

Napo for teachers



Napo's Hazard Hunter: Intervention and prevention

Scene URL: <https://www.napofilm.net/en/learning-with-napo/napo-for-teachers/napo-s-hazard-hunter-intervention-and-prevention>

Introductory text

This toolkit engages children in a series of fun activities to help them identify and explain safety and health risks and hazards both at school and at home. It offers children the means to develop an understanding of their own responsibility in relation to risks and hazards and to evaluate different levels of risks.

Learning Objectives

To know how to address a range of hazards that may create a risk to myself and others.

To understand my own responsibility in relation to risks and hazards.

To evaluate different levels of risks.

To work as a team to prepare materials that demonstrate the above learning.

Starter

5 minutes

Show the first scene from the Napo film "Safe Start- Watch out for others too" provided with this lesson

- Why should we prevent hazards for ourselves and others?
- How can we prevent accidents when we see something dangerous?

Activities

40/45 minutes

Hunt the hazard Watch the Napo clip provided with this lesson: [Intervention-Risk prevention](#)

Film: Safe Start, Scene: Watch Out For Others Too.

Film: Risky Business, Scenes: Act On Risks.

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- Discuss and define the hazards shown in the scenes and what sort of other hazards they are aware of. Encourage children to explain what they would do to prevent hazards and risks.
- Discuss how some risks are more dangerous than others by making a list of the risks in order of most severe consequences to less severe and ask the children which risks require the most urgent intervention. (See helpsheet).
- Produce a song, dance or short play to help people remember how to protect themselves and each other from dangers.

Extension Work

- Presentation/discussion on the variety of typical risks we may encounter based on a selection of Napo clips (road accidents, electricity, slips and trips, falls from height – e.g. stairs, chemicals, noise).
- Discussion on caring for others i.e. preventing them from accidents (avoiding risks, inform others of newly intervened risks).
- Discussion on how to intervene on risks based on a selection of Napo clips.
- Group Activity including the tasks outlined overleaf.

A list of potential Napo clips for extension work can be found here: www.napofilm.net/en/napo-films

Assessment

At the end of the lesson pupils can make up a song, rap or rhyme that sums up what they have learnt about Hazard Hunting.

Teacher and students assess their learning using this tool:

- **Gold:** I can explain at least three types of risk or hazard to myself and others. I can evaluate the level of risk and communicate clearly in an engaging way what action should be taken in each case.
- **Silver:** I can explain a risk and a hazard (for myself and for others) at home and in the classroom. I can identify what action to take for both of these and explain this clearly.
- **Bronze:** I can explain what a risk is and identify an action to take.

Resources required

- Stickers
- Tambourine for rap performance (optional)
- Help sheet for teachers: Intervention and prevention
- Hazard Spotting Poster Solutions
- Group Activity: Napo's Hazard House
- Hazard Hunting/sporting – Report Sheet

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- [Napo's Hazard Hunter: Intervention and prevention](#)

To download the provided resources, go to: [Resource library](#)

Links to subject/curriculum

Personal, social and health education

Household products, including medicines, can be harmful if not used properly. Rules for and ways of keeping safe, including basic road safety, and about people who can help them stay safe. To recognise how their behaviour affects other people.

Science

To recognise that there are hazards in living things, materials and physical processes, and assess risks and take action to reduce risks to themselves and others Pupils should obtain an insight into the use of chemicals at home, their labelling and handling. Handling of natural and artificial substances

Citizenship/Education for civil life

To recognise hazards and assess consequent risks.

Foreign/Native Language

Writing simple sentences to complete a story with a beginning, middle and end structure