

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

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 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 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.