

BEACON PRIMARY SCHOOL
HEALTH EDUCATION LESSON PLANS ~ TERM 3

Lesson #: 3

Duration: 30 minutes (1 period)

of pupils: 30

Lesson Objectives - Pupils will be able to:

- understand that it is everyone's responsibility to keep safe by paying attention to environmental dangers
- recognize that accidents and unsafe situations can occur in school, at home or in unexpected places and circumstances
- know how to do the kerb drill

Key Ideas/Enduring Understandings:

- Accidents can happen if we are not careful; e.g. fires, falls, bodily injuries such as cuts and bruises, poisoning through medications, drowning and road accidents.
- Accidents can be prevented by using pedestrian crossings to cross the road.
- The Kerb Drill should be used before crossing the pedestrian crossings.

Essential Questions:

- Why do traffic accidents happen?
- How do traffic accidents happen?
- How do we prevent traffic accidents from happening?
- What if we are careful but others are not?
- What could happen if we are not careful?
- How does the kerb drill help in crossing the road safely?

Pre-requisites:

- Pupils are to move in different speeds and intensity.
- Pupils understand the different locomotor movements such as walking, running, jogging, skipping, galloping and hopping.
- Pupils understand the role of and can identify boundaries marked by different PE equipment.



DURATION	LESSON	DELIVERY	INITIATIVES ¹	RESOURCES	REMARKS
7 min	<p>Introduction Activity: (Verbal / Linguistic) Pupils are to sit according to their group names; HEALTH (Haron, Eileen, Arul, Lance, Ting Ting and Harry).</p> <p>Survey Tr to ask pupils: Why do traffic accidents happen? [because we do not cross the road at the right places] How do traffic accidents happen? [when the motorist could not stop in time] How do we prevent traffic accidents from happening? [cross the road at pedestrian crossings]</p> <p>Tr to ask pupils what they usually do when they want to cross a road – do they look for a pedestrian crossing, wait for an adult, or walk or dash across on their own?</p> <p>Discussion (Visual/Spatial, Verbal / Linguistic) Tr to ask pupils to name some types of pedestrian crossings. Examples include,</p> <ol style="list-style-type: none"> 1. Traffic Lights 2. Overhead bridge 3. Zebra Crossings 4. Underpass <p>Tr to tell pupils that they should cross the road at pedestrian crossings. They will be also taught the kerb drill: Pupils should do the following whenever they cross at a traffic junction or use a zebra crossing.</p> <ol style="list-style-type: none"> 1. Stop 2. Look right 3. then left, 4. then right again 5. Holding up right hand when you are crossing the road <p>Tr to demonstrate by asking some pupils to do the kerb drill. The rest of the pupils observe and comment.</p>	<p>Organization-Signals *Listening Line *Quiet Signal</p> <p>Direct Instruction & eliciting answers from pupils</p>	<p>Can you generate new ideas, products, or ways of viewing things? Constructing, producing, inventing, making, devising</p>	<p>Whistle, Class Name List, Pupil's Book Pg 33 -34, Flipchart of Pg 33-34</p> <p>HE P1 Teacher's Resource Booklet</p> <p>Term 3 HE Learning Log</p> <p>6 spot-markers for listening line</p> <p>4 large cones to demarcate a large play-area</p> <p>6 gym mats, 24 multi-coloured cones, arrow signs, 6 trolley scooters, 2 trolleys</p>	<p>The formal introduction to physical health in this HE series helps to develop and cultivate physical literacy in pupils.</p> <p>Pupil's Book is a textbook-cum-activity book.</p> <p>Listening Line: Pupils are seated in 6 rows of 5, indicated by coloured spot markers in front of each group leader.</p>

¹ SEL(School Values, HOM, Global), Thinking Skills, NE & 21st Century Skills



15 min	<p>Development: Stop! Drop! Roll! (Physical Activity) Tr to get pupils into their 6 groups and they will be seated in their listening line. Pupils will be told that to keep safe, they must pay attention to environmental dangers, and recognize that accidents and unsafe situations can occur in school, at home or in unexpected places or circumstances. Knowing where to cross the road and doing the kerb drill will help them to be safe and visible to motorists.</p> <p>Description: Pupils will be told of the boundary for the game, which is a rectangular area marked by 4 large cones. Tr will appoint 6 motorists and 6 cyclists. The motorist will ride on the trolley scooters while the cyclists will jog. The rest of the pupils will walk in pairs at designated pedestrian areas and do the kerb drill whenever they reach a junction or pedestrian crossing.</p> <p>Tr will demonstrate and identify areas where motorists and cyclists will travel and where pedestrians will walk.</p> <p>Ask pupils to take their positions and start the game. Emphasise to pupils on the expected behaviours and the proper execution of the kerb drill. Observe pupils doing the kerb drill and give reinforcements.</p> <p>Stop the activity if pupils are not executing the kerb drill properly or motorists and cyclists do not stop for pedestrians to stop.</p> <p>Stop the activity and ask pupils to return to listening line.</p>		Apply rules and conventions for the activity		
8 min	<p>Conclusion: Tr to ask pupils: Why do we do the kerb drill? What if we are careful but others are not? What could happen if we are not careful? How does the kerb drill help in crossing the road safely?</p> <p>Tr to recap on the key learning points. Tr to also reinforce good behaviours. Pupils are also reminded that it is their responsibility to keep safe; they must pay attention to</p>	Direct Instruction & eliciting answers from pupils	Can you generate new ideas, products, or ways of viewing things? Constructing, producing, inventing,	HE P1 Teacher's Resource Booklet Pupil's Book Pg 33 -34 HE Term 3	<p>Extension Activity: For HP / MP²Pupils Online Activity: Tr to introduce a website whereby pupils can find out more about road safety. http://www.traffic-school-for-kids.com/</p>

² High Progress / Middle Progress



	<p>environmental dangers, and recognize that accidents and unsafe situations can occur in school, at home or in unexpected places or circumstances.</p> <p><u>Homejoy:</u> Ask pupils to complete Learning Log.</p>		making, devising	Learning Log	
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