

Teacher Notes

Unit of work: Promoting health, safety and wellbeing on and around the rail network

1. Overview

The TrackSAFE Education high school resources are designed to help young people learn how to be safe, active, responsible citizens on and around the rail network.

Each unit of work takes a capabilities-based approach to rail safety. We assume that every student has resources within them that can be used to manage safe outcomes for themselves and others on and around the rail network.

The unit of work is designed to be integrated into existing school curriculum programs and provide differentiated materials that:

- identify prior knowledge, skills and/or attitudes;
- help bring in new ideas, relate these ideas and then extend these ideas in ways that make a difference for others; and
- provide feedback on learning through a student self-assessment and an assessment of learning.

A table has been provided at the back of this document to assist you with matching the lessons with the relevant Australian Curriculum content descriptions.



Teacher Alert

Please be aware that this unit may involve the discussion of incidents on the rail network that cause serious injury or death. It is possible there will be students in your class with first-hand experience of such issues, and discretion is advised. It is recommended that students' individual circumstances are taken into account wherever possible.

2. What's included in this unit of work (zip file)

1. Teacher notes
2. Lesson plans x 3
3. Resources
4. Assessments & evaluation
5. Information for parents & carers

1. **Teacher notes** with instructions and suggested learning pathways (this document).

2. **Lesson plans x 3** with differentiated activities for Years 9 & 10 Health & PE.

Lesson 1: Bringing in ideas about the hazards for people moving in and around the rail network in urban or rural areas

- 1.1 Define terms
- 1.2 Describe pedestrian behaviour
- 1.3 Identify hazards for young people walking in places on and around the rail network

Lesson 2: Connecting ideas about managing the hazards pedestrians meet on and around the rail network in urban or rural areas

- 2.1 Explain the reasons why young people may act in unsafe ways on the rail network
- 2.2 Explain how emotions (“feelings”) can lead to positive and negative outcomes
- 2.3 Explain how peer pressure can influence young people to act in unsafe ways on the rail network
- 2.4 Compare and contrast how peer pressure and bullying are managed in face-to-face situations with how they are managed in online gaming

Lesson 3: Creating ways to enhance young people's ability to manage peer pressure and bullying on and around the local rail network

- 3.1 Create an alternative script for a children's story to communicate a message about challenging peer pressure
- 3.2 Make a series of “Even if your friends don't think it's cool” videos to help others manage peer pressure to act unsafely on and around the rail network
- 3.3 Make decisions about actions to help young people manage peer pressure and bullying around places on the local rail network

3. **Resources** which scaffold the learning or provide additional guidance to teachers.

- Media and Multimodal Texts

We recommend encouraging students to visit the high school student section of our website www.tracksafeeducation.com.au/students/high, designed to assist students with

research and provide further interaction with the rail safety messages. You will find a variety of Media and Multimodal Resources in the Media Library.

4. Assessments & evaluation to analyse how learning occurs, and for us to check that materials are suitable for students and schools.

PDF copies have been provided, and can be sent to us securely via our '[upload assessment records](#)' button. Alternatively all are available to submit directly online via the links below.

Completing and sharing the assessment(s) and evaluation with us is voluntary, so to thank you for your contribution to TrackSAFE Education just [register](#) and we'll send you participation certificates and giveaways for your students.

- [Student self-assessment](#) (Note: teacher will not see results if using online version) This assessment is both an assessment for learning (formative assessment) and assessment of learning (summative assessment). It is designed to quickly determine students' level of rail safety knowledge and skills prior to; at the end of; and approximately one term after completing a TrackSAFE Education unit of work or lesson. It helps us to see how the lessons impact the students participating.
- [Assessment of learning](#) This assessment is designed to quickly determine students' level of rail safety knowledge, skills and attitudes. It can be used as an assessment of learning (summative assessment) on completion of a TrackSAFE Education unit of work or lesson. You can complete the assessment based on your observations of the whole class.
- [Program evaluation](#) Have your say! This 5 minute evaluation is designed to be completed at the end of delivering a whole TrackSAFE Education unit of work. It is voluntary, anonymous, and your participation is gratefully appreciated to help us continually improve our program.

5. Information for parents and carers to involve them as part of a whole school approach to rail safety.

- Letter to parents and carers
- Photo/video/student work permission slip

Should you need any guidance with using any component of the unit of work or rail safety learning process, please email us at info@tracksafeeducation.com.au for assistance. You can access our whole range of [resources](#) and read the [FAQs](#) at tracksafeeducation.com.au.

3. Suggested learning pathways

3 to 5+ hours of learning is recommended in order to challenge and extend student thinking and provide opportunities for student action. The guide below is provided to help you plan, and to choose a learning pathway and relevant lessons to suit you and your students. A checklist is provided: you can tick off each task as you go.

Preparation	<input type="checkbox"/> Read Teacher notes, review and select lessons, resources & assessments. <input type="checkbox"/> Schedule the lessons into your program over a number of days or weeks. <input type="checkbox"/> Check prior knowledge, skills & attitudes via the student self-assessment . <input type="checkbox"/> Book an incursion from one of our partner organisations (optional). <i>(Note: Incursions are not available in all areas and are not related to this unit of work, so can be done at any time before, during or after this unit).</i> <input type="checkbox"/> Send home permission slips and letter to parents/carers.		
Suggested timeframe	5+ hour pathway (best)	4+ hour pathway (better)	3+ hour pathway (good)
1st hour	Lesson 1.1	Lesson 1.3	Lesson 2.3
2nd hour	Lesson 1.3	Lesson 2.3	Lesson 3.3
3rd hour	Lesson 2.1	Lesson 3.3	
4th hour	Lesson 2.4		
5th hour	Lesson 3.1		
On completion	<input type="checkbox"/> Check change in knowledge, skills or attitudes via the student self-assessment . <input type="checkbox"/> Analyse change via the assessment of learning <input type="checkbox"/> Use your usual assessment tool to assess within the Health & PE curriculum. <input type="checkbox"/> Share your thoughts via the program evaluation . <input type="checkbox"/> Promote your school's involvement by uploading student work/photos/videos .		
Follow up	<input type="checkbox"/> Check retention of knowledge, skills or attitudes via the student self-assessment (schedule in your calendar for approximately one term after completion).		

Key:

Lessons designed to
bring in ideas

Lessons designed to
connect ideas

Lessons designed to
extend ideas

A note about safety education

To be successful, school-based safety education needs to scaffold deep understanding. Experts recommend students should be exposed to safety lessons within their normal curriculum over a period of time. Traditional methods of teaching safety to students, such as industry or teacher-led presentations; one-off lessons; providing information or short videos in isolation; or using scare tactics are for the most part ineffective in that they do not affect young people's long-term attitudes and behaviours towards safety (Rafferty and Wundersitz, 2011; McKenna, 2010).

The design of this program is based on the most recent research and understanding on how students learn and the most effective pedagogies in safety related teaching and learning (Chamberlain and Hook 2013). For more information as well as a comprehensive reference list, see [‘why teach rail safety’](#).

Promote your school's involvement

To promote your school's involvement with TrackSAFE Education, and to help us to let other teachers know about our resources, you can send us photos and videos of your students doing our lessons, or even samples of their work. We can showcase your school and your students' achievements on our website, newsletter or social media.*

Promoting your school's involvement is voluntary, so to thank you for your contribution to TrackSAFE Education we'll send you participation certificates and giveaways for your students: just register on our [feedback and giveaways](#) page.

Click on our secure [‘upload student work’](#) button to send us your files. You can even send them to us a whole class at a time - just create a .zip file before uploading.

You can provide student work in any of the following file types:

Document (.pdf or .doc) e.g. scanned creative writing task; scanned hand drawn poster/booklet; report; letter

Image (.jpg or .gif) e.g. photos of students holding up their work; photo taken by a student; photo of art piece or drama action shot

Video clip (.mov or .mp4) e.g. student produced movie; video of students acting a drama piece

Audio clip (.wmv or .mp3) e.g. recording of song; speech; reading task

Remember to include your school name and each student's first name in the file name so we can attribute their work to them or write a caption.

**Please note: It is your responsibility to ensure you have parental consent to capture and share images of your students and their work. We have provided a permission slip to assist you with seeking parental consent. No records or liability will be held by TrackSAFE.*

10. Australian Curriculum: HPE F-10 Applicable Content Descriptions

Strand and sub-strand	Years 9 and 10 content descriptions	Elaborations and links to lessons
Personal, Social and Community Health: Being healthy, safe and active	Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at short or long term risk (ACPPS091)	Proposing and practising a range of realistic responses to scenarios where peers are encouraging others to take unnecessary risks in and around the rail network. (Lessons: 1.1, 1.2, 2.1, 2.2, 2.3, 2.4)
	Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092)	Evaluating the influence of personal, social, environmental and cultural factors on decisions and actions young people take in relation to their health, safety and wellbeing in and around the rail network. (Lessons: 1.2, 2.1, 2.4, 3.1, 3.2, 3.3)
Personal, social and community health: Communicating and interacting for health and wellbeing	Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPS094)	Demonstrating and advocating appropriate bystander behaviour when in or on the rail network – for example, in situations where others are acting in illegal or unsafe ways. (Lessons: 2.1, 2.2, 2.3, 2.4)
Personal, social and community health: Contributing to healthy and	Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (ACPPS096)	Developing and implementing proposals to enhance the wellbeing of young people in your local community who are moving in or around the rail network. (Lessons: 3.1, 3.2, 3.3)

Strand and sub-strand	Years 9 and 10 content descriptions	Elaborations and links to lessons
active communities	Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (ACPPS097)	Creating and evaluating proposals to promote the use of built environments – on the rail network – for physical activity within the local community. (Lessons: 1.1, 3.2)
Movement and physical activity: Learning through movement	Transfer understanding from previous movement experiences to create solutions to movement challenges (ACPMP106)	Creating solutions to improve levels of physical activity in the local community. (Lesson: 3.2)

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