

## Unit: Health and Safety

### Fall Prevention

#### Objectives

Ps will learn vocabulary related to fall prevention.  
Ps will identify dangerous situations related to falling.  
Ps will learn fall prevention strategies.

#### Materials

- Large flashcards
- Mini matching picture flashcards
- Vocabulary words sheet
- Worksheet 2 – matching exercise
- A rubber-backed mat to demonstrate safe mats

#### Step 1 Warm Up (15 minutes)

##### Introduction to fall prevention:

- Hold up some of the large flashcards showing a person falling or who has fallen.
- Ask: What has happened? Write two or three responses on the board. Make them into full sentences and have Ps repeat them after you. Give Ps time to write them down if they want to. Incorporate the words **balance** often into the lesson to teach the meaning and its importance to fall prevention.
- Ask Ps why they think this person has lost their balance and fallen. Repeat the responses, saying “yes, or maybe” where appropriate. Ask Ps if they personally have fallen down and what happened. Repeat their stories so everyone can understand, including yourself.
- Tell Ps today we are going to talk about losing our balance and falling and how to **prevent** it.
- Write fall prevention on the board. Underline the word **prevent**. Try to elicit a definition of prevent and explain fall prevention means to stop people from falling, or losing their balance.

#### Step 2 Work out (60 minutes)

**Learn the vocabulary:** This lesson could be used over two or three classes depending on how quickly the Ps learn the words and phrases.

- **Safe or Dangerous:** Write the words Dangerous and Safe on the board leaving room to make two columns. Choose five or six of the large flashcards to introduce, some dangerous, some safe. Have Ps repeat the words several times as you show them the flashcards. Tape the large flash cards on the board under the appropriate word, saying “\_\_\_\_\_ (the vocab word) is dangerous, (not good, no) or \_\_\_\_\_ (the vocab word) is safe, (good, yes)” to show the difference using simple language and vocabulary. Tape

the vocabulary strip under each flashcard as you say the word. Have Ps repeat the vocabulary words after you and to each other.

- Take down the photos and give one to each P and ask them to tape them up under the correct word, asking “Is it safe or is it dangerous?” and try to match it with the correct word strip. Go through this exercise until everyone gets a chance to go to the board at least once or twice with a different card.
- In pairs, hand out the **mini matching picture flashcards** of the words you have learned so they can match the pictures with the words.
- Hand out the vocabulary sheets with the pictures and words. Have the Ps check off the words as you say the words you have learned today.

### Step 3 Cool Down (15 minutes)

#### Recap:

- Hand out **Worksheet 2** –matching. Go over the directions by using an example on the board showing how to draw the line from the picture to the vocabulary word.
- It may take more than one class before the Ps are comfortable with all of the vocabulary words. Take time to ask questions about Ps experience with falling, or if they practice any of the fall prevention strategies in their home. For example, do they have slip proof mats, or a proper step stool, and what kind of footwear do they have for different seasons? etc.