



LESSON 5



Grade 5

Focus:

CREATIVE PROBLEM SOLVING AND SAFETY AROUND WEAPONS

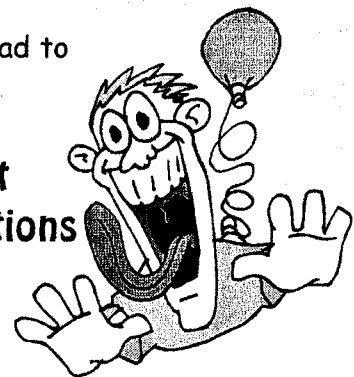
Curriculum:

Health: demonstrate resistance techniques (e.g avoidance, walking away) and assertiveness skills (e.g saying no) to deal with peer pressure

Content:

- conflict is inevitable in relationships, but it is our response to it that is important
- when faced with conflict, instead of responding in anger, we can leave the situation or try to negotiate a solution. The key is to THINK FIRST as our first choice.
- if we lose control, we've then allowed others to take control over us
- there are many different "formulas" for handling conflict (use the method/program that is used in your school, for continuity and reinforcement). However, if you do not have one, these following steps "make sense":
  - ...listen to the other person's point of view and issue
  - ...show respect for them
  - ...discuss solutions to the conflict (if possible). If not, walk away
  - ...choose to act on one of the solutions
- anger (including rough play) can lead to aggression which can lead to violence. This can lead to tragic consequences or irreparable brain and/or spinal injury
- if they see a weapon, the steps are to: stop and don't touch it but leave the area and go get an adult
- safety rules must be followed to prevent either accidental or intentional firearm injuries or death
- adults need to lock up all weapons and put them in a place that children cannot reach. Ammunition must be locked up separately.

.....Listen  
 .....Show respect  
 .....discuss solutions  
 .....choose!



### Material Provided:

- situation cards (5-5A)
- TD Think First At Home activity #5

### Pre-Lesson Preparation:

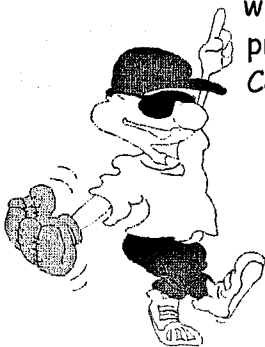
- photocopy 5-5A and cut into cards
- photocopy TD Think First At Home activity 5-5B (double-sided) one per student

### Lesson Introduction:

1. Teacher arranges kids for a Think/Pair/Share activity
2. Pose the following question: "What type of weapons are children your age exposed to on a daily basis?" (Encourage other weapons beside the obvious knives or guns...hint what sports equipment/school supplies could be used as a weapon...)

### Learning Activities:

1. Teacher divides the class into groups of 4 students that can work together well creating a drama situation.
2. Give each group one of the Situation Cards (5-5A)
3. Groups are given 10-15 minutes to work together planning and rehearsing to come up with a solution to the scenario described on the card. The solution must promote safety around weapons. For example, the Situation Card might say:



#### In response:

your students might

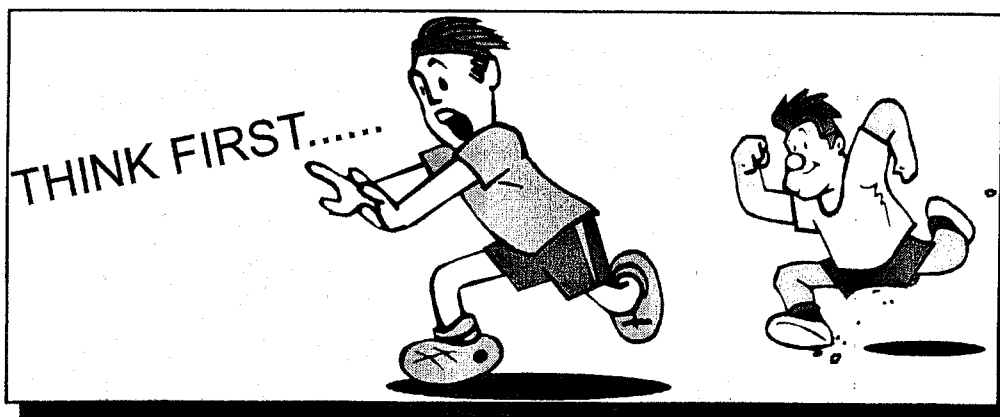
present a drama where the child walks away from the child with the bat, saying, "This is not worth arguing about. I'll wait for the next turn."

Two kids are arguing about who is up to bat, in an unsupervised baseball game. One kid raises a bat to the other child in anger.

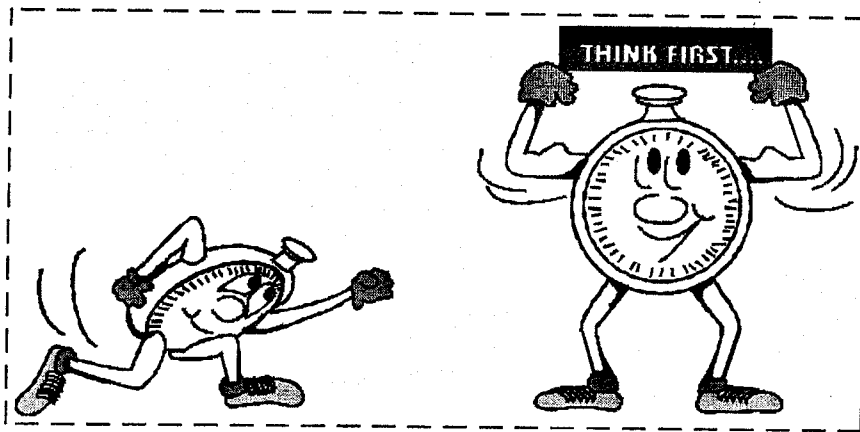


### Closure:

1. Each group performs their drama and the rest of the class can be asked to offer alternate ideas of how the same situation could be solved. This gives the students many solutions to the same type of problem.
2. Show the students the TD Think First At Home activity #5 (5-5B) They are to discuss with their family, the various scenarios their class acted out and then complete 5-5B. This At Home activity references the class activities but they may wish to write up their own situation(s). They can work together with their family on this and/or do quick research on the Internet or the Library.



Situation #1	Situation #2
<p>Kids are playing hockey and as Billy is skating by Sam, Sam decides to throw his stick in Billy's path.</p> <p><b>Ideas to think about...</b></p> <ul style="list-style-type: none"> <li>- If Sam is angry with Billy, what should he do to stop himself from throwing down the stick?</li> <li>- If Sam throws the stick, what can Billy do to avoid serious injury?</li> </ul>	<p>Kids are having a water gun fight. Suzie is preparing to squirt her brother in the face. She is using a super soaker 2000!</p> <p><b>Ideas to think about...</b></p> <ul style="list-style-type: none"> <li>- How could she play with the water gun more safely?</li> <li>- Suzie's brother can't escape her water assault, what can he do to protect himself?</li> </ul>
Situation #3	Situation #4
<p>Kids are playing basketball. George gets angry because he thinks he has been fouled by Suresh. George grabs the ball and is just about ready to throw it at Suresh's head.</p> <p><b>Ideas to think about...</b></p> <ul style="list-style-type: none"> <li>- What can Suresh do to protect himself?</li> <li>- How could other kids who watch, encourage George to play more safely?</li> </ul>	<p>Sarah's mother doesn't realize that packing a cheese knife in Sarah's lunch bag is against school rules. Sarah pulls it out and starts fooling around with the knife with her friends. She is pretending to jab it into her friend Lisa's back.</p> <p><b>Ideas to think about....</b></p> <ul style="list-style-type: none"> <li>- What should the other children in the lunchroom do?</li> <li>- What should Sarah and Lisa not do and what should Sarah tell her mother?</li> </ul>



Situation #5	Situation #6
<p>Jabula is using scissors in art class. He thinks it would be funny to try to cut Cindy's hair with them. Cindy backs her chair up almost into the scissor blades Jabula doesn't see her backing up.</p> <p style="text-align: center;">Ideas to think about....</p> <ul style="list-style-type: none"> <li>- Is it better for Cindy to lean away from Jabula or push her chair back toward him.</li> <li>-If there is no teacher around, what can another student do or say to promote weapon safety in the classroom?</li> </ul>	<p>Children are learning to use a Bunsen Burner in Science class...it's like a big lighter but the flame is very hot! Jessica thinks it will be fun to take her partner's hand and quickly pass her finger through the flame to figure out if it is really all that hot. So she does...and her partner gets badly burnt!</p> <p style="text-align: center;">Ideas to think about....</p> <ul style="list-style-type: none"> <li>- How is the Bunsen Burner being used as a weapon?</li> <li>- What should Jessica's lab partner do?</li> <li>- What can the teacher do ahead of time to avoid this kind of situation?</li> </ul>
Situation #7	Situation #8
<p>Children are outside, participating in Jump Rope for Heart. Jordan wants to barge in on a group that is skipping happily! She grabs the rope and is about ready to whip the skipping rope at other students.</p> <p style="text-align: center;">Ideas to think about....</p> <ul style="list-style-type: none"> <li>- How is the skipping rope being used as a weapon?</li> <li>- What should the other kids do right away?</li> </ul>	<p>The teacher has asked two students to cut up some paper for Art class. Two other students enter the room and start play-fighting around the paper cutter. The play fighting goes a little too far and Chris gets angry! He grabs Mark and tells him if he doesn't stop he is going to use the paper cutter on his finger.</p> <p style="text-align: center;">Ideas to think about...</p> <ul style="list-style-type: none"> <li>- How should Christ stop himself?</li> <li>- How can the teacher promote safety around the paper cutter?</li> </ul>

## TD THINK FIRST AT HOME ACTIVITY #5

Dear family,

Today I learned how to protect myself from weapons and how to make right choices.

When I am angry, I need to learn how to show self-control. I need to think first. The steps to solving problems with others are:

- ☛ THINK FIRST
- ☛ to listen
- ☛ show respect
- ☛ discuss solutions.
- ☛ choose

When I see a weapon, I need to do 4 things:

- ☛ Stop
- ☛ Don't touch
- ☛ Leave the area
- ☛ Call an adult

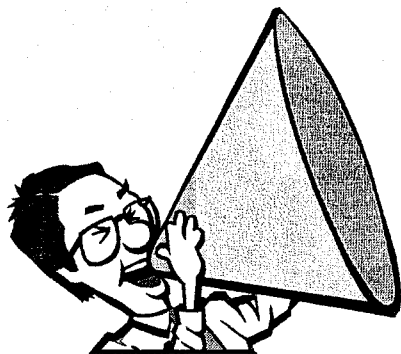
Adults must keep all weapons locked up.

Things you can do together to learn more about resolving conflicts and making the right choices:

- ☛ play cooperative games as well as competitive games.
- ☛ Model problem-solving as a family practise. (Listen, show respect, discuss solutions, choose.
- ☛ Use TV programs as a way to discuss TV characters' decisions.
- ☛ Encourage sharing by: providing examples, opportunities, awareness and consequences.
- ☛ Check out these websites:  
<http://www.talkingwithkids.org>  
<http://www.nmchc.org>  
[www.lions-quest.ca](http://www.lions-quest.ca)  
<http://www.kidshelp.sympatico.ca>



**“TD Think First For Kids is a program of Think First Foundation of Canada, sponsored by TD Bank and endorsed by The Canadian Congress of Neurological Sciences and the Canadian Association of Neuroscience Nurses.”**



# How To Promote Safety..



**T**hink about the situation that you or other classmates dramatized in class. Below you are to list what type of injury would occur from this potential weapon to the brain, spine and or spinal cord. Discuss with your family, the day's activities and if the damage incurred by the item that was used as a weapon, would be permanent or "recoverable".

● Brief synopsis of situation:
● Weapon
● What type of injury would occur from the situation in combination with the weapon?
● How can you promote weapon safety in this situation in the future?

Describe a second situation - either using a scenario from class or create your own. Follow same steps as above.

- Brief synopsis...
- Weapon....
- Type of injury that could occur...
- future choices.....