

FOCUS AREA 3

Passenger Safety

INTRODUCTION

This focus area provides the explicit teaching of content and skills related to passenger safety for Year 2 students. It focuses on:

- how car restraints, when properly worn and the correct fit for the wearer, can reduce passenger injuries in a crash
- recognising that driver distraction can cause a crash
- identifying the rules and laws applicable to passengers
- entering and exiting vehicles using the safety door
- responsible travel on buses and trains
- making decisions in passenger-related situations.

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.
- Restraints must be worn at all times, even when the passenger is asleep.
- 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.

Key skills to practise































- Participate in class, group and pair discussions about shared experiences.
- Identify situations that may be unsafe when travelling as a passenger.
- Making responsible decisions to ensure their own safety and the safety of others.
- Use verbal and non verbal communication skills such as listening when others speak, waiting for a turn and knowing when to respond.
- Work with partners and in small groups using strategies such as taking turns, staying on task, and sharing resources.
- Practise group decision-making with peers in pairs and small groups.
- Practise showing courtesy to others when voicing disagreement or an alternative point of view when solving simple interpersonal problems.
- Identify following rules as a way of contributing to their communities.
- Recognise how personal feelings and values influence how people behave.

General capabilities








The general capabilities 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 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

Road crash injuries

Every year many Western Australian children are fatally injured or hospitalised as a result of injuries sustained in car crashes. In many instances these injuries could have been prevented by the correct purchase, installation and use of properly fastened and appropriate child car restraints.¹

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.²

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.

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

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.

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.

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

2 NSW Transport Roads & Maritime Services (website). Retrieved from www.rta.nsw.gov.au/roadsafety/children/childrestraints/childrestraintlaws-faqs.html



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.

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.edu.au

ACTIVITY 1

ABC of passenger safety

Preparation

- ▶ **Activity sheet** *Izzy or Izzy slideshow* – cue the CD-Rom
- ▶ **Restraints slideshow** – cue the CD-Rom
- ▶ Large sheet of paper – one per group
- ▶ **Activity sheet** *Izzy* – photocopy one per student
- ▶ **Family information sheet** *Keeping kids safe in the car* – photocopy one per student

- 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.
- Define the term ‘passenger’ with students. (Someone who travels by car, bus, truck, train, taxi, motorbike for example and is not the driver.)
- Use the slideshow photos to talk about types of restraints, the restraint suitable for different age groups, and how restraints are designed to offer protection to the wearer in the event of a collision. The following questions can be used to prompt the discussion.

Ask

What can you do to make sure you stay safe when you are a passenger? (Wear a restraint correctly, sit in the back seat, and don't distract the driver.)

Why do passengers need to wear restraints? (It is the law. A restraint will stop a passenger from moving around or being thrown out of a vehicle if involved in a crash.)

Why aren't the children all wearing the same restraint? (Restraints are made for different weights, heights and sizes. Explain that due to their size, even school aged children can need to use a booster seat to ensure their seatbelt fits properly and to provide extra protection.)

What type of restraint do you wear?

Why are the children sitting in the back seat of the car? (It is the law that children under 7 years of age are not permitted to sit in the front seat of a vehicle unless there is only one seat in the vehicle eg a utility or truck. It is also a safer position to sit in a vehicle.)

Where do you usually sit in your car?

- Place students in groups of two or three with a

large sheet of paper. Show the class how to set up the **ABC graffiti** sheet (refer to page 180).

Explain groups are to brainstorm, for each letter of the alphabet, a word or phrase that relates to travelling safely as a passenger. For example: A – always wear a seatbelt; B – behave sensibly; C – car restraint; D – door. Allow enough time for groups to complete most of the letters on their graffiti sheet.

Sit students in a circle. Ask one group to call out the word they have written for the letter ‘a’. Other groups check to see if they have the same word listed. Continue around the circle until all words for the letter ‘a’ have been exhausted. Encourage groups to add the new words supplied by other groups to their graffiti sheet. Continue the process until all letters have been completed.

Have groups read through the words on their graffiti sheet and circle five words or phrases that are the most relevant to travelling as a passenger. Explain that each group is to use the five words or phrases to write a definition for being a ‘responsible passenger’.

Listen to the definitions created by each group.

Have students write their own definition of being a safe passenger on a copy of *Izzy*.

- Send home a copy of *Keeping kids safe in the car* with each student to share and talk about with their family.

The term ‘restraint’ refers to all types of restraints eg lap-sash seatbelt, baby capsule, booster seat, rearward and forward facing child restraint and safety harness.

Izzy

To be a safe passenger I _____



Keeping your kids safe in the car

Did you know that every child under 7 years must be seated in a child car restraint or booster seat when travelling in a motor vehicle in Western Australia?



- Children from birth to under 6 months must be seated in a properly fastened and adjusted, rear-facing approved child restraint.
- Children from 6 months to under 4 years must be seated in a properly fastened and adjusted, rear-facing or forward facing approved child restraint with an in-built harness.
- Children from 4 years to under 7 years must 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.
- Children 7 years and over must be restrained in an adult seatbelt or booster seat.

Where are children allowed to sit?

- If a car has two or more rows of seats, children under 4 years must not travel in the front seat.
- If all of the rear seats are being used by children under 7 years, children aged 4 years to under 7 years may travel in the front seat, provided they use an approved booster seat.

Some important things to talk about with your child.

- Why they have to sit in the correct restraint for their size and always buckle up.
- Why they are safer in the back seat. The back seat is safer than the front seat in a front impact crash, which is the most common type of crash.

If you want more information on child car restraints go to:

- 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>

All child car restraints sold in Australia must meet the strict requirements of AS/NZS1754. This symbol certifies that the restraint fully meets the standard.



ACTIVITY 2

Passenger rules

Preparation

- ▶ Large sheets of paper – one sheet per group of four students
- ▶ **Activity sheet** *Passenger rules* – photocopy one per student
- ▶ **Family information sheet** *Car rules* – photocopy one per student

- Introduce the concept of 'rules in the community' by asking the following questions. It may be necessary to define the term 'community'.

Ask

What are some rules that we have to follow in our community? (These rules can be for any situation and not only related to passenger safety. For example: children have to go to school; drivers aren't allowed to speed; and dogs must be kept on a leash in public places. It may help to give students a few prompt words or heading such as – rules at school, rules at the beach.)

Why do communities need to have rules?

Are there rules for the road?

What is a road rule that you know?

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

- Place students in small groups. Conduct a **graffiti** (refer to page 182) by giving each group a large sheet of paper which is labelled either 'passenger rules', 'bus and train passenger rules', 'cyclist rules' or 'pedestrian rules'.

Explain that groups are to write the rules relevant to the road user group shown on their graffiti sheet. Some examples of rules include:

Passenger rules

Everyone must wear a restraint when travelling in a vehicle.

Children under 7 must sit in the rear seat.

Bus and train passenger rules

Passengers cannot graffiti the bus or train.

No drinks, food or smoking.

You must purchase and travel with a ticket.

Cyclist rules

All cyclists must wear a helmet.

Cyclists must give way to pedestrians.

A bike must have a front light and a reflector.

Pedestrian rules

Pedestrians are not permitted to jaywalk.

Pedestrians are not allowed to walk on freeways.

After a designated time, have groups swap graffiti sheets. Groups read the suggestions written on the sheet then tick the rules they agree with and add any new ideas.

When students have contributed to all sheets, read through and discuss the rules generated by the class. Clarify any incorrect responses. Also identify the 'rules' that are safety precautions or those that relate to being responsible and courteous rather than road rules or laws eg pedestrians must wear bright coloured clothing.

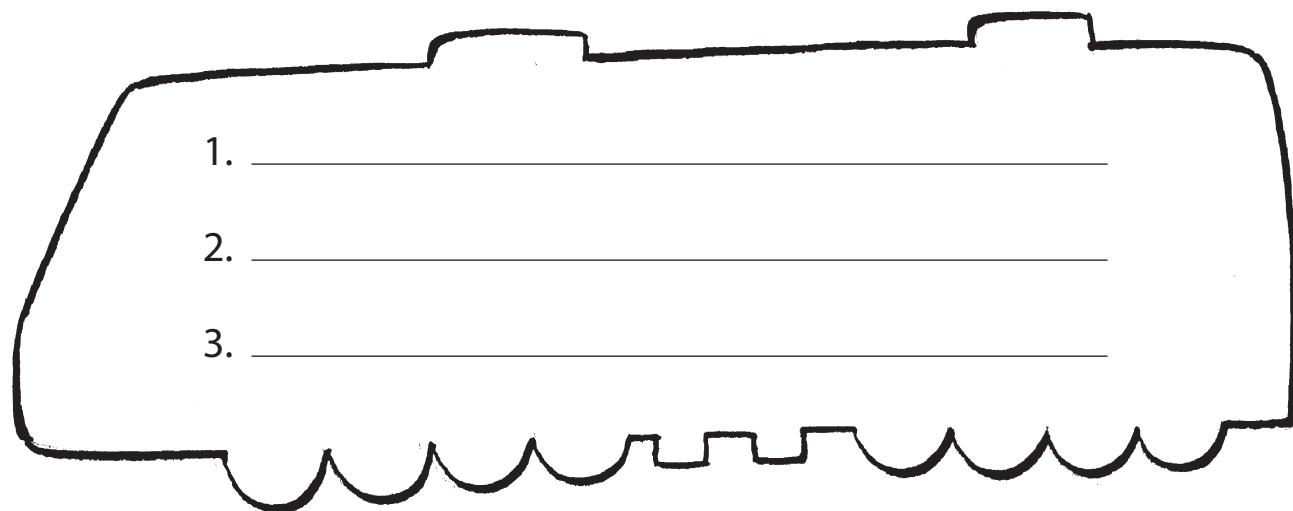
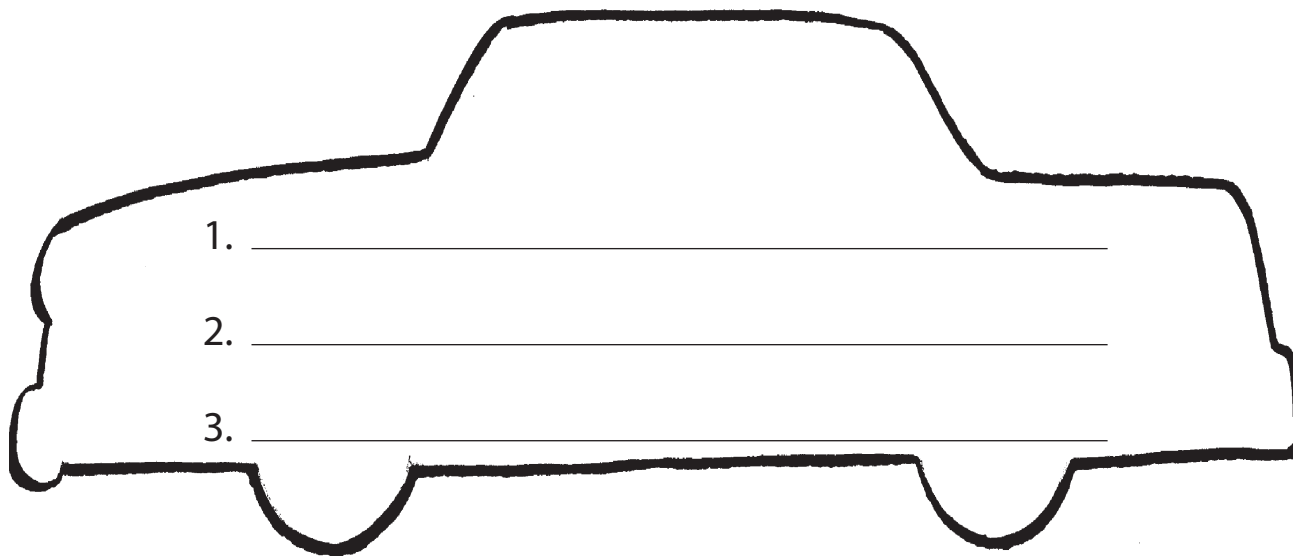
Explain that some 'rules' are laws (eg wearing a restraint) and when a road user does not follow the law they can be fined or may have to attend a court hearing.

- Distribute the *Passenger rules* sheet. Have students write at least two road rules for each type of travel listed on the sheet.
- Send home the *Passenger rules* sheet and a copy of *Car rules* with each student 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 and sit in the rear seat of a vehicle.

Passenger rules

What are some rules for passengers travelling in a car, bus or train?





Car rules

When it comes to your child's safety, every rule is a good rule. Your child needs to know 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 them both 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.



Here is a passenger rule from your child.

ACTIVITY 3

What happens in a crash?

Preparation

- ▶ Golf balls (or table tennis balls) – two per group
- ▶ Markers – one per group
- ▶ Small boxes such as a shoebox or lid from photocopy paper box – one per group
- ▶ Egg carton cups – two per group
- ▶ Sticky tape, masking tape, scissors or glue sticks – class set
- ▶ **Activity sheet** *Crash recount* – photocopy one per student

- Give each group a small box, two golf balls and a marker. Explain that the golf balls represent a driver and a passenger. Ask the groups to draw a face on each of their golf balls.

Explain that students are going to conduct an experiment to see what happens, when a box containing the golf balls, stops suddenly, changes direction and crashes into an object.

Ask groups to place the two golf balls in the box. Have students push the box along the floor and observe what happens.

Ask

What happened to the golf balls (driver and passenger) when your box stopped/changed direction/crashed?

Why didn't the golf balls stay in one spot? (Relate this discussion to the golf balls not being restrained and the movement of the car and the force of the crash being transferred to the balls.)

Would the same thing happen to a passenger and driver in a real car? (Yes. Unrestrained vehicle occupants will continue moving forward and then around inside the car.)

How could we stop the driver and passenger from moving about?

Using the egg carton cups and other construction materials, have groups make a restraint for each of the golf balls. Make sure students anchor the restraints to the bottom of the box. Repeat the testing procedure and observe any changes in the movement of the golf balls.

Discuss the difference between the first and second test. Talk about how the restraints helped to keep the golf balls from moving around. Point out that other

objects such as mobile phones, books and bags will also move about in a crash and that these have the potential to injure vehicle occupants.

- Have students plan a recount of the crash test using the activity sheet *Crash recount*. Suggest that students finish their recount with a conclusion that is drawn from their observations and experience during the activity.

Place students in small groups to share and discuss their recounts.

- Teach students the song *Click it in* to reinforce the importance of always wearing a restraint.

Click it in

(Sung to the tune of *Frère Jacques*)

Wear your seatbelt. Wear your seatbelt.

In the car or in the van.

Click it in and check it's tight.

Click it in and check it's tight.

Click clack click. Click clack click.

(Click fingers on the word 'click')

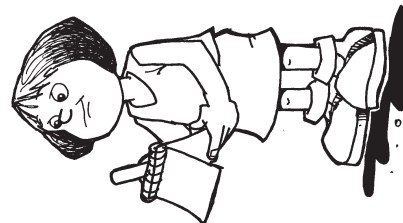
Students can change the lyrics by identifying other vehicles where restraints are installed and must be worn eg in the ute, in the truck.

There are many video clips on the internet that demonstrate the effectiveness of a seatbelt in a crash. It is important to advise the class the nature of the video clip prior to viewing as some students may have had direct or indirect contact with a road crash.

Crash recount

Plan your recount of the crash test. Make sure you write in each space.

Introduction				
When? When did this happen?	Who? Who did the activity?	Where? Where did this take place?	What? What did you do? Write the things that happened in order.	Why? What was the purpose of the activity?
Conclusion – Sum up				
Say what you enjoyed:				
Say what you learnt:				



ACTIVITY 4



Safety door

Preparation

- ▶ **Safety door slideshow** – cue the CD-Rom
- ▶ A vehicle parked outside the school grounds
- ▶ A vehicle parked in the school car park
- ▶ A4 paper – one sheet per student
- ▶ **Activity sheet** *Safety comic strip* – photocopy one per student
- ▶ **Activity sheet** *The footpath side* and cue the CD
- ▶ **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 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 and are hit by a passing vehicle.)

What could you do if someone was sitting next to the safety door and you needed to get out? (Listen to students' suggestions but stress that it will always be safer using the door away from passing traffic.)

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

- Take the class outside to stand along the footpath near the road and where a car has been parked next to the kerb. (Alternatively have students stand within the school boundary where they can clearly see a car parked next to the kerb.) Use vocabulary such as kerb, kerbside, rear door, back door, front door, passenger side, driver side, oncoming and passing traffic while discussing the location and use of the safety door.

If the school has a 'kiss and drive' or 'drop and drive', take the class to the location and point out where cars enter and exit. Explain that when students are dropped off at school they should get out of the car using the safety door and then quickly move to the footpath. When waiting to be picked up, remind students to stand back from the road edge on the footpath and only move to the car when their parent has pulled in and the safety door has been opened.

- Take the class to stand near a vehicle parked in the school car park. Ask for a volunteer student to role-play being a passenger getting in and out of the car using the safety door (or rear door, if the car is not parked next to a kerb), while the rest of the class observes.

Ask

What should (student name) do before opening the door to get in? (Passengers should check for vehicles coming into the parking spot next to the car on their side, and vehicles next to the car reversing out of the parking spot.)

What might happen if (student name) opened the door to get out without checking?

Why don't drivers always see passengers getting in and out of a car? (A driver will be concentrating on manoeuvring the car into or out of the parking spot.)

- Back in the classroom, distribute a copy of *Safety comic strip*. Read the comic strip *Flat Izzy* and discuss how the sequence of events explains why Izzy was flattened.

Explain that students are to create their own safety door comic strip. Suggest students include 'think clouds' and 'speech bubbles' to show what the characters in the comic strip are thinking or saying.

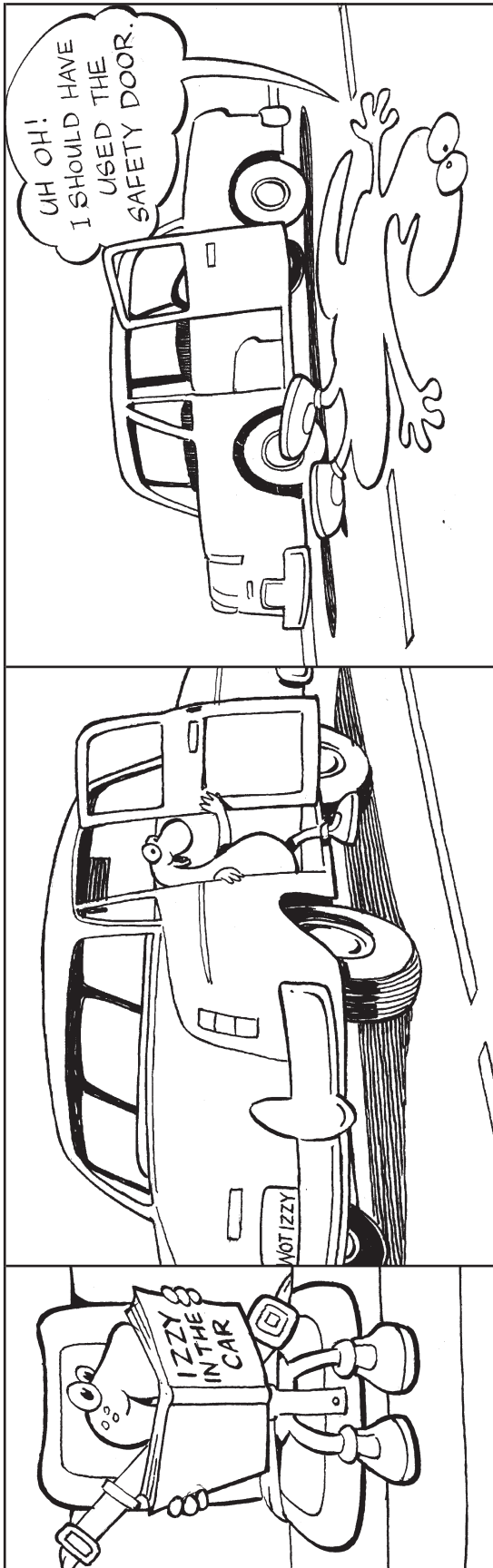
Publish the students' work in the school newsletter along with a reminder to families to pick up and drop off their children in designated areas and without double parking.

- Listen to the song *The footpath side* to reinforce the importance of getting in and out of the car on the footpath side using the safety door. The music and lyrics are provided on the activity sheet.
- Send home a copy of *Getting kids in and out of the car* with each student to share with their family.

Teachers should inform administration and follow the school's risk management procedures when taking students outside of the school boundary.

Safety comic strip

Flat Izzy



Create your own safety door comic strip.

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The footpath side

Words and music by Franciscus Henri

The musical score is written on three staves in treble clef with a common time signature (C). The melody is simple, using mostly quarter and eighth notes. Chords are indicated by letters above the staff: C, F, F/G G7, C, C7, F, F/G G7, and C. The lyrics are written below the notes.

Oh, you climb out the car when you've been for a ride but you al-ways climb out on the
 foot - path side. The cars on the road and the mo - tor-bikes too might come
 driv - ing by and crash in - to you. O - pen the door and they might hit you.

Oh, you climb out the car,
 When you've been for a ride,
 But you always climb out
 On the footpath side.

The cars on the road and the motorbikes too,
 Might come driving by and crash into you!
 Open the door
 And they might hit you!

There are cars and buses,
 On the road,
 And great big trucks
 With heavy loads.

Big cars, little cars, speeding by,
 So you always get out on the footpath side,
 You always get out on the footpath side,
 You always get out on the footpath side.

The footpath side has been reproduced with the kind permission of Origin Network Pty Ltd,
 Franciscus Henri (lyricist/composer) and the NSW Roads and Traffic Authority.



Getting kids in and out of the car

When your children get 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.



Keep your children in the car until you are ready to watch them get out through the safety door.

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



Your oldest child should be the first one you put in the car and the last one you get out. Why? They are more mobile and may stray away from your supervision while you get other siblings out of the car.



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 5

Don't distract the driver

Preparation

- ▶ Five chairs and one desk
- ▶ **Activity sheet** *Road signs* – photocopy two sets and cut into cards
- ▶ **Activity sheet** *Passenger questions* – one photocopy

- 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 two or three students to be the 'passengers'. Give the driver the road sign cards. The front seat passenger should have a copy of *Passenger questions*.

Explain that the driver must sort the road sign cards into pairs without hesitating or stopping. Give the driver time to practise. Ask the class to observe the speed and method used by the driver when sorting the cards. When the driver has sorted some of the cards, stop the activity and have the class share their observations.

Explain that the driver must repeat the sorting activity while answering the questions of the front seat passenger and ignoring the other passengers who will be either playing a noisy game or singing a song. Stress that the driver must answer the questions and continue sorting the cards to avoid having a 'crash'. Nominate a 'spotter' to keep track of how many questions are answered. Run the activity then ask the following questions.

Ask the driver

Was it easy to sort the cards when your passengers were being noisy?

Did you answer all of the questions? (Check with the spotter.)

Could you concentrate very well?

How did you feel when everyone was distracting you?

Ask the class

What did you notice about the driver?

Would a driver be able to concentrate if their passengers were noisy or asking lots of questions?

What might happen if a driver wasn't able to concentrate on driving?

- Show students the 'distracted drivers are dangerous' video clip which can be viewed at <http://www.youtube.com/watch?v=YIEM9yTwhJE>. Remember to be aware of students who have experienced road trauma either directly or indirectly and warn these students that the video clip shows a crash. These students may prefer to not watch the clip.

Have the class identify the distractions shown in the clip (eg reading a street directory, sending a text message, kids fighting in the back seat of the car).

Ask

What else might distract a driver? (Distractions can occur inside and outside of the vehicle eg loud music, eating food, road workers.)

What can you do to make sure you don't distract mum or dad when they are driving?

Do bus drivers get distracted too?

What can you do to make sure you don't distract the bus driver?

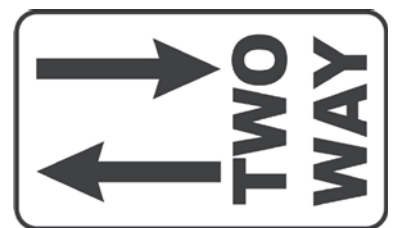
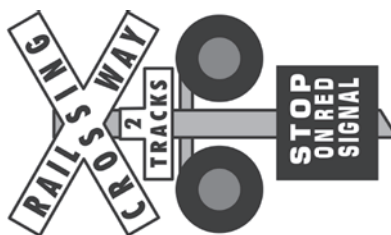
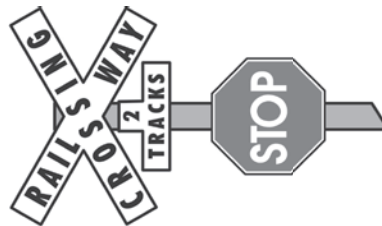
- Have students summarise how to behave responsibly while travelling as a passenger in either a car or bus by completing the following unfinished sentences.

Unfinished sentences

- ⊙ A driver can't concentrate when passengers ...
- ⊙ I can be a responsible car passenger by ...
- ⊙ I can be a responsible bus passenger by ...

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

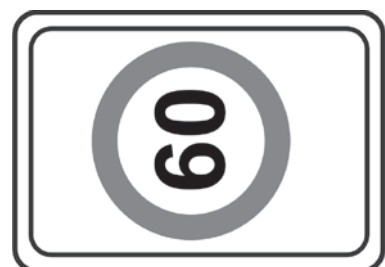
Road signs



Name _____

ACTIVITY SHEET

Road signs



Passenger questions

How old are you?

When is your birthday?

Do you own a pet?

How many days are in a week?

What's your favourite food?

What are you going to do after school today?

Have you ever been in a plane?

What makes you sad?

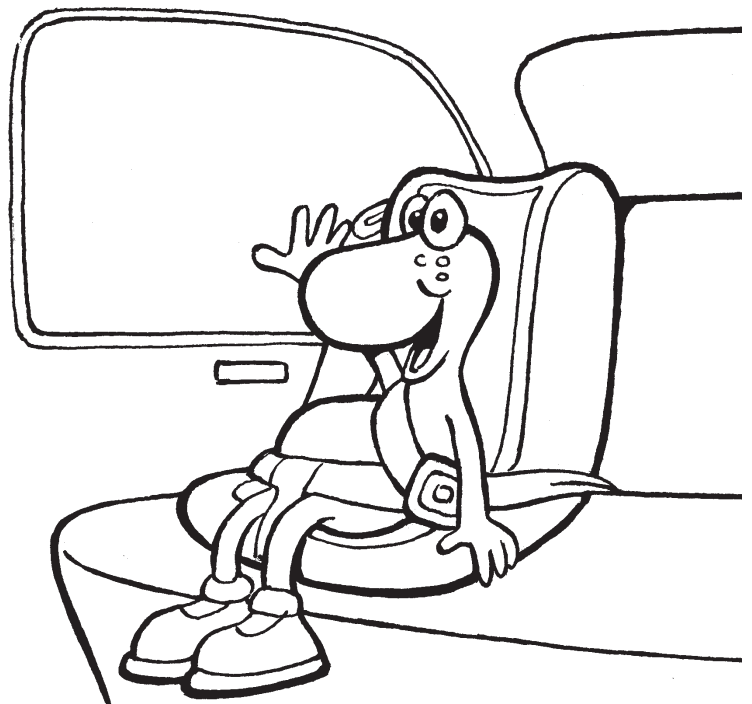
What number comes after 13?

What street do you live in?

What would you do if you won \$200?

Which team do you go for?

What makes you happy?



ACTIVITY 6

On the bus or train

Preparation

- ▶ *On the bus* slideshow – cue the CD
- ▶ A3 paper – one sheet per group
- ▶ **Activity sheet** *On the bus* – photocopy one set of card per group
- ▶ **Activity sheet** *Ride the bus rap* – photocopy one per student
- ▶ Internet access

- Have students share their bus or train travelling experiences. Use the following questions to prompt further discussion.

Ask

Where did you travel to using the bus/train?

Who travelled with you on the bus/train?

What did you do to catch the bus? (eg check a timetable, stand near the bus stop and wave to the bus driver to stop, purchase a ticket or use a SmartRider)

What do you have to do to catch a train? (eg check a timetable, stand well back from the edge of the platform, wait for the train to come to a standstill buy a ticket or use a SmartRider)

What are the rules for travelling on a bus or train? (Clarify or elaborate on students' answers eg buy a ticket, wait for the bus to stop and other passengers get off before you board.)

What did you do to feel safe when you were travelling on the bus? (eg sit in a seat, keep arms and head inside the bus)

- Use the slideshow to talk about travelling on the bus. Point out some of the safe behaviours such as waiting until the bus has stopped before getting on or off, letting other passengers get off the bus before getting on, and waiting for the bus to move well away before trying to cross the road. Other safety tips are listed in the table.

Run this activity at the start of the year if most students travel to school by bus or train.

Inside the bus	Outside the bus
<ul style="list-style-type: none"> • Wait for the bus to stop before getting off • Put your bag on your lap • Don't put any part of your body outside the bus • Sit on the seat facing forward • Hold onto the handrail if you have to stand up • Offer your seat to adults • Don't distract the driver • Be courteous to other passengers 	<ul style="list-style-type: none"> • Wave to stop the bus • Stand back from the edge of the road when you are waiting for the bus • Wait for the bus to stop and other passengers to get off • Don't cross the road in front or behind the bus • Wait for the bus to move well away before you cross the road

- Distribute a sheet of A3 paper and a set of activity cards from *On the bus* to each group. Show the class how to draw a **T chart** (refer to page 189) and label the columns 'safe' and 'unsafe'. Explain groups are to sort the activity cards into the appropriate column of the T chart.

Compare and discuss how groups sorted the cards. Ask students to explain the reasons behind their decision to place cards in each column.

- Teach students the *Ride the bus right* rap (refer to page 104). Say the rap while clicking fingers or clapping hands. Have students underline the safety messages in the lyrics of the rap.
- Give students the task of writing new lyrics to the tune of *The wheels on the bus*. The lyrics can promote safe travel on buses, trains and cars. For example:

The wheels on the bus

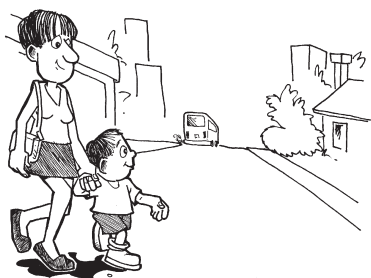
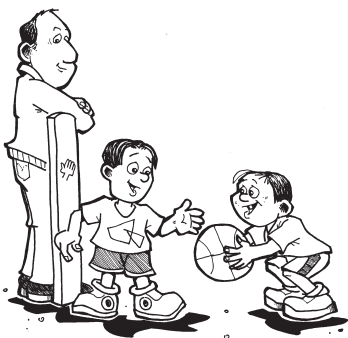
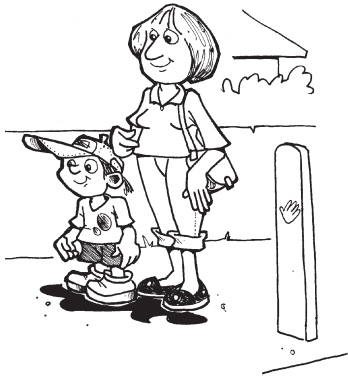
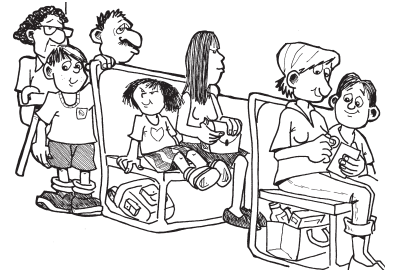
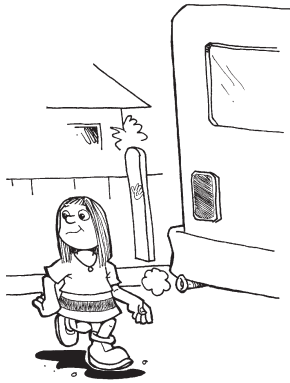
The kids on the bus sit quietly in their seats,
sit quietly in their seats, sit quietly in their seats,
The kids on the bus sit quietly in their seats,
all the way to school.

The teachers on the bus hold the handrail tight,
hold the handrail tight, hold the handrail tight,
The teachers on the bus hold the handrail tight,
all the way to school.

Publish the finished lyrics and have groups perform the songs for other classes.

- View the Transperth Community Education website <http://www.transperth.wa.gov.au/AboutUs/Communityeducation/CommunityEducationYoungPeople.aspx> and download colouring in sheets and rules for riding on Transperth buses and trains.

On the bus



Ride the bus right rap

Hey everybody here's a message for you,
If you want to ride a bus there's some things you gotta do.

Wait at the bus stop away from the road,
When the bus has stopped then on you go.

Now find a seat and stow away your gear,

But hey that's not all, so listen here.

Don't distract the driver, shout or bash,
Or you might be the reason, for a bus crash.

So now you've got it guys,

You know just what to do.

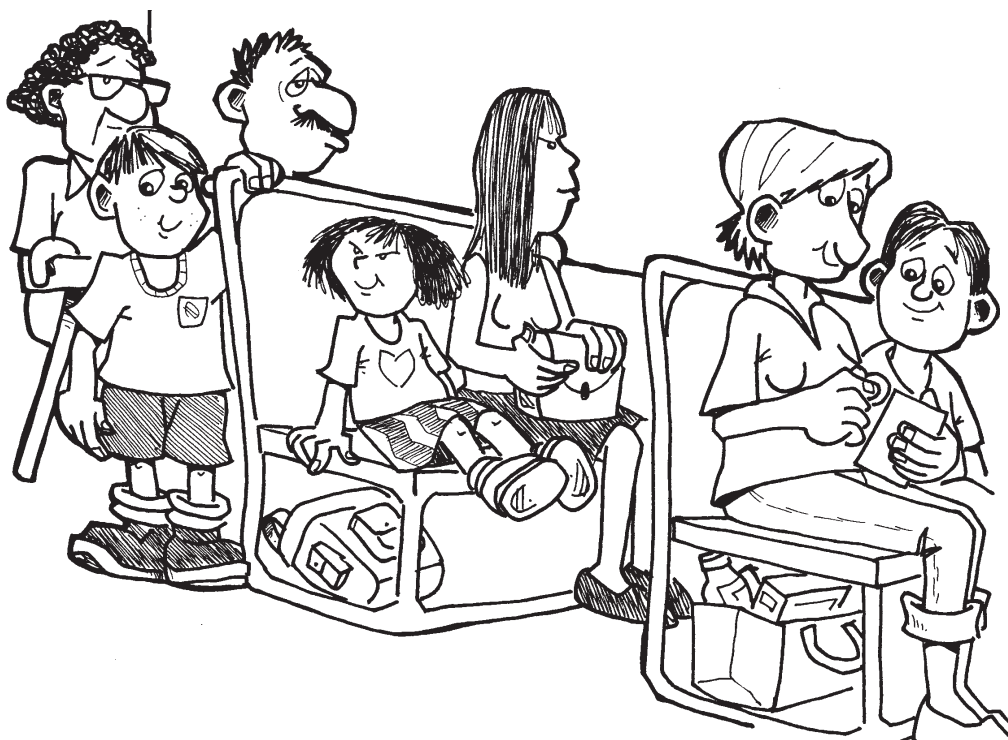
So say it really loud and then we'll know it too.

Hey! You've gotta ride the bus right.

Hey! Oh yeh that's right.

Hey! You've gotta ride the bus right.

Hey! Oh yeh that's right.



ACTIVITY 7

Making passenger decisions

Preparation

- ▶ **Activity sheet** *Passenger decisions* – photocopy and cut into cards
- ▶ A3 paper – one sheet per group
- ▶ **Activity sheet** *Ways to disagree* page 44 – photocopy
- ▶ Five chairs

- Place students in groups of four. Distribute a piece of A3 sheet paper and a *Passenger decisions* card to each group. Show the class how to draw up a **placemat** (refer to page 185). If the class cohort requires forming a group of three or less, show how to divide the paper to match the number of students.

Nominate one student in each group to read aloud their passenger decision card. Explain that all students are to write on the placemat some suggestions for dealing with the situation described on the card. Give students enough time to think and write.

Students then take turns sharing the ideas they have written on the placemat with their group. After hearing all of the recorded suggestions, groups must consider all responses on the placemat and choose one or two ideas to write in the centre of their placemat.

Invite each group to share their scenario and the ideas identified by the group.

- Explain that a fight is different to a disagreement as it usually happens when someone feels angry or hurt and the problem or issue is not resolved. Also explain that a fight often happens when the people involved do not have the skills (or clever tricks) to be able to disagree in a friendly manner. Point out that disagreements are a normal part of families and friendships and usually happen when people don't agree about what is fair or what should happen to sort out a problem.

Have the class **brainstorm** (refer to page 180) situations where students their age may be involved in a fight or have a disagreement. If students recall a specific example involving people known to the class, ensure that the 'no name' rule is followed.

Show the *Ways to disagree* sheet to the class. Explain the three ways of dealing with disagreements.

A bulldog (aggressive communicator):

- ⊙ is only interested in winning the argument
- ⊙ is not worried about hurting others' feelings
- ⊙ often threatens or hurts the other person to get their own way.

A mouse (passive communicator):

- ⊙ is scared of disagreements and often pretends they are just not happening
- ⊙ will give in easily because they fear they might lose a friend or because they are frightened.

A panda (assertive communicator):

- ⊙ stays calm and tries to sort out an argument with solutions where both people win
- ⊙ says sorry when they are wrong
- ⊙ will ask for help to sort things out
- ⊙ says what they think or feels without getting angry.

Explain that using 'panda' skills requires practise and courage.

Draw a **Y chart** (refer to page 189) on the board. Have students identify what an assertive communicator (panda) 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? (eg not shouting, even and calm)
What will your body look like? (eg standing up straight, looking at the person, not shuffling and relaxed)
Do you need to be brave to tell your friends when you don't feel safe or don't want to do something? Why?

- Groups use the same passenger scenario and plan a **role-play** (refer to page 186) that uses the ideas identified in the placemat activity. Remind students to use assertive comments in the role-play to show that they are confident and concerned about their own and others safety. Set out chairs to replicate the seating arrangement of a car or bus for groups to use in their role-play.

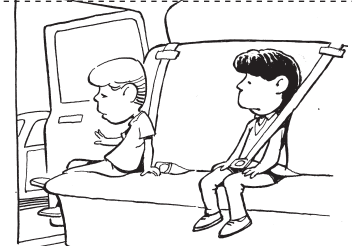
At the end of each role-play encourage students to provide feedback to the group. The following questions may focus the discussion.

Ask

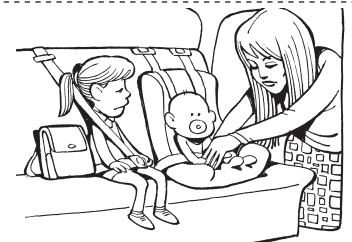
Did the role-play show a safe way to cope with the situation? Would you handle the situation the same way? Why or why not? Did any of character/s use their 'panda' skills? What did they do or say?

Passenger decisions

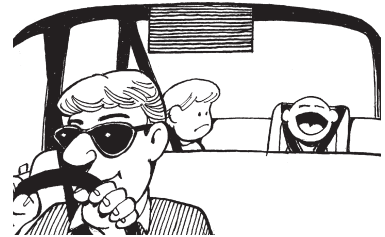
Meg and her friend James are getting a lift to school. When they arrive at school, James starts to get out of the door that is on the traffic side. Meg is worried that James might get hit by a car. What could Meg do?



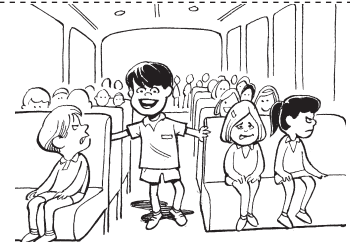
Holly is upset because she is late for school and it's assembly day. She wants to get out of the car quickly but her mum is unbuckling her baby sister's restraint which is next to the safety door. What could Holly do?



Hugo's family have been travelling in the car for a long time. Hugo's little brother is tired and is crying very loudly. Hugo is worried that his dad might not be able to concentrate on driving and crash the 4WD. What could Hugo do?



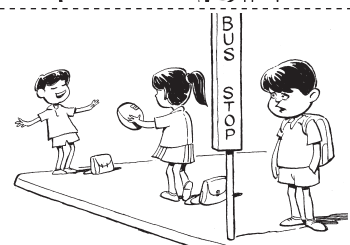
Wayne is angry because his friend Mannie keeps running up and down the aisle of the bus and showing off to some of the other kids. What could Wayne do?



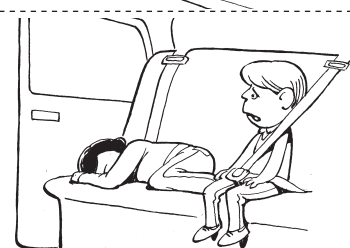
Francesca and Ari are sitting in the back seat of the bus. Francesca spots her family travelling in the car behind the bus and starts yelling and waving her hands out of the window. Ari knows this is dangerous. What could Ari do?



Hoshi is waiting for the school bus. Kito and Maris are playing kick-to-kick near the edge of the road and ask Hoshi to join in. Hoshi is worried that someone might get hurt. What could Hoshi do?



Josh is going on a camping trip with his friend Wes. Along the way Josh notices that Wes has taken his seatbelt off to get more comfortable. Josh is worried about Wes but he doesn't want to upset his friend. What could Josh do?



ACTIVITY 8

Decisions for passengers

Preparation

- ▶ **Activity sheet** *What to do?* – photocopy one scenario card per group
- ▶ **Strategy sheet** *I feel, I think, I can* – photocopy one set of cards per group
- ▶ **Strategy sheet** *Shark and dolphin thoughts* – photocopy one set
- ▶ **Strategy sheet** *Decision-making model* – photocopy one per group
- ▶ **Strategy sheet** *Agree, disagree* – photocopy one set

- Explain the **I feel, I think, I can** cards (refer to page 183) to students. 'I feel' is used to prompt students to identify how someone might feel in a situation. 'I think' is used to identify the positive and helpful thoughts someone could have in a situation. 'I can' is used to identify what someone could do in a situation.

Display the *I feel, I think, I can* cards and use these to prompt the students when working through the following scenario. Remind students to identify the helpful thoughts (dolphin thoughts) for the main character.

Scenario

It's your friend's birthday party and you are all going to the local fun park. Everyone has put their restraint on except for the 'party girl'. You know your friend needs to wear a restraint but you don't want to upset her on her birthday. What would you do?

In groups, students work through the **decision-making model** (refer to page 181) to identify at least two choices, the positive and negative outcomes of each choice, and make a decision. If students have not previously used a decision-making model, work through the process on either an A3 copy or on the interactive whiteboard.

Have groups share the choices they identified and the positive (good) and negative (not so good) outcomes of each choice.

Ask

Why was it important to decide how the character was feeling? (Identifying your feelings and emotions before acting is a self-awareness skill that needs to be practised.)

If the character has too many shark thoughts would they have done the same thing? (Unhelpful thinking or negative thoughts can alter a person's decision and therefore their behaviour. Students need to understand that looking at a situation positively will usually have a better outcome for themselves and sometimes others.)

Did you change your decision after talking about the good and not so good things that could happen? Why or why not?

Would having a friend say they didn't like you influence your decision?

Do you feel brave enough to tell your friend when you don't feel safe or are worried about someone else's safety? Sometimes decisions need to be made very quickly in your head. Would you still need to think about the good and not so good things that could happen?

Who can you ask for help if you have a problem? (Have students identify at least two adults that they know and trust.)

- Set up a **values continuum** (refer to page 190) labelled 'agree' and 'disagree'. Read aloud one of the following statements. Have students consider the statement and then indicate their opinion by standing at a point along the continuum. Invite several students to share their opinion so the class can hear a range of opinions. Repeat the process with some or all of the other statements.

Statements

- ⊙ I feel worried when my dad/mum drives too fast.
- ⊙ I always use dolphin thoughts to help me solve a problem.
- ⊙ Most kids don't know that a driver needs to concentrate.
- ⊙ Wearing a restraint is one of the safest things I can do as a passenger.
- ⊙ Road rules aren't important.
- ⊙ The rules for travelling on a bus or train are only for adults.
- ⊙ I feel important knowing how to be a safe passenger.
- ⊙ I am brave and can make my own decisions.
- ⊙ I always ask my mum/dad/ friend for help when I can't solve a problem.

Introduce **shark and dolphin thoughts** (refer to page 188) if students have not previously used the helpful and unhelpful thinking strategy.

ACTIVITY 9

Time to think

Preparation

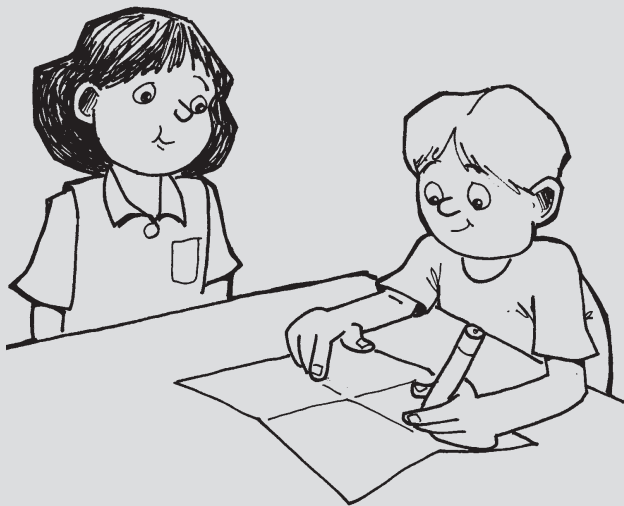
- ▶ A4 paper – one sheet per student
- ▶ **Activity sheet** *Passenger quiz* – photocopy one per student

- Show students how to fold their paper into quarters. Explain that students are to use the **four square** sheet (refer to page 182) to gather information about staying safe as a passenger. Each square must have information that is different to the others.

Allow enough time for students to share and discuss the topic with others in the class and have all squares on their sheet completed. Remind students to thank their class mates for their contribution.

- Distribute copies of the passenger quiz sheet to the class. Explain that students are to read the statements and then tick the answer that is correct. When students have completed the quiz, place them with a partner or small group to discuss their responses before giving the class the answers.

Send the quiz sheet home for students to share with their family.



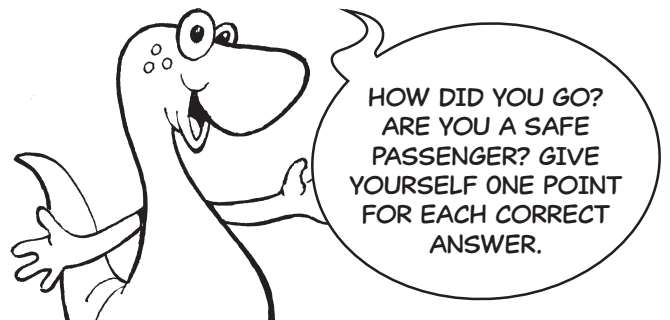
Use an **eight square** (refer to page 182) to help students gather more information.

- Students write a letter to their family suggesting how to make trips in the car, or on the bus or train, more enjoyable and safer for everyone.

Passenger quiz

Are you a safe passenger? Read each question then tick the answer you think is correct.

1. Restraints must be worn:
 - ☐ by everyone travelling in a car
 - ☐ only on long trips
 - ☐ only by adults.
2. The safest way to get in and out of a car is by:
 - ☐ using the driver's door
 - ☐ using the front passenger door
 - ☐ using the back door closest to the kerb or footpath.
3. The safest place to put your bag on the bus is:
 - ☐ on your lap
 - ☐ on the floor
 - ☐ in the boot.
4. Children must:
 - ☐ sit on an adult's lap if there isn't enough space in the car
 - ☐ sit in the back seat of the car
 - ☐ sit in the front seat even if there is space in the back seat.
5. Throwing things around inside the car is:
 - ☐ fun to do
 - ☐ okay as long as it doesn't hit the driver
 - ☐ dangerous and can distract the driver.
6. When you are getting on a bus you must:
 - ☐ wait until it stops still
 - ☐ push others out of the way to be first in line
 - ☐ run to get the back seat.
7. Passengers should make sure they:
 - ☐ know who is on the bus
 - ☐ don't distract the driver
 - ☐ say hello to the driver.
8. The law says:
 - ☐ everyone in a car must wear a restraint
 - ☐ everyone must say thank you to the bus driver
 - ☐ everyone must take their seatbelt off to go to sleep in the car.

**0-3 points**

Watch out! You need to pay more attention to being a safe passenger.

4-6 points

Not bad. But there are still some things you need to remember.

7-8 points

Congratulations! You know how to be a safe passenger.