Move Ahead with Street Sense

Teacher Resource Booklet

Stage Three

Pedestrian Safety
Car and Bus Passenger Safety
Safety on Wheels

Move Ahead with Street Sense is a school road safety education program funded by The Roads and Traffic Authority of New South Wales.
Teacher Resource Booklet

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Pedestrian Safety
Car and Bus Passenger Safety
Safety on Wheels

A road safety resource to support the
Personal Development, Health and
Physical Education K–6 Syllabus
This booklet is to accompany the *Get It!* video produced by Scarlett Pictures for the ‘Move Ahead with Street Sense’ project.

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Introduction

The ‘Move Ahead With Street Sense’ kit for Stage Three comprises the video Get It! and this teacher resource booklet. The video and booklet are designed to enable teachers to assist Stage Three students to develop knowledge and understanding, skills, values and attitudes associated with road safety education in the context of the Personal Development, Health and Physical Education (PDHPE) K–6 Syllabus (Board of Studies NSW, 1999).

The links between this resource and the syllabus are summarised on page 12. In addition, each learning experience is preceded by a list of outcomes and indicators relevant to it. The content addressed in this resource is related to the road safety component of the ‘Safe Living’ strand of the syllabus but the learning experiences also address a wider range of values and attitudes, skills and knowledge.

This book includes a series of nine learning experiences which are directly related to the Get It! video and a further eight learning experiences which do not require use of the video. Teachers may select the most useful learning experiences for their students. The number of learning experiences is sufficient to support lessons in both years of Stage Three without repetition.

Using the video

The Get It! video runs for approximately 25 minutes. The video tells the story of Hetty, Mac, Sam and Sophia as they meet the challenges presented by a radio competition. As they complete the tasks and solve the problems, they deal with a range of road safety situations. After an initial viewing of the entire video, teachers may choose to review the road safety information and the embedded safety messages with their students in preparation for the learning activities set out in this book. Subsequent learning experiences will be enriched if students brainstorm the road safety behaviour of the characters in the video and record their results.

CD–ROM version

This teacher resource booklet is also available in CD–ROM version, from which pages can be printed.
Background information about road safety

Road safety education is an important strategy for reducing the extent of traffic-related injury and death of young people. In 1997, road deaths accounted for 52% of all accidental deaths in the 10–14 years age group.

Of the casualties (ie deaths and injuries) that are traffic related, 48% are suffered by passengers, 27% by pedestrians and 21% by pedal cyclists.

The risk of serious road-related casualties increases steadily throughout the childhood years. In the 0–4 age group, the rate of serious casualties per 100,000 children is approximately 25, in the 5–9 age group it is about 40, in the 10–14 age group it is more than 50 and in the 15–19 age group it is more than 200.* The rise in the rate of casualties correlates to the growing child’s increasing independence and autonomy.

Very often a child faced with a decision in a traffic situation will behave in an unsafe way despite knowing what the safe response would be. Sociocultural influences — such as the child’s need for acceptance and approval, their desire to establish their own identity or to demonstrate independence or to fulfil a perceived gender role — might make risk-taking a more preferable option than safety.

The tendency of children to behave impulsively is a major contributor to traffic casualties in all age groups. The development of self-control depends on factors such as maturation, temperament and appropriate experience.

* Based on 1997 figures for NSW.
Traffic safety issues

Pedestrian Safety

In the three years, 1996 to 1998, there were 439 pedestrian casualties aged 10–12 in NSW.

The apparent safety of straight, low-speed local roads in dry, daylight conditions is belied by the fact that such circumstances are the most common situation in which a pedestrian under the age of 14 is injured. This indicates that to reduce child pedestrian injuries the main focus should be on the behaviour of children, their carers and drivers.

Many child pedestrian injuries come about because children are easily distracted and react impulsively. Approximately 55% of recent child pedestrian fatalities involved the child running onto the road. Studies of accident victims show that 60% of children have not seen the car that hit them, and about 40% of children injured as pedestrians have not stopped at all to look for traffic.

In the 10–14 years age group, more than half of traffic-related casualties occur in school travel time. The travel time after school accounts for 70% of school travel time pedestrian casualties.

Many children are injured when they attempt to cross the road from between, from in front of or from behind parked vehicles. Over one fifth of pedestrian crashes involved visual obstacles, usually parked cars.

Safe crossing places can change; for example, a marked crossing might be thought of as a safe place, but it is not safe if a child runs across the crossing or if a car does not stop. Children should be aware of how situations can change, and of the need to constantly monitor changing conditions.

The distances required for a vehicle to stop for a pedestrian are:

- up to 38 metres at 60 km/hr
- up to 60 metres at 80 km/hr
- up to 88 metres at 100 km/hr.

Stopping distances are much longer in wet weather and for heavy vehicles.

- Children up to eight years old should hold an adult’s hand on the footpath, in the car park or when crossing the road.
- An adult is defined as a parent, caregiver, grandparent, sibling in high school or older, other relative or neighbour, or other adult as advised by the child’s parents/carers.
- If an adult’s hand is not available, the child should hold an adult’s arm, sleeve, bag, pram, trolley etc.
- Children up to ten years old should be actively supervised in the traffic environment and should hold an adult’s hand when crossing the road.
Safe Behaviour Guidelines for Pedestrians:

Safe practices for pedestrians:
- walking on the footpath as far from the traffic as possible
- when there is no footpath or nature strip, walking facing the oncoming traffic, as far from the traffic as is practicable, and in single file
- stopping one step back from the road
- remembering the need to always STOP!
- remembering that stop means stop completely
- after stopping, LOOK! LISTEN! THINK!
- continuously looking and listening
- attending to visual and auditory cues in the traffic environment
- taking sufficient time to look and listen
- avoiding distractions to vision (eg parked cars), to hearing (eg walkman) and to concentration (eg conversations and games)
- never hurrying to cross the road
- never running across the road even if someone calls you
- ensuring a clear line of vision down the road (ie avoiding hill crests, bends, obstacles)
- being prepared for vehicles that might not stop when they should
- thinking about and checking all the places from which traffic might come unexpectedly
- ensuring sufficient time to cross
- when it is safe to cross, following a straight path across the road at a fast walking pace
- crossing in a manner that reduces the likelihood of stumbling
- moving in a predictable manner.

At pedestrian lights:
- identifying and stopping at the red DON’T WALK signal
- identifying the green WALK signal as the prompt to cross, after checking the traffic has stopped
- not leaving the footpath if the red DON’T WALK signal is showing
- only ever starting to cross when the green WALK signal is showing and the traffic has stopped
- pressing the button and waiting for the green WALK signal to appear
- being prepared for the fact that some vehicles might not stop when the WALK sign appears.

Passenger Safety

In New South Wales between 1996 and 1998 there were 888 passenger casualties aged between 10 and 12. In this age group about 3% of the casualties and 22% of the fatalities were not wearing an available restraint.

The number of passengers killed or seriously injured increases gradually with age up to the 10–14 years age group. This is followed by a large increase in the 15–19 years age group. Teachers should be aware of their role in developing students’ skills in preparation for the challenges they will face during their late teens.

Child passenger injury is the one area of road-related trauma where females and males are at similar levels of risk. This applies at all ages.

Holidays and weekends are the most likely times for children to be injured as passengers. These periods accounted for over 60% of deaths and serious injuries in the period 1996 to 1998.
Safe Behaviour Guidelines for Passengers:

Legal requirement:
- there is a legal requirement for drivers and passengers to wear a seatbelt or restraint whenever one is available.

Correct seatbelt fit:
- the webbing of a lap-sash seatbelt should fit smoothly – across the hips (not the stomach), and from the midpoint of the shoulder across the body to the hip
- the seatbelt webbing must not be twisted and should not touch the neck; the buckle must be at the side, very close to the seat
- a seatbelt must be buckled up on every trip – even the shortest trip
- a seatbelt is designed for one person; it cannot protect two people
- passengers must remain in a seatbelt even if they fall asleep
- on longer trips, rest breaks should be taken in a suitable place every two hours.

As car passengers, students should:
- get in and out of the car on the footpath side through the rear passenger door
- remain buckled up at all times
- remain wholly within the vehicle
- play quiet games or undertake activities that do not disturb the driver.

At the bus stop, students should:
- wait as far away from traffic as possible
- undertake activities that involve minimal physical activity.

While on the bus, students should:
- sit in a seat if possible
- hold the seat grip or safety bar firmly if standing
- put bags and materials under the seat or in the luggage area inside the bus
- keep wholly inside the bus
- allow the driver to concentrate on driving the bus
- follow the school’s bus safety rules.

On leaving the bus, students should:
- wait until the bus has been driven away before using a safe place to cross the road
- stand a step back from the footpath
- watch until the traffic has stopped or it is safe to cross the road, turning in both directions to look and listen for traffic
- walk straight across the road
- students need to be constantly reminded not to run onto roads and to STOP! LOOK! LISTEN! THINK! every time they cross the road.
Cycling Safety

In New South Wales between 1996 and 1998 there were 345 pedal cyclist casualties aged between 10 and 12. In 1997 about 12% of all pedal cyclist fatalities and serious injuries were suffered by 10 to 12-year-olds and about 10% were suffered by 13 to 15-year-olds. More broadly, cyclists aged under 20 years account for about 44% of cycling deaths and serious injuries.*

Of road-related injuries in the 10–14 age group, 21% are pedal cyclist injuries.**

The most common serious casualties result from collisions with motor vehicles. In recent years in NSW, about three-quarters of such accidents have occurred on local roads and at least 20% of the children aged 10 to 14 were not wearing a helmet.

Safe Behaviour Guidelines for Cyclists, Skaters and Rollerbladers:

Helmet:
■ a child must wear a correctly fitted helmet every time they ride a bicycle, skateboard, rollerskates or rollerblades.

The helmet fit should be checked regularly by an adult. It should:
■ fit on top of the head, protecting the forehead, so that the space between eyebrows and helmet measures two finger-widths
■ fit firmly without wobbling or slipping to the side
■ be buckled firmly under the chin
■ be light and bright in colour to make the rider more visible.

When skateboarding, riding on a scooter, rollerblading or rollerskating, the child should also wear:
■ elbow pads
■ knee pads.

Bicycle safety features include:
■ bell or horn
■ brakes
■ front white reflector
■ rear red reflector
■ yellow pedal and wheel reflectors
■ light, bright clothing, reflective safety vests and stickers or tape all assist the cyclist to be more visible
■ a simple size test for a bicycle is: when the cyclist sits on the seat and holds the handlebars, the cyclist’s feet should touch the ground comfortably
■ cyclists should do a six point safety check on their bike every time they ride
■ children require adult assistance to carry out the safety check
■ items for checking include bell, brakes, reflectors, chain, tyres and pedals.

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* Based on 1997 figures for NSW.
** Based on 1996–98 figures for NSW.
Where to ride:

- the safest places to ride on bicycles, skateboards, scooters, rollerskates and rollerblades are away from roads, vehicles and driveways
- the most suitable places to ride a scooter, or to rollerblade, rollerskate or skateboard are areas designed for these activities and a designated cycle path is an ideal place for cycling.

It is illegal for children 12 or over to ride on footpaths. (See Road Safety for Bicycles, Rollerskates, Rollerblades, Scooters and Skateboards, page 96.) Children should obey the signs on footpaths and shared pathways. It is the responsibility of the rider to avoid collisions with pedestrians on pathways.

School and family partnerships

Supporting young people as they adopt safe behaviour and make appropriate safety decisions in the traffic environment is a responsibility shared by schools, families and the broader community. Schools guide students as they build the relevant knowledge, skills, values and attitudes to optimise road safety. Students’ learning is also continually shaped by family and community members. The advice and responses of family and community members powerfully influences the behaviour and attitudes of young people.

Effective road safety education is achieved through ongoing interaction between school and students’ families to ensure that the learning taking place in the classroom is being actively reinforced by the family in the traffic environment.

This document recognises the important role of families in students’ development of safe behaviour, values and attitudes. It places considerable emphasis on engaging families in the learning process in order to encourage significant adults in the child’s life to respond appropriately when opportunities arise for the child to make decisions about safety in the real traffic environment.

Each of the learning sequences in this document includes opportunities for students to engage family members and community members in activities where road safety is explored. These activities include interviews, surveys, observations and fact sheets. Teachers are encouraged to involve families and the community in order to enhance the students’ learning.
Syllabus links

Outcomes

The learning experiences in this document are based on the following Stage Three outcomes from the PDHPE K–6 Syllabus (Board of Studies NSW 1999).

Values and Attitudes

A student:
V1 refers to a sense of their own worth and dignity
V2 respects the rights of others to hold different values and attitudes from their own
V3 enjoys a sense of belonging
V4 increasingly accepts responsibility for personal and community health.

Skills

A student:
COS3.3 communicates confidently in a variety of situations
DMS3.2 makes informed decisions and accepts responsibility for consequences
INS3.3 acts in ways that enhance the contribution of self and others in a range of cooperative situations
PSS3.5 suggests, considers and selects appropriate alternatives when resolving problems.

Knowledge and Understanding

A student:
IRS3.11 describes roles and responsibilities in developing and maintaining positive relationships
PHS3.12 explains the consequences of personal lifestyle choices
SLS3.13 describes safe practices that are appropriate to a range of situations and environments.

Content

Road safety is part of the Safe Living strand of the PDHPE K–6 Syllabus (Board of Studies NSW, 1999, p 45). The relevant Stage Three content is as follows:

Pedestrian Safety

- rights and responsibilities of a pedestrian
- safe practices near buses

Passenger Safety

- responsibility as a passenger

Safety on Wheels

- using bicycles, scooters, skateboards and rollerblades safely
- safety equipment.
Introduction

Road safety messages

The learning experiences in this booklet highlight seven important road safety messages that research shows are of particular relevance for Stage Three students:

Pedestrian Safety

Stop! Look! Listen! Think! every time you cross the road

Students identify safe road crossing behaviour and develop strategies to improve pedestrian safety. They tell about the need to constantly monitor changing traffic conditions.

Use a safe place to cross the road

Students survey safe pedestrian behaviour near their school and in the local area. They know that the safest place to cross the road can change and there is always a need for safe behaviour because there is always a level of risk in the traffic environment.

Passenger Safety

Always buckle up in your seatbelt

Students understand, and justify the importance of, wearing a seatbelt or restraint while travelling in a vehicle. They demonstrate and explain correct wearing of a seatbelt.

Get in and out of the car on the footpath side

Students identify safe behaviour as a passenger and justify the reasons for the safest way to exit a vehicle.

Wait till the bus has gone, then use a safe place to cross the road

Students identify safe behaviour at a bus stop and the correct procedure to follow after leaving the bus. They apply this knowledge to problem solving about the safest place to cross the road after the bus has gone.

Safety on Wheels

Always wear a helmet when you ride or skate

Students justify the importance of head protection when cycling, riding a scooter, skating or rollerblading. They compare and contrast ways to be visible as a cyclist.

Ride your bike away from busy roads

Students identify the safest places to ride bicycles, scooters, skateboards, rollerskates and rollerblades. They recognise the need to behave safely when on wheels and to respect the rights of other road users. They choose to avoid main roads when planning a safe route for a bicycle journey.
### Overview of learning experiences

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<td>1. Safety Report</td>
<td>Students use self-appraisal to judge safe behaviour in the traffic environment after observing, reporting and rating the behaviour shown by characters in the video.</td>
<td>SLS3.13, V4, DMS3.2</td>
<td>Hetty, Mac, Sophia, and Sam travelling to the shopping centre on Saturday morning.</td>
<td>Photocopies of Safety Report Planner, Photocopies of Appendix – Traffic Safety Guidelines</td>
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<td>2. Play It Safe</td>
<td>Students use task cards to demonstrate safe traffic practices for younger students.</td>
<td>SLS3.13, V4, INS3.3</td>
<td>The main characters travelling to the shopping centre at the beginning of the video, or near the end of the video when they are pursuing clues.</td>
<td>Task Cards 1–8</td>
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<td>3. Rating the Risk – 1</td>
<td>Students play a card game to rate pedestrian/cyclist hazards in the traffic environment highlighting the need to keep monitoring constantly changing traffic conditions.</td>
<td>SLS3.13, V4, DMS3.2, INS3.3 Main characters</td>
<td>The main characters travelling as pedestrians and cyclists. (See also Rating the Risk – 2.)</td>
<td>Risk Cards Set 1 for Pedestrians, Set 2 for Cyclists, Rating the Risk Game Board</td>
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<td>4. Head Wear</td>
<td>Students develop strategies to deal with peer group pressure, assisting them to adopt and maintain safe practices in the traffic environment.</td>
<td>SLS3.13, V1, V2, COS3.1, IRS3.11</td>
<td>The exchange between Sam and his father over the selection of the radio station; Mac being insulted about his helmet; group interactions about the lost key and any footage of the koala miming.</td>
<td>Positive Communication worksheet, Communication in Real Life Situations worksheet, Graphs of Safety Device Use adapted from NSW RTA 1997 Statistics</td>
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<td>5. Plan a Safe Journey</td>
<td>Students consider all the factors affecting their safety as they plan journeys to the same destination using different modes of transport.</td>
<td>SLS3.13, V4, DMS3.2, PSS3.5</td>
<td>The main characters consulting a map at the shopping centre to identify the safest route to travel.</td>
<td>Map shown on the centre pages of this booklet, a local map, Compare and Contrast worksheet, Appendix – Traffic Safety Guidelines</td>
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<td>6. Belt Up/Head Gear</td>
<td>Students complete a jigsaw activity after a study of RTA statistics showing how the risk of serious injury is reduced when protective gear is properly used.</td>
<td>SLS3.13, V4, INS3.3, PHS3.12</td>
<td>The characters putting their seatbelts on in the back of Sophia’s mother’s car. This segment is toward the end of the video.</td>
<td>RTA webpage and Cycling Deaths Graph based on NSW RTA 1997 Statistics, Jigsaw Activity worksheet, Head Gear worksheet</td>
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<td>7. Putting It All Together</td>
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<td>SLS3.13, V4, INS3.3</td>
<td>The footage that concludes the story: a montage reviews the road safety behaviour exhibited by each of the characters as the DJ’s voice describes the final competition of the year.</td>
<td>Teacher Modelling Page Rap Planner Appendix – Traffic Safety Guidelines</td>
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<td>8. Identifying Safe Behaviour</td>
<td>Using still photographs, students identify and evaluate components of safe pedestrian behaviour in the traffic environment.</td>
<td>SLS3.13 V4 DMS3.2</td>
<td>The characters travelling to find the clues. Use either the still images or review the actual video footage.</td>
<td>Four Identifying Safe Behaviour photograph sequences A3 paper, scissors and paste</td>
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<td>9. Read All About It</td>
<td>Students work in pairs to read and deconstruct a newspaper advertisement and use it as a model to construct a similar advertisement for a safe road crossing procedure.</td>
<td>SLS3.13 V4 INS3.3</td>
<td>Sam’s father reading the paper.</td>
<td>Newspaper article ‘Island Stopover Reduces Stress’ Newspaper Article Planner Photographs of Road Crossing Facilities</td>
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<td>10. Safe Behaviour</td>
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<td>PMI Worksheet</td>
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<td>11. Cycle Care</td>
<td>Students name bicycle parts, discover how to select a suitable bicycle and to perform a six point bicycle safety check.</td>
<td>SLS3.13 V4 COS3.1</td>
<td>Stopwatch</td>
<td>Up to six bicycles Bicycle Parts worksheet Choose a Bicycle worksheet Teacher Information – Six Point Safety Check Bicycle Report – Six Point Safety Check worksheet</td>
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<td>12. Safety Survey</td>
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<td>Road Safety Survey Planner Appendix – Traffic Safety Guidelines</td>
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<td>13. Take Care</td>
<td>Students fill in a word web before reading about and experimenting with protective gear. Information for safe cycling is read and keywords are highlighted before students write a ‘safe cyclist’ chart.</td>
<td>SLS3.13 V4 DMS3.2</td>
<td>Word Web Information on Safe Clothing and Safe Cycling Safe Cyclist Check List Protective Gear for Rollerblading worksheet Oranges A piece of cloth Dark, light-coloured and fluorescent clothing Colour photographs from video (pp 47 and 50).</td>
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<td>14. Change for Safety</td>
<td>Students work to raise community awareness about a local traffic issue, working for a safer neighbourhood – this is a long-term sequence of activities.</td>
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<td>15. Rating the Risk – 2</td>
<td>Students play a card game to rate passenger hazards in the traffic environment, highlighting the need to constantly monitor changing road conditions. This sequence also includes an extension activity for students to develop a similar game to rate hazards for skateboarders and rollerbladers.</td>
<td>SLS3.13 V4 DMS3.2 INS3.3</td>
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<td>16. Right Foot Wrong Foot</td>
<td>Students use positional language to interpret RTA diagrams showing information about pedestrian accidents before developing advice for avoiding such accidents.</td>
<td>SLS3.13 V4 INS3.3</td>
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<td>17. Be Aware</td>
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<td>SLS3.13 V3 PSS3.5</td>
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<td>Behaviour Monitoring Tally Sheet</td>
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Format of the learning experiences pages

Title and Summary of Content identifies the learning experience and briefly summarises it.

Road Safety Messages lists the message/s investigated in the learning experience.

Syllabus Outcomes lists the Stage 3 outcomes for the PDHPE K–6 Syllabus that provide the focus for the learning sequences.

Indicators describe student behaviour or language which demonstrates achievement of PDHPE outcomes associated with the learning experience.

Background Notes provide the rationale for the design of teaching and learning activities with a definition of the major teaching points.

Assessment aspects of the learning experience that provide the best opportunities for students to demonstrate their learning are printed in bold.

Resources lists the worksheets and materials required to complete the learning sequence. The worksheets immediately follow the learning experience descriptions.

Learning Experiences are a suggested outline of activities that teachers may choose to follow or adapt in order to achieve outcomes. Opportunities for involving family and community members in road safety education are embedded in each learning experience.

11. Cycle Care
Students name bicycle parts, discover how to select a suitable bicycle and learn to perform safety check.

Road Safety Messages
Always wear a helmet when you ride or skate
Ride your bike away from busy roads

Syllabus Outcomes
A student:
SL5.3.13 describes safe practices that are appropriate to a range of situations and environments
COS3.1 communicates confidently in a variety of situations

Indicators
The student, for example:
• identifies parts of a bicycle
• demonstrates simple bicycle maintenance
• identifies features that assist in bicycle choice
• makes suggestions for repairs to a bicycle

Background Information
A significant number of cycling injuries result from the rider having insufficient control of their bicycle. Choosing a bicycle suited to the rider and maintaining it well enhances the rider’s control. Detailed guidelines on choosing a bicycle can be found on page 67.

Learning Experience
This is a whole-class activity using a bicycle or the Bicycle Diagram (p. 66). Inform the students that they will have a number of minutes (teacher decides how many) in which to name some common bicycle parts. Use the Bicycle Diagram (p. 66), distribute photocopies of it, set a time limit and ask the students to identify as many parts from the list as they can.

Choosing the Right Bicycle
Distribute photocopies of the Choose a Bicycle worksheet (p. 67). Arrange for the local bicycle shop to visit your school with a variety of suitable bicycles. Use the bicycles available to demonstrate the features. Ask students to work in pairs, pretending that they are each about to choose a new bicycle. Each pair will select their bikes and justify their choices. Share some of these.

Simple Bicycle Maintenance
Ask students why a bicycle should be stored under cover and away from damp. In groups, the students discuss and demonstrate the six point bicycle check. Distribute copies of the Bicycle Report – Six Point Safety Check worksheet (p. 69). Ask students to use the report to check the safety of a bike, if they have one, at home. Ask that parents sign the report when it is completed.

Resources
Photocopies of the Bicycle Diagram (p. 66)
Photocopies of the Choose a Bicycle worksheet (p. 67)
Teacher Information – Six Point Safety Check (p. 68)
Learning Experiences

1. Safety Report

Students use self-appraisal to judge safe behaviour in the traffic environment after observing, reporting and rating the behaviour shown by characters in the video.

Road Safety Messages

Stop! Look! Listen! Think! every time you cross the road
Use a safe place to cross the road
Wait till the bus has gone, then use a safe place to cross the road
Always wear a helmet when you ride or skate
Ride your bike away from busy roads

Syllabus Outcomes

A student:

SLS3.13 describes safe practices that are appropriate to a range of situations and environments
V4 increasingly accepts responsibility for personal and community health
DMS3.2 makes informed decisions and accepts responsibility for consequences

Indicators

The student, for example:

• talks about the need for safe practice in the traffic environment
• identifies safe behaviour in the traffic environment
• evaluates safe road crossing behaviour
• identifies safe behaviour on alighting from a bus

Background Information

Students at Stage 3 are increasingly making safety decisions independent of adult supervision. Appraising the behaviour and decisions of others heightens students’ awareness of their own behaviour and decisions. Teachers might find the Traffic Safety Guidelines and Road Safety for Bicycles, Rollerskates, Rollerblades, Scooters and Skateboards (pp 94–96) useful for supporting students as they formulate judgements and opinions about the behaviour of the video characters.

Learning Experience

This learning experience refers to that section of the Get It! video which shows Hetty, Mac, Sophia and Sam travelling to the shopping centre on Saturday morning (approximately four minutes and six minutes from the beginning of the video).
Introduction to Observing and Reporting on Safe Behaviour

Review the suggested video footage to establish what each character was doing: Sophia was a pedestrian, Sam travelling by bus, Mac was cycling and Hetty was riding her skateboard. After reviewing the road safety messages for pedestrians, bus passengers, cyclists and skateboarders, ask students to recall the safe traffic behaviours observed for each character.

Devising a Rating Scale for Evaluation of Safe Behaviour

This could be expressed in written form, for example ‘shows safe behaviour all the time’, ‘shows safe behaviour most of the time’, ‘shows safe behaviour some of the time’ and ‘needs more practice’; or it could be a code such as five stars, four stars and so on.

Writing a Safety Report

Inform students that they will re-watch a segment of the video and write a safety report for one of the characters using the Safety Report Planner. The teacher leads a joint construction of a report on one character and then students work in pairs or groups to write a report on another character. Allow time to complete reports and then share these.

Follow up Activity

Ask each student to rate themselves for safe behaviour on the way home from school, using another copy of the Safety Report Planner for their self-appraisal.

Resources

Photocopies of the Safety Report Planner (see the following page)
Photocopies of Appendix – Traffic Safety Guidelines (pp 94–96)
Safety Report Planner

Character:

Mac    Sophia    Sam    Hetty

Method of Travel

- Pedestrian
- Cyclist
- Skateboard
- Bus

Safe Behaviours Observed:

Safety Rating:
2. Play It Safe

Students use task cards to demonstrate safe traffic practices for younger students.

Road Safety Messages

Stop! Look! Listen! Think! every time you cross the road
Use a safe place to cross the road
Always buckle up in your seatbelt
Get in and out of the car on the footpath side
Wait till the bus has gone, then use a safe place to cross the road
Always wear a helmet when you ride or skate
Ride your bike away from busy roads

Syllabus Outcomes

A student:
SLS3.13 describes safe practices that are appropriate to a range of situations and environments
V4 increasingly accepts responsibility for personal and community health
INS3.3 acts in ways that enhance the contribution of self and others in a range of cooperative situations

Indicators

The student, for example:
• shows through role-play how to take responsibility for the road safety of others
• uses negotiation skills in group activities
• suggests ways individuals can reduce the risk of injury to themselves and others
• demonstrates safe practices in the traffic environment

Background Information

Placing students in the position of teaching safe behaviour provides motivation and purpose for thoroughly reviewing the details of safe practices.

Learning Experience

This learning experience can refer to the video footage that shows the main characters travelling to the shopping centre at the beginning of the video, or to the footage where they are pursuing clues (approximately four minutes, seven minutes and thirteen minutes from the beginning of the video).
Introductory Activity Linking Road User Role to Safe Behaviour

Ask students how they travel from home to school each day and tally the responses under the following headings: Bus Passenger, Car Passenger, Train Passenger, Pedestrian, Cyclist, Other. Point out that safe behaviour is necessary in each mode of transport. Brainstorm and list safe behaviour for each mode. Teachers should stress that failure to stop and look for traffic before stepping onto the road is the main cause of pedestrian injuries.

Watching the Video

Focus on aspects of the video footage that demonstrate the safe behaviour involved in the mode of travel most highly rated in the introductory activity.

Explanation of Task

Students work in groups to develop demonstrations that could be used to instruct younger children in road safety. One of the Task Cards from the following pages is given to each group. The group plans and rehearses a role-play and then presents it to the class. The audience members tick the relevant check list as each safe behaviour is acted out. Share the evaluations.

Follow-up Activity

Students teach these safe practices to younger siblings or neighbours (away from traffic) while family members use the evaluation checklists. Students report back to the class on the effectiveness of their teaching after observing their siblings or neighbours during family outings.

Resources

Photocopies of Play It Safe Task Cards (pp 23–24)

Video, Bus zone, the computer game video from Stage Three School Bus Safety Resource, RTA Primary Resource Catalogue Number 8037. To arrange this video presentation, contact your local bus operator who will come to your classroom or school.
## Play It Safe Task Cards

### Task Cards for Actors

<table>
<thead>
<tr>
<th>Task Card 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your group has been asked to teach a group of younger children how to cross the road at a pedestrian crossing. Plan a role-play of how your group will achieve this.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task Card 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your group has been asked to teach a group of younger children safe footpath behaviour. Plan a role-play of how your group will achieve this.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task Card 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your group has been asked to teach a group of younger children safe bus behaviour while they are waiting at the bus stop. Plan a role-play of how your group will achieve this.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task Card 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your group has been asked to teach a group of younger children safe behaviour as a bus passenger. Plan a role-play of how your group will achieve this.</td>
</tr>
</tbody>
</table>

### Audience Checklists

#### Checklist 1
- stand on the footpath one step back from the edge of the road
- STOP, LOOK, LISTEN, THINK before you cross the road
- turn your head to both right and left to look for traffic
- when the traffic is stopped or the road is clear, walk quickly straight across the road
- turn your head constantly in both directions as you look and listen for traffic while crossing the road
- children up to eight years old should hold an adult’s hand on the footpath, in the car park or when crossing the road; an adult is defined as a parent, caregiver, grandparent, sibling in high school or older, other relative or neighbour or other adult as advised by the child’s parents/carers
- children up to ten years old should be actively supervised in the traffic environment and should hold an adult’s hand when crossing the road

#### Checklist 2
- the footpath is not a safe place to play as it could be near traffic
- walk as far from the traffic as possible
- always check for cars entering or leaving driveways when walking on the footpath
- where there is no footpath, walk as far from the traffic as possible, facing the oncoming traffic
- whenever possible walk with an adult on the footpath
- children up to eight years old should hold an adult’s hand on the footpath, in the car park or when crossing the road; an adult is defined as a parent, caregiver, grandparent, sibling in high school or older, other relative or neighbour or other adult as advised by the child’s parents/carers
- children up to ten years old should be actively supervised in the traffic environment and should hold an adult’s hand when crossing the road

#### Checklist 3
- wait as far away from the traffic as possible
- play games that do not involve running or the use of equipment
- keep balls and other equipment in a string bag so they do not roll away, and ensure toys and other items are held securely
- children up to eight years old should hold an adult’s hand on the footpath, in the car park or when crossing the road; an adult is defined as a parent, caregiver, grandparent, sibling in high school or older, other relative or neighbour or other adult as advised by the child’s parents/carers
- children up to ten years old should be actively supervised in the traffic environment and should hold an adult’s hand when crossing the road

#### Checklist 4
- do not disturb the driver
- keep all of you inside the bus
- sit on a seat if possible and do a quiet activity
- place your bag and materials out of the way so that others can use the aisle
### Task Cards for Actors

#### Task Card 5
Your group has been asked to teach a group of younger children safe behaviour when they alight from a bus and have to cross the road with no pedestrian facility. Plan a role-play of how your group will achieve this.

#### Task Card 6
Your group has been asked to teach a group of younger children safe behaviour as a passenger in a car. Plan a role-play of how your group will achieve this.

#### Task Card 7
Your group has been asked to teach a group of younger children how to cross the road without a pedestrian facility. Plan a role-play of how your group will achieve this.

#### Task Card 8
Your group has been asked to teach a group of younger children safe pedestrian behaviour for crossing the road at traffic lights. Plan a role-play of how your group will achieve this.

### Audience Checklists

#### Checklist 5
- stand still on the footpath away from the edge of the road after you get off the bus
- after the bus has driven away choose a straight piece of road or a pedestrian crossing as the safest place to cross
- stand one step back from the edge of the road
- STOP, LOOK, LISTEN, THINK before you cross the road
- turn your head both left and right to look and listen for traffic
- when the traffic has stopped or the road is clear, walk quickly straight across the road
- turn your head constantly in both directions as you look and listen for traffic while crossing the road
- children up to eight years old should hold an adult’s hand on the footpath, in the car park or when crossing the road; an adult is defined as a parent, caregiver, grandparent, sibling in high school or older, other relative or neighbour or other adult as advised by the child’s parents/carers
- children up to ten years old should hold an adult’s hand on the footpath, in the car park or when crossing the road; an adult is defined as a parent, caregiver, grandparent, sibling in high school or older, other relative or neighbour or other adult as advised by the child’s parents/carers

#### Checklist 6
- buckle up your seatbelt even on the shortest trip as the wearing of seatbelts saves lives and prevents injuries
- keep all of your body inside the car
- do a quiet activity
- do not disturb the driver
- never share a seatbelt; remember one person, one seatbelt
- get in and out of the car on the footpath side through the rear passenger door
- never sit in the goods areas of vehicles such as station wagons or ‘utes’

#### Checklist 7
- choose a straight piece of road as the safest place to cross
- stand on the footpath one step back from the edge of the road
- STOP, LOOK, LISTEN, THINK before you cross the road
- turn your head in both directions to look and listen for traffic
- when the traffic has stopped or the road is clear, walk quickly straight across the road
- turn your head constantly in both directions as you look and listen for traffic while crossing the road
- children up to eight years old should hold an adult’s hand on the footpath, in the car park or when crossing the road; an adult is defined as a parent, caregiver, grandparent, sibling in high school or older, other relative or neighbour or other adult as advised by the child’s parents/carers
- children up to ten years old should be actively supervised in the traffic environment and should hold an adult’s hand when crossing the road

#### Checklist 8
- stand one step back from the edge of the road on the footpath
- press the button marked with an arrow (once is enough)
- when the pedestrian signal is green, check that the traffic has stopped by turning your head both ways [to right and left]
- when you are sure that the traffic has stopped, walk quickly across the road
- turn your head constantly in both directions as you look and listen for traffic while crossing the road
- if the red pedestrian signal begins to flash, continue crossing quickly
- do not leave the footpath to commence crossing if the red pedestrian signal is showing
- children up to eight years old should hold an adult’s hand on the footpath, in the car park or when crossing the road; an adult is defined as a parent, caregiver, grandparent, sibling in high school or older, other relative or neighbour or other adult as advised by the child’s parents/carers
- children up to ten years old should be actively supervised in the traffic environment and should hold an adult’s hand when crossing the road
3. Rating the Risk – 1

Students play a card game to rate pedestrian and cyclist hazards in the traffic environment, highlighting the need to constantly monitor changing road conditions.

Road Safety Messages

Stop! Look! Listen! Think! Every time you cross the road
Use a safe place to cross the road
Always wear a helmet when you ride or skate
Ride your bike away from busy roads

Syllabus Outcomes

A student:
SLS3.13 describes safe practices that are appropriate to a range of situations and environments
V4 increasingly accepts responsibility for personal and community health
DMS3.2 makes informed decisions and accepts responsibility for consequences
INS3.3 acts in ways that enhance the contribution of self and others in a range of cooperative situations

Indicators

The student, for example:
- expresses opinions and attitudes towards road safety through analysis of risk taking
- identifies factors that may cause accidents
- makes positive comments about their road safety and that of others
- promotes the need to pursue safety as a road user

Background Information

The traffic environment is not static; it is constantly changing. The activities in this section aim to raise students’ awareness of the complex interplay of factors which increase the potential for traffic-related injury so that students might become better able to recognise, plan for and minimise the risks. Teachers should keep in mind that while the risk factors listed in these activities are significant, the majority of pedestrian injuries occur on minor roads without particularly dangerous features. This suggests that the greatest factor contributing to traffic injury is an underestimation of the level of risk that a traffic environment presents, leading to a lower standard of safety behaviour.

Learning Experience

This learning experience refers to the video footage of characters travelling as pedestrians and cyclists, approximately four minutes, seven minutes from the beginning of the video. (See also Rating the Risk – 2, p 83)
Highlighting the Need to Watch for Changing Conditions for Road Users

Watch the video sequences where the characters are seen to be making decisions that reduce risk (eg. Mac chooses to wheel his bike across the busy road instead of riding it). Remind the students that conditions for road users change constantly and that a usually safe situation can become unsafe. Ask them what could cause a safe crossing place to become unsafe. Record the list of responses. Possible responses might be: wet weather increases stopping times for cars and reduces the drivers’ ability to see pedestrians as well as pedestrians’ ability to see vehicles. Ask the students what would increase the risk still further. Possible responses might be: the pedestrian wearing dark clothing, the pedestrian or the driver being in a hurry and not paying enough attention.

Remind students that it is not always possible to predict the behaviour of other road users. Road users, conditions and locations combine to create different situations which need to be individually assessed for safety.

Activity Sequence — Rating the Risk Card Game

Place students in groups of three or four and distribute an envelope of Risk Cards and a Game Board to each group. Inform the students that they will work in groups to assess some traffic situations. They select three differently coloured cards, that will give them information about (1) the road user, (2) the conditions and (3) the location. The task is to assess the risk of the situation depicted by the combined information of the three cards. Demonstrate the process. Students set aside their initial cards and select three more cards. They repeat the activity four times so that they assess five scenarios in total. Now ask the students to rate the five scenarios in order of risk, with least risk rated 1 and most risk rated 5. Have students justify their choices. Share students’ ratings of risky situations and evaluate strategies to reduce risk.

Linking the Game to Safe Road Behaviours

Conclude this session by asking students what implications this activity has for them and the community regarding safe road user behaviour. Ask students to play the Rating the Risk game with family members and bring to class the most risky situation that arose, with an explanation of why family members thought this situation held the greatest degree of risk.

Resources

Photocopies of Rating the Risk Cards Set 1 for Pedestrians, Set 2 for Cyclists (p 27)
Photocopies of Rating the Risk Game Board (p 28)
Preparation for Learning Sequence: Photocopy Risk Cards onto three sheets of different coloured paper, cut up and place in envelopes for each group so that cards for each risk category are different colours. Photocopy required number of game boards.
## Rating the Risk Cards

Photocopy this page onto three differently coloured pages. Cut out the cards and place in envelopes. Each envelope should contain a set of Road User cards (one colour), Conditions cards (another colour) and Location cards (a third colour) cards.

<table>
<thead>
<tr>
<th>Set 1</th>
<th>Pedestrian</th>
<th>Condition</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>an adult and a child crossing road at lights</td>
<td>at night</td>
<td>busy main road</td>
<td></td>
</tr>
<tr>
<td>a ten-year-old child crossing road wearing dark clothing</td>
<td>wet weather in daytime</td>
<td>quiet country road</td>
<td></td>
</tr>
<tr>
<td>two students who understand that all traffic situations threaten their safety</td>
<td>setting sun in driver’s eyes</td>
<td>straight stretch of road</td>
<td></td>
</tr>
<tr>
<td>a group of Year 6 students who expect to be safe because they take this route every day</td>
<td>many driveways</td>
<td>steep hill</td>
<td></td>
</tr>
<tr>
<td>a twelve-year-old about to cross the road with a walkman plugged in</td>
<td>fine weather</td>
<td>on a corner</td>
<td></td>
</tr>
<tr>
<td>a group of students playing with a ball on the footpath</td>
<td>at night in wet weather</td>
<td>cars double parked</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Set 2</th>
<th>Cyclist</th>
<th>Condition</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>cyclist with arm in a sling</td>
<td>bicycle too big</td>
<td>busy main road</td>
<td></td>
</tr>
<tr>
<td>cyclist with no helmet</td>
<td>cracked reflector on bicycle</td>
<td>quiet backstreet</td>
<td></td>
</tr>
<tr>
<td>cyclist in bright clothing and helmet</td>
<td>wet weather</td>
<td>travelling down a steep hill</td>
<td></td>
</tr>
<tr>
<td>cyclist with a securely fitted helmet</td>
<td>well-maintained bike</td>
<td>country road with cane fields on either side</td>
<td></td>
</tr>
<tr>
<td>cyclist with helmet straps not fastened</td>
<td>fine weather</td>
<td>shopping centre car park</td>
<td></td>
</tr>
<tr>
<td>cyclist in baggy trousers</td>
<td>traffic jam</td>
<td>a bicycle track</td>
<td></td>
</tr>
</tbody>
</table>
# Rating the Risk Game Board

Remember to turn cards face down before you start.

<table>
<thead>
<tr>
<th>Road User</th>
<th>Condition</th>
<th>Location</th>
<th>Identify the Risks</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 = least risk</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5 = most risk</td>
</tr>
</tbody>
</table>
4. Head Wear

Students develop strategies to deal with peer group pressure, assisting them to adopt and maintain safe practices in the traffic environment.

**Road Safety Messages**

Stop! Look! Listen! Think! every time you cross the road  
Always buckle up in your seatbelt  
Always wear a helmet when you ride or skate

**Syllabus Outcomes**

A student:

- **SLS3.13** describes safe practices that are appropriate to a range of situations and environments
- **V1** refers to a sense of their own worth and dignity
- **V2** respects the rights of others to hold different values and attitudes from their own  
- **COS3.1** communicates confidently in a variety of situations  
- **IRS3.11** describes roles and responsibilities in developing and maintaining positive relationships

**Indicators**

The student, for example:

- talks about the need for safe road behaviours  
- respects the right of others to hold differing points of view  
- effectively communicates an idea verbally or non-verbally  
- justifies why others refuse to behave unsafely in the traffic environment  
- practises assertive ways to deal with harassment, coercion or peer pressure  
- interprets data to gain information

**Background Information**

Pedestrian safety is a personal responsibility, so students should choose to behave safely even if others do not. Between the ages of 10 and 14 students’ motivation to adhere to rules or guidelines changes from reward and punishment to social approval and acceptance (William Damon, ‘Moral Development of Children’, *Scientific American*, August 1999, p 58). Students need to be equipped with skills to maintain social approval while choosing to behave differently from peers who may be behaving unsafely.

**Learning Experience**

This learning experience refers to video footage of the exchange between Sam and his father over the selection of a radio station; Mac being insulted about his helmet; and group interactions about the lost key (approximately three minutes, nine minutes and 17 minutes from the beginning of the video, respectively) as well as any footage of the koala miming (such as at approximately 10 minutes and 13 minutes from the beginning of the video).
Examining Roles and Relationships

Review the episodes in the video that deal with roles and relationships between peers and adults. Effective verbal and non-verbal communication is portrayed showing respect for adults, successful negotiation, dealing with assertive behaviour and effective responses to harassment. (Peer group pressure and risk taking can be important factors preventing responsible behaviour.)

It is important to understand that safe road user behaviours are the responsibility of the individual. A person who behaves poorly as a passenger on the bus or in a car, as a cyclist, skateboarder or rollerblader, or as a pedestrian, can put at risk not only their safety, but also the safety of others. The teacher guides students in a discussion about what might motivate a person to exert peer pressure on someone else.

Looking at RTA Statistics

Distribute copies of the Graphs of Safety Device Use (p 33). Remind students that it is a legal requirement in NSW to wear a helmet if on a bicycle, and a seatbelt if a passenger in a car. Ask students what the statistics show, what reasons we have for wearing helmets and seatbelts and why some people might not wear helmets or seatbelts.

Responding to Put Downs Successfully

Remind students of the child who sneers ‘nice helmet’ at Mac and his response, ‘When you look this good, you want to protect it’. Use Positive Communication worksheet (p 31) to build students’ awareness that responding to criticism and ‘put downs’ can involve words, gestures, facial expressions and voice tones and that the non-verbal elements of communication can be very useful for handling negative comments successfully. Ask students to apply their understanding of verbal and non-verbal communication to the scenarios presented in the Communication in Real Life Situations worksheet (p 32).

Resources

Photocopies of the Positive Communication worksheet (p 31)
Photocopies of the Communication in Real Life Situations worksheet (p 32)
Photocopies and/or overhead transparency of Graphs of Safety Device Use (p 33)
Positive Communication

Recall that episode in the video in which Sam and his father want to listen to two different radio stations. The two characters are having a disagreement, but they don’t sound angry or rude. What do you notice about the way they are communicating?

How do Hetty, Sam, Sophia and Mac interact with each other to maintain their friendship even when things go wrong?

What moods is the koala in at the markets, at the shopping centre and at the radio station? How do you know?

Think about the young people who called out ‘nice helmet’ to Mac. What did they mean?

Fill in the table below:

<table>
<thead>
<tr>
<th>What did Mac say?</th>
<th>What tone of voice did Mac use?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What gesture or facial expression did Mac use?</th>
<th>Can you think of other effective verbal and non-verbal responses to the comment?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Communication Skills in Real Life Situations

What could you say in the following situations to promote your own safety and the safety of your friends? In what way would you say it to keep the situation positive?

**Situation 1:**

Two of your best friends want you to ride your skateboard but you don’t have your helmet with you. They begin to say things that make you feel pressured.

**Situation 2:**

You are waiting for the bus when your friends suggest a game of handball on the footpath (near the road). You know ball games are unsafe near traffic. Your friends say things that make you feel pressured to do something you don’t think is wise.

**Situation 3:**

You and your friends are running late to see a movie. A short distance from the movie theatre, your friends begin to run and suggest a route that will involve hazards such as crossing between parked cars. Your friends look like they will rush onto the road without stopping to look for traffic and don’t want to wait for pedestrian lights to turn green. You would rather slow down and be more cautious, but your friends become impatient with you.
Graphs of Safety Device Use

The first graph shows the proportions of deaths of people involved in motor vehicle accidents, according to whether or not they were wearing a seatbelt. The graph shows that accident victims are much more likely to die if they are not wearing a seatbelt.

The second graph compares deaths among cycling accident victims, according to whether or not they were wearing a helmet. It shows that in an accident a cyclist is less likely to be killed if the cyclist is wearing a helmet.

What is your opinion of seatbelts and helmets? Discuss the reasons people do and don’t use helmets and seatbelts.

Graphs developed from NSW RTA 1997 statistics. For further information visit the website (http://www.rta.nsw.gov.au) or email rta@rta.nsw.gov.au
5. Plan a Safe Journey

Students consider all the factors affecting their safety as they plan journeys to the same destination using different modes of transport.

Road Safety Messages

Stop! Look! Listen! Think! every time you cross the road
Use a safe place to cross the road
Always wear a helmet when you ride or skate
Ride your bike away from busy roads

Syllabus Outcomes

A student:
SLS3.13 describes safe practices that are appropriate to a range of situations and environments
V4 increasingly accepts responsibility for personal and community health
DMS3.2 makes informed decisions and accepts responsibility for consequences
PSS3.5 suggests, considers and selects alternatives when resolving problems

Indicators

The student, for example:
• plans how to take responsibility for their own safety as a road user, by making use of a map
• identifies road hazards that may affect road safety
• analyses information from a map to make informed decisions
• compares road safety using two different ways of travel
• states reasons to plan for safe travel

Background Information

The traffic environment is becoming busier and more congested. Therefore, negotiating a cycling journey safely requires prior planning and decision making. Many traffic situations should be avoided by cyclists.

When mapping routes students should:
■ choose roads or streets that carry little traffic
■ plan to dismount and walk the bicycle along the footpath when traffic is heavy
■ choose dedicated cycle paths wherever one is available.

The safety guidelines for pedestrians and cyclists on pages 94 and 96 will be useful for teachers undertaking the activities in this section with their students.

Learning Experience

This learning experience refers to the video footage that shows the characters consulting a map at the shopping centre and discussing the safest route to travel (approximately 13 minutes from the beginning of the video).
Review Safe Behaviours

Brainstorm and list safe behaviours for pedestrians and cyclists. Use Appendix – Traffic Safety Guidelines to build a comprehensive list.

Linking Safe Behaviours to Planning a Safe Journey Using a Map

Recall that part of the video where the children consult a map. Ask the students why they think it is important to plan for safe travel. It is important to point out to students that pedestrians and cyclists often need to alter their journeys to maximise safety in the traffic environment. The students work in pairs to plan a safe journey for both a pedestrian and a cyclist using the map provided in the centre pages of this booklet (pp 48–49) and the Compare and Contrast worksheet (p 36). They mark the safest route and label the facilities and hazards. Knowledge about safe behaviour as a pedestrian and a cyclist will need to be applied in the planning process. Teachers may give students map references for hazards and safety features which do not show on the map to help them make decisions about their journeys. Students can either use different colours on the map to denote the routes of the cyclist and pedestrian or write out brief directions on the resource page. Ask students to compare and contrast both journeys and record what changes and what stays the same.

The Local Traffic Environment

Using a local map, students work with their families to locate hazards and mark journeys such as:
- from home to school
- from school to a sports field, park, library, bus stop, shopping centre etc.
Students share information about the local environment, devising safety strategies to minimise local hazards.

Resources

Map shown on centre pages of this booklet (pp 48–49) (additional copies may be created by scanning and either printing on a colour printer or viewing via computer screen)
Local map
Photocopies of Compare and Contrast worksheet (p 36)
Copy of Appendix – Traffic Safety Guidelines (p 94)
# Compare and Contrast Worksheet

<table>
<thead>
<tr>
<th>Route from _________________________</th>
<th>to _________________________</th>
</tr>
</thead>
</table>

**Directions**

List below what stays the same

List below what changes and explain briefly why it changes

---

*MOVE AHEAD WITH STREET SENSE*

36
6. Belt Up/Head Gear

Students complete a jigsaw activity after a study of RTA statistics showing how the risk of serious injury is reduced when protective gear is properly used.

Road Safety Messages

Always buckle up in your seatbelt
Get in and out of the car on the footpath side
Always wear a helmet when you ride or skate

Syllabus Outcomes

A student:
SLS3.13 describes safe practices that are appropriate to a range of situations and environments
V4 increasingly accepts responsibility for personal and community health
INS3.3 acts in ways that enhance the contribution of self and others in a range of cooperative situations
PHS3.12 explains the consequences of personal lifestyle choices

Indicators

The student, for example:
• talks about the need to use safety devices such as a seatbelt or helmet
• suggests possible or likely effects of their decisions in choosing to use protective equipment
• states opinions about the wearing of protective gear
• gives reasons for safe practices such as using a seatbelt and helmet

Background Information

Significant reductions in injuries and deaths from traffic accidents were recorded when the wearing of seatbelts and helmets became mandatory. However, despite the laws that make wearing these safety devices compulsory, there are still some people who do not wear them. RTA statistics show that in accidents, the injuries are worse and more numerous for people who are not wearing seatbelts or helmets. The activities in this section aim to alert students to the dramatic safety advantages of seatbelts and helmets while communicating respect for their autonomy to hold opinions and make decisions. (Precise guidelines for the fit of seatbelts and helmets can be found on pages 95 and 96.)

Learning Experience

This learning experience refers to that part of the video that shows the main characters putting on their seatbelts in the back of Sophia’s mother’s car. This is near the end of the video, approximately 20 minutes from the beginning.

Introducing the Topic of Using Protective Gear

Ask how many of the class always buckle up their seatbelt in a car and how many always wear a helmet when they ride a bicycle. Ask what risks might increase if you are not wearing or using protective gear. (Responses could include: incurring a fine, serious injury, permanent disability, brain damage or death).
Looking at RTA Statistics Using Graphs

Photocopy and distribute, or put on an overhead, the RTA webpage and Cycling Deaths graph (p 39). (If possible have students access the RTA’s website directly.) Ask if students know what year it became compulsory to wear a helmet when cycling. Note what the graph shows for that year. What other protective gear or safety equipment could you use when riding a bike, scooter, skateboard or rollerblades? List the advantages of using them.

Correct Wearing of Seatbelts

Invite students to use props such as stockings, bulldog clips and chairs to explain or demonstrate the correct wearing of a seatbelt. [A lap-sash seatbelt should fit smoothly across the hips (not the stomach), then from the midpoint of your shoulder across the body to the hip. The seatbelt webbing must not be twisted and should not touch the neck. The buckle must be at the side, very close to the seat.] Students could work in groups, with one student taking the role of inspector of correct seatbelt use. Teachers could take advantage of opportunities when travelling on excursions in buses fitted with lap-sash seatbelts to reinforce correct seatbelt fit.

To involve students’ families, ask students to observe the seatbelt fit for each of the occupants the next time their family travels by car. Students might develop a small card or sticker detailing correct seatbelt fit for their family to attach to the interior of their vehicle.

Jigsaw Activity on Helmets

‘In a jigsaw activity groups of students read different but connected passages, each of which supplies some part of what they need to know. They then come together as a group to exchange and pool their information and are thereby enabled to reconstruct a complete picture or perform a task.’ (Penny Ur, Teaching Listening, Cambridge University Press, 1994, p 152)

Make one photocopy of the Jigsaw Activity worksheet (p 40), cut it into the five texts and place each text in a separate envelope.

Divide the students into groups of five. These groups are the students’ ‘home groups’. Give each of the the group members a number from 1 to 5. These numbers determine the ‘expert group’ to which each student belongs. That is, there are five ‘expert groups’: expert group 1, expert group 2, expert group 3, expert group 4 and expert group 5. Allocate a section of the classroom for each of the five expert groups. Ask students to move to their expert group where the relevant Jigsaw Activity text has been placed in an envelope. Allow time for them to read and complete their section. Re-form the home groups to complete the final task which is to label the bicycle helmet on the Head Gear worksheet (p 41) with at least two points from each expert group. Use A3 photocopies of this worksheet. Finally, demonstrate the labelled features on a real helmet.

Resources

Photocopies and/or overhead transparency of RTA webpage and Cycling Deaths graph (p 39)
Photocopies of Jigsaw Activity worksheet (p 40)
Photocopies of Head Gear worksheet (p 41)
Cycling Deaths

Graph developed from NSW RTA 1997 Statistics
For further information visit the website (http://www.rta.nsw.gov.au) or email rta@rta.nsw.gov.au
Jigsaw Activity

**Text A** – Cycling accidents can happen anywhere, any time. So a helmet should be worn even when cycling in the backyard. A helmet will reduce the severity of head injuries that can cause brain damage. Make sure that the helmet is a good fit. It should fit firmly and comfortably on the head. A test for this is to grasp the rim of the helmet and try to pull it backward and forward. It should not tilt backward to expose the forehead, nor should it tilt forward and cover the eyes.

Highlight the two most important points in this passage about helmets.

**Text B** – Any part of the body may be injured in a bicycle accident but most parts will heal. Bones mend and skin regrows but a brain cannot be mended. Once brain cells are damaged they are lost forever. Nine-tenths of the cyclists killed in accidents die from head injuries. A proper helmet has thick, energy-absorbing foam that will reduce the shock of a crash. A new helmet should be bought after a crash because the foam in the old helmet might be damaged in ways you cannot see.

Highlight the two most important points in this passage about helmets.

**Text C** – Many things are being done to reduce head injuries in cycling accidents but the most effective approach is the design, manufacture and wearing of good bicycle helmets. Head injuries could also be reduced if there were improvement in the following of road rules and in riding skills, and if cars and bicycles were separated. The helmet should be light-weight to avoid excessive pressure on the spine and the back. It should also have a number of holes or openings to allow ventilation to keep the cyclist’s head cool. It is important the helmet is comfortable to wear.

Highlight the two most important points in this passage about helmets.

**Text D** – The best helmet in the world will not protect you if it comes off in an accident. It must have strong straps that are not too narrow (or they will cut in under the chin). The straps must be easily adjustable. Make sure that the chin straps fit around the ears without any slack. A loose helmet can come off in a crash. The chin strap needs to be done up firmly to keep the helmet in place. The ears are not covered by the helmet or the straps because it is important that the cyclist can hear the traffic noise.

Highlight the two most important points in this passage about helmets.

**Text E** – Make sure that the helmet you choose bears the symbol shown here. It is the symbol of the Standards Association of Australia. Brands approved by the Standards Association of Australia have passed tests for impact, retention and visibility. This means that they protect you in a crash [impact], stay on in a crash [retention] and are easily seen [visibility]. The helmet should be a bright colour. Yellow, red or white are the most easily seen. Stickers should not be attached to your helmet as the glue may damage the plastic. The helmet should be stored carefully to avoid damage from the sun or rain.

Highlight the two most important points in this passage about helmets.
Head Gear
7. Putting It All Together

Students jointly construct and perform a road safety rap or jingle after the teacher models the process.

Road Safety Messages

Stop! Look! Listen! Think! every time you cross the road
Use a safe place to cross the road
Always buckle up in your seatbelt
Get in and out of the car on the footpath side
Wait till the bus has gone, then use a safe place to cross the road
Always wear a helmet when you ride or skate
Ride your bike away from busy roads

Syllabus Outcomes

A student:
SLS3.13 describes safe practices that are appropriate to a range of situations and environments
V4 increasingly accepts responsibility for personal and community health
INS3.3 acts in ways that enhance the contribution of self and others in a range of cooperative situations

Indicators

The student, for example:
• works cooperatively with peers
• appreciates the need for safe practices in regard to road safety
• uses negotiation skills in group activities
• contributes to joint construction of road safety rap or jingle
• participates in group performance of road safety rap or jingle

Background Information

Students should be familiar with the safe practices that pedestrians, cyclists, scooter riders, rollerbladers, skateboarders and passengers can adopt to minimise risk in the traffic environment (described in detail on pages 94–96). A thorough examination of these practices will be required for students to complete their rap or jingle. The activities in this section aim to develop a positive attitude towards community safety and to acknowledge students’ capacity to promote it.

Learning Experience

This learning experience refers to the video footage that concludes the story. A montage reviews the road safety behaviour of the characters as the DJ’s voice describes the final competition of the year.

Building Background Knowledge for Revision of Road Safety Messages

The class brainstorms the seven main road safety messages and records them. Sort the messages under headings for Passenger Safety, Pedestrian Safety and Safety on Wheels. Refer to the seven main messages on page 13 and, for more detailed information, to the Appendix – Traffic Safety Guidelines (p 94).
Learning Experiences

Reviewing the Video for Road Safety Messages

The class views that part of the video from where the DJ announces, ‘Okay, for the final competition of the year...’ (approximately 23 minutes from the beginning) until the end. Students watch this to see if there were any safety messages in the video that they omitted from their list. If there were, they add them.

Rap/Jingle Development

The purpose of the activity is for students to work in groups to write, rehearse and perform a road safety rap or jingle. It should be a short simple song that could be used in an advertisement. (Students need to develop the critical capacity to understand the underlying meaning in road safety jingles). Begin by modelling the process using the Teacher Modelling Page (p 44). In this example the message is ‘always use a safe place to cross’. Detailed information associated with this message is followed by some related raps/jingles. Choose a couple to share with the class.

Teacher-led Joint Construction of a Rap/Jingle

Follow this activity with a teacher-led joint construction of another rap/jingle, using an example from the Teacher Modelling Page or select another message and jointly construct a rap/jingle to go with it. Draft, edit and perform this together.

Student Construction of Rap/Jingle

Divide students into groups. Either assign a message to each group or allow them to choose their own. Distribute photocopies of the Rap Planner (p 45). Observe students working cooperatively.

Performance and Appraisal

Allow time for writing and rehearsing before each group performs its message. Involve the groups in appraisal of other groups by guessing which message/s underlie a particular rap/jingle.

Identifying the most popular jingle

Perform jingles onto cassettes which students take turns to take home. They ask their family members to vote for a favourite. Tally all the responses and approach a local community radio station to play the most popular jingle.

Resources

Teacher Modelling Page (p 44)
Photocopies of the Rap Planner (p 45)
Photocopies of Appendix – Traffic Safety Guidelines (p 94)
Teacher Modelling Page

Circle the area/s of road safety that you plan to write about:

- Pedestrian
- Car Passenger
- Bus Passenger
- Safety on Wheels

Main message: Use a safe place to cross the road

Details: Choosing and using safe places to cross

Use pedestrian facilities when you have a choice. These include:

1. pedestrian crossings
2. children’s crossing (school crossing)
3. supervised crossing
4. signalised crossing (traffic lights)
5. pedestrian underpass
6. pedestrian overpass
7. pedestrian refuge

Unsafe places to cross and pedestrian dangers or hazards

8. avoid crossing between parked cars – drivers cannot see you
9. avoid running onto the road – drivers may not be able to stop in time
10. make sure you can be seen by drivers – choose and use a place to cross where it is easy for the driver to see you and where you can see the traffic clearly
11. learn to identify unsafe crossing places – anywhere a driver cannot see you, eg near a curve in the road, near the top of a hill, from behind a bush, in busy areas without pedestrian facilities or anywhere where you cannot see the road clearly or a driver may not have a clear view of you
12. traffic conditions change, so constantly check the safety of where you have chosen to cross

Draft and edit your jingle/rap here:

The following jingles relate to the above information:

1. The zebra crossing is black and white
   Cross here and you will do it right
4. Make use of your rights
   Cross at the lights
8. Unless you want scars
   Don’t cross between cars
9. It’s best to stop your feet
   Before you step out on the street
9. Don’t rush, be cool
   When you’re travelling to school
10. It’s not too mean and it’s no big deal
    But make sure you’re seen
    By the driver at the wheel
12. Keep on looking and checking
    Because you know you’re worth protecting

Rehearse in your group to perform your road safety rap/jingle.
# Rap Planner

**Circle the area/s of road safety that you plan to write about:**

<table>
<thead>
<tr>
<th>Pedestrian</th>
<th>Car Passenger</th>
<th>Bus Passenger</th>
<th>Safety on Wheels</th>
</tr>
</thead>
</table>

**Write the main message(s) from your chosen area:**

**Use this space to record notes about the details of the message:**

**Draft and edit your jingle/rap here:**

**Rehearse in your group to perform your road safety rap/jingle.**
8. Identifying Safe Behaviour

Using still photographs, students identify and evaluate components of safe pedestrian behaviour in the traffic environment.

Road Safety Messages

Stop! Look! Listen! Think! every time you cross the road
Use a safe place to cross the road

Syllabus Outcomes

A student:

SLS3.13 describes safe practices that are appropriate to a range of situations and environments
V4 increasingly accepts responsibility for personal and community health
DMS3.2 makes informed decisions and accepts responsibility for consequences

Indicators

The student, for example:

• identifies factors that show safe road crossing behaviour
• identifies the need for safe practices as a pedestrian
• analyses photographs to make informed decisions
• works cooperatively in group situations

Background Information

Students at Stage 3 are increasingly making safety decisions independent of adult supervision. Appraising the behaviour and decisions of others heightens students’ awareness of their own behaviour and decisions. Teachers might find the list of safe pedestrian behaviour on page 94 useful for supporting students as they formulate judgements and opinions about the behaviour of the video characters.

Learning Experience

This learning experience refers to the photographs on pages 52–55 which are taken from the video. They show the main characters at points of their journeys. The class might find it useful to review the video footage (approximate times from the beginning: Hetty, 14 minutes; Mac, 4 minutes and 7 minutes; Sam, 5 minutes; Sophia, 4 minutes and 20 minutes).

Brainstorming Pedestrian Safe Behaviour

Students work in groups to list all the safe aspects of pedestrian behaviour they can recall in three minutes. Share group lists, allowing each group to add any behaviours they may have missed.

Continues p 51
Identifying Safe Behaviour

Each of the following four pages presents a sequence of photographs showing safe pedestrian behaviour. Distribute a different worksheet of photographs to each group. Have students cut out and sequence the images. Paste images across an A3 sheet leaving sufficient space for notes. (Alternatively images could be scanned and sequenced using slide show or presentation software). Students examine each of the images in turn, noting and recording evidence of safe decision making and behaviour. Responses should include:

- wheeling rather than riding a bicycle to cross a busy road
- scanning driveways
- crossing road away from obstacles such as parked cars, trees etc
- Stop! Look! Listen! Think! every time you cross the road
- waiting until the traffic has come to a stop before crossing
- keep monitoring the traffic as you cross
- crossing on a straight stretch of road
- waiting until the bus has gone before finding a safe place to cross.

Devising a Common List

Each group reports back to the class on the safety considerations evident in its sequence of photographs. As a whole, the class compares each of the different conditions for crossing roads and devises a list of safe practices common to all crossing situations. Each group contributes a single photograph from their sequence for each safe practice listed.

Community Opinion

On a day when families visit the school, cover a large wall-space with butchers paper and display the students’ photo sequences on it. Space the sheets well apart and invite family members to write comments about the road safety behaviour shown in the pictures on the butchers paper.

Resources

Photocopies of Identifying Safe Behaviour photograph sequences (pp 52–55)
A3 paper, scissors and paste
Identifying Safe Behaviour – Hetty

The final two images show Hetty’s view as she looks to her right from different places along the street. She chooses to cross at the second location.
Identifying Safe Behaviour – Mac
Identifying Safe Behaviour – Sam
Identifying Safe Behaviour – Sophia
9. Read All About It

Students work in pairs to read and deconstruct a newspaper advertisement and use it as a model to construct a similar advertisement for a safe road crossing procedure.

Road Safety Messages

Stop! Look! Listen! Think! every time you cross the road
Use a safe place to cross the road
Wait till the bus has gone, then use a safe place to cross the road

Syllabus Outcomes

A student:
SLS3.13 describes safe practices that are appropriate to a range of situations and environments
V4 increasingly accepts responsibility for personal and community health
INS3.3 acts in ways that enhance the contribution of self and others in a range of cooperative situations

Indicators

The student, for example:
• demonstrates knowledge of safe practices as a pedestrian
• identifies the need for safe practices as a pedestrian
• gives opinions regarding pedestrian safety
• describes different pedestrian facilities

Background Information

Many young people are not familiar with the range of guards, barriers and markings installed to facilitate safer road crossing. Because young people are not always aware of the conventions surrounding each facility, their behaviour is often unpredictable for motorists. This sequence of activities focuses students on pedestrian refuges and then involves them in researching and describing a range of other road crossing facilities. There is also reinforcement of the message that all traffic management facilities require students to practise the same safe crossing procedure – STOP, LOOK, LISTEN, THINK!

Learning Experience

This learning experience refers to the video footage of Sam’s father reading the paper (approximately three minutes from the beginning of the video).
Introducing the Newspaper Advertisement

Write on the board, ‘Island stopover reduces stress’ and ask students where they would expect to see this. The most likely responses are ‘in a travel brochure’ or ‘holiday advertisement’. Brainstorm what else it could possibly be about, bearing in mind that this is about a road refuge and that this kind of play on words might need to be unpacked for some students. Have students form into pairs. Distribute copies of the newspaper advertisement, ‘Island stopover reduces stress’ (p 58). Allow reading time. Ask students who is responsible for this advertisement and how they can tell. Ask them why the RTA would wish to promote this kind of facility. Point out that these refuges should not be confused with pedestrian crossings as island stopovers do not give pedestrians right of way. Another danger is that the refuge can overflow if too many people start the crossing at the same time and they all need to stop half way. Stress these two important points about this type of crossing.

Make sure that the vocabulary items such as ‘bollard’ and ‘chevron’ are understood: a bollard is a short, thick post in the middle of the road that divides the two sides of the road; a chevron board has horizontal v-shaped stripes, usually red and yellow in colour.

Revision of Road Crossing Facilities

Make sure that students understand that pedestrian facilities are provided to make crossing the road safer and easier. Brainstorm a list of pedestrian facilities, using the photographs of Road Crossing Facilities (p 60) to stimulate the discussion. Discuss the purposes of pedestrian facilities and their differences.

Using the Newspaper Advertisement to Construct a Similar Advertisement for Another Road Crossing Facility

Discuss the layout of the advertisement and how it involves the use of text and visuals. If possible, put the Newspaper Advertisement Planner (p 59) on an overhead transparency and use it to jointly deconstruct the ‘Island stopover’ advertisement. The students work in pairs to devise an advertisement that is similar in layout but which will advertise a different road crossing facility. Allow each pair to choose the facility they will advertise. Provide students with a copy of the Newspaper Advertisement Planner (p 59). After drafting and editing, students produce their advertisements either in handwritten form or on computer. Display the articles and have students evaluate them.

Community Knowledge

Ask students to conduct an informal survey to find out how many of their friends and family know the difference between a pedestrian crossing and a pedestrian refuge (pedestrians do not have right of way at a pedestrian refuge).

Resources

Photocopies of newspaper advertisement, ‘Island stopover reduces stress’ (p 58)
OHT and photocopies of Newspaper Article Planner (p 59)
Photographs of Road Crossing Facilities (p 60)
RELAXED PEDESTRIANS across the state are making island stopovers when crossing the road. The pedestrian refuge islands are for everyone’s use and can be identified by their distinctive red/yellow chevron boards or the bright yellow bollards. They don’t give pedestrians right of way, but they do help by allowing pedestrians to cross the road in two stages.

Pedestrians have commented “These pedestrian refuge islands are great. They make crossing a breeze. You only need to check the road in one direction. Then wait on the refuge island till traffic is clear in the other direction. I don’t know why people don’t use them more often.”

Local pedestrian Brenda Rogers has told all her family and friends about them. “When travelling on foot we always make a stopover on the pedestrian refuge islands now. It’s so much safer and easier.”

HOW REFUGE ISLANDS WORK

Pedestrian refuge islands enable you to cross a busy or wide road in two stages.
First check there is no traffic on your right then proceed to the pedestrian refuge. Wait here until there is no traffic approaching on your left, then complete your crossing to the other side.

As seen in the centre of the road as either yellow bollards or red/yellow chevron boards.
Newspaper Advertisement Planner

Sketch the picture

Put the headline here

Put the picture’s caption here
Three columns of informative text (Who, Where, What?)

Diagram or computer graphic to show correct use of pedestrian facility.

Explanation of pedestrian facility (safer and easier crossing):

Description of pedestrian facility

Second diagram or computer graphic to show correct use of pedestrian facility.

Name of organisation placing the advertisement
Road Crossing Facilities

School Crossing

Overpass

Signalised Crossing

Zebra Crossing with Pedestrian Refuge
10. Safe Behaviour

Students link a thinking strategy to safe behaviour in the traffic environment.

Road Safety Messages

Stop! Look! Listen! Think! every time you cross the road
Use a safe place to cross the road
Always buckle up in your seatbelt
Get in and out of the car on the footpath side
Wait till the bus has gone, then use a safe place to cross the road
Always wear a helmet when you ride or skate
Ride your bike away from busy roads

Syllabus Outcomes

A student:

- SLS3.13 describes safe practices that are appropriate to a range of situations and environments
- V1 refers to a sense of their own worth and dignity
- V3 enjoys a sense of belonging
- COS3.1 communicates confidently in a variety of situations
- PHS3.12 explains the consequences of personal lifestyle choices

Indicators

The student, for example:

- uses negotiation skills in group activities
- presents an opinion about road safety with confidence
- works cooperatively
- identifies factors that affect road safety
- talks about the rights of other road users
- comments on the need for a personal value system in relation to road safety

Background Information

Students at Stage 3 are motivated to act on the basis of social acceptance and approval rather than external rules, laws or guidelines (William Damon, ‘Moral Development of Children’, *Scientific American*, August 1999, p 58). The thinking strategy featured in this learning experience facilitates the reaching of group decisions and the exploration of ideas in a social context, and helps students appreciate the basis for laws and guidelines about road safety.

Learning Experience — Introducing ‘Plus Minus or Interesting’

Inform students they are going to use a thinking strategy called ‘Plus Minus or Interesting’ (PMI) developed by Edward de Bono in 1986. It is a useful thinking strategy for enabling the consideration of all sides of an idea. A proposal is stated and students are given three periods of three minutes each to think about and jot down any positive, negative and interesting points about the proposal.
Linking the Strategy to Road Safety

Remind students that consideration needs to be given to all the different road users because the road is a dangerous place and the need for safe behaviour is extremely important.

Modelling PMI

Begin by considering a proposal that links to the road safety message, ‘Always buckle up your seatbelt’. Make sure students understand that a proposal in this case is a statement that provides a starting point for discussion. In this case the proposal is ‘A car engine should not run until all seatbelts are securely fastened’. Spend three minutes brainstorming the positive aspects of the proposal with the class – ask why this proposal is a good idea and record the responses. Then have three minutes for negative aspects and a further three minutes for any interesting points.

PMI Activity

Have students work in groups of three or four for this activity. Distribute copies of the PMI Worksheet (p 63). Instruct students to choose the proposal that they will use for a PMI activity. Have students identify the road safety message most closely related to their chosen ‘proposal to consider’. The students have three minutes to jot down positive ideas, followed by three minutes to jot down negative aspects of the proposal and then three minutes to note its interesting aspects. Share some of the responses with the whole class. Have students select a proposal to complete a PMI at home with family members.

Resources

Photocopies of the PMI Worksheet (p 63)
**PMI Worksheet**

Start by linking the road safety message to the relevant statement below.

**Road Safety Messages**

- Stop! Look! Listen! Think! every time you cross the road
- Use a safe place to cross the road
- Always buckle up in your seatbelt
- Get in and out of the car on the footpath side
- Wait till the bus has gone, then use a safe place to cross the road
- Always wear a helmet when you ride or skate
- Ride your bike away from busy roads

**Proposals to Consider**

- There should be a law that pedestrians can cross the road only at marked crossings.
- You should be able to choose whether or not to wear a helmet when you ride a bicycle.
- Skateboards and rollerblades should only be ridden in certain areas such as parks.
- Cars should not be allowed to reverse out of driveways onto the road.
- There should be a law that children under the age of twelve not be allowed to cycle on main roads.
- There should be a law that pedestrians can get in and out of the car only on the footpath side.
- Protective clothing is unnecessary for skateboarding or rollerblading.
- A car engine should not be able to start unless seatbelts are securely fastened.
- Bus stops should only be at marked crossings.

<table>
<thead>
<tr>
<th>Plus – positive points</th>
<th>Minus – negative points</th>
<th>Interesting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
11. Cycle Care

Students name bicycle parts, discover how to select a suitable bicycle and learn to perform a six point safety check.

Road Safety Messages

Always wear a helmet when you ride or skate
Ride your bike away from busy roads

Syllabus Outcomes

A student:
SLS3.13 describes safe practices that are appropriate to a range of situations and environments
V4 increasingly accepts responsibility for personal and community health
COS3.1 communicates confidently in a variety of situations

Indicators

The student, for example:
• identifies parts of a bicycle
• demonstrates simple bicycle maintenance
• identifies features that assist in bicycle choice
• makes suggestions for repairs to a bicycle

Background Information

A significant number of cycling injuries result from the rider having insufficient control of their bicycle. Choosing a bicycle suited to the rider and maintaining it well enhances the rider’s control. Detailed guidelines on choosing a bicycle can be found on page 67.

Learning Experience — Identifying Bicycle Parts

This is a whole-class activity using a bicycle or the Bicycle Parts worksheet (p 66). Inform the students that they will have a number of minutes [teacher decides how many] in which to name some common bicycle parts.

If you are using a real bicycle, have the bike parts written on cards, invite students to pick a card and then to identify the part on the bicycle. If you use the Bicycle Parts worksheet (p 66), distribute photocopies of it, set a time limit and ask the students to identify as many parts from the list as they can. Students mark their own responses or swap with other students. This exercise could also be done as a joint activity, using an OHT of the Bicycle Parts worksheet upon which can be placed transparencies of the bicycle part names.
Choosing the Right Bicycle

Distribute photocopies of the Choose a Bicycle worksheet (p 67). Arrange for the local bicycle shop to visit your school with a variety of suitable bicycles. Use the bicycles available to demonstrate the features. Ask students to work in pairs, pretending that they are each about to choose a new bicycle. Each pair will select their bikes and justify their choices. Share some of these.

Simple Bicycle Maintenance

Ask students why a bicycle should be stored under cover and away from damp. (To prevent rusting.) Display the RTA poster, Bike Maintenance (catalogue number 6014). In groups, the students discuss and demonstrate the six point bicycle check. Distribute copies of the Bicycle Report – Six Point Safety Check worksheet (p 69). Ask students to use the report to check the safety of a bike, if they have one, at home. Ask that parents sign the report when it is completed.

Resources

Stop watch
Bicycles
Photocopies of the Bicycle Parts worksheet (p 66)
Photocopies of the Choose a Bicycle worksheet (p 67)
Teacher Information – Six Point Safety Check (p 68)
Photocopies of the Bicycle Report – Six Point Safety Check worksheet (p 69)
RTA Poster, Bike Maintenance, catalogue number 6014
Bicycle Parts

How many of these bicycle parts can you label in the time allowed?

bell
brakes
chain
frame
gears
grips
handlebars
headlight
hub
pedal
reflector
rim
seat
spoke
tail-light
tube
tyre
valve
wheels
Choose a Bicycle

Imagine that you are about to buy a bicycle. Begin by deciding what level of bicycle rider you are and how you will use the bike. Now select the right type of bicycle.

The right type of bicycle

- for beginners is a medium weight bicycle with larger balloon tyres
- for experienced riders is either a mountain bike for off-road or suburban commuting or a light-weight racing bicycle with gears.

Examine some real bicycles to see which would be the right size for you.

The right size of bicycle

- has controls within reach
- is comfortable for the rider
- has a level seat
- the rider’s feet should just touch the ground when the rider is sitting on the seat
- handlebars should allow for the arms to be slightly bent as the body leans slightly forward
- the bicycle frame is the right size if the rider can straddle the crossbar with both feet flat on the ground – otherwise the bicycle is too big and, therefore, unsafe. There should be about 3 cm between the bicycle and the rider’s crutch for a medium or light-weight bicycle. For a BMX or mountain bike there should be a 10 cm gap. If there is no crossbar, make the test from where the crossbar would be.
# Teacher Information – Six Point Safety Check

Bicycle: ____________________________

<table>
<thead>
<tr>
<th>Feature</th>
<th>What are you checking for?</th>
<th>How does this bicycle rate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tyres</td>
<td>firm tyres&lt;br&gt;tread not worn and no canvas showing&lt;br&gt;no bulges or cuts</td>
<td></td>
</tr>
<tr>
<td>Bell</td>
<td>rings clearly and loudly</td>
<td></td>
</tr>
<tr>
<td>Pedals</td>
<td>should rotate freely when spun&lt;br&gt;rubber should not show signs of wear</td>
<td></td>
</tr>
<tr>
<td>Lights &amp; Reflectors</td>
<td>secure, clean and shine brightly</td>
<td></td>
</tr>
<tr>
<td>Brakes</td>
<td>blocks not worn down&lt;br&gt;when brakes applied, bike wheel should not rotate</td>
<td></td>
</tr>
<tr>
<td>Chain</td>
<td>does not move more that 2.5 cm when lifted&lt;br&gt;should be well oiled</td>
<td></td>
</tr>
</tbody>
</table>
# Bicycle Report – Six Point Safety Check

Bicycle:___________________________

<table>
<thead>
<tr>
<th>Feature</th>
<th>What are you checking for?</th>
<th>How does this bicycle rate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tyres</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pedals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lights &amp; Reflectors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brakes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chain</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
12. Safety Survey

Students devise and conduct a survey that tests adult knowledge of road safety messages and they publish the results.

Road Safety Messages

Stop! Look! Listen! Think! every time you cross the road
Use a safe place to cross the road
Always buckle up in your seatbelt
Get in and out of the car on the footpath side
Wait till the bus has gone, then use a safe place to cross the road
Always wear a helmet when you ride or skate
Ride your bike away from busy roads

Syllabus Outcomes

A student:
SLS3.13 describes safe practices that are appropriate to a range of situations and environments
V4 increasingly accepts responsibility for personal and community health
PSS3.5 suggests, considers and selects appropriate alternatives when resolving problems

Indicators

The student, for example:
• describes safe road behaviour
• talks about their health and safety and that of others
• surveys adults to test their knowledge about road safety
• suggests important contributions they can make to various groups

Background Information

Teachers are encouraged to review the pages that present statistics on traffic-related injury (pp 6–10) and guidelines for safe pedestrian, passenger and cyclist behaviour (pp 94–96). These pages will help teachers formulate useful responses when their students raise safety issues during the initial brainstorming session. This activity sequence promotes students’ sense of ownership of their community’s safety. It respects students’ capacity to make decisions and judgements and appeals to the desire of Stage 3 students for autonomy.

Learning Experience

This lesson will need to be in two parts to allow for the publication of the survey results.

Revision of Road Safety Messages

Brainstorm students’ knowledge of road safety messages for pedestrians, passengers and cyclists.
Refer to the Appendix – Traffic Safety Guidelines (p 94).
Devising the Survey

Ask students who in the community they think would have knowledge about safe behaviour in the traffic environment. List their responses. Tell students that they are going to devise a set of questions to check if adults have good knowledge of road safety messages. The questions should cover safety for pedestrians, passengers and cyclists. Divide students into groups of four and assign them background information for a particular aspect of road safety. Use the Road Safety Survey Planner (pp 72–73) as a guide. Talk about devising good questions that will extend yes/no answers. Decide on the length of the survey (probably 10–12 questions would be sufficient). Encourage students to think about their local traffic environment. If possible, review the school’s road safety policy and pose questions about road safety in that context. After the groups have devised questions, collect them all. The class votes for the ten best, which are to be the final set. Will the survey include information about the age group or sex of the survey sample?

Have the students work in groups to devise a set of answers for the survey. Share these and devise a set of answers the students accept as correct.

Conducting the Survey

Provide sufficient copies of the survey for each student to survey up to three adults. Two may be family members and the other a family friend or known neighbour or member of the community. Tell the students that they will be responsible for conducting the survey: they will do the interviews and write down the responses. Discuss the procedures they will need to follow. Allow time for the students to conduct the survey.

Publishing Results of Survey

The students mark the responses they received against the answers they previously decided were correct. For each question, the class tallies the number of correct answers against the number of responses.

The students then represent the data as fractions, decimal fractions, percentages or in graphs. (Information technology could be used to process or graph the data in a spreadsheet that could be presented in a slide show or with a web publishing tool.)

Publish the results in a letter to each person who participated in the survey or in the school newsletter or in the local paper. See Learning Experience 14, Change for Safety (p 80) for follow-up activities in educating the community.

Resources

Photocopies of the Road Safety Survey Planner (pp 72–73)
Appendix – Traffic Safety Guidelines (p 94)
Road Safety Survey Planner

Instruction for Interviewer:

Inform the interviewee (the person being interviewed) about the purpose of the survey by reading the following:

Year ___ is investigating safe behaviour in the traffic environment. We need to find out the level of knowledge about safe behaviour in our local community. Could you help us by answering a few questions about road safety?

SURVEY

Are you female or male? F ☐ M ☐

What age group are you?

- 13 – 19 ☐
- 20 – 30 ☐
- 31 – 40 ☐
- 41 – 50 ☐
- Older than 50 ☐

Sample Questions

If there is no footpath or nature strip, where should a pedestrian walk?

Is there somewhere in your area where there is no footpath and you need to walk on the road?

  Yes ☐ No ☐

Can you identify unsafe places to cross the road?

  Yes ☐ No ☐ (List two below)

1. 

2.
Road Safety Survey

Draft your questions below:

- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 

Thank you for your help
13. Take Care

Students fill in a word web before reading about and experimenting with protective gear. Information for safe cycling is read and keywords are highlighted before students write a ‘safe cyclist’ chart.

Road Safety Messages

Ride your bicycle away from busy roads
Always wear a helmet when you ride or skate

Syllabus Outcomes

A student:
SLS3.13 describes safe practices that are appropriate to a range of situations and environments
V4 increasingly accepts responsibility for personal and community health
DMS3.2 makes informed decisions and accepts responsibility for consequences

Indicators

The student, for example:
• talks about the need to follow road rules as a cyclist
• states reasons to wear protective clothing when using a skateboard, rollerblades or scooter
• appreciates the need to be visible when riding a bicycle, skateboard, rollerblades or scooter
• identifies clothing that provides some protection when cycling, skating, rollerblading or riding a scooter

Background Information

These activities focus students’ attention on clothing that protects cyclists, scooter riders, rollerbladers and skaters and makes them visible. A full list of guidelines for cyclists’ clothing and behaviour can be found on page 77.

Learning Experience — Using a Word Web as an Introductory Activity

Students make connections on a word web before reading a passage, and then amend the connections after reading it. They then create their own word web puzzle.

Begin by distributing copies of the Word Web (p 76) and explaining the example (‘SAFE CLOTHING should not be BAGGY’). Ask the students to make links and connecting statements. Share some of these with the class and, to reinforce students’ understanding of the concepts, ask them to explain and justify some of their connections.

Now distribute copies of Information on Safe Cycling and Clothing (p 77) and ask students to read the ‘Correct Clothing for Cycling’ passage and, in the light of that, to make any necessary amendments to the connections on their word webs. Students construct their own word web puzzle based on the passage, ‘Safe Cycling’, by highlighting the keywords and then writing them on a piece of paper around the central words, ‘SAFE CYCLING’. The students take their puzzles home and ask family members to make the links and compose the connecting statements.
Learning Experiences

Demonstrating the Advantage of Protective Clothing

Have students rub an orange on a rough surface (bitumen or concrete). (Test this out before the lesson as some oranges have tough skins and some surfaces are not rough enough to graze the skin.) Compare the skin of an orange to our own skin. Wrap the orange in a piece of cloth and rub it again. Was the damage the same? Ask students what the implications are for protecting our skin when riding, scootering or skating. On copies of the Protective Gear for Rollerblading worksheet (p 79), the students label the protective qualities of each piece of equipment in the picture.

Demonstrating the Advantage of Conspicuous Clothing

Ask three students to model the following clothing:
■ dark shirt or pullover
■ light-coloured shirt or pullover
■ fluorescent clothing.

Ask the class to rank the outfits in order of conspicuousness. Ask if the order would change if the clothes were modelled against a background that was different in colour, shadow or pattern.

Ask the students to note the potential of clothing to improve visibility, by evaluating the video stills on pages 47 and 50.

Devising a Safe Cyclist Check List

Students devise a ‘How to Recognise a Safe Cyclist’ check list. They work in groups, combining their highlighted keywords from the ‘Safe Cycling’ passage to come up with a ten point list on the Safe Cyclist Check List (p 78).

Resources

Photocopies of the Word Web (p 76)
Photocopies of Information on Safe Cycling and Clothing (p 77)
Photocopies of the Safe Cyclist Check List (p 78)
Photocopies of the Protective Gear for Rollerblading worksheet (p 79)
Oranges
A piece of cloth
Dark, light-coloured and fluorescent clothing
Colour photographs from video (pp 47 and 50)
**Word Web**

Make connections on the word web below by drawing lines. All lines should link either directly or indirectly to ‘SAFE CLOTHING’. On each connecting line write a sentence to show why or how the words are connected. An example has been provided for you. Some relationships will be positive and some will be negative.

Information on Safe Cycling and Clothing

Correct Clothing for Cycling

Choosing the right gear is important. Clothing should be safe, comfortable, and visible. Bright, light-coloured clothing makes the cyclist more visible.

Fluorescent clothing is also recommended for daytime cycling but it is not conspicuous in the dark. Fluorescent clothing is able to reflect invisible ultraviolet rays from the sun as visible light rays. This makes it brighter when worn outside during the day.

A bad choice of clothing can mean that the rider gets too hot, too cold, wet or sweaty. Some colours make cyclists less conspicuous to other traffic. Dark clothing can make them almost invisible.

Baggy clothing can get caught in the chain or wheels and cause an accident. Loose shoelaces are a hazard for the same reason. Covered shoes provide better grip and protection for a cyclist’s feet. Thongs should never be worn for cycling.

Cyclists may protect themselves further by wearing pads or guards on shins, knees, wrists or elbows.

Safe Cycling

Riders, including pedal cyclists, must follow the same road rules as drivers. Bicycles should travel on the left side of the road.

A bicycle that has a white front reflector, a red rear reflector and yellow pedal and wheel reflectors is safer because it is more visible – it is more easily seen against the background.

Use a bicycle path for cycling whenever you can. You should follow the rules and signs about riding on footpaths, shared paths and cycle paths. If it is permissible to ride on a path, the cyclist must take responsibility for avoiding other footpath users, especially pedestrians.

The road rules state that the rider of a bicycle must wear an approved bicycle helmet that is securely fitted and fastened. These rules apply to roads and road-related areas such as footpaths and nature strips, as well as parks and other areas open to the public. To be safe, you should wear a helmet every time you ride, even in your backyard. Helmets can help prevent serious head injuries.

At least one hand must be kept on the handlebars when you ride.

A bicycle must be fitted with a warning device such as a bell or a horn.

Further information on what the law says about riding bicycles and further safety advice are on page 96.
Safe Cyclist Check List

How to Recognise a Safe Cyclist

1. A safe cyclist always wears a helmet that fits comfortably, meets safety standards and is firmly buckled.

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10. 

Protective Gear for Rollerblading

On this photograph label the protective qualities of each piece of rollerblading equipment.
14. Change for Safety

Students work to raise community awareness about a local traffic issue, working for a safer neighbourhood – this is a long-term sequence of activities.

Road Safety Messages

Stop! Look! Listen! Think! every time you cross the road
Use a safe place to cross the road
Always buckle up in your seatbelt
Get in and out of the car on the footpath side
Wait till the bus has gone, then use a safe place to cross the road
Always wear a helmet when you ride or skate
Ride your bike away from busy roads

Syllabus Outcomes

A student:

SLS3.13 describes safe practices that are appropriate to a range of situations and environments
V4 increasingly accepts responsibility for personal and community health
INS3.3 acts in ways that enhance the contribution of self and others in a range of cooperative situations
PSS3.5 suggests, considers and selects appropriate alternatives when resolving problems

Indicators

The student, for example:

- talks about ways to improve unsafe conditions in the traffic environment
- identifies factors that can cause road accidents
- identifies individuals in the community who help to protect them in the traffic environment
- enlists the support of local community bodies for assistance with solving a road traffic problem
- appreciates the need for shared responsibility and decision making
- engages in community action to improve road safety conditions

Background Information

Human error is a factor in over 95% of traffic-related injuries. Teachers should help students focus on the ways in which behavioural changes can improve safety. Undertaking a community project offers students the opportunity to promote safe behaviour as socially desirable and to influence peer pressure in a positive way.

Learning Experience

This activity can be linked to the Safety Survey and Be Aware learning experiences (pp 70 and 91).
**Identifying a Local Unsafe Traffic Condition**

In the context of the nearby area, review road safety issues to identify any local problems. (Prior to the lesson it might be possible to set a homework task in which students sketch, map or photograph a safety hazard.) Possible problems include: a lack of safe places to cross near the park, local library, shopping centre, swimming pool or sports field; a crossing facility that pedestrians often fail to use properly; a footpath area where young children tend to run; a road crossing where young children often fail to hold an adult’s hand. The class brainstorms a list of local problem areas and then sets about improving the one it decides should have the highest priority.

**Contacting Community Members Who Might Help**

Who in the community can be contacted to help with a local road safety issue? Brainstorm a list of these people (e.g., police, RTA, local council, newspapers). Draft a letter raising the problem and seeking support or action to rectify it. Use the *Letter Drafting Planner* (p 82). A fax form or an email could be drafted instead. Review the purpose and language features of this type of formal letter that aims to persuade with expository text. It might be possible to arrange for a representative from one of these organisations to visit the school and talk to the class.

**Decision Making About How to Improve the Unsafe Condition**

When a problem has been identified, brainstorm possible solutions and ways of enlisting support from the local community. Discuss why people might behave in an unsafe manner. What would be the best way to make the situation safer? Focus on strategies to change behaviour, **devise a plan of action** and allocate tasks. These might include letter writing, making posters and advertising.

**Evaluating and Reporting Back to the Community on the Effectiveness of the Project**

At the conclusion of the time allocated for this project, report back to the community about it. This could be done through a letter to a local newspaper or an article in the school newsletter.

Ask students to reflect on the effectiveness of their plan. If they were to be involved in a local project to improve conditions again, what things would they do the same and what things would they do differently?

**Resources**

Photocopies of the *Letter Drafting Planner* (p 82)
## Letter Drafting Planner

This is a plan for a business letter which is more formal than a personal letter. Use this to help plan your letter.

<table>
<thead>
<tr>
<th>Your full name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Your address – street</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Your address – suburb or town</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name (if known)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Position (if known)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address of recipient – street</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address of recipient – suburb or town</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Dear Sir/Madam (or name if known),**

Paragraph 1:  
In this paragraph state the purpose of the letter. (Why are you writing this letter?)

Paragraph 2:  
Give some information about yourself and your class.

Paragraph 3:  
This is a concluding paragraph in which you restate your request, thank the person and express your hope that they will reply.

Yours sincerely,

<table>
<thead>
<tr>
<th>Your full name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Your address – street</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Your address – suburb or town</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
15. Rating the Risk – 2

Students play a card game to rate passenger hazards in the traffic environment, highlighting the need to constantly monitor changing road conditions. This section also includes an extension activity for students to develop a similar game to rate hazards for skateboarders, scooter riders and rollerbladers.

Road Safety Messages

Stop! Look! Listen! Think! every time you cross the road
Use a safe place to cross the road
Always buckle up in your seatbelt
Get in and out of the car on the footpath side
Wait till the bus has gone, then use a safe place to cross the road
Always wear a helmet when you ride or skate

Syllabus Outcomes

SLS3.13 describes safe practices that are appropriate to a range of situations and environments
V4 increasingly accepts responsibility for personal and community health
DMS3.2 makes informed decisions and accepts responsibility for consequences
INS3.3 acts in ways that enhance the contribution of self and others in a range of cooperative situations

Indicators

The student, for example:
- expresses opinions and attitudes towards road safety
- analyses information upon which to make informed decisions
- identifies factors that can cause accidents
- comments on the importance of their road safety and that of others
- advocates the pursuit of safety for road users

Background Information

The traffic environment is not static; it is constantly changing. The activities in this section aim to raise students’ awareness of the complex interplay of factors that can affect the potential for traffic-related injury, so that students might become better able to recognise, plan for, and minimise these risks. Teachers should keep in mind that while the risk factors listed in these activities are significant, the majority of pedestrian injuries occur on minor roads without especially dangerous features. That is, they happen on straight roads in fine weather. This indicates that the greatest factor contributing to traffic injury is an underestimation of the level of risk that any traffic environment presents, leading to a lower standard of safety behaviour.
**Learning Experience**

**The Necessity for Road Users to Watch for Changing Conditions**

Remind students that conditions for road users change constantly and a usually safe situation can quickly become unsafe. Ask what could make a normally safe place to cross unsafe and why. Record the list of responses. Responses might include: wet weather because it increases stopping times for cars and reduces drivers’ ability to see pedestrians as well as pedestrians’ ability to see vehicles; a vehicle being parked near a crossing because it decreases visibility; pedestrians wearing dark clothing; pedestrians or drivers being in a hurry; heavy machinery on the roads at harvest time; increased amount of traffic during peak times.

Remind students that it is not always possible to predict the behaviour of other road users. Road users, conditions and locations combine to create variable situations which need to be constantly assessed for safety.

**Rating the Risk Card Game**

Students form groups of three or four. To each group, distribute a set of cards (cut from photocopies on coloured paper of page 85) and a copy of the game board (p 87). From the face-down cards, the group selects three differently coloured ones. These give them information about (1) The Road User, (2) The Conditions, and (3) The Location. The students write down this information on the game board (p 87) and identify the risks. They repeat this exercise until each group has assessed five scenarios. **Now the students rate the five scenarios in order of least risk, rated 1, to most risk, rated 5. Have students justify their choices. Share students’ rating of risky situations and evaluate strategies to reduce risk.**

**Follow-up Activity**

Students devise new cards with the road users being a skateboarder or scooter rider, and a rollerblader. Using the *Rating the Risk Card Game Planner* (p 86), they develop new conditions and locations which can be used to play the game. They assess the risks and develop strategies to reduce them. Students play the Rating the Risk game at home with family members.

**Resources**

Photocopies on coloured paper of the *Rating the Risk Cards* (p 85)
Photocopies of the *Rating the Risk Card Game Planner* (p 86)
Photocopies of the *Rating the Risk Game Board* (p 87)
### Rating the Risk Cards

Photocopy this page onto three differently coloured pages. Cut out the cards and place in envelopes. Each envelope should contain a set of Road User cards (one colour), Conditions cards (another colour) and Location cards (a third colour).

<table>
<thead>
<tr>
<th>Set 1</th>
<th>Bus Passenger</th>
<th>Conditions</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>small child standing on the seat</td>
<td>overcrowded bus</td>
<td>busy main road</td>
<td></td>
</tr>
<tr>
<td>small child held firmly on an adult’s knee</td>
<td>wet weather</td>
<td>quiet country road</td>
<td></td>
</tr>
<tr>
<td>student sitting on a seat</td>
<td>driver distracted by noise from passenger</td>
<td>straight stretch of road</td>
<td></td>
</tr>
<tr>
<td>noisy students</td>
<td>schoolbags in aisle</td>
<td>peak hour traffic</td>
<td></td>
</tr>
<tr>
<td>student leaning out of bus window</td>
<td>smooth ride without bumps or swerves</td>
<td>busy intersection</td>
<td></td>
</tr>
<tr>
<td>member of a group of students singing</td>
<td>fine weather</td>
<td>cars double parked</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Set 2</th>
<th>Car Passenger</th>
<th>Conditions</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>wearing a seatbelt</td>
<td>overcrowded car</td>
<td>busy main road in peak hour</td>
<td></td>
</tr>
<tr>
<td>seatbelt fitted but not worn</td>
<td>running late</td>
<td>quiet country road</td>
<td></td>
</tr>
<tr>
<td>in back seat wearing twisted seatbelt</td>
<td>loud music in car</td>
<td>straight stretch of road</td>
<td></td>
</tr>
<tr>
<td>in front seat wearing loose seatbelt</td>
<td>all passengers calm and quiet</td>
<td>shopping centre car park</td>
<td></td>
</tr>
<tr>
<td>in back of car wearing properly fitted seatbelt</td>
<td>heavy rain</td>
<td>busy intersection</td>
<td></td>
</tr>
<tr>
<td>a small child – seatbelt cuts into neck</td>
<td>passengers shouting and yelling</td>
<td>T - junction</td>
<td></td>
</tr>
</tbody>
</table>
### Rating the Risk Card Game Planner

Students use this page to develop their own ideas.

<table>
<thead>
<tr>
<th>Set 1</th>
<th></th>
<th>Set 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skateboarder or Scooter Rider</strong></td>
<td><strong>Conditions</strong></td>
<td><strong>Location</strong></td>
<td><strong>Rollerblader</strong></td>
</tr>
<tr>
<td>experienced skateboarder</td>
<td>after rain</td>
<td>footpath</td>
<td>rollerblader using a walkman</td>
</tr>
</tbody>
</table>

---

**Learning Experiences**

**MOVE AHEAD WITH STREET SENSE**
### Rating the Risk Game Board

Remember to turn cards face down before you start.

<table>
<thead>
<tr>
<th>Road User</th>
<th>Conditions</th>
<th>Location</th>
<th>Identify the Risks</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 = least risk</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5 = most risk</td>
</tr>
</tbody>
</table>
16. Right Foot Wrong Foot

Students use positional language to interpret RTA diagrams showing information about pedestrian accidents before developing advice about avoiding such accidents.

Road Safety Messages

Stop! Look! Listen! Think! every time you cross the road
Use a safe place to cross the road
Wait till the bus has gone, then use a safe place to cross the road

Syllabus Outcomes

A student:
SLS3.13 describes safe practices that are appropriate to a range of situations and environments
V4 increasingly accepts responsibility for personal and community health
INS3.3 acts in ways that enhance the contribution of self and others in a range of cooperative situations

Indicators

The student, for example:
• identifies factors that can cause accidents
• role-plays accident scenario and links this to safe behaviour
• values their safety and that of others in devising safe ways to avoid road traffic accidents
• clarifies opinions and attitudes towards road safety

Background Information

Students should adopt a defensive attitude when they are in a traffic environment. These activities help students to appreciate the limitations on drivers and to realise how wide is the variety of circumstances students can encounter. Page 94 should be consulted when exploring the appropriate behavioural responses to hazards and limitations in the traffic environment.

Learning Experience — Introducing RTA Information on Pedestrian Accidents

Distribute copies of the Pedestrian Accident Diagrams (p 90). This page provides information about accidents involving pedestrians in different circumstances. Start by unpacking the legend for the students as follows: the thick arrow represents a vehicle, the dotted arrow represents a pedestrian and the shaded area represents the road. Ask students to give a brief oral or written description of what the diagram ‘Walking in the Same Direction as the Traffic’ (on bottom right-hand side of the page) is showing. Share some examples and draw out the need for students to use positional and directional vocabulary such as behind, right, left, near, far, facing, oncoming etc. (It might help students to understand the representations in the diagrams if you have them use a fist to represent the vehicle and two fingers to represent the pedestrian for each diagram.) Divide the students into six groups. After making sure they understand that the numbers on each diagram refer to the number of pedestrian accidents that happened in the depicted circumstances in one year in NSW, ask them to put the diagrams in order, according to the number of accidents, from highest to lowest. They could do this by cutting out the diagrams and pasting them in order on a blank piece of paper.

Ask students which road safety message links to each diagram and why road safety messages are developed. [Road safety messages are designed to prevent death and injury caused by traffic accidents.]
The ‘STOP! LOOK! LISTEN! THINK! every time you cross the road’ Message

Nearside accidents are by far the most common circumstance for pedestrian accidents, indicating the danger to pedestrians who dart out onto the road. Ask students to decide which parts of the STOP! LOOK! LISTEN! THINK! message is the most important for preventing nearside accidents. Students should highlight Stop! and Look!.

Role-Playing Scenarios Represented in Diagram

Assign one diagram to each of the six groups. Students prepare a presentation which might include charts, explanation, role-play etc to show a younger child why the scenario depicted in their diagram is dangerous. Present these to the class so that all students fully understand the circumstances presented by each diagram. Ask students to invent rules that would prevent the type of accident depicted in their diagram.

An extension activity could be to ask students to design a diagram to show potential hazards for pedestrians around buses.

Surveying Families

Students take the diagrams home and ask family members whether they can identify the meaning of each one and whether there is anything about the different diagrams that surprises them.

Resources

Photocopies of Pedestrian Accident Diagrams (p 90)
Pedestrian Accident Diagrams

Legend or Key:

- Pedestrian
- Vehicle
- Road
- Centre of Road

The number is the number of pedestrian accidents in the depicted circumstances in one year in NSW.

- **Driveway 84**
- **Facing traffic 37**
- **Nearside 1,355**
- **Far side 707**
- **Walking in the same direction as the traffic 94**
- **Pedestrians playing, working, lying or standing on the road 233**

Adapted from NSW RTA 1997 Statistics
17. Be Aware

Students monitor the traffic situation immediately outside the school to identify unsafe practices. They propose and implement solutions and monitor the effectiveness of changing unsafe practices – this is a long-term sequence of activities.

Road Safety Messages

Stop! Look! Listen! Think! every time you cross the road
Use a safe place to cross the road
Always buckle up in your seatbelt
Get in and out of the car on the footpath side
Wait till the bus has gone, then use a safe place to cross the road
Always wear a helmet when you ride or skate
Ride your bike away from busy roads

Syllabus Outcomes

A student:
SLS3.13 describes safe practices that are appropriate to a range of situations and environments
V3 enjoys a sense of belonging
PSS3.5 suggests, considers and selects appropriate alternatives when resolving problems

Indicators

The student, for example:
• identifies factors that can cause accidents
• suggests ways to improve road user behaviour
• works cooperatively
• devises a plan to improve safe behaviour
• reflects on effectiveness of the implemented plan to improve safe road user behaviour

Background Information

Human error is a factor in over 95% of traffic-related injuries. Teachers should help students focus on the ways in which behavioural changes can improve safety. Undertaking a community project offers students the opportunity to promote safe behaviour as socially desirable and influence peer pressure in a positive way.

Learning Experience

This activity can be linked to the Safety Survey and Change for Safety learning experiences (pp 70 and 80).

After a revision of road safety messages (focusing on those the teacher selects as particularly relevant to the local situation), the class visits the site to be used for observation. Stress that viewing must be from a safe viewing place inside the school grounds. Divide the students into groups and devise a timetable for observation. Observation could take place before and after school over a week. The recording of the observations could be done on copies of the Behaviour Monitoring Tally Sheet (p 93) or the class might devise its own way of recording its observations.
Identifying a Problem and Proposing and Implementing Solutions

After the monitoring period, tally the results and identify the unsafe behaviour that will be the target for improvement. Brainstorm possible solutions to raise awareness of the problem and to improve behaviour. If the problem is one of student behaviour, announcements could be made by students in assembly, awards could be designed and given out by students, or student-designed posters could be displayed around the school. Letters could be written to police, council members or the local newspaper to request help or advice.

Monitoring the Effectiveness of the Awareness Program and Informing the Community About This

A follow-up monitoring of the identified problem is carried out. The results of this observation are compared to the results of the initial observation period to test the effectiveness of the campaign. The results are shared with those targeted, either through school assemblies and so on, or through a letter to the local newspaper. Finally, students could be asked to evaluate the whole project.

Resources

Photocopies of Behaviour Monitoring Tally Sheet (p 93)
# Behaviour Monitoring Tally Sheet

<table>
<thead>
<tr>
<th>Observation date and time</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Type of Road User

### Pedestrian road crossing behaviour
Observe if correct crossing was made
- stopped and looked before stepping onto the road
- continued to look and listen while crossing
- used the best available place to cross (marked crossing if available, away from parked cars)

What was the main unsafe behaviour observed?

<table>
<thead>
<tr>
<th>Type of Road User</th>
<th>Tallies</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>safe behaviour ✔, unsafe behaviour ✘</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Girl</th>
<th>Boy</th>
</tr>
</thead>
</table>

### Bus Passenger
Observe if:
- after getting off the bus they waited for it to depart before they chose a safe place to cross the road
- waited for the bus safely

What was the main unsafe behaviour observed?

<table>
<thead>
<tr>
<th>Girl</th>
<th>Boy</th>
</tr>
</thead>
</table>

### Cyclist
Observe if:
- gave way to pedestrians on footpath
- used hand signals correctly
- wore a helmet

What was the main unsafe behaviour observed?

<table>
<thead>
<tr>
<th>Girl</th>
<th>Boy</th>
</tr>
</thead>
</table>

### Car Passenger
Observe if:
- passenger did not lean out of window
- passenger used seatbelts
- passengers alighted from the correct side

What was the main unsafe behaviour observed?

<table>
<thead>
<tr>
<th>Girl</th>
<th>Boy</th>
</tr>
</thead>
</table>
Appendix – Traffic Safety Guidelines

Student Information

Pedestrian Safety:

Main Messages
• Stop! Look! Listen! Think! every time you cross the road
• Use a safe place to cross the road

• Children up to eight years old should hold an adult’s hand on the footpath, in the car park or when crossing the road.
• An adult is defined as a parent, caregiver, grandparent, sibling in high school or older, other relative or neighbour, or other adult as advised by the child’s parents/carers.
• If an adult’s hand is not available, the child should hold an adult’s arm, sleeve, bag, pram, trolley etc.
• Children up to ten years old should be actively supervised in the traffic environment and should hold an adult’s hand when crossing the road.

Road Safety Guidelines for Pedestrians:

❑ walk on the footpath as far from the traffic as possible
❑ when there is no footpath or nature strip, walk facing the oncoming traffic, as far from the traffic as is practicable, and in single file
❑ STOP one step back when preparing to cross the road
❑ always STOP
❑ STOP means stop completely
❑ after stopping, LOOK, LISTEN, THINK
❑ take enough time to look and listen
❑ look and listen continuously for traffic
❑ pay attention to visual and sound cues in the traffic environment
❑ avoid doing anything which interferes with your vision or hearing (eg a using a walkman)
❑ never hurry across the road
❑ move in a predictable way for other road users
❑ avoid crossing where it is difficult to see the traffic (eg the crest of a hill, a bend or any other obstacle)
❑ be prepared for vehicles that may not stop when they should
❑ think about and check all the places where traffic might come from unexpectedly
❑ allow enough time to cross
❑ when it is safe to cross walk at a steady pace straight across the road
❑ cross in a way that won’t make you stumble

At Pedestrian Lights:

❑ identify and stop at the red ‘DON’T WALK’ signal
❑ identify the green ‘WALK’ signal as the prompt to cross, after checking the traffic has stopped
❑ do not leave the footpath if the red ‘DON’T WALK’ signal is showing
❑ only ever start to cross the road when the green ‘WALK’ signal is showing
❑ press the button and wait for the green ‘WALK’ signal to appear
❑ be prepared that some vehicles may not stop when the ‘WALK’ sign appears
Passenger Safety:

Main Messages
- Always buckle up in your seatbelt
- Get in and out of the car on the footpath side
- Wait till the bus has gone, then use a safe place to cross the road

Road Safety Guidelines for Passengers:
- It is a law for passengers to wear a seatbelt or restraint whenever one is available
- Correct seatbelt fit:
  - the webbing of a lap-sash seatbelt should fit smoothly across the hips (not the stomach), then from the midpoint of the shoulder across the body to the hip
  - the seatbelt webbing must not be twisted and should not touch the neck
  - the buckle must be at the side, very close to the seat
- a seatbelt must be buckled up on every trip – even on the shortest trip
- a seatbelt is designed for one person; it cannot protect two people
- passengers must remain in a seatbelt even if they fall asleep
- on longer trips, rest breaks should be taken in a suitable place every two hours
- As car passengers, students should:
  - get in and out of the car on the footpath side through the rear passenger door
  - remain buckled up at all times
  - remain wholly within the vehicle
  - play quiet games or undertake activities which do not disturb the driver

At the bus stop:
- wait as far away from the traffic as possible
- undertake activities that involve little movement

While on the bus:
- sit in a seat if possible
- hold the seat grip or safety bar firmly if standing
- put bags and materials under the seat or in the luggage area inside the bus
- keep wholly inside the bus
- allow the driver to concentrate on driving the bus
- follow the school’s bus safety rules

On leaving the bus:
- as far as possible try to be met at the bus stop by an adult
- wait until the bus has been driven away before using a safe place to cross the road
- stand one step back from the edge of the footpath
- watch until the traffic has stopped or it is safe to cross the road, turning your head to both the right and the left to look and listen for traffic
- walk straight across the road
- remember to STOP, LOOK, LISTEN, THINK! every time you cross the road
Safety on Wheels:

Main Messages
• Always wear a helmet when you ride or skate
• Ride your bike away from busy roads

Safety Guidelines for Bicycles, Rollerskates, Rollerblades, Scooters and Skateboards:

<table>
<thead>
<tr>
<th>Bicycles</th>
<th>Safety advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helmets</td>
<td>Helmets must be securely fastened. Make sure your helmet fits on top of your head protecting your forehead. It must fit firmly without wobbling or slipping to the side, it must be buckled firmly under your chin, and be light and bright in colour. You should check your helmet regularly for damage.</td>
</tr>
<tr>
<td>Riding on the footpath</td>
<td>Extra equipment such as flags helps to make you more easily seen.</td>
</tr>
<tr>
<td>Riding on the road</td>
<td>When riding a bike make sure you don’t get in the way of pedestrians. Take extra care so that your cycling isn’t dangerous, especially to older people.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scooters</th>
<th>Safety advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children under 12 may ride a scooter on the footpath unless specifically prohibited by signs. For scooter riders aged 12 or more, the laws described above for cyclists apply. Powered scooters cannot be registered and therefore should only be used on private land.</td>
<td>It’s best to do your scooter riding away from roads because scooters have limited stopping power. Areas designated for scooter riding are best. On the footpath, be careful of pedestrians, especially the elderly. Anyone who rides a scooter should wear a correctly fitted helmet and protective gear such as knee pads and elbow pads.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skateboards, Rollerskates and Rollerblades</th>
<th>Safety advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skateboards, rollerskates and rollerblades may be used on the footpath regardless of the rider’s age, unless there are signs specifically prohibiting them. Skateboarding on the road can only be done on minor roads (those with no lane lines marked) and can only be done between dawn and dusk.</td>
<td>It’s best to ride a skateboard, rollerskates and rollerblades in areas set aside and designed for their use. Anyone who rides a skateboard, rollerskates or rollerblades should wear a correctly fitted helmet and protective gear such as knee pads and elbow pads.</td>
</tr>
</tbody>
</table>
Teacher Resource Booklet

Stage Three

Pedestrian Safety

Car and Bus Passenger Safety

Safety on Wheels

CD ROM

The Move Ahead with Street Sense CD ROM includes the Teacher Resource Booklets for Stages One, Two and Three and Picture Packs from Stages One and Two.

Move Ahead with Street Sense is a school road safety education program funded by The Roads and Traffic Authority of New South Wales.