



## 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.

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#### 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.

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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, 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.

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#### 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.

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#### 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

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