

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.

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.

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.