



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 learning activity demonstrating their understanding of safe and unsafe situations.

SEQUENCE TITLE: Step Into Safety - Foundation Level A to Foundation



LEVELS

**Foundation Level A
to Foundation**



LESSON NUMBER

1 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.

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.
- Other writing tools.
- 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 can identify a safe situation.
- I can identify an unsafe situation.

TEACHING CONSIDERATIONS

Safety is not instinctive or automatic - 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.

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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, using visual supports 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.

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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.

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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

.....

Safe	Unsafe
	
	
	

RESOURCE 1.2 LEARNING ACTIVITY

Safe, Unsafe



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

