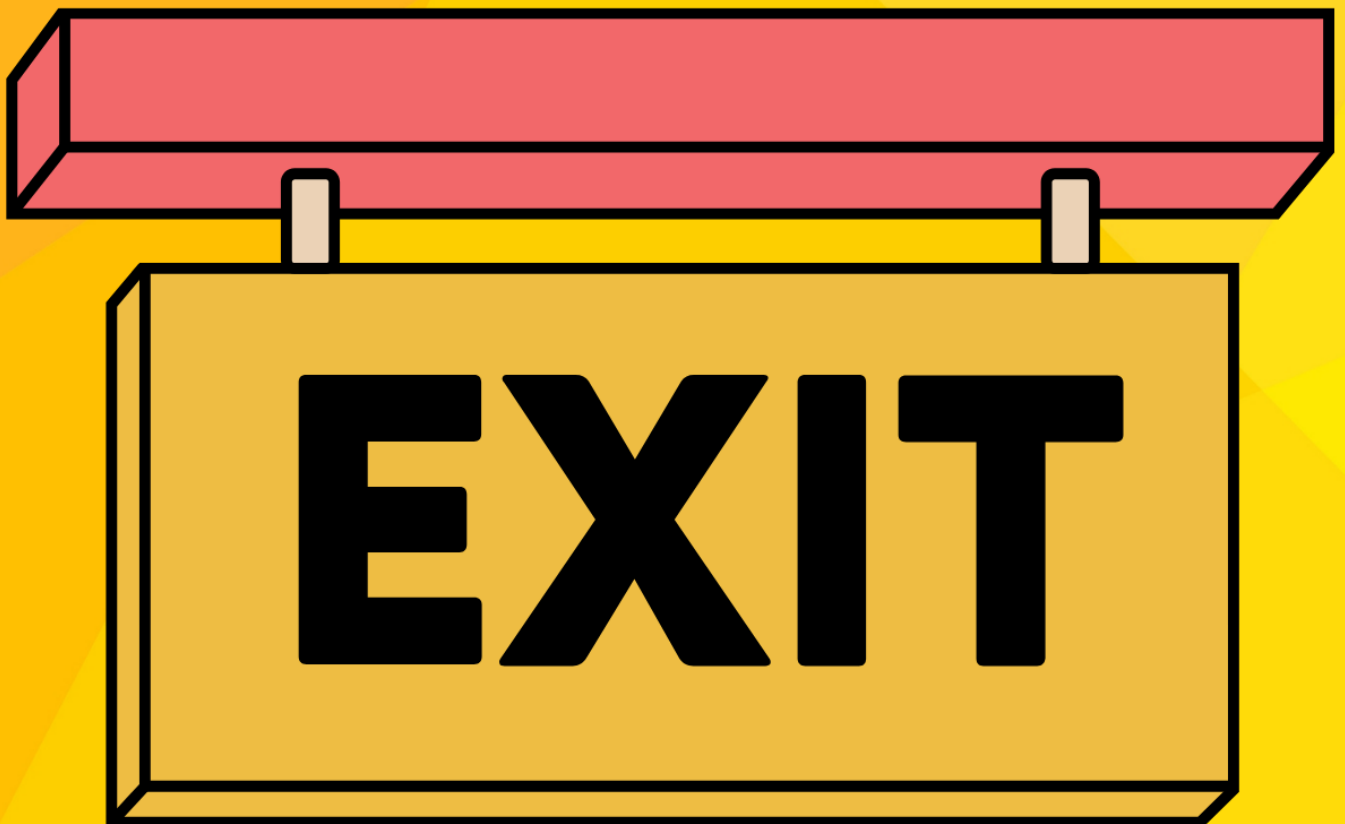


Level 1



# Personal Safety

Student Worksheets  
Sample!





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Overview  
Introduction

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**Dangerous  
chemicals**

### IN THE COMMUNITY

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Mapping of learning outcomes

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## In the Kitchen

1. These are things to do before you start cooking.  
Tick ✓ the correct sentences:

- Put on an apron.
- Take off your shoes.
- Roll up long sleeves.
- Tie back long hair.
- Wear jewellery.
- Wash your hands.
- Dry your hands.
- Keep your hands wet.
- Get your tools ready.
- Close all the kitchen windows.





2. Choose the correct word in each sentence:  
(Listen to the tutor/teacher reading the sentences)



hot dishes.

a) Keep doors and drawers **open / closed** so you won't bump into them.

b) Wipe up spills **straight away / later**.

c) Always use **oven mitts / dishcloths** for

d) When stirring hot pots, be sure to hold the **handle / pot** while stirring.

e) Always pick up knives by their **blade / handle**.

f) Keep electrical cords **away from / near** the cooker, oven and sink.

g) Keep cooked food and **nice / raw** food separate.

h) Turn pot and pan handles toward the **back / front** of the cooker.



6. Are these actions safe or unsafe? Tick the correct column.

	Safe	Unsafe
a) Wash your hands.		
b) You can eat raw chicken.		
c) Chop meat and potatoes together.		
d) Wash fruit before you eat it.		
e) Leave meat on the counter for days.		
f) Raw eggs are good to eat.		
g) Keep the kitchen clean.		
h) Stay in the kitchen when cooking.		

7. Complete the words.



cl \_ \_ n Keep the kitchen clean.

Se \_ a \_ ate Separate meat and other foods.

\_ oo \_ Cook food to the right temperature.

chi \_ \_ Make sure you chill foods quickly.



## B. Fire Safety at Home

1. Look at the picture.  In your group, talk about it.



2. What should you do if there is a fire? Write T for True and F for False.

- a) Take photos with your phone. \_\_\_
- b) Call 999. \_\_\_
- c) Crawl through the smoke. \_\_\_
- d) Use the elevator. \_\_\_
- e) Alert others. \_\_\_





1. What if you need help and it is not an emergency? Who could you call? Match.



a) You need a lift to town.

Call the doctor.

b) One of your taps is dripping.

Call the take-away.

c) You have a sore back.

Call the plumber.

d) You want to talk to someone.

Call a taxi.

e) You want to order a pizza.

Call the vet.

f) Your dog has hurt its paw.

Call a friend.



2. If you have a minor cut on your hand, you should follow the steps below. Complete the sentences:

**all, hand, water, ice, stops, and**

A. Apply direct pressure until bleeding \_\_\_\_\_.

B. Remove \_\_\_\_\_ jewellery.

C. Clean area with warm \_\_\_\_\_ and soap.

D. Apply antibiotic ointment \_\_\_\_\_ a sterile bandage.

E. Put on \_\_\_\_\_.

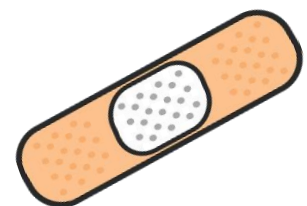
F. Raise \_\_\_\_\_ to reduce swelling.

\*Go to your doctor or hospital if you have a deep cut, animal bite, human bite, or a scrape that you cannot get clean or if the cut shows signs of infection.



3. ★ Practise treating a 'pretend' minor cut, using items from a first aid kit.

Tutor/Teacher Verification	
Date	
Signature	







1. How do we keep your home safe? Tick the things you should do.

- Keep doors locked at all times.
- Close windows when you go out.
- Put keys under the outside mat.
- Keep large amounts of money at home.
- Keep money away from the windows.
- Switch off the outside light on at night.
- Leave the radio on when you go out.
- Leave the curtains open at night.



3. Do you practise safety when you are home alone?

- Yes
- No



1. Read the information with the tutor:



- We all need some sun – it's how we get much of our vitamin D.
  - Vitamin D helps our bodies absorb calcium for stronger, healthier bones.
  - But the sun's ultraviolet (UV) rays can cause skin damage, eye damage, and sickness.
- Your skin protects you. You should protect your skin.



2. Answer the questions:

a) What vitamin do we get from the sun?

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b) What is calcium good for?

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c) What can UV rays damage?

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3. Complete the sentences: Your skin protects you.  
You should protect your \_\_\_\_\_.



4. Do you often get the bus? Circle the correct words in each sentence:

a) If the bus has **seatbelts** / **windows**, buckle up.

b) **Stand** / **Sit** in your seat.

c) Do not **talk** / **shout**.

d) Do not distract the **bus** / **truck** driver.

e) Keep the aisles **full** / **clear**.



f) Do **not** / **always** put your head or arms out of the bus windows.

g) Get off the bus only when it **starts** / **stops**.

h) When you step down, **jump** / **hold** onto the handrail.

i) After you exit the bus, never walk behind it or in front of it.



5. ★ Practise walking safely across the road.

Tick the things you did:

- Find a safe place to cross.
- Stop near the kerb.
- Look all around for traffic and listen.
- If traffic is coming, let it pass.
- When it is safe, walk straight across the road.
- Keep looking and listening.

Tutor/Teacher Verification	
Date	
Signature	



6. Which of these signs means that pedestrians should not walk? Circle it.





# HELP

1. If you are in trouble:

**DO NOT PANIC.**

**DO NOT STOP AND FIGHT.**

**GET AWAY AS QUICKLY AS YOU CAN.**

**ASK FOR HELP FROM A RESPONSIBLE PERSON.**

Complete the sentences.

a) Do \_\_\_\_\_ panic.

b) Do not \_\_\_\_\_ and fight.

c) Get \_\_\_\_\_ as quickly as you can.

d) Ask for \_\_\_\_\_ from a responsible person.

2. ★ Practise asking for help.

Tutor/Teacher Verification	
Date	
Signature	





1. Write **yes** or **no**.

- a) Dropping litter shows a lack of respect for others.
- b) Litter spoils the community for everybody else.
- c) Litter makes the town look neat.
- d) Litter keeps you healthy.
- e) Litter can attract rats and insects.
- f) Litter can spread diseases.
- g) It is against the law to drop litter.
- h) Chewing gum is not litter.

**DO NOT!**  
**LITTER!**





**B. Signs at Work**

1. Copy the safety messages:



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1. Write **S** next to a safe work habit and write **US** next to an unsafe work habit.

a) \_\_\_\_\_ I wear safety glasses at the drilling machine.

b) \_\_\_\_\_ I run to my work station whenever I'm late.

c) \_\_\_\_\_ I wear work boots with leather soles.

d) \_\_\_\_\_ I wear a hard hat in the hard-hat area.

e) \_\_\_\_\_ I leave some tools out after work.

f) \_\_\_\_\_ I wash my hands before and after doing my work.

g) \_\_\_\_\_ I know where emergency exits are.

h) \_\_\_\_\_ I keep my work areas neat and clean.


i) \_\_\_\_\_ I drink alcohol when I am at work.

j) \_\_\_\_\_ I ask for help when lifting heavy loads.







2.  Talk about: All electrical items must be in good working order. Do not use if there are:

- Broken cords
- Damaged cords
- Knots in power cords
- Broken plugs
- Too many plugs from one socket

Do not use electrical goods near water!

Water and electricity DO NOT MIX!



3. Use words to complete the sum:

**danger, electricity, water**

+  =



## Mapping of Learning Outcomes

(PS1) Recognise symbols relating to personal safety in a given location, e.g. red traffic light meaning stop, fire exit sign Page 15 (food packaging symbols), Pages 19 and 20 (fire safety symbols), Page 34 (looking at real cleaning products and labels / warnings), Page 46 (symbols you may see at home), Page 56 (transport signs), Page 59 (pedestrian signs), Page 60 (public transport symbols), Page 75 (signs at the centre), Page 80 (do not litter sign), Page 82 (swimming signs), Page 92 (PPE signs), Pages 95 to 96 (work safety signs), Page 108 (fire safety signs)

(PS2) Name situations at home/in community/workplace that put personal safety at risk, e.g. stranger-danger, travelling at night Pages 7 to 15 (kitchen safety), Pages 16 to 17 (bathroom safety), Page 18 (hazards in the living room), Pages 19 to 21 (fire safety), Pages 22 to 24 (calling others for help), Pages 25 to 28 (taking medications), Pages 29 to 31 (first aid), Page 31 (discussing medical experiences), Pages 32 to 34 (cleanliness), Pages 35 to 36 (being safe on your own), Pages 37 to 42 (garden / sun safety), Pages 43 to 45 (using technology), Pages 46 to 47 (general safety - signs / trips and falls), Pages 50 to 65 (getting around safely – public transport / pedestrian safety), Pages 66 to 73 (going out alone, ATM safety), Pages 74 to 76 (centre safety), Pages 77 to 80 (littering), Pages 81 to 82 (water safety), Pages 83 to 86 (community safety), Pages 88 to 94 (PPE), Pages 95 to 96 (work safety signs), Pages 97 to 115 (safe work practices – lifting, hazards, responsibilities, fire safety, trips and falls, posture)



(PS3) Demonstrate safe practice for frequently encountered potential risk situations in the daily environment, e.g. crossing a road safely, cooking, fire drill, travelling with a companion, seeking help or clarification when uncertain  
Page 15 (looking at symbols on food packaging), Page 17 (handwashing), Page 21 (role-playing using a fire extinguisher), Page 23 (role-playing calling the emergency services), Page 26 (highlighting dosage on real medicine insert), Page 27 (role-playing situations relating to medications), Page 30 (practising treating a 'pretend' minor cut, using a first aid kit), Page 31 (identifying parts of a real first aid kit), Page 34 (looking at real cleaning products and labels / warnings), Page 44 (using mobile phone safely), Page 45 (using other piece of technology safely), Page 58 (going for a walk and identifying road safety signs), Page 59 (practising walking across the road safely), Page 76 (showing safe practice at the centre), Page 77 (carrying out a litter survey, cleaning up litter), Page 98 (practising safe lifting), Page 106 (taking part in a fire drill / finding exits / using the meeting point), Page 114 (using correct posture at the computer), Page 115 (carrying out a risk assessment – identifying hazards, reporting them)

(PS4) Identify people with responsibility for safety in everyday situations, e.g. workplace supervisor/health and safety officer, Garda Pages 22 to 24 (calling others for help, calling the emergency services), Page 71 (getting help from a responsible person), Page 86 (asking for help in the community), Page 115 (reporting hazards)