

# Home safety

## LEARNING OUTCOMES

- To identify potential hazards in the home
- To consider preventative action



## RESOURCES

- Copies of Resources 1 and 2
- Copies of Resource 3 (optional)
- Sticky notes or dots – preferably green and red (Engage activity)

## RELATED TOPICS

- Fire (Theme 7, Topic 1)
- Home security (Theme 7, Topic 3)
- Not being a victim (Theme 7, Topic 4)

### HEALTH SKILLS

Every year 67,000 children experience an accident in the kitchen. In order to keep safe in the kitchen, people need to be aware of the everyday dangers or hazards to both children and adults and take precautions to limit the risks.

#### Related health information

The Royal Society for the Prevention of Accidents (RoSPA) gives advice on reducing accidental injuries in the home.  
[www.rospa.com](http://www.rospa.com).

### FUNCTIONAL SKILLS

In order to consider how to prevent accidents in the kitchen, learners need to:

- recognise, identify and predict situations illustrated here and apply these to personal situations
- share ideas and information on safety in the form of discussion and pair work
- research and record information.

#### Functional Skills/Core Curriculum

Activities in this topic will contribute to learning in the following curriculum areas:

- get information from pictures or illustrations **English** L1.15 (**L**Rt/L1.3)
- contribute to a discussion **English** E3.8 (**L**SLd/E3.3)
- research and record information in a useful and appropriate way **English** E3.21 (**L**Wt/E3.2).

- Discuss learners' experience of accidents in the home. Encourage them to include any accident, from the most minor to the more life-threatening (if relevant).
- Encourage all learners to contribute to the discussion. If learners are hesitant, suggest they think about examples from television programmes.
- Ask learners how many possible dangers they can identify in the room. They can do this by walking around the room and putting green sticky notes on the things that are safety items (such as fire doors) and red notes or labels on things that could cause accidents (such as boxes left on the floor).
- Walk round as a whole group and ask direct questions about why things have been labelled in this way. For example, 'How does this help you keep safe?' and 'How could this cause an accident?'

*Have you or anyone you know ever had an accident at home?*

*What kinds of things can cause accidents at home?*

### ACTIVITY 1

#### Identify different types of accidents or injuries that can happen in the kitchen

- Hand out Resource 1 and discuss the types of accident in the thought-bubbles and the meanings of words like 'electrocution' and 'scalds'. Ask: 'What is a scald? How can scalding happen?' 'What about electrocution? What can cause this type of accident?'
- Set up pairs or groups and ask learners to suggest examples of how accidents happen for each type. For example, you can cut yourself on a sharp knife while slicing vegetables, or you could cut yourself doing DIY jobs around your flat. Ask learners to share ideas and record examples.
- Make sure learners know what a scald is and what sort of things might cause scalds as opposed to burns.
- Ask learners to guess which is the most common type of accident in the home. Note: there is a visual clue to this on the page, as this word is written in larger print ('falls'). Discuss what sort of things people fall from, for example chairs or ladders.
- Invite learners to look at the eight pictures of a kitchen and:
  - describe what they see in the pictures
  - discuss the types of accidents they can imagine happening in each picture
  - discuss these dangers with reference to different age ranges, including children, adults and elderly people.

*What do you think is the most common type of accident in the home?*

*What are the dangers to children/elderly people in the kitchen?*

Note: learners can choose more than one danger for each picture.

#### Support

- Cut out the pictures and give them separately to learners together with copies of the thought-bubbles suggesting possible accidents, for them to match up.

#### ESOL

- Make sure learners understand the meaning of the types of accidents, such as 'electrocution', 'trips', 'slips', 'burns', 'bumps', etc. Be prepared to explain or demonstrate them or encourage learners to check in a bilingual dictionary if available.

■ Some learners may prefer larger versions of the pictures and thought-bubbles.

■ To extend learners' vocabulary, show how some of the nouns can also be used as verbs, such as 'trip', 'fall', 'burn', 'scald', 'cut'. Give learners examples to show how to use them, for example: 'I tripped over the children's toys', 'I slipped on some water on the floor', 'I fell off a ladder.' Encourage learners to come up with their own examples and record them in their personal glossary.

## ACTIVITY 2

### Discuss and share ideas about preventing accidents or injuries

- Hand out Resource 2 and look at the writing frames; discuss these as a whole group with reference to scalds.
- First ask learners for their ideas for preventing scalds in the kitchen.
- Using some of their ideas, model how to complete each of the writing frames so learners have examples to refer to.
- In pairs or small groups, ask learners to choose one type of accident from Resource 1 other than scalds, and discuss what advice they would give to family members about how to avoid that type of accident in the home.
- Ask learners to choose one of the writing frames from Resource 2 to note down their own ideas for preventing accidents like that.
- You could compile a group file from the results and photocopy it for everyone to have a copy.

### Support

- Learners may prefer to work in pairs and jot down ideas in any way that they can understand. These can be written up later.
- Refer learners to the modelled example and write the first couple of their ideas for them as further guidance when they come to write them up.

### ESOL

- As follow-up, learners can practise giving spoken advice on how to prevent accidents. Provide some sentences for them to complete in their own words, for example 'Make sure you ...', 'Always ...', 'Never ...', 'Be careful not to ...'.
- Encourage learners to work in pairs/small groups. Ask each learner to choose one type of accident from Resource 1 and take turns at giving advice to each other.

*What things can scald you?*

*What can you do to prevent scalds?*

### TIP

Encourage learners to get down to toddler height when considering risks to children if this is relevant to them.

### Action

- Suggest that learners carry out a mini risk assessment on a chosen room or rooms in their house. They can make a note of the possible dangers, of who would be in danger, and of how each danger could be avoided.
- Suggest they use the writing frame on Resource 3 or record information in other ways, such as drawing pictures, taking photographs, etc. They can work in pairs if they prefer.
- If learners consider it worthwhile, they could present their findings to each other in the form of a spoken demonstration, or as written/pictorial evidence, or as a warning poster or leaflet.

*What can you do to make your home safer?*

# Home safety

## RESOURCE 1

a



trapped fingers?

bumps?

b



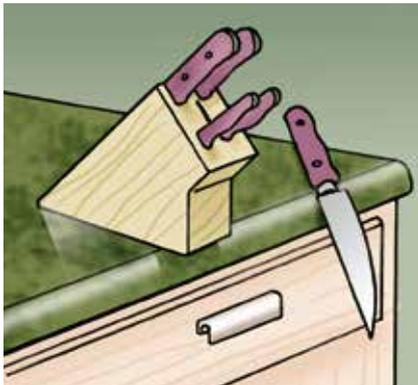
burns?

c



falls?

d



slips or trips?

e



scalds?

g



electrocution?

h



cuts?

poisoning?

## Example 1

Preventing _____ in the kitchen	
Do	Don't

## Example 2

_____ in the kitchen	
Items that can cause _____	How to stop it happening

## Example 3

Instructions for keeping safe from \_\_\_\_\_ in the kitchen

Always:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

## Home safety assessment

Dangers	Who might be hurt	Ways to avoid accidents