

FOCUS AREA 3

Passenger Safety



INTRODUCTION

This focus area provides the explicit teaching of content and skills related to passenger safety for Year 4 students. It focuses on:

- restraint usage to reduce injuries in road crashes
- media messages to promote restraint use
- factors such as the person, place, conditions and vehicles that contribute to road crashes
- entering and exiting a vehicle safely
- responsibilities of being a passenger while using public or community transport
- influences on passenger safety attitudes
- practising making decisions in traffic-related situations
- responding in a range of traffic-related situations.

Key understandings

- All vehicle occupants are required by law to wear a restraint.
- A restraint that is appropriate and worn correctly can offer vehicle occupants protection in the event of a crash.
- It is illegal to ride in the load space of utilities, trucks or panel vans.
- Passengers who have exited the bus and are about to cross the road should ensure that the bus driver can see them.
- Using the rear door closest to the kerb (the safety door) to enter and exit a vehicle is safer.
- Passengers should check for vehicles entering and exiting adjacent parking bays when getting in or out of a car in a car park.
- Vehicle crashes can be the result of three interacting factors – the person, the place and conditions, and the vehicle.
- Driver distractions are a contributing factor to vehicle crashes.
- The choices people make and the behaviours they adopt can contribute to road trauma.
- Stop, look, listen and think should be used when crossing the road.
- Attitudes about passenger safety can be influenced by family, friends and peers.
- Appreciate that others may have different attitudes about passenger safety.
- Responsible and courteous passenger behaviour can contribute to their own safety and that of other road users.

Key skills to practise

- Identify the factors that can contribute to road trauma such as driver distraction and non-use of restraints.
- Identify situations and influences that increase the harms and level of risk for vehicle occupants.
- Identify feelings that are heightened when dealing with influences from others and unsafe situations.
- Enhance decision-making, communication and negotiation skills to optimise safety when travelling.
- Share own passenger behaviours and attitudes.

- Cooperate to achieve a group goal.
- Use reflection strategies to identify knowledge, skills, attitudes and behaviour.

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

Activity		page
TUNING IN		
1	What we know about passenger safety	93
FINDING OUT		
2	What happens in a crash?	95
3	Passenger safety messages in the media	96
4	Excuses, excuses	99
5	Passenger scenarios	101
SORTING OUT		
6	What would you do?	104
7	Practising making passenger decisions	106
REFLECTING		
8	Time to stop and reflect	110

Key

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

TEACHER NOTES

The risks for this age group while travelling as passengers

Passengers in this age group are at risk because they:

- do not wear a restraint or use an incorrectly fitted restraint
- are not seen by drivers when they are entering or exiting cars due to their smaller stature
- may distract the driver or engage in some other inappropriate behaviour while travelling
- do not think about what they are doing or the consequences of their actions
- often do not know how to enter and exit a vehicle safely.

Restraints

Wearing a seatbelt is one of the easiest ways of protecting drivers and passengers when travelling in a vehicle.

Seatbelts prevent vehicle occupants from being ejected from a vehicle, they reduce the time taken to come to a stop in a crash (hence reducing impact forces), spread the impact force over a greater area of the body and minimise contact of occupants with a vehicle's interior.

In the event of a crash, it is safer to be restrained than to be thrown clear from a vehicle. Serious injuries can result from occupants being thrown from a vehicle and landing on the road or other hard surface.

A properly fitted and adjusted restraint that is suitable for the size and weight of the child may reduce the risk of a serious or fatal injury by an estimated 50%.

Restraints are most effective if they are worn properly. A properly fitted restraint is firm fitting and worn flat (without any twists). The sash section of a seatbelt should cross the sternum (or bony section) of the chest. A lap belt should be positioned across the hips below the abdomen.

Seatbelt laws

It is mandatory in Australia when travelling in a motor vehicle for drivers and passengers to wear restraints.

Wearing a restraint is a behaviour that reduces the chance of passenger injuries and fatalities. However restraints will not give protection unless they are properly fitted, fastened, regularly checked and adjusted.

A lap-sash belt should fit from the shoulder, across the body and smoothly across the hips (not the stomach). The sash part of belt should not be across the side of the child's neck.

It is recommended that children under 12 years of age should not sit in the front seat where an air bag may be deployed.



Restraint laws for children and adults

New laws came into effect on 1 October 2010 that introduced new rules for the restraint of children and adults. Only passengers that are sitting in a seat fitted with a seatbelt (or child restraint) with the seatbelt (or restraint) fastened and worn correctly can be carried in the vehicle. No additional unrestrained passengers, including in the rear of station wagons, are permitted and passengers must not occupy the same seating position as another passenger.¹

Penalties

It is the driver's responsibility to make sure that all occupants (including themselves) are appropriately restrained. Drivers will be fined depending on the number of unrestrained passengers and incur demerit points if both adult or children passengers are unrestrained when travelling in a vehicle. Adult passengers (aged over 16 years) will also incur a monetary penalty.

¹ <http://www.ors.wa.gov.au/law-changes/child-car-restraints-changes.aspx>



Child car restraint laws

The new laws require children from:

- **birth to under 6 months** to be restrained in a rearward facing child restraint (eg infant capsule)
- **6 months to under 4 years** to be restrained in either a rearward or forward facing child restraint with in-built harness
- **4 years to under 7 years** to be restrained in either a forward facing child restraint or booster seat restrained by a correctly adjusted and fastened seatbelt or child safety harness.

Also, children under 4 years are not allowed to sit in the front seat of a vehicle with rear seats and those from 4 years to under 7 years are only allowed to sit in the front seats if all rear seats are occupied by children less than 7 years of age.

Children 7 years and over can be restrained in an adult seatbelt or booster seat.

Who checks and installs car child restraints?

There is a network of Type 1 Child Car Restraint Fitters throughout Western Australia who are qualified to check and install child car restraints. For further information on child car restraints phone 1300 780 713 or visit the website www.childcarrestraints.com.au.

Which door should children use when entering and exiting a vehicle?

It is dangerous for children to get out of a vehicle on the traffic side as they may be directly in the path of oncoming traffic.

When exiting and entering a vehicle, children should:

- use the rear door on the kerb side (the safety door)
- wait beside the car under adult supervision
- be reminded to look for other vehicles entering or exiting adjacent car bays.

Public and community transport

What are the risks?

- Child pedestrians are more likely to be involved in crashes at or around bus stops than while travelling by bus.
- Crossing the road before the bus has moved away is when children are most at risk.
- The Government of Western Australia has been providing transport assistance to Western Australian families for more than 90 years. School Bus Services (SBS) provides 'orange' buses for eligible rural students and students with special needs. The service aims to relieve the pressure on families by providing free transport assistance to and from the nearest appropriate school in rural areas and educational facility within metropolitan and regional areas.

Students travelling on 'orange' school buses are expected to adhere to the Code of Conduct developed by SBS. The Code of Conduct and the video guide explaining issues with student behaviour on school buses are available on the SBS website www.schoolbuses.wa.gov.au under 'Parents' tab.

What safer behaviours should children demonstrate while travelling on a bus?

Boarding

- Stand well away from the roadside.
- When you see your bus approaching, signal clearly with your left arm out straight.
- Wait for the bus to stop and for passengers to get off before boarding.
- Move quickly to an available seat.
- If a seat is not available, hold onto straps or handles provided.
- Do not stand near the doorway or lean against the doors.
- Keep your bag on your lap.
- Do not place any part of the body outside of the bus.
- Avoid distracting the driver and other passengers.

Alighting

- When getting off, remain seated until the bus has completely stopped.
- Move quickly to the exit doors.
- Wait on the roadside until the bus has moved away before attempting to cross the road with adult supervision.

What safer behaviours should children demonstrate while travelling on a train?

- Stand on the platform well clear of the approaching train until it has stopped.
- Wait for all passengers to get off before boarding.
- Choose a seat if one is available.
- If a seat is not available, hold on to straps or handles provided.
- Do not stand near the doorway or lean against the doors or sit on the train floor.
- When alighting, move to the exit doors and push the button. When the doors open, exit the train.

A significant proportion of children injured and killed as passengers are not wearing an appropriate restraint or are behaving dangerously on and around public transport.

Inappropriate passenger behaviours are frequently the result of peer pressure and therefore require students to explore strategies for dealing with peer requests.

Excursions involving students as passengers in vehicles and on public transport provide an excellent opportunity to reinforce learning in the classroom.

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. Please note, two weeks' notice is required.

Safer journeys

Driver distraction contributes significantly to serious road crashes. Driving is a complex task. To anticipate and avoid hazards on the road, drivers need to concentrate and give it their full attention.

Getting distracted doesn't take much – we all experience distractions from time to time from our passengers, mobile phones, radios or CD music. Distractions need to take second place to the task of driving safely.

Children should understand that they can contribute to safer journeys by behaving responsibly and planning ahead to avoid boredom on longer trips.

Useful websites

- Office of Road Safety
<http://www.ors.wa.gov.au/>
- Penalties for non-use of restraints
<http://www.ors.wa.gov.au/Demographic-Pages/I-Am-A-Driver/Seat-Belts-And-Restraints.aspx>

ACTIVITY 1

What we know about passenger safety

Preparation

- ▶ Large sheet of paper
- ▶ **Strategy sheet** *KWL* or A3 paper – photocopy one per group
- ▶ Access to internet
- ▶ **Family information sheet** *Why everyone should wear a restraint* – photocopy one per student

- **Brainstorm** (refer to page 188) a list of words or phrases that refer to passengers, vehicle travel and safety. Write the list on a large sheet of paper or on the board. Some examples have been provided and can be added to the list if not identified by the class.

Passenger vocabulary

passenger	baby
lap-sash belt	driver
travel	train
restraint	airbag
booster seat	seatbelt
public transport	safety
front seat	buckle
rear/back seat	safety harness
bus	responsible

Display the brainstorm where students can add other words and use it as a reference during this focus area.

- Place students in groups. Explain that groups are to use their **KWL** sheet (refer to page 193) to record what they know about travelling as a passenger (eg there are different types of restraints, children have to sit in the back seat of a car and when you travel on a bus you must sit in your seat).

Have each group share their written responses with the class. Discuss or clarify any points raised by the students.

Explain that groups are to identify any questions they have about being a passenger and write these on their **KWL** sheet. For example, students may want to know how a seatbelt works in a crash, or why children under 7 years of age are not allowed to sit in the front seat of a vehicle.

Listen to the questions raised by each group.

Display the **KWL** sheets and use the questions to guide the selection and planning of subsequent learning activities. Encourage groups to write the answers and supporting information to their questions in the 'learnt' column as they are covered during this focus area.

- Students can use the website link <http://www.discoveryeducation.com/free-puzzlemaker/?CFID=547091&CFTOKEN=31645540> to create a passenger safety word sleuth. Have students print their word sleuth and share with others in the class.
- Send a word sleuth and a copy of *Why everyone should wear a restraint* home with each student to share with their family.

The term 'restraint' in this resource is used to refer to the different types of vehicle occupant restraints such as rearward and forward facing child car restraints, child harness, booster seats and lap-sash belts.



Why everyone should wear a restraint

All vehicle occupants including the driver and children are required by law to wear a restraint.

The Western Australian Road Traffic Code (2000) makes drivers responsible for ensuring that all passengers, regardless of age, are seated in a position that is fitted with a restraint and that the restraint is properly adjusted and securely fastened. There are penalties for drivers and passengers over the age of 16 years who are not wearing a restraint.

Wearing a restraint can reduce the risk of being killed in a road crash by up to 50%.¹

Drivers and passengers travelling without a restraint in a car are at least 10 times more likely to be killed in a road crash than those wearing a restraint.²

Sitting in the back seat without a seatbelt is still a risk factor for being killed or seriously injured in a road crash.

Passengers not wearing restraints can also kill or seriously injure others in the car if the driver has to brake suddenly.

Airbags are designed to work as supplements to restraints. Without a restraint occupants may come into contact with airbags before they are fully deployed.

Children up to 7 years of age are now legally required to wear an approved car restraint.

Buckle up your children and yourself. It doesn't matter if you are only travelling a few kilometres – most road crashes happen close to home. Wear a restraint and avoid serious injury.



THANK YOU FOR
PLAYING A VITAL ROLE
IN YOUR CHILD'S ROAD
SAFETY EDUCATION.



1 Elvik & Vaa (2004). The Handbook of Road Safety Measures. Elsevier

2 Data analysis Australia (2008). Analysis of Road Crash Statistics, 1999 to 2007.

ACTIVITY 2

What happens in a crash?

Preparation

- ▶ Golf balls, table tennis balls or marbles – two per group
- ▶ Small box such as a photocopy paper lid or shoebox – one per group
- ▶ Egg cartons, bubble wrap, masking or sticky tape, scissors – for each group

- Give each group two golf balls and a small box. Explain that the golf balls represent the driver and the passenger sitting in a car. Ask students to observe what happens to the golf balls when they push their box along the floor and stop it slowly and suddenly, and then crash it into a stationary object such as a wall or desk.

Ask

What happened to the golf balls when the box began to move?

Which direction did the golf balls move when the box stopped?

Why did the golf balls continue moving after the box stopped?

Would this happen to passengers in a car if the car stopped suddenly or was in a crash?

Give groups the task of designing a 'restraint' for the golf balls using egg carton cups, bubble wrap and tape (or other materials selected by students).

Have groups repeat the first part of this activity to observe any changes in the movement of the golf balls.

Ask

What changed between the first and second crash test?

Did the restraint need to be connected to the box? Why?

(A restraint must be correctly fitted to the vehicle if it is to be effective.)

We noticed how the golf balls continued to move in the box when they weren't restrained. What else is in a car that could move around in a crash? (Unrestrained objects eg books, mobile phones, pets and luggage will also move around when a vehicle is involved in a crash. The force produced by the crash can cause these objects to become lethal projectiles.)

- Have students write a report of the experiment stating their observations and conclusion ie a restraint restricts the movement of vehicle occupants when involved in a crash.
- Students write acrostic poems promoting restraint use and other positive passenger messages. An example has been provided.

Seatbelts save lives.

Everyone has to wear a restraint,

Adults, kids, babies too.

Take the time to put it on.

Buckle up, front and back.

Every trip, short and long distances.

Lives can be saved with just one 'click'.

Take the time to save your life.

Students can:

- illustrate the poems and compile a big book to give to another class
- include the poem in a poster
- use the computer to print the poem including clip art or photos
- read their poems at a school assembly.

Use large gum nuts or ping pong balls if golf balls are not available.

ACTIVITY 3

Passenger safety messages in the media

Preparation

- ▶ Activity sheet *Safety advertisement* – one per student
- ▶ Activity sheet *Head talk* – photocopy one per group
- ▶ Die

- Give each student a copy of the *Safety advertisement* sheet. Conduct a **one minute challenge** (refer to page 194) by asking students to write comments about the image and message on their activity sheet.

Place students in groups of six to share their responses and discuss the advertisement. Use the following questions to further the discussion.

Ask

What does influence mean? (eg persuasion, power, ability to make someone do or think something)

How was the advertising company trying to influence the viewer through this poster?

What influences the way you behave as a passenger? (eg friends, family, school, religion, internet, media)

Who or what influences you to wear a restraint?

Who or what might influence you to not wear a restraint? Why?

The seatbelt advertisement is included on the CD-Rom with this resource.

- Place students in groups of six or less. Allocate a number to each student in the group eg one to six. Write the following questions on the board or give each group a copy of *Head talk*. Explain the **head talk** strategy (refer to page 193) and remind the class that everyone needs to be ready to share their answers.

Head talk questions

1. Was the message 'One click could change your future' clever? Why?
2. Why didn't the advertisement have more information about wearing a seatbelt?
3. Kids my age know it is safer to wear a seatbelt.
4. This advertisement would only make drivers think about putting their seatbelt on.
5. What would be different in your life if you couldn't walk?
6. How would you feel if someone in your family couldn't walk?

Conduct the head talk allowing enough time for most students to respond.

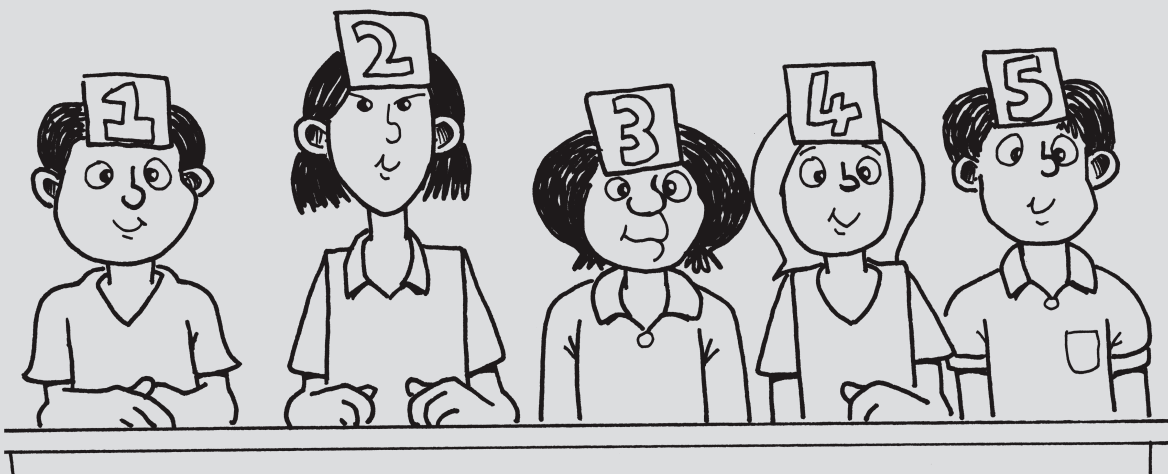
Ask

Did hearing other people's opinions and ideas change your opinion about wearing a seatbelt? Why?

Why did we have different opinions about wearing seatbelts?

Does it take courage to share a different opinion to your peers?

Support low literacy students by placing them with a partner to complete the one minute challenge.



Safety advertisement



What does 'one click could change your future' mean in this advertisement?

Why was an x-ray used?

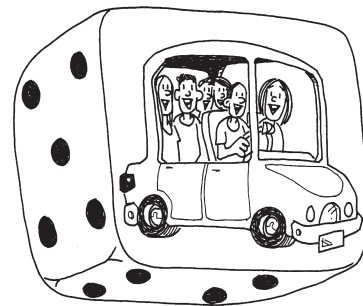
Who do you think the advertisement is targeting? Why?

Would this advertisement encourage you to put your seatbelt on? Why?

Head talk

Discuss these questions with your group. Be ready to share the ideas of your group if your number is rolled.

1. Was the message 'One click could change your future' clever? Why or why not?
2. Why didn't the advertisement have more information about wearing a seatbelt?
3. Kids my age know it is safer to wear a seatbelt.
4. This advertisement would only make drivers think about putting their seatbelt on.
5. What would be different in your life if you couldn't walk?
6. How would you feel if someone in your family couldn't walk?



Discuss these questions with your group. Be ready to share the ideas of your group if your number is rolled.

1. Was the message 'One click could change your future' clever? Why or why not?
2. Why didn't the advertisement have more information about wearing a seatbelt?
3. Kids my age know it is safer to wear a seatbelt.
4. This advertisement would only make drivers think about putting their seatbelt on.
5. What would be different in your life if you couldn't walk?
6. How would you feel if someone in your family couldn't walk?



ACTIVITY 4

Excuses, excuses

Preparation

- ▶ **Activity sheet** *Excuses, excuses* – photocopy one per student
- ▶ A4 paper – one sheet per pair of students

- Distribute copies of *Excuses, excuses*. Read the poem then discuss with the class. Talk about the excuses that were described in the poem. Have students **brainstorm** (refer to page 188) other excuses that drivers and passengers might use to not wear a seatbelt.

For example:

- I'm only going to the shop.
- It doesn't fit me.
- My Mum doesn't make me wear one.
- My friend says they might trap you in the car.
- My dad's a safe driver. He won't have a crash.
- It's okay to take your seatbelt off if you need to have a sleep.
- The buckle won't do up.

Read through the brainstorm list of excuses and decide as a class if any are based on fact.

Ask

Why would people make up excuses to not wear a restraint? (eg too lazy, don't think it's cool, don't understand the possible harms)

Are there any excuses for not wearing a restraint? (The law states that all vehicle occupants must wear a restraint however there are some exemptions. Check the Department of Transport website for further information www.transport.wa.gov.au.)

Why did the poem use the character 'safety star'? (Vehicles are tested for safety performance and a five star rating is used to inform buyers.)

What else would a five star safety rated car have to keep passengers safer? (eg front and side airbags, crumple zones)

- Place students in pairs. Ask students to choose two excuses provided in the poem or brainstorm and write these on a **T chart** (refer to page 198) labelled 'excuses' and 'comeback.'

Have students identify a range of responses or 'comebacks' they could use to encourage a friend, family member or someone else they knew well to wear their seatbelt. For example:

Excuse	Comeback
The buckle won't do up.	Why don't you ask your Dad to give you a hand? See if the other seatbelt works and move there. You won't be safe if it's not done up. Let's see if I can do it up. I don't want you to get hurt. Try again.

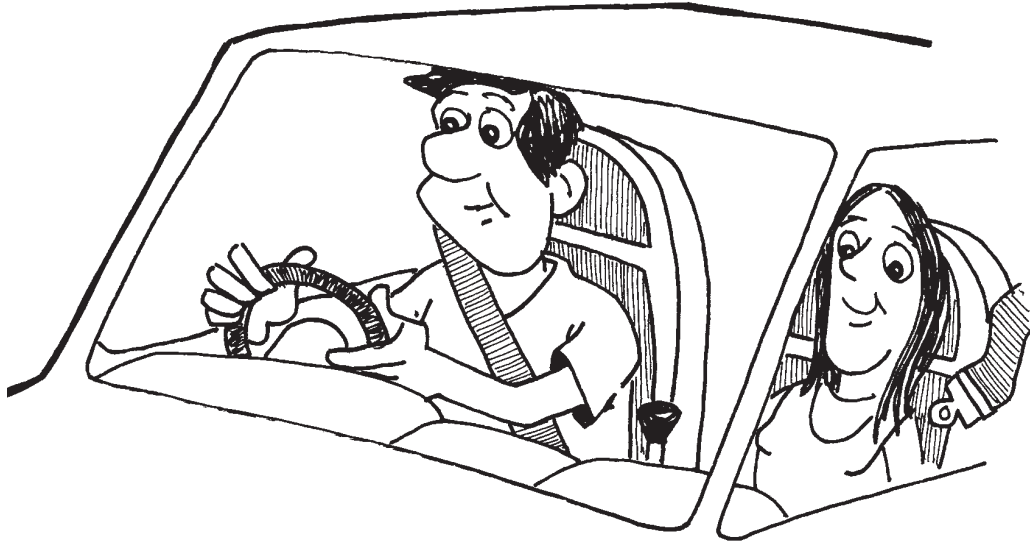
Students choose one excuse situation to **role-play** (refer to page 195) and use the comeback responses.

Watch the role-plays to allow the class to listen to the different responses used by the students. Discuss if there were any common responses and decide the effectiveness of these responses. Feedback can be given using **thumbs up, thumbs down** (refer to page 201). If the response is judged as ineffective, ask the class to suggest other ways to respond to the situation.

- Using the poem as a model, have students write their own verses to *Excuses, excuses*. Compile in a class book to share with younger students or perform the poem as a rap at a school assembly.

Excuses, excuses

Words by Anne Miller



'Excuses? Excuses?' laughed Billy Beck.
'I'm not wearing a seatbelt because it hurts my neck.'

'You're joking! You're joking!' said Safety Star.
'You'll hurt more than your neck if you have a crash in a car.'

'Excuses? Excuses?' grumbled Jackie Fleet.
'I'm not wearing a seatbelt because I'm in the back seat.'

'You're kidding! You're kidding!' said Safety Star.
'You can still go through the windscreen if you have a crash in a car.'

'Excuses? Excuses?' thought Suzi Barr.
'I'm not wearing a seatbelt because we're not going far.'

'You're joking! You're joking!' said Safety Star.
'Short or long trips, result's the same if you have a crash in a car.'

'Excuses? Excuses?' giggled Pippi Wong.
'I'm not wearing a seatbelt because it takes forever to put on.'

'You're kidding! You're kidding!' said Safety Star.
'Two seconds it takes, and the same to crash your car.'

Excuses, excuses. We've heard them all before.
But there is no excuse,
And of course, it's the law!

ACTIVITY 5

Passenger scenarios

Preparation

- ▶ **Activity sheet** *Passenger scenarios* – two copies per group
- ▶ Die – one per group
- ▶ **Family information sheet** *Entry and exit* – photocopy one per student

- Draw a triangle on the board. Label the three corners of the triangle – person, place and condition. Explain that the harms associated with road-related trauma and crashes are nearly always related to these three factors: the behaviour of the person; the environment or place and the conditions at the time; and the vehicle including the speed it is travelling.

Ask the class to listen to the following scenario and identify the factors that contributed to the crash.

Scenario

Lee was travelling with his mum and baby sister to visit grandma who had just moved to the country. It was the first time Lee's mum had driven their new 4WD on a country road. His mum had been driving for three or four hours and it was now night time. Lee's baby sister was tired and kept crying. Lee had taken his seatbelt off and was asleep on the backseat. A kangaroo jumped in front of the car just as Lee's mum turned around to try and calm the baby down. Lee's mum swerved the car to miss the kangaroo. The car crashed into a tree.

Write the factors that contributed to the crash in the appropriate section of the triangle. For example:

- ⊙ Person – the driver was distracted by the baby; the driver hadn't had a break from driving for four hours and was tired; the driver lacked driving experience on country roads
- ⊙ Environment – it was night time; the baby was crying; a kangaroo on the road; a road in the country
- ⊙ Vehicle – 4WD

Discuss what the family might have done to reduce the harms in this scenario such as, having a break along the way, leaving home earlier to avoid driving in the country at night time and stopping the car to deal with the crying child. Use the example of the baby crying to talk about driver distractions and how distractions inside and outside of the car can contribute to a crash.

- Place students in groups. Distribute copies of *Passenger scenarios* and a die to each group. Explain that students

are to take turns rolling the die to create a passenger scenario. The first number rolled (ie 1-6) identifies the passenger, the second roll the place and the third roll the conditions.

Example of a scenario:

First roll is number 3 – passenger: 6 year old asleep on the back seat and not wearing a restraint

Second roll is number 2 – vehicle: 4WD travelling at 80km/h

Third roll is number 6 – environment: overcrowded car on a winding road near the top of a hill

As each scenario is created, have students discuss the situation and decide the possible harms and level of risk for the passenger. Some students may have a different perception of risk based on their travelling experiences and the road rules complied with by their family. Where a student indicates low risk in a potentially high risk situation, make note and talk to this student at a later time.

- Have students select one of the scenarios and write the answers to the questions on the activity sheet eg in the example scenario given above, students may suggest:
 - ⊙ ask the 6 year old to put on their restraint
 - ⊙ ask an adult to put the 6 year old in a restraint
 - ⊙ make sure you are wearing a restraint.

Scenarios and the harm reduction strategies identified by students can be shared with a partner.

Ask

Which scenario/s did your group think would have put the passenger at high risk?

Were there any scenarios that were low risk for the passenger?

How might the passengers have stayed safer if a road crash happened?

What can you do to reduce your chances of being injured in a road crash? (Wearing a correctly fitted restraint can reduce the likelihood of being injured in a road crash by up to 50 %.)

What can you do if someone in your car doesn't put their restraint on? (Students need to understand that if an adult has made this choice it may be difficult for them to change the situation.)

- Send a copy of *Entry and exit* home with each student to share with their family.

Teachers should be aware of students who have had direct or indirect contact with road trauma when conducting this activity.

Passenger scenarios

Roll the die to find out about the passenger (who they are and what they are doing), where they are and what is happening in or around the car (environment) and the vehicle.

Passenger	Vehicle	Environment
1. 11 year old wearing a restraint	1. 4WD with faulty brakes	1. Loud music playing and a baby crying loudly
2. Baby being held by parent	2. 4WD travelling at 80km/h	2. Late at night on a busy main road
3. 6 year old asleep on the back seat and not wearing a restraint	3. Car travelling at 100km/h	3. Worried driver who is running late on a 6 lane freeway
4. 10 year old sitting in the back seat wearing a restraint	4. Station wagon with a cracked windscreen	4. Heavy rain and a fogged up windscreen on a gravel road in the bush
5. A 4 year old child wearing a lap-sash belt in the front seat	5. Car travelling at 60km/h	5. Passengers shouting and laughing over a bumpy dirt road
6. An 11 year old not wearing a restraint	6. Van with luggage in the back	6. Overcrowded car on a winding road near the top of a hill

What might happen to the passenger in this situation?

Is there a 'low' or 'high' risk of the passenger being injured?

low

high

What could have been done to reduce the chances of the passenger being injured?





Entry and exit

Your guidance now can help your child to be safer and responsible when travelling independently as a passenger in the future.

Take the time to talk about and practise these together.

Cars

- Stand well away from the road and wait for the car to stop.
- Wait until the car has completely stopped before taking off your seatbelt.
- Get in and out of the car using the door closest to the kerb (this is called the 'safety door').
- If in a car park, check for other vehicles entering or exiting other bays before getting in or out.

Bus

- Stand well away from the roadside.
- When you see your bus approaching, signal clearly with your left arm out straight.
- Don't push or shove when the bus arrives.
- Wait for other passengers to get off before boarding.
- Stand clear of the exit doors and sit down if a seat is available.
- Get on and off quickly and sensibly.
- Wait for the bus to completely stop before getting off.

Train

- Stand well away from the edge of the platform.
- Wait for other passengers to get off before boarding.
- Stand clear of the doorway and sit down if a seat is available.
- Stand back from the door when waiting to get off the train.



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

ACTIVITY 6

What would you do?

Preparation

- ▶ **Strategy sheet** *Choose a corner* – photocopy one set of number cards
- ▶ Small cards or strips of paper – one per group
- ▶ Empty tissue box

- **Brainstorm** (refer to page 188) a list of difficult situations where students may have felt pressured into doing something. Discuss some of the clever ways they have responded to or avoided these situations and also saved face. (It may be appropriate to be prepared to protectively interrupt during this part of the learning experience and use the ‘no name’ rule).

Write the clever ways for dealing with these situations on the board under the title ‘things to do in tricky situations’. Some strategies could include:

- ⊙ Avoid the situation in the first place.
- ⊙ Say ‘no’ in a polite, firm voice.
- ⊙ Ask them to stop doing what they are doing in a polite, firm voice.
- ⊙ Make a joke.
- ⊙ Tell an adult or a friend.
- ⊙ Ignore the person.
- ⊙ Say your mum or dad will ground you if you do this thing.
- ⊙ Change the subject.
- ⊙ Give a reason why you can’t do it right now – delay things.
- ⊙ Plan ahead.
- ⊙ Hang out with other friends.

Brainstorm some helpful thoughts students could have to help them deal with the internal pressure they may feel when faced with these situations. (Refer to the dolphin thoughts sheet that lists some helpful or positive thoughts.) Name these the ‘helpful thoughts to use in tricky situations’. For example:

- ⊙ I don’t need to do this to be cool.
- ⊙ If they don’t like me because I don’t do this, then they’re not real friends.
- ⊙ I want to stay healthy to play sport.
- ⊙ I don’t want to upset mum or dad.
- ⊙ I might hurt myself or others.
- ⊙ What they want me to do is illegal.
- ⊙ I can deal with this.

- Number each corner of the room (eg one to four). Conduct a **choose a corner** (refer to page 190) by using the following scenarios. Students should decide how they would most likely deal with the situation and move to the corner with the corresponding number. Ensure that students share reasons for choosing their corner and are given the opportunity to move after listening to others’ ideas and opinions.

Scenario

If a friend asked me to not wear a restraint I would:

1. Tell my friend ‘no’ because I want to be safe
2. Wear it anyway
3. Just put it around me without doing it up
4. Do what my friend wants so they think I’m cool.

Scenario

If my friend offered me a lift home from sport training and all the restraints were being used I would:

1. Squeeze in the back seat
2. Walk home
3. Ring my parents to come and pick me up
4. Sit on someone’s lap.

Scenario

If my friend hadn’t put their restraint on I would:

1. Pretend you haven’t noticed
2. Ask my friend to put their restraint on
3. Still put my restraint on
4. Ask my friend why they weren’t wearing their restraint.

Scenario

If I was travelling on the bus and my friend kept putting their arm out of the window I would:

1. Pretend I didn’t notice
2. Tell my friend they could get their arm chopped off and I didn’t want that to happen
3. Tell the bus driver
4. Try to get them to do something else like play a game or talk about the weekend.

Scenario

If my friend was mucking around and being a nuisance on the bus I would:

1. Ask them to stop by saying, 'I know you think it's okay to muck around but I don't and I want you to stop.'
 2. Tell my friend that if the driver gets distracted the bus could crash
 3. Ignore my friend
 4. Tell them I'm worried that we might get banned from riding on the bus.
- Use the following questions to talk about dealing with influences from friends and family.

Ask

Would the choice you made in each scenario stop you from getting hurt?

Would the choice you made stop others from getting hurt?

Do you feel strong enough to tell your friends/family when you don't want to do something?

Do you feel strong enough to tell your friends/family why they shouldn't do something if it was unsafe or against the law?

What might your friend say or do if you stand up for what you think is right?

How would you feel if your friend dropped you after you told them you didn't want to do something or asked them to stop doing something unsafe?

Would the reaction from your friend/family change your decision?

What would your parents like you to do to stay safe as a passenger?

- Asks groups to make up their own 'passenger-related tricky situation' and write this on a card. All cards are then placed in the tissue box. Groups take turns to select a card and suggest ways to deal with the situation.
- Explain that rehearsing the things to do, say or think when faced with a tricky situation will help students to remember them and feel more confident to use them in real life. Rehearsing will also help students decide which strategies will work for them.

Have students act out a tricky situation in a **fishbowl role-play** (refer to page 195), where students outside the fishbowl observe the effectiveness of the strategies. Pause the role-plays frequently and ask students on the outside of the fishbowl to suggest possible helpful thoughts that a performer could have to help him/her deal with the situation, or unhelpful thinking that may make things even trickier.

Rotate students through performing and observing roles.

After the role-plays, use the following questions.

Ask

Was your tricky situation caused by internal or external pressure to act unsafely as a passenger?

(External pressure is the things other people say or do. Internal pressure is the thoughts that put pressure on us.)

Which type of influence or pressure do you think you would find easier to handle? Why?

What do you think were the most effective ways of dealing with these tricky situations?

Have you ever been in a similar situation? How did you feel?

How might you feel if this situation happened to you in real life?

Review positive and negative thoughts by displaying a copy of **shark and dolphin thoughts** (refer to page 198).

ACTIVITY 7

Practising making passenger decisions

Preparation

- ▶ A3 paper – one sheet per group
- ▶ **Activity sheet** *Make a decision* – photocopy one per group
- ▶ **Strategy sheet** *Decision-making model* – photocopy one per group
- ▶ **Family information sheet** *Bus travel* – photocopy one per student

- Ask the group to think of situations when they were encouraged by their friends or peers to do something unsafe. Prompt the students to explain the feelings they experienced when being encouraged to act in an unsafe way. List these feelings on the board and talk about how some people may feel one way in a situation and others may feel differently in the same situation. (Remind the class of the 'no name' rule when retelling their experiences.)

Explain that students may find themselves in situations where they will need to make decisions about their own safety and the safety of others, and sometimes a trusted adult may be required to help deal with the problem.

Ask

Is 'dobbing' or telling on someone the same as asking for help? (No. Dobbing is when you are trying to get someone into trouble. When you ask for help you are trying to solve a problem.)

Will you have to be brave to ask a teacher or adult for help when someone is doing something unsafe or dangerous? (Yes. It is often easier to ignore when someone is acting unsafely but sometimes we have to be brave or do something 'that bit extra' to follow the rules and 'do the right and kind thing'.)

Who would you ask for help if you were being asked to do something unsafe?

- Place students in groups of four with a sheet of A3 paper. Conduct a **placemat** (refer to page 194) to brainstorm strategies and responses that can be used when students are asked by a friend to do something they thought was unsafe.

Listen to the groups' responses and list these on the board. Some examples may include walking away, seeking help from an adult or telling them 'no'. If students suggest using assertive statements such as 'You might think it's okay but I don't want to do that', highlight how the use of 'I' statements can be empowering.

Have students read through the list then rank the strategies and responses from 'most useful' to 'least useful'.

Ask

Will the most useful strategy always be the best strategy to use? Why? (Students need to understand that the effectiveness of a strategy may change depending on the situation. However there will be some strategies that are useful in all situations such as seeking help from a trusted adult.)

- Give each group a copy of *Make a decision* and a **decision-making model** (refer to page 191). If the class has not previously used a decision-making model, select one of the scenarios and work through the model explaining each step.

Allocate a scenario for each group to explore using the decision-making model. Remind students that considering the outcomes of a decision is an important part of decision-making.

Have groups read aloud the scenario they discussed and the decision they made. As a class, decide how effective the strategy chosen by each group to cope with the situation would be. Students can vote on the strategy using a **thumbs up, thumbs down** (refer to page 201) to indicate the level of effectiveness ie thumbs up – would be useful, and thumbs down – would not be useful.

Ask

What would you do if you were in an unsafe situation and the way you chose to deal with it wasn't working? (eg try another strategy, leave the situation, seek help)

Why is it good to try and solve a problem on your own first and then seek help from an adult you trust if you can't solve the problem?

Which adults can you ask for help? (Try to have students identify at least three trusted adults that can be used when seeking help.)

- Students practise using the strategies previously identified in the decision-making model in a **role-play** (refer to page 195). Encourage students to use responses that demonstrate communicating assertively such as:

I know you think it is okay but I don't think it is safe and I don't want to do it. I think we should sit in the back seat.

- Write the following sentence starter on the board for students to copy and complete.

Unfinished sentences

If my friend asked me to do something I thought was unsafe I could ...

I would say to my friend...

If I needed help I would ask ...

- If relevant, send a copy of *Bus travel* home with each student to share with their family. Place spare copies in areas where other families can access them.

Make a decision

Your friend has offered to give you a lift home from footy training in his brother's car. You know your friend's brother hasn't been on his P plates for long and is a bit of a hoon. 'Come on here's my brother. Let's go!' says your friend.

What might happen if you do this?
What will you say and do?

You and your friend are catching the school bus together. Your friend always likes to sit at the back of the bus so the bus driver can't see her. 'Come on, no one can see us back here. We don't need to put our seatbelts on,' says your friend.

What might happen if you do this?
What will you say and do?

Your friend has invited you to visit their farm. Your friend has a quad bike and is just learning how to ride it. 'Come on. Hop on and I'll take you over the jumps in the paddock,' says your friend.

What might happen if you do this?
What will you say and do?

Your friend has a new bike and is learning to ride. 'Sit on the handlebars and I'll give you a ride,' says your friend.

What might happen if you do this?
What will you say and do?

You and your friend are getting a lift to school and are late. When the car stops your friend opens the door on the traffic side and says, 'Hurry up, get out, we're really late!'

What might happen if you do this?
What will you say and do?

You are going on a camping trip with your friend. It's going to be a long trip so your friend says, 'Let's get in the back of the 4WD so we can spread out and play some games.'

What might happen if you do this?
What will you say and do?





Bus travel

Did you know that children travelling on buses are at most risk when getting on and off the bus and especially in the afternoon?

This is because children try to cross the road either in front of or behind the bus before it has moved away. The bus driver and passing vehicles have difficulty seeing children because of their size and also do not expect children to walk out onto the road.

The risks can also change depending on where your children live.

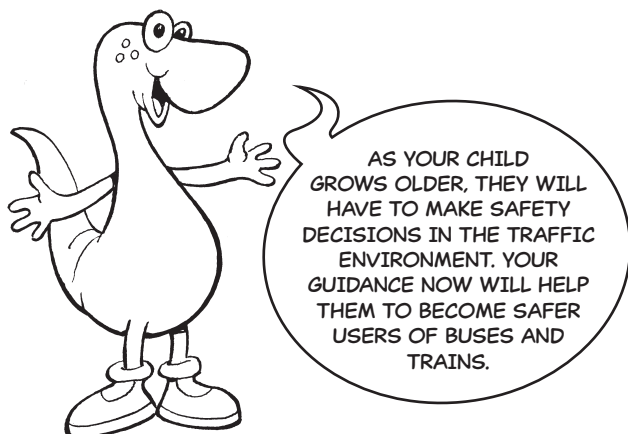
In country areas

Despite School and Bus Services and regional Shires' joint efforts to minimise approving bus stops in dangerous road conditions, in country areas children and drivers may be faced with issue such as:

- Lack of appropriate verge or road shoulder for bus to stop
- Bus stops might be difficult to see
- Children getting off the bus may need to cross roads where the speed of traffic is generally faster and the types of vehicles are larger
- Bends in roads, trees and bushes make it hard for children to see oncoming traffic.

In city areas

- Children have to deal with more traffic and roads with more lanes.
- There are more passengers getting on and off buses (and trains).



Talk with your child about these safety tips. Whenever you and your child are travelling on a bus, be a good role model.

- Consider other passengers and the driver and respect their right to have a safe trip.
- Keep your belongings out of the way of others. Keep your bag on your lap.
- Stay in your seat, if one is available, while the bus is moving.
- Hold onto the handles provided if no seat is available.
- Keep your feet off the seats and arms and legs inside in the bus.
- Keep noise to a minimum and don't distract the driver.
- Wait for the bus to stop and then get off without pushing or shoving.
- Wait for the bus to leave before trying to cross the road. Always remember to stop, look, listen and think before you cross.

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

ACTIVITY 8



Time to stop and reflect

Preparation

- ▶ Strategy sheet *KWL* – one per group
- ▶ Die – one per group
- ▶ Activity sheet *My passenger behaviour and attitudes* – photocopy one per student
- ▶ Computer access

- Reform the student groups that developed the KWL sheets in Activity 1. Explain groups are to complete the last column of their KWL sheet by writing all they have learnt during this focus area including knowledge and skills (eg practised responding to a friend who is trying to influence unsafe behaviour). If any questions identified in the *W* (want to know) columns have not been answered, consider and clarify these now.
- Write the following questions on the board. Place students in groups of six. Using a **toss a die** strategy (refer to page 199), have students respond to the questions. Wander around the groups listening to students' responses.

Toss a die questions

1. What do passengers need to do to stay safer?
2. What could you think to yourself when someone is trying to influence you to do something unsafe as a passenger?
3. What could you say to someone who is trying to influence you to do something unsafe as a passenger?
4. How can you be a good role model as a passenger for your younger brothers and sisters or younger children?
5. Why do all passengers have to wear a restraint?
6. How might a driver be distracted by a passenger?

















































- Have students complete *My passenger behaviour and attitudes* activity sheet on their own.

In small groups, students share their results and two things they would like to improve in order to become a safer passenger.

- Have students use a computer to complete one of the following reflection activities.
 - ◉ Write a letter to your family telling them what you have learnt about being a passenger and how you rate your passenger behaviour. In your letter, include questions to your family about their passenger behaviour.
 - ◉ Write an article for the school newsletter explaining what you have learnt about passenger safety.

My passenger behaviour and attitudes

Read each sentence and tick the column that best reflects the way you behave and the way you feel and think about passenger safety.

	ALWAYS	SOMETIMES	NEVER
I wear a seatbelt when I travel in the car.			
I make sure that I don't distract the driver.			
I make sure that others in the car are wearing their seatbelt.			
I wait until the car has stopped before I get out.			
I make sure that I do not annoy other bus passengers.			
I make sure that I keep my arms and head inside the bus.			
I wait at the school bus stop when mum picks me up and don't cross the road without her.			
I take responsibility for my safety if I am travelling on my own.			
I think saying 'no' or 'I don't feel safe' to friends is an easy thing to do when it comes to doing something unsafe in cars and buses.			
I try to solve my own problems.			
I ask for help when I need it.			
I know what to say if I have to tell my friends that I don't want to do something.			
I wait for the bus to leave before I cross the road.			
I can make my own decisions about my safety.			
I use helpful or positive thoughts when I am faced with a tricky situation (eg I know I can work this out. It's okay to feel worried).			
I sit in the back seat of the car because it is safer.			
The laws about wearing a seatbelt should be followed by everyone.	