

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.