

### 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 Descriptions

#### Years 5 and 6

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

- Plan and practise strategies to promote health, safety and wellbeing ([ACPPS054](#))

**Personal, Social and Community Health:** *Communicating and interacting for health and wellbeing*

- Practise skills to establish and manage relationships ([ACPPS055](#))
- Examine the influence of emotional responses on behaviour and relationships ([ACPPS056](#))

### 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 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.

## Lesson 1: What does 'safe' mean to me?

### HPE Curriculum links

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

- Plan and practise strategies to promote health, safety and wellbeing ([ACPPS054](#))

### 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** 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 (25 minutes)

**Equipment/preparation required:** Writing materials or computers/ tablets

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

Pose the question to the class *'What does the term SAFE mean?'*

Prompt students to think flexibly by categorising "SAFE".

For example, ask students what SAFE means to a pre-schooler, a local shopkeeper, a tourist, a town planner, a refugee, a local council politician, a religious minister, a jogger, a fast foot outlet employee, a medical doctor, a cyclist, an advertising executive, a scientist, a teacher, a student, a mother, a father, or a football/netball coach.

Divide students into groups of three.

Ask each group is to discuss the question and create a statement/message along with an image/symbol describing what they think "SAFE" is all about. The statement could take the form of a generalisation:

*'Overall we think "SAFE" is [insert claim] because [insert reason] because [insert evidence].'*

Display each group's answer.

Look for words that appear in many statements and underline them. Alternatively ask students to enter all their statements into a word cloud generator like Wordle: <http://www.wordle.net/>. This application will generate a word cloud giving prominence to words that appear more frequently in the source text from students.

Ask the class to use the student word cloud and statements to formulate a class statement/message about “SAFE”.

Discuss the statement/message in terms of

- **Audience** – which group in our local community will benefit most from reading this message?
- **Context** – where will the statement matter/have relevance? (at the beach, in the playground, at a train station etc.)
- **Sharing** - how will you get the message out to the people that need it most? How will your class let others know about this statement?

Ask students to reflect on how well their communication strategy meets the success criteria for planning and or practising strategies to promote health, safety and wellbeing.

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## 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.

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.

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### Activity 1.1 Safe paths for Hobbitses (35 minutes)

**Equipment/Preparation required:** Printed photo of a pedestrian level crossing from the Media Library on the TrackSAFE Education [student website](#); art materials.

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

Discuss the quote:

**Gollum:** “Oh! We knows! We knows safe paths for hobbitses! Safe paths in the dark...SHUT UP.”

***The Hobbit: An Unexpected Journey (2012)***

Ask students if they know any safe paths. Do they know any safe paths for “hobbitses” around track and trains, in the dark, and in the light?

Emphasise that safety involves both **recognising** and **managing** hazards.

Ask students to do the following activity:

- **Draw** a diagram of a pedestrian level crossing. If you are unfamiliar with these, a photo of one can be found in the Media Library on the TrackSAFE Education [student website](#).
- **Mark** all the places that you identify as potential hazards.
- **Annotate** the diagram with instructions for “safe paths”.
- **Write** a list of these instructions on a small card suitable for carrying in a wallet, purse or shirt pocket.
- **Title** the card – Safe paths for crossing train tracks at a Pedestrian Level Crossing.
- **Reflect** on how well you have met the success criteria for planning and or practising strategies to promote health, safety and wellbeing.

**Extension:** Create a series of “safe paths” pocket cards for travelling around trains and tracks.

### Activity 1.2 Stick figures in peril! (35 minutes)

**Equipment/ Preparation required:** Audio recording equipment; art materials.

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

Share some suitable images from the Flickr stream “Stick Figures in Peril”. <http://www.flickr.com/search/?q=stick+figures+in+peril>

Explain that people are worried about the unsafe behaviours of stick figures across the world and want to develop some strategies to promote their health and wellbeing.

Ask students to plan and practise some strategies for promoting health, safety and wellbeing for stick figures around trains and tracks in Australia.

**Note:** The student strategies must adopt a strengths based approach. It should not use shock, fear or horror, and instead encourage strategies for the stick figures to notice and manage hazards around trains and tracks to keep themselves safe.

Ask students to work in groups to:

- **Think** of ways to explain to stick figures why there is a yellow line on station platforms and how staying behind it keeps us safe.
- **Create a keeping safe strategy based on a:**
  - **sign** to use at platforms to remind stick people to stand behind the line. The sign must show them why it is important, or an
  - **announcement** to remind people to stand behind the yellow line and why it is important. Record the announcement with a computer or tablet and play it to the class.
- **Reflect** on how well you have met the success criteria for planning and or practising strategies to promote health, safety and wellbeing.

**Extension:** Interview a stick person to find out how effective your sign or announcement was in making them feel more able to notice and act on hazards around trains and tracks.

### Activity 1.3 An island train network (35 minutes)

**Equipment/Preparation required:** Computer/tablet with internet access

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

Ask students to work in groups to complete the following activity:

Imagine you are part of the train network design team hoping to get the contract for a new train system to be developed on an island being changed into a theme park tourist resort for people who love trains and tracks. The network you design will be promoted as the safest train network in the world.

- **Design** a train network to meet the needs of visitors and residents on the island.

The island will have 6 towns with a station in each town - but no road transport system. Visitors will have to walk, cycle or use trains to get around.

The train network must contain at least 4 features for keeping pedestrians, cyclists and train users safe around tracks and trains

- **Locate** a suitable imaginary island - Use Google maps and look around Tonga or north of Darwin into the Timor Sea (or an area of your choice) for possibilities.
- **Keep a record** of all your planning discussions and decisions.
- **Create** a mock-up of your plans on [Google SketchUp](#) or similar software design program.
- **Share** your design proposal with a group of students acting as the consortium backing the development. Share the safety features you have included and give reasons to justify any design decisions.
- **Reflect** on how well you have met the success criteria for planning and or practising strategies to promote health, safety and wellbeing.

**Extension:** Create an argument for or against allowing a road network to be added to the transport network on the island. Make a claim. Give reasons for your position. Provide explanations and evidence to back up your reasons.

## Lesson 2: Be positive about safety

### HPE Curriculum links

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

- Plan and practise strategies to promote health, safety and wellbeing ([ACPPS054](#))

**Personal, Social and Community Health:** Communicating and interacting for health and wellbeing

- Practise skills to establish and manage relationships ([ACPPS055](#))
- Examine the influence of emotional responses on behaviour and relationships ([ACPPS056](#))

### 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.
- **Teach** others how to stay safe near trains and tracks.

## 2.0 Whole class learning session (20 minutes)

**Equipment/Preparation required:** Electronic whiteboard; computer/tablet with internet connection

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

View the advertisements:

- **'Dumb ways to die'** <http://youtu.be/IJNR2EpS0jw>

Use discretion and seek parent approval before deciding whether to show students the original "Dumb ways to die" campaign from Metro Trains Melbourne. The three-minute advertisement on YouTube was designed to curb preventable train-related deaths.

- **'Legend'** <http://youtu.be/IJNR2EpS0jw>

Use discretion and seek parent approval before deciding whether to show students the "Legend" television advertisement from the New Zealand Transport Agencies "Safer Journeys" campaign. The advertisement was designed to curb drunk driving by young people as part of an on-going road safety campaign.

If you decide not to show these ads, you could either simply describe the purpose of the ads without showing it, choose an alternative advertisement, or skip to the next part of the lesson.

Follow up with a class discussion – who is the target audience for these advertisements? What is similar between the two advertisements? Does using humour prompt you to consider safety in a different way? Do you think these advertisements be successful in changing people’s attitudes and behaviour towards unsafe actions? What causes people who know a lot about safety to choose to ignore it?

Discuss the influences or circumstances that can cause people to forget or ignore what they know about safety. List student ideas where all can see. Ensure by prompting and questioning that peer pressure, showing off, running late, panicking and risk-taking are included in the list. Draw parallels with the challenges of road safety education, healthy eating, and anti-smoking programs. Find out what students know about these programs that could be applied to encouraging safe behaviours around train tracks.

Reflect on how well students have met the success criteria for planning and or practising strategies to promote health, safety and wellbeing.

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## Activities

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### Activity 2.1 The power of the inner voice (40 minutes)

**Equipment/Preparation required:** Writing materials.

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

Ask students to work in a group to consider how best to manage the risks at pedestrian level crossings. What are the most effective strategies for keeping yourself, family and friends safe?

Ask students to:

- **Identify** circumstances that can influence safe outcomes at pedestrian level crossings.
- **List** these e.g. running late for the train, sneaking around the barriers, being distracted by something else going on in people's lives, listening to music through headphones.
- **Identify** a group in your local community who would benefit from hearing a safety message about level crossings.
- **Create** an imaginary person and an inner voice scenario for each situation in the list. For example, 'If I miss the train I'll get into trouble!'
- **Introduce** a second voice to prompt them to make safe choices, for example, 'Oh well, there's another train in a few minutes – I'll just have to be late. Better late than never.'
- **Consider** how to make the scenario funny to the audience you are targeting.
- **Present** these interactions as mini-plays to the class.
- **Seek feedback** on how well the mini-plays inform the audience of safe choices or smart decisions when around trains and tracks.
- **Respond** to the feedback by revising your mini-plays.
- **Reflect** on how well creating and presenting your mini-plays meets the success criteria for planning and or practising strategies to promote health, safety and wellbeing.

**Extension:** Work to create a mini-play lunch time theatre series where a different mini-play is performed in a public space at school every lunch time for a week.

### Activity 2.2 The Great Train Debate (40 minutes)

**Equipment/Preparation required:** Computer/tablet

Develop a learning intention and success criteria for exploring the influence of emotional responses on behaviour and relationships.

Sometimes students take risks because others dare them and they are worried about appearing 'uncool' if they refuse. How could risk-taking because of peer pressure create dangerous situations around train tracks? Is fencing the entire train network a way of stopping this problem?

Ask students to work in pairs to:

- Decide if you agree or disagree with the claim that,  
*“Fencing the entire train network is an effective solution to manage the risk taking behaviours of young people around trains and tracks”*
- **List** the reasons that support your position. Include reasons that explore emotional responses by young people involved in risk taking behaviours.
- **Find** explanations and evidence to back up your reasons.
- **Repeat** this process by imagining what students who do not agree with you will argue.
- **Practise** adopting each position and trying to out argue each other.
- **Work** with another group to create a debate on the topic to present to the class.
- **Toss** a coin to determine which claim you will defend.
- **Reflect** on how well creating and presenting your debate meets the success criteria for exploring the influence of emotional responses on behaviour and relationships.

**Extension:** Establish a regular time and place where you can practise debating issues that matter in your local community.

A simple guide to debating can be found at <http://www.sfu.ca/cmns/130d1/HOWTODEBATE.htm>

### Activity 2.3 Influence and actions (40 minutes)

**Equipment/Preparation required:** Writing materials.

Develop a learning intention and success criteria for exploring the influence of emotional responses on behaviour and relationships.

Ask students to reflect on the behaviours of adults as models for what young people do. Can you always rely on an adult to demonstrate safe behaviours? What happens when they don't?

Ask students to:

- **Imagine** that you are waiting at a closed gate at a level crossing holding your little brother's hand. The gate has been closed for ages and a man waiting in front of you is getting impatient. He walks out of the maze to the road and runs across the tracks.
- **Think** about the different conversations you might have with your little brother as a result of the man's unsafe actions.
- **Join** with another student and take turns at acting in the role of your little brother. Role-play your conversation – your brother questioning the man's actions, or even encouraging you to go across the tracks on the road too. How will you respond to this?
- **Present** your role play to the class.
- **Seek feedback** on how well your role play meets the success criteria for exploring the influence of emotional responses on behaviour and relationships.
- **Revise** your role play in response to the feedback.
- **Re-present** your role play to an audience.

**Extension:** Replay your role play from the perspective of an adult who overhears your little brother wanting to follow the man's actions.

### Lesson 3: Safety should be for everyone

#### HPE Curriculum links

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

- Plan and practise strategies to promote health, safety and wellbeing ([ACPPS054](#))

#### TrackSAFE outcomes of this lesson

Students should be able to:

- **Teach others** how to stay safe near trains and tracks

### 3.0 Whole class learning session (20 minutes)

**Equipment/Preparation required:** Whiteboard or Electronic whiteboard

Develop a learning intention and success criteria for planning and practising strategies to promote health, safety and wellbeing around trains and tracks.

Pose the questions to the class for them to consider the following question:

*‘Do I know enough about SAFETY to keep myself safe, and others safe?’*

Discuss how any answer to this question could be backed up or proven. Why should I believe you?

Ask students to work in a group to:

- **Define** ‘others’.
- **Contribute** their ideas to a class mind map – ‘we think ‘others’ include ...’

Ensure that people with intellectual and physical disabilities, toddlers, seniors, people with English as an additional language or lower literacy skills are included.

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/>

Use the mind map to guide discussion of the initial question posed in a familiar context. For example, discuss the question in the context of safe behaviours when making food, approaching a strange dog, riding a bike, crossing the road etc.

Repeat this discussion with a focus on safety near trains and tracks – for example discuss the question in the context of safe behaviours around (fenced and unfenced), platforms or pedestrian level crossings.

Reflect on how well their thinking and contributions to this discussion meets the success criteria for planning and or practising strategies to promote health, safety and wellbeing around trains and tracks

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## Activities

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### Activity 3.1 Train the teacher (40 minutes)

**Equipment/Preparation required:** Writing materials, computer/tablet

Develop a learning intention and success criteria for planning and practising strategies to promote health, safety and wellbeing around trains and tracks.

Ask students to work through the following scenario:

You have the responsibility for teaching Amber, a visiting student who is deaf, how to catch the train to the city. You visit the pedestrian level crossing and station before the lesson so you have a chance to assess the environment from the point of view of someone without hearing.

- **Identify** the strategies they will teach Amber so she is safe on the pedestrian level crossing and the station.
- **Design** a teaching program to help Amber learn these TrackSAFE strategies.
  - **Write** an instruction manual for the program so that it can be used as a teaching framework by other students wanting to help students like Amber keep safe.
  - **Write** a checklist for Amber to refer to on her journey.
- **Reflect** on how well your teacher manual and instructions meets the success criteria for planning and practising strategies to promote health, safety and wellbeing around trains and tracks.

**Extension:** Work with others to package and brand your teaching resource/s so they can be shared with other students who are trying to make a difference for young people. For example research groups like The Fixers: <http://www.fixers.org.uk/>

### Activity 3.2 Wheelchair challenge (40 minutes)

**Equipment/Preparation required:** Writing materials, computer/tablet; arrange a visit to the class from a person who uses a wheelchair (or get students to do this in preparation for the lesson)

Develop a learning intention and success criteria for planning and practising strategies to promote health, safety and wellbeing around trains and tracks.

Ask students to work through the following activity:

When near train tracks, what challenges might exist for those who use wheelchairs? What supports are already in place?

Invite a person who uses a wheelchair in your school or local community to come and talk with you about the challenges they face and the strategies they use to keep safe around trains and tracks.

- **Walk** around different locations (in your school and at level crossing or station platforms) looking for the challenges someone using a wheelchair would face.
- **Study** photos in the Media Library on the TrackSAFE Education [student website](#) to identify infrastructure that support, or might create challenges too.
- **Use** Australian rail organisation websites to research wheel chair access. How much support and information is available for a person in a wheelchair planning a train trip.
- **Share** what you learnt with wheelchair users from your local community using an appropriate presentation technology, e.g. Prezi, PowerPoint, Keynote, iMovie. Ask for feedback on how you might improve your presentation.
- **Share** what you learnt with a wider audience from your local community using an appropriate presentation technology. Include ideas for how the local community and rail authorities might improve the safety of wheel chair users around trains and tracks.
- **Reflect** on how well your teacher manual and instructions meets the success criteria for planning and practising strategies to promote health, safety and wellbeing around trains and tracks.

**Extension:** Become a student advocate for safer public access for wheelchair users in your local community.

### Activity 3.3 Game design (40 minutes)

**Equipment/Preparation required:** Writing, art and recycled construction materials (e.g. cardboard) or computer/tablet

Develop a learning intention and success criteria for planning and practising strategies to promote health, safety and wellbeing around trains and tracks.

Ask students to work in groups to:

- **Think** of about game you used to love to play when you were in year 3 or 4. The game could be a physical game played outside, a board game or even a computer game.
- **Re-design** this game to deliver track safety messages to students in year 3 or 4.
  - The game design should include
    - an introduction
    - the rules
    - your aims for the learning that will take place during play
    - fun as well as learning
    - emphasise a key TrackSAFE safety message.
- **Reflect** on how well the game meets the success criteria for planning and practising strategies to promote health, safety and wellbeing around trains and tracks.

**Extension:** Develop the game in response to feedback from student users in Year 3 or 4, their parents and teachers. Seek opportunities to publish the game.

### Activity 3.4 Questionnaire design (40 minutes)

**Equipment/Preparation required:** Writing materials or computer/tablet with internet connection

Develop a learning intention and success criteria for planning and practising strategies to promote health, safety and wellbeing around trains and tracks.

Ask students to:

- **Design** a questionnaire that would enable you to evaluate whether other students can achieve one of the following outcomes:
  - know enough to keep themselves safe on station platforms and pedestrian level crossings
  - can identify influences that may affect their attention to safety on station platforms and pedestrian level crossings
  - can demonstrate how they might counter the influences that may affect their attention to safety on station platforms and pedestrian level crossings
  - know enough to be able to keep others safe.
- **Make** a list of the questions you will ask and the answers that you will accept.
- Use a website such as Science Buddies [http://www.sciencebuddies.org/science-fair-projects/project\\_ideas/Soc\\_survey.shtml](http://www.sciencebuddies.org/science-fair-projects/project_ideas/Soc_survey.shtml) to assist you in developing the questionnaire.
- **Test** your questionnaire with another student and discuss their responses. Discuss how any questions or answers could be improved.
- **Improve** your questionnaire in response to this feedback.
- **Reflect** on how well your questionnaire meets the success criteria for planning and practising strategies to promote health, safety and wellbeing around trains and tracks.

**Extension:** Seek approval to use your questionnaire to gather information about the knowledge and attitudes to safety around tracks and trains held by students in your class or school.

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><b>Ballast</b></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><b>Emergency Help button</b></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"> <li>• Ambulance – e.g. sick or injured person</li> <li>• Police – e.g. when feeling unsafe due to being followed, a fight</li> <li>• Fire service – e.g. fire at station or surrounding area</li> <li>• Train control – e.g. to warn of potential fatal incident such as person on tracks</li> <li>• Similarly to the misuse of Triple Zero (000), penalties can apply for misuse.</li> </ul>	 

Word or phrase	Meaning	What it can look like <small>* Varies state to state</small>
<p><b>Gap</b></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.

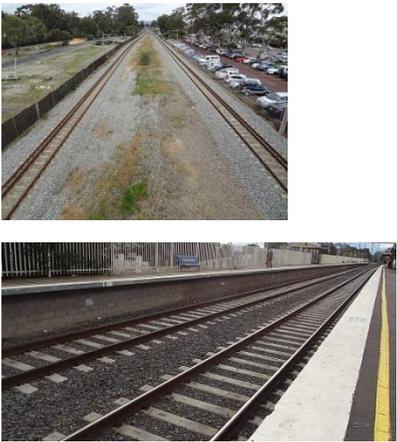


Word or phrase	Meaning	What it can look like <small>* Varies state to state</small>
<p><b>Overhead power lines</b></p>	<p>High voltage electrical wires which power electric trains. Highly dangerous due to the high voltage levels – can be between 1500V DC and 25 kV AC.</p> <p>Also known as overhead wires.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

Word or phrase	Meaning	What it can look like *Varies state to state
<p><b>Pedestrian Level Crossing</b></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"> <li>• Road sign (Railway Crossing)</li> <li>• Other warning signs (e.g. DO NOT CROSS WHILE LIGHTS ARE DISPLAYED OR ALARM SOUNDING)</li> <li>• Warning lights (flashing)</li> <li>• Warning red man lights (flashing)</li> <li>• Warning bells (ringing)</li> <li>• Gate, boom gate or other barrier</li> <li>• Maze (to make people look left and right)</li> <li>• Stop line</li> <li>• Double lines to walk between</li> <li>• No safety features (usually on private property e.g. farm)</li> </ul> <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><b>Platform</b></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><b>Signals</b></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><b>Sleepers</b></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><b>Train</b></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><b>Train station</b></p>	<p>A place where people catch a train. Also known as railway station or station.</p>	
<p><b>Train tracks</b></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><b>Yellow line (or white line)</b></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>	

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.

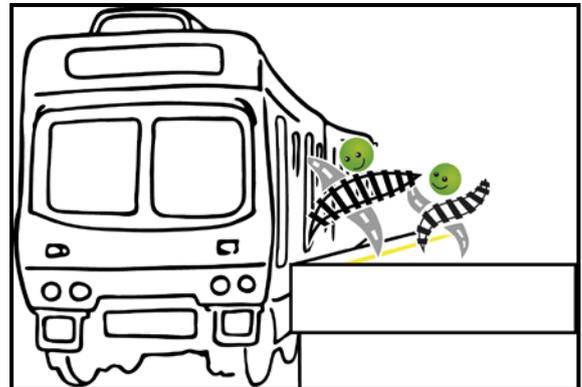
You can help reinforce what they learn in the classroom by practising waiting safely on a station platform or cross at a pedestrian level crossing with them every time you catch a train or cross railway lines. We call these the 'TrackSAFE actions'.

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?"

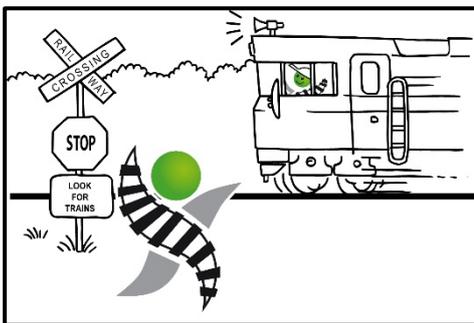
Why is it important to do this every time they cross? It will help keep them safe!



- 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](mailto:info@tracksafeeducation.com.au). You can also visit our website at [tracksafeeducation.com.au](http://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

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(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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