

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.