

Accidents

In this unit on **Accidents** there are 4 lessons linked together

Lessons on Health for Grade 6

Lesson 1 Social Studies 40 min
What kinds of accidents can happen?

Lesson 2 Mathematics 40 min
Sets according to type

Lesson 3 English 40 min
Things we use

Lesson 4 Social Studies 40 min
Helping each other - Caring for young ones

Lesson 1 Social Studies: What kinds of accidents can happen? 40 mins

Learning Outcomes

Children learn about the types of accidents that occur and how to prevent them.

Lesson Outline

Step 1: Ask the pupils to state some of the common accidents that they know about. Here is how they might respond:

- Car crash.
- Car hitting a small girl.
- Bicycle hitting a boy.
- A knife cut me.
- I stepped on a stone and it hurt me.
- A car hit a tree.
- Falling down a hole.

Then make a list of common accidents which occur in class:

- Running into a wall in class and falling down.
- Cutting yourself with a razor blade while sharpening a pencil.
- Falling down and breaking a tooth while fighting in class.
- Bumping into each other while running in class.
- Desk hurting when you want to sit down.
- Zakwepa.
- Talking too much.
- Cutting the nails.
- Stepping on a stone or broken glass.
- Cutting one's fingers on the door.

Step 2: Ask the pupils to discuss in groups what they could do to prevent accidents. Move around the class to stimulate their discussions and hear what they are saying.

What happened in our class

Children suggested how they could prevent accidents:

1. Boys, let's stop running in the classroom!
2. Be careful when using a razor blade.
3. Use a sharpener instead of a razor blade.
4. Make sure that the desks are arranged properly.
5. Keep the floor clean – no water on the floor.
6. Take him to hospital.
7. Stop opening the door so often.

Step 3: From these suggestions class rules were decided and monitors made responsible to see that they were obeyed:

Rules	Captain
Stop running in the classroom!	Anna
Use a sharpener instead of a razor blade	All group leaders
Arrange the desks in order	Chilufya
Keep the classroom clean	Lekani

Lesson 2 Mathematics: Sets according to type 40 mins

Learning Outcomes

Children learn to group items according to their identity.

Lesson Outline

Step 1: Remind the pupils about the last discussions on accidents and the kinds of accidents which can occur in class (e.g. running into a wall, bumping into each other, cutting a finger with a razor etc). Ask them to name some accidents which occur in school.

They might reply:

- Falling in a hole in the school-grounds.
- Stepping on glasses, nails and stones.
- Running into a wall and falling down.

Step 2: Ask how we can prevent some of these accidents.

What happened in our class

On the question of how to prevent accidents, the children suggested the following:

1. Bury all the holes in the school.
2. Wear shoes all the time.
3. Look down when we are moving.
4. Remove all stones, nails, pieces of glass and wire.

Step 3: Get the pupils to pick up stones, nails, pieces of glass and other dangerous things in the school yard.

Step 4: Ask the pupils to put the things collected in the last activity on the table, arranging like with like, i.e. all the stones together in one pile and all the nails together in another, etc.

Ask “what are these?”, while pointing to the stones. Continue in this way with all the different sets of items until the pupils have a clear idea of the term “set”.

Step 5: Draw and write about each set, i.e.:

“This is a set of sticks”

“This is a set of stones”

“This is a set of nails”, etc.

Step 6: Ask the pupils to take all the sticks, stones, nails, wires, etc., and put them in a box. Tell them that we should take all the sticks, stones and other dangerous things and put them in the box, before we start learning to make sure that nobody has an accident.

Lesson 3 English: Things we use 40 mins

Learning Outcomes

Things we use that can cause accidents and how to prevent them.

Lesson Outline

Step 1: Ask the pupils what happens when somebody steps on a wire. They might give various replies such as, "He will fall." "He will have a cut." "He will start crying."

Step 2: Ask the pupils to read the following words correctly: burn, knife, cup, pot, bucket, saw. Then show the pupils a knife and ask "Is this a knife?" Continue in this way with several other common kitchen and household items, practising the correct expressions, such as "Yes, it is" and "No, it is not/isn't."

Step 3: Get the pupils to work in pairs to practise these forms of expression.

Step 4: Place several items (knife, spoon, cup of water, masher, axe, hoe) on the table and asked the pupils to identify those which could cause accidents.

What happened in our class

The children identified knife, hoe, axe, masher.

Step 5: Ask the pupils what kind of accidents we can have in the kitchen.

What happened in our class

The pupils answered: banging into the wall; falling into the fire; slipping on water on the floor; stepping on a knife; electric shock.

Step 6: Write the following words on the board: Stove, play, things, wire, electric. Get the students to read them and practise the pronunciation.

Step 7: Get the pupils to write the following words from memory: burnt, fire, play, stove, fire.

Step 8: Homework: Get the children to draw different kinds of accidents on a piece of paper and use these for a survey on the kinds of accidents people have had. Each pupil can be assigned a number of houses and asked to investigate how many people have had any of accidents recently. Each accident should be represented by a tick beside the appropriate drawing.

What happened in our class

One group drew pictures representing:
 Burnt by fire.
 Knife cut.
 Electric shock.
 Stepping on a knife.
 Burnt by cooking oil.

Lesson 4 Social Studies: Helping each other – caring for young ones 40 mins

Learning Outcomes

Children appreciate the importance of protecting younger children.

Lesson Outline

Step 1: Ask the children if they have any younger brothers or sisters. Ask if they love them. They reply that they do, so I ask what they do for them.

What happened in our class

The gave several replies such as:

1. Play with them.
2. Make cars for them.

Step 2: Ask what they do when the children play near the fire. They reply that they move them away. Then ask: “What is it if their younger brother or sister is burnt?” “An accident,” they reply. “So, does it mean that babies can have accidents?” “Yes, it does.”

Step 3: Ask the children to give some examples of accidents that can happen to small children or babies.

What happened in our class

The children listed: burnt by fire, bang into a wall, drink paraffin, eat medicines, cut themselves with a knife, etc.

Step 4: Ask the children how they could prevent small children from having accidents. They might suggest:

- Hold the baby all the time.
- Do not let the baby outside.
- Keep the paraffin away from the baby.
- Keep medicine away from the baby.
- Stay near the baby whenever we are around.

Step 5: Emphasize that taking care of small children is very important, as parents are often away.

Step 6: Homework: Ask the children to visit a few houses near them, to ask who takes care of the young ones. Prepare a chart for the replies as follows:

Caring for the baby:

Us																			
Others																			

If it was a member of the group who took care of the baby, the children should tick “Us”, otherwise “Others”.