

Teaching Carbon Monoxide Awareness



<p>Key stage: 2</p> <p>Lesson title : Raising awareness and reducing the risks of carbon monoxide</p>	
<p>Learning objectives</p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> • about the risks to and effects of carbon monoxide on people’s health • how to reduce the risk of carbon monoxide affecting people’s health
<p>Intended learning outcomes</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> • identify effects of carbon monoxide emissions on people’s health • identify ways to reduce the risks from carbon monoxide emissions • describe ways to reduce the risks of carbon monoxide emissions to others
<p>Context</p>	<p>This lesson should be used as part of a series of lessons designed to support pupils’ understanding of managing and reducing risks to physical, emotional and mental health. It enables pupils to understand the potential risks of CO emissions and what they need to know to help reduce those risks.</p> <p>The plan could be used for an approximately 45-60 minute lesson. However, timings and activities can be adapted as you feel appropriate to meet the age and needs of your pupils, including dividing the lesson into separate lessons etc.</p> <p>This lesson is not designed to be taught in isolation, but should always form part of a planned, developmental PSHE education programme.</p> <p>References to the PSHE Association Programme of Study Key stage 2 Core theme 1: Health and wellbeing 1: to learn what positively and negatively affects their physical, mental and emotional health 10: to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly Core theme 3: Living in the wider world 1: ...discuss topical issues... concerning health and wellbeing and offer their recommendations to appropriate people</p> <p>This lesson is designed to build on knowledge gained in KS1, particularly the Programme of Study references below: Key stage 1 7. how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others 11. that household products, including medicines, can be harmful if not used properly</p> <p>Teachers should also refer to the additional information about carbon monoxide (Resource 3 below) that accompanies this lesson, which includes links to relevant websites. This has been written for teachers, but they can adapt it for use with pupils if required.</p>

Resources required	<ul style="list-style-type: none"> • Box or envelope for anonymous questions • Resource 1: <i>Household hazards prompt cards</i> – 1 prepared set per small group • Resource 2: <i>CO true or false statements</i> – use for whole class or adapt for small groups as required • Resource 3 (for teachers but can be adapted for pupils if required): Background information on CO and web links
Climate for learning	<ul style="list-style-type: none"> • Make sure you are familiar with the school’s safeguarding policy. • Consider any sensitivities and prior knowledge about specific pupils’ circumstances; it may be advisable to give prior warning that this issue will be covered, and notice given to pastoral and other relevant staff. Local and national support groups or helplines should be signposted where appropriate. • Invite pupils to write down any questions they have anonymously at any time, and collect them in using a question box or envelope, which should be accessible both in and after every lesson. To ensure that pupils do not feel self-conscious about being seen to be writing a question, you can ask all pupils to write something: either a question or ‘no question’ if taking anonymous questions during the lesson. You may wish to set aside some time at the end of each lesson for this. • At the beginning of the lesson, establish or reinforce existing ground rules so that pupils have a safe environment in which to discuss any issues that arise. Add or emphasise any ground rules that are especially relevant to this lesson, such as not sharing others’ personal stories or identifying people without permission.
Key vocabulary	risk, hazard, reduce, carbon monoxide, CO, gas
Baseline assessment / Reconnecting activity	<p>Introduction</p> <p>At the beginning of the lesson, establish or reinforce existing ground rules so that pupils have a safe environment in which to discuss any issues that arise. Add or emphasise any ground rules that are especially relevant to this lesson, such as not sharing others’ personal stories or identifying people without permission.</p> <p>Baseline assessment (and reconnecting activity) 5-10 mins</p> <p>Re-cap on previous learning about possible hazards and risks to health that might be found at home. You could do this through individual ‘draw and write’ or mind map activities with a title such as ‘Risks at to our health at home’ or ‘Household hazards’. This can give you an insight into pupils’ existing understanding, enable them to reconnect with previous learning, and can be revisited at the end of the lesson or series of lessons to assess progress.</p> <p>Ask pupils to share some of the risks they have listed and record for all to see.</p> <p>Explain that this lesson will be about another possible risk to their health, and about ways that they can help to reduce the risk. If a pupil has already included CO on their mind map/draw and write activity you may want to use this as a starting point.</p>
Core activities	<p>What’s the risk? 15 mins</p> <p>You can adapt the organisation of the following activity according to the prior knowledge and ability of the class, by using the class list, or by using the Household hazards prompt cards (Resource 1) alone or in combination with the class list. If using the cards, prepare one set per small group of cut-out cards.</p> <p>In groups, ask pupils to read out each <i>Household hazard card</i> and sort them into ‘High risk’ and ‘Low risk’ piles. They may also have a ‘Neither low nor high’ pile if they disagree on where a risk</p>

	<p>belongs. Ask groups where they have placed certain risks – why have they placed them there?</p> <p>In their groups, ask them to choose a risk from each pile and ask themselves the following questions about each hazard:</p> <ul style="list-style-type: none"> • What is the risk? • How could you reduce this particular risk (from the ‘high’ pile)? • Is there a time when this risk might be greater (from the ‘low’ pile)? <p>Ask groups to feed back on their discussions to the class. Questions may arise around particular hazards, such as birds nesting in the chimney and having a serviced boiler. Use any questions and ideas around these to feed into the next activity.</p> <p>CO: True or False?</p> <p>CO: Reducing the risk 15-20 mins</p> <p>Explain to children that another household hazard to our health is something we can’t see, hear or smell - a gas called carbon monoxide, or CO. Explain that this invisible, odourless gas can seriously affect our health, but that we can do things that will prevent this from happening.</p> <p>Have a class or group discussion to raise awareness of and establish the facts about CO using the True/False cards. Answers are given in brackets on the cards (delete these before printing if using directly with pupils) and further information is given on the background information sheet for teachers for you to adapt to suit your pupils, in particular those with special needs, if necessary.</p> <p>After sorting the cards correctly, clarify with the class how people can reduce the risk from CO emissions in their own homes. In small groups, in twos or individually, ask them to design a way of raising awareness of the risks of CO and how to reduce the risks for others. Ideas could include:</p> <ul style="list-style-type: none"> • a Powerpoint presentation and talk for the rest of the school • an information poster • arranging a visit from the local fire service • an assessment of the school against a checklist of key factors with suggestions for action <p>Remind pupils of any adults in school or others to whom they can go if they are feeling anxious or worried about any of the issues that the lesson has raised, and signpost the websites on the teacher information sheet if necessary.</p>
<p>Plenary / Assessment for and of Learning</p>	<p>Assessing (demonstrating) progress 5-10 mins</p> <p>At the end of the series of lessons about risks to health, revisit the baseline activity from the beginning of this lesson. Ask pupils to fill in any additional risks to their health in a different colour, to see whether pupils include CO, and how much understanding of reducing the risks they demonstrate. This is an opportunity to gather evidence of learning that has taken place and to inform your planning for subsequent learning.</p> <p>At the end of this particular lesson, you could also ask children to look at the learning outcomes using ‘I can’ statements and a red, amber, green rating to assess themselves and their level of confidence in identifying the signs and prevention strategies for CO exposure.</p> <p>Signposting further support</p>

	See teacher's information sheet that accompanies this lesson plan for relevant websites for signposting to further information or support.
Extension activities / Home learning	<p>Pupils could use their presentations and information posters to present to parents in an assembly, or to raise awareness more widely, such as via the school newsletter, website or Twitter feed.</p> <p>Pupils could assess their own homes with parents/carers for CO safety risks against the checklist of key factors. They could make a list of actions for parents/carers to take to reduce the health risk of CO those in the house (e.g. 'Fit a CO alarm'; service boiler regularly', 'check room ventilation' etc.).</p>