How can I keep myself and others safe?

PDHPE Stage 2 student workbook – lesson 1-2

Name:

Class:

## Overview

Students will:

* Recognise safe and unsafe behaviours (lesson 1)
* Identify safe and unsafe decisions in a range of situations (lesson 1)
* Recognise their responsibility to contribute to a safe environment (lesson 1-2)

## Resources

### Lessons 1-2



* help from an adult
* lead pencil/coloured pencils or crayon

## Lesson 1 – Keeping yourself safe

During this activity you will recognise how behaviours and decisions can help keep you safe.

1.1Discuss with your teacher or parent/caregiver 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?

1.2Write three safety considerations you apply to following scenarios:

In your home:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Playing on the play equipment at school or at the park:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In the car park:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

At the pool/dam/beach/river:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1.3Discuss with your teacher or parent/caregiver how you would react to each of the scenarios. For each scenario write

* how you would feel if faced with the scenario
* some safe decisions you could make
* how you 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.

Table 1 Keeping myself safe scenario 1

|  |
| --- |
| Scenario 1  |
| You and your friend are going for a bike ride. They’re not wearing a helmet and try to convince you that you shouldn’t wear one either. |
| In this scenario I would feel... |
| Some safe decisions I could make would be…  |
| After making these safe decisions I would feel… |

Table 2 Keeping myself safe scenario 2

|  |
| --- |
| Scenario 2  |
| You’re playing soccer at the park with your friends. Your ball is accidentally kicked over the fence and onto a busy road. |
| In this scenario I would feel... |
| Some safe decisions I could make would be… |
| After making these safe decisions I would feel… |

Table 3 Keeping myself safe scenario 3

|  |
| --- |
| Scenario 3  |
| You’re about to go for a swim with your cousin. You realise you’ve left the sunscreen at home. |
| In this scenario I would feel... |
| Some safe decisions I could make would be… |
| After making these safe decisions I would feel… |

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

Record your response to the following questions in Table 2.

* 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.

Table 4 Different emotions

|  |  |
| --- | --- |
| Supporting our peers  |  |
| Heather is excited Girl Heather is excited  | Heather is feeling excited because … |
|  | I would support Heather by… |
| Pedro is anxious Boy Pedro being anxious  | Pedro is feeling anxious because… |
|  | I would support Pedro by… |

Images from [freepick.com](http://www.freepik.com)

1.5Consider the following questions and reflect on your learning.

Table 5 Self-reflection

|  |  |
| --- | --- |
|  | Self-reflection |
| What I have learned. |  |
| How will what I have learned help me in the future?  |  |
| What I still want to know. |  |

**Lesson 2 – Keeping yourself and others safe**

 During this activity you will propose ways to keep yourself and others safe and suggest ways you can contribute to keep an environment safe.

Students:

2.1Think about a game you play at school or in the community. Discuss with your teacher or parent/caregiver 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?

2.2Consider each environment and answer the questions in the table.

Table 1 In your home

|  |
| --- |
| Environment: In your home  |
| How could you keep yourself safe? | How could you keep others safe? | Who else could help keep you safe?  |
|  |  |  |

Table 2 On the road as a pedestrian or cyclist

|  |
| --- |
| Environment: On the road  |
| How could you keep yourself safe? | How could you keep others safe? | Who else could help keep you safe?  |
|  |  |  |

Table 3 Beach/river/dam or pool

|  |
| --- |
| Environment: Beach/river/dam or pool  |
| How could you keep yourself safe? | How could you keep others safe? | Who else could help keep you safe?  |
|  |  |  |

2.3 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 interpersonal skills.

Choose any environment where you feel confident to help keep others safe and/or contribute to the safety of the environment.

Environment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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Explain how you would help people stay safe and contribute to the safety of the environment.

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Choose any environment where you don’t feel confident to help others.

Environment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Explain some ways you could contribute to the safety of that environment.

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2.4Everyone has a responsibility to contribute to the safety of themselves and others in the community. For example, all drivers should follow the speed limit. All school students should walk when on the concrete.

Explain why it is important that everybody takes responsibility to keep themselves and others safe in all environments.

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2.5Consider the following questions and reflect on your learning today.

Table 4 Self-reflection

|  |  |
| --- | --- |
|  | Self-reflection |
| What I have learned |  |
| How will what I have learned help me in the future?  |  |
| What I still want to know |  |