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

PDHPE Stage 2

## 10 weeks Term – Year –

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## Big idea and key concept

The ‘big idea’ is the over-arching concept that is being addressed or challenged throughout the unit. For example, “risk-taking is healthy”.

People may approach safety differently. These approaches can change over time.

## Essential question and unit title

This question drives both teaching and learning within the unit. Every activity should be working towards answering this question. For example, ‘How can I manage risk and still have fun?’

How can I keep myself and others safe?

## Unit description

Students investigate safe and unsafe features of specific environments and explore actions to enhance their own and others’ safety and wellbeing. Through practical application students develop help-seeking skills and adopt strategies to help keep themselves and others safe. Students develop their ability to analyse and gather information in order to make informed decisions, assess risk and find solutions in order to promote their own and others’ health, safety and wellbeing.

## Contextual statement

The evidence collected to support the development of this unit.

As students continue develop and grow, they need to improve their self-awareness skills and take greater responsibility for their actions, feelings and behaviours. By creating an awareness of safe behaviours people are empowered to use strategies that will help to promote their own and others health, safety and wellbeing. All students have the right to feel safe and should be supported to develop help-seeking strategies and a network of trusted adults.

## Skills and propositions

### Skills in focus

What specific skills are being learned, developed and applied throughout this unit of work? Refer to pages 27-30 of the PDHPE K-10 syllabus.

#### Self-management skills (S)

* Self-awareness
	+ self-monitoring thoughts, feelings and actions
	+ developing greater control and responsibility for our actions, feelings and behaviours
	+ reflective practice
* Emotion and stress management
	+ recognising emotions
* Decision making and problem solving
	+ finding solutions to problems
	+ analysis
* Help-seeking
	+ recognising when help is needed
	+ accessing support and support networks

#### Interpersonal skills (I)

* Empathy building
	+ understanding of others’ need and circumstances
* Leadership and advocacy
	+ influencing and persuading
* Social awareness
	+ contributing to their community
	+ perspective taking

#### Movement skills (M)

* Health and fitness enhancing movement
	+ Managing risk and promoting safety

### Propositions

Describe how specific propositions are embedded throughout the unit of work. The 5 propositions are outlined on pages 24-25 of the PDHPE K-10 syllabus.

#### Focus on educative purpose

Students are provided with opportunities to develop the knowledge and skills required to recognise emotional and behavioural warning signs of unsafe situations and react in safe and positive ways. They will create, apply, practise and evaluate strategies to keep themselves safe.

#### Take a strengths based approach

Students will be encouraged to draw upon their own strengths and capabilities to further strengthen their knowledge, skills and understandings, while they are learning to deal with safe and unsafe situations.

#### Critical inquiry approach

Students are supported to question and challenge the actions of others that impact on their own health and safety. They have opportunities to develop skills to recognise safe and unsafe situations, identify warning signs and learn help-seeking strategies.

#### Health literacy

Students explore who they can access to support their own and others safety. They identify environmental supports that maintain and promote safety for themselves and others. For example, rules, safety signs and support personnel.

## Organisation of teaching and learning activities

### Key inquiry questions and syllabus content

What syllabus content is being addressed in each teaching and learning activity?

### Teaching and learning activities

A detailed description of the teaching and learning strategies that the teacher will provide for students to learn, develop and apply knowledge, understanding and skills. The following sub-headings are used.

#### Activity

A description of the suggested teaching and learning activity

#### Teacher notes

Information that may support teachers with delivery of the teaching and learning activities. This may include concepts and content that may be deemed to be sensitive and/or controversial.

#### Discussion

The suggested discussion opportunities should be delivered in a manner that best suits your context. These can be between peers, in small groups, as a whole class or a one-on-one teacher-student conference. Sample questions and scenarios may be adapted to meet student needs in a manner that is reflective of school and community context.

#### Reflection

The suggested reflection that links to the essential question that is also the unit title. This question drives teaching and learning and all activities have been designed to enable students to answer it. This reflection provides further opportunity to reinforce student learning and may act as an ongoing demonstration of student knowledge, understanding and skills.

#### Resources

A list of resources required to deliver the lesson as described. Teachers may choose to use alternative learning tools and activities that best meet student needs. Alternative examples include learning tools and activities from the department’s [Digital Learning Selector](https://app.education.nsw.gov.au/digital-learning-selector/).

## Lesson 1

**Lesson 1 – Assessment framework**

|  |  |  |
| --- | --- | --- |
| Outcomes | Unit learning goals – students are learning to | Evidence of learning – students can |
| PD2-2 explains and uses strategies to develop resilience and to make them feel comfortable and safe  | describe strategies to make home and school healthy and safe | explain how they keep themselves and others safe in a variety of environments. Activity 2, 3, 4, 5 |
| PD2-6 describes how contextual factors are interrelated and how they influence, health, safety, wellbeing and participation in physical activity | describe contextual factors and how they influence health, safety and wellbeing | explain the possible consequences that may occur if safe decisions are not made in specific scenarios. Activity 3 |
| PD2-9 demonstrates self-management skills to respond to their own and others’ actions  | self-monitor feelings they experience during safe and unsafe situations | recognise warning signs their body gives. Activity 3 |

### Key inquiry questions and syllabus content

What skills and strategies do we need to be healthy, safe and empowered?

* Discuss the contextual factors influencing personal choices and decisions around health, safety and physical activity, for example:
	+ describe strategies to make home and school healthy, safe and physically active spaces.

### Teaching and learning activities

Teaching considerations

#### Lesson 1 – keeping yourself sale in an environment

##### Teacher notes

Explain to students that this unit focuses on safety and how they can keep themselves and others safe.

##### Activity 1

Ask students to respond to the question ‘what is safety?’ In pairs, compose a definition, share and collate to display a class definition.

##### Teacher notes

Safety means to be protected and kept from harm or danger.

##### Discussion

Explore with students the following questions:

* How do you keep yourself safe in your home?
* How do you keep yourself safe on the play equipment at school or in the park?
* How do you keep yourself safe in the car park at the shops?
* How do you keep yourself safe at the pool/dam/beach/river?

##### Teacher notes

These questions are designed to assess prior and current knowledge on safety. Use individual responses to prompt further discussion as to how their strategies are the same, similar or different to those identified by their peers. For example, if a student says they always check the pool for dangerous objects ask, ‘who else does that?’

##### Discussion

Explore with students that people make decisions about safety in all environments. For example, in a school playground a teacher decides if the ground is too wet to play on the oval.

##### Teacher notes

Ensure students understand that environmental factors play a major role in the safety decision. For example, safety decisions when playing with a tennis ball vary greatly depending on the environment; in a kitchen compared to a school oval.

For this example, ask students to respond to the following questions:

* Why has this decision been made? (Because the ground could be slippery, and students may hurt themselves.)
* How do you feel when the teacher says no to playing on the oval?
* How would you feel if this decision was not made and people were hurt?

##### Activity 2

Using ‘Appendix 1 – Safety decisions’, students analyse various safety decisions and investigate how these decisions affect their emotional state and the possible consequences if they weren’t made. Students share their responses with the class.

##### Discussion

Explore with students that they too make safety decisions when they are at home, at school, travelling or near water. For example, when riding a bike students decide whether to wear a helmet or protective clothing, where to ride, which way to steer, speed at which they travel, suitability of weather conditions, who they tell, completing a safety check on their bike.

##### Teacher notes

Note that although many rules are mandatory/legal students still need to make a decision to follow it. For example, it is mandatory to wear a helmet but students still need to make the decision to wear one, taking into consideration the consequences: head is protected compared to serious injury, being allowed to ride compared to being stopped by the police and fined.

Brainstorm the safety decisions that the students make.

##### Activity 3

Students use ‘Appendix 2 – My safety decisions’ to use the decision-making process of identifying and describing:

* the options available
* what I know about each option (for example, previous experiences, rules, equipment, signs)
* consequences of each option (what do you know about each option?)
* decision they make, and how this may impact themselves and others.

Teacher leads whole-class discussion to record answers for the four steps identified above in the example scenario provided.

##### Scenario

You and your friends want to play your favourite game of tag. The grass area has been closed because of heavy rain.

Students then select/create scenarios for each of the remaining settings identified based off the previous discussion.

#### Reflection

The reflection activity is included at the end of every lesson. This supports students to connect all the knowledge, understanding and skills developed and applied throughout the unit. Students will gradually develop a response to the unit’s essential question (unit title) as they first safe and unsafe environments before focusing on the strategies they can use to manage them.

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question ‘How can I keep myself and others safe?’ Students record responses in their learning journal.

#### Resources

* Appendix 1 – Safety decisions
* Appendix 2 – My safety decisions

## Lesson 2

**Lesson 2 – Assessment framework**

|  |  |  |
| --- | --- | --- |
| Outcomes | Unit learning goals – students are learning to | Evidence of learning – students can |
| PD2-9 demonstrates self-management skills to respond to their own and others’ actions  | self-monitor feelings they experience during safe and unsafe situations | * describe their own and others’ feelings when making safe decisions

Activity 1, 2* identifies how people have different emotional reactions to the same scenarios.

Activity 2 |

### Key inquiry questions and syllabus content

What skills and strategies do we need to be healthy, safe and empowered?

* Analysis physical and emotional responses that indicate when they and others feel safe or empowered, for example:
	+ predict and reflect on how other students might feel in a range of challenging or unsafe situations and discuss how they can respond to support others to feel safe and empowered
	+ recognise emotionally and behavioural warning signs associated with unsafe situations e.g. secrets, bribes, threats, jealously, power and control, negative feelings

### Teaching and learning activities

Teaching considerations

#### Lesson 2 – how can feelings help keep me safe?

##### Discussion

Review with students that people may experience emotional and behavioural warning signs associated with unsafe situations. Explore what warning signs they receive from their body and when they may occur. For example, when faced with physical danger such as on a road or near water or, emotional stress associated with secrets, bribes, threats, jealously, power and control.

##### Activity 1

Students read the scenarios in ‘Appendix 3 – My warning signs and describe:

* How they would feel if faced with the scenario?
* What are some safe decisions they could make? (Refer to the decision-making process used in Lesson 1)
* How they would feel after making them.

For example, you see sparks coming out of a power point in the classroom. In this scenario I would feel scared, worried and upset. Some safe decisions I could make would be to tell the teacher, keep other students away from the power point and move myself away from it. After making these safe decisions I would feel happy, safe and proud.

##### Discussion

Explore with students that people may have different reactions, feelings and emotions to the same scenarios.

For example, Alex and Ben have both been selected to be the school swimming relay team. Alex is excited because he is a confident swimmer and loves racing. Ben is nervous because he has never been on a school team before and is scared of letting the team down.

##### Activity 2

Students use ‘Appendix 4 – Different emotions’ to reflect upon and predict how other students might feel in a range of challenging or unsafe situations and discuss how they can respond to support others to feel safe and empowered.

##### Teacher notes

Scenarios in Activity 1 and Activity 2 may be adjusted to reflect the context of the school and community as well as students experiences.

#### Reflection

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question ‘How can I keep myself and others safe?’ Students record responses in their learning journal.

#### Resources

* Appendix 3 – My warning signs and describe
* Appendix 4 – Different emotions

## Lesson 3

**Lesson 3 – Assessment framework**

|  |  |  |
| --- | --- | --- |
| Outcomes | Unit learning goals – students are learning to | Evidence of learning – students can |
| PD2-2 explains and uses strategies to develop resilience and to make them feel comfortable and safe | identify their support network to help keep them safe | identify their support network to include external support services and explain how and when they can be accessed. Activity 1, 2 |

### Key inquiry questions and syllabus content

How can I contribute to promote healthy, safe and active communities?

* Recognise their responsibility to contribute to a healthy, safe and active environment for themselves and others, for example:
	+ research people and places that offer advice and support to themselves and others and share this information with peers using ICT tools, e.g. online collaboration tools, multimedia presentations.

How can I take action to enhance my own and others’ health, safety, wellbeing and participation in physical activity?

* Identify and practise strategies to promote health, safety and wellbeing, for example:
	+ discuss the accuracy of information about health and safety provided to them by external sources.

### Teaching and learning activities

Teaching considerations

#### Lesson 3 – personal support network

##### Teacher notes

Personal support networks are also covered in Early Stage 1 and Stage 1 units. This lesson is about evaluating their support network and expanding it to include all recommended trusted people, including support services both online and in the community. If students have not developed their own support network, they will be able to do so in this lesson.

##### Discussion

Review what a support network is and who students can recall is in theirs.

##### Activity 1

Watch the video [Year 4 to 6 – Making a safety network (01:26 min)](https://safeyoutube.net/w/TGsM).

Brainstorm some trusted adults (referred to in the video as adult safety helpers) that the students may not have on their list and could be included.

Using ‘Appendix 5 – My support network’, students create/amend their personal support network to reflect the suggestions made in the video.

##### Teacher notes

Appendix 5 has space for students to include the numbers for emergency services, 000, and Kids Helpline, 1800 55 1800. Only allow students to fill these in after the following discussion.

##### Discussion

Students respond to the following questions:

* What emergency services are indicated on the right-hand side of ‘Appendix 5 – support Network’? (police, fire brigade, ambulance)
* What is the contact number for them? (000 – ask students to add this number to their support network page)
* Why do you think they should be included in your support network?
* Does anyone know what Kids Helpline is and/or does? (Kids Helpline is a free, private and confidential 24 hour/7 days-a-week phone and online counselling service for young people aged 5-25.)
* Why is this service a good one to include in your support network? (1800 55 1800 – students add this number to their support network page)

##### Teacher notes

The last question may result in the students not being able to answer adequately or with enough depth. Use this as a catalyst for Activity 2 where students research the service to find out how it works and when it should be used. Ensure students only research and report on [Kids Helpline Home Page](https://kidshelpline.com.au/) and the [Kids Helpline aged 5-12](https://kidshelpline.com.au/kids) webpage.

##### Activity 2

Students log into [Kids Helpline Home Page](https://kidshelpline.com.au/). Using the sample questions below students investigate how ‘Kids Helpline’ works and when it could/should be used/accessed. Using ICT, students prepare a presentation explaining how and when to use ‘Kids Helpline’, the benefits of the service for children and why it should be included on their support network.

Sample Questions – possible information to include:

* How can someone find ‘Kids Helpline’ online?
* What phone number can someone call if they wish to speak to someone?
* Why would someone need to use ‘Kids Helpline, either by phone or online?
* List 3 things that you find are helpful about the ‘Kids Helpline’ webpage.
* How do you know if the information on Kids Helpline is accurate and reliable? Explain your answer. (Kids Helpline is a service that is partially funded by the government. Because government services must use current and reliable research, they are the most reliable for us to access. The ‘About’ section of the Kids Helpline provides this information Kids Helpline)

#### Reflection

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question ‘How can I keep myself and others safe?’ Students record responses in their learning journal.

#### Resources

* Appendix 5 – My support network
* [Year 4 to 6 – Making a safety network (01:26 min)](https://safeyoutube.net/w/TGsM)
* [Kids Helpline Home Page](https://kidshelpline.com.au/)
* [Kids Helpline aged 5-12](https://kidshelpline.com.au/kids)

## Lesson 4

**Lesson 4 – Assessment framework**

|  |  |  |
| --- | --- | --- |
| Outcomes | Unit learning goals – students are learning to | Evidence of learning – students can |
| PD2-2 explains and uses strategies to develop resilience and to make them feel comfortable and safe | identify strategies to promote health, safety and wellbeing | * determine if an interaction with others is safe or unsafe and justify their reasoning. Activity 1, 2, 3
* suggest protective strategies that can be used to promote their health, safety and wellbeing. Activity 1, 2, 3,
 |
| PD2-6 describes how contextual factors are interrelated and how they influence, health, safety, wellbeing and participation in physical activity | describe contextual factors and how they influence health, safety and wellbeing | * use contextual factors such as behaviours, words and personal warning signs to determine if an interaction is safe or unsafe. Activity 1, 2, 3
 |
| PD2-9 demonstrates self-management skills to respond to their own and others’ actions  | self-monitor feelings they experience during safe and unsafe situations | * recognise warning signs their body gives. Activity 1, 2, 3
 |
| PD2-9 demonstrates self-management skills to respond to their own and others’ actions |  recognise support and support networks | * recognise when help is needed and use protective strategies such as No-Go-Tell. Activity 1, 2, 3
 |

### Key inquiry questions and syllabus content

How can I take action to enhance my own and others’ health, safety, wellbeing and participation in physical activity?

* Identify and practise strategies to promote health, safety and wellbeing, for example:
	+ practise responses and strategies that promote personal safety in unsafe situations e.g. NO-GO-TELL, seek assistance

### Teaching and learning activities

Teaching considerations

#### Lesson 4 – keeping yourself safe with personal interactions – No-Go-Tell

##### Discussion

Introduce the concept that interactions with others can be safe or unsafe.

Explore warning signs or actions that may help students to decide if the interaction is safe or unsafe. For example:

* personal warning signs and feelings such as sick feeling in the stomach, sweaty palms, feeling nervous or scared
* the actions of others. For example, unwanted or inappropriate touching of the body, including public and private parts.
* responses from others such as facial expressions or words spoken

##### Teacher note

Please note, by law a child under 16 years of age cannot provide consent for anything considered indecent or sexual. For example, touching, kissing, exposing or looking at private body parts.

An act of indecency means anything that would be considered “indecent” according to the ordinary standards of respectable people in this community. For an act to be indecent it must have a sexual connotation or overtone.

##### Activity 1

Explore the following scenarios with students.

##### Scenario 1

Frank is 9 years-old and his family are staying at Uncle Arthur’s house for the weekend. Uncle Arthur tells Frank that he can sleep in his bed tonight.

Frank begins to feel nervous and sick in the stomach. He tries to tell his dad that he doesn’t want to stay in Uncle Arthur’s room, but Frank’s dad makes an angry face at him and says in a stern voice, ‘Don’t be silly, you are staying in Uncle Arthur’s room!’

Bedtime arrives and Frank is feeling worried and uncomfortable about sleeping in Uncle Arthur’s bed. During the night, Uncle Arthur cuddles up too closely to Frank and touches him on the bottom and begins kissing him on the lips.

Frank is too scared to say ‘NO’ or get out of bed to ‘GO’. Frank laid in bed shaking with tears running down his face.

Explore the following questions to support students to decide if this is a safe or unsafe interaction between Frank and Uncle Arthur and help them justify why they have reached their conclusion.

* What were Frank’s personal warning signs? Frank felt nervous and sick in his stomach. He was shaking and has tears running down his face.
* Were there any actions from Uncle Arthur? Yes, Uncle Arthur was touching Frank on the bottom and kissing him on the lips.
* How do you think these actions made Frank feel? Why? Frank may have felt scared and upset because he knew what Uncle Arthur was doing was wrong.
* Were there any actions or responses from any other people? Yes, Frank’s dad made an angry face at Frank and told him sternly not to be silly.
* How do you think these actions and responses from dad make Frank feel? Upset because his dad didn’t listen to him and he felt alone and unsupported.
* Was this a safe or unsafe interaction? Why? Unsafe. Frank has the right to feel safe. Uncle Arthur has abused his position of power in their relationship.

In small groups, students investigate:

* What actions/protective strategy can Frank take?
* Who can he tell?
* What should he say?

Each group role plays Frank’s conversation with his support person. The role play could be recorded or presented to the class. As a class discuss whether they think the suggestions would help Frank and any possible consequences (positive or negative).

##### Teacher notes

Ensure students are familiar with the No-Go-Tell strategy and employ an assertive tone when providing responses. Explain to students that when they are feeling unsafe or have warning signs that we are unsafe they can say NO in a strong way if they feel safe to do so, they can GO if they are able to and they should always TELL someone about what happened. Remind students about the importance of accessing their personal support network, consider who is in their support network and would Frank have someone similar in his that he could speak to.

##### Activity 2

Explore ‘Appendix 6 – Scenario 2 – Elizabeth’. By answering the questions students determine if Elizabeth’s interaction is safe or unsafe. Students then describe a protective strategy/actions that Elizabeth could take.

##### Scenario 2

Elizabeth was walking home from school on her own. She walks down a quiet road and she can see no other people. Elizabeth is feeling a little worried.

She notices a car driving slowly behind her. The car stops near her and the driver asks her to come to the window of the car because he needs directions. The driver offers her a small surprise if she helps. Elizabeth feels hot, with sweaty palms and her heart is racing.

* What were Elizabeth’s personal warning signs? She felt worried and hot with sweaty palms and heart racing.
* Were there any actions from the driver that were concerning? Yes, he drove slowly behind Elizabeth (which is unusual). He also asks her to come to the window of the car and offers her a small surprise.
* How do you think these actions made Elizabeth feel? Why? For example, worried, scared, nervous because she thought it odd that a stranger offered her a present and she’s all alone.
* Were there any actions or responses from any other people?
* Was this a safe or unsafe interaction? Why? Unsafe because adults would usually seek assistance from another adult or use their phone for directions and not offer gifts to children they don’t know.
* What should Elizabeth do? Explain a protective strategy she could use. For example, ‘No-Go-Tell’, or seek help by using a mobile phone.

##### Teacher notes

Encourage students to give explicit details about the protective strategy that Elizabeth could use. You may refer to the decision-making process used in Lesson 1 to support students.

##### Activity 3

Using ‘Appendix 7 – Safe or unsafe interactions’ students determine if the scenarios are safe or unsafe. Students should consider the questions from Activities 1 and 2 to help determine and explain their answer.

#### Reflection

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question ‘How can I keep myself and others safe?’ Students record responses in their learning journal.

#### Resources

* Space for role plays
* Appendix 6 – Scenario 2 – Elizabeth
* Appendix 7 – Safe or unsafe interactions

## Lesson 5

**Lesson 5 – Assessment framework**

|  |  |  |
| --- | --- | --- |
| Outcomes | Unit learning goals – students are learning to | Evidence of learning – students can |
| PD2-2 explains and uses strategies to develop resilience and to make them feel comfortable and safe | identify behaviours and decisions that keep others safe in a variety of environments | explain how they would help keep others safe and feeling confident in a selected environment. Activity 1, 2 |
| PD2-9 demonstrates self-management skills to respond to their own and others’ actions | reflect on their strengths and skills in order to help others | demonstrate and justify how they can support and promote others safety and wellbeing. Activity 1, 2 |

### Key inquiry questions and syllabus content

What skills and strategies do we need to be healthy, safe and empowered?

* discuss the contextual factors influencing personal choices and decisions around health, safety and physical activity, for example:
	+ describe strategies to make home and school healthy, safe and physically active spaces
	+ analysis physical and emotional responses that indicate when they and others feel safe or empowered, for example:
	+ predict and reflect on how other students might feel in a range of challenging or unsafe situations and discuss how they can respond to support others to feel safe and empowered.

How can I contribute to promote healthy, safe and active communities?

* recognise their responsibility to contribute to a healthy, safe and active environment for themselves and others, for example:
	+ identify problem situation in the playground and classroom and suggest ways to improve their environment

### Teaching and learning activities

Teaching considerations

#### Lesson 5 – keeping others safe

##### Discussion

Explain that everyone has a responsibility to contribute to a safe environment. For example, all drivers should follow the speed limit, all school students should walk on the concrete. Students respond to the question, ‘Why is it important that everybody acts on their responsibility to contribute to a safe environment?’

Explore with students that usually when we can help others stay safe we feel confident in that environment. For example, a lifeguard at a pool can help others stay safe because they are confident swimmers, know first aid, understand water safety and the pool rules and have strong communication and interpersonal skills.

Brainstorm with students some environments that they feel confident to help others stay safe in and why?

##### Teacher notes

Emphasise with students that they are discussing how to keep others safe in any environment including those where they like to be, that they can help keep others safe.

##### Activity 1

Using ‘Appendix 8 – How I keep others safe’, students select an environment that they feel confident to help keep others safe. Students justify their selection. Students reflect upon previous experiences and predict how another person might feel entering their selected environment for the first time. Students describe how they would support the other person to feel safe and empowered.

##### Discussion

Explore with students that another way we can help keep others safe is to help maintain a safe environment. For example, removing hazards such as picking up items that other students can fall or trip over on, report a problem such as broken glass to the teacher or an adult.

##### Activity 2

Using ‘Appendix 9 – Keeping others safe in an environment’, students will demonstrate how they could fulfil their responsibility to maintain a safe environment and therefore help keep others safe.

#### Reflection

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question ‘How can I keep myself and others safe?’ Students record responses in their learning journal.

#### Resources

* Appendix 8 – Environments I am confident helping others in
* Appendix 9 – Keeping others safe in an environment

## Lesson 6

**Lesson 6 – Assessment framework**

|  |  |  |
| --- | --- | --- |
| Outcomes | Unit learning goals – students are learning to | Evidence of learning – students can |
| PD2-2 explains and uses strategies to develop resilience and to make them feel comfortable and safe  | describe strategies to make home and school healthy and safe | explain and demonstrate up stander behaviours/actions to keep themselves and others safe. Activity 1, 2, 3 |
| PD2-9 demonstrates self-management skills to respond to their own and others’ actions | monitor and predict the feelings of themselves and others in unsafe situations | identify their own feelings and those of others when being bullied. Activity 3 |

### Key inquiry questions and syllabus content

How can I contribute to promote healthy, safe and active communities?

* Describe how their own and others’ skills and strategies contribute to healthy and safe outcomes in a variety of situations, for example;
	+ recognise types of abuse and bullying behaviours and identify safe and supportive upstander behaviour and protective strategies.
* Recognise their responsibility to contribute to a healthy, safe and active environment for themselves and others? For example:
	+ identify problems situations in the playground and classroom and suggest ways to improve their environment.

Why are empathy, inclusion and respect important in our relationships?

* Describe and practise ways respect, empathy and valuing diversity can positively influence respectful relationships, for example:
	+ predict and reflect on how other students might feel in a range of challenging situation and discuss what they can do to support them e.g. tell an adult if someone is being bullied.

### Teaching and learning activities

Teaching considerations

#### Lesson 6 – keeping others safe – up stander behaviour

##### Discussion

Think/pair/share – Students consider the following questions:

* ‘What is bullying?’ Create a class definition for display.
* ‘What the difference between being a bystander and upstander?’

##### Teacher notes

Bullying is an ongoing or repeated misuse of power in relationships, with the intention to cause deliberate (on purpose) psychological harm. Bullying behaviours can be verbal, physical or social. Bullying can happen anywhere - at home, online, with friends, in a group, on the bus or at school. Bullying often happens in the presence of witnesses. Witnesses can take on one of two roles:

* An upstander. They play a key role in influencing bullying behaviour. Becoming an upstander is about moving from silence to action – doing something that prevents or reduces the observed bullying or, coming to the aid of another child who is being bullied, or
* A bystander. They stand by with little interference or action as they are not sure how to support the person being bullied or are intimidated/scared to help.

##### Activity 1

Students watch the video about being a by stander and preventing bullying [Be an Upstander – Prevent Bullying (by The NED Shows) (04:00 min).](https://safeyoutube.net/w/kArM)

##### Discussion

After watching the NED video consider the following questions:

* What actions were controllable and uncontrollable for NED?
* How did NED use ‘NO, GO, TELL?’ For example, Speak out = ‘NO’, Interrupt = ‘GO’, Tell some = ‘TELL’.
* How does this relate if you or a friend are being bullied?
* What actions would be controllable/uncontrollable for you or your friend?

Teacher and students explore what being an upstander:

* looks like
* sounds like
* feels like

Teacher and students complete a ‘Y’ chart being an upstander. (Display in classroom)

##### Activity 2

Review the 4 strategies to being an upstander from the video, (Be a buddy, interrupt, speak out, tell someone). Explore what each strategy could look like in the school context. For example, who could students tell? Where could an upstander take a student being bullied when interrupting?

Students create a poster promoting the 4 strategies to being an upstander to be displayed around the school.

##### Activity 3

In small groups of 3 to 4, students role play the scenario below. Each group has one of the upstander behaviour strategies assigned to them. Students then implement that strategy into their role play. Groups present role play to the class, who identify which strategy was used and its effectiveness.

##### Scenario

Michael is in your class at school. His uniform always looks dirty, his shoes have holes and his hair is messy. His school bag is ripped and the handles are broken. Michael is sitting alone when a Year 6 student surrounds him and begin teasing him about his clothing and calling him ‘poor’. Michael is clearly upset and unable to use ‘No-Go-Tell’. What would you do to be an upstander?

##### Teacher notes

Be aware of the sensitivity around this scenario and adjust accordingly to the context of your school and students. Remind groups that if necessary, they may use more than their assigned upstander behaviour strategy.

##### Discussion

Explore the following questions after completing the role plays:

* Why do you think the bully was teasing Michael? For example, he was trying to be cool, he doesn’t fit in with the Year 6 student so he is trying to impress, he was bullied when he was younger.
* How do you think Michael felt when being teased? For example, upset, scared, embarrassed, nervous, and angry.
* How do you think Michael felt after you implemented the upstander behaviour? For example, relieved, happier, supported, liked, thankful, reassured.
* How would you feel after being an upstander? For example, proud, relieved, happy, thankful.
* How could you use yours or the victim’s support networks when being an upstander? For example, tell your parent at home, speak to your class teacher, ask your friend to help you with the situation.

#### Reflection

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question “How can I keep myself and others safe?” Students record responses in their learning journal.

#### Resources

* [Be an Upstander – Prevent Bullying (by The NED Shows) (04:00 min)](https://safeyoutube.net/w/kArM)
* [What is bullying?](https://kidshelpline.com.au/teens/issues/bullying) a definition from the Kidshelpline
* NSW Department of Education [Student voice](https://antibullying.nsw.gov.au/educators/Preventing-and-responding-to-bullying/Student-voice-Student-action) webpage
* Large paper for posters

## Lesson 7

**Lesson 7 – Assessment framework**

|  |  |  |
| --- | --- | --- |
| Outcomes | Unit learning goals – students are learning to | Evidence of learning – students can |
| PD2-2 explains and uses strategies to develop resilience and to make them feel comfortable and safe | identify strategies to promote health, safety and wellbeing | investigate, identify and explain protective strategies to help keep themselves and others safe online. Lesson 7 – Activity 1, 2 |

### Key inquiry questions and syllabus content

How can I take action to enhance my own and others’ health, safety, wellbeing and participation in physical activity?

* Identify and practise strategies to promote health, safety and wellbeing, for example:
	+ practise responses and strategies that promote personal safety in unsafe situations e.g. NO-GO-TELL, seek assistance

How can I contribute to promote healthy, safe and active communities?

* recognise their responsibility to contribute to a healthy, safe and active environment for themselves and others, for example:
	+ research people and places that offer advice and support to themselves and others and share this information with peers using ICT tools, e.g. online collaboration tools, multimedia presentations.

### Teaching and learning activities

Teaching considerations

#### Lesson 7 – Safe decisions – Online safety

##### Discussion

Explore with students that there are times when we need to make decisions to keep ourselves and others safe. For example, swimming in a pool, using the internet, at the beach or in a dam, riding a bike/scooter, traveling in a car, walking across the road as a pedestrian, being out in the sun playing. Refer to the decision-making process identified in Lesson 1. The four steps used were identifying and describing:

* the options available
* what I know about each option (for example, previous experiences, rules, equipment, signs)
* consequences of each option (what do you know about each option?)
* decision they make, and how this may impact themselves and others.

##### Teacher notes

There were opportunities to address online safety in the Stage 1 unit, where students began developing an understanding about what should/should not be shared online and general features of being safe and respectful in an online context.

##### Discussion

Explore with students that being online means when you use:

* the internet – Zoom, Skype, learning/researching, watching YouTube/Netflix, email, Google classroom.
* phone/tablet apps – Snapchat, games, Minecraft, TikTok
* games – apps, online gaming, Xbox, PlayStation, Nintendo Switch (please note that not all students use the online competent of the Xbox, PlayStation, Nintendo Switch)

##### Activity 1

Brainstorm with students what they believe ‘cyber safety’ means. For example, cyber safety is the safe and responsible use of information and communication technology. It is about keeping information safe and secure, but also about being responsible with that information, being respectful of other people online and using good 'netiquette' (internet etiquette).

Using ‘Appendix 10 – Online safety’, students identify what strategies they currently know or use to stay safe online. Students are guided by the following questions:

* How do you stay safe online (generally)? For example, seek adults help, adjust settings, do not use the camera.
* How do you maintain your privacy online? For example, don’t share information, use an alias.
* What do you do if you meet someone new online? For example, don’t tell them where you live or give them any personal information, don’t arrange to meet them in person.
* How do you interact with your friends online to stay safe? For example, don’t share their information online, have agreed safety strategies such as not sharing personal photos.
* What do you do if you see something inappropriate online? For example, report it to an adult, don’t open websites, links or pages you are unfamiliar with.

Students use the [eSafety Commissioners Being safe online easy English cards (PDF 3463KB)](https://www.esafety.gov.au/sites/default/files/2020-02/Easy%20English-Being%20Safe%20Online.pdf) to identify further safety strategies, they can employ when online. Students add their strategies to ‘Appendix 10 – Online safety’ and report their findings to the class.

##### Teacher notes

Answers may vary depending on students experience and permission given from parents/caregivers. Explain to students that it is acceptable if they cannot provide answers for all questions.

##### Activity 2

Guide students through an exploration of the [e-safety kids Being safe online](https://www.esafety.gov.au/kids/I-want-help-with/being-safe-online) webpage and complete the activities on [Making good choices online](https://www.esafety.gov.au/educators/classroom-resources/making-good-choices-online) webpage.

#### Reflection

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question ‘How can I keep myself and others safe?’ Students record responses in their learning journal.

#### Resources

* Appendix 10 – Safety online
* [eSafety Commissioner Being safe online (PDF 3463KB)](https://www.esafety.gov.au/sites/default/files/2020-02/Easy%20English-Being%20Safe%20Online.pdf)
* [eSafety kids Being safe online](https://www.esafety.gov.au/kids/I-want-help-with/being-safe-online)
* [eSafety Commissioner Making good choices online](https://www.esafety.gov.au/educators/classroom-resources/making-good-choices-online)

## Lesson 8

**Lesson 8 – Assessment framework**

|  |  |  |
| --- | --- | --- |
| Outcomes | Unit learning goals – students are learning to | Evidence of learning – students can |
| PD2-2 explains and uses strategies to develop resilience and to make them feel comfortable and safe | identify behaviours and decisions that keep others safe in a variety of environments | identify and explain safe decisions made as a pedestrian. Activity 1 |
| PD2-6 describes how contextual factors are interrelated and how they influence, health, safety, wellbeing and participation in physical activity | describe contextual factors and how they influence health, safety and wellbeing | identify and explain safe and unsafe contextual factors that influence decision making.Activity 2, 3 |

### Key inquiry questions and syllabus content

How can I take action to enhance my own and others’ health, safety, wellbeing and participation in physical activity?

* Identify and practise strategies to promote health, safety and wellbeing
	+ identify protective strategies in road environments e.g. safe crossing procedures, use safety equipment when travelling on wheels, stand clear of the train platform edge
* Discuss the contextual factors influencing personal choices and decisions around health, safety and physical activity:
	+ describe strategies to make home and school healthy, safe and physically active spaces

### Teaching and learning activities

Teaching considerations

#### Lesson 8 – safe decisions – Pedestrian safety

##### Discussion

Explain to students that just as safe decisions need to be made when using the internet, they also need to be made when being a pedestrian. (Refer to the decision-making process in Lesson 1 activity 3.)

Explore the following questions with students:

* Why do you think that up until the age of 8 children need to hold an adult’s hand? For example, children are small and not easily seen by drivers, haven’t developed the skills needed to cross the road, are impulsive, unable to judge speed of traffic.
* Why do you think that between 8 and 10 years of age children should be supervised by an adult when crossing the road? For example, they are learning to be independent but still require assistance.
* What are the four steps (safety procedure) children should do when crossing a road? For example, STOP (one step back from the kerb), LOOK (continuously look both ways for potential danger), LISTEN (for the sounds of approaching traffic), THINK (whether it is safe to cross the road).

##### Activity 1

Using a map, students plan their walking trip to school ensuring it is the safest route. Using ‘Appendix 11 – Safe decisions as a pedestrian’, students write a list of decisions they would make along the way to maximise their safety. For example, I walk down Bingara Street because it is the most direct route and I know it has pedestrian islands when I need to cross. I use the pedestrian crossing at Dugga Street.

Students report to the class on some of the decisions they would make and justify why they made them.

##### Teacher notes

If students live too far from school, alternate destinations may be used. The aim of this lesson is for students to learn how to make safe decisions as a pedestrian for any journey. The starting point and final destination are flexible. For example, students my chose to go from the school to the local oval.

##### Activity 2

Watch one of the suggested clips from [Safety Town](https://www.safetytown.com.au/) website (select either clip 1 ‘walk safely’, clip 3 ‘safe places to cross’ or clip 4 ‘bus safety’)

##### Discussion

Explore the following questions:

* What were the safe behaviours and/or environments shown in the clip?
* What were the unsafe behaviours and/or environments shown in the clip?
* What could the characters do to make the situation safer?

##### Activity 3

Using ‘Appendix 12 – Crossing the road safely’, students view images and identify if it is a safe place to cross the road. Students justify their reasoning by answering the questions provided in the three columns.

Students share their responses with the class.

##### Teacher notes

To make the learning experience authentic students may wish to observe images from their local community.

#### Reflection

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question ‘How can I keep myself and others safe?’ Students record responses in their learning journal.

#### Resources

* Appendix 11 – Safe decisions as a pedestrian
* Appendix 12 – Crossing the road safely
* [Safety Town](https://www.safetytown.com.au/) (website Safety Town Road Safety Education Program Transport for NSW)

## Lesson 9

**Lesson 9 – Assessment framework**

|  |  |  |
| --- | --- | --- |
| Outcomes | Unit learning goals – students are learning to | Evidence of learning – students can |
| PD2-2 explains and uses strategies to develop resilience and to make them feel comfortable and safe | identify behaviours and decisions that keep others safe in a variety of environments | identify and explain distractions that may affect the safety of themselves and others. Activity 1, 2 |
| PD2-6 describes how contextual factors are interrelated and how they influence, health, safety, wellbeing and participation in physical activity | describe contextual factors and how they influence health, safety and wellbeing | explain the possible consequences that may occur if safe decisions are not made in specific scenarios.Activity 1, 2 |

### Key inquiry questions and syllabus content

How can I take action to enhance my own and others’ health, safety, wellbeing and participation in physical activity?

* Identify and practise strategies to promote health, safety and wellbeing, for example;
	+ practise responses and strategies that promote personal safety in unsafe situations e.g. NO-GO-TELL, seek assistance
	+ identify protective strategies in road environments e.g. safe crossing procedures, use safety equipment when travelling on wheels, stand clear of the train platform edge

What skills and strategies do we need to be healthy, safe and empowered?

* Discuss the contextual factors influencing personal choices and decisions around health, safety and physical activity:
	+ describe strategies to make home and school healthy, safe and physically active spaces

### Teaching and learning activities

Teaching considerations

#### Lesson 9 – safe decisions – distractions

##### Discussion

Explain to students as they grow, they begin to gain greater independence and therefore must take more responsibility for making safe decisions. Distractions can play a major part in whether a child remains safe or not. (Refer to the decision-making process in Lesson 1 activity 3.)

Explore with students the following questions:

* What does it mean to be distracted? For example, to be distracted means that you lose concentration on what you are doing.
* When have you been distracted?
* Were there any consequences? Did it affect your safety?
* What can be some of the consequences of being distracted? For example, getting hurt, hurting someone else, putting yourself in danger, damaging/breaking something, getting an answer wrong, embarrassing yourself or becoming confused.

##### Activity 1

Review [Different Perspectives](https://www.safetytown.com.au/accounts/login_register/?next=/book/stage-2/learning-experiences/different-perspectives) clip 1 ‘Walk safely’ from [Safety Town](https://www.safetytown.com.au/). (Please note that you may be required to register using your school and email address.)

Explore with students:

* What is distracting the character in the clip ‘Walk safely’?
* What decisions could the character make to allow her to concentrate on her safety?

Using ‘Appendix 13 – Distractions’, students identify possible distractions in various situations, consequences of these distractions and how they could be avoided.

Students share responses with the class.

##### Teacher notes

To make the learning experience authentic, the situations may be adjusted to reflect the local community context.

##### Activity 2

Guide students through an exploration of the [Distractions Distractions – on the way](https://www.safetytown.com.au/book/stage-3/learning-experience/distractions-distractions#on-the-way) online activity from the Safety Town website. (Please note that you may be required to register using your school and email address). After examining each scenario, students record responses in the text boxes provided in the activity. (Students have the capacity to email their answers to the teacher if desired.)

Explore the following:

* Who is responsible for making a journey safer? Why?
* What can you do as a pedestrian to reduce the likelihood of being distracted?
* Who might change your intention/plan to behave safely? Why?
* What strategies can you use if friends, family or peers may be distracted as a pedestrian? Why?

#### Reflection

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question ‘How can I keep myself and others safe?’ Students record responses in their learning journal.

#### Resources

* Appendix 13 – Distractions
* [Different Perspectives](https://www.safetytown.com.au/accounts/login_register/?next=/book/stage-2/learning-experiences/different-perspectives) (website Safety Town Road Safety Education Program Transport for NSW)
* [Distractions Distractions – on the way](https://www.safetytown.com.au/book/stage-3/learning-experience/distractions-distractions#on-the-way) (website Safety Town Road Safety Education Program Transport for NSW)

## Lesson 10

**Lesson 10 – Assessment framework**

|  |  |  |
| --- | --- | --- |
| Outcomes | Unit learning goals – students are learning to | Evidence of learning – students can |
| PD2-2 explains and uses strategies to develop resilience and to make them feel comfortable and safe | identify strategies to promote health, safety and wellbeing | suggest protective strategies that can be used to promote their health, safety and wellbeing. Activity 1 |
| PD2-6 describes how contextual factors are interrelated and how they influence, health, safety, wellbeing and participation in physical activity | describe contextual factors and how they influence health, safety and wellbeing | explain the possible consequences that may occur if safe decisions are not made in specific scenarios. Activity 2 |

### Key inquiry questions and syllabus content

How can I take action to enhance my own and others’ health, safety, wellbeing and participation in physical activity?

* Identify and practise strategies to promote health, safety and wellbeing
	+ identify protective strategies in road environments e.g. safe crossing procedures, use safety equipment when travelling on wheels, stand clear of the train platform edge

### Teaching and learning activities

Teaching considerations

#### Lesson 10 – safe decisions – safety on wheels (bikes, scooter, skateboards)

##### Discussion

**Explain to students that just as safe decisions need to be made when using** the internet or as a pedestrian, decision making is crucial when traveling on wheels; be it a bicycle, scooter or skateboard. (Refer to the decision-making process in Lesson 1 activity 3.)

##### Teacher notes

When travelling on wheels, one’s decision-making is impacted due to the increased speed compared to walking. People are more likely to lose control and require a greater ability to make decisions quickly.

##### Activity 1

Brainstorm how students currently stay safe on wheels. Create a class list.

Using ‘Appendix 14 – Safety advice’, in pairs or small groups, students cut each statement out and paste onto ‘Appendix 15 – Safety on wheels’. Groups share and compare their results.

##### Teacher notes

Sharing responses give students the opportunity to reflect and justify their answers, as well as promote opinion and discussion. Also encourage students to discuss if these statements can be used in other areas of travel. For example, Stop! Look! Listen! Think! is important when crossing the road at all times, whether travelling on a bike, skateboard or as a pedestrian.

##### Discussion

Explore with students the concept that all decisions result in a consequence either positive (good) or negative (bad). For example, when wearing a helmet the decision may be to check if it is worn correctly and fastened properly. The positive consequence will be the head is protected more in case of an accident. The negative consequence may be the helmet coming off when in an accident causing serious injury.

##### Activity 2

Students use ‘Appendix 16 – Consequences of decisions’, to predict possible positive and negative consequences of each piece of safety advice. Students share their responses to prompt discussion about each consequence.

##### Activity 3

Students reflect on their learning by completing [Kit me up for the ride](https://www.safetytown.com.au/book/stage-2/learning-experiences/heads-helmets#kit-me-up-for-the-ride).

#### Reflection

Students reflect upon the learning in this activity/lesson and consider how it contributes towards answering the essential question ‘How can I keep myself and others safe?’ Students record responses in their learning journal.

#### Resources

* Appendix 14 – Safety advice
* Appendix 15 – Safety on wheels
* Appendix 16 – Consequences of decisions
* [Kit me up for the ride](https://www.safetytown.com.au/book/stage-2/learning-experiences/heads-helmets#kit-me-up-for-the-ride) (website Safety Town Road Safety Education Program Transport for NSW)

## Observational framework for assessment

|  |  |  |
| --- | --- | --- |
| Outcomes | Unit learning goals – students are learning to | Evidence of learning – students can |
| The syllabus outcomes that will be assessed against throughout this unit of work. Refer to pages 14-19 of the PDHPE K-10 syllabus. | What students are expected to know, understand and do as a result of the learning within this unit of work. These are derived from the identified syllabus outcomes, content ‘dot’ and dash’ points and the ‘big idea/key concept’. | The specific behaviours you will expect to observe and use as an indicator of student learning towards the unit learning goals and syllabus outcomes. |
| PD2-2 explains and uses strategies to develop resilience and to make them feel comfortable and safe  | describe strategies to make home and school healthy and safe | * explain how they keep themselves and others safe in a variety of environments.

Lesson 1 – Activity 2, 3, 4, 5* explain and demonstrate up stander behaviours/actions to keep themselves and others safe. Lesson 6 – Activity 1, 2, 3
 |
| PD2-2 | identify strategies to promote health, safety and wellbeing | * determine if an interaction with others is safe or unsafe and justify their reasoning.

Lesson 4 – Activity 1, 2, 3* suggest protective strategies that can be used to promote their health, safety and wellbeing. Lesson 4 – Activity 1, 2, 3, Lesson 10 – Activity 1
* investigate, identify and explain protective strategies to help keep themselves and others safe online.

Lesson 7 – Activity 1, 2 |
| PD2-2 | identify behaviours and decisions that keep others safe in a variety of environments | * explain how they would help keep others safe and feeling confident in a selected environment.

Lesson 5 – Activity 1, 2* identify and explain safe decisions made as a pedestrian. Lesson 8 – Activity 1)
* identify and explain distractions that may affect the safety of themselves and others.

Lesson 9 – Activity 1, 2 |
| PD2-2 | identify their support network to help keep them safe | * identify their support network to include external support services and explain how and when they can be accessed.

Lesson 3 – Activity 1, 2 |
| PD2-6 describes how contextual factors are interrelated and how they influence, health, safety, wellbeing and participation in physical activity | describe contextual factors and how they influence health, safety and wellbeing | * explain the possible consequences that may occur if safe decisions are not made in specific scenarios.

Lesson 1 – Activity 3Lesson 9 – Activity 1, 2Lesson 10 – Activity 2* use contextual factors such as behaviours, words and personal warning signs to determine if an interaction is safe or unsafe. Lesson 4 – Activity 1, 2, 3
* identify and explain safe and unsafe contextual factors that influence decision making. Lesson 8 – Activity 2, 3
 |
| PD2-9 demonstrates self-management skills to respond to their own and others’ actions  | self-monitor feelings they experience during safe and unsafe situations | * recognise warning signs their body gives.

Lesson 1 – Activity 3Lesson 4 – Activity 1, 2, 3* describe their own and others’ feelings when making safe decisions

Lesson 2 – Activity 1, 2* identifies how people have different emotional reactions to the same scenarios.

Lesson 2 – Activity 2 |
| PD2-9 | monitor and predict the feelings of themselves and others in unsafe situations | * identify their own feelings and those of others when being bullied.

Lesson 6 – Activity 3 |
| PD2-9 |  recognise support and support networks | * recognise when help is needed and use protective strategies such as No-Go-Tell.

Lesson 4 – Activity 1, 2, 3 |
| PD2-9 | reflect on their strengths and skills in order to help others | * demonstrate and justify how they can support and promote others safety and wellbeing.

Lesson 5 – Activity 1, 2 |

## Appendix 1 – safety decisions

|  |  |  |  |
| --- | --- | --- | --- |
| Scenario | Safety decision | How does this safety decision make you feel? Why? | What are the consequences of not having this decision? |
| Home – When someone knocks at the front door. | You are not to open it unless you know who the person is. |  |  |
| School – At your school there is a lot of concrete pathways to move between buildings. | You must always walk on the concrete pathways. |  |  |
| Travelling – While walking you want to cross your local road. | There is a pedestrian crossing that you have been taught to use. |  |  |
| Around water – You are at the local pool and about to enter the shallow end. | The sign says that you are not to dive in the shallow end. |  |  |

## Appendix 2 – my safety decisions

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Scenario | What are my options? | What do you know about each option? (previous experiences, rules, equipment, signs) | What are the consequences of each option?  | What is your decision? How may this impact you and others? |
| Home |  |  |  |  |
| Travelling  |  |  |  |  |

## Appendix 3 – my warning signs

|  |  |  |  |
| --- | --- | --- | --- |
| Scenario | How I would feel? What warning signs would I have? | What decisions would I make? | How these decisions would make me feel?  |
| While playing handball your tennis ball rolls into the path of some older students. One boy picks it up and threatens that if it happens again, he will ‘hurt you.’ |  |  |  |
| At lunch time you hear some students whispering about you being ‘in love’ with another student.  |  |  |  |
| You are late for a drama class and must cross a busy road. There are many cars travelling very quickly and the pedestrian lights are at the next intersection, a hundred metres away. |  |  |  |
| You see your best friend playing a game on their mobile phone at recess, instead of handing it in to the teacher/office at the beginning of the day. They say you can have a turn if you don’t tell the teacher. |  |  |  |

## Appendix 4 – different emotions

Heather and Pedro are travelling to the skate park to go skateboarding. They must cross several busy roads with many lanes of traffic.

|  |  |  |  |
| --- | --- | --- | --- |
| People involved | Explain how each person may be feeling?  | Why do you think they feel this way? | Do they need your support? What could you do to support them to feel better? |
| Heather – is a great skateboarder, travels to the skate park every day, knows the road and conditions well, and knows how to cross the road safely. |  |  |  |
| Pedro – has never skateboarded, has never been to the park, and is not familiar with the road or the rules to cross a road. |  |  |  |

You and your parents are taking Marcus and Albert for a swim.

|  |  |  |  |
| --- | --- | --- | --- |
|  People involved | Explain how each person may be feeling? | Why do you think they feel this way? | Do they need your support? What could you do to support them to feel better? |
| Marcus – is not a strong swimmer, never been to the place you are swimming at, doesn’t go anywhere without his mum and dad. |  |  |  |
| Albert – is on the school swimming team, member of the swimming club and has a first aid certificate. |  |  |  |

## Appendix 5 – my support network

Outline of a hand with numbers one to five written on the fingers for students to write trusted adults on.



I can also call:

Emergency \_ \_ \_.

Kids Helpline \_ \_ \_ \_ \_ \_ \_ \_ \_ \_.

## Appendix 6 – scenario 2 – Elizabeth

Elizabeth was walking home from school on her own. She walks down a quiet road and she can see no other people. Elizabeth is feeling a little worried.

She notices a car driving slowly behind her. The car stops near her and the driver asks her to come to the window of the car because he needs directions. The driver offers her a small surprise if she helps. Elizabeth feels hot, with sweaty palms and her heart is racing.

1. What were Elizabeth’s personal warning signs?
2. Were there any actions from the driver that caused concern?
3. How do you think these actions made Elizabeth feel? Why?
4. Were there any actions or responses from any other people?
5. Was this a safe or unsafe interaction? Why?
6. What should Elizabeth do? Explain a safety strategy she could use. Appendix 7 – Safe or unsafe interactions

|  |  |  |  |
| --- | --- | --- | --- |
| Interactions  | Body signals/feelings | Circle safe or unsafe  | Explain why |
| You are playing at the park with a friend and you fall over, an adult comes over to you and helps you up. You are crying and they offer to give you a hug. |  | SafeUnsafe  |  |
| Your dad asks you to keep a secret from your mum about her surprised birthday present. |  | SafeUnsafe |  |
| The home phone/mobile rings and you answer it. A voice on the other says they are doing a survey about children. They ask questions about your personal information; address, school, if you have siblings, what you like. |  | SafeUnsafe |  |
| Your friend tells you that they are receiving mean online messages from peers at school. |  | SafeUnsafe |  |

## Appendix 7 – Safe or unsafe interactions

|  |  |  |  |
| --- | --- | --- | --- |
| Interactions  | Body signals/feelings | Circle safe or unsafe  | Explain why |
| **You are playing at the park with a friend and you fall over, an adult comes over to you and helps you up. You are crying and they offer to give you a hug.** |  | Safe Unsafe  |  |
| **Your dad asks you to keep a secret from your mum about her surprised birthday present.** |  | Safe Unsafe |  |
| **The home phone/mobile rings and you answer it. A voice on the other says they are doing a survey about children. They ask questions about your personal information; address, school, if you have siblings, what you like.**  |  | Safe Unsafe |  |
| **Your friend tells you that they are receiving mean online messages from peers at school.** |  | Safe Unsafe |  |

## Appendix 8 – how I keep others safe?

Choose one environment where you feel confident to help keep others safe.

Explain why you feel confident to help others stay safe in this environment.

A peer is coming to your selected environment for the very first time and knows very little about it or the activities that occur. Predict how they may be feeling?

Explain how you would help your peer stay safe and feel confident in your selected environment.

## Appendix 9 – keeping others safe in an environment

Environments:

* Home – indoors or outdoors
* Classroom
* School playground
* My chosen environment

For each of the above environments answer the questions:

* What can I do to maintain the environment?
* How does this action help keep others safe?

## Appendix 10 – safety online

|  |  |  |
| --- | --- | --- |
| Safe decisions | What do you do now?  | What could I do differently to stay safe online?  |
| How do you stay safe online (generally)? |  |  |
| How do you maintain your privacy online?  |  |  |
| What do you do if you meet someone new online? |  |  |
| How do you interact with your friends online to stay safe? |  |  |
| What do you do if you see something inappropriate online? |  |  |

## Appendix 11 – safe decisions as a pedestrian

|  |  |
| --- | --- |
| Safe decision | Why I would make this decision? |
| Example – I walk down Derribong St  | Because Derribong St has pedestrian lights making it easier to cross 4 lanes. |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

## Appendix 12 – crossing the road safely

For each image answer the below questions:

* What information do you know about this situation?
* What are the possible consequences?
* Would you cross here? Why? Why not?







**Images sourced from** [Safety Town](https://www.safetytown.com.au/)

## Appendix 13 – distractions

|  |  |  |  |
| --- | --- | --- | --- |
| Situation  | Possible distractions  | Possible consequences  | How to avoid the distraction  |
| Walking home from school.  | Might walk onto the road or tracks without lookingBe talking with a friend and not look when crossing the road?Wearing headphones and looking at your phone? | Being hit by a car causing injuries or worseCausing a car to swerve and collide with an oncoming car. | Stop, Look, Listen, Think before you crossPause your conversation when you reach the curb.Put your phone and headphones in your pocket, stop walking if you need to answer it.  |
| Riding your bike with friends. |  |  |  |
| A parent is driving the car. |  |  |  |
| Swimming at the local pool, beach or dam. |  |  |  |

## Appendix 14 – safety advice on wheels

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| Your helmet should be fitted properly with the Y strap below your ears. | Watch out for cars leaving or entering driveways. | Wear enclosed shoes.  |  |
| Stop! Look! Listen! Think! Every time you cross the road. | Ride with other people when you can. | Ride on the left side of the footpath. |  |
| Have an adult check your helmet fits correctly. | Always tell an adult where you are going and how long you will be. | Wear bright-coloured clothes. |  |
| Ride on the footpath up until you’re 16 years old. |  |  |  |

Use the blank squares to add 2 of your own.

## Appendix 15 – safety decisions on wheels

General safety message:

* Anytime/all of the time
* Before you ride
* While you are riding

## Appendix 16 – consequences of decisions

List the positive and negative consequences of each safety decision/advice:

* Your helmet should be fitted properly with the Y strap below your ears. Have an adult check that your helmet fits correctly.
* Stop! Look! Listen! Think! Every time you cross the road.
* Wear enclosed shoes and bright-coloured clothes.
* Ride on the left side of the footpath up until you’re 16 years old.
* Watch out for cars leaving or entering driveways.
* Ride with other people when you can.
* Always tell an adult where you are going and how long you will be.

## Resources

What resources will the teacher require to deliver this unit of work as planned in the ‘teaching and learning activities’?

### Lesson 1

* Appendix 1 – Safety considerations
* Appendix 2 – My safety considerations

### Lesson 2

* Appendix 3 – My warning signs and describe
* Appendix 4 – Different emotions

### Lesson 3

* Appendix 5 – My support network
* [Year 4 to 6 – Making a safety network (01:26 min)](https://safeyoutube.net/w/TGsM)
* [Kids Helpline Home Page](https://kidshelpline.com.au/)
* [Kids Helpline aged 5-12](https://kidshelpline.com.au/kids)

### Lesson 4

* Space for role plays
* Appendix 6 – Scenario 2 – Elizabeth
* Appendix 7 – Safe or unsafe interactions

### Lesson 5

* Appendix 8 – Environments I am confident helping others in
* Appendix 9 – Keeping others safe in an environment

### Lesson 6

* [Be an Upstander – Prevent Bullying (by The NED Shows) (04:00 min)](https://safeyoutube.net/w/kArM)
* [What is bullying?](https://kidshelpline.com.au/teens/issues/bullying) a definition from the Kidshelpline
* NSW Department of Education [Student voice](https://antibullying.nsw.gov.au/educators/Preventing-and-responding-to-bullying/Student-voice-Student-action) webpage
* Large paper for posters

### Lesson 7

* Appendix 10 – Safety online
* eSafety Commissioner [Being safe online (PDF 3463KB)](https://www.esafety.gov.au/sites/default/files/2020-02/Easy%20English-Being%20Safe%20Online.pdf)
* eSafety kids [Being safe online](https://www.esafety.gov.au/kids/I-want-help-with/being-safe-online)
* eSafety Commissioner [Making good choices online](https://www.esafety.gov.au/educators/classroom-resources/making-good-choices-online)

### Lesson 8

* Appendix 11 – Safe decisions as a pedestrian
* Appendix 12 – Crossing the road safely
* [Safety Town](https://www.safetytown.com.au/) (website Safety Town Road Safety Education Program Transport for NSW)

### Lesson 9

* Appendix 13 – Distractions
* [Different Perspectives](https://www.safetytown.com.au/accounts/login_register/?next=/book/stage-2/learning-experiences/different-perspectives) (website Safety Town Road Safety Education Program Transport for NSW)
* [Distractions Distractions – on the way](https://www.safetytown.com.au/book/stage-3/learning-experience/distractions-distractions#on-the-way) (website Safety Town Road Safety Education Program Transport for NSW)

### Lesson 10

* Appendix 14 – Safety advice
* Appendix 15 – Safety on wheels
* Appendix 16 – Consequences of decisions
* [Kit me up for the ride](https://www.safetytown.com.au/book/stage-2/learning-experiences/heads-helmets#kit-me-up-for-the-ride) (website Safety Town Road Safety Education Program Transport for NSW)

## Vocabulary/Glossary

Aggressive response – Responding in a violent or angry manner to another person.

Assertive response – Responding confidently, saying in a direct what you want or believe.

Bullying – An ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm.

Bystander – An individual who is aware bullying is happening and may or may not chose to do something to support the personal being bullied.

Communication – The conveying and listening to specific information, knowledge, understanding to and from others.

Confidence – Feeling or showing certainty about something.

Consequence – A positive or negative result from an action, behaviour or decision.

Controllable actions – Actions/behaviours that the decision maker chooses to make.

Distractions – Things that occur that halts concentration on what someone is doing are doing.

Emergency services – A public organisation that responds to and deals with emergencies when they occur, especially the ambulance service, police and fire brigade.

Interaction – Communication or direct involvement with someone or something.

No feelings – The way a person feels when something happens to them that they don’t like.

No go tell – An assertiveness strategy which encourages students when they feel hurt or have warning signs to say no, if they can, go if they can, and always tell someone.

Online – Any use of the internet including gaming, social media or using websites.

Online/cyber safety – Cyber safety is the safe and responsible use of information and communication technology.

Passive response – Responding in a way that will not influence or change a situation, allowing other people to be in control.

Personal support network – A group of trusted people that a child can access for support and advice in regard to their safety and wellbeing.

Protective strategies – Plans, steps and/or actions that a person may take to help prevent harm or injury.

Safety considerations – Things people need to reflect upon and act upon in order to maximise the safety of themselves and others.

Safety procedure – A set of steps/actions to follow to ensure safety.

Stranger – Someone not known or not familiar.

Supervision – An adult observing a child to ensure their safety.

Support services – A person, group or agency, either in the community or online, that children can access to gain advice and information in regard to their safety and wellbeing.

Trusted adult – An adult who a child can turn to for help and support.

Uncontrollable actions – Actions/behaviours that the decision maker is unable to make.

Unsafe – To be unprotected from harm or danger.

Upstander – An individual or group standing up to show their appreciation and support for human rights. Upstander behaviour involves taking safe actions to support themselves and/or others.

Warning signals/signs – Something that sends us a message about harm or danger.

Warning signals/signs the body gives – A feeling or bodily function/action that signals danger or elicits ‘No’ feelings.

Yes feelings – The way a person feels when something happens to them that they like.

## Evaluation

Teacher analysis of the teaching and learning in the entire unit of work. Sample questions to address include are below.

|  |  |
| --- | --- |
| Evaluation | Teacher notes |
| How well did the class demonstrate understanding of key concepts? | *Write notes here.* |
| What concepts/topics will I need to revisit to support student understanding? | *Write notes here.* |
| When will these concepts be revisited? | *Write notes here.* |
| How well were student learning needs met? | *Write notes here.* |
| Did all students have opportunities to demonstrate their knowledge, understanding and skills? | *Write notes here.* |
| Did adjustments provide adequate and appropriate access to all activities by all students? | *Write notes here.* |
| Were the resources used accessible for all students? | *Write notes here.* |
| Which activities in the learning sequence will I need to adapt to ensure better achievement of learning goals? | *Write notes here.* |
| Did the learning sequence provide sufficient opportunities to make quality assessment judgements about student achievement? | *Write notes here.* |
| Which activities and tasks were most engaging and effective? | *Write notes here.* |
| Did the adjustments provide adequate and appropriate access to all activities by all students? | *Write notes here.* |