LESSON PLAN

Lesson 2: Features of my road environment

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LESSON OVERVIEW

In this lesson, the teacher:
· Introduces the concept of a road environment.
· Identifies various features of a local road environment.
· Develops students' knowledge and understanding of the features in their local road environment.
  These features might include signs, footpaths, crossings, etc. Students use a worksheet to identify road
  features in their local school environment.

SEQUENCE TITLE: Step Into Safety – Levels 1–2

💡 **LEVELS**
1 and 2

📋 **LESSON NUMBER**
2 of 8

🕐 **LESSON LENGTH**
60 minutes

CURRICULUM AREAS

LEARNING AREAS
· Health and Physical Education
· English

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Victorian Curriculum 2.0 Content Descriptions

🔲 LEARNING AREAS

Health and Physical Education

VC2HP2P06 Identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe.

VC2HP2P07 Investigate a range of health messages and strategies in their community to promote their own health, safety and wellbeing.

VC2HP2M03 Participate in a range of physical activities in outdoor environments and aquatic settings and investigate contextual factors and environments that make physical activity safe and enjoyable.

English

VC2E1LA09 Recognise and understand vocabulary across the curriculum, such as topic-specific vocabulary in other learning areas.

VC2E2LA09 Apply learnt vocabulary and begin to make conscious choices to suit the topic.

💡 VOCABULARY

Roads – Roads are like special paths built for cars, trucks, and buses to travel on. They help us get from one place to another.

Environment – The environment is everything around us.

Road environment – Everything that is on or near the road, e.g. footpaths, signs, cars, pedestrians.

Footpaths – Footpaths are paths built just for people to walk on. They are usually next to a road, so you can walk safely without being near the cars.

Signs – Signs are helpful pictures or words that tell us important messages. Road signs tell drivers to stop, slow down, or which way to go. Other signs can tell us where the toilets are or where to wait for a bus.

Gutters – Gutters are little channels at the side of a road. When it rains, the water flows into the gutters and away into the drains, so the roads and footpaths don't get flooded.

📋 MATERIALS REQUIRED

Student

· Grey lead pencil – 1 per student.
· Colour pencils – 1 packet per 2 students.
· Research 2.2 Learning Activity.

Teacher

· Whiteboard.
· Large display paper.
· Resource 2.1 PowerPoint.

LEARNING OBJECTIVE

· We will able to identify features in our road environment.

SUCCESS CRITERIA

· I know the names of the features of my road environment.

TEACHING CONSIDERATIONS

It's important that students understand the concept of 'the road environment' and this is displayed for future reference as they will need this knowledge for future lessons.

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Supporting All Learners: Suggested modifications

Enable

· Students use Google maps (either aided or unaided) to identify their house (or the school) and identify road features.
· Choose only 2 or 3 features from *Resource 2.1-PowerPoint* to discuss.

Extend

· Consider using the pictures from *Resource 2.1-PowerPoint* to extend discussions regarding the features and how they keep us safe.
· Students complete written work on 3-4 features and how they keep us safe.

Structure of lesson:

1 LESSON STAGE 1   **TIMING:** 15 mins

Activate prior knowledge

Ask students to nominate how they arrived at school today? For example, car, walk, or cycle.

Ask students to nominate something they saw on their way on or near the road.

(Teacher will need to model this initially, for example, "I saw a roundabout on my way to school.")

Explain what we mean by the term road environment, for example, a footpath, a stop sign, a road, cars, or buses.

Write the term 'road environment' on the whiteboard.

Question the students to define road environment and write this definition on display. *"Road environment: Everything that is on or near the road, for example, footpaths, signs, cars, or pedestrians."*

Pair-Share: Give the students two minutes to list as many features as they can, which they saw on their way to school in the road environment.

Call on volunteer students to share their response.

Introduce the learning objectives

Read aloud the learning objective and success criteria.

Explain the learning objective, emphasising that the lesson's focus is on knowing the many different features of our road environment.

2 LESSON STAGE 2   **TIMING:** 35 mins

Modelling, demonstration and explanation

Using Resource 2.1 PowerPoint

Read the names of the first illustration, that is, a speed sign. Question students to determine their understanding of this sign.

Ask students to nominate where they might see each of these features.

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Hand out Research 2.2 Learning Activity: *Features of my road environment* and **explain** the task – that is; students will have one worksheet for each pair and the class will walk the perimeter (or similar) of the school to find examples of each of the road environment features described on the sheet.

Teacher demonstrates how to tick off each item as they are seen.

Teacher demonstrates how to record a feature the students might see in the road environment that is not listed on the worksheet, for example, a school crossing.

Guided practice

Students complete their worksheets and return to class.

Teacher compiles list of features of the loal road environment on display sheets, for example. *"In our road environment we saw …."*

Ask students to think of some features they see in their road environment near their own homes.

Choose volunteers to share their responses.

<div>3</div> **LESSON STAGE 3**   🕐 **TIMING:** 10 mins

Review and reflect

Return to the success criteria.

Ask students to nominate a feature they saw in the road environment today.

Assessment routines

Observe student completion of worksheets and responses to questions.

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