

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 _____".