

Teacher Notes

Health and Physical Education Teaching and Learning

This unit of work is a three lesson sequence designed using the Australian Curriculum: Health and Physical Education Foundation to Year 10 and fits within the safety area of learning in the Personal, social and community health strand. These lessons support this through developing students' knowledge, skills and understanding of safety actions needed to stay safe in the community and in road environments when near train tracks.

It is intended that these lessons can be used by classroom teachers and HPE specialists. School proximity to trains and tracks, and student experiences will be varied. The photos and video in the Media Library on the [student website](#) will allow teachers to extend and enrich lessons where a visual cue is needed. A glossary of terms has been provided. Teachers should be aware that infrastructure can vary across Australia as such, a variety of images are available on the website should the version supplied be unfamiliar. The basic elements are consistent with the exception of platform line colour in South Australia. South Australian teachers should refer to the 'white line' whenever 'yellow line' is mentioned.

Teachers of students with disability should adjust the following learning sequence and/or use appropriate learning activities included in other year levels' sequences to ensure that the learning is meaningful for their students' individual needs, strengths and interests. Further information is available in Student Diversity and the Australian Curriculum Advice for principals, schools and teachers. <http://www.australiancurriculum.edu.au/StudentDiversity/Students-with-disability>

Assessment – Health and Physical Education

Lessons have been designed using the Australian Curriculum: Health and Physical Education Foundation to Year 10. Opportunities for assessment for, as and of learning throughout the three lessons will assist teachers in reporting progress and achievement of students in the strand *Personal, Social and Community Health*.

Australian Curriculum: Health and Physical Education F-10 Applicable Content Descriptors

Foundation

Personal, Social and Community Health: *Being healthy, safe and active*

- Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy ([ACPPS003](#))

Personal, Social and Community Health: *Contributing to healthy and active communities*

- Identify actions that promote health, safety and wellbeing ([ACPPS006](#))

Year 1 and 2

Personal, Social and Community Health: *Being healthy, safe and active*

- Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation ([ACPPS017](#))

Curriculum Links to State and Territory Curriculum and Syllabus Documents

During the transition phase to the Australian Curriculum, to assist teachers who are still teaching and reporting against their state or territory based curriculum or syllabus documents, below is a list of broad links to state/territory documents.

QLD	<p>Health & physical learning - Making healthy choices</p> <p>Children build a sense of wellbeing by making choices about their own and others' health and safety with increasing independence.</p>
NSW	<p>Personal Development, Health and Physical Education Syllabus</p> <p>Knowledge and understandings outcomes - Safe living</p> <p>Demonstrates an emerging awareness of the concepts of safe and unsafe living (SLES1.13)</p> <p>Recognises that their safety depends on the environment and the behaviour of themselves and others (SLS1.13)</p>
ACT	<p>12 The student takes action to promote health</p> <p>(In the early childhood band of development, students have opportunities to understand and learn about:) Safety</p> <p>12.EC.8 ways they can keep themselves safe as pedestrians (e.g. hold an adult's hand) and as passengers (e.g. use of seatbelts)</p>
VIC	<p>Humanities: AusVELS Levels 1 and 2</p> <p>Through observation, they investigate and describe elements of the natural and built environments in their local area.</p>
TAS	<p>Health and wellbeing – Physical health – Strand 1- Understanding health and wellbeing</p> <p>Stage 1 – 6: Students understand how to maintain and integrate the elements of a healthy lifestyle (PC1)</p>

SA	Standard 1 outcome 1.7 Understands and can demonstrate behaviours and strategies that promote their health and safety and that of others.
WA	Context – Wellness Knowledge and understandings – the meaning and dimensions of health
NT	Strand – Promoting individual and community health Individual and Community Health and Safety: participate in assisted self-care activities and acknowledge carers (HP KGP1.1)

TrackSAFE Aims For This Unit of Work

The aim of this unit of work is for students to learn and engage in meaningful Health and Physical Education (HPE) lessons with a rail safety focus.

For all students, from those who have regular exposure to trains or tracks, to those who have no exposure to trains or tracks at all, it is important to learn and practice rail safety actions. All students should be well prepared so they know what to do to keep themselves safe around train tracks and why these safety actions are so important.

Students of this age and stage of development must be supervised by an adult at all times when around train tracks, whether on a platform or at a pedestrian level crossing. They should walk while holding hands and be given prompts by the supervising adult about safe places to walk and stand (e.g. behind the yellow line). They should practise procedures for crossing at a pedestrian level crossing (STOP, LOOK, LISTEN, THINK). Supervising adults should be aware that sudden occurrences may cause a student to act impulsively without consideration of the safety consequences, for example a dropped ball or other item onto tracks may cause the student to attempt to retrieve it. Procedures for how to manage these occurrences should be reinforced (e.g. ask for help from staff, press the emergency help button).

TrackSAFE Outcomes

By the end of this unit of work, students should be able to:

- identify and describe the physical elements of the train network (pedestrian level crossing, train tracks, platform etc.) and their purpose
- describe how adults keep us safe near trains or train tracks, and why they do those things
- describe what they themselves need to do to stay safe on the train network, and why they need to do those things
- teach others how to stay safe near trains and tracks

Assessment of TrackSAFE Outcomes

Whilst the learning activities in this unit of work are focussed on the Health & Physical Education achievement standards, it has ultimately been developed specifically to improve students' knowledge, skills and attitudes around train and track safety.

Measuring change in student understanding, skills, and attitudes against the TrackSAFE Outcomes will help you to track student progress and assess the benefits of completing this unit of work in your classroom from a train and track safety perspective.