



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 Level A to Foundation



LEVELS

**Foundation Level A
to Foundation**



LESSON NUMBER

7 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

Footpath – Footpaths are paths built just for people to walk or move 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.
- Other writing tools.
- 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 can identify situations on a footpath that are safe and/or unsafe.
- I can stay safe on a footpath.



Supporting All Learners: Suggested modifications

Enable

- Provide examples of existing rules that help keep us safe on the footpath. Ask students to pick one and then model it.

Extend

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

LESSON PLAN

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Structure of lesson:

1

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 on footpaths.

2

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.