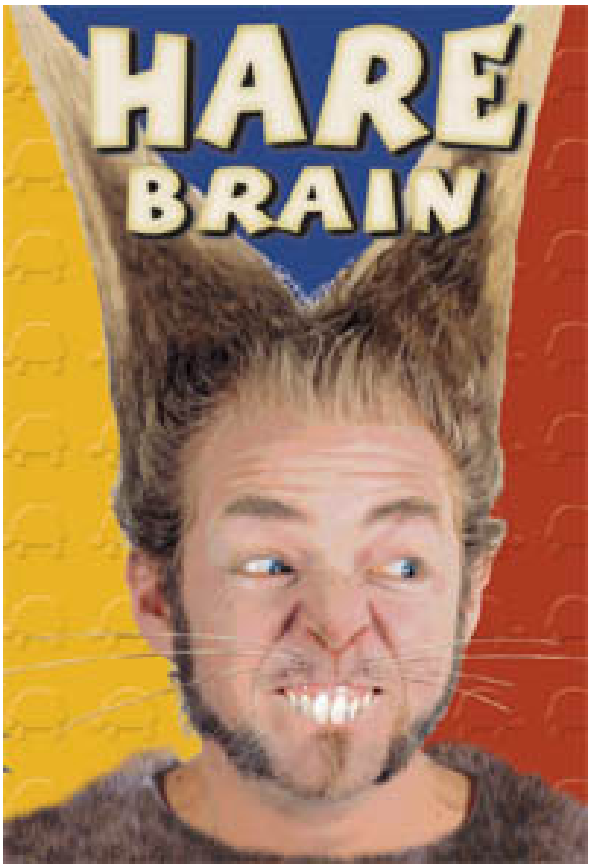
Kidsafe
Child Accident Prevention Foundation of Australia

SAFETY RULES OK!

Healthway
Healthway. Healthy WA.

&

SPARE PARTS
PUPPET THEATRE



Teachers Notes

Teachers' Notes

About Kidsafe WA

Kidsafe WA is the leading non-government, not-for-profit organisation dedicated to preventing unintentional childhood injuries and reducing the resulting deaths and disabilities associated with childhood "accidents" in children under the age of 15 years; through education, advocacy, research, legislative and environmental change, leading ultimately to changes in behaviour. Kidsafe WA and Healthway are proud to support Spare Parts Puppet Theatre Hare Brain performance, by promoting the injury prevention message "Safety Rules OK!" - www.safetyrules.health.wa.gov.au

Injury Statistics
Injury is the leading cause of death to Australian children aged 0-14 years. Injuries and their consequences are preventable through education and reinforcement of positive safety rules. This can be achieved by giving children the knowledge of potential injuries, creating awareness and acceptance of safety messages and through developing children's skills to identify hazards and make changes to improve safety in their environment and behaviour.

What is the "Safety Rules OK!" message?
The "Safety Rules OK!" message is an overarching safety message. It means we need to think about the safety of others and ourselves in everything we do. There are many different areas of safety such as home safety, school safety, water safety, fire safety and electrical safety. Each important area has important safety rules that we need to remember.

You can help
We require your help to introduce Kidsafe WA's "Safety Rules OK!" message to your students before and after the performance of **Hare Brain**. To assist you Kidsafe WA has developed **"Safety Rules OK!" Teachers' Notes** that link electrical safety messages to the electrical hazards children observed within the performance **Hare Brain**. These open-ended tasks allow students to demonstrate their knowledge at various levels. Activities are linked to learning areas of the Curriculum Framework. Kidsafe thanks ***Western Power World of Energy*** for its support and input in developing this material. Western Power World Of Energy contact Ph: 9430 5655 / Fax: 9335 8812

Contact Kidsafe
For more information contact Kidsafe WA:

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Opening hours: Monday to Friday 9am - 4pm

Website
Access the "Safety Rules OK!" teachers notes and hyperlink to sponsors on the Spare Parts Puppet Theatre website.

- Visit Spare Parts Puppet Theatre www.sppt.asn.au
- Visit Kidsafe WA "Safety Rules OK!" website www.safetyrules.health.wa.gov.au
- Visit Kidsafe WA website www.kidsafewa.com.au
- Visit Western Power's website www.westernpower.com.au

Background Injury Statistics

Preventing injury to children is a National Health Priority area. The main areas for focus highlighted in *the National Injury Prevention Plan: Priorities for 2001-2003,* include Falls in Children, Poisoning among Children and Drowning and Near Drowning.

Injury is the leading cause of death in Australian children aged one to fourteen, accounting for nearly half of all deaths in this age group. Unfortunately more children die as a result of injury than die from cancer, asthma and infectious diseases combined. In Western Australia, on average each week 86 primary school children (5-14years) are admitted to hospital as a result of an injury. Of these injuries the majority occur in the home with 14 primary aged children across the state being admitted to hospital for an injury that occurred at home. School is the second leading place for injuries to occur. Each week there are 7 primary school children admitted to hospital as a result of an injury that occurred at school.

Data collected by Princess Margaret Hospital Emergency Data Information System showed that in the year 2000, 20 children every week presented to the Emergency department for injuries that occurred at school. The majority of the injuries occurred in the school playground as a result of falls. The more serious injuries are from a fall height greater than 1 metre. These children fell from monkey bars and flying foxes, which resulted in fractured arms, abdominal injuries, facial lacerations or more severely head injury with concussion. The second highest causes of school injuries are sporting injuries with the highest number seen in Soccer & Aussie Rules.

These statistics represent only the most serious incidents, and are considered the tip of the iceberg for the true incidence of injuries among children. Many more children present with injuries to other hospitals, medical centres, local doctors and the school nurse, which are not recorded. The preventable nature of childhood injuries demands the development of childhood injury policies, surveillance and prevention programs together with greater community support, the uptake and practice of safety messages from an early age.

Teachers' Notes

Values Clarification

Background
When watching ***Hare Brain*** did you notice that the Hare-brained Harry often acts in ways that can be harmful to himself and to others. Harry's carelessness caused his friend-Toulouse to be severely injured. When you go to school, play with your friends or are at home do you think about your safety and the safety of others?

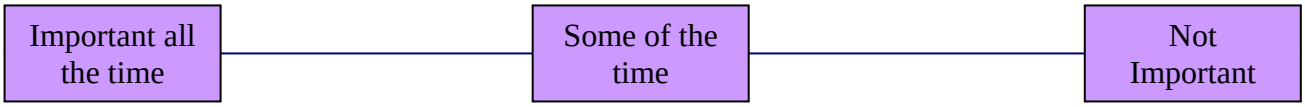
Purpose:
Students are to recognise that their own values impact upon the decisions that they make.

Curriculum Framework Links

Learning Area	Learning Outcomes	Key Aspects
Health and Physical Education Strand: Self Management skills	Self Management	⌖ Clarify their values ⌖ Describe how their values can affect the decisions they make.

Activity: Values Clarification of personal safety

- Ask the class the question - *Do you think personal safety is important?*
- Place a piece of string or masking tape across the classroom as a continuum. Label one end 'Important all the time', in the middle 'Some of the time' at the other end 'Not important'.



- Ask students to stand on the personal safety continuum to show how important they think personal safety is. Write the students name on tape at that position and copy this continuum down.
- Repeat this values clarification exercise after students have completed the other Safety Rules OK! activities. Compare these results with the first exercise. Have any students changed their positions?
- Invite students to share with the class why they have moved.

Activity: Values Clarification the safety of others.
Repeat the above exercise asking the class the question: *Do you think the safety of others is important?* Did Harry consider the safety of others during the puppet show Hare Brain? Compare the results. Do students value other people's safety more than their own safety?

Teachers' Notes

Spot the Hazard

Background
When we are at home, at school or at play we need to be able to identify a hazard and take a course of action that will ensure a change so that hazard does not cause an injury to either yourself or others. Using the Spot the Hazard steps is an easy way for primary school students to learn the basics of risk management.

Purpose
Students will be able to recognise a hazard and make informed decisions to ensure their own or others safety.

Curriculum Framework Links

Learning Area	Learning Outcomes	Key Aspects
Health and Physical Education Strand: Self management skills	Demonstrate self management skills that will enable the student to make informed decisions for healthy, active lifestyle	⌖ Perform basic guided decisions making Clarify their values ⌖ Use a decision making model to choose safety actions and identify reason for their decision.

Activity
Explain the ThinkSafe Sam Steps and discuss some likely electrical hazards.

1. **S**pot the Hazard – for example overloading power point, frayed electrical cord
2. **A**ssess the Risk – is there a risk to you and or others
3. **M**ake the changes – ask an adult to help.

Familiarise children with the Spot the Hazard steps using the Internet
Work in groups or individually. Use any or all of the following suggestions.

1. **Western Power** www.westernpower.com.au Click on site index, select Power Kids Club, select guests and click on play the Electrical Safety Hazard Game for 1-3 players. The game addresses electrical safety around the home. **NB** If you do not have Shock Wave multi media you will need to download it. This takes about 20 minutes. Then return to the Western Power site. Be aware that the download links you to Shock Wave games. Please return to the Western Power site then click on electrical safety quiz.

2. **WorkSafe WA ThinkSafe club** www.safetyline.wa.gov.au/club/
   Click on Home and read through the safety information. Topics covered include falls, electrical, poisons. Keep reading and students will work through school hazards, including falls, electrical, fire and burns, road hazards and travelling in a car. At the end they can complete a self-marking quiz and receive a ThinkSafe Club Certificate.

3. **National Electrical Safety Foundation (USA)** www.nesf.org
   Click on Home Safety, then click on Home Safety electrical quiz. This is a pictorial "find the electrical safety faults in the home." It covers four rooms in the house; bedroom, bathroom, kitchen and living room. You tick the box with your answers. At the end you recover your score and print out a certificate.

Teachers' Notes

Electricity and water in the home

Background

Electricity is a form of energy. Energy allows us do things, make things and work things in everyday life. However, electricity can be very dangerous. As you saw in the puppet show ***Hare Brain,*** electricity and water do not mix! But we use electricity everyday and often, electrical appliances are used near water such as in the kitchen, bathroom and laundry. What are the electrical items that are commonly used in the wet areas in your home?

Purpose

Students will be able to identify areas in the home where electricity and water are used in close proximity. This will assist in recognising the potential hazard that electricity and water do not mix.

Curriculum Framework Links

Learning Area	Learning Outcomes	Key Aspects
Science- Science in Daily life	Students select and apply scientific knowledge, skills and understanding across a range of contexts in daily life.	⌖ Apply their personal knowledge to make sense of their day to day activities and use of appliances

Class Activity

- ⌖ Students are to break into smaller groups under the headings of kitchen, bathroom, laundry, pool and/ or workshop.
- ⌖ Students are to brainstorm the number of electrical items that are used in each of these rooms each day. Students can list these or use pictures from magazines. A supply of Women's magazines or electrical sales brochures will offer a large number of pictures to create an electrical appliance collage.
- ⌖ Students are to report back to class the number of items they have found that are used in wet areas in their home.

Spot the Hazard at Home

- ⌖ Ask students to spot a water and electricity hazard in their home or in a room in their house Such as:
  - Hair dryers, electric razors left plugged in the bathroom
  - Washing machine leaking
  - Electric knife used on the kitchen sink
- ⌖ Children are to report back their electrical hazards to the class.
- ⌖ Identify the most common hazard.
- ⌖ Alert the school community to the common hazard your class has identified. Can be achieved either by creating a safety poster, writing an article about your findings for the school newsletter or making a report for the school assembly.

Alternatively

Use Shock Proof Activity 18, page 87. Is your home Safe? An electrical safety audit.

Teachers' Notes

Water conducts electricity

Background

Electric current flows easily in some substances but not at all in others. Solids, liquids, and gases that carry electric currents are called conductors. In solid conductors the electric current is carried by the movement of electrons; in solutions and gases, the electric current is carried by ions. Water and metals are good conductors of electricity. Your body is made up of 70% water so people are excellent conductors of electricity. In fact, if an item is wet it can conduct electricity (Culverco.com 2002). Electricity also likes to travel to the ground and it will choose the easiest way to get there and that could be through a person if we are not safety conscious.

Purpose

Students are to conduct an experiment that shows electricity is conducted by water.

Curriculum Framework Links

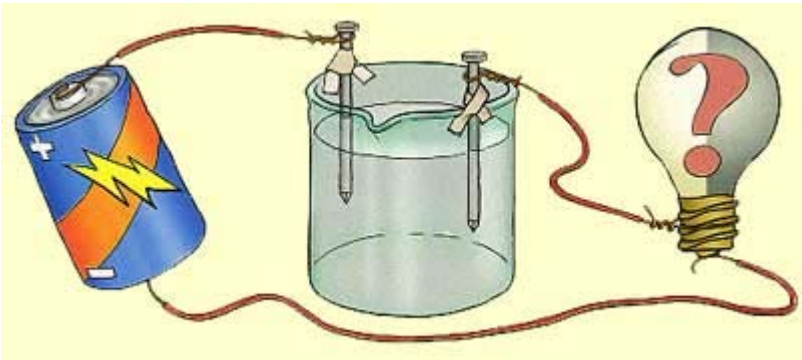
Learning Area	Learning Outcomes	Key Aspects
Science - Investigating Scientifically	Student investigate to answer questions about the natural and technological world, using reflection and analysis to prepare and plan; to collect, process and interpret data, to communicate conclusions; and to evaluate their plan, procedure and findings.	✣ Make simple predictions ✣ Identifies main features, patterns and difficulties in the investigation

Materials needed.

- ✣ D batteries
- ✣ Water
- ✣ Nails
- ✣ Parent to help
- ✣ Light globe
- ✣ Salt
- ✣ Tape
- ✣ Glass beaker
- ✣ Copper wire
- ✣ Paper
- ✣ Pens/ pencils

Procedure.

1. Work in teams. Ask each team to make a scientific prediction*. "Do you think the bulb in this circuit will light?*" Each team is to record their answer.
2. Set up the circuit as shown below and test to see if the bulb lights with and without salt in the water.
3. Why does salt help the electricity to flow through the water?



(Source 2000 Culverco.com, LLC refer to www.sce.com)

Teachers' Notes

What is an electric shock or electrocution?

Background
Electric Shock is a serious and sometimes fatal physical injury caused by an accidental flow of electricity through the body. (Microsoft Encarta Encyclopedia 1993-1999)

What happens to your body in an electric shock?

- Muscles contract suddenly, which may propel you to the ground or across a room.
- Skin burns from the heat generated by contact with a high-voltage current where the electricity enters and leaves your body.
- Death as the heart beat is interrupted by the electrical charge, preventing the heart from pumping blood around the body. (Microsoft Encarta Encyclopedia 1993-1999)

Purpose
Students are to describe actions that will prevent water and electricity getting close together.

Curriculum Framework Links

Learning Area	Learning Outcomes	Key Aspects
Health and Physical Education Strand: Concepts of a Healthy Lifestyle.	Students know and understand health and physical activity concepts that enable informed decisions for a healthy active life.	Students demonstrate actions to ensure personal safety
English- Speaking and Listening.	Student obtains specific information from informational and expressive spoken texts	Students conduct a brief interview to obtain information about an issue or topic.

Resources – Shock Proof Western Power an electrical Safety Kit, Brochures, posters,
Safety Actions (Source Shock Proof and websites)

- Do not use electrical appliances when you are wet.
- Dry your hands before touching electrical appliances or power points.
- In wet areas such as the laundry, wear dry rubber-soled shoes when the area is wet or when using electrical equipment.
- Keep electrical appliances away from baths, basins and sinks.
- Keep electrical appliances away from pools and the surrounding splash wet area.
- Do not run electrical extension cords across wet areas such as a pool area, wet grass or wet floors.
- Do not consume drinks whilst using a computer.
- Unplug electrical appliances before cleaning them.

Activity- Safety Survey
Task: Describe one safety action you should take with electricity and water.

- Children are to complete a safety survey asking a friend, parent, grandparent, or relatives and neighbour to suggest one safety action when using electricity and water.
- Children are to record the safety action and report their findings back to class
- Compile all the safety actions recommended from the interviews to develop an electricity and water safety actions list.
- Print your safety tips in the school newsletter, thanking those who supported the survey.

Teachers' Notes

Electrical Accident Action Plan

Background

In an emergency you need an action plan that will work. Students will remember the steps of an action plan if they practice the steps through role-play rather than through reading or writing. In giving first aid to an electric-shock victim, a caregiver must not touch the victim with bare hands until the source of electricity has been removed safely or the power source shut off. (Microsoft Encarta Encyclopedia 1993-1999). Younger students need to be able to get assistance from a neighbour or the emergency services. Once the source of electricity is removed or shut off, if the victim is not breathing or there is no pulse then resuscitation is necessary if the person is able to do this. (Western Power Shock Proof)

Purpose

Students are to demonstrate, using props, the correct actions to undertake to safely remove a person from an electrical hazard and obtain assistance.

Curriculum Framework Links

Learning Area	Learning Outcomes	Key Aspects
Health and Physical Education Strand: Concepts of a Healthy Lifestyle.	Students know and understand health and physical activity concepts that enable informed decisions for a healthy active life.	✣ Develop and implement a simple action plan for an emergency situation.

Reference – For greater depth, refer to Shock Proof Electrical Accident at Home page 83-86

Activity Role Play

Equipment

- ✣ Power board - unplugged!
- ✣ Extension cord
- ✣ Newspaper
- ✣ Different types of brooms, mops
- ✣ Telephone
- ✣ Box representing a power board/box
- ✣ Student to act as casualty

Action Plan Steps –- using the "Spot the Hazard" step from page three in this resource.

1. **Spot the Hazard –** person on ground, electrical cords near by, or water on floor and electrical appliance
2. **Assess the risk –** do not touch the victim
3. **Make the changes**
   - **a.** Turn off the electricity at the switch board or, if the electricity cannot be turned off,
   - **b.** Move the person out of contact with the electricity source with a non conducting object. (Discuss the selection of the item)
4. **Get help**
   - **a.** If the patient is breathing but not well, call a neighbour.
   - **b.** If the patient is not breathing, telephone OOO for assistance**.**

Home activity.

- ✣ Students are to check the location of the electrical switchboard and identify the **main switch**.
- ✣ Students are to check that emergency numbers are located near the telephone.

Electrical Safety Word Search

E	L	E	C	T	R	I	C	I	T	Y	P	H
Z	P	B	S	P	T	H	U	U	K	L	L	A
K	O	Q	A	E	R	D	R	Y	T	G	A	Z
I	W	S	F	T	D	F	R	G	H	J	N	A
D	E	W	E	T	H	T	E	E	H	J	K	R
S	R	T	S	E	E	H	N	G	C	O	R	D
A	O	Q	P	Z	W	A	T	E	R	X	D	F
F	F	C	O	A	D	C	R	U	B	B	E	R
E	F	P	T	O	I	T	U	U	Y	U	T	R
U	N	P	L	U	G	I	V	E	B	R	T	I
T	N	V	S	S	H	O	C	K	W	N	E	S
S	O	C	K	E	T	N	V	J	E	R	H	K
S	A	F	E	T	Y	R	U	L	E	S	O	K

Find these words

- **Electricity**
- **Current**
- **Hazard**
- **Water**
- **Shock**
- **Action**
- **Plan**
- **Kidsafe**
- **Safe**
- **Safety Rules OK!**
- **Power Off**
- **Unplug**
- **Bath**
- **Cord**
- **Dry**
- **Rubber**
- **Wet**
- **Burn**
- **Socket**
- **Spot**
- **Risk**

Electrical Safety

Name:_____
_

Match the words in the first column to the best available answer in the second column.

_____ Electric Shock	1) A switch that will turn the supply of electricity to a home or building on or off.
_____ Electricity	2) Your body is made up of 70% water so people are excellent conductors of electricity
_____ Conductor	3) A form of energy that does work for us
_____ Insulator	4) Produced by contact with a electric current where the electricity enters and leaves the body
_____ Electrical burns	5) Electricity cannot pass through this
_____ Circuit	6) The path electricity takes
_____ Human body	7) A material that electricity can pass through. For example water or a person
_____ Main switch	8) Physical injury caused by an accidental flow of electricity through the body