

FOCUS AREA 3

Passenger Safety



INTRODUCTION

This focus area provides the explicit teaching of content and skills related to passenger safety for Year 3 students. It focuses on:

- how car restraints when properly worn and the correct fit for the wearer, can reduce passenger injuries in a crash
- the types of restraints suitable for different aged people
- identifying the rules applicable to passengers in cars, buses and trains
- responsibilities while travelling on a bus
- planning a trip in a vehicle
- making decisions as a passenger.

Key understandings

- All vehicle occupants must wear a restraint.
- A restraint that is worn correctly and is the appropriate size for the vehicle occupant is designed to reduce injuries in a crash.
- Children up to the age of 7 are legally required to wear an approved child car restraint or booster seat and sit in the rear seat of a vehicle.
- The 'safety door' is the rear passenger door closest to the kerb or the door which is away from traffic and should be used when getting in and out of a vehicle.
- Passengers travelling on a bus or train have a responsibility to ensure their own safety and the safety of others.

Key skills to practise

- Practise planning a trip as a passenger.
- Identify situations that may be unsafe when travelling as a passenger.
- Make responsible decisions to ensure their own safety and the safety of others.
- Listen for specific things such as the details of a story and an answer to a given question.
- Listen to, remember and follow simple instructions.
- Practise listening when others talk.
- Participate in class, group and pair discussions about shared experiences.
- Work with a partner or in teams to achieve a goal.
- Express and share opinions and ideas with others
- Respond assertively to others in situations where safety is a concern.

General capabilities in the Australian Curriculum

The general capabilities of the Australian Curriculum comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to become successful learners, confident and creative individuals, and active and informed citizens.

The content and activities in this focus area provide teachers with the opportunity to explicitly teach some of the general capabilities. The table below outlines how this resource addresses these capabilities.

Addressing the Australian Curriculum General Capabilities through Challenges and Choices

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Key

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Ethical understanding
- Personal and social capability
- Intercultural understanding

TEACHER NOTES

Passenger injuries

Every year Western Australian children are fatally injured and hospitalised as a result of injuries sustained in car crashes. In many instances these could have been prevented by the correct purchase, installation and use of properly fastened and appropriate child car restraints.

- Children up to seven years are at least four times more likely to sustain a head injury in a crash when sitting in an adult seatbelt, compared with when they are using a child restraint or booster seat.¹
- The types of serious injuries sustained by children and infants who are not properly restrained include head and spinal cord injuries, strangulation and impact injuries when the child impacts with the vehicle's interior. There is also the risk of a child going through the windscreen if the driver has to brake suddenly.

Child car restraint laws

To better protect children from serious injury, all Western Australian children up to the age of seven years must be secured in an approved child restraint or booster seat when travelling in vehicles. These road safety laws came into effect on 1 October 2010.

The laws aim to reduce the risk of injury caused by the use of unsuitable restraints for a child's size by specifying the type of restraint to be used at different ages and where children must be seated in a vehicle.

The law requires children from:

- **Birth to under 6 months** to be seated in a properly fastened and adjusted, rear-facing approved child restraint (eg infant capsule).
- **6 months to under 4 years** to be seated in a properly fastened and adjusted, rear-facing or forward facing approved child restraint with an in-built harness.
- **4 years to under 7 years** to be seated in a properly fastened and adjusted, forward facing approved child restraint with an in-built harness or an approved booster seat with a lap-sash seatbelt.

1 Department of Infrastructure, Energy and Resources, Transport (website). Retrieved from www.transport.tas.gov.au/licence_information/tasmanian_road_rules/road_safety_rules/child_restraints

- **7 years and over** to be restrained in an adult seatbelt or booster seat.²

Note: This resource will use the term 'restraint' which refers to rear-facing, forward facing, booster seats, lap-sash belt and in-built harness. If students relate more to the term 'seatbelt' then interchange this with restraint.

What are the Australian Standards?

All child car restraints sold in Australia must meet the strict requirements of AS/NZS1754 which sets the minimum requirements for materials, design, construction, performance, testing and labeling of child restraint systems.

Restraints bought in other countries often do not meet the Australian Standard. It is illegal to use these restraints in Australia.

Where children can sit in vehicles

The laws related to where children can sit in vehicles are as follows:

- If a car has two or more rows of seats, children under four years must not travel in the front seat.
- If all rear seats are being used by children under seven years, children aged four years to under seven years may travel in the front seat, provided they use an approved booster seat.²

Driver responsibility

The driver of a vehicle is responsible for ensuring all passengers are restrained, regardless of age. A fine will be issued of \$500 for one person unrestrained and an additional \$100 per additional unrestrained passenger and the loss of four demerit points. (Correct at time of publication, 2013.)

Safety door

Getting in and out of a vehicle on the traffic side is extremely dangerous as drivers are often given no warning that the door is being opened and the child is stepping out into oncoming traffic.

Parents need to be informed about the dangers of this practice and encouraged to make sure that their children get in and out of the vehicle using the 'safety door'. The term 'safety door' refers to the rear passenger door closest to the kerb and/or away from the flow of traffic.

2 Office of Road Safety (website). Retrieved from www.ors.wa.gov.au/Demographic-Pages/I-am-Parent/Child-car-restraints



Safer journeys

Driver distraction often contributes to road crash deaths and serious injuries. Drivers can sometimes be distracted by an object, event or activity to such an extent that they are no longer able to allocate sufficient attention to the driving task. When this happens driving performance is compromised and road safety issues arise.

While some level of distraction when driving is unavoidable, passengers and especially young children, can take the driver's attention away from the task of driving. It is important for children to understand that as a passenger they can contribute to the safe outcome of a journey.

Bus travel

Refer to Focus area 4 page 129 for information on using public and community transport.

Useful websites

For more information on the changes to the laws and restraints suitable for different aged children refer to these websites.

- KidSafe WA
<http://www.kidsafewa.com.au/childcarrestraints.html>
- RAC
<http://rac.com.au/Advocacy/Child-car-restraints.aspx>
- WALGA RoadWise
<http://www.childcarrestraints.com.au/>
- SDERA
<http://www.det.wa.edu.au/sdera/detcms/primary-and-early-childhood/sdera/for-parents/parent-resources.en?oid=MultiPartArticle-id-11190210&tab=Main>
- Office of Road Safety
www.ors.wa.gov.au

ACTIVITY 1

In the right restraint

Preparation

- ▶ *Izzy* slideshow or Activity sheet *Izzy* – A3 photocopy
- ▶ *Restraints* slideshow – cue the CD-Rom
- ▶ Internet access

- Introduce Izzy the road safety mascot to the class by using the activity sheet or slideshow. Explain that Izzy knows how to stay safe when he goes out walking, riding his bike or scooter, and travelling in a car or bus, and that he is going to help the class learn how to stay safe around roads and traffic.
- **Brainstorm** (refer to page 190) a list of occupations that require a restraint to be worn eg racing car driver, pilot, fire and emergency service, astronaut. Discuss why people in these occupations are required to wear a restraint and other safety gear such as helmets, fireproof clothing, boots and gloves.
- Use the slideshow to talk about the types of restraints suitable for children of different ages and the laws associated with restraints (eg children up to seven years of age to be seated in an approved car restraint and in the rear seat of a vehicle).

Ask

Why do you have to wear a restraint in the car? (It is a legal requirement that all vehicle occupants wear a restraint. Restraints also restrict the movement of vehicle occupants when they are involved in a crash. This reduction in movement can reduce the level of injuries.)

Why do children and adults wear different types of restraints? (A restraint is designed to fit a person depending on their size.)

At what age did you start using a lap-sash belt? (Be aware that some children at this age may still need to be seated in a booster seat because of their size.)

Do you know how to put your restraint on properly? (The lap-sash belt should not be cutting into the side of the child's neck. The lap belt should sit across the hips, not the stomach. All straps should be straight and not twisted.)

- Show the video clip *Put your seatbelt on* at <http://www.youtube.com/watch?v=aqC3Y91iGbE&feature=related> and *Buckle up* <http://www.youtube.com/watch?v=HgdMa4vB-sw&feature=related>.

Students can compare and discuss the two songs using the following questions.

Ask

Which song had the best safety messages? Why?

Which song would young children like? Why?

Which song did you like? Why?

Do you think it is a good idea to give children safety messages in a song?

What would be two passenger safety messages you would write in a new song for Izzy? (Students can write their messages.)

The term 'restraint' can refer to lap-sash seatbelts, baby capsule, booster seat, and rearward and forward facing child restraints.

Izzy





ACTIVITY 2



Highway

Preparation

- ▶ *Highway* by Nadia Wheatley and Andrew McLean (Omnibus Books, 1998)
- ▶ Internet access
- ▶ Blank postcards or A4 paper – one per student

- Conduct a **shared reading** (refer to page 198) using the storybook *Highway*. Show students the cover then quickly flick through the illustrations on each page of the book.

Read the story discussing the safety messages included in the text. Point out the map that shows the family's journey.

After the story ask students the following questions.

Ask

What can we tell about the characters just by looking at them?

Who is the storyteller in this book? (The storyteller is the young girl who's surname is Seymour. No first name is given.)

What did the author do to help us understand where the family travelled?

What road signs did you notice during the story? (There were many road signs including speed signs, directional signs and warning signs. Talk about the signs and their purpose. For example, what do drivers have to do when they see a road works sign? Why are cars allowed to travel at 110 km/h in the country and only 50 km/h on town and local roads? What is an emergency phone used for on highways and freeways?)

What sort of things did the family do to make sure they had a safe trip? (Everyone in the family wore a restraint, took breaks along the way, stopped to sleep and played games that didn't distract dad while he was driving.)

What told us in the story that Australia is a multicultural society? (eg next door neighbours, different nationalities in the roadhouse)

- Use the 'Look out!' example from the text to prompt a discussion about the responsibilities of children travelling in a car. Have the class share the rules their family has while travelling in the car (eg no throwing objects, no fights, no sitting in the front).
- Watch the cartoon *Daisy's road trip* at <http://www.youtube.com/watch?v=Xi4E6QtglkA&feature=related>. After viewing the cartoon have students write two rules that Daisy didn't follow while travelling in the car and share these with a partner.
- Give students a blank postcard. Show the class where to write their address on a postcard. Explain each student is to write two or three passenger safety messages to send to their family. Alternatively students could draw a picture of a real or imaginary holiday and write a passenger safety tip on their work.

Download the free app *Click clack, buckled up in your booster seat* from iTunes or Google Play (search for VicRoads) or go to vicroads.vic.gov.au/roadsafetybooks. Students can read or listen to this story written by Danny Katz.

ACTIVITY 3

Being a responsible passenger

Preparation

- ▶ Five chairs and one desk
- ▶ **Activity sheet** *Passenger questions* – one photocopy
- ▶ Playing cards – one deck
- ▶ A3 paper – one sheet per group
- ▶ **Family information sheet** *Backseat boredom busters* – photocopy one per student

- Set out five chairs to represent the seating arrangements of a car ie two in front and three behind. Place a desk in front of the two seats.

Ask for a student volunteer to be the 'driver' of the car and three other students to be the 'passengers'.

Explain that the driver must sort the deck of cards into pairs without hesitating or stopping. Give the driver time to practise. Ask the class to observe the speed and methods used by the driver to sort the cards.

Ask the driver to repeat the sorting activity while the two backseat passengers play a noisy game or sing a song, and the front seat passenger asks the *Passenger questions*. Point out that the driver must try to answer the questions while sorting the cards. A 'crash' occurs when the driver stops sorting the cards or turns around to deal with the back seat passengers. Nominate one student to be an 'observer' who has the task of counting the number of questions that are answered. (The driver may need to be reminded to keep sorting the cards especially as the activity becomes more distracting.)

Ask

Did (student's name) sort the cards as easily as the first time? What happened when the passengers were being noisy and distracting?

Was (student's name) able to answer all of the questions? Why does a driver need to concentrate?

Would a driver be able to concentrate if these distractions were happening in their car?

How else might a driver get distracted? (Some examples could include a mobile phone ringing, road workers, a crying child or an excitable pet jumping around in the back.)

What might happen if a driver was distracted? (Many road crashes are now being attributed to driver distraction and in particular mobile phone use.)

- Place students in groups of four and conduct a **placemat** (refer to page 196) using the following question. Encourage students to write a list of passenger behaviours that can contribute to a safe trip (eg sitting quietly, reading a book, wearing a restraint, taking snacks and water for long trips, having music on a low volume or use headphones).

What can you do to be a responsible passenger and to make sure the driver doesn't get distracted?

Within each group, students share and discuss the ideas written on their placemat and decide which three ideas would contribute the most to a safe journey.

Have groups share their ideas with the class. Write a list on the board under the heading 'Being a responsible passenger'.

- Show the class how to draw a **T chart** (refer to page 199). Label the T chart using the following headings. Explain that groups are to select some of the ideas from the list and write these under the heading '*Being a responsible passenger*'. After discussing each idea, groups can write why the behaviour will contribute to a passenger's safety.

The 'driver' could make a puzzle, copy a sentence several times or sort a number of coloured counters rather than sorting cards.

Being a responsible passenger	Why
1. Keep your restraint on.	If the car stops suddenly or is in a collision you will be protected.
2. Don't distract the driver.	If the driver can't concentrate on driving they might have a crash.
3. Sit in the back seat.	It is safer to sit in the back seat of a car in your restraint.

Have each group share their responses with the class. Remind students that wearing a restraint in a vehicle is important for their safety.

- Have students talk about the games that their family play while travelling in the car eg I Spy, Car cricket and Car bingo. Teach the class some of the games listed on the family information sheet *Backseat boredom busters*.
- Teach students the song *Buckle up*.

Buckle up

(Sung to the tune of *She'll be coming 'round the mountain*)

If you're riding in a car, buckle up. (Buckle up!)

If you're riding in a car, buckle up. (Buckle up!)

If you're big or if you're small,

If you're short or if you're tall,

If you're riding in a car, buckle up. (Buckle up!)

Make sure all of your family buckles up. (Buckle up Mum!)

Make sure all of your family buckles up. (Buckle up Dad!)

If you're big or if you're small,

Doesn't matter, not at all.

Make sure all of your family buckles up. (Buckle up!)

- Send a copy of *Backseat boredom busters* home with each student to share with their family.

Passenger questions

How old are you?

How many people are in your family?

How are you feeling today?

What are you going to do on the weekend?

What's your favourite food?

Have you ever been to the zoo?

What's your favourite TV show?

Who met the three bears?

What job do you want to have when you finish school?

Is your bedroom tidy?

What is the letter after 'p'?

Do you annoy your mum or dad in the car?

How many times have you been bitten by a bee?

What's your favourite song?





Backseat boredom busters

Here are a few games that are fun for the family to play on long trips in the car.

Animal poker

This game is about spotting animals outside of the car. Each animal is worth a number of points. The first player to reach 100 points wins the game. If you pass a cemetery, all of the points are 'buried' and everyone goes back to 0 points.

One sheep	5 points
Flock of sheep	10 points
Single cow	5 points
Herd of cows	10 points
Horse	5 points
White horse	10 points
Dog	10 points
Rabbit	10 points
Cat	15 points
Cockatoo	15 points
Eagle	20 points
Kangaroo	20 points
Wallaby	20 points
Emu	20 points

King of the road

This game is about spotting vehicles. The first person to 'spot' a vehicle on the list wins the points. The first player to reach 100 points wins the game. If a police car with the lights on is spotted, everyone must go back to 0 points.

Truck	1 point
Bus	5 points
Bicycle	5 points
Motorbike	5 points
Ute	5 points
Taxi	5 points
School bus	5 points
Tractor	10 points
Tow truck	10 points
Train	15 points
Petrol tanker	15 points
Truck loaded with cars	20 points
Ambulance	20 points
Ambulance (lights on)	20 points
Police car	20 points

Car cricket

This game needs to be played on a two lane road. It is suitable for all ages but younger kids might need some help adding up their scores. Everyone in the car has a turn batting. To score, you add up the value of the vehicles passing in the opposite direction. The batter keeps making runs until they reach 100 points. If a red car passes the batter is out!

Car	1 run
Car with a trailer	2 runs
Bus or truck	4 runs
Semi-trailer	6 runs

Car bingo

Before your trip, have the family think of things that might be seen along the way. Write or draw each one in a square of a grid – just like the example here.

Cow	Horse	Truck
Tractor	Petrol station	Harvester
Motor bike	Dog	Bakery

When the kids spot one of the things on their sheet, it is crossed off. The first player to get a complete row of three – diagonally, horizontally or vertically – is the winner.

ABC lotto

For this game everyone needs to write the alphabet on a piece of paper. As you drive along, look for things that start with each letter. The letter X can appear anywhere in a word for example – letterbox or cardboard box. The winner is the first person to have a word for every letter on their ABC lotto sheet.

More ideas...

There are many websites with great ideas and games to keep kids happy and entertained while travelling in the car. Take a look at:

- http://maps.travelmate.com.au/FunTrip/FunTrip.asp?TM_Page=FunTrip
- <http://www.momsminivan.com/sing.html>
- <http://www.racv.com.au/wps/wcm/connect/Internet/Primary/travel/before+you+go/travelling+with+kids/car+games+for+kids>



ACTIVITY 4

Passenger rules

Preparation

- ▶ A3 paper – one sheet per group of four students
- ▶ *Kids don't grow up as fast as you think.pdf* – cue the CD-Rom
- ▶ Internet access (optional)
- ▶ **Activity sheet** *Safety billboard* – photocopy one per student
- ▶ **Family information sheet** *Car rules* – photocopy one per student

- Introduce the concept of 'rules in the community' using the following questions. It may help to give students a few prompt words or heading such as – rules at school; rules at the beach; road rules.

Ask

What are some rules that we have to follow in our community? (These rules can be for any situation and not only those related to road safety eg children have to go to school; dogs must be kept on a leash in public places; swim inside the flags.)

Why do communities need to have rules?

Are there rules for passengers?

Are there rules for drivers?

What might happen if no-one obeyed the rules for the road?

- Place students in small groups. Distribute a sheet of A3 paper to each group. Demonstrate how to draw and label a **Y chart** (refer to page 199) using the headings – passenger rules, bus rules and train rules.

Explain that groups are to use the Y chart to record a list of rules that passengers must comply with when using each mode of travel. Some examples could include:

Bus rules – pay for a ticket; don't eat or drink; no riding on the steps; don't distract the driver.

Train rules – pay for a ticket; no smoking; don't block doorways.

Car rules – wear a restraint; no body parts out of the windows; children must sit in the back seat.

Discuss the rules generated by the class. Ask the students to tick the rules on their Y chart that are related to safety and those related to being responsible and courteous. Explain that some 'rules' are actually laws (eg wearing a restraint in a vehicle) and when the law is not followed, a person can be fined or in some situations be required to appear in court. For example, drivers can be fined if they, and/or their passengers do not wear a restraint.

- Show students the restraint brochure titled *Kids don't grow up as fast as you think* which can be downloaded from the Office of Road Safety website at <http://ors.wa.gov.au/Documents/childcarrestraints-brochure-kidsdontgrowup.aspx> or on the CD-Rom with this resource.

Ask

Why is the young boy wearing a suit and tie?

Where in the car is the boy sitting? Why?

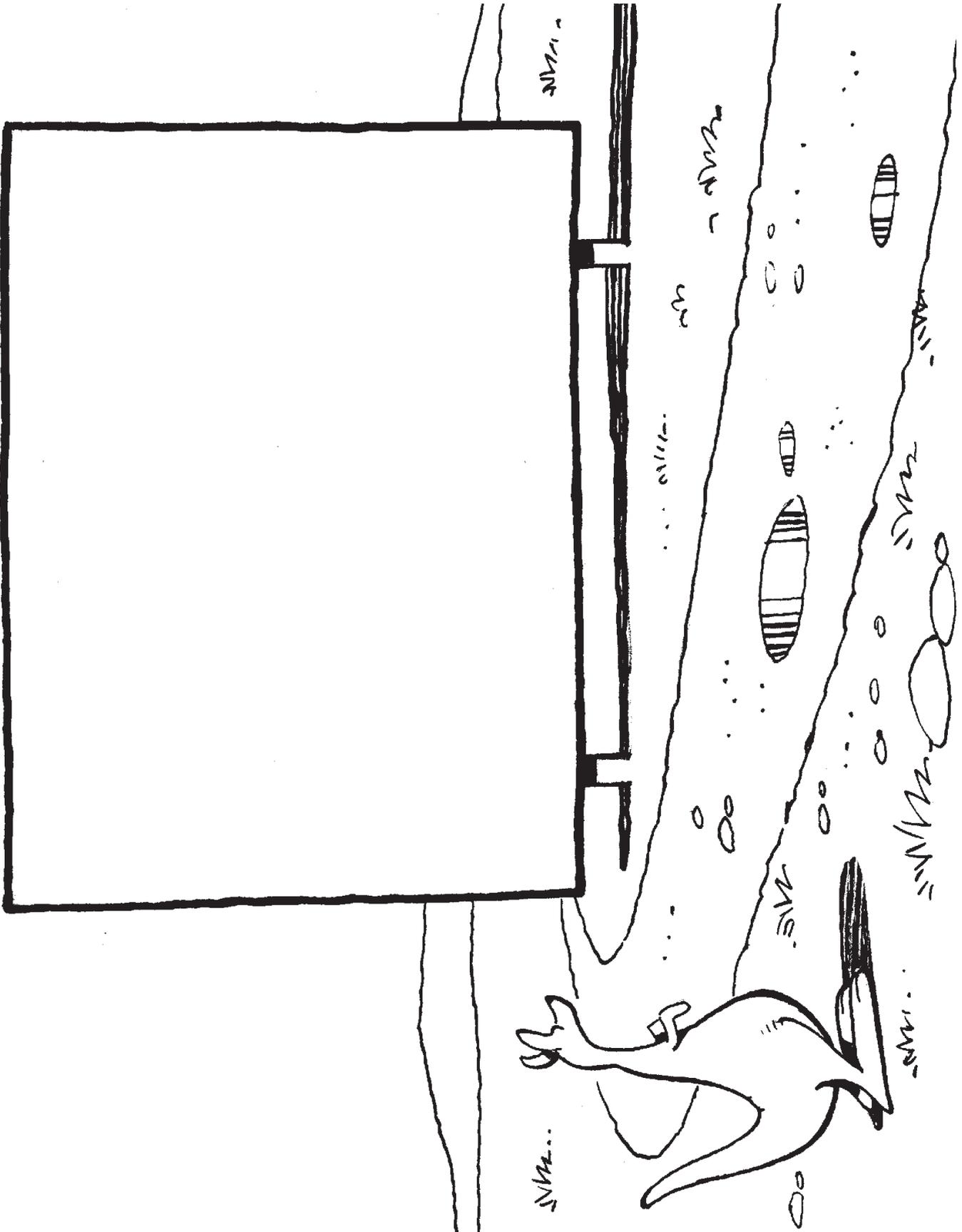
Do you think the message on the brochure is a good one? Why?

What other messages might remind parents to 'buckle up'?

- Have students select one of the passenger safety rules identified on their Y chart and design a billboard to promote the rule.
- Send a copy of *Car rules* home for students to share with their family.

Teachers should be aware and sensitive to those children who come from families that do not always comply with restraint laws. However it is still important that these children understand that it is safer to wear a restraint while sitting in the back seat of a vehicle.

Safety billboard





Car rules

When it comes to your child's safety, every rule is a good rule. Your child needs to know that the car rules you have in place as a family are there to keep them safe.

Here are some answers that might help if your child tries to challenge your rules.

Why do I have to put my seatbelt on? We're only going around the corner to the shops.

Everyone has to wear a seatbelt – adults and children – it's the law. People who are not buckled in can be thrown out of the car and get hurt.



When I ride with Kyle's mum, she lets us share a seatbelt because there aren't enough belts for all four kids in the back.

There must be one seatbelt for each person. It's our family rule and it's the law. Buckling up two people, even young children, into one belt could make both people get hurt.

Why can't we sit in the back of the van? There's even space to lie down.

No one – children or adults – can ride in the back of a van, 4WD, ute or station wagon. It's the law. There's no seatbelts and if we have a crash you could get thrown around and hurt.

Please, let me sit up front. Billy keeps bothering me. I'll put on the seatbelt.

No one under the age of 7 is allowed to ride in the front seat. It's the law. If the airbags should open, you could get seriously hurt.



It's important to enforce car safety rules in your family and in your car. It is also important to make sure others who drive your children know and follow these car safety rules.



Thank you for playing a vital role in your child's road safety education.



ACTIVITY 5

Bus safety rules

Preparation

- ▶ Internet access
- ▶ **Activity sheet** *Be cool, follow the rules* – photocopy one per student
- ▶ **Activity sheet** *Bus safety scenarios* – photocopy one card per pair
- ▶ **Strategy sheet** *Decision-making model* – photocopy one per pair
- ▶ **Family information sheet** *Travelling to and from school by bus* – photocopy one per student

- Show students the *Be cool, follow the rules* video at <http://www.youtube.com/watch?v=MDkJPUXTBS0> which takes a humorous look at how to travel safely on a school bus. (Before viewing the video, explain that some of the bus safety rules are only relevant to children living in America such as crossing in front of the bus. It may also be necessary to explain that vehicles in America travel on the opposite side of the road to Australia.) After viewing the video, have students create a list of bus rules for inside and outside of the bus. Talk about why the rules are important and what the consequences might be if the rules are not followed.

Outside the bus

Always be on time for the bus.
Stand well back from the road edge.
Don't push or shove when getting on or off the bus.
Always wait for the bus to go before you cross the road.
If you drop something and it rolls under or in front of the bus – leave it or tell the bus driver.

Inside the bus

Don't yell or shout – use a quiet voice.
Don't distract the driver.
Do what the bus driver tells you.
Stay in your seat.
Put your bag on your lap – not in the aisle.
Keep your arms and head inside the bus.

- Give each student a copy of *Be cool, follow the rules* to complete. Check the answers with students.
- Place students with a partner. Give each pair a **decision-making model** (refer to page 193) and a bus safety scenario card.

When completed, have students who discussed the same bus safety scenario sit together and share their responses.

- Set up a bus in the classroom by forming two rows of chairs with an aisle down the middle. Place a chair at the front for the bus driver. Have students role-play taking a ride on the bus. Guide the **role-play** (refer to page 196) by using the following questions. Alternatively, students can role-play the bus safety scenario discussed during the decision-making activity.

Waiting for the bus

Where do you need to wait for the bus? (Well back from the road edge.)

What do you do while you are waiting for the bus? (Watch the road and don't play with balls that might roll onto the road.)

How do we show the bus driver we want to get on? (Signal clearly with the left arm out straight.)

What do we need to do if passengers want to get off the bus?

On the bus

Where should you sit on the bus? (In a free seat that is not designated for elderly people or people with disabilities.)

What do you do if there aren't any free seats? (Move to the back of the bus and hold onto the hand rail.)

Where should you put your bag? (On your lap. Passengers standing should remove backpacks and bags and place these on the floor between their feet.)

How should you behave on the bus?

Getting off the bus

How many times should you push the bell? (The bell should be pushed once and only if other passengers have not already done so.)

When should you get out of your seat? (Stay seated until the bus has stopped then move quickly to the exit door.)

What do you do when you are off the bus? (Stand back from the kerb or edge of the road.)

What do you do if mum (or dad) is waiting on the other side of the road for you? (Wait until they are on the same side of the road then cross together.)

Is it safe to cross behind the bus? (No. Bus passengers are often injured when they try to cross the road before the bus has moved well away.)

- Plan a bus excursion. Send a list of bus safety rules home with students to share and discuss with their family before the excursion. When getting ready to board the bus, talk about and model what to do.
- Send home a copy of *Travelling to and from school by bus* with each student to share with their family.

Be cool, follow the rules

Garry was waiting at the bus stop with some of his friends. They were talking about their favourite footy team who won on the weekend. Garry noticed that a couple of older kids were playing with a soccer ball near the road while they waited for the bus.

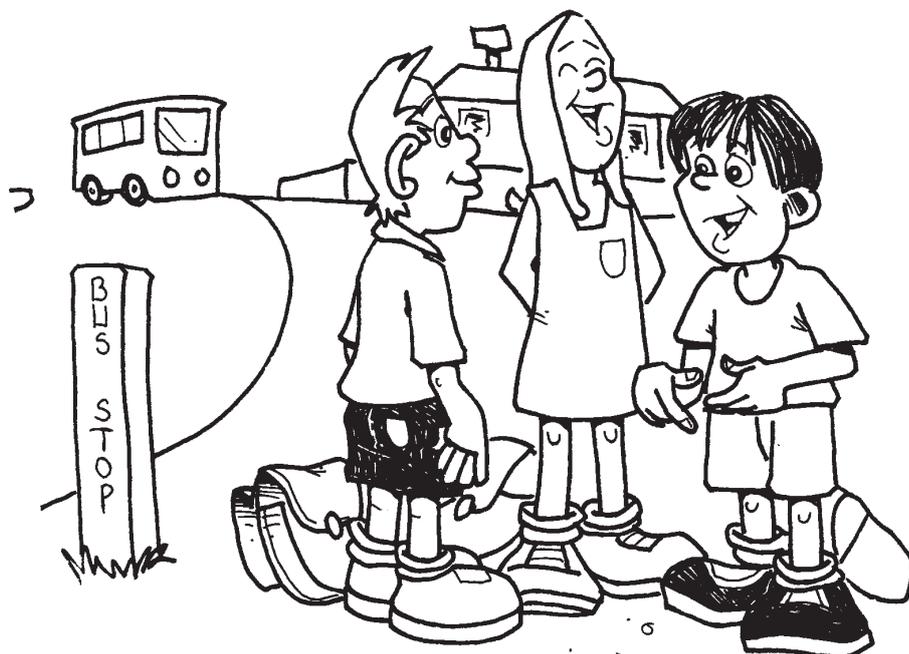
The bus pulled into the bus stop. The doors slowly opened. Garry and his friends stood out of the way and waited for the passengers to alight. The driver smiled at Garry when he showed his ticket.

Garry walked quickly up the aisle and found a free seat. Garry knew it was best to put his bag on his lap. He made sure that the bag strap wasn't in the aisle. He didn't want anyone to trip over it.

Garry's birthday was a couple of weeks ago. His aunty had given him a new MP3 player. Garry had downloaded some great songs and loved listening to them, really loud. He put on his headphones. He didn't want to disturb any of the other passengers or the driver.

When Garry could see his stop coming up, he pressed the button once and then waited until the bus had stopped. Garry grabbed his bag and then quickly moved to the exit door. He thanked the driver and hopped off. The bus driver waved to Garry as the bus moved away.

Garry's dad was at the bus stop to meet him. They both waited until the bus had gone and then crossed the road together, remembering to look and listen in all directions.



Be cool, follow the rules

Answer the questions.

What 2 rules for inside the bus did Garry remember?

1. _____

2. _____



What does alight mean? _____

What did Garry do to make sure other passengers had an enjoyable and safe ride?

What 2 rules for outside the bus did Garry remember?

1. _____

2. _____

Was Garry a responsible bus passenger? Give one example.

True or false

1. Passengers must buy a ticket to travel on the bus. _____

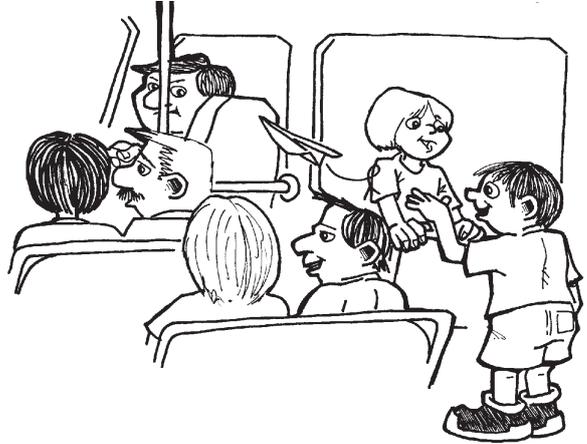
2. Bags should be put near your feet or under the seat. _____

3. It's okay to get off the bus if it is still moving. _____

4. Passengers are allowed to put their head or arms out of the bus window. _____

Bus safety scenarios

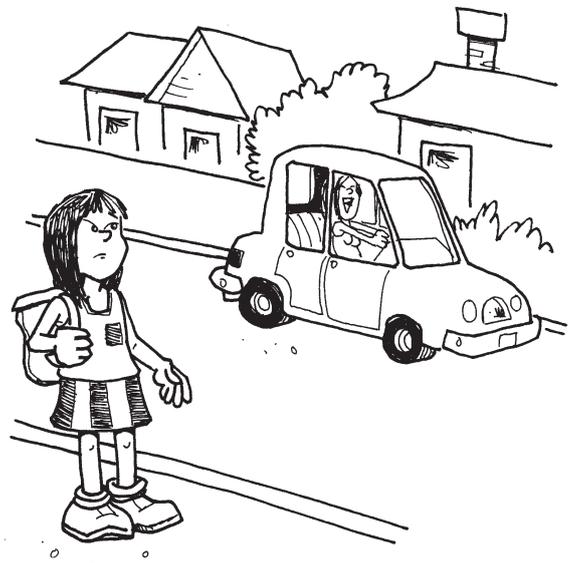
Ben is sitting with his friend Liang in the back of the bus. 'Let's have some fun!' says Liang, and starts throwing balls of paper at some of the other passengers. The driver keeps looking back to see what is going on. What should Ben do?



Ada and Fatima are on the school bus. The bus is late getting to school because the traffic is very busy. Fatima can see the school is the next stop and picks up her school bag. She notices that Ada has already started to push her way down the aisle so she can get off first. Some other students standing in the aisle look angry. 'Come on, hurry up, we don't want to be late!' shouts Ada. What should Fatima do?



Gina lives on a farm and catches the school bus to school each day. Usually her dad picks her up but today he has gone to the city to buy a new ute. Gina's older sister Josie has come instead and she has parked her car on the other side of the road to the bus stop. The road is very busy. What should Gina do?

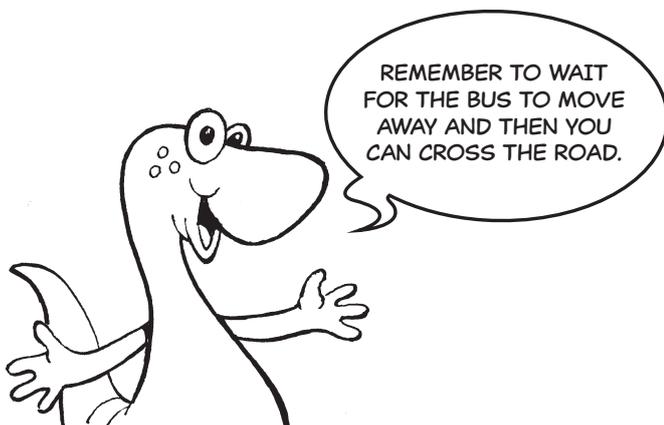




Travelling to and from school by bus

Many children travel to and from school each day on the bus. Here are a few tips to make their journey safe.

- Drop your child on the same side of the road as the bus stop. If this isn't possible, walk your child across the road to the bus stop.
- Show your child where to wait for the bus – well back from the kerb or road edge.
- Make sure your child knows what to do if the bus is late or doesn't arrive at all.
- Remind your child to store their bag and sports gear on their lap.
- Make sure your child understands the danger of putting their arms or head out of the bus window.
- Explain to your child why it is important not to distract the bus driver.
- When picking your child up from the bus stop, do not park in the bus parking bay. Park on the same side of the road as the bus stop. If this isn't possible, wait at the bus stop for your child and then walk them across the road.
- Many children are injured on their way to the bus stop or after leaving the bus. Show your child how to wait until the bus has moved away and then cross the road.
- Tell your child what they should do just in case one day you are not at the bus stop at pick up time.



Thank you for playing a vital role in your child's road safety education.

ACTIVITY 6

Planning a trip

Preparation

- ▶ **Activity sheet** *Win a trip* – photocopy one per student

- Read the story *Highway* by Nadia Wheatley and Andrew McLean (Omnibus Books, 1998). Processing questions are included in Activity 2 page 98.
- Have students share their experiences from a recent holiday, family outing or class excursion that involved travelling in a bus, car or train.

Ask

- What did you do to get ready for the trip?*
- What did other people in your family/class do to get ready for the trip?*
- Did you do anything before or during the trip to make sure you were safe and everyone else had an enjoyable time?*
- Did you feel safe on the trip? Why?*
- Did you enjoy the trip?*

- Place students in small groups then distribute copies of *Win a trip*. Read the following competition rules to the class.

Competition rules

You and your classmates can win a trip to (insert the name of a local place of interest) just by proving to the judges that you are all safe travellers. To enter you need to write a plan that has ideas about making a trip a safe one. Good luck.

Explain that groups are to plan what needs to be done before and during the trip and that safety must be a priority. The following questions could be written on the board or discussed before students complete the corresponding section of the planning sheet.

Ask

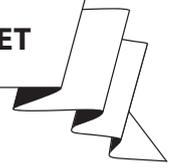
- How will you let everyone – parents and students – know about the trip?*
- What will everyone need to bring?*
- How many parent helpers will be needed?*
- What activities can students take on the bus? Will these distract the driver?*
- Does everyone know about getting in and out of the bus safely?*
- What other rules will the class need to follow?*

Groups share and discuss their plans to check that all aspects of the trip including safety have been considered.

- If possible, take the class on a bus excursion to a local place of interest. After the visit, students can write a report summarising the trip and the bus safety rules that were practised.



Transperth Education can assist with planning your next excursion on Transperth. Contact the Transperth Education team on (08) 9326 3970 or email education@pta.wa.gov.au for more information.



Win a trip

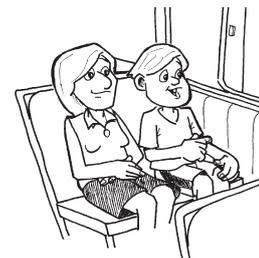
You can be a winner just by writing a list of the things you'll need to have and the things you'll need to do to make sure everyone has a great time and stays safe.

WIN A TRIP ENTRY FORM

Name _____	Age _____
School _____	
Address _____	
_____	Postcode _____

Before we go ...

During the trip ...



ACTIVITY 7

Drop off and pick up

Preparation

- ▶ **Safety door slideshow** – cue the CD-Rom
- ▶ Street map showing school – one sheet per student
- ▶ Digital camera
- ▶ **Family information sheet** *Getting kids in and out of the car* – photocopy one per student

- View the safety door slideshow. Talk about the safest way to enter and exit a vehicle ie using the safety door which is the rear passenger door closest to the kerb or footpath and away from other traffic.

Ask

Why should you use the safety door? (Explain that children are often injured when they get out of a car on the traffic side. If passengers get out using the safety door, they can avoid being hit by a passing vehicle.)

What could you do if someone was sitting next to the safety door and you needed to get out?

Where should you stand and wait if your mum or dad is helping someone else into the car? (When getting into the car, children should wait on the footpath or nature strip beside the car.)

If your mum has parked in a parking bay at the shops, what should you do before you get out? (Check that there are no cars coming in or reversing out of the bay on the same side as the door you are alighting from.)

Where should you stand when you are waiting to get into the car? (Next to the side of the car and within sight of parents.)

- Take a walk around the school to identify areas that are for parents to park or drop off and pick up students. Talk about the difference between these areas ie drop off areas are for cars to pull into and then move on again, not to stay for a long period of time. Discuss why these areas are safer places for vehicles to stop and the direction that vehicles enter the area. Point out any signage that informs drivers about the school's parking rules.

Ask students to decide which side of the car the safety door will be when a car is parked in the car park, the drop off area and along the street. Take photos of the parking and drop off areas.

- Back in the classroom, have students mark the drop off and pick up areas on a map of the school. Model how to write a letter then have students write to their parents informing them of these areas and why it is important for all traffic to use these correctly.
- Students word process their letters and insert photos taken on the walk.
- Send home a copy of *Getting kids in and out of the car* with each student to share with their family.

This activity requires students to move outside the school grounds or to a car park. Teachers should inform administration and follow the risk management procedures for the school.





Getting kids in and out of the car

Here are a few tips to make sure your children get in and out of the car safely.



When your child gets in or out of the car they should always use the 'safety door'. This is the rear side door of the car that is away from traffic when you are parked parallel to the road.



Try to park your car with the safety door next to the kerb or footpath – don't double park.



Have your child wait beside the car on the footpath or nature strip while you get other children into the car.



Make sure your child stays in the car until you are ready to watch them get out using the safety door.

In a car park, watch your child getting out of the car as drivers of other vehicles can move into empty spaces nearby without noticing small children.



You can order a Safety Door sticker by emailing sdera.co@education.wa.edu.au. Place the sticker on the rear left hand side window to remind your child which door to use when getting in and out of the car.

ACTIVITY 8 

Sharing opinions about passenger safety

Preparation

- ▶ Strategy sheet *Agree, disagree* – photocopy one set

- Set up a **values continuum** (refer to page 200) labelled 'agree' to 'disagree'.

Explain the values continuum strategy to the class.

Read aloud one of the following statements then ask students to place themselves on the continuum. Open the discussion and encourage students to share the reasons behind their opinion. Invite students to move their position on the continuum after listening to the opinions of others in the class.

Statements

- ◉ Year 3 kids are too old to sit in a booster seat.
- ◉ Kids only need to wear their restraint when they go on a long trip.
- ◉ It's an adults job to check that a child's seatbelt is done up properly.
- ◉ It's okay to go in your friend's car when there isn't a restraint for you to use.
- ◉ Kids my age are always responsible passengers.

Repeat the process using the other statements.

- Process the activity using the following questions.

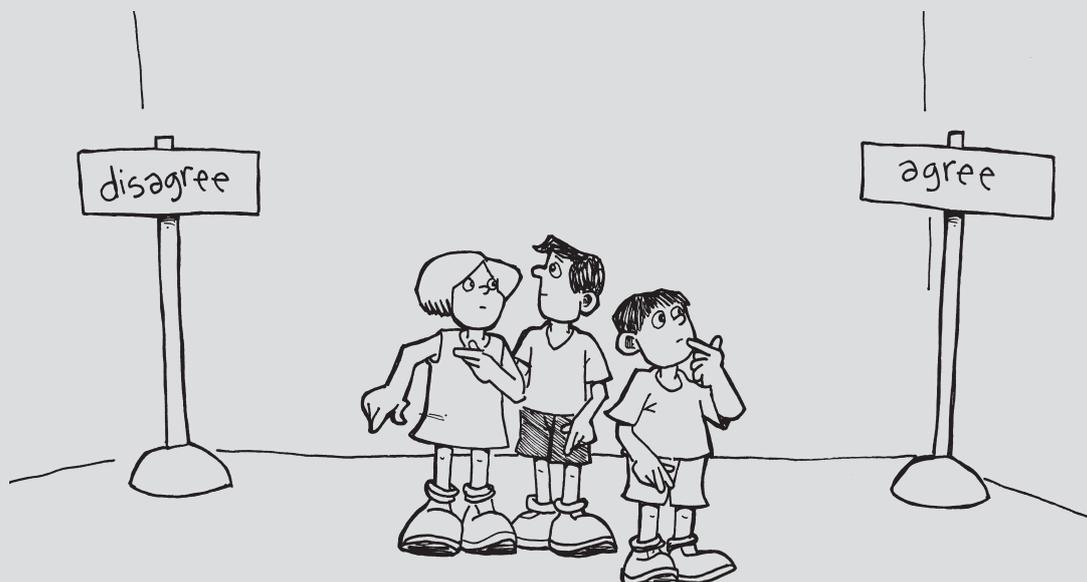
Ask

How did you feel sharing your opinion with the class? Why didn't everyone have the same opinion? (Life experiences, family and peers, the media etc can all influence a person's attitudes and values.)

Is it good to hear your classmates' opinions? Why or why not?

Do you think adults have the same opinion about passenger safety? Why or why not?

If students have not previously participated in a values continuum use the **feelings continuum** (refer to page 200). The strategy gives students the opportunity to assess their opinions individually.



ACTIVITY 9

Practising staying safer around traffic

Preparation

- ▶ Red and blue counters – enough for one counter per student
- ▶ Two glass jars
- ▶ **Strategy sheet** *Bulldog, panda, mouse* – photocopy one set of cards

- Read the following scenario to the class.

Scenario

Taryn knows that not wearing a seatbelt is dangerous. Sometimes Taryn's older brother doesn't wear a seatbelt when he goes for a ride in his friend's car. She is worried that her brother might get hurt. Taryn has thought about what she could do and has come up with two choices that might work.

Choice 1: She could ask her Mum or Dad to talk to her brother about wearing a seatbelt.

Choice 2: She could talk to her brother and tell him she is worried that he will get hurt if his friend has a crash.

Give each student a blue or red counter. Divide the class into groups of four using the coloured counters (ie two blue, two red). Have the blue students discuss the positive and negative things that might happen if Taryn chooses Choice 1. The red students discuss Choice 2.

Invite students to share the points raised in their group discussion. Ask the class to decide what choice Taryn should use and then place their counter in the corresponding jar labelled 1 or 2. Count the number of counters in each jar and discuss the results using the following questions.

Ask

Why did the majority of our class vote for choice (insert 1 or 2 here)?

If you were in a similar situation to Taryn would you feel comfortable to take that decision?

Have you ever felt unsafe in someone's car? Why?

(Remind students of the 'no-name' rule.)

How did you feel? What did you say? What did you do?

- Show the **bulldog, panda, mouse** strategy sheet (refer to page 191) and discuss the three styles of communication – aggressive, assertive and passive.
- Place the panda in the middle of a **Y chart** (refer to page 199) drawn on the board. Ask the following questions to help students identify what an assertive communicator would look like, sound like and feel like. Ensure that students include statements that start with 'I' eg I know you want to wave out of the window but I don't feel safe doing that.

Ask

If you want your friend to know that you mean what you say, without being rude, how should your voice sound?

(Not shouting, even, calm.)

What will your body look like? (Stand up straight, look at the person, don't shuffle, relaxed.)

How will you feel?

- Set up a **circle talk** (refer to page 192). Explain that students on the outside of the circle are to **role-play** (refer to page 196) the character of Taryn and the inside circle are to be Taryn's brother.

Remind students to use assertive comments in the role-play to show that they are confident and concerned about their own and others' safety. Swap the roles to allow students to practise using assertive communication.

- Have students write two assertive responses that they can use when they feel worried about their own safety.

ACTIVITY 10

Fact or opinion

Preparation

- ▶ A4 paper – one sheet per student

- Read aloud the following statements. Ask the class to identify if the statement is a fact (F) or an opinion (O).

Statements

- ◉ Red cars go faster than other cars. (O) Red is a colour. (F)
- ◉ A cat is a mammal. (F) Cats are better pets than dogs. (O)
- ◉ Everyone loves footy. (O) Football is played in Australia. (F)
- ◉ Earth is a planet. (F) Mars would be fun to visit. (O)

Explain when making a decision it is best to use information that is based on facts and not based on opinion.

- Using a **circle talk** (refer to page 192) have students decide with their partner if the statement is a fact or an opinion. If the statement is a fact, students should remain standing. For statements that are opinions, have the students sit and discuss further with their partner.

Statements

- ◉ Buses are more fun to travel on than trains.
- ◉ Putting your arm or head outside of a bus is dangerous.
- ◉ It is best to wait until the bus has driven away before you cross the road.
- ◉ Everyone must say 'thank you' to the bus driver.
- ◉ I can make decisions that will keep me safe on a bus trip.
- ◉ Everyone must wear a restraint.
- ◉ It's okay to share a restraint.
- ◉ Kids need to sit quietly in the car so drivers can concentrate on driving.
- ◉ A restraint is designed to protect you in a collision.

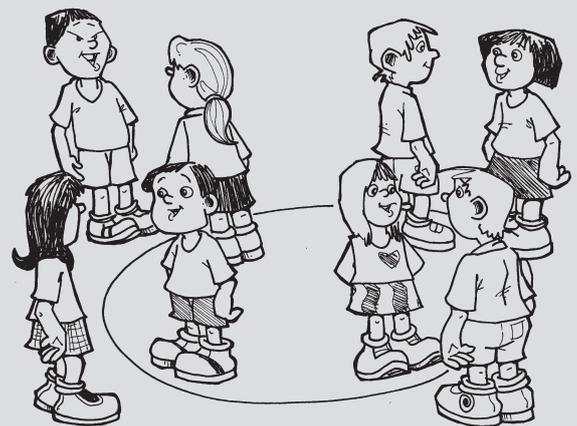
Focus students on the skills that were practised during the circle talk, by asking the following questions.

Change the statements to address other modes of public transport if students do not travel on buses.

Ask

- How did you show your partner you were interested in their opinion?*
- Did you and your partner always have the same opinion? Why or why not?*
- How did you feel if your partner didn't have the same opinion?*
- Is it important to listen to other people's opinions? Why or why not?*

- Have students complete the following statements and draw a picture to illustrate their responses.
 - ◉ I think the best way to stay safe as a passenger is by ...
 - ◉ I am a responsible passenger because I ...



ACTIVITY 11

Chatter box quiz

Preparation

- ▶ **Activity sheet** *Make your own chatterbox* – photocopy one per student
- ▶ **Activity sheet** *How to play with your chatter box* – photocopy one per student
- ▶ Square of paper – one per student
- ▶ Scissors – class set
- ▶ **Family information sheet** *Travelling safely to and from school by car* – photocopy one per student

- Show a completed chatterbox to the class. Select a student to choose a number on the chatterbox. Open and shut the chatterbox for that same number. The student must then answer the question shown. Check to see that the answer is correct by lifting the flap.
- Have students **brainstorm** (refer to page 190) a list of passenger safety questions and answers. Write these on the board.

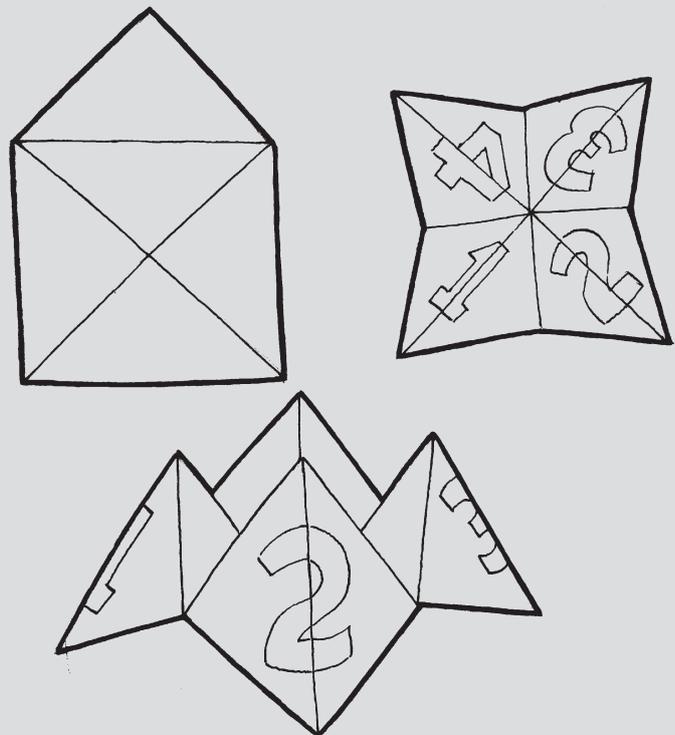
Give each student a copy of *Make your own chatterbox* to make and play with a partner.

Students make their own chatterbox by following the instructions on the activity sheet and using a square of paper. Questions and answers can be selected from the board and written on the chatterbox.

- Send the chatterboxes home with students to share with their family.

Make a chatterbox before the lesson. View how to make a chatterbox at http://www.metacafe.com/watch/497777/easy_paper_chatterbox/ or http://www.youtube.com/watch?v=ZK0koif eBsE&feature=player_embeddedfor

- Send a copy of *Travelling safely to and from school by car* home with each student to share with their family.



Make your own chatterbox

1. Fold the square into a triangle, open it up and refold it from the other direction. This will give you a centre point in your square.



2. Fold each corner of the square into the point in the centre. Press firmly as you fold.



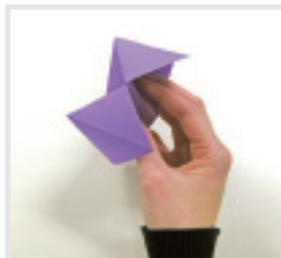
3. Turn your square over and repeat the process of folding each corner into the centre. Press firmly as you fold.



4. Fold in half, pressing firmly as you fold.
5. Open out then fold in half the other way again.

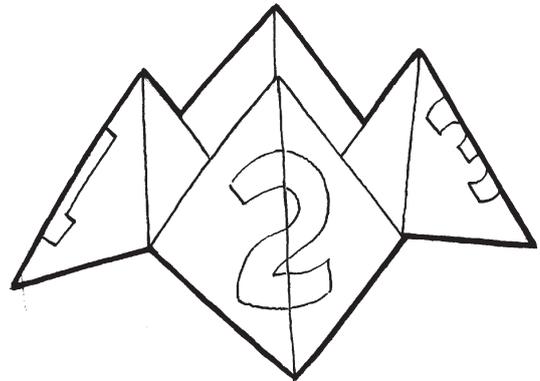


6. Lift up the square flaps with your fingers, and bring the points together. You now have a chatterbox!



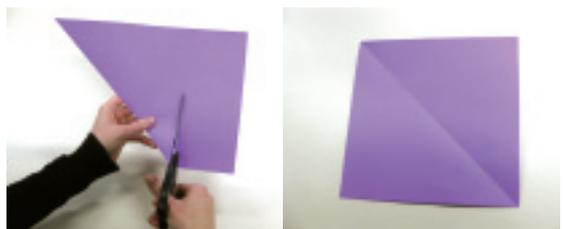
To make your chatterbox you need:

- A square piece of paper
- Scissors
- Pencils or markers



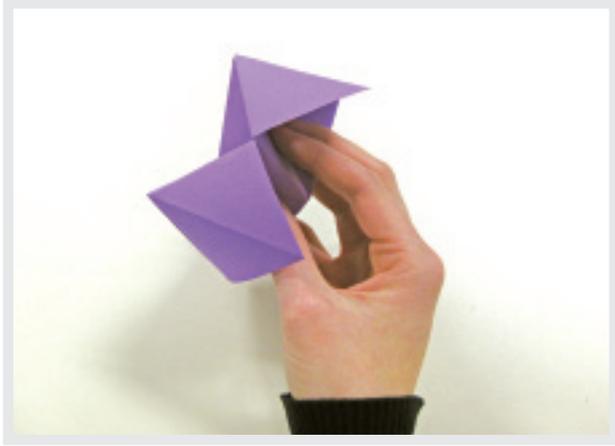
If you don't have a square piece of paper:

1. Fold a rectangular piece of paper into a square by folding the bottom right corner up to the top of the paper so that they are level, and you have a triangle.
2. Trim away the excess paper from your triangle.
3. Unfold the triangle – you now have a square piece of paper.

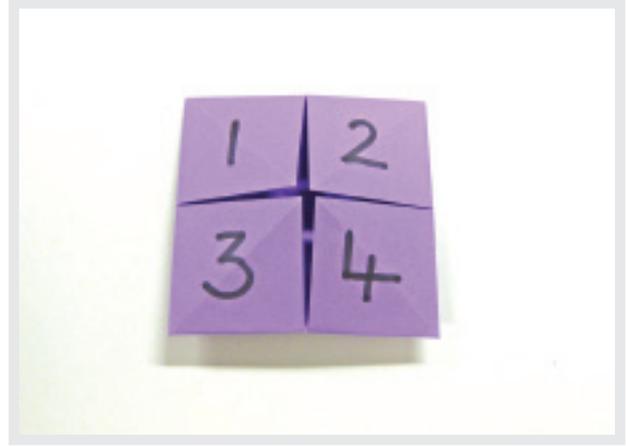




How to play with your chatterbox



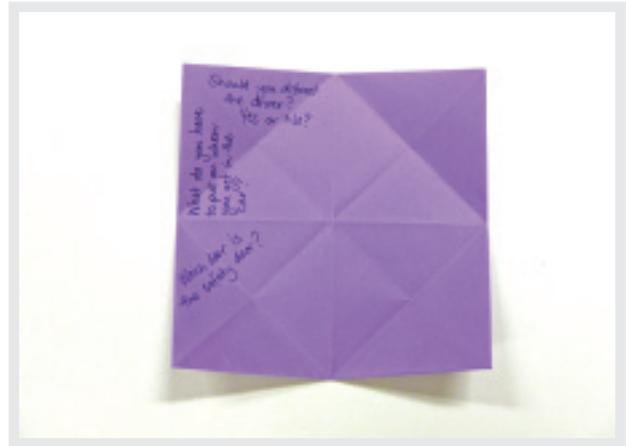
1. Put your index fingers and thumbs into the four corners. You can open and close your chatterbox by moving your fingers from side to side and up and down.



3. To write on your chatterbox, open it up so you can see the side with four square flaps. Number these 1-4.



2. Turn your chatterbox over. There will be four pairs of triangles. Number these 1-8.



4. Open up the flaps and write a passenger question for each number from 1-8.

5. To play the game, refold your chatterbox. Ask a friend to choose a number from 1 to 4 and count out that number by opening and closing your chatterbox. Now ask your friend to choose a number from 1-8. Count out the number chosen by opening and closing your chatterbox again. Now ask your friend to choose one of the numbers shown inside your chatterbox. Lift the flap of that number and ask your friend the question.



Travelling safely to and from school by car

Many children travel to and from school each day in their family's car. Here are a few tips and suggestions to make the journey a safe one.



- Make sure each child in your car is wearing a restraint.
- Seat your child in the back seat of the car where it is safer. Children aged 4 to 7 years are only allowed to sit in the front seat when all of the back seats are occupied by younger children.
- Store your child's bag and sports gear in the boot of the car.
- Driver distractions can cause a crash. Explain why it is important for your child to be a quiet passenger while you are driving.
- Drive slowly and carefully near schools. The speed limit is 40km/h.
- Try to pick up and drop off your child on the school side of the road even if this means parking further away from the school.
- Make sure your child always enters and exits the car on the kerb side – the safety door side.

