



## LESSON PLAN

# Lesson 1: Safe, Unsafe

### LESSON OVERVIEW

In this lesson, the teacher revises and consolidates students' knowledge and understanding of the words safe and unsafe, and how these concepts apply in real-life situations. Students participate in whole class discussions to demonstrate their understanding of safe and unsafe situations. Students complete a worksheet demonstrating their understanding of safe and unsafe situations.

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



#### LEVELS

**Foundation A - F**



#### LESSON NUMBER

**1 of 8**



#### LESSON LENGTH

**60 minutes**

### CURRICULUM AREAS



#### LEARNING AREAS

- Health and Physical Education
- English

## LESSON PLAN

### Lesson 1: Safe, Unsafe

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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.

**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.

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#### VOCABULARY

**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 1.2 Learning Activity.

##### Teacher

- Whiteboard.
- Resource 1.1 PowerPoint.
- Resource 1.2 Learning Activity.
- Large sheet of paper for display.



#### LEARNING OBJECTIVE

- We will know when a situation is safe or unsafe.

#### SUCCESS CRITERIA

- I know when situations are safe and unsafe.

#### TEACHING CONSIDERATIONS

Safety is not instinctive or automatic – younger children need to develop the ability to identify safe, unsafe and potentially unsafe situations, and under guidance develop a range of strategies to raise their level of safety.



#### Supporting All Learners: Suggested modifications

##### Enable

- Use safe and unsafe concepts only.
- Use safe and unsafe photos from your local area.

##### Extend

- Students incorporate safe, unsafe and maybe safe concepts into a sentence or story.

## LESSON PLAN

### Lesson 1: Safe, Unsafe

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#### Structure of lesson:

1

#### LESSON STAGE 1



**TIMING:** 10 mins

##### Activate prior knowledge

**Revise/introduce** the definition of the words safe and unsafe by writing the words on the board and verbally explaining their definition. Give examples.

**Ask** students to **Pair-Share** to discuss a situation that is safe and a situation that is unsafe.

**Call** on volunteer students to share their responses.

##### Introduce the learning objectives

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

**Explain** the learning objectives, emphasising the lesson's focus is on knowing the difference between what is safe and what is unsafe.

2

#### LESSON STAGE 2



**TIMING:** 40 mins

##### Modelling, demonstration and explanation

Using Resource 1.1 PowerPoint discuss as a class the safe and unsafe images.

**Identify** why safe situations are safe and **explain** why safe situations have no risk of injury.

**Identify** why unsafe situations are unsafe and **explain** why unsafe situations have a risk of injury.

**Question** students to clarify concepts of safe and unsafe.

**Write** simple definitions of safe and unsafe for later display. For example,

*"In safe places I cannot be hurt."*

*"In unsafe places I might be hurt."*

##### Guided practice

**Hand out** the Resource 1.2 Learning Activity and display a copy on the whiteboard.

**Demonstrate** to students how to:

- Put a circle around all the pictures that are **SAFE**; and
- A cross over all the pictures that are **UNSAFE**.

##### Independent application

Students to complete the worksheet.

**Circulate** and **observe** students' work and **check for understanding**. Prompt students with questions to clarify their understanding. For example, when is a dog not safe?

**Choose** volunteers to share their responses.

## LESSON PLAN

### Lesson 1: Safe, Unsafe

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3

#### LESSON STAGE 3



**TIMING:** 10 mins

##### Review and reflect

**Return** to the success criteria.

**Return** to the display sentences.

Can you think of a situation that is:

1. Safe.
2. Unsafe.

##### Assessment routines

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



## RESOURCE 1.1 TEACHER GUIDE

### Safe, Unsafe

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Safe	Unsafe
	
	
	



## RESOURCE 1.2 LEARNING ACTIVITY

### Safe, Unsafe

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Put a circle around all the pictures that are **SAFE** and a cross over all the pictures that are **UNSAFE**





## 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. 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 worksheet to identify road features in their local school environment.

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



#### LEVELS

**Foundation A - F**



#### LESSON NUMBER

**2 of 8**



#### LESSON LENGTH

**60 minutes**

### CURRICULUM AREAS



#### LEARNING AREAS

- Health and Physical Education
- English

## LESSON PLAN

### Lesson 2: Features of my road environment

#### 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.

##### Teacher

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

#### LEARNING OBJECTIVE

- We will be able to identify features in our road environment.

#### SUCCESS CRITERIA

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



#### Supporting All Learners: Suggested modifications

##### Enable

- Students focus on one feature on the road environment of 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.



## LESSON PLAN

### Lesson 2: Features of my road environment

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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 saw on or near the road.

**Record** all of the things they saw in the road environment.

**Ask** students if these things help keep us safe or might be unsafe.

**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 nominate something they saw in the road environment today.

##### Assessment routines

**Observe** student responses to questions.



## LESSON PLAN

# Lesson 3: Safe and Unsafe, and our choices in the local road environment

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### LESSON OVERVIEW

In this lesson, the teacher revises students' knowledge and understanding of the terms safe and unsafe and links these to their local road environment. Students identify which features make a road environment safe or unsafe and how their choices can make a road environment safe.

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



#### LEVELS

**Foundation A – F**



#### LESSON NUMBER

**3 of 8**



#### LESSON LENGTH

**60 minutes**

### CURRICULUM AREAS



#### LEARNING AREAS

- Health and Physical Education
- English

## LESSON PLAN

### Lesson 3: Safe and Unsafe, and our choices in the local road environment

#### 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

**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 3.2 Learning Activity.

##### Teacher

- Whiteboard.
- Resource 3.1 PowerPoint.



#### LEARNING OBJECTIVE

- We will be able to identify safe and unsafe features of our local road environment.
- We will be able to suggest behaviours to make unsafe situations safer.

#### SUCCESS CRITERIA

- I know when the road environment is safe or unsafe.
- I can think of some ideas to keep myself safe in the road environment.
- I can identify people who can help keep me safe in the road environment.



#### Supporting All Learners: Suggested modifications

##### Enable

- Students complete Learning Activity 2 using two photos and images from their local area.

##### Extend

- Students can draw one unsafe space in their school and write (with assistance) choices that could be made to make it safer.

## LESSON PLAN

### Lesson 3: Safe and Unsafe, and our choices in the local road environment

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#### Structure of lesson:

1

#### LESSON STAGE 1



**TIMING:** 20 mins

##### Activate prior knowledge

**Revise** students' understanding of the terms safe and unsafe.

**Link** these concepts (safe and unsafe) to the features in a road environment. For example:

*"Some elements in our road environment help keep us safe."*

*"Some elements in our road environment are maybe unsafe."*

**Ask** students to nominate a feature in the road environment which is safe (for example, school crossing with flags).

**Ask** students to nominate an element of the road environment which is unsafe (for example, a busy road).

##### Introduce the learning objectives

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

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

2

#### LESSON STAGE 2



**TIMING:** 30 mins

##### Modelling, demonstration and explanation

**Show** Resource 3.1 PowerPoint.

**Ask** students to nominate which of these images are safe.

**Ask** students to nominate which of these images are unsafe.

**Ask** students, why some images are safe.

**Ask** students why some images are unsafe.

##### Guided practice

Hand out the Resource 3.2 Learning Activity.

**Demonstrate** to students how to:

- Put a circle around all the pictures that are **SAFE**; and
- A cross over all the pictures that are **UNSAFE**.

##### Independent application

Students to complete the worksheet.

**Circulate** and **observe** students' work and **check for understanding**. Prompt students with questions to clarify their understanding.

For example:

- *What makes the girl unsafe on the road?*
- *Can you explain what is unsafe about this picture?*
- *Could we make this safe?*

**Choose** volunteers to share their responses.

## LESSON PLAN

### Lesson 3: Safe and Unsafe, and our choices in the local road environment

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3

#### LESSON STAGE 3



**TIMING:** 10 mins

#### Review and reflect

**Return** to the success criteria.

**Ask** students, "What have we learnt about safety in our road environment?"

#### Assessment routines

**Assess** students' ability to identify safe and unsafe and their ability to make choices and take actions to keep ourselves safe.













## RESOURCE 3.1 TEACHER GUIDE

### Safe and Unsafe and Our Choices in the Local Road Area

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SAFE	UNSAFE
	
	
	
	

## RESOURCE 3.2 LEARNING ACTIVITY

### Safe, Unsafe



Put a circle around all the pictures that are **SAFE** and a cross over all the pictures that are **UNSAFE**







## LESSON PLAN

# Lesson 4: Being Aware and Alert in the Road Environment

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### LESSON OVERVIEW

In this lesson, the teacher reviews students' prior knowledge of various sounds that can be heard in the road environment. Students participate in whole class and paired discussions to demonstrate their understanding of traffic noises and the role these sounds play in keeping us safe. Students will listen to and identify different traffic sounds to demonstrate their understanding of how potentially unsafe situations can be made safe when we pay attention and recognise traffic sounds/noise.

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



#### LEVELS

**Foundation A - F**



#### LESSON NUMBER

**4 of 8**



#### LESSON LENGTH

**60 minutes**

### CURRICULUM AREAS



#### LEARNING AREAS

- Health and Physical Education
- English

## LESSON PLAN

### Lesson 4: Being Aware and Alert in the Road Environment

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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

**Pedestrians** – people who are walking.

**Siren** – a loud sound made by emergency vehicles (ie police, fire trucks, ambulances) to warn people, or other vehicles, to move out of the way.

**Safest** – the choice that keeps me the most safe.

#### MATERIALS REQUIRED

##### Student

- Grey lead pencil – 1 per student.
- Colour pencils – 1 packet per 2 students.
- Literacy workbooks – 1 per student.

##### Teacher

- Resource 4.1 – '[Traffic soundtrack](#)'.
- Resource 4.2 – '[That's the Sound the Street Makes](#)–  
[PDE](#) By Danny Katz.



#### LEARNING OBJECTIVE

- We will identify the sounds we hear in the road environment.
- We will understand how knowing about these sounds will help keep us safe in the road environment.
- We will understand that children under ten years old should hold an adult's hand when crossing the road.

#### SUCCESS CRITERIA

- I can recognise different sounds in the road environment
- I can explain what these sounds mean and how they can make us safe
- I know to hold an adult's hand when crossing the road.

#### TEACHING CONSIDERATIONS

Being aware and alert in the road environment is not instinctive or automatic for younger children. This means they require guidance to develop the ability to identify different traffic sounds and noises and to understand the role these play in being safe.

## LESSON PLAN

### Lesson 4: Being Aware and Alert in the Road Environment



#### Supporting All Learners: Suggested modifications

##### Enable

- Question student about one sound only and with a shortened grab of the soundtrack.
- Play the sound track more than twice.

##### Extend

- Role play the story from the book *That's the Sound the Street Makes* by Danny Katz.

### Structure of lesson:

1

#### LESSON STAGE 1



**TIMING:** 10 mins

##### Activate prior knowledge

**Ask** students to be quiet and listen to the sounds around them.

**Demonstrate** I can hear other children talking. And I can hear cars on the road.

**Ask** students to be quiet and listen to the sounds around them again.

**Ask** volunteers to tell the class what they can hear.

**Ask** students to be quiet and listen to the sounds around them again.

**Ask**, "Did you hear anything different this time?"

**Tell** the class that today we are going to be working on listening. We are going to listen to all the noises near the road.

##### Introduce the learning objectives

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

**Explain** the learning objectives, emphasising that the lesson's focus is on being aware and alert in the road environment.

2

#### LESSON STAGE 2



**TIMING:** 40 mins

##### Modelling, demonstration and explanation

**Ask** students, "What sounds do we hear on or near the road?"

**Explain** to students that when we listen to the *Traffic Soundtrack*, we will need to do so carefully so we can list all the sounds we hear.

##### Orientation

**Play** the **Resource 4.1- 'Traffic soundtrack'** twice.

Firstly, ask students to listen carefully (close their eyes) to all the different sounds they can hear.

- Come together as a class and demonstrate what you (the teacher) heard by stating two sounds.
- Play sound track again and ask students to list all the sounds they can identify as they listen. You may wish to play the track a third time if students require.



## LESSON PLAN

### Lesson 4: Being Aware and Alert in the Road Environment

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As a whole class, discuss and identify all the different sounds on the soundtrack.

#### Guided practice

**Introduce** the book *Resource 4.2 That's the Sound the Street Makes* by Danny Katz.

**Explain** that this story follows Ella and her dad on their journey to school as she reminds him how to be a responsible and safe pedestrian. Use the book to discuss the safe choices that the characters make when crossing the road.

**Read the book** *That's the Sound the Street Makes* by Danny Katz.

**Model** an example of one safe choice that is made by the characters when crossing the road and discuss what this means in terms of their own safety on the road

#### Independent application

**Explain** to students that they will be thinking about all the sounds the street makes from the book we have just read, *That's the Sound the Street Makes*.

**Ask** students to make a list of the sounds stated in the book, and then choose three to discuss what these mean in terms of their safety on the road.

**Ask** students:

- Where was the safest place to cross the road? (A: Pedestrian crossing.)
- Why was this the safest place? (A: Signs, lights and markings on the road for drivers.)
- How did they know when it was safe to cross the road? (A: Cars and buses stopped; walk-light turned green; fast beeping from pedestrian crossing.)
- What is the key safety message in the book? (A: Choose the safest place to cross the road.)
- Why is it important to hold hands when crossing the road? (A: Children might become distracted; children are small, and this makes it difficult for them to see traffic, and for drivers to see them; adults have more experience and know where danger can come from and where is the best place to cross; adults are responsible for children's safe.)

**Demonstrate** drawing a picture on the board of a child holding an adult's hand.

**Tell** the students they can now draw their picture holding an adult's hand as they cross the road.

**Circulate** and **observe** students' drawings and **check for understanding**, noting students' ability to retell the story. Prompt students with questions to clarify their understanding.

3

#### LESSON STAGE 3



**TIMING:** 10 mins

#### Review and reflect

**Return** to the success criteria.

**Check for understanding** by asking students what they can hear on the road and how to cross the road safely.

**Choose** volunteers to share their responses with the class.

#### Assessment routines

**Assess** students' ability to identify traffic sounds and noises and demonstrate their understanding of how these sounds keep us safe in the road environment.



## LESSON PLAN

# Lesson 5: Crossing the Road – Stop Look Listen Think

### LESSON OVERVIEW

In this lesson, the teacher introduces the students to the strategy – Stop, Look, Listen, and Think – and most importantly the idea they must hold an adult's hand or be under adult supervision at all times when crossing a road.



**NOTE:** All children under the age of ten must be supervised and/or hold an adult's hand when crossing roads. At no time should this lesson suggest students under ten can cross roads independently.

This lesson may take two sessions to conclude, or it could be one longer session, completed after lunch. It is recommended students return to this lesson and the behaviours regularly.

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



#### LEVELS

**Foundation A – F**



#### LESSON NUMBER

**5 of 8**



#### LESSON LENGTH

**60 minutes**

### CURRICULUM AREAS



#### LEARNING AREAS

- Health and Physical Education
- English

## LESSON PLAN

### Lesson 5: Crossing the Road – Stop Look Listen Think

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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.

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#### VOCABULARY

**Stop** – stand still at the kerb/side of the road.

**Look** – in all directions.

**Listen** – be quiet while you listen for sounds from all directions.

**Think** – before you choose to move, make sure you are safe.

#### MATERIALS REQUIRED

##### Teacher

- Whiteboard.



#### LEARNING OBJECTIVE

- We always hold an adult's hand when crossing roads, or be watched by an adult e.g. crossing supervisor, teacher.
- We will be able to Stop, Look, Listen, Think when we are crossing roads.

#### SUCCESS CRITERIA

- I know to cross the road with an adult.
- I know how to ask for help to cross the road.
- I know to Stop Look Listen Think before crossing a road.

#### TEACHING CONSIDERATIONS

##### Questions to prompt a discussion:

##### Stop at the correct place:

- Where is the correct place to stop?
- What is wrong with too far back?
- What do we need to be careful of?
- Can drivers see you?

##### Look for all traffic approaching:

- What are we looking for?
- What vehicles might we see?
- How do we know how fast the vehicles are travelling?

## LESSON PLAN

### Lesson 5: Crossing the Road – Stop Look Listen Think

- What direction do we need to look?
- What do we do if there is a corner?

**Listen to identify traffic approaching:**

- Think about the traffic sounds we just heard.
- What should we listen for?

**Think (decide) when it is safe to cross the road:**

- Make sure we hold an adult's hand.
- Cross the road safely with no distractions.

Consider playing/replaying the SLLT rap and /or other road safety songs to consolidate learning.

[Road Safety Songs - Starting Out Safely \(childroadsafety.org.au\)](http://childroadsafety.org.au)



#### Supporting All Learners: Suggested modifications

**Enable**

- Students use a range of percussive instruments to accompany the other safety songs. Note there are slower versions of the songs on the Starting Our Safely website.

**Extend**

- Students create their own rap and perform it using the instrumental version of the song.
- Students practice the SLLT procedure outside of the school grounds.

### Structure of lesson:

1

#### LESSON STAGE 1



**TIMING:** 10 mins

##### Activate prior knowledge

**Revise/introduce** the definition of the words safe and unsafe by writing the word on the board asking the students to give examples of staying safe on the roads

**Call** on volunteer students to share their response.

**Show** the video [https://www.youtube.com/watch?v=rbykZ\\_zUGRg](https://www.youtube.com/watch?v=rbykZ_zUGRg)

**Ask** students to explain who helps them cross the road, that is, mum, dad, the crossing supervisor, their teacher.

**Explain** there always needs to be an adult to help us cross the road, and today we will work on how to stay safe while crossing the road.

##### Introduce the learning objectives

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

2

#### LESSON STAGE 2



**TIMING:** 40 mins

##### Modelling, demonstration and explanation

**Introduce** the parent helpers to the class.

## LESSON PLAN

### Lesson 5: Crossing the Road – Stop Look Listen Think

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**Explain** how parent helpers are here today to help us practise crossing the road.

**Write** on a display chart, *"We must always cross the road with the help of an adult."*

**Explain** there are rules for crossing the road and we will learn about them today.

**Write** "Stop" on the board.

**Ask** Why do we stop? Where do we stop? Where do we **not** stop?

**Write** "Look" on the board.

**Ask** Why do we look? Where do we look?

**Complete** for Listen and Think.

Explain to students we will go outside to practise crossing the road and using the rules Stop, Look, Listen, and Think.

#### Guided practice

**Show** students the road and footpath drawn in the schoolgrounds and check they understand and can identify the road/footpath.

**Explain** to students that you will show them how to stop, look, listen and think before crossing the road.

**Demonstrate** and commentate as you go through the stop, look, listen and think strategy. For example, *"I must stop near the road. I am not on the road but I am not too far back from the road. This means I can see the traffic both ways. I look to my right, I look to my left, and I look to my right again. I listen for traffic. I think to myself, is it safe to cross the road?"*

**Explain** and emphasise that if I was a child I would have an adult with me.

**Demonstrate** by asking one of the parent volunteers, *"Will you help me cross the road please?"*

*"We both stop at the side of the road. We both look. We both listen. We both think, is it safe? If it is safe, we cross the road."*

**Ask** for a child to volunteer with you. Repeat the strategy – Stop, Look, Listen, Think.

Once you are confident the students understand the idea, break into groups and have the adult helpers work with the students.

#### Independent application

Each child in the class works with a parent to practise the strategy.

3

#### LESSON STAGE 3



**TIMING:** 10 mins

#### Review and reflect

**Return** to class.

**Write** what the students have learnt for each of Stop, Look, Listen, Think. For example, *"I stop on the footpath or near the road but not on the road to see the traffic."*

**Return to** the success criteria.

#### Assessment routines

**Assess** by observing students' behaviour and capacity to apply Stop, Look, Listen and Think strategy.





## LESSON PLAN

# Lesson 6: Understanding common pedestrian traffic signs

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### LESSON OVERVIEW

In this lesson, the teacher introduces students to common pedestrian traffic signs and their safety messages and highlights the need for students to follow the advice of the signs. Students will complete a worksheet demonstrating their understanding of common pedestrian safety signs.

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



#### LEVELS

**Foundation A - F**



#### LESSON NUMBER

**6 of 8**



#### LESSON LENGTH

**60 minutes**

### CURRICULUM AREAS



#### LEARNING AREAS

- Health and Physical Education
- English

## LESSON PLAN

### Lesson 6: Understanding common pedestrian traffic signs

#### 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

**Signs** – helpful pictures or words that tell people important messages. For example, road signs tell drivers to stop, slow down, or which way to go.

#### MATERIALS REQUIRED

##### Student

- Grey lead pencil – 1 per student.
- Colour pencils – 1 packet per 2 students.
- Resource 6.2 Learning Activity.

##### Teacher

- Whiteboard.
- Resource 6.1 PowerPoint.
- Resource 6.2 Learning Activity.
- Resource 6.3 PowerPoint.



#### LEARNING OBJECTIVE

- We will be able to identify traffic safety signs.
- We will be able explain what the signs mean and how they keep me safe.

#### SUCCESS CRITERIA

- I know what traffic signs mean.
- I can explain how signs keep me safe in the road environment.

#### TEACHING CONSIDERATIONS

##### Notes

All road users in Victoria are governed by rules. The rules relevant to pedestrians can be found on the Transport Victoria website [Road rules and safety - Transport Victoria](#).

##### Rules for pedestrians

Pedestrians are not allowed to:

- cross the road when they see an amber or red traffic or pedestrian light.
- cross the road unless within 20 metres of a pedestrian crossing - they must use the crossing.
- get out of a moving vehicle.
- cross a railway level crossing when it is not allowed.
- cause a traffic hazard by moving into the path of a moving car.

## LESSON PLAN

### Lesson 6: Understanding common pedestrian traffic signs

- walk along or fail to give way when crossing a path which is for bicycles and wheeled devices (a path showing a 'Bicycle Lane' sign).

Pedestrians must:

- use the shortest or most direct way to cross a road.
- cross to the nearest edge of the footpath after getting off a tram.
- obey traffic instructions from a police officer.
- give way to vehicles at roundabouts.
- obey a 'no pedestrian' sign.



#### Supporting All Learners: Suggested modifications

##### Enable

- Focus on one sign (e.g. a school crossing stop sign) and discuss the meaning.

##### Extend

- Display common road signs around the room and print out the names of the signs on pieces of paper. Students move around the room selecting the appropriate text for each of the signs and sticking them to the pictures.

### Structure of lesson:

1

#### LESSON STAGE 1



**TIMING:** 15 mins

##### Activate prior knowledge

**Ask** students to nominate which signs they have seen in the road environment.

**List** these on the board.

**Show** Resource 6.1 PowerPoint.

**Ask** students to tell you what each of these signs mean.

**Ask** students to suggest any other safety signs they know.

##### Introduce the learning objectives

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

2

#### LESSON STAGE 2



**TIMING:** 35 mins

##### Modelling, demonstration and explanation

**Continue** with Resource 6.1 PowerPoint

**Ask** students the meaning of the first sign. By questioning, guide students to understand the meaning of this sign.

Continue with each of the images/signs, highlighting that all signs tell us to do something or to not do something to keep us safe.

## LESSON PLAN

### Lesson 6: Understanding common pedestrian traffic signs

.....

#### Guided practice

**Distribute** worksheets.

**Show** Resource 6.2 Learning Activity on the whiteboard, "I do, you do, we do".

**Model** on the board how to complete the first picture and sentence.

**Read aloud** all of the sentences.

#### Independent application

**Students** do the last three.

**Circulate** and **observe** students' drawings and **check for understanding**. Prompt students with questions to clarify their understanding.

**Choose** volunteers to share their responses.

3

#### LESSON STAGE 3

##### Review and reflect

**Return to** the success criteria.

**Check for understanding.**



**TIMING:** 10 mins



## RESOURCE 6.2 LEARNING ACTIVITY

### Traffic Signs

.....

Draw a line to connect the sign to its meaning.



Bikes and  
pedestrians can  
use this path.



Do not cross the  
road now.



Pedestrians must  
not enter.  
It is dangerous.



Safely cross the  
road now.





## 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

## LESSON PLAN

### Lesson 7: Staying safe on the footpath

.....

#### 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.

## LESSON PLAN

### Lesson 7: Staying safe on the footpath

.....

#### 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 even 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.



## LESSON PLAN

# Lesson 8: My Safe Choices Plan

### LESSON OVERVIEW

In this session, the teacher reviews the unit's content. Students are encouraged to think about the important things they have learnt about keeping themselves safe on and around roads. Next, the teacher leads a discussion about the actions that students can take to keep themselves safe on and around roads. Students then develop their own simple *Safe Choices Plan* (either aided or independently) using a worksheet.

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



#### LEVELS

**Foundation A - F**



#### LESSON NUMBER

**8 of 8**



#### LESSON LENGTH

**60 minutes**

### CURRICULUM AREAS



#### LEARNING AREAS

- Health and Physical Education
- English

## LESSON PLAN

### Lesson 8: My Safe Choices Plan

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#### Victorian Curriculum 2.0 Content Descriptions



**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.

**VCELY116** Identify some familiar texts and their use in the community.

**VC2EFLA08** Recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school.

**VC2CPFS05** Behaviours that support independence.

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#### VOCABULARY

Refer to lessons 1 -7 for vocabulary.

#### MATERIALS REQUIRED

##### Student

- Grey lead pencil – 1 per student.
- Colour pencils – 1 packet per 2 students.
- Resource 8.1 Learning Activity.

##### Teacher

- Whiteboard.
- Display of all previous learning materials.
- Resource 8.1 Learning Activity.



#### LEARNING OBJECTIVE

- We will describe how we are now able to keep ourselves safe on and around roads.

#### SUCCESS CRITERIA

- I can share what I will do to stay safe on and around roads.



#### Supporting All Learners: Suggested modifications

##### Enable

- Aid students in writing their sentences or just focus on the drawing component of this task.

##### Extend

- Students can choose to write more than 2 sentences and can also write a story about these actions.



## LESSON PLAN

### Lesson 8: My Safe Choices Plan

.....

#### Structure of lesson:

1

#### LESSON STAGE 1



**TIMING:** 20 mins

##### Activate prior knowledge

**Refer** to and revise the previous learnings and vocabulary through a discussion focusing on the following concepts:

- Safe, Unsafe.
- Road Environment.
- Stop, Look, Listen and Think.
- Sounds, sirens, road noise.
- Traffic signs.

**Ask** students to **Pair-Share** to discuss a situation that is safe and a situation that is unsafe from any of the areas covered in the unit.

**Call** on volunteer students to share their responses.

##### Introduce the learning objectives

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

**Explain** to students that today's lesson is all about putting their learning into action. They will create their own *Safe Choices Plan* by using what they've learned across the previous 7 lessons in this unit. Remind them that this plan will help them remember how to make safe and smart choices on and around roads.

2

#### LESSON STAGE 2



**TIMING:** 30 mins

##### Modelling, demonstration and explanation

Next, the teacher leads a discussion about the things that students can and will do to keep safe on and around roads.

**Ask** students if they recall the actions they can do and choices they can make to keep safe when crossing the road and moving around roads. These suggestions are written on the whiteboard.

**Ask** students: "What can each one of us do to keep safe on and around roads?"

**Explain** why it is important to be safe on and around roads.

**Explain** to students they will pick 1 or 2 sentences that they like the most for their plan.

Students then write or copy (either independently or aided) the sentences that they like best and draw a corresponding picture to complete the worksheet.

##### Guided practice

**Show** an example of a completed worksheet.

##### Independent application

**Distribute** Resource 8.1 Learning Activity.

**Read and explain** the tasks.

## LESSON PLAN

### Lesson 8: My Safe Choices Plan

.....

**Show** a completed plan.

**Ask** students to complete their *Safe Choices Plan*.

**Circulate** and **observe** students' writing and **check for understanding**. Prompt students with questions to clarify their understanding.

3

#### LESSON STAGE 3



**TIMING:** 10 mins

#### Review and reflect

**Return** to the success criteria.

**Check for understanding** by asking students to **nominate** their most important action item.



## RESOURCE 8.1 LEARNING ACTIVITY

### My Safe Choices Plan

.....

Name: ..... Date:.....

I will keep myself safe when crossing the road by...

Sentence	Drawing