthy. I am empowered to make choices that will keep me healthy. ...
- I am learning to recognize when I am tired or need a break.
- I am learning ... to keep my body healthy and safe ....

**6.1** demonstrate an understanding of the effects of healthy, active living on the mind and body (*e.g., ... remember to have a snack; drink water when thirsty*)

#### *Ways in Which Children Might Demonstrate Their Learning*

##### Representing

Several children make a book illustrating that they have learned behaviours that contribute to healthy growth and development. The book includes pages that show children being physically active at home and at school, getting a good night's sleep, making the healthiest possible food choices, and being safe in their daily lives. .... [SRWB]

##### *The Educators' Intentional Interactions*

##### Responding

An educator observes children's efforts to make the healthiest choices possible during daily routines and acknowledges the children's actions:

“When you go for a walk, what do you do to be sure that you will be safe? (*e.g., wear sunscreen and a hat and sunglasses if it is sunny; let someone know where you are going*).” [SRWB]

##### Challenging

(In the gym or playground): “Before we start to move, what are some things we need to check to be sure everyone can participate safely?” [SRWB]

**6.2** investigate the benefits of nutritious foods ... and explore ways of ensuring healthy eating (*e.g., ... avoiding foods to which they are allergic*)

*Ways in Which Children Might Demonstrate Their Learning*

Saying

“My friend is allergic to peanuts. How can he be safe in our classroom when some kids bring nuts for snack?” [SRWB]

*The Educators’ Intentional Interactions*

Responding

The educators discuss with the children what it means to be allergic. They explain why some children need to avoid particular foods, and reinforce the point with statements such as, “We have posted signs, so that everyone knows how to keep our classroom safe.” [SRWB]

- 6.3** practise and discuss appropriate personal hygiene that promotes personal, family, and community health

*Ways in Which Children Might Demonstrate Their Learning*

Saying

“I washed my hands.” [SRWB]

“I taught my little sister not to put her toys in her mouth ’cause of the germs.” [SRWB]

“I need a tissue.” [SRWB]

Doing

Children create a sequence of digital photographs showing the steps for washing hands to place by the sink or washing bin. [SRWB]

Representing

The educators learn from a child’s family that the child has shared and demonstrated at the dinner table what she has learned in class about “sneeze in your sleeve”. [SRWB]

*The Educators’ Intentional Interactions*

Responding

Based on their observations, the educators acknowledge children’s practices that demonstrate good personal hygiene. [SRWB]

Challenging

“In what ways do we take care of all parts of our body? Why is it important to do these things?” [SRWB]

### Extending

Some of the children share with the educators that, during a bathroom break at the local community centre, they noticed that some people left without washing their hands. The educators encourage the children to discuss what they can do to help others understand the importance of hand washing. The children decide to write to the community centre and ask if they would like to use the class's digital photos showing the steps for washing hands in the washrooms at the community centre. [SRWB]

- 6.4** discuss what action to take when they feel unsafe or uncomfortable, and when and how to seek assistance in unsafe situations

### *Ways in Which Children Might Demonstrate Their Learning*

#### Saying

“When I saw a boy fall on the playground I told the teacher.” [SRWB] [PSI]

“My mom’s friend wanted to give me a hug when she met me. I didn’t want to hug her so I said, ‘Nice to meet you. I’d rather not hug’.” [SRWB] [PSI]

“I told Bryna not to call me that name.” [SRWB] [PSI]

“When the dog that was all by itself growled at me, I went to my babysitter’s house.” [PSI]

#### Doing

In the dramatic play area, a child calls 911, gives the operator her name and the address of the house, then says that someone is sick. [SRWB] [PSI]

#### Representing

A child draws street signs (*e.g., a stop sign, “walk/don’t walk” signals from traffic lights*) on large paper and explains to some other children what they mean. [SRWB]

A child draws pictures of the warning signs found on various household cleansers on large paper and explains to some other children what they mean. [PSI]

### *The Educators’ Intentional Interactions*

#### Responding

The educators record children’s safety-related ideas and questions and then invite a community police officer to visit the class to discuss safety and answer some of the children’s questions. [SRWB] [PSI]

#### Challenging

The educators ask the children to think of things they should avoid that could be harmful to their health (*e.g., smoking, taking medicine that belongs to someone else*). They record the children’s suggestions. [SRWB] [PSI]

#### Extending

An educator presents a variety of scenarios to the children for discussion, using questions that start, “What would you do if ...?” [SRWB] [PSI]

**OE7** participate actively and regularly in a variety of activities that require the application of movement concepts

Conceptual Understandings

- ....
- There are things that I need to know and do to keep myself safe and healthy. I am empowered to make choices that will keep me healthy.
- I can participate regularly and safely in a wide variety of physical activities and learn how to develop and improve my own personal fitness.

**OE8** develop movement skills and concepts as they use their growing bodies to move in a variety of ways and in a variety of contexts

Conceptual Understandings

- ....
- There are things that I need to know and do to keep myself safe and healthy. I am empowered to make choices that will keep me healthy.

**8.1** demonstrate spatial awareness in activities that require the use of large muscles

**8.2** begin to demonstrate control of large muscles with and without equipment

*Ways in Which Children Might Demonstrate Their Learning:*

Saying

“I moved over here so we won’t bang into each other.” [SRWB]

Doing

Before starting to rotate the hula hoop, a child looks around to be sure that the hoop won’t hit anyone. [SRWB]

*The Educators’ Intentional Interactions*

Responding

“How will you find a way to stay safe and move in your own space?” [SRWB]

The educators begin to observe more closely and document the ways that children physically move throughout the day. They observe children skipping, hopping, and dancing on the spot, and they also notice how self-regulated their movement is, as they often check the space around them to make sure they are in their own space and moving safely. [SRWB]

**OE12** demonstrate an understanding and critical awareness of media texts

**12.2** communicate their ideas, verbally and non-verbally, about a variety of media materials (*e.g., ... dramatize messages from a safety video or poster; ...*) [DLMB]

### *Ways in Which Children Might Demonstrate Their Learning*

#### Representing

A small group of children make signs about how to be safe on the school bus. [DLMB]

**OE13** use the processes and skills of an inquiry stance (i.e., questioning, planning, predicting, observing, and communicating)

**13.1** state problems and pose questions in different contexts and for different reasons (*e.g., before, during, and after inquiries*)

### *The Educators' Intentional Interactions*

#### Challenging

The educators pose questions that cause children to think logically and use language to represent their thinking: “Would you feel safe on that bridge? What are some safety things you need to think about?” [PSI]

**OE24** use technological problem-solving skills, on their own and with others, in the process of creating and designing (i.e., questioning, planning, constructing, analysing, redesigning, and communicating)

#### Conceptual Understandings

- Safety is an important design consideration.

**24.1** identify practices that ensure their personal safety and the safety of others, and demonstrate an understanding of the importance of these practices

### *Ways in Which Children Might Demonstrate Their Learning*

#### Saying

“That’s not safe!” [PSI]

“I need to wear my safety goggles when I work in the take-apart area.” [PSI]

“I’m going to get some paper towels to clean up the water we spilled so we don’t slip and fall down.” [PSI]

#### Doing

A child “fixing” a car in the blocks area borrows a set of earphones (for “ear protectors”) from the listening station. [PSI]

A group of children who have made a snack for the class wash up the utensils and put them back in the storage basket. [PSI]

A child reminds another child to walk, not run, on the way to the library. [PSI]

### Representing

A group of children design a sign to remind those working at the sand table to sweep up the sand on the floor so others do not slip on it. [PSI]

#### *The Educators' Intentional Interactions*

### Responding

"I noticed that you put the scissors back in the bin when you were finished using them." [PSI]

"Why is it important to clean up water when it spills on the floor?" [PSI]

"Why does the custodian wear ear protectors when he mows the school lawn?" [PSI]

### Challenging

An educator displays a variety of safety items and devices (*e.g., various kinds of ear and eye protection, orange cones, child safety devices, pictures of familiar warning signs*). The children are invited to discuss questions such as who would use the devices and why, where they might commonly see the signs, and what message(s) they convey. [PSI]

### Extending

The children decide to make a "safe city" in the sand. The educators support the children and negotiate with them to determine what materials they will need throughout the construction process. [PSI]

The educators discuss with the class a safety problem they are having with the outdoor play equipment. Together, the children and the educators determine how to make the slide a safer place to play. [PSI]

## **24.4** select and use tools, equipment, and materials to construct things

#### *Ways in Which Children Might Demonstrate Their Learning*

### Saying

"I used these blocks to make a vehicle that can drive on frozen lakes so that people can get across the lake safely." [PSI]

#### *The Educators' Intentional Interactions*

### Challenging

"What materials will you need to change or add to adapt your design so it is safe for your baby brother?" [PSI]

**OE29** demonstrate an understanding of the natural world and the need to care for and respect the environment

**29.4** participate in environmentally friendly activities in the classroom and the schoolyard ...

*The Educators' Intentional Interactions*

Extending

The children are concerned about the amount of garbage around the school. ... They decide to invite the school caretaker in to make a plan about how they can work together to help the whole school keep the schoolyard free from garbage and think more about recycling and reducing the amount of trash. ... Partnering with the caretaker not only brings new perspectives, it also keeps the children aware of health and safety matters (e.g., the need to wear gloves, and to avoid touching needles or animal waste) while they are making their contributions (e.g., picking up trash and sorting it for the recycling bin or the trash bin). [BC]

# GRADE 1

See the Preface for important information regarding:

- the organization of the following material;
- common messages respecting health and safety, safe behaviours, and safe practices found in the front matter of the curriculum policy documents.

Teachers must always be alert to health and safety issues and seize “teachable moments” to build on students’ understanding and awareness of health and safety, even when there is no explicit mention of it in the expectations of a given subject’s curriculum (as indicated below).

## **The Arts (2009)**

See “Health and Safety in Arts Education” on page 58, *The Ontario Curriculum, Grades 1–8: The Arts, 2009*.

There is no mention of health and safety, safe behaviours, or safe practices in either the overall or specific expectations.

## **French as a Second Language – Core French, Extended French, French Immersion (2013)**

See “Health and Safety in French as a Second Language” on page 50, *The Ontario Curriculum: French as a Second Language – Core French, Grades 4–8; Extended French, Grades 4–8; French Immersion, Grades 1–8, 2013*.

There is no mention of health and safety, safe behaviours, or safe practices in either the overall or specific expectations.

## **Health and Physical Education (2015)**

See “Health and Safety in Health and Physical Education” on page 55, *The Ontario Curriculum, Grades 1–8: Health and Physical Education, 2015*. See also the descriptions of the curriculum strands Active Living (specifically the subsection “Safety”, p. 26) and Healthy Living (specifically the subsection “Personal Safety and Injury Prevention”, p. 37).

In the health and physical education curriculum, expectations often have extensive examples and teacher prompts/student responses, many of which illustrate relevant learning opportunities. Although every instance may not be given, the selection below is representative.



## **Living Skills**

### **Personal Skills**

- 1.2** use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (*e.g., Active Living: apply knowledge of safety procedures to make themselves feel safer and more confident as they play on the playground*)

### **Critical and Creative Thinking**

- 1.5** use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education (*e.g., Active Living: make connections between being active and staying healthy; ...Healthy Living: make and explain choices that protect them from the sun, such as wearing a hat and applying sunscreen*)

## **A. Active Living**

- A3.** demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

### **A3. Safety**

**A3.1** demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity (*e.g., cooperating; listening carefully; wearing appropriate footwear; keeping a safe distance away from others while doing physical activities, either in class or on the playground; staying within defined boundaries; treating their wheelchair as part of their body*)

**A3.2** identify environmental factors that pose safety risks during their participation in physical activity (*e.g., extreme heat may cause fatigue, too much sun exposure will cause sunburn, extreme cold and wind chill may cause frostbite, objects on the ground may trip someone who cannot see, wet pavement or floors may create a slipping hazard*), and describe ways of preparing themselves to enjoy outdoor activities safely

**Teacher prompt:** “If you are dressed properly, you will have more fun when you are being active outside. What do you need to wear in the summer/winter to participate safely in outdoor activities in any weather?”

**Student:** “In the summer, I should wear a hat and sunscreen when I go outside. In the winter, I need to wear a warm coat, a hat, mittens, and boots. If I wear a scarf, it needs to be tucked in so it does not catch on anything.”

## **B. Movement Competence: Skills, Concepts, and Strategies**

### **B1. Movement Skills and Concepts**

- B1.2** demonstrate the ability to move and stop safely and in control, with an awareness of people and equipment around them

## **C. Healthy Living**

### **C1. Understanding Health Concepts**

#### *Personal Safety and Injury Prevention*

**C1.2** demonstrate an understanding of essential knowledge and practices for ensuring their personal safety

**C2.** demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being

### **C2. Making Healthy Choices**

#### *Personal Safety and Injury Prevention*

**C2.3** demonstrate the ability to recognize caring behaviours (*e.g. listening with respect, giving positive reinforcement, being helpful*) and exploitive behaviours (*e.g., inappropriate touching, verbal or physical abuse, bullying*), and describe the feelings associated with each

**C2.4** apply their knowledge of essential safety practices to take an active role in their own safety at school (*e.g., inform teacher of allergies, be aware of food safety issues, play in supervised areas, follow safe routines for travelling to and from school*)

#### *Human Development and Sexual Health*

**C2.5** demonstrate an understanding of and apply proper hygienic procedures for protecting their own health and preventing the transmission of disease to others (*e.g., washing hands with soap, using a tissue, sleeve sneezing, brushing and flossing teeth, not sharing hats or hairbrushes*)

**Teacher prompt:** “Why is it important to wash your hands before you eat and after you use the washroom?”

**Student:** “Washing your hands helps to stop germs from spreading. We should wash with warm water and soap for as long as it takes to say the alphabet.”

**C3.** demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being

### **C3. Making Connections for Healthy Living**

#### *Personal Safety and Injury Prevention*

**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 (*e.g., items or situations that could lead to poisoning, slips, falls, fire, or injury, including injuries from household products, medicines, kitchen tools and equipment, insecure furniture, candles, toys; road, water, and playground hazards; weather and sun hazards*)

**Teacher prompt:** “What do you do to stay safe and avoid injuries at home and when you are outside?”

**Student:** “I wear a helmet when I ride my bike or go tobogganing. I wear sunscreen and a hat in the summer. I never swim alone. I only take medicine if my parents/caregivers give it to me.”

**Teacher prompt:** “What can you do to stay safe in the kitchen?”

**Student:** “I make sure an adult is with me when I’m doing things in the kitchen. I do not use a knife or other sharp tools on my own, and I don’t touch cleaners and products that are marked with danger symbols.”

## **Language (2006)**

See “Health and Safety in Language Education” on page 31, *The Ontario Curriculum, Grades 1–8: Language, 2006*.

### **Media Literacy**

#### **1. Understanding Media Texts**

##### *Production Perspectives*

- 1.6** identify, with support and direction, who makes some of the simple media texts with which they are familiar, and why those texts are produced (*e.g., the government has traffic signs made to protect the safety of travellers and pedestrians ...*)

## **Mathematics (2005)**

“Although health and safety issues are not usually associated with mathematics, they may be important when investigation involves fieldwork. Out-of-school fieldwork, for example, measuring playground or park dimensions, can provide an exciting and authentic dimension to students’ learning experiences. Teachers must preview and plan these activities carefully to protect students’ health and safety.”

From “Health and Safety in Mathematics”, in  
*The Ontario Curriculum, Grades 1–8: Mathematics, 2005*, p. 30

There is no mention of health and safety, safe behaviours, or safe practices in either the overall or specific expectations.

## **Native Languages (2001)**

There is no mention of health and safety, safe behaviours, or safe practices in either the overall or specific expectations.

## **Science and Technology (2007)**

See “Health and Safety in Science and Technology Education” on page 29, *The Ontario Curriculum, Grades 1–8: Science and Technology, 2007*.

### ***Understanding Life Systems: Needs and Characteristics of Living Things***

#### **Overview**

The study of plants and animals in Grade 1 presents very few hazards for young students. However, it is important that they be able to identify general practices that ensure their personal safety and the safety of others and to demonstrate an understanding of the importance of these practices. This includes knowing why it is important to wash their hands before and after handling animals, and why they should never put any part of a plant in their mouths unless under the direction of the teacher.

## **2. Developing Investigation and Communication Skills**

- 2.1** follow established safety procedures and humane practices during science and technology investigations (*e.g., show care and concern when handling animals*)

### ***Understanding Structures and Mechanisms: Materials, Objects, and Everyday Structures***

#### **Overview**

In their explorations of materials and objects, students in Grade 1 should be able to identify practices that ensure their personal safety and the safety of others and to demonstrate an understanding of the importance of these practices. This includes knowing why spills of any kind should be cleaned up immediately, and why it is important to put all tools, equipment, and materials away where they belong at the end of their explorations.

## **2. Developing Investigation and Communication Skills**

- 2.1** follow established safety procedures during science and technology investigations (*e.g., wear safety goggles when using saws and hammers*)

### ***Understanding Matter and Energy: Energy in Our Lives***

#### **Overview**

Students in Grade 1 will encounter very few hazards in their explorations of energy. However, it is important that they be able to identify general practices that ensure their personal safety and the safety of others and to demonstrate an understanding of the importance of these practices. This includes knowing why work spaces should be kept tidy and uncluttered, and why it is important to follow the teacher's instructions carefully.

## **2. Developing Investigation and Communication Skills**

- 2.1** follow established safety procedures during science and technology investigations (*e.g., keep work spaces neat and tidy by putting all tools, materials, and equipment back where they belong*)

### ***Understanding Earth and Space Systems: Daily and Seasonal Changes***

#### **Overview**

This topic presents very few safety challenges for young children. However, it is important that they be able to identify general practices that ensure their personal safety and the safety of others and to demonstrate an understanding of the importance of these practices. This includes knowing why it is important to be protected from the sun when conducting investigations outdoors and why they should always stay within the space being studied.

## **2. Developing Investigation and Communication Skills**

- 2.1** follow established safety procedures during science and technology investigations (*e.g., never look directly at the sun; wear a hat and sunscreen when working outdoors*)

## **Social Studies, History and Geography (2013)**

See “Health and Safety in Social Studies, History, and Geography” on page 55, *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 2013*.

In addition to the overall and specific expectations listed below, opportunities also exist to speak to personal and communal health and safety issues when addressing expectations related to roles, responsibilities, and respectful relationships (see overall expectations A1 and A3).

### **A. Heritage and Identity: Our Changing Roles and Responsibilities**

#### **A2. Inquiry: Roles, Responsibilities, and Identity**

**A2.1** formulate questions to guide investigations into some aspects of the interrelationship between events, people, and/or places in their lives and their own roles, relationships, responsibilities, and identity/sense of self

**Sample questions:** “Think about situations in which you feel safe and confident or nervous and shy. What is it about those situations that make you feel that way?”

### **B. People and Environments: The Local Community**

#### **B3. Understanding Context: The Elements of the Local Community**

**B3.7** identify some of the services in the community for which the government is responsible (*e.g., postal service, police services, fire services, hospitals, garbage collection, ploughing snow, maintenance of public areas, water treatment*), and describe key responsibilities of people in the community in relation to those services (*e.g., to properly sort garbage and recycling and place the bins on the street for pick up; to shovel snow off their sidewalks; to dispose of hazardous waste at collection sites; to install and maintain smoke detectors; to keep noise down after hours*)

## GRADE 2

See the Preface for important information regarding:

- the organization of the following material;
- common messages respecting health and safety, safe behaviours, and safe practices found in the front matter of the curriculum policy documents.

Teachers must always be alert to health and safety issues and seize “teachable moments” to build on students’ understanding and awareness of health and safety, even when there is no explicit mention of it in the expectations of a given subject’s curriculum (as indicated below).

### The Arts (2009)

See “Health and Safety in Arts Education” on page 58, *The Ontario Curriculum, Grades 1–8: The Arts, 2009*.

#### **B. Drama**

##### **B1. Creating and Presenting**

**B1.3** plan and shape the direction of a dramatic play or role play, building on their own and others’ ideas both in and out of role, with support (*e.g., In role: respond to a scientist [role-played by the teacher] who says the class must give up their pet dinosaur because it poses a safety hazard; ...*).

### French as a Second Language – Core French, Extended French, French Immersion (2013)

See “Health and Safety in French as a Second Language” on page 50, *The Ontario Curriculum: French as a Second Language – Core French, Grades 4–8; Extended French, Grades 4–8; French Immersion, Grades 1–8, 2013*.

There is no mention of health and safety, safe behaviours, or safe practices in either the overall or specific expectations.

### Health and Physical Education (2015)

See “Health and Safety in Health and Physical Education” on page 55, *The Ontario Curriculum, Grades 1–8: Health and Physical Education, 2015*. See also the descriptions of the curriculum strands Active Living (specifically the subsection “Safety”, p. 26) and Healthy Living (specifically the subsection “Personal Safety and Injury Prevention”, p. 37).

In the health and physical education curriculum, expectations often have extensive examples and teacher prompts/student responses, many of which illustrate relevant learning opportunities. Although every instance may not be given, the selection below is representative.

## Living Skills

### Critical and Creative Thinking

- 1.5** use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education (*e.g., Active Living: explain how participating in moderate to vigorous activity is connected to better fitness and better health; describe what is needed to play safely ...*)

### A. Active Living

- A3.** demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

#### A3. Safety

- A3.1** demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity (*e.g., being aware of personal space, making sure their shoelaces are tied, ... avoiding overcrowding when using equipment ...*)

**Teacher prompt:** “When you are skipping or hopping in the gym or classroom, what do you need to think about to move safely?”

**Student:** “I need to keep my head up and pay attention to the people and equipment around me so that I do not bump into anyone. I need to be able to stop in control when the teacher gives a signal.”

- A3.2** identify ways of protecting themselves and others, including those with medical conditions, from safety risks while participating in physical activity (*e.g., wearing a properly fitting helmet to protect the head, avoiding broken glass on the field or on the playground and reporting it to the teacher, carrying an epinephrine autoinjector if needed, reducing intensity of physical activity if poor air quality causes breathing difficulties, bringing an inhaler if needed, tucking in the tubing of an insulin therapy pump to prevent it from getting caught*)

**Teacher prompt:** “Before we go outside to be active, what do you need to have with you to be safe?”

**Students:** “I need to have my puffer in my pocket in case I need it for my breathing.” “I need to have my medicine [epinephrine autoinjector] in my pouch in case I get stung by a bee.”

### C. Healthy Living

#### C1. Understanding Health Concepts

##### *Personal Safety and Injury Prevention*

- C1.1** demonstrate an understanding of practices that enhance personal safety in the home (*e.g., ... establishing home fire escape strategies, respecting electrical outlet covers, following precautions for preparing and storing foods, washing hands*) and outdoors

**Teacher prompt:** “What are some things you should do to stay safe when you are at home, outside, or riding on the school bus?”

**Students:** “... You should not touch any household product that has a symbol on it that means danger or poison. You should have a plan and know what to do in an emergency.” “When you’re outside, you should wear a hat to protect you from the sun and a helmet when you’re riding your bike, tobogganing, or snowboarding.”

**C1.2** identify common food allergies and sensitivities (*e.g., to peanuts, tree nuts, milk, eggs, fish*) and the reactions they might cause (*e.g., swelling, skin rash, difficulty breathing, abdominal cramps, vomiting, diarrhea, coma, death*)

**C2.** demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being

## **C2. Making Healthy Choices**

### *Healthy Eating*

**C2.2** demonstrate an understanding of how to make healthy food choices for meals and snacks, considering the factors they can and cannot control (*e.g., ... food safety related to food preparation, storage, handling, and cleanliness*)

### *Personal Safety and Injury Prevention*

**C2.3** explain the importance of standing up for themselves, and demonstrate the ability to apply behaviours that enhance their personal safety in threatening situations (*e.g., speaking confidently; ... reporting exploitive behaviours ...*)

**Teacher:** “If someone does something that you do not like, touches you in an inappropriate way, or asks to touch you in a way that makes you feel uncomfortable or confused, how can you stand up for yourself?”

**Student:** “I can say no and move away. My body is mine. I can tell someone – like a parent, a teacher, an elder, a doctor – that I need help. I can keep telling until I get help.”

**C3.** demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being

## **C3. Making Connections to Healthy Living**

### *Personal Safety and Injury Prevention*

**C3.1** describe how to relate positively to others ... and describe behaviours that can be harmful in relating to others (*e.g., verbal abuse, including both online and face-to-face name calling, insults, and mocking; deliberately ignoring someone, or ignoring the feelings they express; physical violence, including pushing, kicking, and hitting*)

## **Language (2006)**

See “Health and Safety in Language Education” on page 31, *The Ontario Curriculum, Grades 1–8: Language, 2006*.

Although no overall or specific expectations explicitly address issues of health and safety, safe behaviours, or safe practices, the learning context and/or learning materials used can foster students’ awareness and deepen their knowledge of health and safety. This is especially so in the context of a cross-disciplinary approach to teaching and learning. For example, students could use a method of their choice (*e.g., an oral presentation, role play, drawing or painting*) to communicate what they can do to be safe at school.



## **Mathematics (2005)**

“Although health and safety issues are not usually associated with mathematics, they may be important when investigation involves fieldwork. Out-of-school fieldwork, for example measuring playground or park dimensions, can provide an exciting and authentic dimension to students’ learning experiences. Teachers must preview and plan these activities carefully to protect students’ health and safety.”

From “Health and Safety in Mathematics” in  
*The Ontario Curriculum, Grades 1–8: Mathematics, 2005*, p. 30

There is no mention of health and safety, safe behaviours, or safe practices in either the overall or specific expectations.

## **Native Languages (2001)**

There is no mention of health and safety, safe behaviours, or safe practices in either the overall or specific expectations.

## **Science and Technology (2007)**

See “Health and Safety in Science and Technology Education” on page 29, *The Ontario Curriculum, Grades 1–8: Science and Technology, 2007*.

### ***Understanding Life Systems: Growth and Changes in Animals***

#### **Overview**

It is important that students be able to identify practices that ensure their own personal safety and the safety of others and demonstrate an understanding of these practices. This includes knowing why it is important to make the teacher aware of any allergies to animal fur and/or dander, to wash their hands before and after handling animals, and to properly clean and maintain the animals’ housing.

#### **2. Developing Investigation and Communication Skills**

- 2.1** follow established safety procedures and humane practices specific to the care and handling of live animals, where appropriate, during science and technology investigations (*e.g., make the teacher aware of any allergies; handle animals gently or know when it is better not to handle them at all; wash hands after handling animals*)

### ***Understanding Structures and Mechanisms: Movement***

#### **Overview**

As students design, build, and test their mechanisms, it is important that they do so in a manner that ensures their personal safety and the safety of others. This includes understanding why it is important to use the appropriate tools for a task (e.g., a paper punch or paper drill for making holes for wheels and axles) and why they should not put small objects such as wood fragments into their ears or nose.

## **2. Developing Investigation and Communication Skills**

- 2.1** follow established safety procedures during science and technology investigations (*e.g., return tools to their designated area when they are done with them; carry tools and materials safely*)

## ***Understanding Matter and Energy: Properties of Liquids and Solids***

### **Overview**

When working with liquids and solids, it is important that students do so in a manner that ensures their personal safety and the safety of others. This includes understanding why they should never put any materials in their mouths unless told to do so by the teacher. Students should also understand why they should wash their hands after handling any materials.

### **1. Relating Science and Technology to Society and the Environment**

- 1.1** assess the ways in which liquids and solids in the home are used, stored, and disposed of in terms of the effect on personal safety and the health of the environment, and suggest responsible actions to replace inappropriate practices

**Sample prompts:** Directions for the use of medicines and cleaning products should be followed carefully ... Cleaning products should be stored in the original container and kept out of reach of young children. Old paint and pesticides should be taken to an appropriate waste disposal depot.

### **2. Developing Investigation and Communication Skills**

- 2.1** follow established safety procedures during science and technology investigations (*e.g., clean up spills as soon as they happen*)

### **3. Understanding Basic Concepts**

- 3.6** explain the meaning of international symbols that give us information on the safety of substances (*e.g., a skull-and-crossbones symbol means that the substance is poisonous; a flame inside a hexagon means that the substance is flammable*)

## ***Understanding Earth and Space Systems: Air and Water in the Environment***

### **Overview**

It is important that students investigate air and water in a manner that ensures their personal safety and the safety of others. This includes understanding why demonstrations involving heat (*e.g., using a kettle*) must always be done by the teacher, and why any objects that are propelled by air should always be directed away from other students.

### **2. Developing Investigation and Communication Skills**

- 2.1** follow established safety procedures during science and technology investigations (*e.g., use caution around hot kettles and the steam they produce; clean up water spills as soon as they happen*)

## **Social Studies, History and Geography (2013)**

See “Health and Safety in Social Studies, History, and Geography” on page 55, *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 2013*.

In addition to the overall and specific expectations listed below, opportunities also exist to speak to health and safety issues when addressing expectations related to ways in which people meet their needs and adapt to and interrelate with their environment (see overall expectations B1 and B2). For example, students might discuss types of clothing needed to stay safe in environments with different weather patterns and climate.

### **A. Heritage and Identity: Changing Family and Community Traditions**

#### **A1. Application: Why Traditions Change**

**A1.1** compare ways in which some traditions have been celebrated over multiple generations in their family, and identify some of the main reasons for changes in these traditions

***Student talk:*** “At home we have an artificial tree with built-in lights. They are safer than candles.”

## GRADE 3

See the Preface for important information regarding:

- the organization of the following material;
- common messages respecting health and safety, safe behaviours, and safe practices found in the front matter of the curriculum policy documents.

Teachers must always be alert to health and safety issues and seize “teachable moments” to build on students’ understanding and awareness of health and safety, even when there is no explicit mention of it in the expectations of a given subject’s curriculum (as indicated below).

### **The Arts (2009)**

There is no mention of health and safety, safe behaviours, or safe practices in either the overall or specific expectations.

See “Health and Safety in Arts Education” on page 58, *The Ontario Curriculum, Grades 1–8: The Arts, 2009*.

### **French as a Second Language – Core French, Extended French, French Immersion (2013)**

See “Health and Safety in French as a Second Language” on page 50, *The Ontario Curriculum: French as a Second Language – Core French, Grades 4–8; Extended French, Grades 4–8; French Immersion, Grades 1–8, 2013*.

There is no mention of health and safety, safe behaviours, or safe practices in either the overall or specific expectations.

### **Health and Physical Education (2015)**

See “Health and Safety in Health and Physical Education” on page 55, *The Ontario Curriculum, Grades 1–8: Health and Physical Education, 2015*. See also the descriptions of the curriculum strands Active Living (specifically the subsection “Safety”, p. 26) and Healthy Living (specifically the subsection “Personal Safety and Injury Prevention”, p. 37).

In the health and physical education curriculum, expectations often have extensive examples and teacher prompts/student responses, many of which illustrate relevant learning opportunities. Although every instance may not be given, the selection below is representative.

## **Living Skills**

### **Interpersonal Skills**

- 1.3** communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (*e.g., Active Living: remind others about safety rules in a positive and supportive way; ...*)

### **A. Active Living**

- A3.** demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.

#### **A3. Safety**

**A3.1** demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity (*e.g., self-monitoring, being in control of themselves and aware of their surroundings, cooperating with others, abiding by rules and playing fairly, communicating positively to help others be safe, using equipment appropriately both in class and on the playground*)

**A3.2** describe how to respond to accidents or injuries incurred while participating in physical activity (*e.g., remain calm, stop all activity and hold the equipment, ask an injured person if he or she needs help, tell an adult what happened, avoid crowding the person who is injured*)

### **C. Healthy Living**

- C1.** demonstrate an understanding of all factors that contribute to healthy development

#### **C1. Understanding Health Concepts**

##### *Human Development and Sexual Health*

**C1.3** identify the characteristics of healthy relationships (*e.g., accepting differences, being inclusive, communicating openly, listening, showing mutual respect and caring, being honest*) and describe ways of overcoming challenges (*e.g., bullying, exclusion, peer pressure, abuse*) in a relationship

- C2.** demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being

#### **C2. Making Healthy Choices**

##### *Personal Safety and Injury Prevention*

**C2.2** apply their understanding of good safety practices by developing safety guidelines for a variety of places and situations outside the classroom (*e.g., guidelines for water safety; safe routes and practices for going to school; home fire safety and emergency plans; safe camping checklists; guidelines for safe Internet use; guidelines for personal hygiene and the prevention of infectious diseases; wildlife safety precautions; guidelines for managing*

*allergies; Halloween safety practices; rules for behaviour around guide dogs, other service animals, and animals in general)*

**Teacher prompt:** “What are some examples of how you might prepare yourself or your family to respond in an emergency ...?”

**Student:** “In an emergency, it helps to have a plan. ... To prepare for a home emergency like a fire, I could help make a family escape plan that we could use in case of fire, with escape routes and meeting places.”

- C3.** demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being

### **C3. Making Connections for Healthy Living**

*Personal Safety and Injury Prevention*

- C3.2** explain how the portrayal of fictional violence in various media (*e.g., television dramas, video games, Internet, movies*) can create an unrealistic view of the consequences of real violence (*e.g., physical trauma, chronic disability, family stress, death*)

**Teacher:** “Why is play fighting not a good idea?”

**Student:** “Nobody intends to hurt anybody in a play fight, but someone may get hurt accidentally. If the person who gets hurt gets angry, then the play fighting can turn into real fighting.”

## **Language (2006)**

See “Health and Safety in Language Education” on page 31, *The Ontario Curriculum, Grades 1–8: Language, 2006*.

In addition to the overall and specific expectations identified below, the learning context and/or learning materials used can foster students’ awareness and deepen their knowledge of health and safety. This is especially so in the context of a cross-disciplinary approach to teaching and learning. For example, rules for the safe use of tools in science and technology could be used as the topic of drama or media works produced “for specific purposes and audiences”.

## **Media Literacy**

### **1. Understanding Media Texts**

*Responding to and Evaluating Texts*

- 1.3** express personal opinions about ideas presented in media texts (*e.g., ... explain why the Internet safety rules outlined in a school pamphlet are important*)

**Teacher prompt:** “Why do parents worry about Internet safety? What online rules should you know?”

## **Mathematics (2005)**

“Although health and safety issues are not usually associated with mathematics, they may be important when investigation involves fieldwork. Out-of-school fieldwork, for example, measuring playground or park dimensions, can provide an exciting and authentic dimension to students’ learning experiences. Teachers must preview and plan these activities carefully to protect students’ health and safety.”

From “Health and Safety in Mathematics” in  
*The Ontario Curriculum, Grades 1–8: Mathematics, 2005*, p. 30

There is no mention of health and safety, safe behaviours, or safe practices in either the overall or specific expectations.

## **Native Languages (2001)**

There is no mention of health and safety, safe behaviours, or safe practices in either the overall or specific expectations.

## **Science and Technology (2007)**

See “Health and Safety in Science and Technology Education” on page 29, *The Ontario Curriculum, Grades 1–8: Science and Technology, 2007*.

### ***Understanding Life Systems: Growth and Changes in Plants***

#### **Overview**

In preparation for working with plants, it is important that students be able to identify practices that ensure their personal safety and the safety of others and to demonstrate an understanding of the importance of these practices. This includes knowing why they should not taste any part of a plant unless directed to do so by a teacher, and why they should wash their hands after handling plants or parts of plants.

#### **2. Developing Investigation and Communication Skills**

- 2.1** follow established safety procedures during science and technology investigations (*e.g., avoid touching eyes when handling plants; never taste any part of a plant unless instructed to do so by the teacher*)

### ***Understanding Structures and Mechanisms: Strong and Stable Structures***

#### **Overview**

Students in Grade 3 will encounter very few hazards in their designing and building activities. However, it is important that they be able to identify general practices that ensure their personal safety and the safety of others and to demonstrate an understanding of the importance of these practices. This includes knowing why work spaces should be kept tidy and uncluttered, and why it is important to follow instructions carefully.

## **2. Developing Investigation and Communication Skills**

- 2.1** follow established safety procedures during science and technology investigations (*e.g., carry scissors and other cutting tools in a safe manner*)

*In addition to the expectations identified above, other expectations also provide opportunities to address health and safety issues, depending on what the educator wishes to emphasize in instruction and the learning resources being used. For example, personal and/or workplace safety can be addressed in connection with the following expectations:*

### **1. Relating Science and Technology to Society and the Environment**

- 1.1** assesses effects of strong and stable structures on society and the environment (*e.g., reliable load-bearing structures are essential in all areas of life ...*)

**Sample guiding questions:** What are some structures that we see or use every day that we depend on to be strong and stable ...?

### **3. Understanding Basic Concepts**

- 3.9** describe ways in which different forces can affect the shape, balance, or position of structures (*e.g., a load may cause a cardboard box to buckle*)

- 3.10** identify the role of struts and ties in structures under load (*e.g., a strut is added to a wooden frame to resist compression that might cause its collapse; a tie is added to a roof truss to resist tension that might cause the roof to collapse from the weight of the shingles*)

## **Understanding Matter and Energy: Forces Causing Movement**

### **Overview**

Explorations involving forces and movement may require students to manipulate materials (*e.g., twist elastic, bend paperclips*). When working with materials in this manner, it is important that students are able to identify practices that ensure their personal safety and the safety of others and to demonstrate an understanding of the importance of these practices. This includes knowing why it is important to protect their eyes and faces from stretched or twisted materials, and their feet from loads that might drop.

### **1. Relating Science and Technology to Society and the Environment**

- 1.2** assess the impact of safety devices that minimize the effects of forces in various human activities

### **2. Developing Investigation and Communication Skills**

- 2.1** follow established safety procedures during science and technology investigations (*e.g., use eye protection when twisting, bending, compressing, or stretching materials*)



## ***Understanding Earth and Space Systems: Soils in the Environment***

### **Overview**

When exploring different kinds of soils, students should be able to identify practices that ensure their personal safety and the safety of others and to demonstrate an understanding of the importance of these practices. This includes knowing why they should check collected soils for unsafe objects before beginning their investigations, and why they should always wash their hands after completing soil explorations.

### **2. Developing Investigation and Communication Skills**

**2.1** follow established safety procedures during science and technology investigations (*e.g., wash hands after working with soil samples*)

## **Social Studies, History and Geography (2013)**

See “Health and Safety in Social Studies, History, and Geography” on page 55, *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 2013*.

Although no overall or specific expectations explicitly address health and safety, safe behaviours, or safe practices, each of the strands provides opportunities to address health and safety issues, depending on what the educator wishes to emphasize in instruction and the learning resources being used. For example, personal and/or workplace safety could be addressed when discussing challenges that different communities and groups faced in Canada during the period 1780–1850 and how resources were used during those years.

## GRADE 4

See the Preface for important information regarding:

- the organization of the following material;
- common messages respecting health and safety, safe behaviours, and safe practices found in the front matter of the curriculum policy documents.

Teachers must always be alert to health and safety issues and seize “teachable moments” to build on students’ understanding and awareness of health and safety, even when there is no explicit mention of it in the expectations of a given subject’s curriculum (as indicated below).

### **The Arts (2009)**

See “Health and Safety in Arts Education” on page 58, *The Ontario Curriculum, Grades 1–8: The Arts, 2009*.

There is no mention of health and safety, safe behaviours, or safe practices in either the overall or specific expectations.

### **French as a Second Language – Core French, Extended French, French Immersion (2013)**

See “Health and Safety in French as a Second Language” on page 50, *The Ontario Curriculum: French as a Second Language – Core French, Grades 4–8; Extended French, Grades 4–8; French Immersion, Grades 1–8, 2013*.

There is no mention of health and safety, safe behaviours, or safe practices in either the overall or specific expectations.

### **Health and Physical Education (2015)**

See “Health and Safety in Health and Physical Education” on page 55, *The Ontario Curriculum, Grades 1–8: Health and Physical Education, 2015*. See also the descriptions of the curriculum strands Active Living (specifically the subsection “Safety”, p. 26) and Healthy Living (specifically the subsection “Personal Safety and Injury Prevention”, p. 37).

In the health and physical education curriculum, expectations often have extensive examples and teacher prompts/student responses, many of which illustrate relevant learning opportunities. Although every instance may not be given, the selection below is representative.

## **A. Active Living**

**A3.** demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

### **A3. Safety**

**A3.1** demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity (*e.g., cooperating with others, monitoring their own actions and maintaining control of their bodies and equipment, using equipment ... and playground apparatus appropriately ...*)

**Teacher prompt:** “What kinds of things do you need to remember in order to participate safely in various physical activities?”

**Student:** “... If I’m doing activities with a lot of movement, I need to keep my own movement under control so that I don’t bump into other people ...”

**A3.2** describe common precautions for preventing accidents and injuries while participating in different types of physical activity (*e.g., wearing goggles to protect the eyes when playing badminton, wearing a properly fitting helmet to protect the head, tucking in drawstrings to avoid catching them on equipment or other players*)

## **C. Healthy Living**

**C1.** demonstrate an understanding of factors that contribute to healthy development

### **C1. Understanding Health Concepts**

#### *Personal Safety and Injury Prevention*

**C1.2** identify risks associated with communications technology (*e.g., Internet and cell phone use, including participation in gaming and online communities and the use of text messaging*), and describe precautions and strategies for using these technologies safely

**Teacher prompt:** “... What are some things you should do to use this technology safely?”

**Student:** “... I shouldn’t share my password or personal information. I should be aware that people are not always who they say they are online. I should close and delete pop-ups and spam messages without responding. If there’s a problem, I should stop right away and tell an adult instead of trying to solve the problem online. I should help my friends by reminding them of these tips.”

**C1.3** describe various types of bullying and abuse (*e.g., social, physical, verbal*), including bullying using technology (*e.g., via e-mail, text messaging, chat rooms, websites*), and identify appropriate ways of responding

**Teacher prompt:** “Is it common for girls and boys to bully in different ways? Is one type of bullying any more or less hurtful than another?”

**Student:** “It might be more common for boys to bully physically or for girls to bully socially by spreading rumours or leaving people out, but that’s not always true. Social or emotional bullying is more difficult to see but it can be just as hurtful.”

- C2.** demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being

## **C2. Making Healthy Choices**

### *Personal Safety and Injury Prevention*

- C2.2** apply a decision-making process (*e.g., identify potential dangers and risks, consider ways to stay safe, consider the pros and cons of each option, consider whether they need to check with an adult, choose the safest option, act, reflect on their decision, consider whether there is anything they could improve for next time*) to assess risks and make safe decisions in a variety of situations (*e.g., when using a wheelchair, cycling, preparing food*)

**Teacher prompt:** “What safety considerations do you need to think about when you make a snack after school?”

**Student:** “I need to think about whether food that needs refrigeration has been kept cold and whether my hands, work surfaces, and utensils are clean. I also need to be sure that I know how to use the appliances and utensils safely.”

**Teacher prompt:** “Before riding your bike to school, what do you need to think about and what do you need to do to be safe?”

**Student:** “I should think about what I need to have and how to stay safe. Do I have a helmet that fits right and that’s properly fastened? Do I need to take any precautions because of the weather? ...”

## **Language (2006)**

See “Health and Safety in Language Education” on page 31, *The Ontario Curriculum, Grades 1–8: Language, 2006*.

### **Media Literacy**

#### **1. Understanding Media Texts**

##### *Production Perspectives*

- 1.6** identify who produces various media texts and the reason for their production (*e.g., ... the government produces public service announcements, and the media broadcast them at no charge, to protect citizens’ safety and the public interest ...*)

## **Mathematics (2005)**

“Although health and safety issues are not usually associated with mathematics, they may be important when investigation involves fieldwork. Out-of-school fieldwork, for example measuring playground or park dimensions, can provide an exciting and authentic dimension to students’ learning experiences. Teachers must preview and plan these activities carefully to protect students’ health and safety.”

From “Health and Safety in Mathematics”, in *The Ontario Curriculum, Grades 1–8: Mathematics, 2005*, p. 30

There is no mention of health and safety, safe behaviours, or safe practices in either the overall or specific expectations.

## **Native Languages (2001)**

No overall or specific expectations explicitly address issues of health and safety, safe behaviours, or safe practices.

## **Science and Technology (2007)**

See “Health and Safety in Science and Technology Education” on page 29, *The Ontario Curriculum, Grades 1–8: Science and Technology, 2007*.

### ***Understanding Life Systems: Habitats and Communities***

#### **Overview**

It is important that students be able to identify practices that ensure their own personal safety and the safety of others and to demonstrate an understanding of these practices. This includes knowing why it is important to wash their hands before and after handling animals, and to properly clean and maintain the environment for any plants and animals kept in the classroom.

#### **2. Developing Investigation and Communication Skills**

- 2.1** follow established safety procedures for working with soils and natural materials (*e.g., wear gloves when handling soils to set up a working terrarium*)

### ***Understanding Structures and Mechanisms: Pulleys and Gears***

#### **Overview**

It is important that students be able to identify and demonstrate an understanding of practices that ensure their own personal safety and the safety of others when designing, building, and testing devices that use pulleys and gears. This includes knowing why long hair should be tied back and loose jewellery removed when working with pulleys and gears, and why pulleys and gears need to be securely fastened before testing them with a load.

#### **2. Developing Investigation and Communication Skills**

- 2.1** follow established safety procedures for working with machinery (*e.g., check to ensure that pulley systems are firmly attached to a secure support before operating them; be aware that changing a larger gear wheel to a smaller one will change the speed at which the mechanism moves*)

## ***Understanding Matter and Energy: Light and Sound***

### **Overview**

It is important that students be able to identify and demonstrate an understanding of practices that ensure their own personal safety and the safety of others. For example, when conducting experiments with sound and sound-producing devices, students need to know why safe volume levels must be observed. When conducting experiments with light and light-producing devices, students need to know why sunlight reflected from a mirror should be aimed away from people's eyes and from materials that might be ignited.

### **1. Relating Science and Technology to Society and the Environment**

- 1.1** assess the impacts on personal safety of devices that apply the properties of light and/or sound (*e.g., UV-coated lenses in sunglasses, safety eyes on garage door openers, reflective material on clothing, ear plugs, backup signals on trucks and cars, ...*) and propose ways of using these devices to make our daily activities safer

**Sample prompts:** ... (c) Ear plugs can protect our ears from excessive noise from lawn mowers and power tools.

### **2. Developing Investigation and Communication Skills**

- 2.1** follow established safety procedures for protecting eyes and ears (*e.g., use proper eye and ear protection when working with tools*)

## ***Understanding Earth and Space Systems: Rocks and Minerals***

### **Overview**

It is important that students be able to identify and demonstrate an understanding of practices that ensure their own personal safety and the safety of others. For example, students need to know that some places might be unsafe for collecting their rock samples (*e.g., a construction site*) and that they need to wear eye protection when conducting investigations (*e.g., when chipping samples*).

### **2. Developing Investigation and Communication Skills**

- 2.1** follow established safety procedures for outdoor activities and for working with tools, materials, and equipment (*e.g., use scratch and streak test materials for the purposes for which they are intended; when working outdoors, leave the site as it was found*)

## **Social Studies, History and Geography (2013)**

See “Health and Safety in Social Studies, History, and Geography” on page 55, *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 2013*.

Although no overall or specific expectations explicitly address health and safety, safe behaviours, or safe practices, all of the strands provide opportunities to address health and safety issues, depending on what the educator wishes to emphasize in instruction and the learning resources being used.

## GRADE 5

See the Preface for important information regarding:

- the organization of the following material;
- common messages respecting health and safety, safe behaviours, and safe practices found in the front matter of the curriculum policy documents.

Teachers must always be alert to health and safety issues and seize “teachable moments” to build on students’ understanding and awareness of health and safety, even when there is no explicit mention of it in the expectations of a given subject’s curriculum (as indicated below).

### **The Arts (2009)**

See “Health and Safety in Arts Education” on page 58, *The Ontario Curriculum, Grades 1–8: The Arts, 2009*.

There is no mention of health and safety, safe behaviours, or safe practices in either the overall or specific expectations.

### **French as a Second Language – Core French, Extended French, French Immersion (2013)**

See “Health and Safety in French as a Second Language” on page 50, *The Ontario Curriculum: French as a Second Language – Core French, Grades 4–8; Extended French, Grades 4–8; French Immersion, Grades 1–8, 2013*.

There is no mention of health and safety, safe behaviours, or safe practices in either the overall or specific expectations.

### **Health and Physical Education (2015)**

See “Health and Safety in Health and Physical Education” on page 55, *The Ontario Curriculum, Grades 1–8: Health and Physical Education, 2015*. See also the descriptions of the curriculum strands Active Living (specifically the subsection “Safety”, p. 26) and Healthy Living (specifically the subsection “Personal Safety and Injury Prevention”, p. 37).

In the health and physical education curriculum, expectations often have extensive examples and teacher prompts/student responses, many of which illustrate relevant learning opportunities. Although every instance may not be given, the selection below is representative.

## **Living Skills**

### **Personal Skills**

- 1.2** use adaptive, management, and coping skills to help them respond to the various challenges they encounter as they participate in physical activities, ... and acquire knowledge and skills related to healthy living (*e.g., ... Healthy Living: identify how to get help in different situations – when feeling really sad or worried, in emergencies, when confronted with violence, when being bullied or witnessing someone else being bullied, to prevent injury*)

### **Interpersonal Skills**

- 1.3** communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (*e.g., Active Living: warn others and report to the teacher if any equipment is broken or unsafe to use ...*)

## **A. Active Living**

- A3.** demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

### **A3. Safety**

- A3.1** demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity (*e.g., demonstrating personal responsibility for safety, using proper stretching techniques during cool-down activities, ... reporting any equipment that is not in good working condition*)

**Teacher prompt:** “What safety considerations do you need to remember when playing touch football with your friends?”

**Student:** “We need to be in control when we tag and we shouldn’t tackle or push.”

- A3.2** demonstrate an understanding of proactive measures that should be taken to minimize environmental health risks that may interfere with their safe participation in and enjoyment of outdoor physical activities (*e.g., drinking fluids to avoid dehydration, before, during, and after vigorous activities; applying sunscreen and wearing a hat and sunglasses to protect the skin and eyes from sun damage; checking weather reports for the humidex, wind chill, air quality index, and UV index to determine what preparations may be needed to be safe and comfortable outdoors; bringing inhalers and epinephrine autoinjectors if needed; reading warning signs posted in recreational areas*)

**Teacher prompt:** “Using ‘active transportation’ means using muscle power instead of vehicles to get ourselves around. It helps to reduce air pollution. When using active transportation, what can you do to keep yourself safe?”

**Student:** “I can travel with a buddy or a group because there’s safety in numbers. When I’m biking, walking, or skateboarding, I can follow the rules of the road and also use trails or side streets instead of the main roads whenever I can. That way, I avoid the dangers of travelling in traffic and I don’t have to breathe in the exhaust from cars.”



## **C. Healthy Living**

**C1.** demonstrate an understanding of factors that contribute to healthy development

### **C1. Understanding Health Concepts**

#### *Personal Safety and Injury Prevention*

**C1.1** identify people (*e.g., parents, guardians, neighbours, teachers, crossing guards, police, older students, coaches, elders*) and supportive services (*e.g., help lines, 9-1-1, Telehealth, public health units, student services*) that can assist with injury prevention, emergencies, bullying, and abusive and violent situations

**C2.** demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being

### **C2. Making Healthy Choices**

#### *Personal Safety and Injury Prevention*

**C2.2** demonstrate the ability to deal with threatening situations by applying appropriate living skills (*e.g., personal skills, including self-monitoring and anger management; interpersonal skills, including conflict resolution skills; communication skills, including assertiveness and refusal skills*) and safety strategies (*e.g., having a plan and thinking before acting; looking confident; being aware of their surroundings and of people’s body language, tone of voice, or facial expressions; seeking help; drawing on cultural teachings, where appropriate, to analyse situations and develop responses*)

**Teacher prompt:** “What strategies could you use in a situation where you were being harassed because of your sex, gender identity, race, religion, sexual orientation, gender expression, body shape, weight, or ability?”

**Student:** “Different situations may require different strategies. Sometimes it is best to be assertive and stand up to the person who is harassing by speaking confidently. If you feel threatened, it is safer to avoid confrontation by ignoring the person, making an excuse and walking away, or getting help.”

**Teacher prompt:** “How might the medicine wheel concept, which is used in some First Nation teachings, help you to consider strategies for personal safety?”

**Student:** “The four elements of the medicine wheel can help me think about my safety and well-being in terms of my physical, emotional, spiritual, and mental health.”

**C3.** demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being

### **C3. Making Connections for Healthy Living**

#### *Personal Safety and Injury Prevention*

**C3.2** explain how a person’s actions, either in person or online, can affect their own and others’ feelings, self-concept, emotional well-being, and reputation (*e.g., negative actions such as name calling, making homophobic or racist remarks, mocking appearance or ability, excluding, bullying, sexual harassment [including online activities such as making sexual comments, sharing sexual pictures, or asking for such pictures to be sent]; positive actions such as praising, supporting, including, and advocating*)

## **Language (2006)**

See “Health and Safety in Language Education” on page 31, *The Ontario Curriculum, Grades 1–8: Language, 2006*.

Although no overall or specific expectations explicitly address issues of health and safety, safe behaviours, or safe practices, the learning context and/or learning materials used can foster students’ awareness and deepen their knowledge of health and safety. This is especially so in the context of a cross-disciplinary approach to teaching and learning. For example, students might use health and safety as a theme when producing “media texts for specific audiences”.

## **Mathematics (2005)**

“Although health and safety issues are not usually associated with mathematics, they may be important when investigation involves fieldwork. Out-of-school fieldwork, for example, measuring playground or park dimensions, can provide an exciting and authentic dimension to students’ learning experiences. Teachers must preview and plan these activities carefully to protect students’ health and safety.”

From “Health and Safety in Mathematics”, in  
*The Ontario Curriculum, Grades 1–8: Mathematics, 2005*, p. 30

There is no mention of health and safety, safe behaviours, or safe practices in either the overall or specific expectations.

## **Native Languages (2001)**

There is no mention of health and safety, safe behaviours, or safe practices in either the overall or specific expectations.

## **Science and Technology (2007)**

See “Health and Safety in Science and Technology Education” on page 29, *The Ontario Curriculum, Grades 1–8: Science and Technology, 2007*.

### ***Understanding Life Systems: Human Organ Systems***

#### **Overview**

When faced with choices that may have long-term consequences for their health, students need to have skills and attitudes that will help them make reasoned, informed decisions.

1. analyse the impact of human activities and technological innovations on human health

#### **1. Relating Science and Technology to Society and the Environment**

- 1.1 assess the effects of social and environmental factors on human health, and propose ways in which individuals can reduce the harmful effects of these factors and take advantage of those that are beneficial

- 1.2 evaluate the effects, both beneficial and harmful, of various technologies on human body systems, taking different perspectives into account...

**Sample issue:** Industrial technology (e.g., manufacturing and communication processes) has both helped and harmed human health. For example, new running shoe designs provide better body protection, but manufacturing them may involve social (e.g., unsafe working conditions, child labour)...costs...

## **2. Developing Investigation and Communication Skills**

- 2.1 follow established safety procedures for physical activities (*e.g., make the teacher aware of any physical limitations that might affect ability to perform activities*)

## **Understanding Structures and Mechanisms: Forces Acting on Structures and Mechanisms**

### **Overview**

By examining the effects of forces from natural phenomena on society and the environment, students ... will be able to develop strategies for keeping themselves and others safe during these events.

## **2. Developing Investigation and Communication Skills**

- 2.1 follow established safety procedures for working with tools and materials (*e.g., wear protective eyewear when testing structures to the breaking point*)

## **3. Understanding Basic Concepts**

- 3.5 describe how protective sports equipment protects the body from the impact of forces (*e.g., helmets reduce the intensity of the force of the impact, spreading the impact over a larger area and preventing direct impact to the skull; knee and shin pads spread the impact over a larger area and protect against cuts and scrapes*)

*In addition to the expectations above, other expectations also offer opportunities to address health and safety issues, depending on what the educator wishes to emphasize in instruction and the learning resources being used. For example, personal and/or workplace safety can be addressed when discussing the following:*

- 3.3 explain the advantages and disadvantages of different types of mechanical systems (*e.g., a hoist in a lifting system that comprises four pulleys will decrease the amount of force needed by four times, but the force will have to move four times as fast*)
- 3.4 describe forces resulting from natural phenomena that can have severe consequences for structures in the environment (*e.g., a house loses its roof in a wind storm*), and identify structural features that help overcome some of these forces (*e.g., cross supports for roofs, steel beams in bridges*)

## ***Understanding Matter and Energy: Properties of and Changes in Matter***

### **Overview**

When exploring changes of state, it is important that students be able to identify and demonstrate an understanding of practices that ensure their personal safety and the safety of others. This includes knowing how to heat samples safely, and why any flaws in glassware should be reported to the teacher.

### **2. Developing Investigation and Communication Skills**

- 2.1** follow established safety procedures for working with heating appliances and hot materials (*e.g., switch hot plates off immediately after use*)

## ***Understanding Earth and Space Systems: Conservation of Energy and Resources***

### **Overview**

By designing, constructing, and operating their own devices, students will learn how energy is transferred from one system to another. When building devices, it is important that students be able to identify and demonstrate an understanding of practices that ensure their personal safety and the safety of others. This includes knowing why it is important to keep work spaces neat and tidy and why batteries should be recharged only under adult supervision.

### **2. Developing Investigation and Communication Skills**

- 2.1** follow established safety procedures for using tools and materials (*e.g., use hand drills correctly when making holes in wood*)

## **Social Studies, History and Geography (2013)**

See “Health and Safety in Social Studies, History, and Geography” on page 55, *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 2013*.

### ***B. People and Environments: The Role of Government and Responsible Citizenship***

#### **B1. Application: Governments and Citizens Working Together**

- B1.2** create a plan of action to address a social issue of local, provincial/territorial, and/or national significance (*e.g., ..., bullying in schools, ...*), specifying the actions to be taken by the appropriate level (or levels) of government as well as by citizens

# GRADE 6

See the Preface for important information regarding:

- the organization of the following material;
- common messages respecting health and safety, safe behaviours, and safe practices found in the front matter of the curriculum policy documents.

Teachers must always be alert to health and safety issues and seize “teachable moments” to build on students’ understanding and awareness of health and safety, even when there is no explicit mention of it in the expectations of a given subject’s curriculum (as indicated below).

## The Arts (2009)

See “Health and Safety in Arts Education” on page 58, *The Ontario Curriculum, Grades 1–8: The Arts, 2009*.

## French as a Second Language – Core French, Extended French, French Immersion (2013)

See “Health and Safety in French as a Second Language” on page 50, *The Ontario Curriculum: French as a Second Language – Core French, Grades 4–8; Extended French, Grades 4–8; French Immersion, Grades 1–8, 2013*.

## Core French

### D. Writing

#### D1. Purpose, Audience, and Form

**D1.1 Identifying Purpose and Audience:** determine, with support from the teacher, their purpose in writing and the audience for French texts they plan to create (*e.g., ... to describe a fire evacuation route on a poster about school safety for the classroom...*)

## Extended French

### B. Speaking

#### B2. Speaking to Interact

**B2.2 Interacting:** engage in rehearsed and spontaneous spoken interactions, in structured and guided social and academic contexts, on familiar topics related to matters of personal interest and academic topics (*e.g., ... review safety requirements with peers before a new physical activity...*)

## Health and Physical Education (2015)

See “Health and Safety in Health and Physical Education” on page 55, *The Ontario Curriculum, Grades 1–8: Health and Physical Education, 2015*. See also the descriptions of the curriculum strands Active Living (specifically the subsection “Safety”, p. 26) and Healthy Living (specifically the subsection “Personal Safety and Injury Prevention”, p. 37).

In the health and physical education curriculum, expectations often have extensive examples and teacher prompts/student responses, many of which illustrate relevant learning opportunities. Although every instance may not be given, the selection below is representative.

### A. Active Living

**A3.** demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

#### A3. Safety

**A3.1** demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity (*e.g., demonstrating personal responsibility; checking that equipment is in good working order; wearing an appropriate and properly fitting helmet ...; helping someone adjust the straps on his or her wheelchair*)

**Teacher prompt:** “What do you need to check to make sure your equipment is safe to use?”

**Student:** “I need to make sure the equipment fits and that it’s not broken. For example, if a bat is cracked, it shouldn’t be used.”

**A3.2** describe appropriate methods for treating minor injuries that may occur while participating in physical activity (*e.g., applying pressure and ice to reduce swelling, cleaning and bandaging minor cuts, applying pressure to reduce bleeding, treating injuries quickly so they do not become worse*)

### C. Healthy Living

**C1.** demonstrate an understanding of factors that contribute to healthy development

#### C1. Understanding Health Concepts

*Substance Use, Addictions, and Related Behaviours*

**C1.2** identify people and community resources (*e.g., elders, family members, community agencies, churches, mosques, synagogues, public health units, telephone help lines, recreation facilities*) that can provide support when dealing with choices or situations involving substance use and addictive behaviours

**Teacher prompt:** “How can calling a telephone help line provide support?”

**Student:** “Talking with someone about problems can help you look at things from different perspectives. Sometimes you need to get help to deal with stress and to cope.”

**C2.** demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being

## **C2. Making Healthy Choices**

### *Personal Safety and Injury Prevention*

**C2.3** apply personal skills and interpersonal skills (e.g., *self-awareness and self-management skills, including anger management; communication skills, including listening skills and assertiveness skills*) to promote positive interaction and avoid or manage conflict in social situations (e.g., *classroom groups, groups of friends, sports teams, school clubs*)

**Teacher prompt:** “When working in groups, what have you found helpful in making your group function well?”

**Student:** “Our group works best when we make sure everyone gets a turn to speak, when we are clear about what everyone is supposed to do, and when we listen to each other and treat each other with respect.”

### *Human Development and Sexual Health*

**C2.6** make informed decisions that demonstrate respect for themselves and others and help to build healthier relationships, using a variety of living skills ...

**Teacher:** “What social attitudes and behaviours are important in building a healthy relationship?”

**Student:** “It is important to have respect for others, show that you value differences, and be cooperative.”

**C3.** demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being

## **C3. Making Connections for Healthy Living**

### *Personal Safety and Injury Prevention*

**C3.2** recognize the responsibilities and risks associated with caring for themselves and others ..., and demonstrate an understanding of related safety practices and appropriate procedures for responding to dangerous situations ...

**Teacher:** “If you are preparing a meal for yourself or others, what are some things to be aware of to stay safe?”

**Student:** “Be cautious and handle all equipment carefully when preparing food and using appliances, sharp knives, or utensils. Keep young children away from sharp knives, hot things, and other objects that could cause injury. Wash hands before and after working with food, and keep work surfaces clean.”

## **Language (2006)**

See “Health and Safety in Language Education” on page 31, *The Ontario Curriculum, Grades 1–8: Language, 2006*.

Although no overall or specific expectations explicitly refer to health and safety, safe behaviours, or safe practices, opportunities to address these issues exist, depending on what the educator wishes to emphasize in instruction and the learning resources being used. For example, when students “create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques” (Media Literacy, overall expectation 3), they might choose “a pamphlet or newsletter to inform parents, teachers, and students” about health and safety issues in the school or community, and ways to address them.

## **Mathematics (2005)**

“Although health and safety issues are not usually associated with mathematics, they may be important when investigation involves fieldwork. Out-of-school fieldwork, for example, measuring playground or park dimensions, can provide an exciting and authentic dimension to students’ learning experiences. Teachers must preview and plan these activities carefully to protect students’ health and safety.”

From “Health and Safety in Mathematics”, in  
*The Ontario Curriculum, Grades 1–8: Mathematics, 2005*, p. 30

There is no mention of health and safety, safe behaviours, or safe practices in either the overall or specific expectations.

## **Native Languages (2001)**

There is no mention of health and safety, safe behaviours, or safe practices in either the overall or specific expectations.

## **Science and Technology (2007)**

See “Health and Safety in Science and Technology Education” on page 29, *The Ontario Curriculum, Grades 1–8: Science and Technology, 2007*.

### ***Understanding Life Systems: Biodiversity***

#### **Overview**

In preparation for working outside the school, it is important that students be able to identify and demonstrate an understanding of practices that ensure their personal safety and the safety of others. This includes making the teacher aware of any potential personal dangers of being outside (e.g., allergic reactions to bee stings), knowing why it is important to wear clothing and footwear appropriate for the conditions, and staying within the area of study.

#### **2. Developing Investigation and Communication Skills**

- 2.1** follow established safety procedures for outdoor activities and field work (*e.g., stay with a partner when exploring habitats; wash hands after exploring a habitat*)

### ***Understanding Structures and Mechanisms: Flight***

#### **Overview**

It is important that students be able to identify practices that ensure their personal safety and the safety of others and demonstrate an understanding of these practices. As students explore flying things, it is important that they understand why projectiles of any kind should always be aimed away from spectators, and why buildings, trees, and overhead wires present hazards to anyone flying kites or airplanes.



## **2. Developing Investigation and Communication Skills**

- 2.1** follow established safety procedures for using tools and materials and operating flying devices (*e.g., aim flying devices away from each other when launching them; fly kites and airplanes a safe distance from overhead hydro wires*)

## **Understanding Matter and Energy: Electricity and Electrical Devices**

### **Overview**

It is important that students be able to identify and demonstrate an understanding of practices that ensure their personal safety and the safety of others when working with and around electricity. This includes knowing why hands should be dry when handling alternating current (AC) equipment and why equipment with frayed plugs should be reported to the teacher.

## **2. Developing Investigation and Communication Skills**

- 2.1** follow established safety procedures for working with electricity (*e.g., ensure hands are completely dry when working with electricity; be aware of electrical hazards at home, at school, and in the community*)

*Although not specifically mentioned in the expectations below, considerable opportunity exists to address safe practices and safety procedures during discussions of how electricity is transformed into other forms of energy and how to use conductors and insulators safely:*

## **3. Understanding Basic Concepts**

- 3.3** identify materials that are good conductors of electricity (*e.g., copper, gold, silver, aluminum, water [when it has a high mineral content]*) and good insulators (*e.g., glass, plastic, rubber, ceramics*)

## **Understanding Earth and Space Systems: Space**

### **Overview**

It is important that students be able to identify and demonstrate an understanding of practices that ensure their personal safety and the safety of others. As students design, build, and test models, for example, it is important that they understand why Styrofoam needs to be cut in a well-ventilated space and how to use equipment safely and correctly.

## **2. Developing Investigation and Communication Skills**

- 2.1** follow established safety procedures for handling tools and materials and observing the sun (*e.g., use appropriate eye protection when testing a sundial*)

## **Social Studies, History and Geography (2013)**

See “Health and Safety in Social Studies, History, and Geography” on page 55, *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 2013*.

There is no mention of health and safety, safe behaviours, or safe practices in either the overall or specific expectations.

# GRADE 7

See the Preface for important information regarding:

- the organization of the following material;
- common messages respecting health and safety, safe behaviours, and safe practices found in the front matter of the curriculum policy documents.

Teachers must always be alert to health and safety issues and seize “teachable moments” to build on students’ understanding and awareness of health and safety, even when there is no explicit mention of it in the expectations of a given subject’s curriculum (as indicated below).

## **The Arts (2009)**

See “Health and Safety in Arts Education” on page 58, *The Ontario Curriculum, Grades 1–8: The Arts, 2009*.

There is no mention of health and safety, safe behaviours, or safe practices in either the overall or specific expectations.

## **French as a Second Language – Core French, Extended French, French Immersion (2013)**

See “Health and Safety in French as a Second Language” on page 50, *The Ontario Curriculum: French as a Second Language – Core French, Grades 4–8; Extended French, Grades 4–8; French Immersion, Grades 1–8, 2013*.

## **Core French**

### **D. Writing**

#### **D1. Purpose, Audience, and Form**

**D1.2 Writing in a Variety of Forms:** write a variety of age- and grade-appropriate French texts, applying their knowledge of the basic structural and stylistic elements of each form (*e.g.*, ... “how-to” instructions for product use – ... *information about any hazards connected with use ...*)

## **French Immersion**

### **D. Writing**

#### **D1. Purpose, Audience, and Form**

**D1.5 Creating Media Texts:** using words and expressions suited to the context, create a variety of media texts in French for specific purposes and audiences, using a range of media forms and the conventions and techniques appropriate to the chosen form (*e.g., ... create a poster to inform students about safe behaviour during science experiments ...*)

## **Health and Physical Education (2015)**

See “Health and Safety in Health and Physical Education” on page 55, *The Ontario Curriculum, Grades 1–8: Health and Physical Education, 2015*. See also the descriptions of the curriculum strands Active Living (specifically the subsection “Safety”, p. 26) and Healthy Living (specifically the subsection “Personal Safety and Injury Prevention”, p. 37).

In the health and physical education curriculum, expectations often have extensive examples and teacher prompts/student responses, many of which illustrate relevant learning opportunities. Although every instance may not be given, the selection below is representative.

### **Living Skills**

#### **Interpersonal Skills**

- 1.3** communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, ... and acquire knowledge and skills related to healthy living (*e.g., Active Living: clearly communicate refusal to participate in activities that are unsafe ...*)
- 1.4** apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members (*e.g., ... Healthy Living: explain how appreciating differences can contribute to positive relationship building*)

### **A. Active Living**

- A3.** demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

#### **A3. Safety**

**A3.1** demonstrate behaviours and apply procedures that maximize their safety and that of others (*e.g., ... checking for hazards such as pencils or other objects on the floor or potholes on the field before beginning activities, using mouth guards when necessary during recreational activities...*) in a variety of physical activity settings ...

**Teacher prompt:** “What does all safe behaviour in physical activity have in common, whether you are participating in activities at school or in the community?”

**Student:** “Wherever you are participating, you need to be aware of yourself and others in your surroundings. Also, depending on the activity, you need to apply appropriate safety procedures. Using good judgement, thinking for yourself, and thinking before you act are good general guidelines.”

**A3.2** demonstrate an understanding of procedures for anticipating and responding to hazards that may lead to injury or ailments while participating in physical activity outdoors (*e.g., be aware of common hazards that could be encountered and take appropriate precautions; apply systems thinking to risk assessment by making connections between possible hazards and their outcomes; recognize unexpected hazards, assess the risk, and control the hazard by telling someone about it, removing it, or removing themselves from the danger*)

**Teacher prompt:** “What should you do if you find a pothole on the playing field?”

**Student:** “I should do something to warn everyone of the danger – for example, I could put a pylon on the pothole.”

## **C. Healthy Living**

### **C1. Understanding Health Concepts**

#### *Personal Safety and Injury Prevention*

**C1.1** describe benefits and dangers, for themselves and others, that are associated with the use of computers and other technologies ..., and identify protective responses

**Teacher prompt:** “What are some ways of protecting your safety when using a computer at home or in a public place?”

**Student:** “... If you are a target of online harassment, you should save and print the messages you received and get help from a parent, teacher, or other trusted adult.”

**C2.** demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being

### **C2. Making Healthy Choices**

#### *Personal Safety and Injury Prevention*

**C2.2** assess the impact of different types of bullying or harassment, including the harassment and coercion that can occur with behaviours such as sexting, on themselves and others, and identify ways of preventing or resolving such incidents ...

**Teacher prompt:** “What are some of the consequences of using homophobic put-downs or racial slurs? How can this hurtful behaviour be prevented?”

**Student:** “Using homophobic or racist language is discriminatory. It hurts the people who are targeted and it can have harmful consequences for the whole atmosphere in the school ... To change this behaviour, everyone needs to take responsibility for the words they use and also to challenge others who make discriminatory comments or put people down, whether in person or online.”

**Teacher prompt:** “Inappropriate sexual behaviour, including things like touching someone’s body as they walk by in the hall, making sexual comments, or pulling pieces of clothing up or down, is sexual harassment. Texting someone constantly can also be harassment. What can you do to stop this kind of thing?”

**Students:** “Don’t do it. Don’t encourage others to do it. Don’t accept it if you see it happening – whether in person or on social media. Tell the person to stop, or report them.” ...

## **Language (2006)**

See “Health and Safety in Language Education” on page 31, *The Ontario Curriculum, Grades 1–8: Language, 2006*.

Although no overall or specific expectations explicitly address issues of health and safety, safe behaviours, or safe practices, the learning context and/or learning materials used can foster students’ awareness and deepen their knowledge of health and safety. This is especially so in the context of a cross-disciplinary approach to teaching and learning. For example, in addressing expectations in Oral Communication, the educator could ask students to use technical or emotive language and “appropriate words, phrases, and terminology” to communicate information about the safe use of tools and materials in science and technology, or about bullying and harassment in health and physical education.

## **Mathematics (2005)**

“Although health and safety issues are not usually associated with mathematics, they may be important when investigation involves fieldwork. Out-of-school fieldwork, for example, measuring playground or park dimensions, can provide an exciting and authentic dimension to students’ learning experiences. Teachers must preview and plan these activities carefully to protect students’ health and safety.”

From “Health and Safety in Mathematics”, in  
*The Ontario Curriculum, Grades 1–8: Mathematics, 2005*, p. 30

There is no mention of health and safety, safe behaviours, or safe practices in either the overall or specific expectations.

## **Native Languages (2001)**

There is no mention of health and safety, safe behaviours, or safe practices in either the overall or specific expectations.

## **Science and Technology (2007)**

See “Health and Safety in Science and Technology Education” on page 29, *The Ontario Curriculum, Grades 1–8: Science and Technology, 2007*.

### ***Understanding Life Systems: Interactions in the Environment***

#### **Overview**

In preparation for working outside the school, it is important that students be able to identify and explain the importance of practices that ensure their personal safety and the safety of others. This includes understanding why it is important to make the teacher aware of any potential allergic reactions (e.g., to bee stings), to wear the clothing and footwear appropriate for the conditions, and to stay within the area of study.

## **2. Developing Investigation and Communication Skills**

- 2.1** follow established safety procedures for investigating ecosystems (*e.g., stay with a partner; wash hands after investigating an ecosystem*)

## **Understanding Structures and Mechanisms: Form and Function**

### **Overview**

As students design, build, and test their structures to determine what loads they can support, it is important that they do it in a manner that ensures their personal safety and the safety of others. This includes understanding why it is important to properly dispose of the remains of broken structures and to protect faces and feet from falling objects.

### **1. Relating Science and Technology to Society and the Environment**

- 1.2** evaluate the impact of ergonomic design on the safety and efficiency of workplaces, tools, and everyday objects (*e.g., furniture, computer equipment, home tools and equipment*), and describe changes that could be made in personal spaces and activities on the basis of this information (*e.g., use computer keyboards and mice that are ergonomically designed; use kitchen tools such as knives with ergonomic handles; use equipment for household jobs that is designed to ease strain on the body, such as ergonomically designed snow shovels and garden tools*)

**Sample guiding questions:** What is ergonomics? Why is it important that tools, equipment, and furniture be ergonomically designed? What are some ways in which traditional designs of tools, equipment, and furniture can be changed to be more ergonomic? How might different populations benefit from ergonomic designs (*e.g., the elderly, people with physical challenges, students, etc.*)?

### **2. Developing Investigation and Communication Skills**

- 2.1** follow established safety procedures for using tools and handling materials (*e.g., wear safety glasses when cutting or drilling*)

*Although not specifically mentioned in the expectations below, personal and workplace safety becomes increasingly threatened as objects and systems approach and then exceed the point of structural failure. Helping students recognize some of the causes, signs, and safeguards related to structural failure of tools and systems can add greatly to their current and future safety:*

- 2.5** investigate methods used by engineers to ensure structural safety (*e.g., incorporating sensors in structures to detect unusual stresses and give early warning of failure; designing structures to carry much heavier loads than they will actually have to bear*)

### **3. Understanding Basic Concepts**

- 3.6** identify and describe factors that can cause a structure to fail (*e.g., bad design, faulty construction, foundation failure, extraordinary loads*)

## ***Understanding Matter and Energy: Pure Substances and Mixtures***

### **Overview**

When experimenting with pure substances and mixtures, it is important that students be able to identify and explain the importance of practices that ensure their personal safety and the safety of others. This includes knowing why it is important to handle glassware safely (when using plastic containers is not suitable), to choose and safely use an appropriate heat source, and to use safety goggles or face shields to protect their eyes.

### **1. Relating Science and Technology to Society and the Environment**

- 1.1** assess positive and negative environmental impacts related to the disposal of pure substances (*e.g., uranium*) and mixtures (*e.g., paint, sewage*)

**Sample issues:** (a) Pure substances that are harmful to people or the environment must be disposed of very carefully. ... (b) Mixtures that have harmful components must be treated in the same way. Lead-based paint is a mixture that has to be disposed of in special landfills because the lead in it is harmful. ... (c) Nuclear power stations produce no air pollutants, but the used uranium fuel rods remain dangerously radioactive for thousands of years. What options have been proposed for disposing of this waste? How safe are they? ...

### **2. Developing Investigation and Communication Skills**

- 2.1** follow established safety procedures for handling chemicals and apparatus (*e.g., wash hands after handling chemicals, take note of universal warning symbols*)

## ***Understanding Earth and Space Systems: Heat in the Environment***

### **Overview**

Experiments with heat require that students identify and explain the importance of practices that ensure their personal safety and the safety of others. This includes knowing why very hot water should always be carried in a closed container (*e.g., an insulated flask*) and why they should stand when heating things and hold objects that are being heated well away from them.

### **2. Developing Investigation and Communication Skills**

- 2.1** follow established safety procedures for using heating appliances and handling hot materials (*e.g., use protective gloves when removing items from hot plates*)

## **Social Studies, History and Geography (2013)**

See “Health and Safety in Social Studies, History, and Geography” on page 55, *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8, 2013*.

There is no mention of health and safety, safe behaviours, or safe practices in either the overall or specific expectations.

## GRADE 8

See the Preface for important information regarding:

- the organization of the following material;
- common messages respecting health and safety, safe behaviours, and safe practices found in the front matter of the curriculum policy documents.

Teachers must always be alert to health and safety issues and seize “teachable moments” to build on students’ understanding and awareness of health and safety, even when there is no explicit mention of it in the expectations of a given subject’s curriculum (as indicated below).

### **The Arts (2009)**

See “Health and Safety in Arts Education” on page 58, *The Ontario Curriculum, Grades 1–8: The Arts, 2009*.

There is no mention of health and safety, safe behaviours, or safe practices in either the overall or specific expectations.

### **French as a Second Language – Core French, Extended French, French Immersion (2013)**

See “Health and Safety in French as a Second Language” on page 50, *The Ontario Curriculum: French as a Second Language – Core French, Grades 4–8; Extended French, Grades 4–8; French Immersion, Grades 1–8, 2013*.

There is no mention of health and safety, safe behaviours, or safe practices in either the overall or specific expectations.

### **Health and Physical Education (2015)**

See “Health and Safety in Health and Physical Education” on page 55, *The Ontario Curriculum, Grades 1–8: Health and Physical Education, 2015*. See also the descriptions of the curriculum strands Active Living (specifically the subsection “Safety”, p. 26) and Healthy Living (specifically the subsection “Personal Safety and Injury Prevention”, p. 37).

In the health and physical education curriculum, expectations often have extensive examples and teacher prompts/student responses, many of which illustrate relevant learning opportunities. Although every instance may not be given, the selection below is representative.



## **Living Skills**

### **Critical and Creative Thinking**

- 1.5** use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education (e.g., ... Healthy Living: *analyse potentially dangerous situations and devise solutions for making them safer*)

### **A. Active Living**

- A3.** demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

#### **A3. Safety**

- A3.1** demonstrate behaviours and apply procedures that maximize their safety and that of others (e.g., *following appropriate procedures and guidelines; demonstrating social responsibility; encouraging others to act safely ...*) in a variety of physical activity settings ...

**Teacher prompt:** "... What safety considerations do you need to think about, whether you are participating in physical activity at school or in the community?"

**Student:** "... Wherever we participate in physical activities, we need to be aware of ourselves and others in our surroundings. Different activities have specific safety considerations and rules that we need to think about and follow. We also need to use and wear the proper safety equipment for these activities. Using good judgement, thinking for yourself, following posted rules and signs, and thinking before you act are good general guidelines."

- A3.2** demonstrate a basic understanding of how to deal with emergency situations that may occur while participating in physical activity (e.g., *remain calm, know when more help is needed or when to call 9-1-1, know where to get more help, know how to recognize symptoms of asthma or anaphylaxis, move objects that may be a safety hazard away from the injured person, know what an automated external defibrillator (AED) is and be aware of where they are located in community facilities*)

### **C. Healthy Living**

#### **C1. Understanding Health Concepts**

##### *Personal Safety and Injury Prevention*

- C1.2** identify situations that could lead to injury or death (e.g., *head injuries or concussions in contact sports; spinal cord injuries from falls or diving into unknown water; injuries in car accidents; mental, physical, emotional, or social harm resulting from mental health and/or addiction problems*), and describe behaviours that can help to reduce risk (e.g., *wearing protective gear, especially helmets; thinking before acting; avoiding conflicts that could lead to violence; avoiding diving into unknown water; being caution when driving or riding ATVs, tractors, boats, or snowmobiles; being aware of food safety when cooking and preparing food; using self-acceptance, coping, and help-seeking skills*)

**Teacher prompt:** "Unintentional injury is a leading cause of death for children and youth in Canada. Adolescents need to be aware of the potential results associated with higher-risk activities. What are some possible consequences of injuries to the spinal cord or head?"

**Student:** “Spinal cord injuries can cause complete or partial paralysis. Severe head injuries can cause brain damage that may result in impairments of movement, sight, hearing, speech, cognitive functioning, or sensation or that may even lead to death.”

- C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being

## C2. Making Healthy Choices

### *Personal Safety and Injury Prevention*

- C2.2 demonstrate the ability to assess situations for potential dangers (*e.g., getting into a car with a stranger or an impaired, unlicensed, or inexperienced driver; dependencies or coercion in dating relationships; joining gangs; participating in violence; attending a party where alcohol or drugs are being used; using cosmetic procedures or treatments such as piercing, tattooing, crash diets, or tanning that involve potential health risks; exposure to infectious diseases through direct contact, sneezing, or coughing*), and apply strategies for avoiding dangerous situations

**Teacher prompt:** “What are some things you could do instead of getting into a car with a driver who has been drinking?”

**Student:** “I could call a family member or friend, stay over where I am, walk home with a friend if there is a safe route, or take a bus or taxi if one is available. I should have a plan and, if I can, carry money or a phone, so that I do not have to depend on someone else to get home safely.”

**Teacher prompt:** “What are some things to be aware of in a relationship to keep yourself and your partner safe?”

**Student:** “Thinking about what makes a relationship healthier is a good start. Things that could lead to danger in relationships include an uneven balance of power in the relationship and situations that involve alcohol or drugs. I can stay safer by defining my own limits, listening to my gut feelings, and letting others know what I am doing and where I am going. If something does not feel good or right, I need to have the confidence to tell the other person to stop immediately. And if someone tells me – verbally or non-verbally – to stop, I need to stop immediately.”

- C3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being

## C3. Making Connections for Healthy Living

### *Personal Safety and Injury Prevention*

- C3.2 analyse the impact of violent behaviours, including aggression, anger, swarming, dating violence, and gender-based or racially based violence, on the person being targeted, the perpetrator, and bystanders, and describe the role of support services in preventing violence ...

**Teacher prompt:** “Gender-based violence includes any form of behaviour – psychological, physical, and sexual – that is based on an individual’s gender and is intended to control, humiliate, or harm the individual. When we say ‘gender-based violence’, we are often referring to violence against women and girls. Can you give me some examples?”

**Student:** “It can include physical assault in a relationship, sexual assault, or rape. It can also include things like having your rear end pinched in the hallway, having your top pulled down or lifted up, or being held down and touched.”

## **Language (2006)**

See “Health and Safety in Language Education” on page 31, *The Ontario Curriculum, Grades 1–8: Language, 2006*.

Although no overall or specific expectations explicitly address issues of health and safety, safe behaviours, or safe practices, the learning context and/or learning materials can foster students’ awareness and deepen their knowledge of health and safety. This is especially so in the context of a cross-disciplinary approach to teaching and learning. For example, students might create written, oral, or media works about some of the causes and effects of violent behaviour, as described in specific expectation C3.2 in the health and physical education curriculum (see above), and then communicate information about behaviours and actions that could help solve or prevent instances of violence or bullying.

## **Mathematics (2005)**

“Although health and safety issues are not usually associated with mathematics, they may be important when investigation involves fieldwork. Out-of-school fieldwork, for example, measuring playground or park dimensions, can provide an exciting and authentic dimension to students’ learning experiences. Teachers must preview and plan these activities carefully to protect students’ health and safety.”

From “Health and Safety in Mathematics”, in *The Ontario Curriculum, Grades 1–8: Mathematics, 2005*, p. 30

There is no mention of health and safety, safe behaviours, or safe practices in either the overall or specific expectations.

## **Native Languages (2001)**

There is no mention of health and safety, safe behaviours, or safe practices in either the overall or specific expectations.

## **Science and Technology (2007)**

See “Health and Safety in Science and Technology Education” on page 29, *The Ontario Curriculum, Grades 1–8: Science and Technology, 2007*.

### ***Understanding Life Systems: Cells***

#### **Overview**

Microscopes are precision instruments and must be handled with great care. It is important that students be able to identify and explain the importance of practices for handling and using microscopes that not only respect the fragility of the tool but also ensure their personal safety and the safety of others.

## **2. Developing Investigation and Communication Skills**

- 2.1 follow established safety procedures for handling apparatus and materials (*e.g., wash hands after preparing materials for slides*) and use microscopes correctly and safely (*e.g., carry the microscope with both hands, place it near the centre of the desk, ensure that the sun cannot be directly focused through the instrument when sunlight is used for illumination, keep both eyes open when viewing to avoid eye strain*)
- 2.2 use a microscope correctly and safely to find and observe components of plant and animal cells ... and make accurate drawings of their observations

## **Understanding Structures and Mechanisms: Systems in Action**

### **Overview**

When making and/or experimenting with and testing devices or structures, it is important that students be able to identify and explain the importance of practices that ensure their personal safety and the safety of others. This includes knowing the correct way to use tools and equipment, knowing when and how to use protective eyewear, and knowing how to operate electricity and electrical systems safely.

## **2. Developing Investigation and Communication Skills**

- 2.1 follow established safety procedures for working with apparatus, tools, materials, and electrical systems (*e.g., tie hair back before working with drills, saws, and sanders*)

## **Understanding Matter and Energy: Fluids**

### **Overview**

When designing, building, and testing devices, it is important that students be able to identify and explain the importance of practices that ensure their personal safety and the safety of others. This includes being able to recognize and remedy possible safety hazards in testing situations and knowing how to use joining equipment and materials properly and safely.

## **2. Developing Investigation and Communication Skills**

- 2.1 follow established safety practices for using apparatus, tools, and materials (*e.g., use syringes and tubing for the purposes for which they were designed*)

## **Understanding Earth and Space Systems: Water Systems**

### **Overview**

It is important that students be able to identify and explain the importance of practices that ensure their personal safety and the safety of others. This includes making the teacher aware of any potential allergic reactions (*e.g., to bee stings*), wearing the clothing and footwear appropriate for the conditions they are working in, and staying within the area of study.

## **2. Developing Investigation and Communication Skills**

- 2.1 follow established safety procedures for the use of apparatus and chemicals (*e.g., when using water-testing equipment and water-testing chemicals*)
- 2.7 use a variety of forms ... to communicate with different audiences and for a variety of purposes (*e.g., ... create a brochure about the safe use of wells and septic tanks*)

## **Social Studies, History and Geography (2013)**

See “Health and Safety in Social Studies, History, and Geography” on page 55, *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8*.

Although no overall or specific expectations refer explicitly to health and safety, safe behaviours, or safe practices, opportunities to address health and safety issues exist, depending on what the educator wishes to emphasize in instruction and the learning resources being used. For example, personal and/or workplace safety could be addressed in the analysis of actions taken to improve lives in the period 1890–1914, as required in History, specific expectation B1.3, below:

### ***B. Canada, 1890–1914: A Changing Society***

#### **B1. Application: Canada – Past and Present**

**B1.3** analyse actions taken by various groups and/or individuals in Canada between 1890 and 1914 to improve their lives (*e.g., francophones in Quebec, First Nations and Métis, immigrants from Europe and Asia, African Canadians, women, workers*), and compare these actions to those taken by similar groups today

**Sample questions:** “Why did some workers in this period join unions? What did the unions advocate? What are some similarities and differences in the concerns of unions in the past and in present-day Canada?”

