**KEEPING MYSELF SAFE**

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<th>Stage: ES1</th>
<th>Unit Duration: 10 Lessons</th>
<th>Weeks 1 2 3 4 5 6 7 8 9 10</th>
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**Enduring Understandings**
- E.1 We all have the right to feel safe.
- E.2 We need to tell how we are feeling.
- E.3 We have a responsibility to make good choices so we can live a happy and healthy life.

**Essential Questions:**
- What can I do to keep myself and others safe?
- What are safe and unsafe places, people and things?

**Major Outcomes**

**Knowledge and Understanding**
- SLES1.13 Demonstrates an emerging awareness of the concepts of safe and unsafe living

**Skills**
- INES1.3 Relates well to others in work and play situations
- PSES1.5 Seeks help when needed when faced with simple problems.

**Values**
- V4 Increasingly accepts responsibility for personal and community health

**Lesson Overview**
1. What is a caring healthy relationship? (E.1,E.2,E.3)
2. Why is trust important? (E.1,E.2)
3. How does my body tell me I feel unsafe? (E.1)
4. What is unsafe touching? (E.1,E.2)
5. How can I ask for help when I feel unsafe? (E.1,E.2)
6. Whose hand can I hold when crossing the road? (E.1,E.3)
7. Why do we hold hands when crossing the road? (E.1,E.3)
8. How should I wear my seatbelt? (E.3)
9. Where is it safe to ride? (E.3)
10. How can I use the Internet and phones safely? (E.3)

Note: This is a sensitive issue unit which focuses on Child Protection Education (CPE) in Lessons 1-5. For further background information on CPE refer to the NSW Department of Education and Training Stage 1, Child Protection Education Resource.

**KidsMatter SEL Focus:**

**Major:** Relationship Skills - Building Relationships, Responsible Decision Making - Analysing situations, Self-Management - Managing emotions, Self-Awareness - Identifying emotions, Relationship Skills - Refusal, Responsible Decision Making - Assuming personal Responsibility,

**Minor:** Relationship Skills - Refusal

**Contributing Outcomes**

**Knowledge and Understanding**
- IRES1.11 Identifies how individuals care for each other

**Skills**
- COES1.1 Expresses feelings, needs and wants in appropriate ways
- DMES1.2 Identifies some options available when making simple decisions

**Values**
- V3 Enjoys a sense of belonging

**Catholic Dimension/Towards Wholeness (TW) (Also refer to overview of TW for this unit)**

**Interpersonal Relationships**

Human beings find their true place within community; they grow towards maturity through the relationships they maintain. We all depend on each other and, as we mature, we grow in awareness of our responsibility for each other. Alone and isolated we cannot develop our gifts and live as God intended. Among family, friends, members of our peer group and others, we find our place as contributing members of society. It calls us all to enter freely into loving and forgiving relationships that are embedded in community, to develop such qualities as honesty, respect, empathy, openness and a commitment to equality.
**Safe Living**
This strand seeks to develop an ability and a commitment to act in ways that will protect self and others from harm. It emphasises respect for the human person and the development of a cooperative, caring society. Sound Christian decision-making is based on a well-formed conscience which draws inspiration from the life and teaching of Christ and from his Church. Within this strand, students learn to respect the rights of others and to value acceptance, tolerance, justice and personal freedom. They learn that their own decisions have consequences for themselves and others.

**Foundation Statement**
Students make simple decisions in relation to health and safety and identify medicines and how to store them. They describe balanced eating habits and healthy personal habits as well as safe and unsafe situations at home, on and near roads, travelling to and from school and near water. Students identify people who can help and describe actions such as ‘no, go, tell’ that might be taken in unsafe situations.

Students identify personal characteristics and qualities, and physical changes that have occurred since birth and identify different parts of the body. With self control, students express feelings and develop positive relationships. They interact and communicate with peers in a variety of play and group situations, listening, sharing and showing concern when working with others.

**Suggested correlations with other KLAs**

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<tr>
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<td>• Narrative Text (concept development)</td>
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<td>• Procedural Recount</td>
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<td>• Exposition</td>
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<th><strong>Creative Arts</strong></th>
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<td>• Visual Arts – Making and Appreciating</td>
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<td>• Drama – Performing and Appreciating</td>
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**Technology**
The following websites have been selected to enhance various concepts being taught throughout this unit. Most of the sites listed can be linked to more than one of the lessons being taught. Teachers may like to add them to the school intranet site.

- [http://www.zebracrossinggame.com/](http://www.zebracrossinggame.com/)
- [http://www.getstreetwise.com/gsw/quiz01.htm](http://www.getstreetwise.com/gsw/quiz01.htm)
- [http://www.safetymatters.renault.co.uk/kids/?sub=games](http://www.safetymatters.renault.co.uk/kids/?sub=games)
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<th>Subject Matter</th>
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<td><strong>Touching</strong></td>
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<td><strong>People who can help</strong></td>
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<td><strong>Assertiveness (No-Go-Tell)</strong></td>
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<td><strong>Responding to unsafe situations</strong></td>
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<td><strong>Special people/things</strong></td>
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<td><strong>Rules in relationships</strong></td>
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<td><strong>Unit Evaluation</strong></td>
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<tr>
<td>Sample teacher and student unit evaluations are included at the end of the unit.</td>
<td>Assessment strategies are included throughout the unit.</td>
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An Overview of Towards Wholeness (TW) in the PDH Unit
Keeping Myself Safe—Early Stage 1

Key God's Word:

'God wants us to be safe and will protect us as we come and go now and forever.' (Ps 121:5-8)

Treat others as you would like them to treat you. (Mt 7:12)

Do what is right. (Mt 6:8)

耶稣, 玛丽和约瑟。 (Lk 2:15-20)

耶稣在圣殿。 (Lk 2:41-52)

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Lesson 1  What is a caring healthy relationship?

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<td>• Talks about feeling safe/unsafe</td>
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<td>E.2 We need to tell how we are feeling.</td>
<td>IRES1.11 Identifies how individuals care for each other</td>
<td>• Identifies people who are strangers</td>
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<tr>
<td>E.3 We have a responsibility to make good choices so we can live a happy and healthy life.</td>
<td>INES1.3 Relates well to others in work and play situations</td>
<td>• Identifies people they can trust</td>
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<td>V3 Enjoys a sense of belonging</td>
<td>• Talks about their family and who cares for them</td>
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**KidsMatter SEL Focus: Major - Relationship Skills - Building Relationships**

**Suggested Learning Experiences**

Teacher displays pictures of people interacting in social settings, eg family dinner, sporting activities, celebrations, BBQs. Students discuss the people in each of the pictures and suggest the possible connections between people in the pictures.

Teacher explains that we have relationships with people we know. We have connections with them. As a class, students brainstorm their relationships under three categories:
- Family (mother, father, brother, sister, aunty, foster mum). When discussing families link to the Holy Family- Read "Jesus, Mary and Joseph. (Lk 2:15-20)".
- Friends (same age, same sport, same interests/hobbies/likes, same school)
- People who help me (teacher, doctor, shopkeeper, mail person, neighbour, coach, police officer).

As a class, discuss:
- What do we call people we do not have a connection or relationship with? (strangers)
- Why are they strangers? (their personality, family, address are not known to us)
- What do strangers look like? (the same as people we know)

**TW:** Read "Jesus in the Temple". Discuss how Mary was worried about Jesus and how our own parents/caregivers, similarly, have a concern about our safety. Recall a time you may not have told your parents where you were going and you got lost. How did you feel? How did your parents feel?

Students make a paper chain representing the various people they are connected with.

**Resources**
- Pictures of people interacting in social gatherings
- Paper to make paper chain
- Bible/Scripture references

**Assessment**
Teacher observation and student responses to the relationships that they know and trust
Lesson 2  Why is trust important?

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<td>• Identifies people they can trust and why</td>
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<td>V4 Increasingly accepts responsibility for personal and community health</td>
<td>• Values their health and safety and that of others</td>
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KidsMatter SEL Focus: Major - Responsible Decision Making - Analysing situations; Minor - Relationship Skills - Refusal

Suggested Learning Experiences

Teacher Note: Trust is a key concept in child protection education. Students need to pay particular attention to their warning signals when they are confused about changes in a trusting relationship. Betrayal of trust is a common factor in child abuse. Mixed up (or confused) is a feeling shared by many children at the onset of abuse. Confusion occurs because established roles within a relationship suddenly become blurred or changed. It is important to include 'mixed up' (or confused) as an important warning signal for students.

The teacher reads one or more of the following scenarios:

Thelma was in Kindergarten. One day when her class was in the library Thelma’s teacher asked someone to do a job. She needed someone to carry the special gold stickers back to the classroom and put them on her desk. The teacher chose Thelma because she knew she could trust Thelma to do this special job.

Leo was six years old. One day he found a ten dollar note. He took it home and told his family. They decided that they would keep the money for a week to see if they could find out who had lost it. If they couldn’t find out who lost the money then Leo could keep the money. Leo gave the money to his step-dad because he knew he could trust his step dad to look after it.

Alinta and Julian were good friends. They played together at playgroup. One day Alinta brought in a very special toy that she had been given for her birthday. Alinta didn’t want anyone to touch it because it was very special but she let her friend Julian have a turn of her toy because Alinta knew she could trust Julian to look after it.

Discussion based on the following questions:
• What is trust? (Trust is believing in another person to do the right thing. We have YES feelings about someone we trust.)
• In each scenario, why did each person trust the other?
• When can we trust other people? (When we know them and we believe they will do the right thing and when we have a YES feeling about them.)
• Can you trust everyone you know? Why not?
Trusting relationships are based on shared, prior experiences which form the basis for trust i.e. you cannot trust strangers as you do not have a relationship with them.

The Teacher informs students that sometimes people we care about can break our trust. Read one or more of the following What if? situations:
- What if Thelma put the stickers in her bag to take home instead of on the teacher’s desk?
- What if Leo’s step dad spent the ten dollars he was supposed to look after?
- What if Julian played roughly with Alinta’s toy and scratched it?

Discussion based on the following questions:
- How might the each person feel when their trust was broken? (Sad, mixed up, hurt feelings and thinking.)
- Why might they feel like that? (It can be hard to understand when someone you care for gives you NO feelings.)
- What body signals might each person receive with these feelings? (Tight/sick stomach, hot face, watery eyes.)
- What could each person do about their feelings and body signals? (TELL or talk to someone about how they feel and gain relief.)

TW: Read “Do what is right.” (Mt 6:8) and discuss how God wants us to make good choices so that we are protecting and caring for ourselves and others.

Individually students draw a picture of one adult they trust to complete the sentence

I trust ……………………… because ….

Reinforce the concept that trust involves knowing the person and believing that he or she will always do the right thing. Keep students’ work from the concluding Activity for reference when discussing networks.

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<td>Student responses to scenarios and people they can trust</td>
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Lesson 3  How does my body tell me I feel unsafe?

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**KidsMatter SEL Focus**: Major - Self Management - Managing emotions; Self Awareness - Identifying emotions

**Suggested Learning Experiences**

Teacher reads the story of Hansel and Gretel and students identify whether the particular situations in the story were safe or unsafe for the children.

Teacher defines a signal as something that gives us a message. Teacher discusses signals that we need to take notice of, eg Red light, ambulance siren, thunder, burglar alarm, radio warning. Students discuss warning signs and signals experienced in their body - butterflies in tummy, feeling hot, feeling anxious, fast heart beat, shaking, feeling sick, being sweaty, knowing something is not right.

Students colour different body parts that tell us that something is not right on the Body Reactions Activity. In what situations might Hansel and Gretel feel these warning signs? How could they tell when something was wrong?

Teacher re-reads a section in the book where Hansel and Gretel are in trouble. Students suggest who could help the children to feel safe. What questions could Hansel and Gretel ask the witch to find out if they were safe? What information do the children need to remember about the witch and the gingerbread house to tell their parent/s and the police?

**TW:** We have a responsibility to protect and care for others

- How did Hansel and Gretel care for each other?
- Can you think of any other ways they could have cared for each other?
- Explain that: Each person has rights and responsibilities in relation to personal safety

**Resources**

- Hansel and Gretel book

**Assessment**

Student response to Body Reactions Activity

Body reactions
Lesson 4  What is unsafe touching? (Protective behaviours/sensitive issue)

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**KidsMatter SEL Focus:** Major - Self Awareness - Identifying emotions

**Suggested Learning Experiences**

Students brainstorm words that describe different kinds of touch - kiss, rub, cuddle, pat, kick, hit, punch, shake, bite, smack, ruffle (hair). Teacher makes flashcards for these words. In pairs or as individuals, students mime (WITHOUT contact) these touch words.

Students categorise those touch words that are OK and those that are not OK. Those touches that are not OK give us NO feelings. Those touches that are OK give us YES feelings.

**TEACHER NOTE:** YES feelings are the way I feel when something happens to me that I like (students give examples of YES feelings). NO feelings are the way I feel when something happens to me that I don't like (students give examples of NO feelings).

Students complete the following sentences:

- I get a NO feeling when ...
- I get a YES feeling when ...

Teacher calls out each word from the flash cards and students respond with YES or NO. Some words may appear in both categories. Teacher questions the students:

- Why are some words in both categories? (Depends on how the touch is made)
- Why do some people have different feelings about the same touch? (past experiences, cultural differences, family differences)

Teacher informs students that we can usually tell if touches are YES or NO touches by the signals our body gives us when we are touched.

- What are some body parts that you do not want others to touch (private parts and sensitive areas such as mouth, eyes and stomach)?
• Why? (If someone touches these parts it can hurt or you can get a NO feeling)
• When is it OK for someone to touch the private parts of your body? (when you are sick, hurt or need special medical care)
• What can you do if you experience unwanted touching or touching that gives you a NO feeling? (say NO if you can and tell someone about it)
• Why is it OK to say NO and tell about these kind of touches? (children have a right to feel safe)

Discuss words about HOW we can touch – light, soft, hard, roughly, carefully.

Teacher selects several students to demonstrate ways people touch each other (using the HOW words) on a soft toy. Students classify each touch as OK or not OK.

Teacher questions students:
• What could you do if the touch was not OK?
• Who could you tell if the touch was not OK?
• Brainstorm - What advice has mum or dad given you about - if someone touches your private parts and it gives you a NO feeling? Or if you are on the computer and you see an image of a naked person?

TW: We recognise the rights and dignity of others, through courtesy and respect
• What was Jesus’ message about caring for one another? ("Treat others as you would like them to treat you." (Mt 7:12))
• What types of "OK touches" could you use at school with your friends to show respect? In what situations would they be appropriate? E.g. using hands to help up a friend who has fallen over on the playground, a light “tip” on the back when playing chasings on the playground.

Resources
• Blank flashcards
• Soft toys

Assessment
Student responses to categorising touch words

Lesson 5  How can I ask for help when I feel unsafe?

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**KidsMatter SEL Focus: Major - Relationship Skills - Refusal**

**Suggested Learning Experiences**

As a class, students construct a list of adults that students know in the school and community. Students nominate individuals on the list that they can trust and feel safe with. Teacher ticks these adults on the board. Students nominate those adults whom they feel they could go to for help and the teacher circles these adults on the board.

Students provide examples of when they wanted to talk to someone but felt that the person did not listen. Students list the reasons the adult may not have been listening, e.g. busy, tired, in a hurry. Teacher introduces the word persistence and provides a simple definition of the word (keep trying). Students brainstorm situations when persistence might be necessary.

Teacher refers to the story of Hansel and Gretel and asks students how the children could respond when the witch in the gingerbread house makes them feel unsafe. Teacher introduces the concept of 'No Go Tell'. The children in the story could shout NO, they could run away from the gingerbread house and tell an adult.

Teacher refers to school anti-bullying policy. Provide children with a clear definition of bullying and discuss the school procedures for managing incidents of bullying.

As a class, students practice the 'No Go Tell' strategy in response to the following situations:

1. A big kid says 'give me your lunch money'
2. A big kid says 'come home with him/her'
3. A stranger says that 'he has come to drive you home because your mum is late'
4. A student in your grade will not let you join in with their game. (This happens on a regular basis.) Students identify some bullying incidents that they have experienced on the playground. Discuss ways to deal with these situations.

**TW:** Revise with students, the belief, "We have a responsibility to protect and care for others." Bring students to the understanding that this is done when we ask trusted adults for help when we feel unsafe.

**IT integration:** In small groups or as a whole class (using the Smartboard) children explore strategies for dealing with bullying - [www.bullyingnoway.com.au](http://www.bullyingnoway.com.au)

**Resources**

- Story of Hansel and Gretel
- School Anti - bullying Policy

**Assessment**

Teacher observation of student participation in No Go Tell Activity

Lesson 6  Whose hand can I hold when crossing the road?

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<td>SLES1.13 Demonstrates an emerging awareness of the concepts of safe and unsafe living</td>
<td>• Identifies people who keep them safe</td>
</tr>
<tr>
<td>E.3 We have a responsibility to make good choices so we can live a happy and healthy life.</td>
<td>COES1.1 Expresses feelings, needs and wants in appropriate ways V4 Increasingly accepts responsibility for personal and community health</td>
<td>• Identifies people who can help them • Appreciates the need for safe practices in a range of situations and environments</td>
</tr>
</tbody>
</table>

**KidsMatter SEL Focus:** Major - Responsible Decision Making - Analysing situations

**Suggested Learning Experiences**

Students discuss the characteristics of grown-ups: eg they might be able to drive, go to work, go to high school. In small groups, students cut out pictures of grown-ups from magazines and describe what the grown-ups are doing. Make display cards of the pictures with descriptions.

Students learn the song Somebody, from Cassette 1, and make cards with the names or illustrations of appropriate adults mentioned in the song. Place one of the ‘grown-up’ cards on each student and have them stand in a circle with one student in the centre. Have the students sing the main phrase ‘There has to be somebody who will hold my hand and cross the road.’ The student in the centre continues ‘it could be …’, inserting the name of one of the grown-ups on the cards. The student wearing that card moves to the centre of the circle and joins hands with the other student. Repeat the procedure with different students in the middle.

Students draw or paint an occasion when a grown-up holds their hand, such as when walking along a footpath, in the shopping centre and so on. Ask students to explain their description of the occasion and why it was important for the grown-up to hold their hand. The teacher writes this explanation beneath the painting.

**TW:** We have a responsibility to protect and care for ourselves. Teacher selects students to role play correct way of crossing the road by creating a simple pedestrian crossing and sign in the classroom. Link to how “God wants us to be safe and will protect us as we come and go now and forever”. (Ps 121:5-8)

**Resources**

- Magazines
- Scissors
- Glue
- Squares of cardboard
- Blank flashcards or headbands
- Paint
- Art paper/books
- Pedestrian crossing sign

**Assessment**

Student work samples of painting of holding hands with an adult

Adapted and reproduced with kind permission from: RTA. NSW. (2001). Move Ahead With Street Sense, Stage 1.
Somebody
Words and music by The Hooley Dooleys

There has to be some-body who will hold my hand and cross the road.

There could be somebody who will hold my hand and cross the road.
Somebody, yeah, but not just anybody...
Somebody...
Mm, it needs to be a grown-up...
Somebody...
Somebody I know...
There has to be a grown-up who will hold my hand and cross the road.

It could be my neighbour, it could be my grandma,
It could be my pop - he talks a lot!
It could be my teacher - Yeah!
There has to be a grown-up who will hold my hand and cross the road.

Or in the car park, or on the footpath

Somebody, yeah, but not just anybody...
Somebody - it needs to be a grown-up...
Somebody - somebody I know...
There has to be a grown-up who will hold my hand and cross the road.

There has to be a grown-up who will hold my hand and cross the road.
# Lesson 7  Why do we hold hands when crossing the road?

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
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<tbody>
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<td>SLES1.13 Demonstrates an emerging awareness of the concepts of safe and unsafe living</td>
<td>• Identifies people who keep them safe</td>
</tr>
<tr>
<td>E.3 We have a responsibility to make good choices so we can live a happy and healthy life.</td>
<td>DMES1.2 Identifies some options available when making simple decisions</td>
<td>• Observes rules and procedures that keep them safe</td>
</tr>
<tr>
<td></td>
<td>V4 Increasingly accepts responsibility for personal and community health</td>
<td>• Appreciates the need for safe practices in a range of situations and environments</td>
</tr>
</tbody>
</table>

**KidsMatter SEL Focus: Major - Responsible Decision Making - Analysing situations; Responsible Decision Making - Assuming personal Responsibility**

**Suggested Learning Experiences**

Teacher shows the class the *Hold My Hand* sign on the *Hold My Hand Activity*. Use this as a stimulus for discussion. Students discuss when and why grown-ups hold children's hands. Reinforce the *Stop Look Listen Think* Strategy. Discuss what the words mean: Stop – one step from the kerb, Look both ways for traffic, Listen for traffic, and most importantly Think: is it safe to cross the road?

**HOME TASK:** Send home *Take Home Note A, Hold a Grown-Up’s Hand*, along with some coloured A4 paper for the adults and children to trace their hands and write why holding their child's hand is important to them. Attach the completed string of hands to an appropriate place in the school playground or fence as a reminder to ‘hold my hand’.

Students listen to and learn the pedestrian safety song *We Know*, from Cassette 1. Students discuss times when a grown-up's hand is occupied or not available. Students suggest what else they could hold onto when they need to keep safe.

Students examine Road Safety Photographs 1, nos 1-6 (of children holding hands or holding onto suitable alternatives) to identify ways of holding onto a grown-up in a range of situations.

**TW:** Address the issue of children sometimes being embarrassed about holding hands in the traffic environment. Discuss the responsibility each person has in relation to keeping themselves safe. Students suggest ways they can keep safe by using suitable alternatives, such as holding onto each other's sleeve or shopping, or using backpacks/shopping strollers.

**Resources**

- A4 coloured paper
- Paint
- Art paper
- RTA. NSW. (2001). *Move Ahead With Street Sense*. Stage 1. page 46. *Cassette 1 - We Know Song and Photographs 1, nos. 1-6.*

**Assessment**

Teacher observation of student responses in discussion regarding why hold hands with an adult.
When I cross the road I hold __________________________

because ________________________________________
TW: Each person has rights and responsibilities in relation to personal safety.

Take Home Note A

Hold A Grown-Up’s Hand

Dear ...................................

Our class is currently learning about road safety.

We will be learning that we should hold a grown-up’s hand whenever we are:

- on the footpath
- crossing the road
- in a car park.

If a grown-up’s hand is occupied, we should hold onto an adult’s arm, clothing, bag or shopping trolley, stroller or pram.

Please trace around your hand on one of the coloured pieces of paper and help me trace mine on another piece. We are making a hand-holding display at school. Will you talk to me about road safety while we trace the hands? I will tell you what I’ve learned about the importance of holding a hand whenever I am near traffic.

Signed ............................................

We Know
Words and music by The Hooley Dooleys

We know (clap, clap), we know (clap, clap)
To hold on to a grown-up’s hand,
On the footpath, in the car park, we understand.
The road is very busy, so hold a hand.

We know (clap, clap), there are cars (clap, clap),
They go brrrm, brrmm, brrmm and beep! beep!
So we hold on tight to a grown-up’s hand.

We know (clap, clap), there are trucks (clap, clap),
They go vroom, vroom, vroom and honk! honk!
Cars go brrmm, brrmm, brrmm and beep! beep!
So we hold on tight to a grown-up’s hand.

We know (clap, clap), there are bikes (clap, clap)
They go chicka, chicka, chicka, chicka ding! ding!
Trucks go vrrmm, vrrmm, vrrmm and honk! honk!
Cars go brrrm, brrrm, brrrm, brrrm and beep! beep!
So we hold on tight to a grown-up’s hand.

We know (clap, clap) there are buses (clap, clap)
They go pssssssssssssss. All aboard!
Bikes go chicka, chicka, chicka, ding! ding!
Trucks go vrrm, vrrm, vrrm and honk! honk!
Cars go brrmm, brrmm, brrmm and beep! beep!
So we hold on tight to a grown-up’s hand.

We know (clap, clap), there are bikes (clap, clap)
They go ding! ding! (clap, clap), honk! honk! (clap, clap)
Beep! Beep! (clap, clap), All Aboard!
They go ding! ding! (clap, clap), honk! honk! (clap, clap)
Beep! Beep! (clap, clap), All Aboard!

So we hold on tight to a grown-up’s hand.

## Lesson 8  Why should I wear my seatbelt?

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
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<tbody>
<tr>
<td>E.3 We have a responsibility to make good choices so we can live a happy and healthy life.</td>
<td>SLES1.13 Demonstrates an emerging awareness of the concepts of safe and unsafe living</td>
<td>• Identifies people who keep them safe</td>
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<tr>
<td>DMES1.11 Identifies some options available when making simple decisions</td>
<td></td>
<td>• Observes rules and procedures that keep them safe</td>
</tr>
<tr>
<td>PSES1.5 Seeks help when needed when faced with simple problems.</td>
<td></td>
<td>• Demonstrates procedures for obtaining information and keeping safe</td>
</tr>
<tr>
<td>V4 Increasingly accepts responsibility for personal and community health</td>
<td></td>
<td>• Appreciates the need for safe practices in a range of situations and environments</td>
</tr>
</tbody>
</table>

### KidsMatter SEL Focus: Major - Responsible Decision Making - Assuming personal Responsibility

**Suggested Learning Experiences**

Students listen to the *Seatbelt Song* from Cassette 2, and develop actions.

Students locate their hips, stomach, shoulders, neck and collarbones and discuss where a seatbelt goes. Students mime putting on their seatbelts, putting hand on shoulder to pull the seatbelt down across the hips or lower abdomen and clicking it in next to the hip, while singing the song *Click Clack* from Cassette 2.

Discuss the sequence of wearing a seatbelt in the car and complete the drawing / sequencing task.

**TW:** As a class, brainstorm some reasons for the importance of wearing a seatbelt. Why do we need to wear a seatbelt? What could happen if we didn’t wear a seatbelt? Wearing a seatbelt shows we are taking responsibility in protecting and caring for ourselves.

Discussion of some different types of seatbelts/harnesses eg, baby capsule, booster seats, bus and plane seat belts, restraints on rides. Draw pictures of children sitting in one of the above restraints to display OR Children add a seatbelt to a picture of a child in a car seat.

### Resources

- RTA. NSW. (2001). *Move Ahead With Street Sense. Stage 1. Resources Cassette 2. Seatbelt Song* and *Click Clack Front 'n' Back Activity*, pages 48-49,
- Drawing paper
- Pencils

### Assessment

Portfolio task. Student work sample *Click Clack Front 'n' Back Activity*

Adapted and reproduced with kind permission from: RTA. NSW. (2001). *Move Ahead With Street Sense. Stage 1.*
The Seatbelt Song

Words and music by Franciscus Henri (Warner/Chappell Music)

Daddy's got to put his seatbelt on
When he's driving down the road,
Mummy's got to put her seatbelt on
When she's driving down the road.
Me I'm in the back seat
Strapped in nice and neat,
I always put my seatbelt on
When I'm driving down the street.

I look out of the window
And what do I see?
People in other cars looking back at me.
They're all sitting in their seats
Strapped in nice and neat,
They all put their seatbelts on
When they're driving down the street.

Grandpa's got to put his seatbelt on
When he's driving down the road,
Grandma's got to put her seatbelt on
When she's driving down the road.
Me I'm in the back seat
Strapped in nice and neat,
I always put my seatbelt on
When I'm driving down the street.

When I'm old enough to steer
When I'm driving down the street,
I'll always put my seatbelt on
When I'm driving down the street.
I'll be in the front seat
Strapped in nice and neat,
I'll always put my seatbelt on
When I'm driving down the street.

Click, Clack front and back!

Draw a picture to match the labels and then cut out to sequence correctly.

<table>
<thead>
<tr>
<th>CLICK, CLACK</th>
<th>FIND THE SEATBELT AND BUCKLE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>GET INTO THE CAR</td>
<td>SIT IN THE SEAT</td>
</tr>
</tbody>
</table>
## Lesson 9  Where is it safe to ride?

<table>
<thead>
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<tr>
<td></td>
<td>DMES1.11 Identifies some options available when making simple decisions</td>
<td>• Describes safe places to play</td>
</tr>
<tr>
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<td>V4 Increasingly accepts responsibility for personal and community health</td>
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<td>• Appreciates the need for safe practices in a range of situations and environments</td>
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**KidsMatter SEL Focus:** Major - Responsible Decision Making - Assuming personal Responsibility

### Suggested Learning Experiences

As a class, students brainstorm a list of safe places to play.

Students view Road Safety Photographs 1, no 15, and consider if and why the family has chosen a safe place to ride.

As a class, sequence the Bicycle Safety Photo Story photographs and list the features of this setting that make it a safe place to ride (eg adult supervision, away from the road and driveways, enclosed by fence).

Students paint a picture of themselves and their family on bikes. The painting needs to highlight safety concepts. Write the words 'helmet', 'shoes', and 'bike' on the board for students to label on their painting.

**TW:** Each person has rights and responsibilities in relation to personal safety. Therefore:

- To keep ourselves safe on the road when riding a bike, we need to....
- To keep others safe whilst we ride our bike we need to.....

### Resources

- Paint
- Art paper

### Assessment

Student responses to sequencing the photo story

Adapted and reproduced with kind permission from: RTA. NSW. (2001). *Move Ahead With Street Sense. Stage 1.*
Lesson 10  How can I use the Internet and Phones safely?

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<td>E.3 We have a responsibility to make good choices so we can live a happy and healthy life.</td>
<td>SLES1.13 Demonstrates an emerging awareness of the concepts of safe and unsafe living INES1.3 Relates well to others in work and play situations V4 increasingly accepts responsibility for personal and community health</td>
<td>• Role-plays rules and procedures for safe Internet and phone use • Observes rules and procedures for safe Internet and phone use • Appreciates the need for safe practices for Internet and phone use</td>
</tr>
</tbody>
</table>

Suggested Learning Experiences

Survey students about home and school internet use. Class discusses when they use the internet and what they use the internet for? For example email, games, listening to music, accessing websites and chat-rooms.

As a class view the video clip on www.cybersmart.gov.au Hector’s World – Episode 1 (Details) and Episode 2 (Welcome to the Carnival).

Present students with the following scenario: “Sam is sitting in his/her bedroom at home. Mum and Dad are in the kitchen making dinner. Sam is learning about celebrations at school and wants to find some pictures about celebrations. When Sam’s information /pictures came up on the monitor a picture of people without clothes on appears.” What should Sam do next? As a class students brainstorm what Sam should do next? Discuss what Sam could have done to avoid the situation.

Class creates a list of rules on how to stay safe online. (Refer to www.cybersmart.gov.au for a more detailed lesson plan.

TW: Students role-play answering both land line and mobile phones. Discuss using these phones. Each person has rights and responsibilities in relation to personal safety. When we answer the phone, we need to be sensible and safe with the things we say.

Present children with appropriate and safe phone use procedure:

- Only answer the phone if you have been instructed to.
- Respond with “hello who is speaking please?”
- If you know who is speaking you may continue the conversation. (Let your parents know who you were talking to)
- If you don’t know who is calling, don’t disclose any information, go and get an adult to speak to the person on the phone.
- If an adult can’t come to the phone you can say: “Mum/Dad can’t come to the phone right now can I take a message?”
- Tell an adult that you have spoken to someone on the phone who you don’t know.
- Give them the message (if there is one)
- Teach children how to call the emergency services 000, allow children to role-play this scenario. (Record role-plays on a video camera and watch as a class.)

HOME TASK:
Children take home a copy of the procedure and practise with their parents.

Resources
- Play phones
- Internet on the computer
- Video camera

Assessment
Student role-plays, answering both land line and mobile phones.

## TEACHER REFLECTION - UNIT EVALUATION

### A. EVIDENCE
To what extent does the assessment evidence provide:

1. A valid and reliable measure of the targeted outcomes/enduring understandings?

2. Sufficient information to support inferences about each student’s understanding/level of achievement?

3. Opportunities for students to demonstrate their understandings through authentic learning tasks?

### B. LEARNING EXPERIENCES AND INSTRUCTION
To what extent did students:

1. Achieve the outcomes and the enduring understandings of the unit (the big ideas as opposed to basic facts and skills)?

2. Know where they were going and why (in terms of unit goals, requirements, and evaluative criteria)?

3. Deepen their knowledge and understanding of the outcomes & big ideas of the Unit (through inquiry, research, problem solving, and experimentation)?

4. Receive explicit instruction on the knowledge and skills needed to equip them for the required performances?

5. Have opportunities to rehearse, revise, and refine their work based on feedback?

6. Self-assess and set goals prior to the conclusion of the unit?
1. What did students learn? (What knowledge and skills did they learn to deepen their understanding of the outcomes/big ideas of the unit?)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________

2. How do you know what they learnt? (What evidence do you have to support your judgement?)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. What would you refine to improve student learning outcomes?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Student Unit Reflection
Early Stage 1

Student Name: ____________________________________________ Class: ____________

Unit/Topic: ________________________________________________

My teacher is helping me to learn how to keep myself happy, healthy and safe, and will help me write down the important things to remember from the work we have just completed.

<table>
<thead>
<tr>
<th>😊 One of the things I enjoyed learning about was...</th>
<th>😞 One thing I would change is...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>☀️ One thing I enjoyed sharing with my family at home was...</th>
<th>☂️ What things from this unit would I like to learn more about?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The rating I give myself for how hard I worked in this unit is...

😊 ☓️ ☟️