



## 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

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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

**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.

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#### Structure of lesson:

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#### 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.

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#### 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.

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#### 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**

