

### Lesson 2: Keeping ourselves safe

#### HPE Curriculum links

##### Foundation

###### *Personal, Social and Community Health: Being healthy, safe and active*

- Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy (ACPPS003)

###### *Personal, Social and Community Health: Contributing to healthy and active communities*

- Identify actions that promote health, safety and wellbeing (ACPPS006)

##### Year 1 and 2

###### *Personal, Social and Community Health: Being healthy, safe and active*

- Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)

#### TrackSAFE outcomes of this lesson

Students should be able to:

- **Describe** what they themselves need to do to stay safe on the train network.
- **Explain** why they need to do those things to stay safe on the train network.

## 2.0 Whole class learning session (20 mins)

### Option 1

#### For students who are unfamiliar with the STOP LOOK LISTEN THINK procedure

**Equipment/Preparation required:** Resource 1 - Group sets of flashcards (cut up)

Display the STOP LOOK LISTEN THINK flashcards in a random order.

Discuss how each action can contribute to helping us to stay safe when near train tracks (prompt students to think deeply and make many suggestions).

Listen – For what noises?

Look – For what? In which direction?

Think – About what?

Stop – Where? Why?

Group students and ask:

- *How should we order these action words to make a successful safety message?*
- *Which action should we do first?*
- *What could happen if we listened first, or thought first?*

Hand out sets of the four cards to groups of 4 students.

Groups should discuss and decide the order of the words needed to make the most powerful safety message. Groups should share their messages and explain why the actions are in the order they chose. You may need to question, or prompt to ensure that the message order is STOP, LOOK, LISTEN, THINK.

Display student flashcards around the classroom in order to reinforce the message.

### Option 2

**For students who are already familiar with the STOP LOOK LISTEN THINK procedure**

**Equipment/Preparation required:** Resource 1 - One set of flashcards (cut up); music player.

Play a game outside to reinforce and practise the STOP LOOK LISTEN THINK actions.

Ask students to walk or run, then hold flashcards up at random and call out:

- STOP (students must stop)
- LOOK (students look around)
- LISTEN (students listen for sounds)
- THINK (students think about their actions).

Group students to create a set of hand signals – each one representing one of the four actions – and students do the action corresponding to the signal.

Choose one student in the group to be the leader responsible for making the signals.

Play music while groups move to the music near their leader.

When the leader makes a signal, the group does the action (e.g. STOP). The last to do the action sits down, so after a number of turns, the winner is the last person standing.

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## Activities

You can allocate the following activities to groups according to student learning needs.

Activities are designed so that students can complete their activity within a one hour lesson. Each group can be working on different activities at the same time, or choose to do the same activity.

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### Activity 2.1 Places we held hands (40mins)

**Equipment/Preparation required:** Art materials, computer, data projector, presentation screen

Develop a learning intention and success criteria for identifying people and protective behaviours that help keep them safe and healthy.

Ask students to:

- **Think** of all the places on the excursion, simulated excursion or in [Madison's Safe Side Adventure](#) video (Lesson 1) where they held an adult's hand for safety.
- **Work** with you to identify these locations on a Google Map or the Google My Map created for the excursion/simulated excursion.
- **Draw** themselves and their adult partner at several of these places.
- **Dictate or write** a sentence about this safety action.
- **Reflect** on how well they have met the success criteria for identifying people and protective behaviours that help keep them safe and healthy.

#### Extension

Take screen shots of the Google Maps street views of the locations.

Print these to use as backgrounds when displaying student drawings or add the images to a slide show program such as MS PowerPoint or Apple Keynote.

Get students to add oral or text descriptions to the images or slideshows to explain what they did, and/or the signs that helped them to stay safe in each place.

If using a slideshow, consider using VoiceThread: <http://voicethread.com/> to add student voice, video, or text to each street view image.

Alternatively add the images or comments directly to My Maps on Google Maps and embed the student annotated map in a class blog or wiki.

### Activity 2.2 Mapping our safe journeys (40mins)

**Equipment/Preparation required:** Art materials; computer/tablet with internet access or paper copies of maps; electronic whiteboard or projector/screen.

Develop a learning intention and success criteria for identifying people and protective behaviours that help keep them safe and healthy.

Invite students to shut their eyes and remember (think about) walking with an adult to catch a train or visit the station.

Ask students to:

- **Think** of all the places where they must:
  - Hold an adult's hand for safety, and
  - STOP LOOK LISTEN THINK.

Use a projector or interactive whiteboard to show the Google Map with a view of the walking route to the station. Alternatively print off enlarged copies of a paper map showing the route to the station.

Look at street view images of the places on the map. Locate the places students identify.

Consider using VoiceThread: <http://voicethread.com/> to add student voice, video, or text to each street view image.

Ask students to:

- **Think** of all the safety signs they saw on the excursion (or simulated excursion/video).

Use photographs taken on the excursion (or images of safety signs from the slideshow and Google Maps) to make a visual list of signs for student reference.

Ask students to:

- **Draw** themselves with an adult keeping safe at one of these locations (holding hands or practising STOP LOOK LISTEN THINK). Use images as prompts or backgrounds.
- **Add** safety signs and features that were observed on the excursion.
- **Write** (or dictate) a sentence about how these signs and features remind everyone to stay safe.
- **Reflect** on how well they have met the success criteria for identifying people and protective behaviours that help keep them safe and healthy.



## Health and PE

### Foundation, Years 1 and 2

#### Extension

Invite parents/carers and grandparents to find places on Google Maps where they held someone's hand or used STOP LOOK LISTEN THINK to keep safe.

Ask students to help them grab a screen shot of the place and to write a sentence or paragraph remembering the experience.

Use these annotated screen shots to create a community resource about holding hands (or using STOP LOOK LISTEN THINK) to stay TrackSAFE.

Refer to Ze Frank's Childhood Walk: [http://www.zefrank.com/the\\_walk/](http://www.zefrank.com/the_walk/) to see how this might take shape.

### Activity 2.3 Ideas to stay safe (40 mins)

**Equipment/Preparation required:** Writing materials/whiteboard

Develop a learning intention and success criteria for identifying people and protective behaviours that help keep them safe and healthy.

Present the following scenario to the students:

*Imagine that you have two younger brothers, Jo and Harry in your family. Harry is little so he is in a stroller. One of the adults in your family is taking your brothers on a train trip. Because the adult has to hold onto the stroller, how can Jo hold hands to stay safe?*

Ask students to:

- **Think** of different things Jo could do to stay safe at the pedestrian level crossing (and/or when waiting on the platform).
- **Share** these ideas with a partner.
- **Choose** the two best ideas and share these with the class.
- **Add** these to a class list entitled “Our best ideas for keeping safe at pedestrian level crossings”.

Note: Encourage students to think flexibly. For example think of other things that Jo can hold onto like an adult’s coat or the stroller. Reinforce that there are always other ways to keep safe if you think carefully. Discuss these as strategies and actions for keeping safe.

Ask students to work in pairs to create a series of short role plays.

**Setting:** Pedestrian level crossing or train station platform.

**Role Play 1:** You are talking with Jo; describing what he can do to keep himself safe. Jo responds by asking questions about why doing this will keep him safe. You answer his questions.

Students should swap roles with their partner so they get a chance to play both roles, then complete Role Play 2.

**Role Play 2:** You are talking with the adult in your family; describing what you have just told Jo to keep himself safe. The adult responds by asking you to explain why this is important. You answer their questions.

Students should swap roles with their partner so they get a chance to play both roles.

Ask students to reflect on how well they have met the success criteria for identifying people and protective behaviours that help keep them safe and healthy.



# Health and PE

## Foundation, Years 1 and 2

### Extension

Play the "Why Game" with TrackSAFE actions.

One student starts with a factual statement about keeping safe around trains and tracks. The other student listens carefully and then asks, "Why?"

The first student explains why it is true. The second student asks, "Why?"

This repeats until the first student runs out of explanations, then students swap roles, taking turns to be the statement maker.