

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 TrackSAFE Education photos and video provided on our [student site](#) 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, so a variety of images are available. 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

Years 3 and 4

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

- Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe ([ACPPS035](#))
- Identify and practise strategies to promote health, safety and wellbeing ([ACPPS036](#))

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 at this age and developmental stage are starting to take more responsibility for their own safety and to travel more independently, however should still be supervised when on a platform and particularly when crossing at a pedestrian level crossing. They are starting to develop reasoning skills and a deeper understanding of the importance of staying safe. Students of this age may engage in dangerous behaviour around tracks when external influences exist, e.g. running late, peer pressure, bullying or through dropping item on tracks. Procedures for how to manage these influences should be reinforced (e.g. take the next train, say no, ask for help from staff, press the emergency help button). They are starting to develop skills in keeping others safe, and influencing others to take responsibility for their own safety.

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 HPE 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.

Lesson 1: Travelling safely to school

HPE Curriculum links

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

- Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe ([ACPPS035](#))
- Identify and practise strategies to promote health, safety and wellbeing ([ACPPS036](#))

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.

1.0 Whole class learning session (40 mins)

Equipment/Preparation required: Whiteboard or IWB; a variety of art materials; large map of the neighbourhood e.g. via Google Maps on projector;

Develop a learning intention and success criteria for identifying, exploring and/or practising strategies to promote health, safety and wellbeing.

Pose the question – *What smart choices did you make today?*

Note: Smart choice thinking is thinking about the actions that will keep you safe.

Ask students how they think people (students and teachers) travelled to their school today.

Write their answers as headings for a display chart or on the electronic whiteboard. If train travel is not relevant in your community add an extra column or columns for other ways people travel to school in Australia.

For example:

Method of travel	Train	Car	Tram	Walked	Bike	Other ways
Smart choices made on the way to school.						

Ask students to work in pairs to:

- **Choose** one way of travelling to school.
- **List** all the smart choices/decisions a person travelling this way would make, in the time between when they left home and arrived at school. Prompt them to think about actions that would help keep the person safe.
- **Add** their best three smart choices to the class resource.

This activity will be helped if students had access to large maps of the neighbourhood around their school so they can see crossings and other hazards they navigated on the journey from home to school.

Discuss the smart choices students and/or teachers made when coming to school. Prompt where necessary – not all students may be aware of the actions. If they travelled by car they may not consider they had any responsibility; remind them - they wore their seat belt, didn't distract the driver, left the car via the kerb-side door etc. If students have little experience of travelling by train or crossing a level crossing or pedestrian level crossing, you will need to introduce some smart choices for this mode of transport. Add these choices to the class smart choices table.

Get students to select one of the smart choices – e.g. wearing a seat belt, staying behind the yellow line.

Ask students:

- Who **protected** you by making this smart choice for you when you were little?
- Who **guided** you, reminding you to make this smart choice when you got older?
- Who **taught** you about why this choice is a smart choice so you can make your smart choices now you are X years old.

Ask students to reflect on responsibility for their safety and their attitude to the importance of safety:

When they were younger, adults kept them safe. Now they are growing up, they can take more and more responsibility for their own safety. Sometimes they can help others make smart choices.

Broaden the discussion to include other smart choices taken when travelling to school.

Reflect on who is responsible for making these smart choices and taking these actions. If students are not currently responsible for making a smart choice prompt them to notice that as they get older they will be.

Ask students to build a massive floor map representing the layout of the neighbourhood around the school. Allocate different tasks to different groups. Use cardboard boxes, blocks and chalk and tape to represent landmarks, buildings and transport routes.

Ask students to move around the floor, showing which direction they travelled from. Ask them to talk about their journeys (emphasising the smart choices they made and the safe actions they made). Encourage other students to ask them why the choice was smart and why the action was safe.

Reflect on how well they have met the success criteria for identifying, exploring and/or practising strategies to promote health, safety and wellbeing

Activity

The following activity is designed as a whole class activity.

Activity 1.1 'Smart choice' thought bubbles (20mins)

Equipment/Preparation required: Art materials; stiff card; scissors.

Develop a learning intention and success criteria for:

- Identifying, exploring and/or practising strategies to promote health, safety and wellbeing; and
- Describing and applying strategies that can be used in situations that make them feel uncomfortable or unsafe.

Ask students to:

- **Draw** a picture of them travelling to school.
- **Cut** out the picture.
- **Create** two thought bubble blanks to add to the picture.
- **Think** about their thinking when travelling to school.
"What did you notice?"
- **Choose** one "I noticed..." thought for the thought bubble.
e.g. "I noticed that the road is busy there."
- **Write** the "I noticed..." thought into the thought bubble.
- **Attach** the thought bubble to the picture.
- **Think** about the smart choice thinking caused by what they noticed.
"What does that mean?"
- **Choose** one smart choice thought for a second thought bubble.
e.g. "That means I need to cross the road at the pedestrian crossing." or
"That means I need to double check that the strap on my bike helmet is done up."
- **Write** their smart choice thought into a second thought bubble.
- **Attach** their smart choice thought bubble to the picture.
- **Reflect** on how well they have met the success criteria for identifying, exploring and/or practising strategies to promote health, safety and wellbeing; and describing and applying strategies that can be used in situations that make them feel uncomfortable or unsafe.

Come back together as a class. Students can then place their pictures with thought bubbles on the appropriate spot on the floor to represent themselves travelling to school.

Invite another class to visit your classroom to look at this model and take photos for display.

Extension

Make up a 'guess the smart choice' card game.

As an example, students could use photos (or text descriptions) of the different situations they notice in their local community when travelling to school. Mount the situations on stiff card. Write suitable answers on the back of each card.

Players pick the top card in a stack.

If they guess the smart choice they get to keep the card and continue playing.

If they cannot guess the smart choice the card is returned to the bottom of the stack and another player takes a card.

The winner is the player who has the most cards when all cards are finished.

Lesson 2: Safety is worth thinking about

HPE Curriculum links

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

- Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe ([ACPPS035](#))
- Identify and practise strategies to promote health, safety and wellbeing ([ACPPS036](#))

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 (30 mins)

Equipment/Preparation required: Paper and markers for recording displaying list; Electronic whiteboard or projector to display infrastructure photos (or printed copies of photos: see Media Library on [student website](#)).

Develop a learning intention and success criteria for identifying, exploring and practising strategies to promote health, safety and wellbeing

Introduce the topic of train tracks.

- **Ask** where students have seen tracks. Some students will have seen tracks in their local community others will have seen them on television or at the movies, in books, or on a holiday.
- **Record** the list of places where we have seen train tracks for display in the classroom.
- **Show** the infrastructure photos, which can be viewed in the Media Library on the [student website](#).
- **Discuss** what can be seen in the photos, reinforcing correct terminology (for your reference, correct terminology is listed in the Glossary). Talk about the physical elements that can be seen, encouraging students to note similarities and differences in the infrastructure as the photos scroll through.

For example, when looking at the crossing photos, explain that:

- Crossings provide a means for vehicles, pedestrians and animals to cross over train tracks.
- Each crossing is different because it is in a different place, but they have a number of features in common.
- These features are designed to stop trains from colliding with crossing users and include barriers, gates, coloured lights, bells, mazes, train signals and signs. Crossings may have one or many of these features.

- Some places have designated pedestrian level crossings to help keep pedestrians safer, and others have level crossings where cars and pedestrians must share the road.
- The risks at crossings include pedestrian trips; cyclist falls; cars or other vehicles colliding with the barriers, pedestrians, or other vehicles; and vehicles or pedestrians colliding with trains.
- Most of the unsafe situations are caused by people making mistakes; people deliberately ignoring warning signals and signs; and people trespassing along the tracks.
- A smaller number of unsafe situations are caused by poor visibility; equipment malfunction; or train network or driver error.

Stop at appropriate photos and ask students to work in pairs to:

- **Identify** places where they would need to take care. (*"I noticed..."*)
- **Identify** what they could do to keep themselves safe. (*"That means I need to..."*)

Follow the pattern of self-talk students used in Lesson 1 with the thought bubbles.

e.g. "***I noticed*** that there are train tracks that I need to cross. The ground is a bit uneven. ***That means I need to*** watch for the lights and listen for bells, and walk across the tracks at the pedestrian level crossing. ***I need to*** watch the ground ahead so I don't trip."

Allow students time to practise this 'self-talk' with each other. They should also show each other the picture of themselves that they created in Lesson 1 and explain where they were when they thought of the safety considerations and actions.

Through discussion and teacher prompting, create a list of 'TrackSAFE actions' for display.

Ensure that actions specific to the students' local community are included and explored in the list.

Give students time to reflect on how well they have met the success criteria for identifying, exploring and or practising strategies to promote health, safety and wellbeing.

Activities

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

You can also allow students to choose one or more activities themselves. All activities provide guidance to students so they can be completed independently. These can be read to the groups if not appropriate to their reading level.

Activities are designed so that students can complete their chosen 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 Comic creator (30mins)

Equipment/Preparation required: Resource 1; Printed copies of photos showing platforms, or access to internet to display photos in Media Library on [student website](#) on an electronic whiteboard/projector (if needed); art materials.

Develop a learning intention and success criteria for:

- Identifying, exploring and/or practising strategies to promote health, safety and wellbeing; and
- Describing and applying strategies that can be used in situations that make them feel uncomfortable or unsafe.

Ask students to work in pairs to:

- **Create** a comic strip (between one and six frames long). Use the comic book template provided (Resource 1), or an online comic creator, e.g. ReadWriteThink Comic Creator: <http://www.readwritethink.org/files/resources/interactives/comic/>
- **Plan** what will happen in each frame.
- **Draw** comic book style pictures of yourself and a friend as characters on the station platform demonstrating TrackSAFE actions to stay safe around trains and tracks. You can look at the photos in the Media Library on the [student website](#) to help give you ideas.
- **Add** thought bubbles to show how you are noticing things at the station.
- **Add** speech bubbles to show how you are making smart choices and talking about the TrackSAFE actions to keep yourselves safe.
- **Create** a heading for the comic strip that shows why safety near train tracks is important to you.
- **Reflect** on how well you have met the success criteria for identifying, exploring and/or practising strategies to promote health, safety and wellbeing; and describing and applying strategies that can be used in situations that make them feel uncomfortable or unsafe.

Extension

Use green screen effects to place students in their comics using their creations as a background. Students can bring their comic to life by filming themselves doing the TrackSAFE actions. Students can use editing software to add thought and speech bubbles to show how they are thinking and acting to keep safe around tracks and trains.

Some tips for using green screen effects and appropriate editing software can be found at:

- Green Screen Filmmaking in the Classroom <http://digitalgeneration.wikispaces.com/Green-screen+video>
- Green Screen effect on the iPad <http://diaryofatechiechick.blogspot.com.au/2013/05/green-screen-effect-on-ipad.html>
- How to: Green Screen for Schools <http://ssclc.wordpress.com/2010/10/27/greenscreen/>

Activity 2.2 First train trip (30mins)

Equipment/Preparation required: None

Develop a learning intention and success criteria for identifying, exploring and practising strategies to promote health, safety and wellbeing.

Students can create a role play about trains and tracks that identifies the areas where extra care should be taken and the actions that will keep students safe.

Ask students to work in threes to:

- **Create** a role play about taking a friend (who has never been on a train before) on your first ever train trip.
 - **Student One:** You are excited about the trip and is experienced in keeping safe around trains and tracks.
 - **Student Two:** You are excited about the trip and have never travelled by train before. The only previous experience you have with trains is watching Road Runner cartoons. You are very curious about what it will be like, what you should do to be safe and why doing these things will keep you safe. You have lots of questions.
 - **Student Three:** You provide all the BeatBox (vocal percussion) sound effects to mimic the sounds heard at the station.

When the pairs have practised, these role plays can be performed for another group.

Groups can give and receive feedback on how well the performance meets the success criteria in identifying, exploring and practising strategies to promote health, safety and wellbeing.

Activity 2.3 TrackSAFE actions game (30mins)

Equipment/Preparation required: Large orange cones; an open space; sheet of paper; writing materials

Develop a learning intention and success criteria for identifying, exploring and practising strategies to promote health, safety and wellbeing.

Ask students to work in groups to create a game is played in a gym or large open space.

The game should teach your class important actions about keeping safe around trains and tracks.

Ask students to:

- **List** some TrackSAFE actions that help keep you safe around pedestrian level crossings, platforms and train tracks.
- **Choose** the actions you think are most important for each location. These are the TrackSAFE actions you will use in the game.
- **Design** a game where players have to try to get to one of the three cones by following TrackSAFE actions called out by the game creator. You could adapt other games such as 'What's the time Mr Wolf?', 'Musical Chairs', 'Rock Paper Scissors', or 'Red Light, Green Light'.
- **Set up** three orange cones in an open space. The cones represent:
 - a pedestrian level crossing
 - a platform
 - train tracks
- **Invite** other students to come out and try your game.
- **Make improvements** to the game in response to feedback from other students.
- **Write** a set of simple instructions to tell other students how to play your game.
- **Reflect** on how well you have met the success criteria for identifying, exploring and practising strategies to promote health, safety and wellbeing.

Extension: Create a three minute promotional video for your game featuring the game developers, feedback from excited participants, action from the game itself, and bloopers.

Lesson 3: Safety can always be better

HPE Curriculum links

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

- Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe ([ACPPS035](#))
- Identify and practise strategies to promote health, safety and wellbeing ([ACPPS036](#))

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

3.0 Whole class learning session (20 mins)

Equipment/Preparation required: Whiteboard or electronic whiteboard

Develop a learning intention and success criteria for describing and applying strategies that can be used in situations that make them feel uncomfortable or unsafe.

Pose a series of questions to prompt a class discussion about trains and tracks, e.g.

- *‘How could safety around train tracks be improved?’*
- *‘What could we change to make trains and tracks safer for ourselves, our families and our communities?’*
- *‘If you could change one thing to make tracks and trains safer what would you change?’*

Note: These ideas for change are likely to fall into the following categories:

- Changes to infrastructure
- Changes to rules and enforcement
- Changes to people’s TrackSAFE knowledge
- Changes to people’s TrackSAFE skills
- Changes to people’s TrackSAFE attitudes
- Changes to people’s TrackSAFE behaviours.

Ask students to:

- **Contribute** ideas to the group discussion.
- **Classify** or sort these ideas into the categories – you can use the scaffold provided.

Ideas for changing ...					
Infrastructure	Rules and enforcement	People's TrackSAFE knowledge	People's TrackSAFE skills	People's TrackSAFE attitudes	People's TrackSAFE behaviours

- **Choose** their favourite change idea from the list.
- **Develop** an action plan for making this change happen.

Note: Explain to students that changing people's behaviour is very difficult to do; mind control is not ethical. For example, people know smoking, eating too much fatty food, driving too fast and not exercising are unhealthy, but they continue to behave in ways that put their lives at risk.

Some people make mistakes or errors around trains and train tracks; yet others choose to act in unsafe ways.

Explain that advertisers put a lot of energy into changing people's knowledge and attitudes towards their products so that people "fall in love" with the brand and change their shopping behaviours to buy one product in preference to another.

- **Think** of a way to make people fall in love with track safety so that people want to act in TrackSAFE ways and feel uncomfortable when they cannot.

Provide opportunities for students to reflect on how well they have met the success criteria for describing and apply strategies that can be used in situations that make them feel uncomfortable or unsafe.

Activities

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

You can also allow students to choose one or more activities themselves. All activities provide guidance to students so they can be completed independently. These can be read to the groups if not appropriate to their reading level.

Activities are designed so that students can complete their chosen 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 3.1 Announcement strategies (40mins)

Equipment/Preparation required: Writing materials, audio recording equipment

Develop a learning intention and success criteria for describing and applying strategies that can be used in situations that make them feel uncomfortable or unsafe.

Ask students to work in groups to come up with a strategy to deal with the following situation:

A group of teenagers are waiting on a station platform. They are showing off and throwing a ball around trying to hit each other. The students are getting louder and more boisterous as the game unfolds.

- **Create** a story board to show what might happen if they continue mucking around on the platform.
- **Describe** three possible outcomes:
 - Nothing happens
 - Bad things happen
 - Good things happen
- **Imagine** you are in charge of health and safety at the station – you cannot take any risk of bad things happening. You have to take some action to stop the group of teenagers mucking around on the platform.
- **Create** a loudspeaker announcement to encourage these teenagers to make safe choices while waiting on the platform.
- **Decide** on the words you will use to persuade the teenagers to stop. Remember how you like to be told to do the right thing. What approach works best for you?
- **Record** the announcement.
- **Share** your announcement with another group of students.
- **Discuss** how effective this approach may be in influencing the behaviour of the teenagers.
- **Share** the announcement with the class.
- **Reflect** on how well your announcement meets the success criteria for describing and apply strategies that can be used in situations that make you feel uncomfortable or unsafe.

Extension: Think of other strategies that could be used to persuade the teenagers to stop mucking around on the station.

Activity 3.2 Design an app (40mins)

Equipment/Preparation required: Computers/tablets; photos of level crossings (can be shown on an IWB/projector using the Media Library on the [student website](#); library or internet access, or railway experts; writing and drawing materials.

Develop a learning intention and success criteria for identifying, exploring and practising strategies to promote health, safety and wellbeing

Ask students to work in groups to create a TrackSAFE mobile phone app to help people walk across level crossings safely.

Some level crossings in rural areas don't have a place specifically for pedestrians to cross. Some don't even have boom gates. On the other hand, some are designated pedestrian level crossings with so many flashing lights, signs, sounds, gates and instructions they almost take you by the hand and walk you across!

You can look at photos of country and city level crossings to see these differences in the media library of the TrackSAFE Education [student website](#).

- **Find out** why some level crossings are so different from others. Use library books, internet searches, railway experts in your local community, friends and relatives in other parts of Australia to help you research level crossings.
- **Choose** a crossing type that you are unfamiliar with e.g. if you live in a country area where there are no designated pedestrian level crossings, choose a pedestrian level crossing you might see in the city.
- **Identify** the hazards these crossings present and what safety measures you would take if you needed to cross at one of these crossings on foot.
- **Make** a table to record these ideas, like this one:

Crossing type:	
Level crossing hazards	Strategies for managing the hazards

- **Compare and contrast** the track safety risks in country and city areas. How are they similar? How are they different?
- **Design** the user interface screen for a TrackSAFE mobile phone app that provides simple instructions for crossing safely at level crossings.
- **Write** simple instructions for crossing at a country or city level crossing to include in the app. The instructions should be written to help people who have never seen the type of level crossing before and feel unsafe when they have to cross the tracks.
- **Reflect** on how well your mobile phone app and instructions meet the success criteria for describing and apply strategies that can be used in situations that make you feel uncomfortable or unsafe.

Extension:

- **Design** the user interface screen and write instructions for other TrackSAFE actions e.g. crossing safely at a different type of level crossing; staying behind the yellow line at a station etc.
- **Research** how you might be able to develop, market and sell your app.

Activity 3.3 Interviews with crossing users (40mins)

Equipment/Preparation required: Video or audio recording equipment

Develop a learning intention and success criteria for describing and apply strategies that can be used in situations that make them feel uncomfortable or unsafe.

Ask students to work in small groups to come up with a strategy to deal with the following situation:

Imagine you are a reporter for a new TV show about safety. You are at a pedestrian level crossing and there is a train approaching so the automatic gate is closed. There is an adult with a toddler, an elderly lady with a shopping trolley, a teenager wearing headphones and a group of very impatient bargain hunters. Your job is to interview each person and ask them a few questions.

Note: Each person being interviewed is very different. They will not all welcome your attempt to get them to talk on camera or microphone.

- **Interview** each person - the others in your group can play the role of the person being interviewed.
- **Ask** each person:
 - what they are doing at that moment
 - whether they think their behaviour is safe, not safe or none of your business
 - what they should do to be safe around train tracks
 - why acting in safe ways is important to them.
- **Share ways** in which each person being interviewed could improve their personal safety using your knowledge of TrackSAFE actions and strategies.
- **Record** the interviews using an audio or video recorder. Share these recordings with the class.
- **Reflect** on how well your interviews meet the success criteria for describing and apply strategies that can be used in situations that make them feel uncomfortable or unsafe.


Extension:



- Practise using "I" statements as a way to express your feelings and reactions to others doing unsafe actions around tracks and trains. Use prompts to help you talk about difficult behaviours.


For example, as an alternative to saying, "You are a _____ for acting in such a _____ way," you can practise saying, "When you _____, I feel _____".

Frame 1	Frame 2	Frame 3	Frame 4	Frame 5	Frame 6
What happens:	What happens:	What happens:	What happens:	What happens:	What happens:

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>
Ballast	Rocks around the tracks and sleepers which help support the weight and vibrations of the train.	

Word or phrase	Meaning	What it can look like *Varies state to state
Emergency Help button	<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 *Varies state to state
Gap	<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.


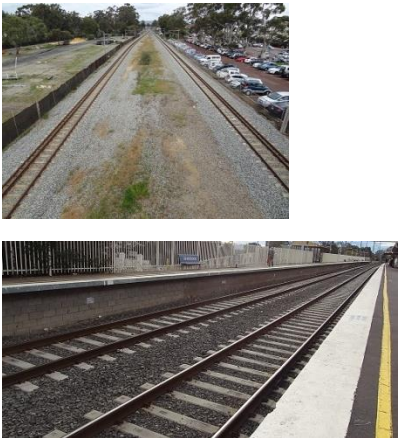



Word or phrase	Meaning	What it can look like <small>* Varies state to state</small>
Overhead power lines	<p>High voltage electrical wires which power electric trains. Highly dangerous due to the high voltage levels – can be between 1500V DC and 25 kV AC.</p> <p>Also known as overhead wires.</p>	

Word or phrase	Meaning	What it can look like *Varies state to state
Pedestrian Level Crossing	<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 *Varies state to state
Platform	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.	
Signals	Lights which tell the train driver when to stop, use caution and go (similar to traffic lights).	

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

Word or phrase	Meaning	What it can look like <small>* Varies state to state</small>
Yellow line (or white line)	<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><small>*Note: in South Australia, this line is white.</small></p>	

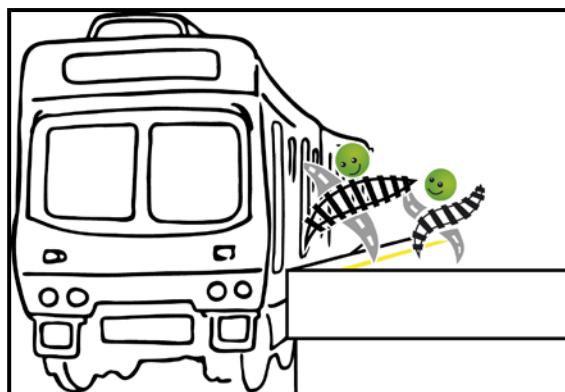
Dear Parent/Carer

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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