



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

VC2EILA09 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.

LESSON PLAN

Lesson 7: Staying safe on the footpath

.....

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.

LESSON PLAN

Lesson 7: Staying safe on the footpath

.....

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.