



Grant's Braes School

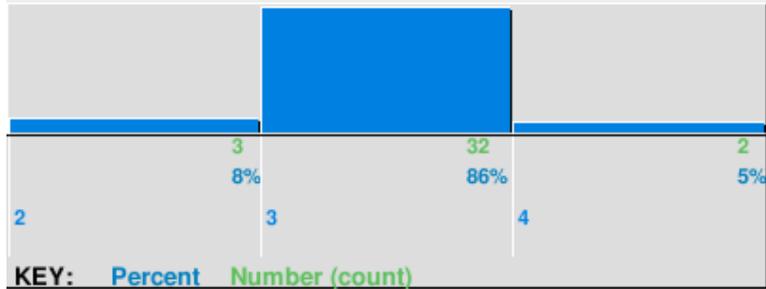
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Title: How do I keep myself safe?	Date: May 2014 Term 1 2014	Level: 1-3	Subject area: Health												
Prepared by: Sara Carr, Helen Day, Desiree Wispinski and Chris McKinlay															
Rational/ Explanation: We undertook this unit so our children develop self-management strategies and are able to take action to keep themselves safe. We used community programmes including: 'Keeping Ourselves Safe,' 'Stepping Out,' 'Riding By,' 'Fire Wise' and 'Beach Ed' and the inquiry approach.															
Key: 2013 data is not applicable in this report as the health focus differs.															
Overall School 2014															
<table border="1"> <thead> <tr> <th>Category</th> <th>Number (count)</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>9%</td> </tr> <tr> <td>2</td> <td>132</td> <td>78%</td> </tr> <tr> <td>3</td> <td>23</td> <td>14%</td> </tr> </tbody> </table> <p>KEY: Percent (blue), Number (count) (green)</p>				Category	Number (count)	Percent	1	2	9%	2	132	78%	3	23	14%
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1	2	9%													
2	132	78%													
3	23	14%													
Analysis What this shows us: The majority of the pupils achieved the task set – some pupils required task adaptations such as having the teacher scribe for them or explain the task individually. All the junior school pupils who failed the criteria were given the opportunity to verbalize their ideas with the teacher to clarify their understanding of the task. They all achieved part of the task.															
Evaluation The majority of the pupils are able to identify rules to keep themselves safe in many situations.															
Year group data															

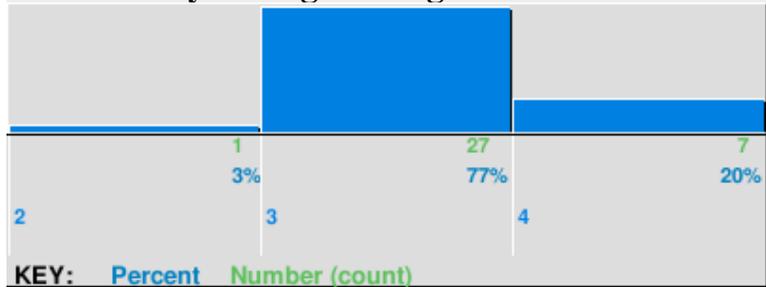
Year 1 2014

Y1 – can tell 2 rules / actions for two different situations (classroom playground fire)



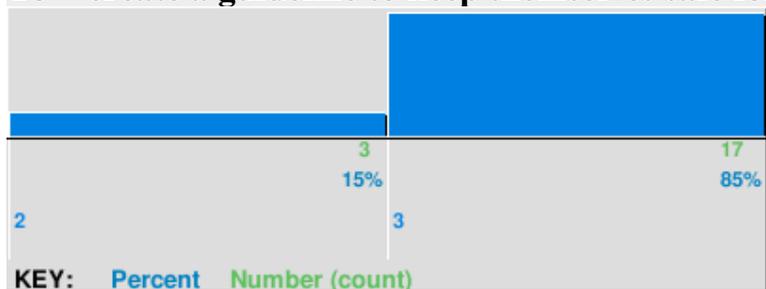
Year 2 2014

Y2 – identify a danger in a given situation and a strategy to keep themselves safe



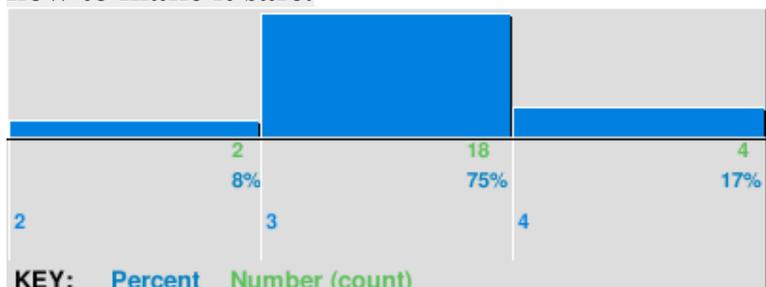
Year 3 2014

Y3 – create a guideline to keep themselves safe for both a physical and a social situation



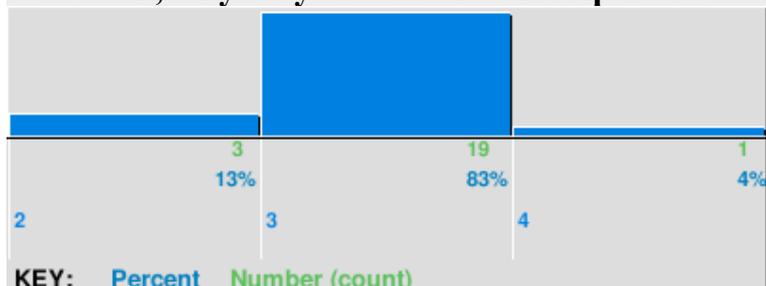
Year 4 2014

Y4: Can complete a risk analysis chart to identify a safety hazard at the Beach and explain how to make it safe.



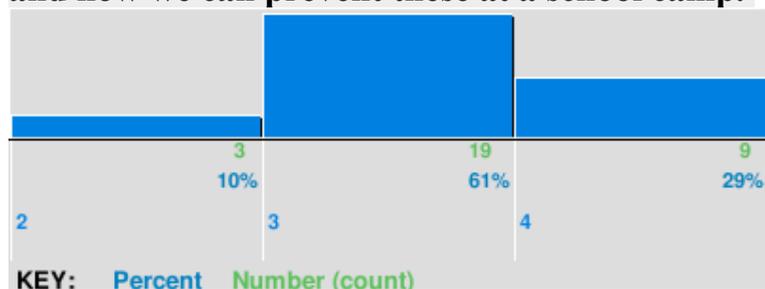
Year 5 2014

Y5: Can complete a risk analysis chart to identify 2 safety hazards riding their bike and at the beach, why they are unsafe and explain how to safely manage these.



Year 6 2014

Y6: Can complete a risk analysis chart to identify possible risks, how they could happen and how we can prevent these at a school camp.



Maori and Pacifica data 2014

	Below	At	Above
Maori	2 9%	17 74%	4 17%
Pacifica			

Analysis

The distribution of the Maori student data is very similar to the overall cohorts.

Gender data 2014

	Below	At	Above
Male	8 9%	75 80%	11 12%
Female	7 9%	57 75%	12 16%

Analysis (Factual)

The gender distribution data is very similar to the overall cohorts. There are no evident trends.

Overall recommendations/Next steps

The topic was very wide ranging and held the pupils interests well. It was a very practical, tasked based unit and used EOTC and made good use of community experts. As we used so many external programmes, it was a challenge to use the inquiry approach as fully as we usually do in topic work. We consider that these safety programmes are excellent resources and that our children benefit greatly from them. We intend revisiting them as appropriate.

The junior school may look at leaving 'Firewise' to take as a stand alone learning opportunity as there was a lot to cover within the time frame we allowed.