



LESSON PLAN

Lesson 1: Safe, Unsafe, Maybe Safe



LESSON OVERVIEW

In this lesson:

- Teacher revises students' knowledge and understanding of safe, unsafe, and maybe safe situations.
- Students participate in whole-class and paired discussions to demonstrate their understanding of safe, unsafe, and maybe safe situations.
- Students draw pictures and write a sentence to demonstrate their understanding of how potentially unsafe situations can be made safe.

SEQUENCE TITLE: Step Into Safety - Levels 1-2



LEVELS
1 and 2



LESSON NUMBER
1 of 8



LESSON LENGTH
60 minutes

CURRICULUM AREAS



LEARNING AREAS

- Health and Physical Education
- English

LESSON PLAN

Lesson 1: Safe, Unsafe, Maybe Safe

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

Safe – a situation where I will not be hurt.

Unsafe – a situation where I might be hurt or in danger.

Maybe safe – a situation which might be dangerous but can become safe by our actions and choices.

MATERIALS REQUIRED

Student

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

Teacher

- Whiteboard.
- Resource 1.1 PowerPoint.



LEARNING OBJECTIVE

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

SUCCESS CRITERIA

- I know when situations are safe, unsafe and maybe safe.
- I can explain how we can make some situations safer.
- I can identify people who can help me stay safe.

TEACHING CONSIDERATIONS

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

LESSON PLAN

Lesson 1: Safe, Unsafe, Maybe Safe



Supporting All Learners: Suggested modifications

Enable

- Use safe/unsafe pictures that relate specifically to the classroom or school.

Extend

- Students choose any of the pictures to write a fictional story of safe and unsafe consequences.

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.

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, unsafe and maybe safe scenarios.

Identify why these situations are safe or unsafe and **explain** why safe situations have no risk of injury whereas unsafe situations can lead to injury. Question students to clarify their understanding of safe and unsafe concepts.

Using the first image of Maybe Safe (the beach), question students to clarify why this situation may be 'unsafe'. Outline the actions a student can take to make this situation safe, for example:

- staying with an adult,
- staying in the shallow water,
- staying between the flags,
- asking a lifeguard for help,
- never being alone,
- always being able to see an adult,
- looking for and reading the safety signs,
- never swimming at night, and
- wearing sunscreen.

LESSON PLAN

Lesson 1: Safe, Unsafe, Maybe Safe

Guided practice

Show the bike riding and skateboard images.

Ask students:

- What makes this situation unsafe?
- What changes can we make to the maybe safe situations to make them safe?
- What are some other maybe safe situations that can also be made safe through our choices and actions?
- Who are the people that can help us make these unsafe situations safe?

Ask students to **Pair-Share** and explain how to make these situations safe.

Choose students to volunteer their suggestions on how to make this situation safe.

Model writing one sentence to explain how we can keep ourselves safe while riding a skateboard. For example, "While riding a skateboard I can keep myself safe by never going on or near the road."

Independent application

Show the cycling image.

Ask students why this situation could be unsafe.

Ask students to write one sentence to explain how we can keep ourselves safe while riding a bike.

Ask students to accompany their sentence with a drawing that illustrates the sentence.

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

For example:

- What can make riding a bike unsafe?
- How can we make riding a bike safe?
- Can you explain what is happening in your drawing here?

Choose volunteers to share their responses.

3

LESSON STAGE 3



TIMING: 10 mins

Review and reflect

Return to the success criteria.

Check for understanding by asking students to **Pair-Share** responses to the following question: Can you think of a situation that is:

1. Safe.
2. Unsafe.
3. Maybe safe.

Choose a maybe safe situation and **ask**, "How can we make this situation safe?"

Choose a maybe safe situation and **ask**, "Who can help me make this situation safe?"

Assessment routines

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

RESOURCE 1.1 TEACHER GUIDE

Safe, Unsafe, Maybe Safe

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Safe	Unsafe	Maybe Safe Prompt for discussion: What needs to happen to make this situation safe for these people?
		
		
		



LESSON PLAN

Lesson 2: Features of my road environment



LESSON OVERVIEW

In this lesson, the teacher:

- Introduces the concept of a road environment.
 - Identifies various features of a local road environment.
 - Develops students' knowledge and understanding of the features in 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 - Levels 1-2



LEVELS
1 and 2



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



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

Roads – Roads are like special paths built for cars, trucks, and buses to travel on. They help us get from one place to another.

Environment – The environment is everything around us.

Road environment – Everything that is on or near the road, e.g. footpaths, signs, cars, pedestrians.

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 helpful pictures or words that tell us important messages. Road signs tell drivers to stop, slow down, or which way to go. Other signs can tell us where the toilets are or where to wait for a bus.

Gutters – Gutters are little channels at the side of a road. When it rains, the water flows into the gutters and away into the drains, so the roads and footpaths don't get flooded.



MATERIALS REQUIRED

Student

- Grey lead pencil – 1 per student.
- Colour pencils – 1 packet per 2 students.
- Research 2.2 Learning Activity.

Teacher

- Whiteboard.
- Large display paper.
- Resource 2.1 PowerPoint.

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.

TEACHING CONSIDERATIONS

It's important that students understand the concept of 'the road environment' and this is displayed for future reference as they will need this knowledge for future lessons.

LESSON PLAN

Lesson 2: Features of my road environment



Supporting All Learners: Suggested modifications

Enable

- Students use Google maps (either aided or unaided) to identify their house (or the school) and identify road features.
- Choose only 2 or 3 features from **Resource 2.1-PowerPoint** to discuss.

Extend

- Consider using the pictures from **Resource 2.1-PowerPoint** to extend discussions regarding the features and how they keep us safe.
- Students complete written work on 3-4 features and how they keep us safe.

Structure of lesson:

1

LESSON STAGE 1



TIMING: 15 mins

Activate prior knowledge

Ask students to nominate how they arrived at school today? For example, car, walk, or cycle.

Ask students to nominate something they saw on their way on or near the road.

(Teacher will need to model this initially, for example, "I saw a roundabout on my way to school.")

Explain what we mean by the term road environment, for example, a footpath, a stop sign, a road, cars, or buses.

Write the term 'road environment' on the whiteboard.

Question the students to define road environment and write this definition on display. "Road environment: Everything that is on or near the road, for example, footpaths, signs, cars, or pedestrians."

Pair-Share: Give the students two minutes to list as many features as they can, which they saw on their way to school in the road environment.

Call on volunteer students to share their response.

Introduce the learning objectives

Read aloud the learning objective and success criteria.

Explain the learning objective, emphasising that the lesson's focus is on knowing the many different features of our road environment.

2

LESSON STAGE 2



TIMING: 35 mins

Modelling, demonstration and explanation

Using Resource 2.1 PowerPoint

Read the names of the first illustration, that is, a speed sign. Question students to determine their understanding of this sign.

Ask students to nominate where they might see each of these features.

LESSON PLAN

Lesson 2: Features of my road environment

Hand out Research 2.2 Learning Activity: *Features of my road environment* and **explain** the task - that is; students will have one worksheet for each pair and the class will walk the perimeter (or similar) of the school to find examples of each of the road environment features described on the sheet.

Teacher demonstrates how to tick off each item as they are seen.

Teacher demonstrates how to record a feature the students might see in the road environment that is not listed on the worksheet, for example, a school crossing.

Guided practice

Students complete their worksheets and return to class.

Teacher compiles list of features of the local road environment on display sheets, for example. "In our road environment we saw"

Ask students to think of some features they see in their road environment near their own homes.

Choose volunteers to share their responses.

3

LESSON STAGE 3



TIMING: 10 mins

Review and reflect

Return to the success criteria.

Ask students to nominate a feature they saw in the road environment today.

Assessment routines

Observe student completion of worksheets and responses to questions.





LESSON PLAN

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



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 - Levels 1-2



LEVELS
1 and 2



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



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

Safe – a situation where I will not be hurt.

Unsafe – a situation where I might be hurt or in danger.

Maybe safe – a situation which might be dangerous but can become safe by our actions and choices.

Road environment – Everything that is on or near the road, e.g. footpaths, signs, cars, pedestrians.

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.
- High-vis bike vest (optional).



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.

LESSON PLAN

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



Supporting All Learners: Suggested modifications

Enable

- Students can identify just safe local environments.
- Students can draw one safe space in their local area.

Extend

- Students listen to the 'Hold my Hand' rap in the Starting Out Safely resource hub (<https://childroadsafety.org.au/families/road-safety-songs>) and make their own rap/song or fictional story on safe and unsafe environments specific to their local environment.

Structure of lesson:

1

LESSON STAGE 1

**TIMING:** 20 mins

Activate prior knowledge

Revise students' understanding of the terms safe and unsafe and road environment. Refer to previously designed displays that define these words/concepts.

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 knowing the features of our road environment.

2

LESSON STAGE 2

**TIMING:** 30 mins

Modelling, demonstration and explanation

Using Resource 3.1 PowerPoint:

- Show PowerPoint.
- Focus on 'safe' photos.
- Ask students to nominate which features make these situations safe.
- Focus on 'unsafe' photos.
- Ask students to nominate which features make these situations unsafe.

LESSON PLAN

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

Guided practice

Show image of the boy with the headphones and phone.

Explain why this boy is unsafe. For example, he is not looking at the traffic; he is looking at his phone; he is at the edge of the road; he cannot hear the traffic.

Model - "I do, you do, we do"

On the board write "How can we make this person safer?"

- Put the phone away.
- Take the headphones out of his ears.
- Look and listen when he approaches the road.

Distribute Resource 3.2 Learning Activity: "How can we make this person safer?"

Ask students to suggest a safer solution to the girl on the bike e.g. wearing a helmet, wearing high-visibility clothing, having bike lights and a bell.

Students and teachers complete the bike exercise together – students on worksheet, teacher on board. Prompt students with questions to clarify their understanding. For example:

- Always wear a helmet.
- Always wear bright clothes or high-vis vest.

Independent application

Students complete the Resource 3.2 Learning Activity: *How can we make this person safer?* for the girl playing on the road and the boy running on the footpath by suggesting how to improve their safety.

Circulate and **observe** students' drawings 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?*

Choose volunteers to share their responses.

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, unsafe and maybe safe situations and their ability to take actions and make choices to keep themselves safe

RESOURCE 3.1 TEACHER GUIDE

Safe and Unsafe and Our Choices in the Local Road Area

SAFE	UNSAFE
	
	
	
	

RESOURCE 3.2 LEARNING ACTIVITY

How can we make this person safer?

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LESSON PLAN

Lesson 4: Being Aware and Alert in the Road Environment



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 - Levels 1-2



LEVELS

1 and 2



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

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

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.
- Resource 4.3 Learning Activity.

Teacher

- **Resource 4.1 – 'Traffic soundtrack'.**
- Resource 4.2 - [That's the Sound the Street Makes- PDF](#) 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 can recognise safe actions and choices around roads

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 their 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

- Re-read the story again, getting the students to identify a safe choice from the book. Students can write a sentence (supported if need be) to explain why this choice is safe.

Extend

- Students write their own localised version of a story based on "That's the sound the street makes".

Structure of lesson:

1

LESSON STAGE 1



TIMING: 10 mins

Activate prior knowledge – sentence structure

Revise the definition of the statement 'being aware' and 'being alert' in the road environment by writing these on the board and verbally explaining the definition.

Ask students to **Pair-Share** to discuss how we can be aware and alert in different road environments.

Call on volunteer students to share their response.

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: 35 mins

Modelling, demonstration and explanation

Revise the definition of traffic noises and sounds by writing these words on the board and verbally explaining what they mean in the context of the road environment.

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

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

LESSON PLAN

Lesson 4: Being Aware and Alert in the Road Environment

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 to complete the question sheet: **Resource 4.3 Learning Activity: Being aware and alert in the road environment**.

- 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.)

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

- What could Dad have done differently to make his choices safer?

3

LESSON STAGE 3



TIMING: 5 mins

Review and reflect

Return to the success criteria.

Check for understanding by asking students to **Pair-Share** responses to their question sheet.

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.

RESOURCE 4.3 LEARNING ACTIVITY

Being Aware and Alert in the Road Environment

"That's the Sound the Street Makes"

By Danny Katz

Name: Date:

Where was it safest to cross the road?	
Why is this the safest place?	
How did they know when it was safe to cross the road?	
What is the safety message in the book?	
Why is it important to hold an adult's hand when crossing the road?	
Draw a picture of your favourite part of the book:	



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 – Levels 1-2



LEVELS

1 and 2



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

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

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

Student

- Resource 5.2 Learning Activity.

Teacher

- Whiteboard.
- Resource 5.1 PowerPoint.
- Resource 5.2 Learning Activity.
- Large sheet of paper for display.
- Marked out 'road' and footpath in an open area of the school grounds. It is recommended the road and footpath used approximates the local road environment.
- Adult helpers to assist with crossing the "road and footpath" in the school grounds.



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

LESSON PLAN

Lesson 5: Crossing the Road – Stop Look Listen Think

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?
- 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.

Video – Stop, Look, Listen, Think

If appropriate play the following video as a 'tuning-in' activity, as an end of session review, or as a reminder before further practice. https://www.youtube.com/watch?v=rbyKZ_zUGRg



Supporting All Learners: Suggested modifications

Enable

- Undertake the practical activity with adult assistance several times.

Extend

- Students design their own instructional messages for teaching others to cross the road safely (using SLTT).

LESSON PLAN

Lesson 5: Crossing the Road – Stop Look Listen Think

Structure of lesson:

1

LESSON STAGE 1



TIMING: 15 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. Use previous displays.

Call on volunteer students to share their response.

Show on whiteboard Resource 5.1 PowerPoint.

Ask students to explain what activity is happening in all the photos – crossing the road.

Ask students to identify two unsafe images and two safe images.

Explain how the safe images have parents or adults helping the children.

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 be safe while crossing the road.

Introduce the learning objectives

Read aloud the learning objectives and success criteria.

2

LESSON STAGE 2



TIMING: 35 mins

Modelling, demonstration and explanation

Introduce the parent helpers to the class.

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.

LESSON PLAN

Lesson 5: Crossing the Road – Stop Look Listen Think

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.

Show Resource 5.2 Learning Activity.

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

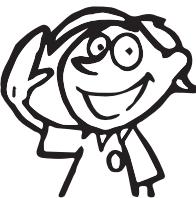
Assess by observing students' behaviour and capacity to apply Stop, Look, Listen and Think strategy.



RESOURCE 5.2 LEARNING ACTIVITY

Crossing the road - Stop Look Listen Think

Name: Date:

<p>I STOP at</p> 	
<p>I LOOK for</p> 	
<p>I LISTEN for</p> 	
<p>I THINK about</p> 	
<p>I WALK when</p> 	



LESSON PLAN

Lesson 6: Understanding common pedestrian traffic signs



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 directions written on the signs. Students will complete a worksheet demonstrating their understanding of common pedestrian safety signs.

SEQUENCE TITLE: Step Into Safety – Levels 1-2



LEVELS

1 and 2



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



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

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 6.3 Learning Activity.

Teacher

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



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 how to identify traffic signs.
- 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](#).

LESSON PLAN

Lesson 6: Understanding common pedestrian traffic signs

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.
- 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.
- 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 within 20 metres of a pedestrian crossing.
- 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

- Create a matching activity with pre-made signs and definitions.

Extend

- Students identify safety signs in and around the school and make a PowerPoint on their use and health/safety message.

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:

- Explore the meaning and purpose of these signs.
- Ask students to suggest any other safety signs they know.

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 the meaning of traffic signs in our road environment.

LESSON PLAN

Lesson 6: Understanding common pedestrian traffic signs

2

LESSON STAGE 2



TIMING: 35 mins

Modelling, demonstration and explanation

Show Resource 6.2 PowerPoint:

- Ask students the meaning of the first sign. By questioning students, highlight the danger of this situation and how to choose the safest behaviour.
- Continue with each of the images/signs, highlighting what might be unsafe and how to choose the safest behaviour.

Guided practice

Distribute Resource 6.3 Learning Activity.

Show Resource 6.3 Learning Activity on the whiteboard: **"I do, you do, we do"**.

Model on the board a sentence explaining what this sign means.

Independent application

Students do the last two.

Ask students to write one/two sentence(s) to explain the sign and what we need to do to stay safe.

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



TIMING: 10 mins

Review and reflect

Return to the success criteria.

Check for understanding.



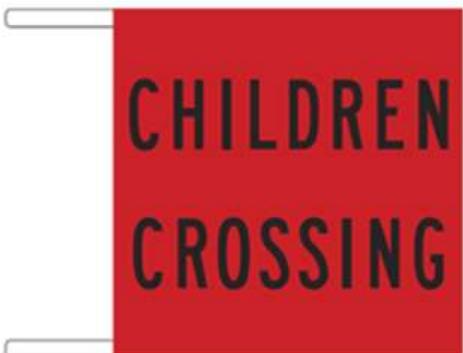
RESOURCE 6.3 LEARNING ACTIVITY

Traffic Signs

Name: Date:

What do these signs mean?

Write a sentence explaining what each of these signs mean.





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.

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.



LESSON PLAN

Lesson 8: My Safe Choices Plan



LESSON OVERVIEW

In this session, the teacher reviews unit content. Students are encouraged to reflect on the important things they have learnt about keeping themselves and others safe on and around roads. Next, the teacher leads a discussion about the actions students can take to keep themselves and others safe on and around roads. Students then develop their own simple *Safe Choices for Everyone Plan* using a worksheet.

SEQUENCE TITLE: Step Into Safety – Levels 1-2



LEVELS

1 and 2



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

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.

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

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 able to keep ourselves safe on and around roads, and how our actions can help to keep others safe.

SUCCESS CRITERIA

- I can share what I will do to make myself and others safe on and around roads.

LESSON PLAN

Lesson 8: My Safe Choices Plan

Structure of lesson:

1

LESSON STAGE 1



TIMING: 20 mins

Activate prior knowledge

Revise the definition of the words that have been covered in the course of this unit.

Refer to the displays around the room that have recorded previous learnings and vocabulary.

- Safe, Unsafe, Maybe Safe.
- 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, unsafe and maybe safe in any of the areas covered in this 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 for Everyone Plan* by using what they've learnt across the 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, and to act as a role model for others to do the same.

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 things that they can do to keep safe when crossing the road and around roads. These suggestions are written on the whiteboard.

Ask students how these things can also help others to make safe choices.

Explain why it is important to be safe on and around roads and to be a role model for the safe behaviour of others.

Write a summary of this on the whiteboard. If students are having difficulty they might like to respond to these sentences.

"Being a role model means showing others how to make good choices. When I make safe, kind, and smart choices, I help others learn to do the same. I can set a good example by being responsible, helping others, and doing the right thing — even when it's hard. When I do this, I help make my school and community a better, safer place."

Explain to students they are going to pick between 3-5 sentences they like the most for their plan and then write about being a role model for safe choices.

Show an example of a completed worksheet.

LESSON PLAN

Lesson 8: My Safe Choices Plan

Independent application

Distribute Resource 8.1 Learning Activity.

Read and explain all tasks on the worksheet.

Students to complete worksheet individually.

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 road safety rule for walking.



RESOURCE 8.1 LEARNING ACTIVITY

Safe Choices for Everyone Plan

.....

Name: Date:

I will keep myself and others safe when I am crossing or near the road by...

What I will do:	How this will keep others safe: