# How can I keep myself and others safe?

**PDHPE ES1 learning sequence – Lesson 1 and 2**

**Learning sequence description**

Students identify that there are safe and unsafe places to play and what makes these places safe or unsafe. They will also identify the specific people and rules that help them stay safe and how these people can help. Students identify help seeking strategies to use when feeling unsafe.

## Syllabus outcomes and content

**PDe-2 – identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe**

**PDe-6 - explores contextual factors that influence an individual’s health, safety, wellbeing and participation in physical activity.**

**PDe-9 – practises self-management skills in familiar and unfamiliar scenarios**

**Key inquiry question – What helps us stay healthy and safe?**

* Describe how individuals help one another to stay healthy and safe in various environments, for example:
* recognise what makes an environment safe and supportive e.g. ‘no hat, no play, rule’
* recognise people they trust, who keep them safe and how they make them feel supported

**Key inquiry question – How do we make healthy and safe choices in different situations?**

* Identify a number of possible skills and strategies to stay safe and be supportive, for example:
* practise ways of seeking help in a range of different scenarios, for example call 000 during an emergency, use No-Go-Tell when feeling unsafe

[[PDHPE K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018)](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018) © 2018 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

## Lesson 1 – Identifying safe place to play and rules to keep us safe

Students are learning to:

* identify safe and unsafe places to play
* identify what features make places safe or unsafe to play

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 1.1 | Discuss with students safe and unsafe places to play, asking them to explain what makes each place safe or unsafe.  Safe examples may include the park, playground, backyard, bike track. Unsafe examples may include driveway, road, garage, laundry, carparks, garden shed. |  | [Resource 1 - Student workbook](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/pdhpe/early-stage-1---stage-3/learning-sequence/pdhpe-es1-keeping-safe-student-workbook-lesson-1-2.docx) |
| 1.2 | In the workbook students draw a picture of one safe place to play. Ensure students include features that make it safe, for example, a teacher watching, gates around the playground. |  | [Resource 1 - Student workbook](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/pdhpe/early-stage-1---stage-3/learning-sequence/pdhpe-es1-keeping-safe-student-workbook-lesson-1-2.docx) |
| 1.3 | Discuss with students what makes the place they have drawn in Table 1 safe?  Encourage students to elaborate on features, supervision and rules that make this space safe. Features may include fences, soft fall ground cover, distance away from a road, equipment is good condition, safety chains on swings |  | [Resource 1 - Student workbook](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/pdhpe/early-stage-1---stage-3/learning-sequence/pdhpe-es1-keeping-safe-student-workbook-lesson-1-2.docx) |
| 1.4 | Discuss with students the following question,  What makes a school playground safe?  Examples may include soft grass, line markings on stairs or out of bound areas, railings on stairs, soft fall under the playground equipment, teachers on duty, playground rules and consequences, active and passive areas. |  | [Resource 1 - Student workbook](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/pdhpe/early-stage-1---stage-3/learning-sequence/pdhpe-es1-keeping-safe-student-workbook-lesson-1-2.docx) |
| 1.5 | In the workbook, students write 3 playground rules that keep them safe. School playground rules may include no running on the concrete, taking turns on the play equipment, sit down while eating, no hat – no play.  Teachers/parent/caregiver note – Parents and caregivers may scribe for the students.  Resource 1 Student workbook |  | [Resource 1 Student workbook](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/pdhpe/early-stage-1---stage-3/learning-sequence/pdhpe-es1-keeping-safe-student-workbook-lesson-1-2.docx) |
| 1.6 | Students indicate by ticking or colouring in a box on the table where they hare at in regards to the success criteria. |  | [Resource 1 Student workbook](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/pdhpe/early-stage-1---stage-3/learning-sequence/pdhpe-es1-keeping-safe-student-workbook-lesson-1-2.docx) |
| 1.7 | **Opportunity for monitoring student learning**  Responses in student workbook – collection of student work  Students record responses in the student workbook. Teachers review the student workbook for evidence of student learning.  Teacher written notes documenting discussion with students.  **What to look for**   * identifies safe and unsafe places to play (refer to lessons 1.1, 1.2, 1.6) * identifies features that make a place safe to play (refer to lessons 1.1, 1.2, 1.3, 1.4, 1.6) * identifies playground rules that help improve student safety (lesson 1.5, 1.6) |  | [Resource 1 - Student workbook](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/pdhpe/early-stage-1---stage-3/learning-sequence/pdhpe-es1-keeping-safe-student-workbook-lesson-1-2.docx) |

## Lesson 2 – People who keep me safe

Students are learning to:

* Identify people who help keep them safe
* Identify ways of seeking help when feeling unsafe

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| Item | Learning experience | Differentiation strategies and/or adjustments | | Resources |
| 2.1 | Discuss with students the following question,  Who can help keep you safe on the school playground?  Examples may include teachers on duty, a friend, school leader, buddy, canteen helper, principal. |  | [Resource 1 - Student workbook](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/pdhpe/early-stage-1---stage-3/learning-sequence/pdhpe-es1-keeping-safe-student-workbook-lesson-1-2.docx) | |
| 2.2 | In the workbook students draw and label two people who help to keep them safe in the school playground. Discuss with students how these people keep them safe. |  | [Resource 1 - Student workbook](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/pdhpe/early-stage-1---stage-3/learning-sequence/pdhpe-es1-keeping-safe-student-workbook-lesson-1-2.docx) | |
| 2.3 | Discuss with students the possible dangers in each of the following situations;  playing in the park/playground  riding your bike/scooter,  playing at the pool/dam/river/beach  crossing the road.  Possible dangers could include items such as equipment, time of day, people, supervision, physical factors such as depth of water or traffic. |  | [Resource 1 - Student workbook](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/pdhpe/early-stage-1---stage-3/learning-sequence/pdhpe-es1-keeping-safe-student-workbook-lesson-1-2.docx) | |
| 2.4 | Discuss with students who can help keep them safe in each situation above and how these people help. |  | [Resource 1 - Student workbook](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/pdhpe/early-stage-1---stage-3/learning-sequence/pdhpe-es1-keeping-safe-student-workbook-lesson-1-2.docx) | |
| 2.5 | In the workbook students draw a picture of who keeps them safe in the various situations and how. |  | [Resource 1 - Student workbook](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/pdhpe/early-stage-1---stage-3/learning-sequence/pdhpe-es1-keeping-safe-student-workbook-lesson-1-2.docx) | |
| 2.6 | **Discuss with students how they can seek help when feeling unsafe. For example; call 000, ask a teacher, No Go Tell or ask a friend.** |  | [Resource 1 - Student workbook](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/pdhpe/early-stage-1---stage-3/learning-sequence/pdhpe-es1-keeping-safe-student-workbook-lesson-1-2.docx) | |
| 2.7 | **In the workbook students draw an arrow from each scenario to match the help seeking strategy.** |  | [Resource 1 - Student workbook](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/pdhpe/early-stage-1---stage-3/learning-sequence/pdhpe-es1-keeping-safe-student-workbook-lesson-1-2.docx) | |
| 2.8 | Students indicate by ticking or colouring in a box on the table where they hare at in regards to the success criteria. |  | [Resource 1 - Student workbook](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/pdhpe/early-stage-1---stage-3/learning-sequence/pdhpe-es1-keeping-safe-student-workbook-lesson-1-2.docx) | |
| 2.9 | **Opportunity for monitoring student learning**  Responses in student workbook – collection of student work  Students record responses in the student workbook. Teachers review the student workbook for evidence of student learning.  Teacher written notes documenting discussion with students.  **What to look for**   * Identifies people who help keep them safe (refer to lesson 2.1, 2.2, 2.5, 2.8) * Identifies how selected people help keep them safe (refer to lesson 2.2, 2.4, 2.5) * Identifies how specific situations / places could possibly be unsafe (refer to lesson 2.3) * identifies ways of seeking help when feeling unsafe (refer to lesson 2.6, 2.7, 2.8) |  | [Resource 1 Student workbook](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/pdhpe/early-stage-1---stage-3/learning-sequence/pdhpe-es1-keeping-safe-student-workbook-lesson-1-2.docx) | |

**Reflection and evaluation**

These simple questions may help you reflect on your students’ learning and plan for next steps.

What worked well and why?

What didn’t work and why?

What might I do differently next time?

What are the next steps for student learning based on the evidence gathered?