



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?

.....

