



## LESSON PLAN

# Lesson 7: Staying safe on the footpath

### LESSON OVERVIEW

In this lesson, the teacher guides students to an understanding that while footpaths are safe we still need to be aware of potential risks and make choices to keep us safe.

**SEQUENCE TITLE:** Step Into Safety - Foundation Levels A - F



#### LEVELS

**Foundation A - F**



#### LESSON NUMBER

**7 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



**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

**Footpath** – 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.

**Safe** – a situation where I will not be hurt.

**Unsafe** – a situation where I might be hurt or in danger.

#### MATERIALS REQUIRED

##### Student

- Grey lead pencil – 1 per student.
- Colour pencils – 1 packet per 2 students.
- Resource 7.2 Learning Activity.

##### Teacher

- Whiteboard.
- Resource 7.1 PowerPoint.
- Resource 7.2 Learning Activity.



#### LEARNING OBJECTIVE

- We will know when a situation on a footpath is safe or unsafe.
- We will know how to stay safe on a footpath.

#### SUCCESS CRITERIA

- I know when situations on a footpath are safe and/or unsafe
- I know how to stay safe on a footpath.



#### Supporting All Learners: Suggested modifications

##### Enable

- Provide examples of existing rules that help keep us safe on the footpath and ask students to pick the most important one and justify their choices.

##### Extend

- Make a PowerPoint, story, song or poster about the rules and present it to the class.

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#### Structure of lesson:

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#### LESSON STAGE 1



**TIMING:** 10 mins

##### Activate prior knowledge

**Revise** the definition of the words safe and unsafe and footpath.

**Ask** students to define what a footpath is, and what makes it safe.

##### Introduce the learning objectives

**Read aloud** the learning objectives and success criteria.

**Explain** the learning objectives, emphasising that the lesson's focus is on knowing what is safe and what is unsafe even on footpaths.

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#### LESSON STAGE 2



**TIMING:** 40 mins

##### Modelling, demonstration and explanation

Using resource 7.1 PowerPoint discuss as a class the two problems with the footpaths in the first two images.

**Identify** why the safe situations are potentially unsafe.

**Ask** students to suggest what actions they would take to keep themselves safe in these situations.

**Using** the other images in Resource 7.1 PowerPoint, list on the board some of the problems on these footpaths and what actions we would take to keep us safe.

##### Guided practice

**Place** students in pairs or small groups and ask them for ideas on how to stay safe on a footpath.

**Demonstrate** how to record an idea for staying safe on a footpath, e.g. "We need to watch where we are going when we are walking."

##### Independent application

**Students** in pairs or small groups devise ideas to keep them safe on the footpath.

**Circulate** and **observe** students' work and **check for understanding**.

**Choose** volunteers to share their responses.

**Record** the students' ideas on a display page.

3

#### LESSON STAGE 3



**TIMING:** 10 mins

##### Review and reflect

**Return** to the success criteria.

**Return** to the display sentences.

##### Assessment routines

**Assess** students' ability to identify safe and unsafe.