

FOCUS AREA 3

# Passenger Safety



## INTRODUCTION

This focus area provides the explicit teaching of content and skills related to passenger safety for Year 5 students. It focuses on:

- the importance of a restraint in a crash
- laws about restraint use
- wearing an appropriate and correctly fitted restraint
- safer behaviours while travelling in a car, bus and train
- identifying and responding to unsafe situations as a passenger
- passenger's rights and responsibility to act safely while travelling in a car, bus or train
- planning ahead for travel on public transport.

### Key understandings

- Responsible and courteous passenger behaviour can contribute to their own safety and the safety of other road users.
- Road trauma is a major public health issue.
- All vehicle occupants are required by law to wear a restraint.
- A restraint that is the appropriate size 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 or carry passengers in a vehicle without a restraint.
- Children 4 to 7 years of age are only allowed to sit in the front seat of a vehicle if all rear seats are occupied by children less than 7 years of age.
- Drivers are responsible for ensuring that passengers wear a seatbelt and can be fined (amount depends on the number of unrestrained passengers) and lose demerit points, if they drive with unrestrained passengers.
- Passengers should check for vehicles entering and exiting adjacent parking bays when getting in or out of a car in a car park.
- Driver distractions are a contributing factor to vehicle crashes.
- The choices people make and the behaviours they adopt contribute to road trauma.
- Using public transport is easy and has health, environmental and social benefits such as improving young people's road safety knowledge, skills and attitudes.
- Young people can commute safely and independently on public transport if they follow a range of rules relating to safety and behaviour.
- Attitudes about passenger safety can be influenced by family, friends and peers.
- Others may have different attitudes about passenger safety.

### Key skills to practise




































- Identify the factors that contribute to road trauma.
- Identify situations and influences that increase the level of risk for passengers.
- 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 attitudes about passenger behaviours.
- Cooperate with peers to complete tasks.
- Listen to others' and appreciate that everyone may have different opinions and attitudes.

## 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
<b>TUNING IN</b>		
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3 Why use restraints and what are the laws?	    	111
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#### Key

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

## TEACHER NOTES

### Passenger injuries

- **Road crashes are the leading cause of injury-related death for young people aged 16 years and under.** In 2010, children made up 7% of all fatalities. The highest proportion of child road users who were killed or seriously injured were passengers (56%) followed by pedestrians (23%). Of child motor vehicle occupants in police attended crashes who were killed or seriously injured, 13% were not wearing a seatbelt.<sup>1</sup>
- Of the 104 children and adolescents aged up to 16 years who were killed in a car crash between 2001 and 2010, 32% were unrestrained.<sup>2</sup>
- **A number of factors may contribute to the over-representation of young people in road crashes,** with all of these factors being accentuated in males:
  - ◉ increase in personal independence with young people less likely to be driven or accompanied to school by parents and generally allowed greater freedom on the streets
  - ◉ start to assert their individuality in various ways
  - ◉ can be influenced by their peers and at times in a negative way
  - ◉ tend to take risks
  - ◉ are easily distracted when they are travelling with friends.
- It should be recognised that **the majority of young people want to, and do, stay safe in the traffic environment** and consequently make decisions that reflect this attitude. However students need to explore issues and situations that may impact their safety and well-being. The following key messages for young people are:
  - ◉ **predict situations and influences** that can increase your level of risk in traffic
  - ◉ **make decisions that increase your safety** in the traffic environment
  - ◉ **have a range of strategies and responses** to use in traffic-related situations.
  - ◉ **take responsibility** for your own safety and the safety of others.

- The frequency of road crashes within our community means it is possible there will be **students who have been touched by such trauma either directly or indirectly.** Issues surrounding grief and loss are sensitive and need to be handled with care. When implementing road safety programs:
  - ◉ anticipate content which might stimulate strong student responses
  - ◉ check visual resources prior to using them in the classroom
  - ◉ inform students about the sensitive nature of these activities and the need to be supportive of other class members who may recall similar personal experiences
  - ◉ outline the lesson content and ask students if they would prefer not to participate. Arrange for these students to move to another supervised location.
  - ◉ give students the opportunity to debrief sensitive content.

### Restraint laws for children and adults

- **It is mandatory in Australia for drivers and all passengers to wear restraints** when travelling in a motor vehicle.
- **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.<sup>3</sup>

1 *Reported Road Crashes in Western Australia 2010.* Hill,D.L., Thompson, P.E., Yano,Y., Smith, E.C., May 2012.

2 Office of Road Safety (2012). *Unpublished preliminary data extracted from the Integrated Road Information System, Main Roads Western Australia* 2011.

3 New restraint laws viewed at <http://www.ors.wa.gov.au/law-changes/child-car-restraints-changes.aspx> 1 May 2013

- The new laws require children from:
  - ◉ **birth to under 6 months** to be restrained in a rearward facing child restraint (eg infant capsule). It is illegal to place a rearward facing restraint in the front seat of a vehicle.
  - ◉ **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 seat belt or child safety harness. Children under 4 years are not allowed to sit in the front seat of a vehicle with rear seats. Children aged between 4 and up to 7 years of age are only allowed to sit in the front seat of a vehicle if all rear seats are occupied by children under 7 years of age.
  - ◉ **7 years and over** can be restrained in an adult seatbelt or booster seat. However where a child is a small size for their age it is recommended that they use a child car restraint.

### Penalties for non-use of restraints

- 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. Information on current penalties for non-restraint use is available on the Department of Transport website [www.transport.wa.gov.au](http://www.transport.wa.gov.au) or Office of Road Safety <http://www.ors.wa.gov.au/Demographic-Pages/I-Am-A-Driver/Seat-Belts-And-Restraints>.

### Restraints offer protection

- Drivers and passengers travelling unrestrained in a vehicle are at least 10 times more likely to be killed in a road crash than those wearing a seatbelt.<sup>4</sup>
- Restraints 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 age of the child can reduce the risk of a serious or fatal injury. The sash part of belt should not be across the side of the child's neck.
- 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 properly fitted restraint is firm fitting and worn flat (without any twists). The sash section of a seatbelt should fit from the shoulder, across the sternum (or bony section) of the chest and smoothly across the hips (not the stomach).



### 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 safety door (ie the rear door closest to the kerb side)
  - ◉ be reminded to look for other vehicles entering or exiting adjacent car bays.

<sup>4</sup> Restraints fact sheet viewed at <http://www.ors.wa.gov.au/Documents/seat-belts/restraints-factsheet-2012.aspx>. 1 May 2013



## Public and community transport

- The Government of Western Australia has been providing transport assistance to Western Australian families for more than 90 years. School Bus Services (SBS) provide '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 education facility with 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 students' behaviour on school buses are available on the SBS website [www.schoolbuses.wa.gov.au](http://www.schoolbuses.wa.gov.au) under 'Parents' tab.

- Commuters using public and community transport have a right and responsibility to ensure that their journey and the journey of other passengers is safe and enjoyable. There are a range of rules and safety behaviours that aim to reduce the risk for passengers when travelling on public and community transport.
  - ◉ Stand well away from the roadside.
  - ◉ When you see your bus approaching signal clearly with your left arm out straight.
  - ◉ Wait for other passengers to get off before boarding.
  - ◉ Stand clear of the doors and sit down if a seat is available.
  - ◉ If a seat is not available, hold onto the handles provided.
  - ◉ Keep your belongings out of the way of others. Keep your bag on your lap.
  - ◉ When alighting, move to the door and push the button.
  - ◉ When the doors open exit the bus.
  - ◉ Wait on the roadside until the bus has moved away before attempting to cross the road with adult supervision.
- 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 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 [education@pta.wa.gov.au](mailto:education@pta.wa.gov.au) for more information. Please note that two weeks notice is required.

## Get on Board program

Transperth's *Get on Board* program actively engages schools, their students, staff and families in all facets of public transport. It is ideal for Year 5 to 7 students and covers topics such as planning your journey, using SmartRider, safe travel, and rights and responsibilities. Visit the Transperth website at <http://www.transperth.wa.gov.au/AboutUs/Communityeducation/CommunityEducationTeachers/CommunityEducationGetonBoard.aspx> for further information.

## Driver distraction

Driver distraction has been identified as an emerging road safety issue and is also being increasingly ranked by road safety authorities around the world as a significant contributing factor to road trauma.<sup>5</sup> Distractions can be from within the vehicle (eg passengers, music, mobile phones) and outside the vehicle (eg road works, signage). To anticipate and avoid hazards on the road, drivers need to concentrate and give it their full attention. Children should understand that they can contribute to safer journeys by behaving responsibly and planning ahead to avoid boredom on longer trips.

## Useful websites

For information on **Western Australian crash statistics**

- Office of Road Safety  
[www.officeofroadsafety.wa.gov.au](http://www.officeofroadsafety.wa.gov.au)
- Australian Transport and Safety Bureau  
<http://www.atsb.gov.au>

For information on **road rules and the Road Traffic Code 2000**

- Office of Road Safety  
[www.officeofroadsafety.wa.gov.au](http://www.officeofroadsafety.wa.gov.au)

For information on **restraints**

- Child car restraints <http://www.ors.wa.gov.au/Documents/childcarrestraints-faq-newrules.aspx>
- Office of Road Safety  
<http://www.ors.wa.gov.au/Documents/seat-belts/restraints-factsheet-2012.aspx>

5 Regan, M. A., Lee, J. D., and Young, K. L., eds., 2009. **Driver Distraction: Theory, Effects, and Mitigation**. Boca Raton: CRC Press, p. 4.

## ACTIVITY 1

### Restraint information

#### Preparation

- ▶ **Activity sheet** *Restraints quiz* – photocopy one set per group
- ▶ Internet access

- Distribute a set of answer cards from *Restraints quiz* to each group. Ask the groups to shuffle and deal out the cards. Give each group a set of the question cards to place in a pile on the desk. Nominate one student in each group to start the quiz by taking a question card from the pile and reading it out aloud. The student who thinks they have the matching answer card should read the information on their card to the group. If the group decides it is correct the two cards are placed sided by side on the desk so they can be easily checked or rematched if needed.

Invite students to share the information learnt from the quiz cards.

#### Ask

*What did you learn about restraints from doing this activity?  
Did anything that you learnt about restraints surprise you?  
If you knew the answers to some of the questions, where did you learn this information?*

*What has changed recently about kids and restraints?  
(In October 2010 new restraint laws were introduced.  
Further information on the laws is available on the Office of Road Safety website [www.ors.wa.gov.au](http://www.ors.wa.gov.au)).*

- **Brainstorm** (refer to page 193) the different types of restraints used in vehicles such as a lap-sash belt, booster seat, forward facing and rearward facing child restraint. Explain the new laws which came into effect on 1 October 2010 in WA introduced new rules for the restraint of children and adults to better protect people in the event of a crash. Previously only children under 12 months had to be legally restrained in an approved child restraint and children over this age could wear an approved child restraint or an adult seatbelt.

Now 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 seat belt or child safety harness.
- ⊙ Children under 4 years are not allowed to sit in the front seat of a vehicle that has back 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.
- ⊙ Only children 7 years and over can be restrained in an adult seat belt.

Explain these new laws also state that:

- ⊙ only passengers that are sitting in a seat that is fitted with a seatbelt or child restraint fastened properly, can be carried in a vehicle
- ⊙ no extra unrestrained passengers are allowed in the vehicle
- ⊙ passengers can't share the same seat or seatbelt
- ⊙ drivers will be fined and incur demerit points if both adult or children passengers are unrestrained when travelling in a vehicle. Adult passengers (aged over 16 yrs) will also incur a fine.

#### Ask

*What types of restraints do you and your family wear?  
Why do you think there are different types of restraints for different ages?*

*Why do you think the government introduced new laws about restraints? (eg to reduce the trauma of injuries from not wearing a seatbelt; to make it easier for people to understand the laws about restraints)*

*Why do the new rules about child restraints refer to age and size instead of height and weight? (Research indicates that age, rather than height or weight, will result in the smallest number of children being inappropriately restrained because it's easier for parents and carers to follow this law. It also makes it easier for police to enforce the restraint wearing requirements.)*

- Have students conduct a **pairs share, pairs compare** strategy (refer to page 197) for the following statements. Listen to the responses as a class.

#### Statements

- ⊙ It's an adult's responsibility to check that kids my age are wearing their seatbelts.
- ⊙ I think the new laws about restraints make it easier for parents to know how to restrain their kids because...
- ⊙ I think the new laws about restraints make it easier for drivers to get everyone in the car to 'belt up' because...
- ⊙ I think that people who don't wear a restraint ....
- ⊙ If I got into a friend's car and I noticed there were not enough seatbelts for everyone getting a lift home I would ...



## Restraints quiz

<b>Question 1</b> Are you more likely to be killed in a road crash if you're not wearing a restraint?	<b>Answer</b> Yes. You are at least 10 times more likely to be killed in a road crash if you're not wearing a restraint than someone who is wearing a restraint.
<b>Question 2</b> Are you more likely to be injured sitting in the front passenger seat of a car?	<b>Answer</b> Yes. We know that people travelling in the front passenger seat of a car are at much greater risk of being killed or severely injured in a crash.
<b>Question 3</b> Is it safe to sit in the back seat of car and not wear a restraint?	<b>Answer</b> No. You can still be killed or seriously injured in a road crash if you aren't wearing a restraint in the back seat. A passenger who isn't wearing a restraint can also injure others in the car when they are thrown around in the car from the force of the crash.
<b>Question 4</b> Why must everyone in a car wear a restraint?	<b>Answer</b> Everyone must wear a restraint because it is the law in Australia. Restraints can also reduce injuries and deaths when people are involved in a crash.
<b>Question 5</b> Do road statistics show that adults and children are killed or injured in road crashes because they were not wearing a restraint?	<b>Answer</b> Yes. Each year adults and children are killed or injured in road crashes because they were not wearing a restraint.
<b>Question 6</b> If you are in a crash at 40 km/h, is the impact the same as: 1. Falling from a one storey building? 2. Falling from a two storey building?	<b>Answer</b> A crash at 40km/h is like falling from a two storey building.
<b>Question 7</b> When is it safe to share a restraint?	<b>Answer</b> It is never safe to 'double up' and share a restraint. It is also illegal to share a restraint.





## Restraints quiz

<b>Question 8</b> When were Australian cars required to have seatbelts?	<b>Answer</b> In Australia the fitting of seatbelts to all seats became compulsory in 1971.
<b>Question 9</b> When was it made compulsory to wear a seatbelt in Australia?	<b>Answer</b> Wearing of seatbelts was made compulsory in 1971.
<b>Question 10</b> Will a restraint protect you in a road crash and decrease the risk of you being killed?	<b>Answer</b> Restraints decrease the risk of being killed in a crash by up to 50%.
<b>Question 11</b> Is it safe for a parent to hold a baby in their arms?	<b>Answer</b> No. Babies should always be placed in a child car restraint. In a crash, an unrestrained baby can be thrown through the windscreen of a car.
<b>Question 12</b> Is it okay to only wear your seatbelt on long trips?	<b>Answer</b> Seatbelts must be worn on short and long trips. Many crashes happen within a short distance of the driver's home, so even if you are just going to the local shops you must wear your restraint.
<b>Question 13</b> Which of these statements is correct? 1. Passengers are less likely to be injured if they are wearing a restraint. 2. Passengers sitting in the rear seats of vehicles do not have to wear a restraint.	<b>Answer</b> 1. Passengers are less likely to be injured if they are wearing a restraint.
<b>Question 14</b> Who will be fined if a passenger under the age of 16 is not wearing a restraint? 1. The owner of the vehicle 2. The driver of the vehicle 3. The passenger	<b>Answer</b> 1. The driver of the vehicle will be fined if a passenger under the age of 16 is not wearing a restraint.



# Restraints quiz

<b>Question 15</b> At what age does a person have to wear a restraint? 1. All ages 2. One year and over 3. Eight years and over	<b>Answer</b> 1. All ages. Everyone, no matter what age they are, has to wear a restraint. It is a law in Australia.
<b>Question 16</b> Are passengers allowed to travel in the back of a ute or open load space?	<b>Answer</b> No. It is unsafe and illegal to travel in the back of a ute, station wagon, 4WD or van.
<b>Question 17</b> Will a driver be fined for not wearing a restraint?	<b>Answer</b> Yes. A driver will be fined for not wearing a restraint.
<b>Question 18</b> Do restraints reduce the risk of injury in a crash?	<b>Answer</b> Yes. Restraints can reduce the risk of serious injury by at least 90%.
<b>Question 19</b> When a car crashes at 60km/h, what happens to everything inside the car that is not restrained?	<b>Answer</b> If a car is travelling along the road at 60km/h and has a crash, everything inside the car that isn't restrained, including anyone not wearing a restraint, keeps travelling at 60km/h until it hits something.
<b>Question 20</b> Can a child under 7 years of age travel in the front seat of a car if the back seat is unoccupied?	<b>Answer</b> No. A child who is aged between 4 and 7 years of age can only travel in the front seat of a vehicle if all of the other back seats are occupied by children who are also under 7 years.
<b>Question 21</b> Can a child under 7 years of age wear a normal restraint?	<b>Answer</b> No. A child under 7 years of age must either use a child restraint with an inbuilt harness, or use an approved booster seat and be restrained with a seatbelt or child harness.



## ACTIVITY 2



## Responsible passengers

## Preparation

- ▶ Internet access
- ▶ **Activity sheet** *Responsible passengers* – A3 photocopy per group
- ▶ Different coloured pens – one pen per group

- Ask the class to define the term 'distraction' (eg the divided attention of an individual or group from the chosen object of attention onto the source of distraction. Distraction is caused by: the lack of ability to pay attention; lack of interest in the object of attention; or the great intensity, novelty or attractiveness of something other than the object of attention. Distractions come from both external sources and internal sources).
- Introduce the class to the video clip *Behind closed doors – distracted drivers* at <http://www.ors.wa.gov.au/Campaigns/Driver-Distraction.aspx> (Office of Road Safety). Ask students to look for the distractions shown in the footage.

Show the clip then write a list of the distractions used in the road safety advertisement (eg young children arguing, using a mobile phone and not paying attention to the driving task).

**Brainstorm** (refer to page 193) other distractions that can occur inside a vehicle (eg unrestrained animals, loud music, wearing an iPod, an insect) and outside a vehicle (eg advertising signs, dogs, road workers).

Review the list and identify distractions that can be passenger initiated (eg talking to the driver, arguing, playing loud music). Explain that both the driver and their passengers have a responsibility to make each journey a safe one.

Have groups use different coloured pens. This will help to determine the comments made by each group during the graffiti.

## Ask

*What can passengers do to make sure they do not distract the driver? (Some examples could include: sit still, talk quietly, keep all body parts inside the vehicle, and plan activities for long trips.)*

*What can a driver do to make sure their passengers do not distract their concentration? (Some examples could include: have rules for the car, pack refreshments for long trips, make regular stops along the way, stop the car if passengers become noisy or distracting.)*

*What do you do to keep yourself occupied when you go on a long trip in the car?*

- Identify the different modes of transport the students use as a passenger to commute to and from school (eg car, bus, train). Distribute the activity sheet and allocate one mode of transport to each group.

Place students in groups of four and distribute copies of *Responsible passengers*. Explain that each group will be given five minutes to complete a **graffiti sheet** (refer to page 195) by writing a range of responsible passenger behaviours while using the nominated mode of transport. Stress that students need to consider responsible behaviours when getting on and off these modes of transport not just while they are making the journey (eg check for cars entering or exiting adjacent car bays when getting out of a car in a parking area). Each behaviour must also be justified in the 'why' column of the graffiti sheet (see example provided). Have the group decide who will be responsible for: writing on the sheet; time keeping; encouraging the group to stay on task; asking clarifying questions; reporting back to the class.

Students complete the restraints quiz on the Office of Road safety website at <http://www.ors.wa.gov.au/OfficeOfRoadSafety/media/Games-Quizzes/restraints-quiz/base.swf?ext=.swf>

Mode of travel - Car	
Being a responsible passenger	Why?
Wear a restraint	Restraints protect you in a crash. The law says you must wear a restraint.
Don't distract the driver	If a driver is distracted while driving they could be involved in a collision.
Get in and out of the car using the safety door	It is the door closest to the kerb and away from traffic.

When the nominated time has lapsed, ask groups to pass their graffiti sheet onto the next group. This process is repeated until groups have contributed to all of the graffiti sheets. Make sure that groups receive their original graffiti sheet back for the next step.

Ask groups to read through the responsible behaviours listed on their graffiti sheet and decide which three behaviours would most likely keep a passenger safe on this mode of transport. For example students may decide that 'wearing a restraint' should rank higher than 'getting in and out using the safety door'. Discuss each group's rankings as a class.

- Conduct a **toss a die** strategy (refer to page 201) using the following questions.

#### Ask

*What can you do to travel safely as a passenger in a car/bus/train?*

*What can you do to make other passengers journey a safe one?*

*If you were to tell someone else the most important thing to do to stay safe as a passenger in a car, what would it be?*

*What is one thing you can do to travel safely on a bus or train?*

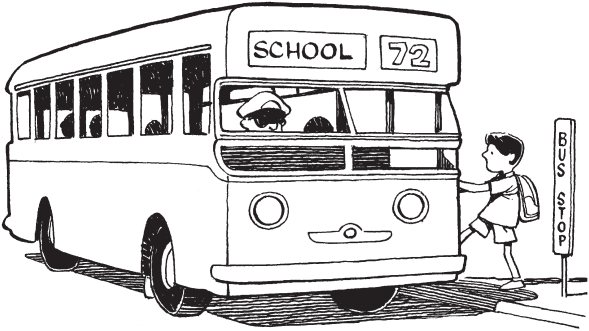
*Sometimes we don't always do what we know we should do. What or who might change your intention to behave responsibly while travelling on a bus?*

*What strategies can you use if your friends or peers ask you to act in an unsafe way?*

Name

ACTIVITY SHEET

## Responsible passengers

Mode of travel	
Responsible behaviour	Why?
	



## ACTIVITY 3

### Why use restraints and what are the laws?

#### Preparation

- ▶ A doll and toy pram or wheeled toy
- ▶ A 2-3m plank of wood or piece of cardboard
- ▶ A phone book
- ▶ Markers
- ▶ Internet access
- ▶ **Activity sheet** *Restraints for children 7 years and older* – photocopy one per student
- ▶ **Family information sheet** *Keep your child safe in the car* – photocopy one per student

- Explain that in Western Australia the Office of Road Safety is responsible for creating advertisements that tackle the road safety issues in our state (eg speed, drink driving, driver distractions, restraints, fatigue). Show the restraints advertisement *Sashes* at <http://ors.wa.gov.au/Campaigns/Seat-Belts.aspx>

#### Ask

*What was the main message of this advertisement?*  
(‘You mean a lot of different things to a lot of different people, and you’re worth holding onto’ was the message.)

*What did the message mean?* (Think of others who will be affected by your decision to not wear a restraint.)

*Who was the target audience for this advertisement?*  
(17–39 year old males, drivers)

*Why do you think the advertisers were targeting males?*  
(In 2010, 33 people died on Western Australian roads while unrestrained, representing nearly a quarter of all motor vehicle occupant fatalities for that year. Males made up 73% of these statistics.)

- To demonstrate the motion that occurs in a crash, place a doll as a ‘passenger’ in a wheeled toy. It is important that the wheeled toy is open enough to allow the doll to move around. Position the wheeled toy a quarter of the way up a ramp set at about 30cm above the floor. Use a phone book to make a barricade and position it about 20cm from the bottom of the ramp. (Small toys cars and plasticine ‘passenger’ models can be used instead of a toy pram and doll in this activity.)

Ask students to place markers where they think the doll will land after the wheeled toy has hit the barricade.

Push the wheeled toy, with some force, down the ramp and observe the motion of the ‘passenger’ during and after the collision. Measure the ‘impact distance’ of the doll (ie where the doll was thrown from the collision point) and compare with students’ estimations. Repeat this step several times and average the distance.

Release the wheeled toy from three more different distances up the ramp or increase the height of the ramp to vary the speed. Continue to observe the motion of the passenger and measure the distance. Repeat this step several times and average the distance.

#### Ask

*What did you notice about the doll when the wheeled toy was moving down the ramp?*

*What direction did the doll travel when it was thrown from the car? Why?*

*What happened to the speed of the wheeled toy when the height of the ramp was increased? (if applicable)*

*How did the ‘impact distance’ of the doll relate to the car’s speed?*

Use a piece of masking tape to restrain the doll in the wheeled toy then repeat the above steps.

#### Ask

*What did you notice this time?*

*How was this different to when the doll wasn’t strapped into the wheeled toy?*

*What do you think restraints do other than help to stop a passenger from being thrown from the car? (eg they reduce the time taken to come to a stop in a crash; they stop the driver or passengers from hitting the interior of the vehicle)*

*Why is it usually more dangerous to be thrown from the car than to remain in it during a road crash? (eg hit other objects outside the car; head injuries; fall on road and hit by other traffic)*

- Distribute *Restraints for children 7 years and older* to students. Explain that while it’s the driver’s responsibility to make sure that all occupants (including themselves) are appropriately restrained, as responsible passengers they must make sure they fasten their restraint themselves to stay safer and also to avoid the driver being fined and receiving demerit points. Point out that their older siblings (aged over 16 years) can also incur a fine if they are an unrestrained passenger. (Current fines and demerit point allocation for non-use of restraints is available on the Office of Road Safety website.)

Explain that restraints will not give protection unless they are appropriate to the age and size of the passenger, 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 a child's neck, but across their shoulder. Because many parents were not restraining their children correctly the restraint laws changed in 2010. Now children under 4 years need to be restrained in either a rearward or forward facing child restraint with in-built harness and children under 7 must be in a child restraint or a booster seat restrained by a correctly adjusted seatbelt or child safety harness.

Also stress that the laws now stipulate that:

- ⦿ children under 4 years are not allowed to sit in the front seat of a vehicle with rear seats
- ⦿ children 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 (because of the injury that car air bags can cause small children in a road crash)
- ⦿ only passengers that are sitting in a seat that is fitted with a seat belt or child restraint can be carried in the vehicle
- ⦿ no extra unrestrained passengers will be permitted and passengers cannot share the same seat.

Have students add other information about restraints to complete the activity sheet.

Display the *Choosing and using child car restraints and booster seats* brochure (download at <http://ors.wa.gov.au/Documents/CCR/childcarrestraints-guide-choosingandusingccr.aspx>) on the school website.

## Ask

*Do you think most people in our school community comply with wearing a restraint? (Remind the class of the 'no name' rule when discussing this question. While restraint use for the entire population is generally high, correct restraint use for children is considerably lower. A survey in 2005 observed that only around 60 per cent of those in the one to four year-old age group and 80 per cent of those aged five to 11 years, were restrained in the correct manner.)*

*Why do you think non-use of restraints is still a major contributor to death and injury in road crashes?*

*What reasons do you think people would give for not wearing a restraint? (eg uncomfortable, forgot, not going far, don't want to get trapped in a car in case it catches on fire, police won't be around to fine them)*

*What could you say or do to convince a friend or family member to wear a restraint?*

*What reasons do you think people may not restrain their children in the correct way? (eg lack of knowledge about how to correctly install child restraints, lack of knowledge about the impact of size on the safety of different types of restraints)*

- Have students use a computer program to write a letter to their parents and family explaining what they learnt from the restraint experiment and new restraint laws, using *Restraints for children 7 years and older*.
- Send a copy of *Keep your child safe in the car* home with each student to share with their family.

## Restraints for children 7 years and older

It is safer for children of any age to travel in the \_\_\_\_\_ seat.

There must be only \_\_\_\_\_ passenger for each seatbelt – no double ups.

Everyone must wear a restraint by \_\_\_\_\_.

If you are not tall enough to use an adult seatbelt you tend to slump into the seat so that your legs bend at the seat edge. This means the lap part of the seatbelt is too high on your stomach and you are at risk of \_\_\_\_\_ in a crash.



If there isn't a seatbelt for you, you \_\_\_\_\_ ride in that car.

An adult seatbelt will fit you properly when you are around 145 cm tall.

A seatbelt fits properly if:

- the sash sits flat on the shoulder without touching your face or neck
- the lap part crosses low over your hips
- it is not twisted
- all slack is removed.

**Remember** to belt up to stay safer and to save your driver being fined or losing demerit points.

**Remember** if you have brothers or sisters under 7 years old:

- they cannot travel in the front seat of the car unless all the back seats are occupied by other children under 7 years
- they must use an appropriate child restraint.



# Keep your child safe in the car

**Your child has been learning about the use of restraints (ie seatbelts, baby capsules, booster seats) and how they can reduce the risk of death or serious injury to passengers and drivers if involved in a crash.**

## Does your child always remember to buckle up?

The force of a crash at 40 km/h is the same as a child being dropped from a two-storey building onto concrete. The force at the point of impact will be equivalent to 20 times the child's own weight (ie a 30kg child = 600kg in a crash).

## Did you know?

- Only passengers who are sitting in a seat that is fitted with a seatbelt or child restraint can be carried in a vehicle.
- Passengers can't share the same seatbelt.
- Drivers will be fined and incur demerit points if passengers are unrestrained when travelling in a vehicle.
- Unrestrained passengers (aged over 16 yrs) may also incur a fine.
- Children under 4 years are not allowed to sit in the front seat of a vehicle when back seats are unoccupied.
- Children between 4 and under 7 years are only allowed to sit in the front seat if all rear seats are occupied by children less than 7 years of age.

**Take time to check the restraints in your family car with your child.** Here are some things to consider.

Child car restraint laws require children from:

- **birth to under 6 months** to be restrained in a rearward facing child restraint (e.g. infant capsule);
- **6 months to under 4 years** to be restrained in either a rearward or forward facing child restraint with in-built harness; and
- **4 years to under 7 years** to be restrained in either a forward facing child restraint or booster seat restrained by a seatbelt or child safety harness.
- Children 7 years and over can be restrained in an adult seatbelt. However, the child's size, not age, may indicate they need to use a booster seat rather than a lap sash seatbelt.



- A seatbelt fits properly if:
  - ⦿ the sash sits flat on the shoulder without touching their face or neck
  - ⦿ the lap part crosses low over their hips, not their tummy
  - ⦿ it is not twisted

## Do you need some help checking or fitting child car restraints in your vehicle?

Visit the RoadWise website <http://www.roadwise.asn.au/ccr> for a list of registered locations around the state.

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



## ACTIVITY 4

### Public transport – rules, rights and responsibilities

#### Preparation

- ▶ A4 paper – one sheet per group
- ▶ **Activity sheet** *Knowing the rules for public transport use keeps me safer* – photocopy one per group
- ▶ Internet access

- **Brainstorm** (refer to page 193) a list of the public (or community) transport options available to students. Have students share their experiences of using these modes of transport.

#### Ask

*Do you use public transport regularly? If not, why not?*

*Who do you usually travel with when you use public transport?*

*Was it more fun than travelling in a car? Why?*

*Do you think travelling on the same bus every day to work or school would be more sociable than travelling by yourself, or with a parent in a car?*

*If more people travelled to work and school by public transport, there would be a lot less cars on the roads and a lot more people walking the streets. Do you think this would make our community feel safer? Why?*

*Let's imagine everyone at our school either walked, cycled or used public transport to travel to and from school. What impact do you think this would have on the environment? (eg less air and noise pollution, less traffic congestion, less need for car parks)*

*What impact do you think this would have on our health? (eg more active so fitter and more alert)*

- Place students in groups of three. Give each student a piece of paper to fold into thirds and title the columns social benefits, environmental benefits and health benefits respectively.

Explain students are to conduct a **rip and review** (refer to page 197) on the social, environmental and health benefits of using public transport. Listen to and discuss the benefits generated by the class. Point out that many students in the class will need the use public transport to travel to school when they are in high school, so knowing the rules and responsibilities as a passenger is important.

- Explain that just as we have responsibilities and rules to follow to keep us safe as a passenger in a car (eg not distracting the driver; exiting from the safety door; planning things to do on long trips), we also need to act responsibly and comply with the rules when using public transport.

Distribute Activity sheet *Knowing the rules for public transport use keeps me safer*. Explain the safety and behaviour rules aim to keep passengers safer. Point out that in the metropolitan area, Transperth also has other measures in place to increase passenger safety such as security cameras on buses and trains, transit guards on trains and a Night Alight program where, after 7pm, passengers can ask to be dropped outside their house or where they feel safer if it is on the bus route. Have students complete the activity sheets in their groups.

#### Ask

*What have you learnt about getting safely in and out of buses and trains? (Stress that passengers are most at risk when they are getting on and off public transport, and when crossing the road before the bus has moved at least 20 metres away as this gives a clearer view of the road.)*

*What might you do differently now that you know these safety and behaviour rules?*

*What is one thing you can tell others about safely entering and exiting a bus or train?*

- Show students the safety video on the Transperth website at <http://www.transperth.wa.gov.au/AboutUs/Safety.aspx> to highlight that the Transperth network is being watched to ensure their safety, welfare and comfort.

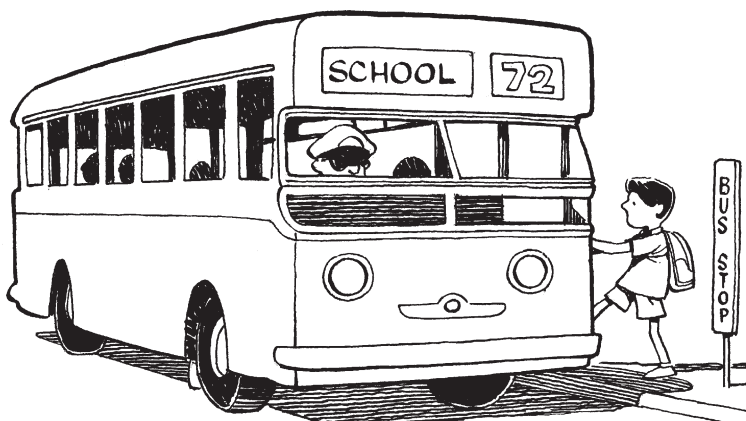
Display the graffiti sheets from Activity 2 for revision.

# Knowing the rules for public transport use keeps me safer

## SAFETY RULES WHEN USING PUBLIC TRANSPORT

1. Write one or more reasons why each rule must be followed when using public transport.
2. Now imagine these rules have been broken. Rank the offences in order from most important (1) to least important (10) to your safety as a passenger.

Rule	Reasons for this rule	Rank
Always stand well away from the kerb or platform when waiting for a bus or train.		
Stand back and wait for other passengers to get off the bus or train before you board.		
Wait until the bus has moved away before crossing the road.		
Stand clear of the doorways before getting off a bus or train.		
Keep all parts of your body inside the bus at all times.		
Keep your belongings on your lap.		
Put your restraint on if the bus is fitted with these.		
Always use overpasses, underpasses or pedestrian crossing areas to cross the tracks at a railway station. Never walk across the tracks.		
Don't run, ride or skate around a bus stop or railway platform.		
Keep clear of the electric wires above a train track. Contact may result in death.		







# Knowing the rules for public transport use keeps me safer

## BEHAVIOUR RULES WHEN USING PUBLIC TRANSPORT

Here are some important rules about your responsibilities and rights when using public transport.

1. Write one or more reasons why this rule has been made – think safety, comfort, costs.
2. Now imagine that these rules have been broken. Rank the offences in order from most important (1) to least important (10) to creating a safe and comfortable journey for passengers.

Rule	Reasons for this rule	Rank
You must have a valid ticket at all times and show it when asked by staff.		
Always show your student card when travelling on a concession fare.		
Offer your seat to passengers with special needs (eg elderly people, parents with prams) or adults.		
Be courteous to other passengers and the driver.		
Move down the train or bus so you don't block doorways and don't talk to the bus driver while the bus is moving.		
Always use earphones on audio devices and keep the volume low.		
After 7pm and if the traffic is not heavy, you can ask to get off anywhere along the bus route if you tell the bus driver when you get on.		
Smoking is not allowed on all public transport property.		
Food and drink consumption is not allowed on buses or trains		
Keep clear of the electric wires above a train track. Contact may result in death.		

Write a *Code of rights and responsibilities* for every passenger using public transport.

All passengers have the right to:	All passengers have the responsibility to:

## ACTIVITY 5

### Managing influences on safe passenger behaviour

#### Preparation

- ▶ **Activity sheet** *Passenger decisions* – photocopy one situation card per group
- ▶ **Strategy sheet** *Decision-making model* – photocopy one per group

- Discuss the difference between a ‘split second’ decision and a ‘planned’ decision. Ask students to give examples of each type of decision in a passenger safety situation. For example, deciding to jump out of the car in a car park without looking for cars exiting or entering is a split second decision; choosing to always wear a restraint no matter how short or long the trip is a planned decision.

Discuss the consequences of some poor ‘split second’ decisions when travelling as a passenger. Explain being a passenger requires students to make many decisions. Some will be easy to make such as putting on a restraint on every trip, and some will be more difficult such as choosing to ride without a valid ticket.

#### Ask

*What does influence mean? (eg persuasion, power, ability to make someone do or think something)*  
*Who or what do you think influences the way you behave as a passenger? (eg friends, peers, family, time available, weather conditions, road safety campaigns, your road safety knowledge, skills, and attitudes)*  
*Who or what do you think influences you to behave safely as a passenger?*  
*Who or what do you think influences you to behave not so safely as a passenger?*  
*Do you feel confident telling your friends that you don’t want to do something?*  
*What might your friends say to you if you told them to stop behaving unsafely?*  
*How would you feel?*

*How do you think you would feel if your friend asked you to do something that was not safe while you were being a passenger, like double up with them in a restraint?*  
*What positive thoughts could you say to yourself when it’s just your own thoughts that make you feel like you should do something that is not safe (eg you think the other kids might think you are uncool if you don’t join in with them skating near the road while you wait for the bus)?*  
*What positive thoughts could you say to yourself when someone is pressuring you to do something unsafe as a passenger? (eg I can deal with this. I am not going to do something I don’t want too.)*  
*How would you feel if your friend ‘dropped’ you because you didn’t want to do something?*

- Stress that influence or pressure can be both a positive and negative thing (eg friends can influence you to wear a restraint and also to not wear a restraint) and that sometimes it can be our own thoughts that influence us to do something unsafe (eg we think that others might think we are not cool if we choose to put a seatbelt on when riding on the school bus).

Place students in groups of three or four. Distribute a copy of a **decision-making model** (refer to page 195) to each group. Explain the model to students highlighting that decisions can have both positive and negative outcomes.

Allocate each group a scenario from the *Passenger decisions* activity sheet to read and work through using the decision-making model sheet.

Listen to each group’s scenario and the decision that was made. Repeat the process for the remaining groups then ask the following questions.

#### Ask

*Would the decisions you made in each problem on the worksheet have reduced the harms for the character?*  
*Why is it useful to think about and plan decisions for situations that might happen in real life?*  
*How could you be a positive influence on your friends’ passenger behaviour?*  
*Do you always have time to stop and think about how you could deal with a situation in real life? (Students need to understand that often decisions have to be made quickly and on the spot. In these situations the responses students have rehearsed can be called upon to keep themselves safe.)*

- Suggest to students that practising an answer can make it easier to respond when peers or friends may encourage unsafe behaviour.

Have students choose the scenarios on the activity sheet that could happen in real life and **role-play** (refer to page 197) these using the decisions made by the class. Alternatively have students identify situations where they have needed to make a decision to stay safe while travelling as a passenger. Some revision of assertive communication may be required before the groups plan their role-play.

Have groups watch each role-play and decide if the strategy used to avoid the harms is one they would use if faced with a similar situation.

### Ask

*How confident do you feel to tell someone that it is safer to wear a restraint?*

*How confident do you feel to tell someone you don't want to catch a train or bus without a valid ticket?*

*How confident do you feel about getting help if someone was annoying you on a bus or train?*

*How confident do you feel to tell someone that you don't want to do something unsafe around public transport like crossing a train track rather than using an overpass?*

*What could you say to someone you know very well who wasn't wearing a restraint?*

*What could you say to someone you didn't know very well who wasn't wearing a restraint?*

*What if the person was:*

- ⊙ *much older than you?*
- ⊙ *from another country where the law didn't require them to wear a restraint?*
- ⊙ *pregnant and claimed that it was legal to not wear a restraint?*
- ⊙ *a small child who kept undoing the restraint and moving around the car?*

*Does practising making decisions about being a safer passenger make it easier to make decisions in real life?*

*Why?*



# Passenger decisions

## Situation 1

Andrew and Sophia are best friends. Sophia is getting a lift home with Andrew's parents. When she gets in the car she notices that Andrew hasn't put his restraint on. Sophia is worried that Andrew will get upset if she asks him to put it on.

What should Sophia do or say?

## Situation 2

Kate and Carmel are going on a school camp. The bus is fitted with seatbelts. Kate tells Carmel not to put her seatbelt on so they can turn around and talk to their friends sitting further down the bus.

What should Carmel do or say?

## Situation 3

Cameron's older brother Josh offers to drive him to footy training. Cameron knows that the passenger seatbelt in Josh's ute has a faulty buckle.

What should Cameron do or say?

## Situation 4

Mark is visiting his cousin who lives in the country and has just bought a quad bike that he is learning to ride. His cousin tells Mark to get on the quad so they can for a ride to the dam for a swim. There are no helmets in sight and Mark is feeling anxious.

What should Mark do or say?

## Situation 5

Tilly is catching the bus home with some friends from school. Tilly notices that her friends haven't validated their SmartRider and think this is cool to do. Tilly is worried she will get a fine if she doesn't validate her ticket.

What should Tilly do or say?

## Situation 6

Jane and Meg are catching the train into the city to see a movie. Two boys start annoying them and calling them names. They feel scared and are worried about getting off the train.

What should Jane and Meg do or say?



## ACTIVITY 6

### Planning an excursion using public transport

#### Preparation

- ▶ **Activity sheet** *Planning a mystery tour* – photocopy one per group
- ▶ Internet access
- ▶ **Family information sheet** *Using public and community transport* – photocopy one per student

- Explain that to practise using public transport, students are going to plan an excursion for the class. This will demonstrate some of the social benefits of public transport such as having a fun outing, saving money and learning new road safety skills, and also some of the environmental benefits such as not using the private transport that would be required to drive the students on an excursion. (Students located in a country area may need to plan a journey from a hypothetical metropolitan location to an appealing destination.)

Revise the safety and behaviour rules from Activity 4 and discuss any others that would be expected of students such as:

- ⊙ walk near your adult helper at all times
- ⊙ use a quiet voice
- ⊙ when the bus or train stops, voices stop
- ⊙ sit in your seat.

Make sure students understand and agree with the rules. Send home a copy of the list for students to discuss with their family before the excursion date.

- Students use *Planning a mystery tour* to plan an excursion and complete the follow up questions. Refer students to the Transperth Zone Map at <http://www.transperth.wa.gov.au/Default.aspx?tabid=362&id=291> or download and print a copy for each group.

Hear feedback of questions and ask students to consider strategies to manage unusual or unexpected situations that may arise when travelling by public transport (eg if they lost their ticket; if they didn't get off at the right station or stop; if a threatening group sat next to them).

- Have a class vote to determine the most popular (and feasible) destination and conduct the excursion when appropriate.

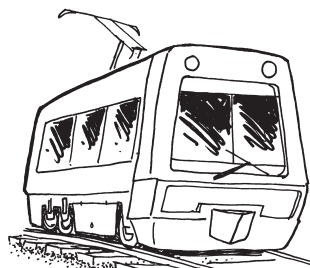
- While on the excursion, students can:
  - ⊙ take digital photos
  - ⊙ keep a tally of how many public transport safety and behaviour rules they follow using the sheet from Activity 4
  - ⊙ count the zones they travel through using the *Transperth zone map*
  - ⊙ conduct a scavenger hunt for items such as 'No food and drink' signs; priority seating; closed circuit cameras; the transit guard; emergency button.
- After the excursion, students can:
  - ⊙ create a shared book or PowerPoint for younger students using the digital photos, that focuses on safety on the buses and trains
  - ⊙ write a letter to the local paper or for the school newsletter/website to explain the aim of the excursion and the school's commitment to passenger safety
  - ⊙ write a recount of a bus or train trip for the school newsletter or website, highlighting the safer behaviours they or other passengers demonstrated
  - ⊙ write a narrative using characters who act safely and unsafely on public transport.
- Students write three key messages on *Using public and community transport* and take the sheet home to share with their family.

To conduct activity, teachers will need to ensure that the school administration has been notified and all school excursion policies have been followed.

Contact Transperth Education on (08) 9326 3970 or email [education@transperth.wa.gov.au](mailto:education@transperth.wa.gov.au) for further information on using public transport for class excursions. Transperth Education can assist with planning your next excursion on Transperth.

## Planning a mystery tour

Plan an excursion from your school to a destination of your choice using public transport. (If you live in an area with no public transport, plan a trip from the Perth Town Hall to a location of your choice.)



Here are some guidelines to help you plan your excursion.

- The excursion must start no later than 9:30am and finish no later than 2:30pm.
- At least one stage of the journey must involve walking.
- Bus and train fares must not be more than \$2.50 per student. Remember when you buy a Transperth ticket you don't just buy a single ride on a bus, train or ferry, you can buy up to three hours of travel with Transperth. For journeys up to 4 zones, you can have two hours to transfer between services. For trips covering 5 to 8 zones, you have three hours.

1. Use [www.transperth.wa.gov.au](http://www.transperth.wa.gov.au) to check your bus/train times and best routes by using either the Journey Planner or Timetables and maps.
2. Develop a plan for each stage of your journey.

Journey description	Estimated arrival and departure times
eg walk from school to bus stop	eg 9:30am – 9:40am

3. List the safety and behaviour rules students will need to know.
4. Use the Transperth website to work out how much students without Student SmartRiders will pay to purchase their tickets for each type of public transport and where they will buy their tickets.
5. Use the Transperth website to work out what the 'on the spot' fine may be if a student does not have a valid ticket or puts their feet on a seat.
6. Calculate how much the transport costs would have been for each student if they had travelled by car – base calculations on two students per car and 25 cents per km travelled to calculate costs for the return trip.
7. If a car takes around 8sqm to park and a bus takes around 33sqm to park, how much space would be needed to park the cars at your destination if two students travel in each car?
8. If more people used public transport, we would have less need for car parking space in our communities. If you were a town planner what would you do with this extra space to make our community a better place?





# Using public and community transport

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

This is because young people decide to cross the road either in front of or behind the bus before the bus has left. With not being able to clearly see oncoming traffic they are at risk of being hit by another passing vehicle.

**The risks with public transport use can also change depending on where you live.**

### In country areas

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

- lack of appropriate verge or road shoulder for the 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

Young people often have to deal with more traffic and there are more passengers getting on and off buses and trains.

**You can help your child by talking about ways to be a responsible and courteous bus and train passenger, and by practising these rules with your child when next you use public transport.**

- ☐ Always stand well away from the kerb or platform when waiting for a bus or train.
- ☐ Stand back and wait for passengers to get off the bus or train before you board.
- ☐ Wait until the bus has moved away before crossing the road (Stop, look, listen, think).
- ☐ Stand clear of the doorways before getting off a bus or train.
- ☐ Keep all parts of your body inside the bus or train at all times.
- ☐ Keep your belongings on your lap.
- ☐ Put your seatbelt on if the bus is fitted with these.
- ☐ Always use overpasses, underpasses or pedestrian crossing areas to cross the tracks at a railway station. Never walk across the tracks.
- ☐ Don't run, ride or skate around a bus stop or railway platform.
- ☐ Keep clear of electric wires above a train track. Contact may result in death.



**I can act responsibly and safely when I travel on public transport by:**

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

**Sometimes young people can be encouraged by their friends to behave unsafely on and around public transport. Check that your child feels confident enough to tell their friends 'no' when it is a situation where they might get injured.**

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

## ACTIVITY 7

### What do I know and think about passenger safety?

#### Preparation

- ▶ A pair of dice
- ▶ **Activity sheet** *Beat the buzzer* – photocopy one per student or place on interactive whiteboard
- ▶ **Activity sheet** *Answers to beat the buzzer* questions

- Divide the class into two teams. Have each team decide on a 'team sound' which will be used as a buzzer in the game (eg truck horn, name of a car, bell). Give each student a copy of *Beat the buzzer*. Allow time for groups to read through the questions and discuss briefly.

Invite a student from each team to move to the front of the class. Give each student a dice. Nominate one student to roll a number to determine the vertical axis and the other student to roll for the horizontal axis in order to choose a question on the activity sheet. For example, vertical 2 and horizontal 4 would be the question 'Is it legal to ride in the back of a ute or panel van on the open road?'

Explain the rules of the game. The student to answer the question is the one who puts their hand up or shouts out their 'team sound' first. If the student answers the question correctly, they stay in the game and the other student is out and a new player from their team moves to the front of the class. If the student is incorrect or too slow in answering the question, they are out and a new player from their team is called for, the other player stays in the game.

Use the Activity sheet *Answers to beat the buzzer questions* (refer to page 126) to check the answers.

Continue this process until all questions have been answered or all students have had a turn in the game.

- Students write their responses to the following unfinished sentences to complete the reflection activity.
  - ⊙ The most important thing I can do as a passenger to stay safe while in a car is...
  - ⊙ The most interesting information I learnt about passenger safety was...
  - ⊙ If my younger brother or sister started to distract mum or dad while they were driving I could...
  - ⊙ To stay safer when I travel on public transport I will...
  - ⊙ If a friend asked me to travel without a restraint I would...
  - ⊙ One thing I'd still like to know about passenger safety is...

Ask students to share their last response with a small group to see if they can find an answer. Clarify unanswered questions as a whole class.



## Beat the buzzer

	1	2	3	4	5	6
1	Is it legal to squeeze in between other passengers in the car if there aren't enough restraints?	Is it legal for an adult to hold a baby tightly if there isn't a restraint available?	Can the driver be fined if you don't wear a restraint?	What are two things you can do to be a responsible passenger in a car?	What are two things you can do to be a responsible passenger on a bus?	What are two things you can do to be a responsible passenger on a train?
2	What might happen if you distract the driver of a car or bus?	What are two things you can tell someone so they travel more safely on a bus?	What are two things you can tell someone so they travel more safely on a train?	What might you do differently next time you travel on a bus or train?	Why is it not OK to take your seat belt off when you are sleeping?	What side of the road should your parents wait for you if you catch a bus?
3	Describe what we mean by the safety door and tell us why it's important.	Where is it safest for children to sit in the car?	Why shouldn't a child under 7 years sit in the front of the car?	What sort of restraint should you use?	Why are lap-sash belts not legal for children under 7 years?	Why should sharp, loose items be put in the boot instead of inside the car?
4	What are two excuses you might hear from someone not wearing a restraint?	Is it legal to ride in the back of a ute or panel van?	Why is a frayed or twisted seat belt not safe?	Why is a lap-sash belt safer than a lap only seatbelt?	What do you need to check for before you get out of a car in a car park?	What should you do when you get off a bus and before you cross the road?
5	What are two things you can do to influence your friends to be safer passengers?	Who can get a fine if a passenger over 16 years is not wearing a restraint?	What could you say to a friend's mum who wants you to squeeze in if there are not enough restraints?	What are two things you could do in the car so that you don't distract the driver?	Restraints decrease your risk of being killed or seriously injured in a crash by around what percentage?	People travelling unrestrained in a car are at least how many times more likely to be killed in a road crash than those wearing a restraint?
6	Why should you always stand well away from the kerb or platform when waiting for a bus or train?	Why should you always stand back and wait for passengers to get off the bus or train before you board?	Why should you always keep all parts of your body inside the bus or train at all times?	Why should you always use overpasses, underpasses or pedestrian crossing areas to cross the tracks at a railway station?	What would be the best way to get all kids to wear their seatbelts every trip?	What is one respectful thing you can do on public transport to make the trip more pleasant for others?



# Answers to beat the buzzer questions

	1	2	3	4	5	6
1	Is it legal to squeeze in between other passengers in the car if there aren't enough restraints? <b>A: No.</b>	Is it legal for an adult to hold a baby tightly if there isn't a restraint available? <b>A: No.</b>	Can the driver be fined if you don't wear a restraint? <b>A: Yes, and be given demerit points.</b>	What are two things you can do to be a responsible passenger in a car? <b>A: eg wear a restraint, not distract the driver.</b>	What are two things you can do to be a responsible passenger on a bus? <b>A: eg don't play loud music and wait until other passengers have disembarked before embarking.</b>	What are two things you can do to be a responsible passenger on a train? <b>A: eg always use pedestrian underpasses or overpasses to get to and from the platform, buy a ticket, don't annoy other passengers.</b>
2	What might happen if you distract the driver of a car or bus? <b>A: You may cause the driver to lose concentration and become involved in a collision.</b>	What are two things you can tell someone so they travel more safely on a bus? <b>A: eg don't put any part of your body out of the window, don't distract the driver.</b>	What are two things you can tell someone so they travel more safely on a train? <b>A: eg stand away from the edge of the platform, stay seated, hold onto the handrail.</b>	What might you do differently next time you travel on a bus or train? <b>A: Answers will depend on the student.</b>	Why is it not OK to take your seat belt off when you are sleeping? <b>A: It is a legal requirement that a restraint be worn at all times.</b>	What side of the road should your parents wait for you if you catch a bus? <b>A: Same side as the bus stop.</b>
3	Describe what we mean by the safety door and tell us why it's important. <b>A: Door closest to the kerb and away from traffic.</b>	Where is it safest for children to sit in the car? <b>A: Back seat in a properly fitted restraint.</b>	Why shouldn't a child under 7 years sit in the front of the car? <b>A: It is against the law unless children under 4 years have taken all of the back seats.</b>	What sort of restraint should you use? <b>A: This depends on the child's size.</b>	Why are lap-sash belts not legal for children under 7 years? <b>A: Not designed for children – they can slip under or be injured by them.</b>	Why should sharp, loose items be put in the boot instead of inside the car? <b>A: They can move around and act as missiles in a crash.</b>
4	What are two excuses you might hear from someone not wearing a restraint? <b>A: eg 'I was just going around the corner.' 'The police won't see me.' 'It's uncomfortable.'</b>	Is it legal to ride in the back of a ute or panel van? <b>A: No</b>	Why is a frayed or twisted seatbelt not safe? <b>A: It can cause injury or may break in a crash.</b>	Why is a lap- sash belt safer than a lap only seatbelt? <b>A: Stops the passenger's movement in a crash more efficiently.</b>	What do you need to check for before you get out of a car in a car park? <b>A: Cars exiting or entering.</b>	What should you do when you get off a bus and before you cross the road? <b>A: Wait for the bus to move away, then stop, look, listen and think before crossing.</b>
5	What are two things you can do to influence your friends to be safer passengers? <b>A: eg always wear a seatbelt; always act responsibly and model safe behaviour; keep luggage on your lap.</b>	Who can get a fine if a passenger over 16 years is not wearing a restraint? <b>A: Driver and passenger.</b>	What could you say to a friend's mum who wants you to squeeze in if there are not enough restraints? <b>A: eg it is against the law; I don't feel safe doing that.</b>	What are two things you could do in the car so that you don't distract the driver? <b>A: eg listen to music on your Ipod, play a quiet game.</b>	Restraints decrease your risk of being killed or seriously injured in a crash by around what percentage? <b>A: Up to 50%.</b>	People travelling unrestrained in a car are at least how many times more likely to be killed in a road crash than those wearing a restraint? <b>A: At least 10 times.</b>
6	Why should you always stand well away from the kerb or platform when waiting for a bus or train? <b>A: So passengers can get off safely and you are not near traffic.</b>	Why should you always stand back and wait for passengers to get off the bus or train before you board? <b>A: To speed up the exiting and boarding process and avoid injuries.</b>	Why should you always keep all parts of your body inside the bus or train at all times? <b>A: To avoid injury from passing traffic or other trains. It is also against the rules.</b>	Why should you always use overpasses, underpasses or pedestrian crossing areas to cross the tracks at a railway station? <b>A: To avoid being hit by train.</b>	What would be the best way to get all kids to wear their seatbelts every trip? <b>A: Have family rules eg Click clack, then start the car. Make it the norm – everyone does it.</b>	What is one respectful thing you can do on public transport to make the trip more pleasant for others? <b>A: eg keep your Ipod volume turned down low; offer your seat to elderly or disabled passengers; don't talk on your phone..</b>