# Keeping safe

**PDHPE S3 learning sequence – Lesson 1 and 2**

**Learning sequence description – How can I keep myself and others safe?**

Student will recognise that their choices and decisions help keep them and others healthy and safe. They will identify controllable and uncontrollable factors that influence their safety and how a personal network of trusted adults support them.

## Syllabus outcomes and content

**PD3-2** – investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others

**PD3-6** – distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable

**PD3-9** – applies and adapts self-management skills to respond to personal and group situations

**Key inquiry question – How responsible am I for my own and others’ health, safety and wellbeing?**

* recommend appropriate actions to improve health, safety and wellbeing or physical activity issues within the school or wider community, for example:
* reflect on the impact of their choices and decisions on the health, safety or wellbeing of their community
* discuss the importance of health, safety and wellbeing services in supporting children and share information about local services using ICT tools, eg online collaboration, multimedia presentation

**Key inquiry question – What actions positively influence the health, safety and wellbeing of my community?**

* investigate and adopt practices that help promote and maintain health, safety and wellbeing, for example:
* propose a personal network of trusted adults who could provide advice and support, eg parents/carers, teachers

**Key inquiry question – How does a healthy, safe and active lifestyle enhance connection with others?**

* **evaluate the reliability of health information and messages from different sources before making decisions, for example:**
* **research websites and places where they can seek help and prioritise those that are reliable and trustworthy For example: fires near me app, safety town, e-safety commissioner etc**

**Key inquiry question - What actions positively influence the health, safety and wellbeing of my community?**

* **investigate and adopt practices that help promote and maintain health, safety and wellbeing, for example:**
* **describe situations that may cause lifestyle diseases or injury and propose actions that promote health and safety, eg not crossing the road when wearing headphones, swimming with supervision, choosing healthy snacks, wearing sunscreen.**

[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 and unsafe

Students are learning to:

* identify who or what influences them when deciding if something is safe and unsafe
* identify and respond to safe and unsafe practices at school, home and the community
* distinguishes contextual factors that influences health, safety and wellbeing which are controllable and uncontrollable
* proposes protective strategies to help keep themselves and others safe

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 1.1 | Discuss with students who or what influences you when deciding if something is safe or unsafe  Students record their responses in the workbook. |  | Student workbook |
| 1.2 | Students discuss safe or unsafe situations they may identify in the home, school and community. For example, a safe practice is wearing a seatbelt when travelling in a vehicle, an unsafe practice would be crossing the road when wearing headphones.  Students explain and record strategies to make these situations safer. |  | Student workbook – |
| 1.3 | Students explain why they think some of these actions/activities are safe, while another person may think they are unsafe? Students consider who or what may be influencing them and other people. |  | Student workbook |
| 1.4 | Define with the students what controllable and uncontrollable influences are. For example, a controllable influence is when your decisions can directly affect your safety, uncontrollable influences are when other people’s decisions or environmental factors directly affect your safety.  Discuss with students the following;  Identify one controllable and one uncontrollable influence on their safety  How the uncontrollable influence may need to be considered when making decisions that keep them safe.  Students select three actions/behaviours and complete the three tables in the workbook. For each action/behaviour students explain how the uncontrollable influence may need to be considered when making decisions that keep them safe. |  | Student workbook – Table Action/behaviour 1 – at home  Student workbook – Table – at school Action/behaviour 2  Student workbook – Table Action/behaviour 3 – in the community |
| 1.5 | Students think about the previous activities to select the most appropriate box that reflects you’re their level of understanding. They place a tick inside the box they have selected. |  | Student workbook |
| 1.6 | **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.  **What to look for**   * explain who or what influences my understanding of what makes a situation safe or unsafe (refer to lesson 1.1, 1.5) * propose protective strategies to help keep myself and others safe at home, school and in the community (refer to lesson 1.2, 1.3, 1.5) * identify controllable and uncontrollable factors and how they influence my safety. (lesson 1.2, 1.3, 1.4, 1.5) |  |  |

## Lesson 2 – Support networks

Students are learning to:

* identify a network of adults that can help keep them safe and provide support
* proposes protective strategies to help keep themselves and others safe

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 2.1 | Discuss with students some of the controllable and uncontrollable factors identified in the previous lesson.  Students name one person who could help them in a situation where there are many uncontrollable factors. |  | Student workbook |
| 2.2 | Ensure students understand what a network of trusted adults is.  Students identify who is in their network of trusted adults that can help support their safety. Complete the template in the workbook by listing trusted adults from the following areas.  Self (centre circle)  Parents/ carers ( next larger circle)  Extended family & friends  Local community  Government/state. |  |  |
| 2.3 | Students respond to the following;  How these people support them.  Consider why some people/groups are closer to you at the centre of the circle and others are further away.  How does the relationship influence the type of support provided to keep you safe? |  | Student workbook |
| 2.4 | Students consider the following question and records a response in the workbook;  Why someone else may have different people in their network? |  | Student workbook |
| 2.5 | Discuss with students the following:  You are aware of a range of people who support you to make safe choices.  How do you support your friends/family to make safe choices? |  |  |
| 2.6 | Students complete Table 1 Scenarios in the workbook. |  | Student workbook – Table 1 Scenarios |
| 2.7 | Students think about the previous activities to select the most appropriate box that reflects you’re their level of understanding. They place a tick inside the box they have selected. |  | Student workbook – Table 2 self-reflection |
| 2.4 | **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.  **What to look for**   * Identifies a network of adults that can help keep you safe and provide support (refer to lesson 2.1, 2.2, 2.3, 2.4, 2.7) * proposes protective strategies to help keep themselves and others safe (refer to lesson 2.5, 2.6, 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?