# ****How can I keep myself and others safe?****

**PDHPE S1 learning sequence – Lesson 1-2**

**Learning sequence description**

Students identify ways to keep themselves safe when travelling to and from school. They identify the difference between emergency and non-emergency situations and who can support them. Students identify specific emergency services and how and when they can be contacted.

## Syllabus outcomes and content

**PD1-2 – recognises and describes strategies people can use to feel comfortable, resilient and safe in situations**

**PD1-6 - understands contextual factors that influence themselves and others’ health, safety, wellbeing and participation in physical activity**

**PD1-9 – demonstrates self-management skills in taking responsibility for their own actions**

**Key inquiry question – What can I be responsible for my own, and others’ health, safety and wellbeing?**

* describe situations where they are required to make healthy and/or safe decisions, for example: (ACPPS018)
* recognise situations that require help from emergency and other support services and demonstrate what to do in an emergency

**Key inquiry question – How can I act to help make my environments healthy, safe and active?**

* practise strategies they can use to support their own and others’ health, safety and wellbeing, for example: (ACPMP030)
* recall people they can contact to support themselves and others, eg phone numbers of organisations, emergency organisations
* demonstrate actions they can use to seek help for or support others in different situations,

[PDHPE K-10 Syllabus](https://www.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 – Safe travel

Students are learning to explore and identify ways to keep themselves safe when travelling to school

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 1.1 | Discuss with students the following questions. Why is it important to be safe when travelling in a car? Why is it important for you to sit in a booster seat?Why should a grown up always check that you are buckled up properly? |  | [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-s1-keeping-safe-student-workbook-lesson-1-2.docx)  |
| 1.2 | Digital activity – Students complete the [epuzzle](https://www.safetytown.com.au/town/student/stage-1/#list) activity by clicking the link in the workbook and scrolling down to the ‘EveryBODY’ buckle up activity on the [Safety Town](https://www.safetytown.com.au/) website.Non-digital activity – Discuss with students that when they are buckled up in the correct car seat for their age and size, they are well protected if involved in a crash. This is because the seatbelt crosses the strong bones in their shoulders and hips and helps keep them protected in the seat. In the workbook students draw a picture of themselves safely buckled up in the booster seat. Make sure they draw the seatbelt in the correct position on their body. |  | [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-s1-keeping-safe-student-workbook-lesson-1-2.docx)  |
| 1.3 | Explain to students that wearing a seatbelt is just one to stay safe while travelling in a car. Discuss with students that there are other ways they can keep themselves and others safe. Ask students to think of behaviours and actions as well as equipment. For example, equipment could be having the correct booster, behaviour/actions could be not distracting the driver, keeping hands inside the car, exit the car on the kerb side. In the workbook students list the ways they can keep safe when travelling in a car.  |  | [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-s1-keeping-safe-student-workbook-lesson-1-2.docx)  |
| 1.4 | Explain to students that they can travel to school in many different ways. They have looked at how to stay safe when travelling in a car. In the table 1, students draw and label a picture that shows how they would stay safe when travelling to school in each of the 3 ways;Riding their bike, scooter or skateboardWalking to school.Travelling by bus to school. Students explain how they are being safe in their drawings. |  | [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-s1-keeping-safe-student-workbook-lesson-1-2.docx)- Table 1 Safe ways of travelling to school.  |
| 1.5 | Students indicate by ticking or colouring in a box on the table where they are at in regards to the success criteria. |  | [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-s1-keeping-safe-student-workbook-lesson-1-2.docx) – Table 2 Self-reflection  |
| 1.6 | **Opportunity for monitoring student learning**Responses in student workbook – collection of student workStudents 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 and explains ways to stay safe when travelling in a car (refer to lessons 1.1, 1.2, 1.3, 1.5)
* identifies and explains ways to stay safe when travelling to school (1.4, 1.5).
 |  |  |

## Lesson 2 – Emergencies and who can help

Students are learning to:

* identify emergency situations
* identify who can help in an emergency situation.

|  |  |  |  |
| --- | --- | --- | --- |
| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 2.1 | Explain to students an accident is something that happens that isn’t expected or intended. A bad accident often damages something or injures someone.For example an emergency is a serious, unexpected and often dangerous situation requiring immediate action e.g. calling 000.Discuss with students the difference between an emergency (big accident) and a non-emergency (little accident). An emergency can be caused by;A big accident. For example, someone is knocked out (unconscious) at soccer.A serious illness. For example, severe asthma attack.An allergic reaction. For example, peanuts, bee stings. |  | [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-s1-keeping-safe-student-workbook-lesson-1-2.docx)  |
| 2.2 | Students identify which situations are emergencies (big accident) and non-emergencies (little accident) by completing activity 2.2 in the workbook. In the workbook students identify and record what they could do in an emergency. For example, call 000, seek an adults help, throw a floatation device, move themselves and others away from danger.  |  | [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-s1-keeping-safe-student-workbook-lesson-1-2.docx)  |
| 2.3 | **Explain to students that there are people and services you can seek help from in an emergency. For example, police, ambulance, parent/caregivers, Kids helpline, lifeguard, teachers, sports coach, security guard.** **Students record examples of these people and service in the workbook.**  |  | [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-s1-keeping-safe-student-workbook-lesson-1-2.docx)  |
| 2.4 | **Discuss with students the importance of identifying each branch of the emergency services.** **In the workbook students complete table 1 by matching the image of the emergency services people to their title and vehicle.**  |  | [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-s1-keeping-safe-student-workbook-lesson-1-2.docx) – Table 1 Emergencies services  |
| 2.5 | **Discuss with students that in an emergency they may need to call the Police, Ambulance or Fire Brigade.** **In the workbook students record the phone number that they should call in an emergency.** |  | [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-s1-keeping-safe-student-workbook-lesson-1-2.docx)  |
| 2.6  | **In the workbook students read the scenarios and circle which emergency services that should be called to help them in each scenario.** |  | [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-s1-keeping-safe-student-workbook-lesson-1-2.docx) – Table 2 Emergencies and who can help  |
| 2.7 | **Students indicate by ticking or colouring in a box on the table where they are at in regards to the success criteria.**  |  | [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-s1-keeping-safe-student-workbook-lesson-1-2.docx) – Table 3 Self-reflection  |
| 2.8 | **Opportunity for monitoring student learning**Responses in student workbook – collection of student workStudents 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*** discriminates between an emergency and a non-emergency situation (refer to lesson 2.1, 2.2, 2.7)
* identifies who can help in emergencies (refer to lesson 2.3, 2.7)
* identifies the different emergency services and when they can help (refer to lesson 2.3, 2.4, 2.6, 2.7)
* understands how to contact emergency services (refer to lesson 2.5, 2.7)
 |  |  |

**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?