# How can I keep myself and others safe?

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

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

During this activity students will recognise safe and unsafe behaviours and decisions. They will prose ways to keep themselves and others safe during scenarios.

## Syllabus outcomes and content

**PD2-2** – explains and uses strategies to develop resilience and to make them feel comfortable and safe

**PD2-6** – describe how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity

**PD2-9** – demonstrates self-management to respond to their own and others’ actions

**Key inquiry question - 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:
* Compare feelings they experience in a variety safe and unsafe situations
* Predict and reflect on how others 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. secretes, bribes, threats, jealously, power and control, negative feelings

Key inquiry question - How can I contribute to promote healthy, safe and active communities?

* Recoginse their responsibility to contribute to a healthy, safe and active environment for themselves and others, for example:

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

## Lesson 1 – Keeping yourself safe

Students are learning to:

* Recoginse how behaviours and decisions can help keep you safe.
* Identify safe and unsafe decisions in a range of situations
* Recognise their responsibility to contribute to a safe environment for themselves and others

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 1.1 | Discuss with students the following questions;  What can you do to keep yourself safe in your home?  What can you do to keep yourself safe on the play equipment at school or in the park?  What can you do to keep yourself safe in the car park at the shops?  What can you do to keep yourself safe at the pool/dam/beach/river? |  | Student workbook |
| 1.2 | In the workbook students write three safety considerations they would apply to the following scenarios; in their home, playing on the play equipment at school or at the park, in the carpark and at the pool/dam/beach/river. |  | Student workbook |
| 1.3 | Discuss with students how they would react to each of the scenarios in the workbook.  For each scenario students write;  How they would feel if faced with the scenario,  Some safe decisions they could make.  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 others students away from it and move away from it. After making these safe decisions I would feel happy, safe and proud.  In the workbook students complete the ‘Keeping myself safe’ scenarios. |  | Student workbook – Table 1 Keeping yourself safe scenario 1  Student workbook – Table 2 Keeping yourself safe scenario 2  Student workbook – Table 1 Keeping yourself safe scenario 1  Student workbook – Table 2 Keeping yourself safe scenario 2  Student workbook – Table 3 Keeping yourself safe scenario 3 |
| 1.4 | Discuss with students that everyone 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 on a school team before and is scared to let the team down.  Read the scenario about Heather and Pedro in the student workbook.  Heather and Pedro are travelling to the skate park to go skateboarding. To get to the park they must cross several busy roads with many lanes of traffic.  Students complete Table 4 in the workbook ‘Different emotions’ by recording their responses to the following questions;  Explain why you think Heather may be excited while Pedro is feeling anxious. In your answer provide examples of how you may identify each person’s feelings.  Describe how you would support each person in this situation.  Teacher/parent/caregiver note here is an example for the workbook, but to be used if students are having difficulty- Person 1 might be excited because they have lots of experience with riding a skateboard. Person 2 might be scared because they’ve never had the opportunity to ride a skateboard before or they’ve had a bad experience with skateboards. |  | Student workbook – Table 4 Different emotions |
| 1.5 | Students consider the following questions and record their reflections in the workbook.  What I have learned.  How will what I have learned help me in the future?  What I still want to know. |  | Student workbook – Table 5 self-reflection |
| 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**   * Identifies behaviours and decisions that keep themselves safe in a variety of environments (refer to lesson 1.1, 1.2) * Identifies emotions that can influence decisions in regards to safety (refer to lesson 1.3) * Identifies how people have different emotional reactions to the same scenarios (refer to lesson 1.4) * Students demonstrate improved knowledge on safety and how this will help them in the future (refer to lesson 1.5) |  |  |

## Lesson 2 – Keeping yourself and others safe

Students are learning to:

* Recognise their responsibility to contribute to a safe environment

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 2.1 | Ask students to think of a game they play at school or in the community.  Discuss with students the following questions;  What makes this game safe to play?  What could make this game unsafe to play?  What can you do to keep yourself safe during the game?  What can you do to keep others safe during the game? |  | Student workbook |
| 2.2 | Discuss with students that everyone has a responsibility to keep themselves and others safe.  In the workbook students consider each environment in Tables 1, 2 and 3. Students respond to the questions,  How could you keep yourself safe?  How could you keep others safe?  Who else could help keep you safe? |  | Student workbook - Table 1 in your home  Student workbook - Table 2 On the road as a pedestrian or cyclist  Student workbook - Table 3 Beach/river/dam or pool |
| 2.3 | Discuss with students that usually when we are able to help others stay safe we feel confident in that environment.  For example; a life guard at a pool is able to 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.  In the workbook students;  Choose an environment where they feel confident to help keep others safe and/or contribute to the safety of the environment.  Explain why you feel confident to help others stay safe in this environment.  Explain how you would help people stay safe and contribute to the safety of the environment.  Students then choose an environment where they do not feel confident to help others and explain some ways they can still contribute to the safety of that environment.  Parent/teacher/caregiver note – keeping people safe may involve direct contact with them where as contributing to a safe environment might be removing hazards. For example; a life guard might keep a person safe by telling them not to run. They may contribute to a safe environment by picking up some broken glass, report a problem to the lifeguard or an adult. |  | Student workbook |
| 2.4 | Discuss with students that everyone has a responsibility to contribute to the safety of different environments. For example; all drivers should follow the speed limit. All school students should walk on the concrete.  In the workbook students explain why it is important that everybody acts on their responsibility to contribute to a safe environment. |  | Student workbook |
| 2.5 | Students consider the following questions and record their reflections in the workbook.  What I have learned.  How will what I have learned help me in the future?  What I still want to know. |  | Student workbook – Table 4 Self-reflection |
| 2.6 | **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**   * Identifies behaviours and decisions that keep themselves and others safe in a variety of environments (refer to lesson 2.1, 2.2) * Identifies how and why they are able to help keep others safe (refer to lesson 2.2, 2.3) * Explains why it is important to contribute to the safety of an environment (refer to lesson 2.4) * Students demonstrate improved knowledge on safety and how this will help them in the future (refer to lesson 2.5) |  |  |

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**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?