

### Lesson 1: Getting familiar with train environments

#### HPE Curriculum links

##### Foundation

###### *Personal, Social and Community Health: Being healthy, safe and active*

- Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy (ACPPS003)

###### *Personal, Social and Community Health: Contributing to healthy and active communities*

- Identify actions that promote health, safety and wellbeing (ACPPS006)

##### Year 1 and 2

###### *Personal, Social and Community Health: Being healthy, safe and active*

- Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)

#### TrackSAFE outcomes of this lesson

Students should be able to:

- **Describe** how adults keep us safe near trains or train tracks.
- **Explain** why adults do those things to keep us safe near trains or train tracks.
- **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 (20 mins)

**Equipment/Preparation required:** Mind mapping tool

Prepare the class for a visit to the train station (or for viewing 'Madison's Safe Side Adventure' video if your school is not located near a train station).

Ask students:

- *What physical features will we see?* (e.g. lights, boom gate, gate, fence etc.)
- *What we will hear?* (e.g. bells, horns, whistles)

Brainstorm their ideas using a mind map. Be sure to include:

- a pedestrian level crossing
- the platform
- train tracks

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/>

Encourage and use correct terminology/vocabulary (see Glossary provided) when recording student suggestions.

As suggestions are made, extend student thinking by asking questions like:

- *Why is that there?*
- *What does that do?*
- *What is that for?*

Talk to the students about the importance of holding hands with an adult when around trains and train tracks. Explore this by directing the discussion to include:

- Where they have had to hold an adult's hand in the past
- When and where it's important to hold an adult's hand
- Why it's important to hold an adult's hand

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## Activity

The following activity is designed as a whole class activity.

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### Activity 1.1 A visit to the train station (40mins\*)

*\*Depending on school proximity to train station*

#### Option 1: Excursion

**Equipment/Preparation required:** Additional adult supervisors; camera.

The aim of this visit is to ensure that students can see and hear the physical features in the three main environments where they would encounter trains (pedestrian level crossing; train station platform; and train tracks) at work.

Ensure that you have a ratio of one adult supervisor to two students for reinforcement of 'holding hands'. These adults should be aware of the important features to point out to the students and use the vocabulary provided in the glossary during the observation.

Spend time at each location observing and discussing with the students what can be seen and heard.

Ideally, the visit should be timed so students can witness a train passing at the crossing and stopping at the station. If this is possible, adults should comment that the train is really big and fast and how it would be difficult for it to stop in an emergency.

If possible, take an extra adult with you who is responsible for photographing this trip. The photos can be used for display using a slideshow on an interactive whiteboard as a discussion trigger when you return to school; and as students work during following lessons.

#### Extension

- Create a *Google My Map* of the excursion route to and from the station.
- Annotate the online map with digital images, video, drawings, or student's stories to tell others about how you managed to keep safe on your trip.
- Add this map to a class blog, wiki or webpage.

Google My Maps: [https://support.google.com/maps/topic/1687289?hl=en&ref\\_topic=1687360](https://support.google.com/maps/topic/1687289?hl=en&ref_topic=1687360)

### Option 2: Simulated excursion (for schools without a train station nearby)

**Equipment/Preparation required:** [Madison's Safe Side Adventure](#) video; tape, cardboard boxes and other construction materials for the simulation; camera.

The aim of this lesson is to ensure that students can see and hear the physical features in the three main environments where they would encounter trains (pedestrian level crossing; train station platform; and train tracks) at work.

Play the video [Madison's Safe Side Adventure](#). Spend time after each location is shown observing and discussing with the students what can be seen and heard.

Ask students to help you create a simulation of the layout of the road, pedestrian level crossing and train station in the video in the classroom or school grounds. You can use any recycled construction materials such as cardboard boxes for the station, and tape for the double yellow lines on the pedestrian level crossing and yellow line on the platform.

Practise walking across the 'pedestrian level crossing' and on the 'train station platform' like Madison, Logan and their Mum did, while reinforcing the TrackSAFE actions 'holding hands' and 'STOP LOOK LISTEN THINK'.

As students walk through the simulation, point out the important features to the students using the vocabulary provided in the glossary during the observation. Comment that the (imaginary) train is really big and fast and how it would be difficult for it to stop in an emergency.

You can take photos during the simulation exercise, or use the photos in the Media Library on the [student website](#) for display using a slideshow on an interactive whiteboard as a discussion trigger; and as students work during following lessons.

### Extension

- Create a *Google My Map* of the route to and from a 'station' nearby.
- Annotate the online map with digital images, video, drawings, or student's stories to tell others about how you managed to keep safe on your trip.
- Add this map to a class blog, wiki or webpage.

Google My Maps: [https://support.google.com/maps/topic/1687289?hl=en&ref\\_topic=1687360](https://support.google.com/maps/topic/1687289?hl=en&ref_topic=1687360)