



## 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 - 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

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#### 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

**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.

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#### 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".
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#### Structure of lesson:

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#### 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.

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#### 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.

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#### 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?

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#### 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.

## Being Aware and Alert in the Road Environment

By Danny Katz

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:	