



## LESSON PLAN

# Lesson 7: Staying safe on the footpath



## LESSON OVERVIEW

In this lesson, the teacher introduces and highlights hazards and potentially unsafe situations that students may encounter on a footpath. The teacher explains how students can keep themselves safe in these situations. Students work in pairs to devise a class set of rules and guidelines to keep themselves safe on footpaths.

**SEQUENCE TITLE:** Step Into Safety – Levels 1-2



LEVELS

1 and 2



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



##### LEARNING AREAS

###### Health and Physical Education

**VC2HP2P06** Identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe.

**VC2HP2P07** Investigate a range of health messages and strategies in their community to promote their own health, safety and wellbeing.

**VC2HP2M03** Participate in a range of physical activities in outdoor environments and aquatic settings and investigate contextual factors and environments that make physical activity safe and enjoyable.

###### English

**VC2E1LA09** Recognise and understand vocabulary across the curriculum, such as topic-specific vocabulary in other learning areas.

**VC2E2LA09** Apply learnt vocabulary and begin to make conscious choices to suit the topic.



##### 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.

**Rules and guidelines** – are special instructions that help everyone know what to do and how to be safe.

##### MATERIALS REQUIRED

###### Student

- Grey lead pencil – 1 per student.
- Colour pencils – 1 packet per 2 students.
- Workbooks or paper.

###### Teacher

- Whiteboard.
- Resource 7.1 PowerPoint.
- Large sheet of paper for display.



##### LEARNING OBJECTIVE

- We will know when a situation on a footpath is safe or unsafe.
- We will be able to make choices and changes to keep ourselves safe in some situations.

##### SUCCESS CRITERIA

- I know when situations on a footpath are safe and/or unsafe
- I can explain how we can make some situations on footpath's safer.
- I can identify people who can help me stay safe.

##### TEACHING CONSIDERATIONS

###### Notes

By law children under the age of 13 are allowed to ride on the footpath.

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#### Common hazards to address:

- vehicles entering/exiting driveways.
- not being visible.
- poorly maintained footpaths (cracks, obstacles).
- low hanging branches and trip hazards.
- other pedestrians.
- pets on the loose or even on leashes.
- construction areas.
- bicycles and scooters on the footpath.



#### Supporting All Learners: Suggested modifications

##### Enable

- Use one hazard from local environment. Discuss and create one rule to make this safe.

##### Extend

- Write a fictional story about safe choices and these hazards.
- Walk around the school perimeter and identify potential hazards particularly in terms of Active Travel to school.

## 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.



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

**Write** the phrase 'rules and guidelines' on the board and question the students to come up with a simple definition.

#### Guided practice

**Explain** we are going to come up with a list of important rules and guidelines that we can use to keep ourselves safe when walking on a footpath.

**Show** students the first rule/guideline:

- When we walk on the footpath, we must take care.
- When we walk on the footpath, we should not play with equipment.

#### Independent application

**Ask** students to work in pairs to devise three more rules and guidelines.

**Explain** to students they can get some ideas from the images in Resource 7.1 PowerPoint.

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

For example:

- How can we make ourselves safe on a footpath?
- What might go wrong when we are running on a footpath?

**Choose** volunteers to share their responses.

**Record** student responses on a large display sheet which can be displayed in the classroom, "**Our footpath rules and guidelines**".

3

#### LESSON STAGE 3



**TIMING:** 10 mins

#### Review and reflect

**Return** to the success criteria.

**Return** to the display sentences.

**Check for understanding** by asking students to nominate a list of unsafe situations that we come across on a footpath.

- Why is it important to stay on the footpath?
- Are footpaths always safe?
- What do we need to look out for?
- What can we do to stay safe on the footpath?

#### Assessment routines

**Assess** students' ability to identify safe, unsafe and maybe safe situations on a footpath and their ability to make choices and changes to keep themselves safe.