



LESSON PLAN

Lesson 4: Being Aware and Alert in the Road Environment

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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 - Foundation Levels A - F



LEVELS

Foundation A - F



LESSON NUMBER

4 of 8



LESSON LENGTH

60 minutes

CURRICULUM AREAS



LEARNING AREAS

- Health and Physical Education
- English

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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

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.

Teacher

- Resource 4.1 – '[Traffic soundtrack](#)'.
- Resource 4.2 – '[That's the Sound the Street Makes](#)–
[PDE](#) 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 know to hold an adult's hand when crossing the road.

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 the ability to identify different traffic sounds and noises and to understand the role these play in being safe.

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Supporting All Learners: Suggested modifications

Enable

- Question student about one sound only and with a shortened grab of the soundtrack.
- Play the sound track more than twice.

Extend

- Role play the story from the book *That's the Sound the Street Makes* by Danny Katz.

Structure of lesson:

1

LESSON STAGE 1



TIMING: 10 mins

Activate prior knowledge

Ask students to be quiet and listen to the sounds around them.

Demonstrate I can hear other children talking. And I can hear cars on the road.

Ask students to be quiet and listen to the sounds around them again.

Ask volunteers to tell the class what they can hear.

Ask students to be quiet and listen to the sounds around them again.

Ask, "Did you hear anything different this time?"

Tell the class that today we are going to be working on listening. We are going to listen to all the noises near the 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 being aware and alert in the road environment.

2

LESSON STAGE 2



TIMING: 40 mins

Modelling, demonstration and explanation

Ask students, "What sounds do we hear on or near the road?"

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

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

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:

- 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.)

Demonstrate drawing a picture on the board of a child holding an adult's hand.

Tell the students they can now draw their picture holding an adult's hand as they cross the road.

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

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LESSON STAGE 3



TIMING: 10 mins

Review and reflect

Return to the success criteria.

Check for understanding by asking students what they can hear on the road and how to cross the road safely.

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.