

FOCUS AREA 3

Passenger Safety



INTRODUCTION

This focus area provides the explicit teaching of content and skills related to passenger safety for Year 6 students. It focuses on:

- road trauma is a major global public health issue
- the choices people make and the behaviours they adopt contribute to road trauma
- when a crash occurs, the speed at which vehicles travel will influence the severity of the road trauma
- most crashes are avoidable
- most journeys are made safely but all travel can be risky
- when travelling, people make choices about their safety
- the importance of a restraint in a crash
- laws about wearing an appropriate and correctly fitted restraint
- identifying and responding to unsafe situations as a passenger
- passengers' rights and responsibilities to act safely while travelling in a car, bus or train
- avoiding driver distractions
- planning ahead for travel on public transport.

Key understandings

- Road trauma is a major global public health issue.
- Children are vulnerable road users and are more at risk as a passenger, pedestrian and cyclist.
- 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 or carry passengers in a vehicle without a restraint.
- 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.
- Driver distractions are a contributing factor to vehicle crashes.
- The choices people make and the behaviours they adopt contribute to road trauma.
- Using active and 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.
- Young people travelling on public transport are at most risk when they are entering or exiting the bus or train.
- 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 the contribution that human error makes to road crashes.
- 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.
- Co-operate and work efficiently in teams.

General capabilities in the Australian Curriculum








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

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

Addressing the Australian Curriculum General Capabilities through Challenges and Choices

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Key

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

TEACHER NOTES

Passenger injuries

- **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.¹
- 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.²
- **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.³

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 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.⁴
- 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.

⁴ 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 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 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.⁵ 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
- 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

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>

For information on **public transport**

- Transperth
www.transperth.wa.gov.au
- Transperth Community Education
www.transperth.wa.gov.au/AboutUs/Communityeducation.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



Road safety – get the facts

Preparation

- ▶ **Activity sheet** *Get the facts* – photocopy and cut into cards
- ▶ Post-it notes or small slips of paper – several per group
- ▶ Internet access

- Create a **word splash** (refer to page 200) listing vocabulary and terms related to road safety such as accident, crash, road trauma, injury, fatality, factors, mode of travel, impact, speed, laws, road rules, safe systems, road toll, passenger, pedestrian, cyclist, motorcyclist, driver, male, female. Clarify any words or terms that students do not understand. Students can copy the word splash to use as a reference list during this focus area.
- Explain the **question partners** strategy (refer to page 206) then give students either a question or answer card from *Get the facts* sheet.

Allow enough time for students to find the matching card to their question or answer, and share and discuss the information with their partner.

Ask students to form groups of six (ie three pairs). Explain each pair is to ask the question shown on their card to the other students in their group and provide the answer if the group's response was incorrect.

Invite the class to share the information learnt from the fact cards and clarify any questions.

Ask

What was one thing you learnt that surprised you about road safety and road trauma?

If you knew the answers to some of the questions, where did you learn this information?

What did you learn about factors that cause crashes? (eg causal factors of road crashes include speed, drink/drug driving, restraints, fatigue and driver distractions)

Where do more road crashes happen, in the city or in the country? (Regional and remote areas have higher number of road crashes each year than the metropolitan area. Of these regional and remote crashes, most involve a single vehicle.)

How are most children your aged injured or killed in road crashes? (Children aged 0 to 16 years and travelling as passengers are more likely to be injured or killed in a

road crash.)

What can you do to reduce the likelihood of being injured or killed when you are travelling as a passenger? (Wearing a restraint can reduce the likelihood of being injured or killed in a road crash by up to 50%.)

What has changed recently about kids and restraints?

(In October 2010 new restraint laws were introduced.

Further information on restraint laws is available on the Office of Road Safety website (www.ors.wa.gov.au).

- **Brainstorm** (refer to page 200) the different types of car restraints such as a lap-sash belt, booster seat, forward facing and rearward facing child restraint.

Explain that new laws came into effect on 1 October 2010 in WA that 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
- Only children 7 years and over can be restrained in an adult seat belt.
- 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.

Explain that 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 car restraints do you and your family use?
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 restraint; to make it easier for people to understand the laws about restraints)

Why do the new rules about child restraints refer to age instead of size or 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 caregivers to follow this law. It also makes it easier for police to enforce the restraint wearing requirements.)

- Conduct a **snowball** strategy (refer to page 208) using the following statements. Students write their responses to the statements then pair up and share. Pairs then group with another pair to share and discuss their responses.

Statements

- ◉ 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...
- Have students identify the **muddy points** (refer to page 205) about road safety and passenger safety ie they identify something that they are still not clear about and write this on a piece of paper or post-it note.

Display the muddy points on the board and as the class work through this focus area, remove the questions as they are covered. The muddy points can be used to guide the selection of activities from this resource.

- 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>

Teachers should be mindful of families who do not comply with road rules and restraint laws. However it is important for students to understand that wearing a restraint while travelling as a passenger is a safe behaviour that can reduce injuries in the event of a road crash.





Get the facts

<p>QUESTION</p> <p>You are more likely to be killed in a road crash if you're not wearing a restraint.</p>	<p>ANSWER</p> <p>True. You are 10 times more likely to be killed in a road crash if you're not wearing a restraint in a car.</p>
<p>QUESTION</p> <p>Males are over-represented in Western Australian road crash statistics each year.</p>	<p>ANSWER</p> <p>True. Males continue to be over-represented in road crash statistics and usually represent around 70% of all fatalities.</p>
<p>QUESTION</p> <p>Road crash fatalities cost the Western Australian community approximately \$2.4 billion each year.</p>	<p>ANSWER</p> <p>False. Road crash fatalities cost the Western Australian community approximately \$2.8 billion each year.</p>
<p>QUESTION</p> <p>Speed and alcohol are two contributors to road crash fatalities.</p>	<p>ANSWER</p> <p>True. Speed usually contributes to around one quarter or 25% of all fatal road crashes and nearly one third or 30% are alcohol related crashes.</p>
<p>QUESTION</p> <p>Each year there are usually over 150 people killed in road crashes in Western Australia.</p>	<p>ANSWER</p> <p>True. The number of fatalities varies year to year however in the last 10 years there have been more than 150 people killed in road crashes each year.</p>
<p>QUESTION</p> <p>Most single-vehicle crashes usually happen in the city.</p>	<p>ANSWER</p> <p>False. Single-vehicle crashes are higher in regional areas and fatigue is often related to these crashes.</p>
<p>QUESTION</p> <p>Most road crashes happen in the city.</p>	<p>ANSWER</p> <p>False. Around 65% of road crashes happen in regional and remote areas of Western Australia.</p>



Get the facts

QUESTION

A restraint may reduce the chance of being killed in a crash by up to 20%.

ANSWER

False. Wearing a restraint may reduce the chance of being killed in a crash by up to 50%.

QUESTION

A crash at 40km/h is like falling from a one-storey building.

ANSWER

False. A crash at 40km/h is like falling from a two-storey building. Low speed crashes can still cause injuries.

QUESTION

In Western Australia most fatalities happen on roads with a 110km/h speed limit.

ANSWER

True. In Western Australia, as a whole, around 43% of all fatal crashes happen on roads with a 100km/h speed limit. However in the metropolitan area most fatalities happen on roads with a 60km/h speed limit.

QUESTION

More females are killed or injured in crashes because they don't wear restraints.

ANSWER

False. Over the last 10 years, of people killed or seriously injured in road crashes while not wearing a restraint, 64% were male and 29% were female.

QUESTION

It is illegal to drive while under the influence of alcohol but okay to drive after using illegal drugs.

ANSWER

False. Drink and drug driving are both illegal behaviours.

QUESTION

Children aged 0 to 16 years are more likely to be injured or killed while out walking than while travelling as a passenger.

ANSWER

False. More children aged 0 to 16 years are injured or killed as passengers in road crashes. Non-wearing of a restraint is contributed to these injuries and fatalities.

QUESTION

Only passengers over 6 years of age have to wear a restraint.

ANSWER

False. Everyone, no matter what age they are, has to wear a restraint while travelling in a vehicle.





Get the facts

<p>QUESTION</p> <p>Passengers can travel in the back of a station wagon, ute or open load space.</p>	<p>ANSWER</p> <p>False. It is unsafe and illegal to travel in the back of a ute, station wagon or 4WD or van.</p>
<p>QUESTION</p> <p>A driver can be fined for not wearing a restraint.</p>	<p>ANSWER</p> <p>True. A driver can be fined for not wearing a restraint. If passengers in the driver's car are not wearing a restraint, the driver can still be fined depending on the number of passengers not wearing a restraint.</p>
<p>QUESTION</p> <p>Restraints do not reduce the risk of injury in a crash.</p>	<p>ANSWER</p> <p>False. Restraints can reduce the risk of injury in a road crash by at least 50%.</p>
<p>QUESTION</p> <p>If a car crashes while travelling at 60km/h, very little happens to the people inside the car.</p>	<p>ANSWER</p> <p>False. If a car travelling at 60km/h 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 or stops.</p>
<p>QUESTION</p> <p>Children over 4 years of age are allowed to travel in the front seat of a car.</p>	<p>ANSWER</p> <p>False. A child who is aged between 4 and 7 years of age can 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.</p>
<p>QUESTION</p> <p>A 6 year old can use a lap-sash belt in the car.</p>	<p>ANSWER</p> <p>False. 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.</p>



ACTIVITY 2

Crashes do happen

Preparation

- ▶ **Activity sheet** *Crash investigator* – photocopy one per student

- Explain that in the majority of road crashes there are usually several factors that contribute to the crash occurring. It is suggested that 95% of road crashes are caused by the road user (ie human factors) or in combination with one or more other factors such as the conditions at the time, the location of the crash and the vehicle.

Ask

What does the term 'factor' mean when we say 'a contributing factor to crash'?

Place students in groups to **brainstorm** (refer to page 200) the factors that contribute to road crashes using the following questions.

- ⊙ What are some things that road users do that contribute to road crashes (ie human factors)?
- ⊙ What vehicle factors can contribute to a road crash?
- ⊙ What factors in the environment might contribute to a road crash?

Have each group share their responses and list these on the board under the headings – human factors, vehicle factors, environmental factors. Examples could include:

- ⊙ Human factors – speeding; driving tired or under the influence of alcohol or other drugs; non-use of restraints; distracted; age; gender; driving skills and experience
 - ⊙ Environmental factors – weather; time of day; behaviour inside the vehicle; low light
 - ⊙ Vehicle factors – roadworthiness; engine power (include bicycles in this group as they are defined as a vehicle).
- Draw a triangle on the board. Create a scenario by choosing one factor from each list. For example: human factor – a young male who has been drinking alcohol; vehicle factor – riding a bicycle; environmental factor – late at night on a wet slippery road. Write each of these factors at a point of the triangle. Explain that when the three factors interact, the probability of a crash occurring and the road user being harmed is high.

Ask

What are the possible harms for the road user in this situation?

What might increase the harms for the road user in this situation? (eg the amount of alcohol that has been consumed; the reactions of other road users; the lack of bicycle skills; the type of road ie quiet local road or busy highway)

What could the road user do to reduce the likelihood of being injured in this situation?

Is this a situation that you have seen or experienced? (Remind students of the 'no name' rule. Also remind students that there is no safe level of drinking alcohol for young people under 15 years of age.)

Why did this situation occur? (Talk about planning ahead and having strategies to ensure that students can get home safely.)

- Distribute copies of *Crash investigator* to the class. Read through the scenario together and then in groups, students complete the activity sheet.

Listen to the responses generated by the groups. Ask the class to decide if the scenario is one that they might face in real life and if so, do they feel confident to be able to deal with the situation. Talk about strategies students could use such as always planning ahead to make sure they have a safe way to get home and not accepting lifts with drivers who they believe have been drinking alcohol or using other drugs.

- Students write a newspaper report about the crash and the factors that contributed to Nathan's injuries. The report should also include strategies that young people can use to avoid travelling in a vehicle with a driver who has been drinking alcohol.

Before conducting this activity, teachers should be aware of students in the class who have had direct or indirect contact with road trauma and give these students the option to not participate.

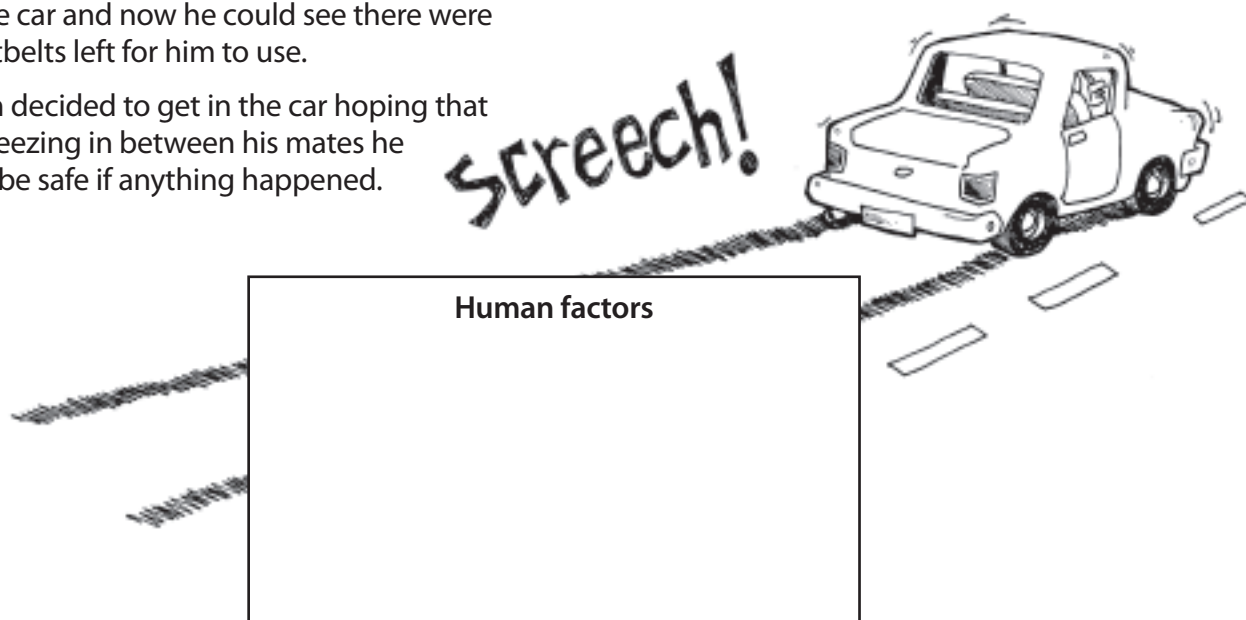
Crash investigator

You have been sent to investigate the factors that contributed to a crash.

Nathan was walking home from footy training with some of his mates. It was starting to rain and getting dark. A car pulled up and Nathan saw his mate Billy was sitting in the back seat. 'Get in!' yelled Billy. 'My brother can give you all a lift home.' Nathan had seen Billy's brother drinking in the bar at the footy club but he wasn't sure how many drinks he had consumed. Nathan's mates were all hopping into the car and now he could see there were no seatbelts left for him to use.

Nathan decided to get in the car hoping that by squeezing in between his mates he would be safe if anything happened.

A short while later the car ran into the back of a truck and Nathan was thrown out of the car onto the road. He died later in hospital from head injuries. Others in the car received some injuries. Billy's brother was charged with driving under the influence of alcohol and had to appear in court. He was given a 3 year gaol sentence and lost his driver's licence for 5 years.



Human factors

Vehicle factors

Environmental factors

Answer the questions.

1. Would this crash affect Nathan's mates? If so, how?
2. How would this crash impact on Billy?
3. How would this crash impact on Billy's brother?
4. Who else would be affected by this crash?
5. What could Nathan have done differently?
6. What could Nathan's mates have done differently?

ACTIVITY 3

What happens in a crash?

Preparation

- ▶ **Activity sheet** *Balloon powered car* – photocopy one per student
- ▶ Materials listed on activity sheet for making a balloon car – class set
- ▶ Eggs or ping pong balls – two per mousetrap car
- ▶ Materials such as egg carton containers, polystyrene foam bubble wrap, pop sticks, sticky tape, cotton wool, balloons, elastic bands, string – class set
- ▶ Scissors and sticky tape – class set
- ▶ Cleaning up materials
- ▶ Internet access
- ▶ **Family information sheet** *Restraints for children 7 years and older* – photocopy one per student

- Distribute copies of *Balloon powered car* and read through the instructions. Show the class the prepared balloon car and explain how the car is propelled. Have the class follow the instructions to make their own car. Adult helpers may be required to drill holes in plastic bottle tops.

Hold a competition to see which car can reach a given point first.

- Review the contributing factors in road crashes that were identified in Activity 2 (eg human, vehicle and environment).

Move students with their balloon cars outside to an area facing a wall. Give each student an egg to sit on the top of their car. Ask students to predict what will happen to the egg when the car starts to move and also when it crashes into a wall. Conduct the experiment and discuss observations.

Ask

What happened to the egg when your balloon car started to move?

When your car hit the wall, and if the egg was still on the car, what happened? Why?

If your car traveled slower than the other cars, did your egg receive the same amount of damage? Why?

Explain that in a crash the injuries and damage will depend on the forces at the time of impact. For example:

- ⊙ The faster a vehicle travels the more force will be generated which will increase the injury to a person travelling in the vehicle and the damage to other objects will be greater.
- ⊙ The same vehicle travelling at a slower speed will generate a lower force and therefore the injuries sustained by a passenger will usually be fewer or less serious and the damage to other objects will be less.

Have students design, test and evaluate a 'safety device' that will protect an egg travelling on their car. Remind students that altering the speed of their car could also contribute to their egg's safety.

Conduct the test when all safety devices have been made and installed. Listen to the students' observations then ask the following questions.

Ask

How did your safety device compare with a restraint in a car?

What have you observed during this activity that tells you that wearing a restraint is a safe thing to do?

What else would you find in a new vehicle that is designed to protect occupants in a collision? (eg crumple zones, front and side airbags, head rests, padded interior)

- View the *Simple science* seatbelt advertisement at <http://www.ors.wa.gov.au/Campaigns/Indigenous-Road-Safety.aspx> (Office of Road Safety) and discuss.
- Send home a copy of *Restraints for children 7 years and older* with each student to share with their family. Place extra copies in the foyer or use to provide 'road safety snippets' in the school newsletter or on the school website.

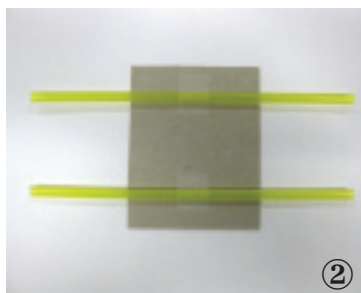
Make a balloon car to show the class the end result. Watch the video clip suggested on the activity sheet to see how the balloon powered car is made.

Balloon powered car

You will need

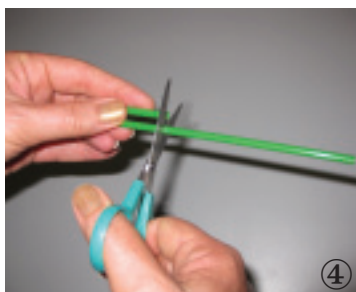
- | | |
|--|--|
| <input type="checkbox"/> thick cardboard about 8 x 10cm | <input type="checkbox"/> 4 small plastic bottle tops (same size) |
| <input type="checkbox"/> balloon | <input type="checkbox"/> scissors |
| <input type="checkbox"/> 2 bamboo skewers | <input type="checkbox"/> elastic band |
| <input type="checkbox"/> 2 straight plastic straws | <input type="checkbox"/> sticky tape or masking tape |
| <input type="checkbox"/> 1 bendable plastic straw | <input type="checkbox"/> drill (hand or power) |
| <input type="checkbox"/> plasticine or non-adhesive moulding putty | |

1. Use a drill to make a hole in the centre of each lid, just big enough for a bamboo skewer to fit through. You may need an adult to help with this.



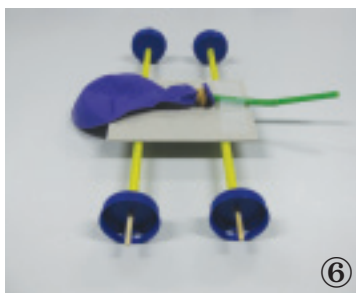
2. Tape one straight straw through across the cardboard near the short end. Repeat this process with the other straw near the other short end of the cardboard. The straws will become part of the car's axles.

3. Thread a skewer through the hole of one plastic top, through the centre of a straight straw and then add another plastic top to the end of the straw. This makes one of the car's axle and wheels. You might need to use a small piece of plasticine or moulding putty to hold the wheels in place. Repeat this process to make the other axle and wheels.



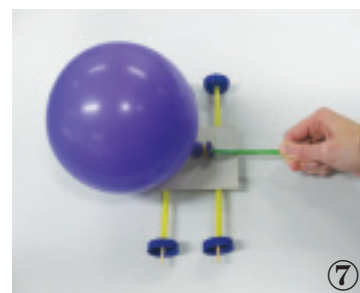
4. Fold the bendable straw and cut the straw to the same length as the short part.

5. Put the neck of the balloon over one end of the bendable straw and fasten it tightly using the elastic band.



6. Turn the cardboard over. Place the bendable straw and balloon along the length of the cardboard so the balloon is resting on the cardboard. One end of the straw should be sticking out the front (this

makes it easier for you to blow the balloon up). Tape the straw in place.



7. Blow the balloon up and pinch the end so the air doesn't come out.
8. Put the car on a smooth surface and let go of the end of the balloon. Watch your car take off!

You can watch a balloon powered car being made at http://sciencesquad.questacon.edu.au/activities/balloon_powered_car.html

Activity adapted from the Questacon Science Squad website.



Restraints for children 7 years and older

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

It is safer for children of any age to travel in the back seat of a car.

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 injury in a crash.

Wear a seatbelt if it is fitted in the bus.



All occupants in a vehicle must wear a restraint. It is the law.

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

Lap-sash seatbelts provide greater protection than lap-only seatbelts.

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

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 and all slack is removed.

Remember if you have brothers or sisters:

- they cannot travel in the front seat of the car unless they are aged between 4 and 7 years, and all the back seats are occupied by other children under 7 years
- they must either use a forward-facing child restraint with an inbuilt harness, or use a booster seat and be restrained with a seatbelt or child harness if they are under 7 years of age.

ACTIVITY 4

Identifying vehicle safety devices

Preparation

- ▶ Internet access to view crash test video clips
Activity sheet Research – photocopy one per student
- ▶ Poster paper (optional)
- ▶ **Family information sheet** *Keep your child safe in the car* – photocopy one per student

- View some of the vehicle crash tests located on the NRMA website to trigger a discussion about the effectiveness of vehicle safety devices such as car restraints and front and side airbags. Explain that the Australasian New Car Assessment Program (ANCAP) gives consumers consistent information on the level of occupant protection provided by vehicles in serious front and side crashes using a five star safety rating.

Ask

*What type of damage happened to the vehicles?
What did you notice happening to the people inside the vehicle when it hit the barrier?*

Why did the people keep moving after the vehicle had hit the barrier? (The force generated by the speed of the vehicle and the size of the vehicle will continue to move the vehicle and anything inside the vehicle long after the initial impact.)

Did all of the cars have airbags? Why not?

Do you think the people who were travelling in the vehicles with airbags would have received fewer injuries than those who were in vehicles that didn't have airbags? (Yes. Airbags inflate and stop a vehicle occupant's head from hitting the front and side areas.)

- Distribute copies of the *Research* sheets to the class. Explain that groups are to investigate how car restraints and airbags reduce occupant injuries

Check that students are staying focused on the task when searching for information on the internet.

when involved in a collision, and they will present their research findings in a format of their choice, such as a PowerPoint presentation, a poster or brochure to the class.

Groups present their work to the class and answer questions from other students in the audience.

Show the PowerPoint presentations on a computer in the resource centre along with the posters and other project work completed by the class.

- Send home a copy of *Keep your child safe in the car* with each student to share with their family.

Crash test video clips can be watched at:
<http://www.mynrma.com.au/motoring/reviews/ancap-crash-test-videos.htm> (Australian New Car Assessment Program)
<http://www.youtube.com/watch?v=d7iYZPp2zYY&feature=related>
<http://www.youtube.com/watch?v=orDM8tCn9pY&feature=related>
<http://www.youtube.com/watch?v=KvxGXSGuHbA&feature=related>

Research

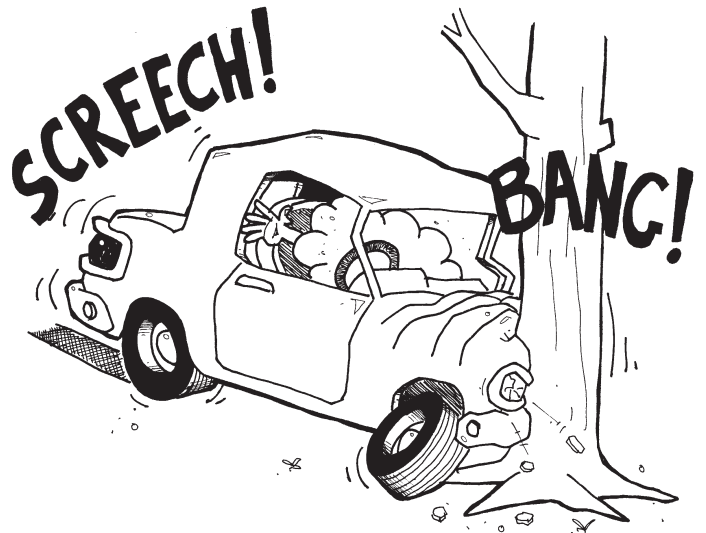
Time to put on your research hat and find out all there is to know about restraints and airbags. Use these questions to help you plan and research the safety device you have chosen.

Restraints

- How does a restraint work?
- Does a restraint really stop you from getting injured?
- What types of restraints are there?
- How do you know which one to use?
- Who has to wear a restraint?

Airbags

- How does an airbag work?
- How long does it take to inflate?
- What gas fills up the airbag?
- Can an airbag be reused after a crash?
- Where are airbags located in the car?
- Do airbags protect you in a crash?



Getting started

1. Decide what vehicle safety device you are going to research – **car restraints** or **airbags**.
2. Start planning your investigation.
Where will you find information?
How will you record your information?
How are you going to present your research – a PowerPoint or a poster or other?
3. Have a look at these websites to find information and images.
www.ors.wa.gov.au
www.childcarrestraints.com.au
www.ask.com
www.answers.com
www.google.com.au
<http://www.howsafeisyourcar.com.au/Safety-Features/Safety-Features-List/>
4. Allocate a role for each member in your group. Remember to stay on task and be ready to present your research findings to the class.





Keep your child safe in the car

Each year, many Western Australians are killed or seriously injured as a result of a road crash. Many of these injuries and fatalities were because the passenger or driver did not wear a car restraint.

Did you know?

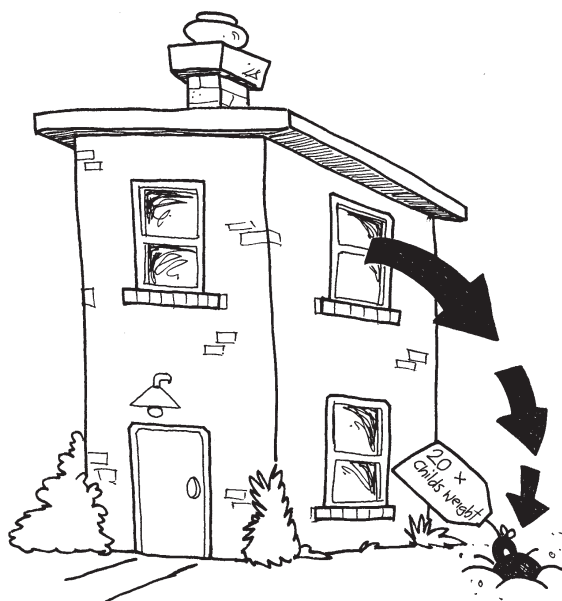
- The force of a crash at 40 km/h is the same as a child being dropped from a two-storey building onto concrete. The force at the point of impact will be equivalent to 20 times the child's own weight (ie a 30kg child = 600kg in a crash).
- Only passengers who are sitting in a seat that is fitted with a seatbelt or child restraint can be carried in a vehicle.
- Passengers can't share the same seat or seatbelt.
- Drivers will be fined and incur demerit points if passengers are unrestrained when travelling in a vehicle.
- Unrestrained passengers (aged over 16 years) may also incur a fine.
- Children under 4 years are not allowed to sit in the front seat of a vehicle where back seats are unoccupied.
- Children from 4 to 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.



- Children 7 years and over can be restrained in an adult seat belt or booster seat.
- An adult seatbelt will fit your child properly when they are around 145 cm tall.

Tips for parents

- Make sure everyone travelling in your car is wearing a restraint
- Have a family rule – 'no restraint, no go'.



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 5

Distracted drivers

Preparation

- ▶ Internet access
- ▶ *Distracted drivers* – cue the DVD or view at
- ▶ A3 paper – one sheet per group
- ▶ A4 paper – one sheet per student

- Explain that each year many people in Western Australia are injured or killed in road crashes because of driver distractions. The term 'driver distraction' refers to 'the diversion of attention away from activities critical for safe driving'. Distractions can occur inside and outside a vehicle. There are also different types of distractions (mobile phone example):
 - ◉ Physical – such as dialing a mobile phone
 - ◉ Visual – looking at a mobile phone screen
 - ◉ Auditory – holding a conversation with a caller
 - ◉ Cognitive – focusing on the topic of conversation

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 *Behind closed doors – driver distraction* video clip at <http://www.ors.wa.gov.au/Campaigns/Driver-Distraction.aspx>. Have students identify the distractions shown in the advertisement (eg young children arguing, using a mobile phone and not paying attention to the driving task).

Ask

What was the main message of this advertisement?
(Distracted drivers are dangerous.)

What did the message mean? (Recent research suggests that driver distraction contributes significantly to serious road crashes. Driving is actually a complex task, to anticipate and avoid hazards on the road, drivers need to concentrate and give it their full attention. Getting distracted can come from our passengers, mobile phones, radios or music. Distractions need to take second place to the task of driving safely.)

Who was the target audience for this advertisement?

Why do you think the advertisers showed a range of distractions?

- **Brainstorm** (refer to page 200) driver distractions that can occur inside (eg unrestrained animals, loud music, an insect) and outside a vehicle (eg advertising signs, dogs, road workers). Students record their list on a **T chart** (refer to page 209) drawn on a sheet of A3 paper and titled 'inside vehicle distractions' and 'outside vehicle distractions'.

Explain that both the driver and their passengers have a responsibility to make each journey a safe one. Students review their T chart lists and tick the distractions that could be avoided such as playing loud music or using a mobile phone.

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.)

Do these distractions apply to bus drivers?

Think of a class bus excursion you have been on. What would have distracted the bus driver at that time? (This is an opportunity to talk about behaviour on buses when travelling next time as a class, when students travel to and from school, or when students travel for social reasons using public transport.)

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

- Distribute the paper and have students fold their sheet into **eight square** (refer to page 203). Explain that students are to fill each square on their paper with the name of a game or activity that can be played safely while travelling. The activities should be easy to play and not distracting to the driver (eg Car bingo, listening to music or reading a book).

Students move around the room sharing their ideas until all eight squares on their sheet are completed. Listen to the ideas generated by the class. Ask students who have listed 'old fashioned' games such as noughts and crosses or car cricket, to teach the game to the class.

- Using one of the ideas generated in the eight square, students make a travel game suitable for a child up to 8 years of age. The game should include all the necessary materials and an instruction sheet.

When completed, have students share their game with a partner. Partners should provide feedback on the clarity of the instructions and decide if the game could be played without distracting a driver.

Students can then teach younger students how to play their games while also promoting the 'don't distract a driver' message.

- Students write two **light bulb moments** (refer to page 205) about driver distractions and how knowing this information will change their behaviour when travelling as a passenger in the future.

ACTIVITY 6

Using active and public transport

Preparation

- ▶ A4 paper – one sheet per group
- ▶ **Activity sheet** *Rules for using public transport* – photocopy one per group
- ▶ Internet access
- ▶ **Family information sheet** *Planning your bus travel* – photocopy one per student
- ▶ **Family information sheet** *Tips for bus and train travel* – photocopy one per student

- Have students share their experiences of using public or community transport, and active 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 the 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 traveled 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 walks, cycles or uses public transport to travel to and from school.

What impact do you think that would have on the environment? (eg less air and noise pollution, less traffic congestion, less need for car parks)

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

- Place students 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 206) on the social, environmental and health benefits of using public transport. Listen to and discuss the benefits generated by the class.

- 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 copies of *Rules for using public transport*.

Explain that safety and behaviour rules aim to keep all 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 officers 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 giving them 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 YouTube channel at <http://www.youtube.com/Transperthonline> to highlight that the Transperth network is being watched to ensure their safety, welfare and comfort.
- Send home a copy of each family information sheet if applicable to students.



Rules for using public transport

SAFETY RULES when using public transport

- Write at least two safety rules.
- Write one or more reasons why each rule must be followed when using public transport.

RULE	REASONS FOR THIS RULE

BEHAVIOUR RULES when using public transport

- Write at least two behaviour rules.
- Write one or more reasons why this rule has been made – think safety, comfort, costs.

RULE	REASONS FOR THIS RULE	RANK

Adapted from 9 Simple rules for riding on Transperth buses and trains.



Planning your bus travel

As young people become more independent and social they start to use public transport more frequently. You can help your child to learn about using public transport by discussing these questions together.

1. Where is the nearest bus stop to your house?

2. Where is the nearest bus stop to your school?

3. Which bus route will pick you up:
 - near the school and take you to the closest shopping centre?

 - near the school and take you to your home?

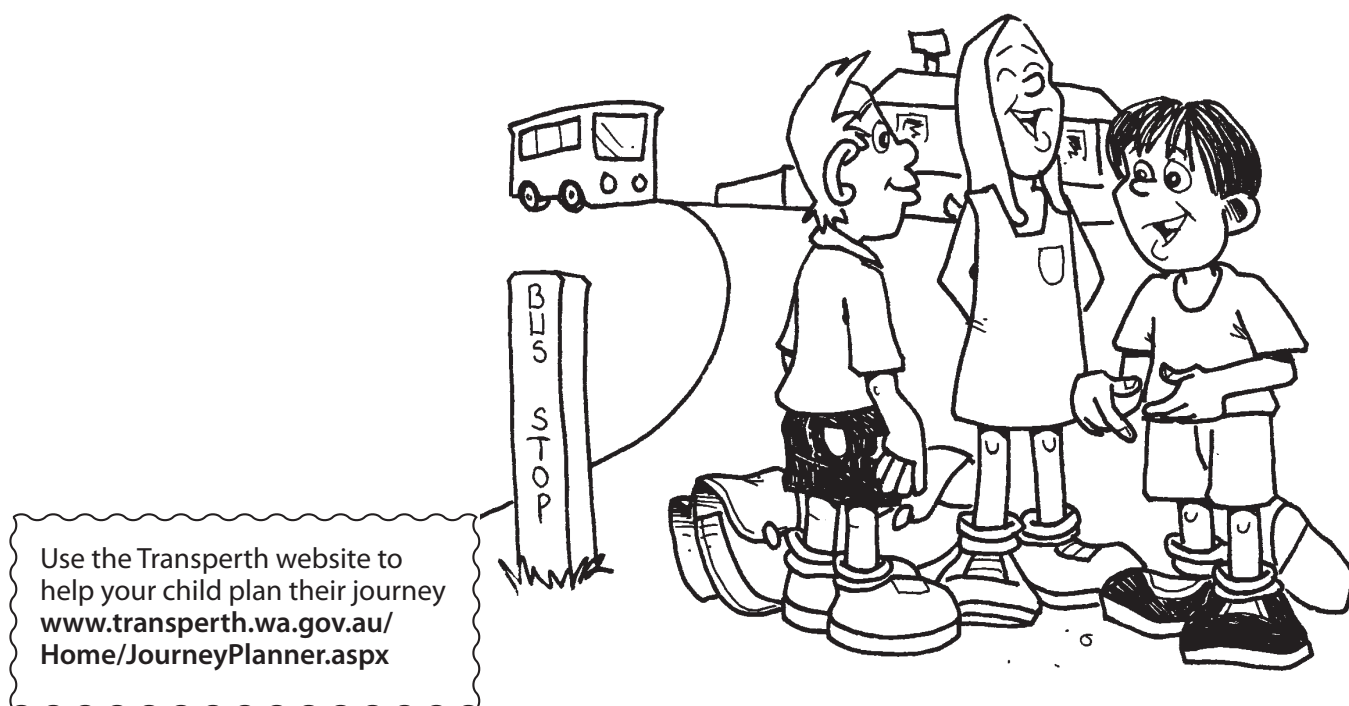
 - near your home and take you to your friend's house?

4. What time can you catch a bus to get you to school in time?

5. What time does the bus leave near your school to take you home?

6. How much is the fare from your house to your friend's house/shopping centre/school?

7. If you missed the bus after school, how long would you have to wait to catch the next bus?



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



Tips for bus and train travel

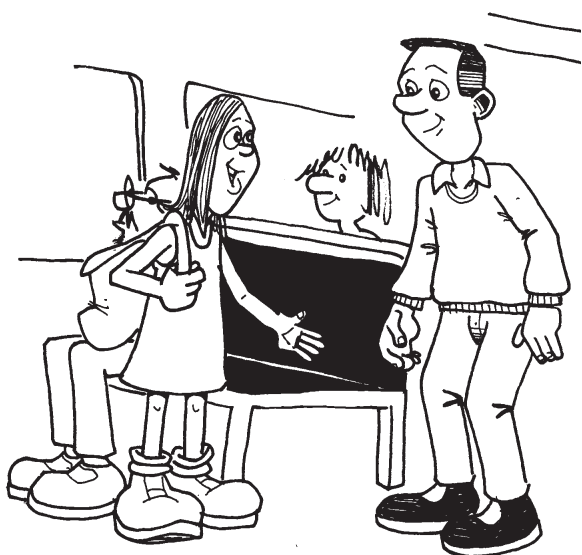
These tips are to ensure that all travellers have a safe and comfortable journey.

- All travellers must have a valid ticket at all times and show it upon request.
- Passengers must always show proof of entitlement when travelling on a concession fare.
- Seats should be offered to passengers with special needs eg elderly people, people with a disability, and parents with babies and prams.
- Passengers should be courteous to others. Offensive behaviour is not tolerated.
- Passengers are not allowed to ride in the cab area or speak to the driver while the bus is in motion.
- All audio devices need to have the volume on low and be used with earphones.
- After 7:00pm and outside the CBD area passengers can alight anywhere along their bus route (traffic permitting). Passengers should advise their driver beforehand.
- Smoking is prohibited on all Transperth property.



- Food and beverage consumption is not allowed on any Transperth vehicle.
- Belongings should be stored on your lap and not in the aisle.
- Passengers must not place any part of their body outside the bus.
- Wait for the bus to stop then alight quickly and sensibly.
- Wait for the bus to move away before trying to cross the road.

Adapted from Simple rules for travelling on Transperth services



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

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

ACTIVITY 7

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 that being a passenger requires students to make many decisions. Some will be easy for to make such as putting on a restraint on every trip, and some may be more difficult such as offering your seat to an adult passenger on a bus or train.

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 and skills, your road safety 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 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 203) 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 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.

Ask

Would the decisions you made in each problem on the worksheet have reduced the level of risk 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 that 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 207) 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.

Have groups watch each role-play and decide if the strategy used to reduce the risk 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 get in the back of a car?

How confident do you feel to tell someone that you don't want to do something unsafe on bus like not wearing a restraint?

How confident do you feel to tell someone that you don't want to go for a ride on their motorbike or quad bike?

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 they didn't have 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 or why not?

- Students write two things they would do or say if they felt pressured to act unsafely while travelling as a passenger.

Some revision of assertive communication may be required before the groups plan their role-play.

Passenger decisions

Situation 1

Jason and Mark are walking home from school. Jason's sister who is a P-plater pulls up and offers them a lift home. She already has a friend sitting in the seat of her ute. Jason tells Mark to get in the back of the ute and that it will be okay because they don't have far to go. Mark is worried that Jason will get upset if he says 'no' but he knows that it isn't safe to travel in the back of the ute.

What should Mark do or say?

Situation 2

Greg and Saxon are going on a school excursion. The bus is fitted with seatbelts and the teacher has told the students to put their seatbelts on. Greg tells Saxon that his Dad has told him that "seatbelts don't do anything and you might get trapped in a burning bus". Greg hasn't put his seatbelt on.

What should Saxon do or say?

Situation 3

Sharni's older brother offers to drive her to netball training. Sharni knows that the passenger seatbelt in her brother's car has a faulty buckle and that it won't protect her if they have a crash but she doesn't want to be late for training. Her brother doesn't look happy at having to wait while Sharni decides what to do.

What should Sharni do or say?

Situation 4

Lee is having a holiday on his mate's farm in the bush. There are heaps of motorbikes at the farm. His mate has been learning how to ride and tells Lee to climb on the motorbike so they can go up to help his dad muster the sheep. There are no helmets in sight and Mark is feeling anxious.

What should Mark do or say?





ACTIVITY 8



Sing out for safety

Preparation

- ▶ Student radio advertisements – cue the CD-Rom
- ▶ Internet access
- ▶ **Activity sheet** *Planning an advertising campaign* – photocopy one per student
- ▶ **Activity sheet** *Sing a safety song* – one per student

- Listen to the road safety radio advertisements created by primary school students or view some of the campaign advertisements on the Office of Road Safety website at <http://www.ors.wa.gov.au/Campaigns.aspx>

Discuss the purpose and road user group being targeted by each advertisement using the following questions.

Ask

What does influence mean? (eg persuasion, power, ability to make someone do or think something)
What influences the way you behave as a passenger? (eg friends, family, school, religion, internet, media)
What were some of the road safety messages in these advertisements?
Who were the students trying to influence through their radio campaign?
Who was the Office of Road Safety trying to influence through their campaigns?

- Distribute a copy of *Planning an advertising campaign* to each student. Have the class form into small groups.

Explain that each group will be planning a web-based advertising campaign that targets primary school aged children and is aimed at achieving one of the following:

- ◉ To increase the number of students who wear car restraints.
- ◉ To raise awareness of the importance of restraint use and increase restraint use among young people.
- ◉ To raise awareness of the importance of restraint use when travelling in vehicles and increase the use of these protective devices among young people.
- ◉ To raise the awareness of driver distraction as a causal factor of road crashes and increase the use of safe passenger behaviours among young people.
- ◉ To increase the awareness of using active and public transport in our community.

Have students decide the campaign they will plan. Explain that each group will be required to use PowerPoint or other media to present their ideas for the campaign to the boss of the advertising agency (the teacher) and the agency advisors (their classmates).

- Hold a 'launch' where each group presents their campaign then conduct a vote to determine the most effective campaign. Groups must justify their decision when voting.
- Students work individually, with a partner or in a group to write a song or rap that promotes passenger safety. Distribute the activity sheet *Sing a safety song*. Suggest that students use a well-known tune or a nursery rhyme to base their song on. An example has been provided on the activity sheet.

Students word process and illustrate their songs and raps. Compile these into a book and share with younger students or perform the songs and raps at an assembly.

Planning an advertising campaign

You have a million dollars to spend on a web-based advertising campaign that aims to do one of the following:

- To increase the number of students who wear car restraints.
- To raise awareness of the importance of restraint use and increase restraint use among young people.
- To raise the awareness of driver distraction as a causal factor of road crashes and increase the use of safe passenger behaviours among young people.
- To increase the awareness of using active and public transport in our community.

Decide which campaign you would like to develop and present your ideas for the web advertisements in a story board format (using PowerPoint or another computer program) to the boss of the advertising agency (the teacher) and other agency advisors (your class mates).

Things to communicate clearly:

- What are your key safety messages?
- What will your web advertisements feature?
(Ideas might include photos, cartoons, music, text, a slogan, video or animation social media messages)
- How will you measure the success of your campaign?

The Office of Road Safety website at <http://www.ors.wa.gov.au/Campaigns.aspx> has television and radio advertisements, and information and fact sheets about passenger safety. Take a look!

**Good luck with your campaign.
The winner will be decided by the
advertising agency boss
and the advisors.**



Sing a safety song

Write the lyrics to a song or rap that will encourage young people to travel safely as a passenger.

Plan some of the passenger safety words and phrases that you can use in your lyrics.

In a car

- Always wear a restraint.
- Get in and out on the kerb-side.
- Take responsibility for your own safety.
- If you don't feel safe, say so.

- _____
- _____
- _____

In a bus

- Stand back from the kerb or side of the road.
- Wait for the bus to move away before you cross the road.
- Put your bag on your lap, not in the aisle.
- Talk quietly and stay in your seat.

- _____
- _____
- _____

In a train

- Let other passenger get off before you get on.
- Stand away from the exit doors.
- Wait well back from the platform edge.
- Put your bag on your lap.

- _____
- _____
- _____



Now you're ready to start writing. You can use the tune to a song you already know or make up your own. Here's a couple of examples.

Silly Billy

(Sung to the tune of *Waltzing Matilda*)

Once a silly kid called 'Billy Jones the hero',
Thought that he knew how to catch a bus.
But he pushed and he shoved other
passengers out of the way,
Causing chaos and risking lives.
Silly Billy, Silly Billy,
He didn't know a thing about safety on the bus.
So remember this story and always act
responsibly,
Keep yourself safe and others too.

Click clack

(Sung to the tune of *Twinkle, twinkle little star*)

Click clack, click clack,
I'm a seatbelt in your car.
I buckle you in when you travel near and far.
Do me up tightly, keep the straps straight,
Tell everyone to 'buckle up mate!'
Click clack, click clack,
I'm a seatbelt in your car,
I keep you safe when you travel near and far.

ACTIVITY 9

Making decisions and practising responses

Preparation

- ▶ A4 paper - one sheet per group
- ▶ **Strategy sheet** *Bulldog, mouse, panda* – photocopy one per student
- ▶ **Activity sheet** *Speaking out* – photocopy one per student

- Read the following scenario to the class.

Scenario

Ryan is walking to the school bus stop when a car pulls up. Ryan can see four other kids from school and his best mate Wade in the car. Ryan's mates ask him to join them. Wade's sister who is driving says, "Hurry up, don't take all day!"

Split the class into two groups. Draw a **T chart** (refer to page 209) on the board and label – 'doesn't want to' and 'does want to'. Give each student a post-it note. Nominate the group who is to suggest possible reasons why Ryan doesn't want to get in the car with his friends. For example:

- doesn't want to get hurt
- might get into trouble from a family member
- knows it is dangerous
- might get into trouble with the police.

The other group is to suggest reasons why Ryan might want to get in the car with his friends. For example:

- thinks it will be fun
- might want to show his friends that he's cool
- doesn't want to be left out
- likes his friends and thinks that his friends might drop him if he doesn't go with them.

Have each student write one idea on their post-it note and place it on the T chart. Read through the ideas generated by both groups and cluster similar responses.

Ask

Which reason do you think would most likely make Ryan decide to go in the car with his friends? Why?
Which reason do you think would most likely make Ryan decide not to go with his friends? Why?

- Tell the class that Ryan makes the decision not to get in the car with his friends and has to either say or do something to stand by his decision. Explain that one way Ryan can deal with the situation is to be assertive.

Display a copy of *Panda, bulldog, mouse* sheet (refer to page 200) and discuss the three styles of communication – assertive, passive and aggressive. Explain that the style of communication a person uses can greatly influence the outcome of an interaction with others and that assertive communication usually has the best outcome for all.

Split the class into small groups. Explain that groups are to brainstorm what they think being assertive looks like, sounds like and feels like and write these on their paper under the appropriate heading. Point out that being assertive can be through both verbal and non-verbal behaviours. Some examples could include:

Being assertive...

Looks like	Sounds like	Feels like
<ul style="list-style-type: none"> • Looking the other person in the eye • Standing still • Feet solidly planted • Appear relaxed • Walking away • Get help from a friend • Ignoring the pressure • Confident 	<ul style="list-style-type: none"> • Clear and confident voice • Reasonable tone • Firm • Doesn't change their mind • Speaks from their own viewpoint • Uses 'I' statements 	<ul style="list-style-type: none"> • Strong • Calm • In control • Doing what you want to do • Positive • Standing up for what you believe

Discuss the ideas generated by the class and correct any responses that may be bordering on passive or aggressive behaviours. Have groups add ideas to their own brainstorm.

Emphasise that students can use assertive behaviours all the time and not only when faced with a pressure situation. Also point out that sometimes it is more effective not to do or say anything, and just to get on and do it. For example in Ryan's situation:

- Say: "I want to walk" and keep on walking.
- Do: Walk on the footpath without looking back.

- Distribute copies of *Speaking out*. Explain students are to choose the responses or 'comebacks' they would or wouldn't use in situations where peers are encouraging unsafe riding behaviour.

Discuss the responses the class identified as most useful. Explain that rehearsing the things to do or say or think in tricky situations will help students to remember them and feel more confident to use them in pressure situations.

- Place students with a partner. Nominate one student to role-play the character of Ryan and the other to be a friend. The students role-playing Ryan are to practise using assertive responses including some of the responses they chose on the *Speaking out* activity sheet. Ask the students who are playing the role of Ryan's friend to try and influence Ryan (their partner) to change his mind. Allow time for all students to play the character of Ryan.

Ask

How did you feel when you spoke assertively? (Students may describe feeling uncomfortable or wanting to change their mind. Explain that with practice it will become easier.)

Was it hard to make a quick response?

Were you happy with your response?

How can you get better at being assertive? (Like any new skill it requires a lot of practice.)

- After modelling the following process, give each group a card and ask them to write down a scenario where someone their age may be influenced to travel unsafely as a passenger. Students must ensure that the scenario includes a character plus the following information:
 - ◉ **Who** – Which people are influencing your character (older siblings, friends, adults, person your age) or is the influence coming from your character's own thoughts?
 - ◉ **What** – What kinds of things are said, done or thought to influence your character to use alcohol?
 - ◉ **Where** – Where is this situation happening (eg at a friend's place, at the shops)?
 - ◉ **How** – How is your character feeling in this situation?

Collect the scenario cards and read to the class. Have the class rank the scenarios from the one that would cause the most harm to the one that would cause the least harm. Ensure students provide reasons for their rankings.

Give each group a scenario card, ensuring they have not received the one they 'invented'.

Each group is to **role-play** (refer to page 207) their scenario showing how they would deal with the situation and using assertive responses.

Frequently pause during each role-play and ask students in the audience to suggest possible helpful thoughts that a performer could have to help them deal with this situation, or unhelpful thoughts that might make things even trickier.

Alternatively, have a student who plays each character's 'inner thoughts'. Stop at appropriate points during the role-play to have the inner thoughts student reveal possible helpful thoughts that the character could have to help them deal with the situation, or unhelpful thoughts that may make things even trickier. The inner thoughts student could also reveal thoughts that the character may be thinking but is too scared to say.

Rotate students through performing and observing roles.

Ask

Was your tricky situation caused by internal or external pressure to travel unsafely?

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

What do you think were the most effective ways of reducing the harm in these situations?

Have you ever been in a similar situation? (Remind students of the 'no name' rule.)

How did you feel?

How do you think you would feel if you were in this situation?

Tell your partner which situation would be the trickiest for you to deal with and how you might deal with the situation?

Speaking out

Tick the responses you would use if a friend asked you to do something that was unsafe. Explain why you would or wouldn't use each response.

✓	Response or comeback	I would say this because ...	I wouldn't say this because...
	My parents say I have to wear a seatbelt.		
	I know that you think getting into a full car is fun but I think it's dangerous. I'm going to keep on walking.		
	I'll be grounded for a week if my parents see me.		
	I don't want to hurt myself and end up in a wheelchair.		
	You don't have to wear your seatbelt but I'm going to wear mine.		
	No way. I don't want to get thrown out of the car.		
	A seatbelt won't do me any good if I don't put it on.		
	I'm going to wear a seatbelt.		
	I have to go home now.		
	Wearing a seatbelt doesn't bother me.		
	How about we sit down the back of the bus and listen to our music.		

Practise using the responses with a partner.

Make sure you use your assertive skills:

- Look your partner in the eye
- Stay calm
- Use a clear and confident voice
- Stand still and strong
- Smile when you talk
- Don't change your mind
- Use 'I' to start your sentences eg I want to wear my bike helmet.



ACTIVITY 10

Considering all points

Preparation

- ▶ **Strategy sheet** *PNI* – one A3 copy per group
- ▶ **Strategy sheet** *Agree, disagree* – photocopy one set of cards
- ▶ **Activity sheet** *Being persuasive* – photocopy one per student

- Nominate one letter to each group ie P, N or I then place students in groups of three (where each letter is represented) to share their ideas.
- In groups, students list the positive, negative and interesting points to one of the following statements on the **PNI** sheet (refer to page 206).

PNI statements

- ⊙ Manufacturers are considering designing seatbelts that will automatically buckle passengers in when the engine of a vehicle is started.
- ⊙ Vehicle occupants who are found guilty of not wearing a seatbelt will have to visit rehabilitation hospitals and talk to crash victims.
- ⊙ Vehicle manufacturers have designed a car that will not start unless all occupants are wearing a seatbelt.

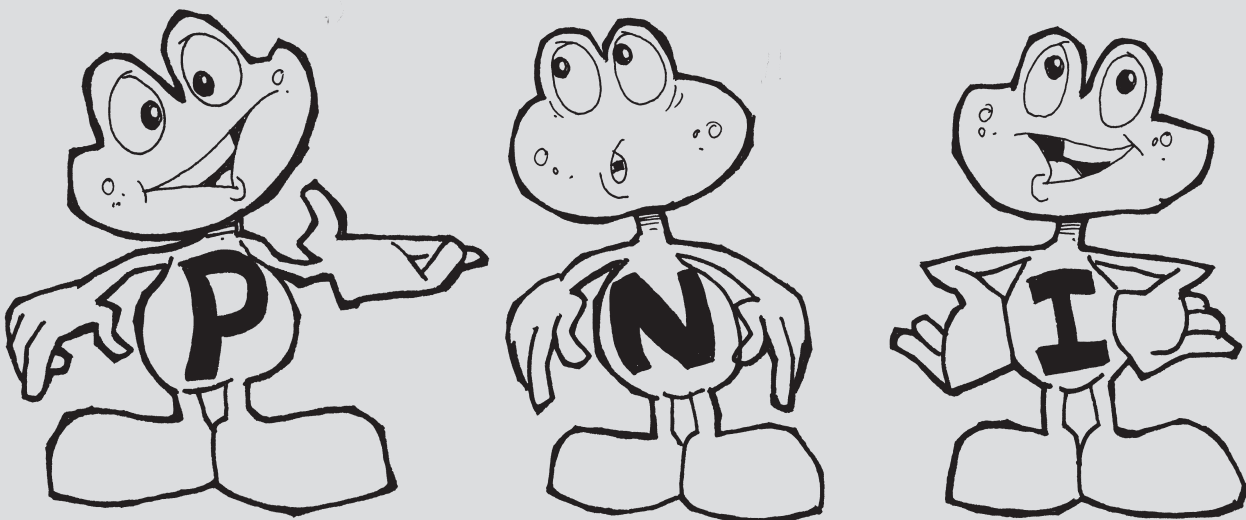
Have groups share and justify the ideas listed on their PNI sheet with others in the class. Encourage the class to question each group.

- Students use the PNI sheet to write a persuasive text related to seatbelt wearing.

- Set up a **values continuum** (refer to page 210) by placing the 'agree' and 'disagree' cards at either end of the room. Explain how students are to participate in the continuum activity then use the following statements to start the discussion.

Values continuum statements

- ⊙ Young people know how to stay safe while travelling by private and public transport.
 - ⊙ Travelling as a passenger is a risky thing to do.
 - ⊙ Travelling on a bus is a privilege and not a right.
 - ⊙ All buses should be fitted with seatbelts.
 - ⊙ Crashes can be avoided.
 - ⊙ It's never okay to go without a seatbelt.
 - ⊙ Young people do travel safely and do act sensibly on public transport.
 - ⊙ Increasing active transport in our community will have many benefits.
- Distribute a copy of *Being persuasive* to each student and read through the sheet. Students write a newspaper article or letter to persuade the reader to travel safely. Publish the students' work in the school newsletter or local community paper.



Being persuasive

**How would you persuade someone to do or not to do something?
When writing something which is intended to persuade, there are several important features to remember.**

1. You need to 'hook' your reader's attention right from the start. Open with a statement of the issue being addressed and some background information.
2. State your position on the issue.
3. Write the main body of text which should consist of at least three paragraphs. Each paragraph is based on the reasons and evidence (facts) to support your argument. Since almost all issues have sound arguments on both sides of the question, a good persuasive writer tries to anticipate opposing viewpoints and provide counter-arguments along with the main points in the essay. One of the three paragraphs should be used to discuss opposing viewpoints and your counter-argument.
4. End with a summary statement which restates your position and gives the most important details of your argument. It should state once again what the reader is to believe and what you want the reader to do – a call for action.

When you have finished writing, assess your work using the checklist.

- ☐ Clearly states my point of view in the introduction.
- ☐ Each paragraph begins with a topic sentence stating a reason or opinion.
- ☐ Includes quotes from experts and facts and statistics to support the main idea of each paragraph.
- ☐ Is written mainly in present tense.
- ☐ Uses emotive language eg devastating impact.
- ☐ Asks rhetorical questions and dares the reader to disagree eg Does anyone really believe that they will be safe if they don't wear a restraint?
- ☐ Try to make opinions sound like facts.
- ☐ Uses connectives eg furthermore, consequently.
- ☐ Uses statements such as, 'no one can deny', or 'the consequences will be'.



ACTIVITY 11

Time to stop and reflect

Preparation

- ▶ **Activity sheet** *Fact or opinion* – one sheet per student
- ▶ A4 paper – one sheet per student

- Distribute copies of *Fact or opinion* to the class. Explain students are to reflect on the information they have gained during their passenger safety activities and decide if each statement is based on truth or is an opinion that some people may hold. Use the example: Restraints are uncomfortable. This is an opinion and in fact a restraint should not be uncomfortable if it is fitted and worn correctly.

Place students in groups to share and discuss their responses then give the class the answers. Clarify any questions raised by students.

1. Driver distractions contribute to crashes. (Fact)
2. Storing objects on the parcel shelf is a safe thing to do. (Opinion. Unrestrained objects can become lethal projectiles in a collision.)
3. A restraint will protect you even if it isn't worn correctly. (Opinion. Protection can only be offered by a correctly fitted car restraint that is suitable for the user.)
4. A driver will be fined for not wearing a restraint. (Fact. Drivers will incur a fine and demerit points for not wearing a restraint.)
5. It is illegal to take your restraint off when you want to have a sleep in the car. (Fact. A restraint must be worn at all times while travelling in a vehicle.)
6. If you're going on a short trip you don't need to wear a restraint. (Opinion)
7. The law says that every vehicle occupant must wear a correctly fitted restraint. (Fact)
8. If you sit between other people in the back seat you will be safe. (Opinion)
9. It's better to share a restraint than not wear one at all. (Opinion. A restraint is designed for use by one person only.)
10. Alcohol and other illegal drugs contribute to road crashes. (Fact)
11. You should plan activities to take on long trips. (Opinion. Planning ahead for long trips is a good idea to relieve boredom and reduce the possibility of distracting the driver.)

12. Playing loud music will keep everyone awake on long trips. (Opinion. Driver fatigue can only be reduced by stopping the vehicle and having a rest or sleep.)
13. Small children should use a cushion instead of a booster seat. (Opinion. A cushion is not an approved child car restraint.)
14. Annoying other passengers on the bus or train is okay. (Opinion. Users of public transport have the right to a safe and enjoyable journey.)
15. If the bus is taking a long time to go, cross the road behind it. (Opinion. It is safer to wait until the bus has moved at least 20 metres down the road before attempting to cross the road.)
16. On the bus, keep your bag on your lap so you don't forget it. (Opinion. Where possible, passengers should place their bags and other belongings on their laps.)
17. It is okay to put your head or arm outside of the bus. (Opinion. This is illegal.)
18. If someone is taking too long to get off the bus, push past them. (Opinion)
19. You should copy the unsafe behaviour of irresponsible friends. (Opinion)
20. You are responsible for your own behaviour and safety. (Opinion)

- Students write their responses to the following unfinished sentences on a sheet of paper.
 - ◉ The most important thing I can do as a passenger to stay safe is...
 - ◉ The most interesting information I learnt about passenger safety was...
 - ◉ If a friend started to distract the person 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 the answers. Clarify unanswered questions as a whole class.

- Check the **muddy points** (refer to page 205) generated in Activity 1 to make sure that all questions have been answered during this focus area.

Fact or opinion

Decide which of these statements are fact or opinion and tick ☒ your answer.

- | | | |
|---|-------------------------------|----------------------------------|
| 1. Driver distractions contribute to crashes. | <input type="checkbox"/> Fact | <input type="checkbox"/> Opinion |
| 2. Storing objects on the parcel shelf is a safe thing to do. | <input type="checkbox"/> Fact | <input type="checkbox"/> Opinion |
| 3. A restraint will protect you even if it isn't worn correctly. | <input type="checkbox"/> Fact | <input type="checkbox"/> Opinion |
| 4. A driver will be fined for not wearing a restraint. | <input type="checkbox"/> Fact | <input type="checkbox"/> Opinion |
| 5. It is illegal to take your restraint off when you want to have a sleep in the car. | <input type="checkbox"/> Fact | <input type="checkbox"/> Opinion |
| 6. If you're going on a short trip you don't need to wear a restraint. | <input type="checkbox"/> Fact | <input type="checkbox"/> Opinion |
| 7. The law says that every vehicle occupant must wear a correctly fitted restraint. | <input type="checkbox"/> Fact | <input type="checkbox"/> Opinion |
| 8. If you sit between other people in the back seat you will be safe. | <input type="checkbox"/> Fact | <input type="checkbox"/> Opinion |
| 9. It's better to share a restraint than not wear one at all. | <input type="checkbox"/> Fact | <input type="checkbox"/> Opinion |
| 10. Alcohol and other illegal drugs contribute to road crashes. | <input type="checkbox"/> Fact | <input type="checkbox"/> Opinion |
| 11. You should plan activities to take on long trips. | <input type="checkbox"/> Fact | <input type="checkbox"/> Opinion |
| 12. Playing loud music will keep everyone awake on long trips. | <input type="checkbox"/> Fact | <input type="checkbox"/> Opinion |
| 13. Small children should use a cushion instead of a booster seat. | <input type="checkbox"/> Fact | <input type="checkbox"/> Opinion |
| 14. Annoying other passengers on the bus or train is okay. | <input type="checkbox"/> Fact | <input type="checkbox"/> Opinion |
| 15. If the bus is taking a long time to go, cross the road behind it. | <input type="checkbox"/> Fact | <input type="checkbox"/> Opinion |
| 16. On the bus, keep your bag on your lap so you don't forget it. | <input type="checkbox"/> Fact | <input type="checkbox"/> Opinion |
| 17. It is okay to put your head or arm outside of the bus. | <input type="checkbox"/> Fact | <input type="checkbox"/> Opinion |
| 18. If someone is taking too long to get off the bus, push past them. | <input type="checkbox"/> Fact | <input type="checkbox"/> Opinion |
| 19. You should copy the unsafe behaviour of irresponsible friends. | <input type="checkbox"/> Fact | <input type="checkbox"/> Opinion |
| 20. You are responsible for your own behaviour and safety. | <input type="checkbox"/> Fact | <input type="checkbox"/> Opinion |



