



LESSON PLAN

Lesson 2: Features of my road environment

LESSON OVERVIEW

In this lesson, the teacher introduces the concept of a road environment. The teacher identifies various features of a local road environment and develops students' knowledge and understanding of the features of their local road environment. These features might include signs, footpaths, crossings, etc. Students use a learning activity to identify road features in their local school environment.

SEQUENCE TITLE: Step Into Safety - Foundation Level A to Foundation



LEVELS

**Foundation Level A
to Foundation**



LESSON NUMBER

2 of 8



LESSON LENGTH

60 minutes

CURRICULUM AREAS



LEARNING AREAS

- Health and Physical Education
- English

LESSON PLAN

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Victorian Curriculum 2.0 Content Descriptions



VC2HPFAP06 Participate in a variety of health, safety and wellbeing actions.

VC2HPFBP06 Practise a variety of health, safety and wellbeing actions.

VC2HPFCP06 Identify a variety of health, safety and wellbeing actions.

VC2HPFDP05 Identify protective behaviours and help-seeking strategies.

VC2HPFDP06 Identify health, safety and wellbeing symbols and apply practices appropriate to places in the school environment or community.

VC2HPFP06 Identify protective behaviours and rehearse help-seeking strategies that help keep them safe.

VC2HPFP07 Identify health symbols, messages and strategies in their community that support their health and safety.



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.

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 like helpful pictures or words that tell people important things. Road signs tell drivers to stop, slow down, or which way to go. Other signs can tell you where the toilets are or what something is.

Traffic Lights – Traffic lights are special lights on the road that tell cars and people when to stop and when to go. The red light means stop, the green light means go, and the yellow light means get ready to stop.



MATERIALS REQUIRED

Student

- Grey lead pencil – 1 per student.
- Colour pencils – 1 packet per 2 students.
- Other writing tools.

Teacher

- Whiteboard.
- Large display paper.
- Resource 2.1 PowerPoint.
- Volunteers to help supervise students in the playground.

LEARNING OBJECTIVE

- We are learning to identify features in our road environment.

SUCCESS CRITERIA

- I can name some features of my road environment.



Supporting All Learners: Suggested modifications

Enable

- Students focus on one feature of the road environment in their local area and discuss its purpose, e.g. a school crossing.

Extend

- Students draw their own streetscape. You may like to have them close their eyes, picture their street, and consider what they will draw. Ask students to:
 - Draw their home.
 - Name their street.
 - Consider what features are around the street and draw them.

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Structure of lesson:

1

LESSON STAGE 1



TIMING: 15 mins

Activate prior knowledge

Ask students to name something they know will keep them safe.

Ask students to name something that might be unsafe.

Ask students to name something they might see if they went outside and looked at the road.

Introduce the learning objectives

Read aloud the learning objective and success criteria.

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

2

LESSON STAGE 2



TIMING: 35 mins

Modelling, demonstration and explanation

Use Resource 2.1 PowerPoint.

Ask students to name each of the images.

Ask students to explain how each of these images helps keep us safe.

- What do we see in this picture?
- What does that tell us to do?
- Does this keep us safe?
- How does this keep us safe?

Guided practice

Tell students they are going to go outside to look at the roads around the school.

Ask students to look for signs and other things they see near or on the road.

Return to the classroom and ask students to list some of the things they observed on or near the road.

Record all of the things they observed in the road environment.

Ask students if these things help keep us safe.

List all of the things mentioned under the headings safe or unsafe.

3

LESSON STAGE 3



TIMING: 10 mins

Review and reflect

Return to the success criteria.

Ask students to name something they saw in the road environment today.

Assessment routines

Observe student responses to questions.