

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.

This is a teacher reference to introduce the terminology used throughout the TrackSAFE Education lessons, and vocabulary which may be introduced through students' own investigations and enquiries. Words are listed in alphabetical order.

Word or phrase	Meaning	What it can look like <small>* Varies state to state</small>
<p>Ballast</p>	<p>Rocks around the tracks and sleepers which help support the weight and vibrations of the train.</p>	

Word or phrase	Meaning	What it can look like *Varies state to state
<p>Emergency Help button</p>	<p>A designated button which calls using a direct line to an officer who can speak directly to the person requiring help, ask questions and call for assistance from emergency services. Located on most train station platforms across Australia. Often linked to a CCTV camera which activates on button press.</p> <p>Should be used in emergencies to ask for help from:</p> <ul style="list-style-type: none"> • Ambulance – e.g. sick or injured person • Police – e.g. when feeling unsafe due to being followed, a fight • Fire service – e.g. fire at station or surrounding area • Train control – e.g. to warn of potential fatal incident such as person on tracks • Similarly to the misuse of Triple Zero (000), penalties can apply for misuse. 	 

Word or phrase	Meaning	What it can look like <small>* Varies state to state</small>
<p>Gap</p>	<p>The space between a train and a platform which can vary in size. Variations exist, depending on the curve of the platform, the location of the carriage (end or middle of platform) and the make of train.</p> <p>The safety message 'Mind the gap' is often used to help prevent injuries from people falling into the gap.</p>	

Level Crossing

A designated area on the road designed for vehicles to cross train tracks. Level crossing users are protected by a combination of one or more of the following safety features:

- Road sign (Railway Crossing)
- Stop/give way sign
- Stop line
- Warning lights (flashing)
- Warning bells (ringing)
- Boom gate
- Barrier/flag person
- No safety features (usually on private property e.g. farm)

Can be separate or adjacent to a pedestrian level crossing.

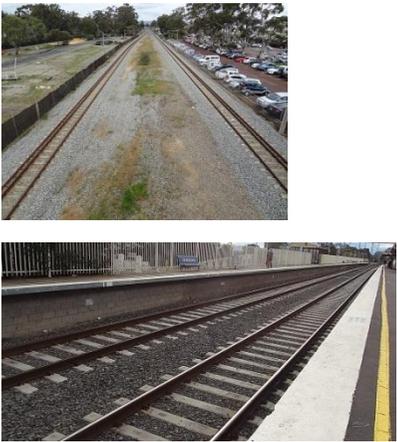


Word or phrase	Meaning	What it can look like <small>* Varies state to state</small>
<p>Overhead power lines</p>	<p>High voltage electrical wires which power electric trains. Highly dangerous due to the high voltage levels – can be between 1500V DC and 25 kV AC.</p> <p>Also known as overhead wires.</p>	

Word or phrase	Meaning	What it can look like *Varies state to state
<p>Pedestrian Level Crossing</p>	<p>A designated crossing area designed for use by pedestrians to cross train tracks. Pedestrian level crossing users are protected by a combination of one or more of the following safety features:</p> <ul style="list-style-type: none"> • Road sign (Railway Crossing) • Other warning signs (e.g. DO NOT CROSS WHILE LIGHTS ARE DISPLAYED OR ALARM SOUNDING) • Warning lights (flashing) • Warning red man lights (flashing) • Warning bells (ringing) • Gate, boom gate or other barrier • Maze (to make people look left and right) • Stop line • Double lines to walk between • No safety features (usually on private property e.g. farm) <p>Can be separate or adjacent to a level crossing.</p>	   

Word or phrase	Meaning	What it can look like <small>* Varies state to state</small>
<p>Platform</p>	<p>A place for train passengers to stand while waiting for the train, which is at the same height as the train's floor area. Can be above ground or underground. Can be covered or open. Often features a slight slope towards the tracks to allow for water runoff.</p>	
<p>Signals</p>	<p>Lights which tell the train driver when to stop, use caution and go (similar to traffic lights).</p>	

Word or phrase	Meaning	What it can look like <small>* Varies state to state</small>
<p>Sleepers</p>	<p>Rectangular concrete or wooden supports for train tracks, which are laid perpendicular to (between) the tracks. Help spread the weight of the train and keep the tracks parallel.</p>	
<p>Train</p>	<p>A large metal machine consisting of a driver's cabin and carriages. Can be used to transport passengers or freight such as goods, coal and cane. Modern trains are powered by electricity or diesel fuel. Older trains are powered by steam from coal fire.</p> <p>Have wheels which run on tracks. Only run in forward (not reverse) so driver switches ends when moving a train in the opposite direction.</p> <p>Also known as passenger train, freight train, goods train, coal train, cane train, diesel, and steam train.</p>	

Word or phrase	Meaning	What it can look like <small>* Varies state to state</small>
<p>Train station</p>	<p>A place where people catch a train. Also known as railway station or station.</p>	
<p>Train tracks</p>	<p>Two parallel steel rails designed to allow train wheels to roll forward and back. Usually supported by sleepers and ballast. Also called railway lines, train lines or tracks.</p>	

Word or phrase	Meaning	What it can look like <small>* Varies state to state</small>
<p>Yellow line (or white line)</p>	<p>A line made of yellow paint or tactile tiles, to warn people where the safe area of the platform finishes. Designed to protect people from being hit by a train or falling off the platform. Can also be used at a pedestrian level crossing for people to stop behind. Can also appear as double lines to walk between at a pedestrian level crossing.</p> <p>*Note: in South Australia, this line is white.</p>	

Lesson 1: Getting familiar with train environments

HPE Curriculum links

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)

TrackSAFE outcomes of this lesson

Students should be able to:

- **Describe** how adults keep us safe near trains or train tracks.
- **Explain** why adults do those things to keep us safe near trains or train tracks.
- **Describe** what they themselves need to do to stay safe on the train network.
- **Explain** why they need to do those things to stay safe on the train network.

1.0 Whole class learning session (20 mins)

Equipment/Preparation required: Mind mapping tool

Prepare the class for a visit to the train station (or for viewing 'Madison's Safe Side Adventure' video if your school is not located near a train station).

Ask students:

- *What physical features will we see?* (e.g. lights, boom gate, gate, fence etc.)
- *What we will hear?* (e.g. bells, horns, whistles)

Brainstorm their ideas using a mind map. Be sure to include:

- a pedestrian level crossing
- the platform
- train tracks

Suitable Mind Mapping tools include:

- Kidspiration: <http://www.inspiration.com/Kidspiration>
- Inspiration: <http://www.inspiration.com/>

- Mindnode: <http://mindnode.com/> (Mac)
- Bubbl.us: <https://bubbl.us/>
- Mindomo: <http://www.mindomo.com/>
- Mind42: <http://mind42.com/>
- My Webspiration: <http://www.mywebspiration.com/>

Encourage and use correct terminology/vocabulary (see Glossary provided) when recording student suggestions.

As suggestions are made, extend student thinking by asking questions like:

- *Why is that there?*
- *What does that do?*
- *What is that for?*

Talk to the students about the importance of holding hands with an adult when around trains and train tracks. Explore this by directing the discussion to include:

- Where they have had to hold an adult's hand in the past
- When and where it's important to hold an adult's hand
- Why it's important to hold an adult's hand

Activity

The following activity is designed as a whole class activity.

Activity 1.1 A visit to the train station (40mins*)

**Depending on school proximity to train station*

Option 1: Excursion

Equipment/Preparation required: Additional adult supervisors; camera.

The aim of this visit is to ensure that students can see and hear the physical features in the three main environments where they would encounter trains (pedestrian level crossing; train station platform; and train tracks) at work.

Ensure that you have a ratio of one adult supervisor to two students for reinforcement of 'holding hands'. These adults should be aware of the important features to point out to the students and use the vocabulary provided in the glossary during the observation.

Spend time at each location observing and discussing with the students what can be seen and heard.

Ideally, the visit should be timed so students can witness a train passing at the crossing and stopping at the station. If this is possible, adults should comment that the train is really big and fast and how it would be difficult for it to stop in an emergency.

If possible, take an extra adult with you who is responsible for photographing this trip. The photos can be used for display using a slideshow on an interactive whiteboard as a discussion trigger when you return to school; and as students work during following lessons.

Extension

- Create a *Google My Map* of the excursion route to and from the station.
- Annotate the online map with digital images, video, drawings, or student's stories to tell others about how you managed to keep safe on your trip.
- Add this map to a class blog, wiki or webpage.

Google My Maps: https://support.google.com/maps/topic/1687289?hl=en&ref_topic=1687360

Option 2: Simulated excursion (for schools without a train station nearby)

Equipment/Preparation required: [Madison's Safe Side Adventure](#) video; tape, cardboard boxes and other construction materials for the simulation; camera.

The aim of this lesson is to ensure that students can see and hear the physical features in the three main environments where they would encounter trains (pedestrian level crossing; train station platform; and train tracks) at work.

Play the video [Madison's Safe Side Adventure](#). Spend time after each location is shown observing and discussing with the students what can be seen and heard.

Ask students to help you create a simulation of the layout of the road, pedestrian level crossing and train station in the video in the classroom or school grounds. You can use any recycled construction materials such as cardboard boxes for the station, and tape for the double yellow lines on the pedestrian level crossing and yellow line on the platform.

Practise walking across the 'pedestrian level crossing' and on the 'train station platform' like Madison, Logan and their Mum did, while reinforcing the TrackSAFE actions 'holding hands' and 'STOP LOOK LISTEN THINK'.

As students walk through the simulation, point out the important features to the students using the vocabulary provided in the glossary during the observation. Comment that the (imaginary) train is really big and fast and how it would be difficult for it to stop in an emergency.

You can take photos during the simulation exercise, or use the photos in the Media Library on the [student website](#) for display using a slideshow on an interactive whiteboard as a discussion trigger; and as students work during following lessons.

Extension

- Create a *Google My Map* of the route to and from a 'station' nearby.
- Annotate the online map with digital images, video, drawings, or student's stories to tell others about how you managed to keep safe on your trip.
- Add this map to a class blog, wiki or webpage.

Google My Maps: https://support.google.com/maps/topic/1687289?hl=en&ref_topic=1687360

Lesson 2: Keeping ourselves safe

HPE Curriculum links

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)

TrackSAFE outcomes of this lesson

Students should be able to:

- **Describe** what they themselves need to do to stay safe on the train network.
- **Explain** why they need to do those things to stay safe on the train network.

2.0 Whole class learning session (20 mins)

Option 1

For students who are unfamiliar with the STOP LOOK LISTEN THINK procedure

Equipment/Preparation required: Resource 1 - Group sets of flashcards (cut up)

Display the STOP LOOK LISTEN THINK flashcards in a random order.

Discuss how each action can contribute to helping us to stay safe when near train tracks (prompt students to think deeply and make many suggestions).

Listen – For what noises?

Look – For what? In which direction?

Think – About what?

Stop – Where? Why?

Group students and ask:

- *How should we order these action words to make a successful safety message?*
- *Which action should we do first?*
- *What could happen if we listened first, or thought first?*

Hand out sets of the four cards to groups of 4 students.

Groups should discuss and decide the order of the words needed to make the most powerful safety message. Groups should share their messages and explain why the actions are in the order they chose. You may need to question, or prompt to ensure that the message order is STOP, LOOK, LISTEN, THINK.

Display student flashcards around the classroom in order to reinforce the message.

Option 2

For students who are already familiar with the STOP LOOK LISTEN THINK procedure

Equipment/Preparation required: Resource 1 - One set of flashcards (cut up); music player.

Play a game outside to reinforce and practise the STOP LOOK LISTEN THINK actions.

Ask students to walk or run, then hold flashcards up at random and call out:

- STOP (students must stop)
- LOOK (students look around)
- LISTEN (students listen for sounds)
- THINK (students think about their actions).

Group students to create a set of hand signals – each one representing one of the four actions – and students do the action corresponding to the signal.

Choose one student in the group to be the leader responsible for making the signals.

Play music while groups move to the music near their leader.

When the leader makes a signal, the group does the action (e.g. STOP). The last to do the action sits down, so after a number of turns, the winner is the last person standing.

Activities

You can allocate the following activities to groups according to student learning needs.

Activities are designed so that students can complete their activity within a one hour lesson. Each group can be working on different activities at the same time, or choose to do the same activity.

Activity 2.1 Places we held hands (40mins)

Equipment/Preparation required: Art materials, computer, data projector, presentation screen

Develop a learning intention and success criteria for identifying people and protective behaviours that help keep them safe and healthy.

Ask students to:

- **Think** of all the places on the excursion, simulated excursion or in [Madison's Safe Side Adventure](#) video (Lesson 1) where they held an adult's hand for safety.
- **Work** with you to identify these locations on a Google Map or the Google My Map created for the excursion/simulated excursion.
- **Draw** themselves and their adult partner at several of these places.
- **Dictate or write** a sentence about this safety action.
- **Reflect** on how well they have met the success criteria for identifying people and protective behaviours that help keep them safe and healthy.

Extension

Take screen shots of the Google Maps street views of the locations.

Print these to use as backgrounds when displaying student drawings or add the images to a slide show program such as MS PowerPoint or Apple Keynote.

Get students to add oral or text descriptions to the images or slideshows to explain what they did, and/or the signs that helped them to stay safe in each place.

If using a slideshow, consider using VoiceThread: <http://voicethread.com/> to add student voice, video, or text to each street view image.

Alternatively add the images or comments directly to My Maps on Google Maps and embed the student annotated map in a class blog or wiki.

Activity 2.2 Mapping our safe journeys (40mins)

Equipment/Preparation required: Art materials; computer/tablet with internet access or paper copies of maps; electronic whiteboard or projector/screen.

Develop a learning intention and success criteria for identifying people and protective behaviours that help keep them safe and healthy.

Invite students to shut their eyes and remember (think about) walking with an adult to catch a train or visit the station.

Ask students to:

- **Think** of all the places where they must:
 - Hold an adult's hand for safety, and
 - STOP LOOK LISTEN THINK.

Use a projector or interactive whiteboard to show the Google Map with a view of the walking route to the station. Alternatively print off enlarged copies of a paper map showing the route to the station.

Look at street view images of the places on the map. Locate the places students identify.

Consider using VoiceThread: <http://voicethread.com/> to add student voice, video, or text to each street view image.

Ask students to:

- **Think** of all the safety signs they saw on the excursion (or simulated excursion/video).

Use photographs taken on the excursion (or images of safety signs from the slideshow and Google Maps) to make a visual list of signs for student reference.

Ask students to:

- **Draw** themselves with an adult keeping safe at one of these locations (holding hands or practising STOP LOOK LISTEN THINK). Use images as prompts or backgrounds.
- **Add** safety signs and features that were observed on the excursion.
- **Write** (or dictate) a sentence about how these signs and features remind everyone to stay safe.
- **Reflect** on how well they have met the success criteria for identifying people and protective behaviours that help keep them safe and healthy.



Health and PE

Foundation, Years 1 and 2

Extension

Invite parents/carers and grandparents to find places on Google Maps where they held someone's hand or used STOP LOOK LISTEN THINK to keep safe.

Ask students to help them grab a screen shot of the place and to write a sentence or paragraph remembering the experience.

Use these annotated screen shots to create a community resource about holding hands (or using STOP LOOK LISTEN THINK) to stay TrackSAFE.

Refer to Ze Frank's Childhood Walk: http://www.zefrank.com/the_walk/ to see how this might take shape.

Activity 2.3 Ideas to stay safe (40 mins)

Equipment/Preparation required: Writing materials/whiteboard

Develop a learning intention and success criteria for identifying people and protective behaviours that help keep them safe and healthy.

Present the following scenario to the students:

Imagine that you have two younger brothers, Jo and Harry in your family. Harry is little so he is in a stroller. One of the adults in your family is taking your brothers on a train trip. Because the adult has to hold onto the stroller, how can Jo hold hands to stay safe?

Ask students to:

- **Think** of different things Jo could do to stay safe at the pedestrian level crossing (and/or when waiting on the platform).
- **Share** these ideas with a partner.
- **Choose** the two best ideas and share these with the class.
- **Add** these to a class list entitled “Our best ideas for keeping safe at pedestrian level crossings”.

Note: Encourage students to think flexibly. For example think of other things that Jo can hold onto like an adult’s coat or the stroller. Reinforce that there are always other ways to keep safe if you think carefully. Discuss these as strategies and actions for keeping safe.

Ask students to work in pairs to create a series of short role plays.

Setting: Pedestrian level crossing or train station platform.

Role Play 1: You are talking with Jo; describing what he can do to keep himself safe. Jo responds by asking questions about why doing this will keep him safe. You answer his questions.

Students should swap roles with their partner so they get a chance to play both roles, then complete Role Play 2.

Role Play 2: You are talking with the adult in your family; describing what you have just told Jo to keep himself safe. The adult responds by asking you to explain why this is important. You answer their questions.

Students should swap roles with their partner so they get a chance to play both roles.

Ask students to reflect on how well they have met the success criteria for identifying people and protective behaviours that help keep them safe and healthy.



Health and PE

Foundation, Years 1 and 2

Extension

Play the "Why Game" with TrackSAFE actions.

One student starts with a factual statement about keeping safe around trains and tracks. The other student listens carefully and then asks, "Why?"

The first student explains why it is true. The second student asks, "Why?"

This repeats until the first student runs out of explanations, then students swap roles, taking turns to be the statement maker.

Lesson 3: Teaching others to be TrackSAFE

HPE Curriculum links

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)

TrackSAFE outcomes of this lesson

Students should be able to:

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

2.0 Whole class learning session (35 mins)

Equipment/Preparation required: Art materials, chalk or a very large sheet of paper

Develop a learning intention and success criteria for identifying people and protective behaviours that help keep them safe and healthy.

Create a class frieze of a pedestrian level crossing and train station. This could be done with models (using chalk on the carpet for map details), or with a very large piece of paper or card.

Play the photo slideshow from the excursion/simulated excursion/photos in the Media Library of the [student website](#) as a trigger for discussion. Prompt students by asking:

- What features should be included? (**Identify**)
- Why should these features be included? (**Explain why**)
- Which areas could be unsafe? (**Identify**)
- What signs do we need? (**Predict** using prior knowledge and the photos in the

slideshow)

- What have we left out? (**Judge/Reflect**)

Work collaboratively to create the frieze. Allocate parts of the frieze to different student groups. Reflect on features that have been omitted (*What have we left out?*). For example, encourage the addition of boom gates, the pedestrian gate, the maze, signage, yellow lines on the track crossing and platform. Challenge the addition of each element (*Why does this help us keep safe?*).

Identify together places where it is important to hold hands with an adult, and for adults and students to STOP, LOOK, LISTEN, THINK. Mark these places on the frieze.

Ask students to reflect on how well they have met the success criteria for identifying people and protective behaviours that help keep them safe and healthy.

Extension

Use a computer program like ArtRage <http://www.artrage.com/> to copy, slide, turn and flip student created images of boom gates, the pedestrian gate, the maze, signage, yellow lines on the track crossing and platform etc., to create a frieze with a message about keeping safe around trains and tracks.

Explore different friezes from the history of art. For example, look at a frieze in a Greek temple, a wallpaper frieze, and contemporary children's bedroom alphabet friezes. Investigate how the friezes were created and any message or story in the patterns and images on a frieze.

Activity

The following activity is designed as a whole class activity.

Activity 2.1 Communicating our TrackSAFE messages (25mins)

Equipment/Preparation required: Varies depending on activity chosen - art materials; writing materials; computer/tablet; e-book writing software.

Develop a learning intention and success criteria for identifying actions that promote health, safety and wellbeing.

Ask students to create a safety message and an interesting way of communicating that safety message to the school community.

The message should either encourage other students to hold hands with an adult, to STOP LOOK LISTEN THINK, or both.

Some ideas for communicating this message are (you might have others):

- **Present** at assembly – report about your trip to the train station, display the safety messages and explain why it is so important.
- **Make** a poster or postcard to display your safety messages
- **Display** your safety messages at the local community centre, library or shops.
- **Write** a report about your group’s development of your safety messages for the school newsletter or website.
- **Use** email or a class blog to communicate your message.
- **Make** children’s picture books suitable for reading with pre-schoolers. Visit a local pre-school or childcare centre and read your books to the children.
- **Make** an e-book about the different ways you can keep safe around trains and tracks. You can assist students to use software such as
 - iBooks Author for Mac
 - Book Creator for iPad

Upload the book to your school and other community websites so that it can be accessed by people in your local community and beyond. Messages can be also uploaded to the [feedback and giveaways](#) page of the TrackSAFE Education website for sharing with the TrackSAFE community.

Ask students to reflect on how well they have met the success criteria for identifying actions that promote health, safety and wellbeing.

LISTEN

STOP

THINK

LOOK

Dear Parent/Carer

At school your child is learning about how to stay safe near trains and tracks through the TrackSAFE Education: Rail Safety for Schools program.

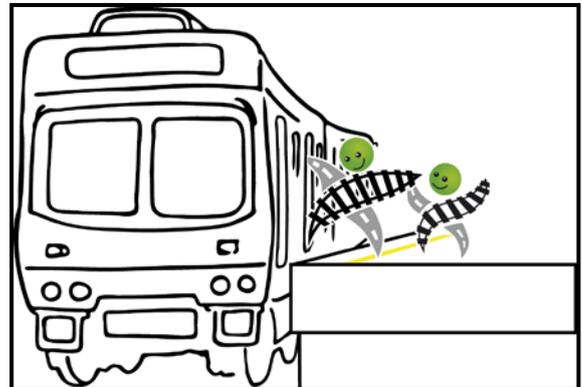
You can help reinforce what they learn in the classroom by practising waiting safely on a station platform or cross at a pedestrian level crossing with them every time you catch a train or cross railway lines. We call these the 'TrackSAFE actions'.

Often children know how to behave safely on platforms or around pedestrian level crossing; however this does not always translate in their actions, especially when there are other distractions.

Young children need continuous reinforcement to help them stay safe around trains and tracks. It's as important as teaching your child to swim - no matter where they live or how often they see trains and tracks, they need to practise regularly so they can stay safe when they need to.

Each time you visit a platform and train tracks with your child, please reinforce the TrackSAFE actions. You could ask them to tell you and show you what they know already, and fill in any gaps using the information below.

It could save your child's life.



Refresh your knowledge: platform safety with kids



- When on a station platform, always hold your child's hand or get them to hold a safe alternative such as part of your clothing, an older sibling's hand or stroller.
- Talk about the yellow line and why we must stay behind it. When the train arrives wait for the train to come to a complete stop before crossing over the yellow line.
- Talk about the different safety features, such as signs and lines; why these safety features are there; and how they keep us safe.

Refresh your knowledge: pedestrian level crossing safety with kids

- Hold your child's hand when approaching and waiting. If you are pushing a stroller, you could ask your child to hold the stroller.
- Talk about the crossing procedure STOP LOOK LISTEN THINK.

STOP behind the line.
LOOK both ways for trains.
LISTEN for trains coming.
THINK, "Is it safe to cross?"

Why is it important to do this every time they cross? It will help keep them safe!



- Wait until the bells and lights have stopped and the pedestrian gate opens (if there is one) and repeat STOP LOOK LISTEN THINK.
- When crossing, point out the double lines and always walk between them.
- Wait away from a pedestrian level crossing and discuss with your child what they can see. Reinforce safe vocabulary and talk about how we know where the safe place to cross is.
- If a train passes through, talk about how big the train is, how it goes really fast, and how hard it is for the driver to stop it.
- Remind them to hop off their bike or scooter and walk across the tracks: the wheels could get stuck.



Refresh your knowledge: Track safety with kids



- Reinforce that trains can come from any time and from either direction. Remind them to walk to a more suitable place to cross e.g. a pedestrian level crossing.
- Talk to your child about the dangers of unfenced train tracks, and what to do if there is no pedestrian level crossing.
- For remote tracks with no crossings, strongly reinforce STOP LOOK LISTEN THINK.
- Discuss with your child how important it is to remove headphones when you are near train tracks. Encourage them to listen for the noises associated with approaching trains, such as bells, warning sounds, and the moving train.

We thank you for making rail safety a priority in your family.



Dear Parent/Carer

Your student is participating in TrackSAFE Education: Rail Safety for Schools, a rail safety education initiative designed for students to learn about train and track safety.

We ask teachers to take photos and/or film their students participating in the lessons, and/or samples of their work. We provide a secure upload facility for teachers to share these items with us. We will use the photos, videos and student work samples to promote your school and your student's achievements to the community, and to promote the program to teachers across Australia via our website, social media and other forums, such as at teacher conferences. They can also help us review and evaluate the resources to ensure they continue to meet the needs of schools.

The school is seeking your permission to photograph and/or film your student during their participation in the lessons, and to share their work with us. We have attached a permission slip which you need to return to the teacher by the date requested.

If you have any questions, please ask the teacher or feel free to contact us at info@tracksafeeducation.com.au. You can also visit our website at tracksafeeducation.com.au for further information, and to see how student images, videos and work samples are used.

Kind Regards
The TrackSAFE Education Team
A TrackSAFE Foundation initiative

(Please tick the applicable response)

I give permission for the teacher to take photos/video of my student and samples of their work and submit them to TrackSAFE, who will use them to share with the community; evaluate and promote the TrackSAFE Education: Rail Safety for Schools program.

I **do not** give permission for photos of/videos of/work samples from my student to be taken and shared with TrackSAFE.

Student Name _____ Date _____

Name _____ (Parent/Carer) Signed _____ (Parent/Carer)



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