# CHALLENGES AND CHOICES TEACHER RESOURCE







### TITLE: Challenges and Choices: A Resilience Approach to Road Safety Education Year 7 Teacher Resource

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The author has made a comprehensive effort to sight and credit sources. Any omissions detected are not intentional. The author welcomes information to correct any oversights in subsequent editions.

Note: National and State legislation and regulations referred to in this resource were correct at the time of publication. SDERA advises the reader to review relevant websites and documents for legislative and regulatory updates.



### School Drug Education and Road Aware

School Drug Education and Road Aware (SDERA) is the WA State Government's primary drug and road safety education strategy for all government and nongovernment schools, and early childhood services. SDERA is a cross-sectoral initiative of the Association of Independent Schools of WA (AISWA), the Catholic Education WA (CEWA) and Department of Education (DOE) and is funded by the Mental Health Commission and the Road Trauma Trust Account.

SDERA aims to prevent road-related injuries and the harms from drug use in children and young people.

SDERA empowers early childhood and school-based staff, parents and carers, and community groups to implement effective resilience, drug and road safety education approaches within their schools and community, through the provision of professional learning, evidence-based resources, and a state-wide consultancy team.

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# Module 2 Road Safety Education

Road safety education is an important strategy for reducing the extent of traffic-related casualties among young people. Effective road safety education programs need to build knowledge and increase the competency of students to act in safe ways when presented with challenging situations.

This module supports the personal and social capabilities introduced in Module 1 and provides opportunities for students to build upon their road safety knowledge and skills, identify high risk situations, and develop a range of strategies to prepare them to make safer decisions as pedestrians, riders and future drivers.

The suggested activities in this module of work can be modified or additional resources sourced to support student needs and the local context. It is recommended that videos be pre-viewed to determine suitability for different student cohorts.

### **TOPIC 1**

### Setting the scene

# Activity 1 Introduction to road safety

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### Learning intention

• Students explore road rules, road trauma statistics and other road safety information

### Equipment

*In Gear* student workbook – *Start your engine* – page 16 Internet and computer access

### Activities

- Have students complete *Start your engine* on page 16 of the student workbook. Check students' answers (the answer to each statement is 'true') and use the following information to clarify any incorrect answers or misconceptions that the students presented.
  - 1. Restraints became compulsory in Australia in 1971. In 2010 the WA government implemented new laws about child car restraints and where in the vehicle, children up to the age of 7 years, could sit (refer to question 7). Crash statistics continue to indicate that vehicle occupants are killed or injured as a result of not wearing a restraint.
  - 2. In Australia, all cyclists are required by law to wear a bicycle helmet including young children travelling in carriers or trailers. Australia is one of the few countries that has compulsory helmet wearing laws.
  - 3. In October 2010 it became law that children up to the age of 7 years must be placed in an approved child car restraint and are not allowed to sit on an adult's lap.
  - A driver can be fined and be given demerit points for travelling with an unrestrained passenger. Passengers, over the age of 16, can also receive a fine for not wearing a restraint.
  - 5. Cyclists are not permitted to ride their bike over a crosswalk or at pedestrian phased traffic signals.
  - 6. Pedestrians are not permitted to walk on the road where a footpath is installed. In areas where footpaths are not installed, it is suggested that pedestrians walk on the verge facing oncoming traffic.
  - 7. Children up to the age of 7 years are not allowed to sit in the front seat of a vehicle unless all of the rear seating positions are occupied with children younger than the child who will be seated in the front seat.
  - 8. Anyone who is in control of a vehicle, including a bicycle, must not have a Blood Alcohol Concentration (BAC) over 0.05. Learner and Provisional Drivers have a zero BAC restriction.
  - 9. It is illegal to sit in the open space of a vehicle unless there are approved restraints fitted.

- 10. Pedestrians must not cross the road within 20 metres of a crosswalk.
- 11. Restraints cause the occupant to decelerate at the same rate as the vehicle in a crash. They spread the force of the impact over a greater area of the body and also the stronger parts of the occupant' body (eg pelvis and chest), and minimise the occupant's contact with interior parts of the vehicle. Restraints also reduce the risk of an occupant being thrown from the vehicle.
- 12. Restraints are designed to reduce injuries to all vehicle occupants.
- 13. Never use a single restraint for more than one person as they are only designed to protect one person in a crash. Doubling up may risk either one or both of the occupants being seriously injured or killed in a crash. If a young child is seated on an adult's lap and shares a restraint, the child may be crushed between the restraint and the adult in a crash situation.
- 14. Around 75% of all road crash fatalities in WA each year involve males.
- 15. More pedestrian hospitalisation crashes occur in the metropolitan area than regional and remote areas.
- More children and young people are injured or killed in road crashes while travelling as passengers. Pedestrian and cyclist injuries and fatalities are also an issue for this age group.
- 17. Any person or object which is unrestrained in a vehicle and that is involved in a crash will continue to move around in the vehicle, long after the initial impact. During this time the person or object may make contact with other occupants in the vehicle and cause injury or death. In police attended fatality crashes, more males than females do not wear restraints.
- The intention of WA road rules is to maintain the flow of traffic and also ensure the safety of all road users.
- 19. Alcohol and other drugs affect the central nervous system and can reduce a road user's capacity to react quickly and make a reasonable assessment of hazards. It is illegal to drive while intoxicated by alcohol or other drugs.
- 20. A person can sit the Learner's Permit Test at 16 years of age in Western Australia and be on a Provisional Licence by the age of 17 years, if all stages and conditions of the licensing system are completed and passed.
- 2. Explain that each year in Western Australia, crash statistics continue to show the involvement of young people in road trauma. Road trauma is the term used to describe the deaths and injuries that result from a crash. There are many reasons why young people are involved in road crashes including not wearing a seatbelt while travelling as a passenger or driver, not wearing a helmet while travelling as cyclist or motorcyclist, or walking while intoxicated and unable to make safe decisions. Summarise this part of the activity by asking the following questions.



### Ask

- On average, how many people do you think are affected by road trauma each year in Western Australia? (Road crash statistics vary each year however on average there are around 160 people killed, and over 2500 hospitalisations).
- Do you think road trauma is an issue only in Australia? (Road deaths and injuries are a global problem of massive proportions. According to the World Health Organisation, road traffic injuries are the leading cause of death by injury worldwide (one-fifth of all deaths from injury) and the tenth leading cause of all deaths (2.2% of all deaths). Road traffic injuries rank second to HIV/AIDS as the leading cause of ill health and premature death for adult men aged 15 to 44 years (healthinfonet, n.d.).
- Do most young people your age make decisions that keep themselves safe when travelling on the roads and in traffic? (It is important to acknowledge that young people do make decisions that increase their safety and the safety of others. However there are also a small number of young people that make poor decisions or take risks which result in their own injury or death, and/or the injury or death of other road users).

# Activity 2 Crashes aren't always accidents



### Learning intentions

 Students identify the interacting factors that contribute to road crashes including speed, alcohol and other drugs

### Equipment

*In Gear* student workbook – *Crashes aren't always accidents* – page 17

Access to the internet (optional)

### **Teaching tips**



Watch the video clip *Crash test with and without* seatbelt at <u>http://www.youtube.com/watch?v=</u> <u>d7iYZPp2zYY&feature=related</u> and discuss what happens to the vehicle occupant who is not restrained. Point out the movement of neck and head, the contact made with the inside of the vehicle and windscreen.

### Activities

- 1. Have students read the scenario about Mari on page 17 of the student workbook.
  - Mari decided to accept a lift home from the movies with her friend's older brother. He had only been driving on P-plates for about 7 months. Mari could smell alcohol when she hopped in the car but she didn't have any other way to get home and it was late and had started to rain. Mari tried to put her seatbelt on but it was jammed down behind the seat. She didn't feel comfortable asking the driver to wait while she sorted it out. The driver started the car and drove away very quickly. A kilometre up the road on a bend, the driver lost control of the car and hit a tree.

Explain that just like Mari's situation, there are always a range of factors that contribute to a crash. Draw a triangle on the board and label the points – driver, location, conditions – and write crash in the centre. Ask the students to identify the factors that placed Mari at risk in this situation and write these in their workbook.

- Driver inexperience, consumed alcohol, speeding for conditions
- Location bend in road
- **Conditions** driving at night, passenger not wearing a seatbelt, wet weather

Use the following questions to discuss the scenario further.

### Ask

- Which of these factors increased the potential for a crash to happen? (All of the factors previously identified and in particular the consumption of alcohol and speed).
- Who had a responsibility in this situation to make sure that no-one was at risk of being hurt? (The driver who was in control of a vehicle while under the influence of alcohol, did not drive for the conditions or comply with speed limits, and did not maintain his vehicle for safety. A passenger must also take responsibility for their own safety which in this case may have been finding another way to travel home or telling the driver they were not capable of driving).

Explain that using a restraint is one of the safest things students can choose to do while travelling as a passenger as it significantly reduces their likelihood of injury or death, especially when speed is involved in a collision. Highlight that in a crash anything inside a vehicle, including occupants, that is not restrained or secured, will continue to move until the vehicle comes to a stop. Occupants will make contact with the inside of the vehicle and may also make contact with other occupants, at a force which can cause serious injury.

2. With a partner, have students complete the activity on page 17 of the student workbook to identify two choices that Mari had in this situation, the consequences of these choices, and a decision that may have resulted in her not being injured. This activity is based on the **decision-making model** (refer to page 68). Ask students to share the choices they identified and how these helped them to make a decision. Remind students that in situations like Mari's, a decision needs to be made quickly so knowing that travelling with a driver who is intoxicated or under the influence of alcohol or other drugs can increase the likelihood of a crash occurring. Their decision should be to not get in the car, and to have a contingency plan in place that will enable them to get home safely.



### **TOPIC 2**

### **Cycling and riding**

# Activity 1 Introduction to cycling

### Learning intention

- Students explore the health benefits of cycling and riding
- Students identify the resilience skills and personal strengths used to learn a new activity

### Equipment

In Gear student workbook - Wheelie? - page 18

*Mulga Bill's Bicycle* by A.B. Paterson, illustrated by Kilmeny and Deborah Niland (Harper Collins Australia, 2007)

Family information sheet – *Skateboarding* – photocopy one per student

### Activities

- To introduce the class to this topic, have students complete the quiz on page18 of the student workbook. To share their answers, have students play a game of heads and tails (refer to page 69). The correct answers are provided here.
  - 1. **True**. In 1817, Karl von Drais invented a twowheeled, pedal-less device which was propelled by pushing your feet against the ground. It became known as the 'draisine'.
  - 2. **True**. The term bicycle was not introduced until the 1860's.
  - 3. **True.** A penny farthing has a large front wheel and a small rear wheel. The bike sits so high it needs a mounting step to get up to the seat
  - 4. **True.** The entire trip, through Europe, Asia, and the United States, covered 64,373 kilometres. Fred pedalled about 40,233 kilometres and the rest was travelled by boat. He wore out seven sets of tyres.
  - 5. **True.** Bikes were first brought to China in the late 1800s and remain a popular mode of transport.
  - 6. **True.** About 100 million bikes are manufactured in the world every year.
  - False. On 31 August 2011 the Australian Bicycle Council released the results of the National Cycling Participation Survey. The survey found that in a typical week around 18% of Australians ride a bicycle for transport and recreation with around 3.6 million people riding for recreation, leisure or sport and 1.2 million people making at least one transport journey.
  - 8. **True.** Established in 1903, the *Tour de France* is considered to be the biggest test of endurance out of all sports.
  - 9. **True.** BMX is an extreme style of bicycle track racing. BMX became a sport in the 2008 Summer Olympic Games in Beijing, China.

- 10. False. To reduce or eliminate deaths from crashes, every rider in the Tour must now wear a helmet during every stage of the race, including time trials. At their own risk, cyclists may remove their helmets during the final climb to the summit if the climb is at least 5 kilometres (3.1 miles) long. A Tour course marker designates the point on the course where cyclists can remove their helmets. Removal of helmets on mountain stages is never allowed before the start of a climb.
- 11. **True.** California was the birthplace of the skateboarding culture and came into existence as the waves were too weak for surfing at the time. So a surfboard shape with wheels was created. It was known as sidewalk surfing.
- 12. **True.** In Norway, the ownership, use and sale of skateboards was banned by the government from 1978 to 1989 due to an increase in the number of people getting injured while skating.
- 13. **True.** Australia was the first country to introduce compulsory bike helmet wearing in 1990.
- 14. **True.** Cyclists of all ages, in Australia including young children, must wear a helmet when cycling.
- 2. Read the poem *Mulga Bill's Bicycle* by Banjo Patterson. Explain that the poem was written in 1896 when cycling was a relatively new and popular social activity in Australia, and bicycles were ridden everywhere including in the outback by shearers and other workers who needed to travel cheaply. Discuss the poem using the following questions.

### Ask

- Why did Mulga Bill crash his bike?
- Why did Mulga Bill think he was better at riding than he actually was?
- What mode of transport did Mulga Bill decide to use after his crash?
- 3. Have students share their own experiences of learning to cycle or ride other wheeled devices such as skateboards, rip-sticks and scooters. (Quad bikes and motorbikes can be included in the discussion if relevant to the student cohort. Be prepared to interrupt if students share experiences or relate stories about other people that promote unsafe road use).

### Ask

- Did you have any mishaps like Mulga Bill? Was it something you did or something someone else did? (Explain that collisions and falls are the main types of incidents involving young cyclists, and that these are usually caused through an error or lack of skills and judgment. Crash types for motorcyclists also include collisions and falls, and with off-road crashes sometimes occurring due to the inexperience of the rider).
- Cycling was a cheap way of travelling back in the time that Patterson wrote the poem. Is cycling, skateboarding or riding a scooter still a cheap way to travel? Why?
- What are the health benefits from cycling or skating? (eg physical fitness, good for mental health, stress reliever).
- Is cycling, skateboarding or riding a scooter a safe way for young people to travel? Why?



- The amount of traffic that we see on our roads today is very different to when the poem about Mulga Bill was written. What does this increase in traffic mean to cyclists? (Cyclists are often not noticed by drivers in amongst other traffic. This can be due to the cyclist's location on the road such as in the driver's blind spot or they may be wearing dark clothing that doesn't attract the attention of drivers. Because of this and other factors such as road conditions and time of day, cyclists need to be alert and ready to react quickly).
- What road rules must cyclists and riders follow? (The same rules as all other vehicles on the road such as keep to the left, maintain the bicycle, and stop at traffic signals and signs. Talk about the hand signals that cyclists must use to indicate their intention to stop or turn).

Use the discussion to talk about the strengths and skills students used to become more proficient when learning to ride a bike or skateboard, or another new activity.

### Ask

- What resilience skills do you use when you are learning something new? (eg perseverance, able to learn from failures, seeking advice from those who can already do it).
- We each have personal strengths such as perseverance, curiosity, self-discipline, humour, hope and bravery that help us to tackle problems and learn new things. Which of your strengths did you use when you were learning to ride or skate? (Have students write these in their workbook then share with a partner).
- Was goal setting a skill that you used when you were learning to cycle or ride? What goals did you set yourself? (eg practise as many times as possible each week, learn the easy skills such as being able to ride in a straight line for at least 10 metres before stopping then moving onto more difficult skills such as indicating while controlling the bike).

4. Have students write and illustrate their own poem based on the first stanza (verse) of *Mulga Bill's Bicycle* that describes a young person's first efforts of learning to cycle or skate. An example is provided.

### Silly Bill's skateboard

Was Silly Bill from Scarborough, who caught the skating craze.

He threw away his old red bike he'd had for many days.

Bill donned his bright new bike helmet, knee and elbow pads,

He skated off along the path to catch up with the lads.

And as he whizzed it over the kerb, with thrill and daring speed,

His neighbour shouted out to Bill, 'Slow down, or a doctor you will need!'

'Whatever, mate,' said Silly Bill, 'from Trigg to Kalgoorlie,

From Broome to Meekatharra, there's none can skate like me.'

 Send home a copy of the Family information sheet – Skateboarding with each student to share with their family.









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### Activity 2 How a bike helmet works



### Learning intention

- · Students discuss common myths about bike helmets
- Students investigate how helmets are designed to protect the wearer's head
- Students design an advertisement to promote bike helmet use

### Equipment

Activity sheet – *Myth busters* – photocopy one set for each group

*In Gear* student workbook – *This way up - fragile goods* – page 19

### Bicycle helmets

Two pieces of polystyrene foam approximately 4cms thick

2 litre plastic drink bottle

Tape and scissors

Heavy weight such as a small brick paver or rock

Large poster paper – one sheet per group

Access to the internet (optional)

Family information sheet – *The proper helmet fit* – photocopy one per student



### Teaching tips

To show the process used when making a bicycle helmet, watch *How it's made bike helmets* at <u>https://</u>www.youtube.com/watch?v=MeZa-LsqEW4

### Activities

- Distribute a set of *myth buster* cards to each group. Explain that one student from each group is to read out a myth and the other members are to 'bust' the myth by giving facts to support their response. Groups then read the information on the card to check if their responses were accurate. Make sure students have enough time to discuss all of the myths. Ask students to share one new piece of information they learnt from the activity.
- 2. Read with the students *This way up fragile goods* on page 19 of the student workbook. Using a bicycle helmet, have students identify the components of the helmet that offer protection to the wearer's head in a collision (eg the outer layer or shell and the foam liner). Explain that although helmets come in many different shapes and designs to make them more marketable, the components that offer protection to the wearer's head remain the same. Point out the Australian and New Zealand standards label (AS/ NZS 2063) and explain that this code indicates the helmet has met stringent safety standards.
- 3. To reinforce the purpose of the hard shell and foam liner conduct the following experiment.
  - i. Place a piece of polystyrene foam on the ground.
  - ii. From shoulder height, drop a weight such as a brick paver or rock onto the polystyrene foam.

- iii. Pass the polystyrene foam around the class and have students note any dents or deformations.
- iv. Cut a piece of plastic from a cool drink bottle and tape it onto another piece of polystyrene foam (to represent the construction of a bicycle helmet).
- v. Repeat Step 2 and then pass the piece of polystyrene foam around for students to observe and discuss.

(If an old bicycle helmet is available, use this in the experiment rather than the foam and plastic. First test the helmet with its outer shell on, then remove the shell and test again).

- 4. Have students answer the questions on page 19 of the student workbook and then write an advertisement that promotes helmet wearing.
- 5. Read the information about choosing and fitting a bike helmet from the Family information sheet *The proper helmet fit* with the class and answer any questions. Send the copy home with each student to share with their family.



# Myth busters





Bike helmets don't protect your head Case-controlled studies prove the exact opposite. Helmets do protect and reduce the injury to your head if you fall off your bike. When a cyclist's helmet hits the road, footpath or another hard object, the hard outer shell spreads the impact over a wide area. The foam inner liner then absorbs the energy evenly which reduces the damage to the cyclist's head. A cyclist not wearing a helmet would have the impact concentrated in one part of their head and would probably fracture their skull and possibly damage their brain.

If the helmet is the wrong size or the buckles are not done up correctly the level of protection is reduced.



Cyclists don't wear bike helmets because they cost too much Bike helmets can cost as little as \$20. In fact, impact test results for safety protection between helmets costing \$20 and \$400 are virtually identical. When you pay more for a helmet you may get an easier or more comfortable fit and/or more vents and graphics, but the basic impact protection of the cheaper helmets is the same as more expensive ones.

Look on the helmet for the AS/NZS 2063 sticker or label. This tells you that the helmet meets the safety standard and has passed stringent tests.



Bike helmets are just foam hats and foam isn't going to protect your head EPS (Expanded Polystyrene Foam), which is the material used in bike helmets, car bumpers and packaging materials such as egg cartons, is designed to protect your head by absorbing the force from an impact with another solid object. However, once the foam has been damaged or cracked the level of protection the helmet offers a cyclist is reduced and so the helmet should not be used again, and a new helmet purchased..



Bike helmets don't have a hard shell like motorcycle helmets and they won't protect your head A bike helmet is made with foam that absorbs the force when your head hits something hard so it doesn't need to have the weight of a hard shell. In fact a hard shell only protects the foam from damage. Motorbike helmets are designed so they can be used over and over, even if the wearer is involved in a crash and the helmet is slightly damaged. Bike helmets however cannot be used after they have been involved in a crash.



A bike helmet adds to the size and height of your head so it's more likely you'll get whacked by a low branch or a vehicle's side view mirror

Even though a bike helmet may add to the overall size of your head, it is unlikely to make a difference between hitting or mssing an overhead or side-head object.









You can't hear cars coming up behind you when you wear a bike helmet Bike helmets do not cover a cyclist's ears or cause any extra wind noise that may result in the cyclist's inability to hear sounds around them. Being able to hear sounds that indicate a hazard or a situation where a cyclist may need to take care is essential, so riding while listening to music through headphones is not a great idea.



Motorists don't wear helmets to protect their heads so why should cyclists safety glass. A cyclist's only protection for their head is a helmet, gloves to cover their wrists, and closed in shoes to protect their feet. Generally broken bones and torn skin

can be fixed - damage to the brain cannot.

Motorists are protected by the exterior of the vehicle and safety devices such as multiple airbags, passive safety devices like seatbelts, side impact beams, and



The weight of a bike helmet can cause injuries to your neck A bike helmet usually weighs between 220grams and 450grams – less than a loaf of bread – so really, that's very light! There is little evidence of increased neck injuries caused by wearing a bike helmet.



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Bike helmet laws make parents believe that cycling is dangerous so they don't let their kids ride Regardless of what some parents mistakenly believe, bike helmet laws are in place to reduce head injuries in the event of a cyclist being involved in a collision. Some parents may also mistakenly think that if their child wears a bike helmet that it makes cycling safe. While helmets are effective in reducing skull and brain injuries, children still need to be taught how to cycle safely and what to do to avoid falling off their bike or being involved in a collision with another vehicle.



You're better off learning how to not fall off your bike than wearing a helmet Unfortunately most cyclist crashes are not simply someone 'falling off'. Often cyclists are hit by other vehicles or when motorists open their doors without checking. When cyclists fall off their bike and make contact with the road or other hard objects, a bike helmet is the only thing they can wear that will protect their head.





FAMILY INFORMATION SHEET



# The proper helmet fit

There are so many different helmet designs available that it can be hard to know which one to choose. It's simple. The helmet that fits best and the design that your teenager likes, is the one to buy. If it doesn't look good – they won't wear it!

### Will it protect your child's head?

In Australia, bike helmets must meet safety standards. Check that the helmet you are going to buy has an AS2063 or AS/NZS 2063 label. If it doesn't – don't buy it. Your child's safety is too important.

# Check the helmet fits

The helmet you buy must fit your child's head and be worn correctly or it will not offer the protection that it was designed to do.

- Size measure your child's head to find the right size. Have your child try on several helmets in their size until one feels right. Now put the helmet level on your child's head and adjust the sizing pads until the helmet is snug. It should be sitting about two finger widths above their eyebrows.
- Side straps adjust the slider on both straps to form a 'V' shape under, and slightly in front of, the ears. Lock the slider if possible.
- 3. **Buckles** center the left buckle under their chin. On most helmets, the straps can be pulled from the back of the helmet to lengthen or shorten the chin straps. This task is easier if you take the helmet off to make these adjustments.
- 4. **Chin strap** buckle the chin strap. Tighten the strap until it is snug, so that no more than one or two fingers fit under the strap.

# 5. Does the helmet fit right?

- Have your child open their mouth wide... big yawn. The helmet should pull down on their head. If not, go back and tighten the chin strap.
- Does the helmet rock back more than two fingers above the eyebrows? If yes, unbuckle and shorten the front strap by moving the slider forward. Buckle and re-tighten the chin strap and test again.
- Does the helmet rock over your child's eyes? If yes, unbuckle and tighten the back strap by moving the slider back toward the ear. Buckle and re-tighten the chin strap and test again.

### Tip for parents

You can use the Velcro pads that manufacturers provide to give a snugger fit but if these don't work, try another design or size.

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# EDUCATING FOR SMARTER CHOICES

Fragile

### Activity 3 The helmet debate

### **Learning intention**

- Students consider the advantages and disadvantages
  of helmet use
- Students express their own opinions and appreciate the viewpoint of others

### Equipment

Access to the internet

*In Gear* student workbook – *Think tank* – page 20

Large poster paper – one sheet per group

### Activities

- 1. Explain that Australia was the first country to make helmets compulsory for all cyclists including young children riding in a carrier or trailer behind a bike.
- 2.

View the video clip *7PM Project Helmet Debate* at <u>http://vimeo.com/14684738</u>. Have students note the points that were presented in a **T chart** (refer to page 72) as shown. If access to the internet is not available have students take either side of the debate and list supporting arguments.

Supporting bike helmet wearing

Against bike helmet wearing

- Brainstorm (refer to page 67) the excuses some people use for not wearing a bike helmet and add these to the 'against bike helmet wearing' section of the T chart. Examples may include:
  - makes my hair flat
  - my head gets hot and sweaty
  - helmets make you look stupid
  - my friends don't wear one so I don't need to either
  - can't afford to buy a helmet
  - lost my helmet.
- 4. Nominate groups to take the 'for' or 'against' position on bike helmet wearing. Explain groups are to consider the information listed on their T chart and prepare arguments to use in a debate. Conduct the debate and then have students write a paragraph outlining their opinion about helmet wearing.
- 5. Explain that some people choose to not wear a helmet because they believe the design doesn't fit their needs (eg cyclists who wear their hair in a ponytail can find that the helmet doesn't sit correctly on their head). In groups, students select one of the design tasks described on *Think tank* on page 20 of the student workbook and work through the 'think tank' steps. Have groups present their design to the class for appraisal to check if they met the client's brief.

### Activity 4 Stopping distance



### Learning intention

• Students identify factors that can increase stopping distance

### Equipment

Cyclist wearing a helmet 100 metre tape measure or trundle wheel Six markers labelled 'braked' Six markers labelled 'stopped' Whistle Access to the internet (optional) In Gear student workbook – Stop – page 21

### **Teaching tip**

Markers can be made from recycled ice-cream, yoghurt or take-away food containers.

### Activities

- Explain that 'stopping distance' refers to the total distance a vehicle (or bike) travels to come to a complete stop. This distance is measured from the point where the driver (or cyclist) reacts and processes information (reaction distance) and the distance the vehicle (or bike) continues to travel once the brakes are applied (braking distance). Discuss some of the factors that can increase stopping distance such as: speed, road conditions, distractions, use of alcohol or other drugs, size of the vehicle, alertness of the driver or cyclist, the amount of tread on the tyres and the friction between the tyre and the road, and listening to music with headphones on. Have students write some of these in the student workbook on page 21.
- 2. Mark a 'road' on a paved or bitumen area such as a basketball, netball court or footpath. Have six volunteers spread out along the road at intervals of around five to ten metres. Give each volunteer a 'braked' and 'stopped' marker. Have the cyclist ride down the road at a normal speed and apply both the front and rear bike brakes when they hear the whistle blown. The student closest to where the cyclist applies the brakes should place a marker at that spot. The student closest to where the bike finally comes to a stop should indicate this using a marker. Measure the distance from where the whistle was blown to where the bike stopped. Have the class share their observations and use the following questions to process the activity.

### Ask

- Did the bike travel further than you thought it would once the brakes were applied?
- Would anything about the bicycle increase the stopping distance? (Yes eg the condition of the brakes and tyres, the weight of the bike, travelling speed).
- Could the road condition affect stopping distance? (Yes eg smooth or rough surface, gravel road, wet slippery road).

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Repeat the activity and observe how other factors can increase or decrease the stopping distance by having the cyclist:

- ride at a faster speed than the first trial
- ride at a slower speed than the first trial
- ride on the 'road' after it has been sprayed with water (or throw several buckets of water to reduce friction levels)
- carry a heavy backpack
- dink another student (this student should also wear a helmet)
- eat food or drink from a water bottle while riding
- wear earphones and listen to loud music while riding.

Use the following questions to process the activity.

### Ask

- What increased the stopping distance? (eg speed, wet road, heavy weight, distractions).
- Did the bike come to an immediate stop in any of these trials? Why?
- Why would a truck take longer than a bike to stop quickly? (eg the truck's size and weight, travelling speed).
- What do cyclists need to be aware of when riding in wet weather?
- Should cyclists wear headphones? Why?
- What precautions can a cyclist take to ensure they can stop quickly? (eg always assess the traffic for hazards, don't ride fatigued or under the influence of alcohol or drugs, maintain their bikes brakes and tyres, leave a safe distance between the bike and other cars).

Have students complete page 21 in their workbook.

View Wipe off 5 at <u>http://www.youtube.</u> <u>com/watch?v=SuY\_VHzKdjc</u>. This clip shows how a car travelling at 65km/h has a greater stopping distance and impact in a crash than a car travelling at 60 km/h. Use the following questions to process the video.

### Ask

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- Why should cyclists and riders of skateboards and scooters know about speed and stopping distances? (Cyclists and other riders travelling in locations where the sign posted speed is above 30 km/h should be aware that vehicles, that need to brake suddenly, will travel a significant distance before being able to stop. A cyclist or rider within that stopping distance will be at risk).
- Do you think cyclists should travel on roads with other vehicles where the speed limit is over 50km/h? Why?
- Where can cyclists ride without having to share the road with other vehicles? (eg all cyclists are permitted to ride on footpaths but must give way to pedestrians).

4. Conduct a **thumbs up, thumbs down** (refer to page 73) using the following statements. Encourage students to share their own opinions with a partner first then with the class.

### Statements

- The speed limit around schools should be 20km/h.
- Local roads and streets should have a 40km/h speed limit not 50km/h.
- Cyclists can usually avoid tricky situations so they don't need to know about stopping distance.
- Most kids don't think of a bike as a vehicle that needs to be roadworthy and maintained.



### **TOPIC 3**

### **Promoting health and safety**

Activity 1 Investigating active transport practices



### Learning intention

Students investigate the benefits of using active transport

### Equipment

Large sheet of paper Dot stickers – two per student

### **Teaching tip**

Instead of using dot stickers, students can place a tick or cross on the voting sheet.

### Activities

- 1. Ask students to define the term 'active transport'. Answers should include modes of travel such as cycling, walking and using public transport.
- 2. Conduct a quick 'hand up' survey of the class to determine how many students:
  - walked to school in the last week
  - cycled to school in the last week
  - used the school bus or public transport in the last week
  - travelled by car to school in the last week.

Convert the survey results into percentages ie 15 students in a class of 30 walked to school, ie 50%.

Explain the results of a recent survey of WA students showed that the number of students who reported using at least one session of active transport (ie walking or cycling) in the seven days prior to the survey included: 46.5% of primary boys and 43.1% of primary girls; and, 50.9% of secondary boys and 43.2% of secondary girls (Martin, Rosenberg, Miller, French, McCormack, Bull, Giles-Corti, & Pratt, 2008). Discuss the class survey results to determine if they are similar to the WA survey and use the following questions to further the discussion.

### Ask

- In Western Australia most students travel to school by car even though many of these students live less than two kilometres from their school. Why do you think most students travel by car rather than walk to school? (eg parents make this decision, no public transport available, easy. Active transport modes for students living in regional areas may not be viable. Suggest that these students are dropped off at least one kilometre from the school and walk the remaining distance).
- Do most of our school community use active transport as a way to get to school? Why? (eg have road safety guidelines that encourage active transport to reduce parking congestion and traffic around the school, school has a focus on health, health programs have informed community of the physical and mental health benefits).
- Which active transport mode do you think could be used more often by our school community? Why?

- 3. Show how to construct a **placemat** (refer to page 70) according to the number of students in the group (ie up to four). Explain that students are to write some of the associated social, health and wellbeing benefits of active transport in their placemat section. When finished, students are to share their ideas with their group then decide which three ideas would increase the number of members in their school community using active transport. Try to group the ideas under the headings physical, social, mental health, other.
- 4. Listen to each group's top three ideas and write these on a large sheet of paper. Add the following if not identified by the class.
  - Reduction in traffic congestion around schools.
  - Families get to spend more time together.
  - Get to socialise with other children while walking to school.
  - It is a fun and healthy thing to do.
  - Learn more about your neighbourhood eg streets, people.
  - We can have a cleaner environment as less traffic reduces the amount of air pollutants emitted by vehicles.
  - It can keep you fit and healthy.
  - Opportunities to learn how to be a safe road user eg crossing roads.
  - Gives students a sense of freedom and develops their independence.

Explain students are to complete a **dot voting** (refer to page 68) by placing a sticker on the reason or reasons they think would most encourage Year 7 students to use active transport. Discuss the voting results using the following questions.

### Ask

- Why might knowing there are physical, social and mental health benefits encourage a young person your age to walk, cycle or take public transport to school?
- Would knowing that pollution can be decreased with fewer cars on the road encourage a young person to walk, cycle or take public transport to school? Why?
- What might stop a parent from allowing a Year 1 child to walk or ride to school? (eg parents have concerns about their child's safety, live too far away, don't understand the public transport system, children at this age need to be supervised by adults as they don't have the skills to assess hazards in the traffic environment).
- What might stop a parent from allowing or encouraging a Year 7 student to walk, cycle or take public transport to school?
- Do you think the neighbourhood around our school is a safe place for students to walk and cycle? Why? (Encourage students to talk about the road and traffic conditions rather than possible 'stranger danger' events).
- How can you increase the number of times you walk, cycle or use public transport each week to get to school or other locations? (eg put a plan in place and write it in your diary or phone as a reminder, apply for a SmartRider, set up a walking or cycling group with other students from the school).

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# Activity 2 Assessing safety in the community

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### Learning intention

- Students assess safety in their community for pedestrians and cyclists
- Students devise a strategy to reduce the risks for pedestrians and cyclists in the local community

### Equipment

*In Gear* student workbook – *Check it out* – page 22

In Gear student workbook - Smart targets to safety - page 23

Access to the internet (optional)

Family information sheet – *Travelling to school* – photocopy one per student

### **Teaching tip**

Students can access the *Walk Score* free app or website at <u>www.walkscore.com</u> and instantly calculate the 'walkability' of any location. Explain students can type in their home or school address and *Walk Score* will provide a map and photos of neighbourhood locations such as parks, restaurants, schools and community buildings, entertainment and shops.

### Activities

- 1. Have students assess the safety of the local area near their home or school and record their observations on *Check it out* in the student workbook on page 22. Have students report their findings to the class and then decide on an overall safety rating for the community.
- 2. **Brainstorm** (refer to page 67) some strategies that the class, the school community or local council could put in place to address the list of safety issues. For example:
  - create a map that shows the safest route to walk and cycle to and from school. The route may be safer because it has less traffic and has more places where students can safely cross the road
  - set up a walking or cycling group where students meet up with other families or students to travel together to school
  - teach younger students how to cross roads using the 'stop, look, listen and think' procedure by creating a play
  - have areas at the school that separate pedestrians from traffic eg a 'Kiss 'n drive' area
  - teach students to choose safe places to cross roads such as on a straight stretch of road, at a crosswalk or traffic signals, and with the traffic warden
  - have lower speed zones around the school and local neighbourhood
  - install traffic calming devices such as speed bumps and roundabouts on streets around the school

- survey the school to identify pedestrian hazards in the local area
- survey parents of children with disabilities to identify accessibility barriers
- start a Walking School Bus.

(Information on the Walking School Bus can be accessed through the TravelSmart program [Department of Transport, Western Australia]).

Explain that groups (or the class) are to choose one strategy from the list and decide how this might be implemented in their school community. For example, students could create a neighbourhood map showing the routes to school that have crossing facilities and less traffic, and publish the map in the school newsletter or post it on the school website.

- 3. Introduce SMART goals by reading Smart targets to safety on page 23 of the workbook and giving the following SMART goal example. Explain that by setting a SMART goal, students will increase the likelihood of achieving their goal which is to reduce the risks in the local or school community for pedestrians and cyclists.
  - **Specific** I want to save \$60 in 4 weeks to buy a ticket to the concert all my friends are going to on 2 July.
  - **Measurable** I will achieve my goal by 30 June and buy my ticket on 1 July.
  - Action-orientated I will work two shifts at my part time job each week to earn \$40. I will wash dad's car twice to earn \$20. I will put the money in my account as soon as I earn it. I will check my bank balance at the end of each week.
  - Realistic My boss has already approved me working two shifts each week. Dad has agreed to pay me \$10 for a car clean.
  - **Timeframe** I will have \$30 in my bank account by 15 June and \$60 by 30 June.

Groups are to then use the SMART goal steps to develop their own an action plan. As this activity may be ongoing and require assistance from parents, the school health committee or administration, make sure students nominate the actions they are responsible for so they are clear about their role in the process. Set a time to monitor the progress of each group's goal and reflect on their ability to work as a team. Celebrate achievements along the way. Use the questions on page 23 of the student workbook to reflect on the task completed.

4. Send home a copy of the Family information sheet – *Travelling to school* for students to share and discuss with their family.







# Travelling to school

Did you know that in Western Australia, most students travel to school by car even though they live less than two kilometres from their school? There are many physical, social and mental health reasons why children should walk, cycle or use public transport to travel to and from school.

- 1. Helps prevent obesity and its subsequent consequences such as heart disease, diabetes, and bone and joint pain.
- 2. Improves learning and boosts academic performance and concentration.
- 3. Helps develop lifelong fitness habits.
- 4. Less traffic congestion around schools which means safety for pedestrians and cyclists increases.
- 5. Helps young people grow into self-reliant, independent adults.
- 6. Stronger sense of community as young people meet their neighbours and other students walking to school.
- 7. Safer streets as more walkers and cyclists can improve personal security by providing more 'eyes on the street'.
- 8. Promotes public transport routes that service the school and local community.



### **Tips for parents**

Try to nominate at least 2 days a week that are walk, cycle or public transport days.

If you are concerned about your children's safety, set up a walking or riding group where students arrange a meeting time and place, and then continue their journey together.

If you live a long distance from the school, you might like to drive your children halfway and then let them walk the rest of the way.

### A RESILIENCE APPROACH TO ROAD SAFETY EDUCATION

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# Tips for travelling to school

For some Year 7 students, travelling to school on their own may be a new experience. Talk with your children about these tips that can help them to manage their own safety and the safety of their friends.

- Plan the safest route for getting to school. Suggest that whenever possible they avoid busy streets and intersections, and cross roads where they can get a clear view of oncoming traffic.
- Always 'stop, look, listen and think' before crossing the road.
- Walk on footpaths if they are available. Walk on the nature strip, if no footpath is available, facing oncoming traffic and walk as far away from the edge of the road as possible.
- Always use pedestrian crossings and cross with traffic signals if they are available.
- Don't step onto a crosswalk until all cars have stopped and try to make eye contact with each driver.
- Don't take the risk of rushing to catch a bus or train.
- Wait until the bus has moved down the road so you can check for traffic before you cross.
- Train tracks are 'no go' zones. Always obey warning signals at level crossings.
- Put your phone in your bag. Talking and texting on mobile phones or listening to music can interfere with you being able to hear traffic.



# Activity 3 Mapping a safe route to school



### Learning intention

- Students assess potential hazards for pedestrians and cyclists
- Students plan a route to walk safely to and from school

### Equipment

Photocopy of a local area map – one per student (or use Google Maps)

Internet access (optional)

Red pen – one per student

Highlighter – one per student

In Gear student workbook - Map it out - page 24

### **Teaching tip**

If available, use an interactive whiteboard to display a local area map and locate well-known landmarks such as parks, schools, roads and churches.

### Activities

- Give each student a copy of a local area map (or print one using Google maps). Explain how to find a location on the map by using vertical and horizontal grid coordinates. Have the students practise finding several well-known locations on the map such as the school, a local park, river or lake, and a church. Ask each student to find their home and write down the grid coordinates. Talk about the types of map symbols used to indicate places such as churches and hospitals, and different types of roads such as local, highways and freeways, and railway tracks. Have students locate some of these symbols on the map.
- 2. Explain the tasks described on *Map it out* on page 24 in the student workbook. Put students into small groups and if students live near one another, place these students together.

Have groups share their work with the class, explaining why the route was chosen and how a pedestrian or cyclist could travel safely and avoid or manage possible hazards such as busy roads or intersections.

### Ask

- Besides knowing a safe way to get to and from school, what else can a student your age do to stay safe while out walking or cycling? (eg be more visible in the traffic environment by wearing light or bright coloured clothing; walk where drivers expect pedestrians to be; use footpaths when provided; plan ahead for situations that might arise such as having to walk home in the dark or rain; don't use headphones or mobile phone; if they have consumed alcohol or other drugs, don't walk or cycle).
- What is one tip about getting to school safely that you could share with a student new to our school?
- 3. Publish the 'safe routes to school' maps and include a copy in induction packs for new students.

# Activity 4 Utilising strengths to conduct a walking event



### Learning intention

- Students practise setting a SMART goal to plan and promote a walking event
- Students identify character strengths in themselves and others that can benefit a team
- Students make decisions for the benefit of the group

### Equipment

Large sheets of paper – one per group

In Gear student workbook – Event manager required – page 25

Computer access, art equipment and paper

Strategy sheet – *Thought shapes* – page 80 – photocopy one set

### **Teaching tip**

A high level of student participation and contribution will increase the benefits and outcomes of this activity. However the student cohort will determine the level of support required in the planning and management of the walking event.

### Activities

- 1. Explain that we all have strengths and qualities that make up our character and personality. These can be grouped into ability strengths (eg being a good runner or artist, great at maths) and character strengths (eg honesty, fair, being kind, team player). Have students discuss the strengths listed on *Events manager required* on page 25 of the student workbook.
- 2. Explain that the class are to plan a school community event that aims to promote walking. To do this it is important that the class utilise the strengths of individual class members. Ask each student to be honest in their appraisal of their areas of strength and explain that they do not have to be 'strong' in all of the areas. Also ask students to determine how their strengths will help them to work as part of a team or perhaps take on a leadership role. In small groups, have students share their strengths and give an example of where they have used these recently. Use the following questions to process this part of the activity.

### Ask

- What are some other ways you can identify your strengths? (eg accept praise and feedback from others, look at what you really like doing and why, compare yourself to others in this area).
- Can you use your strengths to also identify your weaknesses or challenges? (Yes, but be mindful that having three very strong characteristics can be better than having ten that still need to be further developed).
- Why is it important to look for this sort of evidence? (eg knowing your strengths and challenges or limitations can help you to achieve your goals, it helps you to get a clearer picture of your strengths and limitations and then you can set more realistic goals).



- What can you do to overcome your weaknesses? (eg ask for help and feedback, practise using the strength more).
- Can knowing our strengths help us to cope when times are unhappy? (Yes. Often doing activities that involve our strengths help us to 'be in the zone' and forget about unhappy things for a while. We also learn things more quickly when we are using our strengths and this can give us more meaning and purpose).
- Can knowing your strengths help you to take on leadership roles? (Yes, for those that want to take on leadership roles).
- 3. Suggest that having a theme can help other planning decisions fall into place. Knowing what motivates young people their age and the school community will help the class to decide what the event should be and when it might be held. Write each of the following questions on a sheet of paper. Conduct a **graffiti** (refer to page 69) by giving each group a question and time to write their responses. After a designated time have groups swap their sheets and continue the process.

### Graffiti questions

- What school community events have been successful in the past? Why were these events successful?
- What might motivate students at this school to participate concern for the environment, reducing traffic around the school, promoting physical and mental health, promoting active transport, fund raising for organisations?
- When would more students be able to be involved in the event - before, during or after school? Why? Would the event need to include all students?

Review and discuss the responses written on each graffiti sheet.

- 4. Have the class **brainstorm** (refer to page 67) a list of events that would be suitable for the school community and have a level of involvement. Some ideas could include:
  - a 'walk to school' day or 'walking Wednesday' where everyone is encouraged to walk including staff
  - a 'Walking School Bus' where students meet at a designated location and are supervised by two adults while walking to school
  - a 'walk at school' event or 'walkathon', especially if most students do not live within walking distance to the school
  - a 'walk rally' which is similar to a car rally and where walkers answer questions along a set route
  - a 'park and stride' day where families park away from the school and walk the rest of the way.

Discuss the viability of the class being able to plan and conduct the walking events. Delete any events that may require a high level of school staff and parent involvement, an extensive budget, or are too difficult to manage from a safety aspect. Have the class select one walking event from the list. Place students in small groups to set a SMART goal using *Event manager required* on page 25 of the student workbook as part of their planning. Explain that the task allocation should not be completed at this stage, only the tasks and the timeframes. After a nominated time, use the **envoy** strategy (refer to page 68) to allow groups to share their planning and listen to the ideas of other groups.

When completed, have each group present their ideas to the class. Hold a vote to decide which plan will become the focus for the class. When the vote has been conducted, allocate students or groups of students with identified strengths to each of the tasks. For example, students who are good communicators can contact local businesses for financial or merchandise support, students with strong leadership skills can be leaders of groups to ensure that the students stay on task and achieve their goal.

- 5. Explain that a few weeks before the event, the class will need to promote and inform those who are to be involved such as parents, students and other members of the school community. Brainstorm a list of ideas that can be used to promote the event. For example:
  - write and design an advertisement for the school newsletter, e-newsletter and community newspaper
  - create banners and signs to place along the walking routes
  - send home flyers that outline event logistics (eg a map of the routes students can take to and from school or places to meet with adult walking leaders)
  - send information to parents about modelling and teaching their children safe walking practices
  - use the school announcement system to encourage and remind students about the event
  - create a rap, jingle or song that includes relevant information and can be performed at a school assembly.
- 6. After the event has been conducted, celebrate the work carried out by the students and write to, and thank volunteers for their efforts.
- 7. Using a set of **thought shapes** (refer to page 73), have the students reflect on their event. Talk about the skills that students practised such as planning, decisionmaking, goal-setting, negotiation, communication, and managing themselves and others.



# Activity 5 Planning an excursion



### Learning intention

- Students practise planning a trip using public transport
- Students appreciate the responsibilities of a public transport user

### Equipment

Street directories (or use Google Maps)

Public transport timetables

Access to the Internet

In Gear student workbook – Journey planner – page 26

Family information sheet – Using public transport – photocopy one per student

### **Teaching tips**

This activity is for bus travel but can be adapted to include train travel or focus only on train travel. Most students will need to transfer between the two modes of transport to get to and from school. Teachers will need to ensure that the school administration has been notified and all school excursion policies have been followed when conducting this activity.

Prior to conducting this activity it is suggested that schools contact Transperth Education on (08) 9326 3970 or email <u>education@transperth.wa.gov.au</u> for further information on using public transport for class excursions.

### Activities

1. Have students share their experiences of using bus and train travel. Talk about: the types of tickets available; how much fares cost; how to buy tickets; the rules for using buses (eg reasonable behaviour, all body parts inside the bus at all times, consideration of disabled and elderly people); and how to indicate your intention to get on and off a bus. The following questions can be used to guide this discussion.

### Ask

- What does the term 'public transport' mean? (In some locations, students will not have access to public transport however local or community transport options may be available).
- Why did you choose to use public transport at that time?
- What did you know about using public transport when you caught the bus or train?
- *How did you plan your journey?* (eg used the Journey Planner on the Transperth website, Transperth App, Transperth Infoline 13 62 13 or a timetable).
- What did you need to know before you checked the bus or train timetable? (eg required time of arrival, location of nearest bus or train stop to the departure and arrival places, timetables, fare, connecting services).
- *How did you buy your ticket?* (eg at the station, on the bus).

• What is a SmartRider? (Primary and secondary students with a student SmartRider are entitled to a student fare when travelling to or from school on a Transperth bus, train or ferry or on any regional bus services, regardless of how many zones they travel. Student SmartRiders must also be presented as proof of concession entitlement on all Transperth, TransWA and regional town bus services. Value can be added to student SmartRiders to pay for Transperth fares, and can also be used to tag on and off Transperth services.



Students can refer to the Transperth website at <u>http://www.transperth.</u> <u>wa.gov.au/TicketsandFares/SmartRider/</u> <u>BuyingSmartRider/StudentSmartRiders.aspx</u> for further information).

- 2. Explain that to practise using public transport, students are to plan an excursion for the class. This will demonstrate some of the social, health and environmental benefits of public transport such as having a fun outing, saving money and fuel, and learning new road safety skills. (Students located in a country area may need to plan a journey from a hypothetical metropolitan location to an appealing destination).
- 3. Have groups complete *Journey planner* on page 26 in the student workbook using the Transperth website. Remind the class to also plan the return journey. For those students outside the metropolitan area, use photocopies from the local street directory and access the relevant bus and train timetables, either in hard copy or on the Internet. Research which service to travel on, where the closest bus stop is, when they should be there, and how long it will take to travel to their destination. Listen to each group's excursion plan and have the class vote to determine the most popular (and feasible) destination.
- 4. Explain that students are to write a code of conduct which outlines the safety and behaviour rules for the excursion in their workbook. For example:
  - wait for passengers to get off the bus or train before boarding
  - be courteous to other passengers; offensive behaviour will not be tolerated
  - sit in a seat if it is available
  - offer your seat to someone who needs it more than you do, eg seniors, people with a disability, or parents with prams or carrying small children
  - use quiet voices
  - do not place any part of your body outside of the bus
  - keep the volume low on all audio devices, even through headphones
  - keep clear of the doorways, on both the inside and outside of the train
  - make sure your backpack isn't in anyone's way
  - keep your feet off the seats
  - make sure your bike is secure on board a train
  - possess a valid ticket at all times and show it upon request
  - always show proof of entitlement when travelling on a concession fare.







- 5. Where possible, conduct the excursion at a suitable time and use it to further students' road safety learning, for example:
  - comply with public transport safety and behaviour rules
  - count the zones travelled 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
  - take digital photos that can be used by the class when writing a recount of the excursion.

After the excursion, students can:

- 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 safety while using public transport
- write a recount of the excursion for the school newsletter or website, highlighting the safer behaviours that the students and other passengers demonstrated
- write a narrative or create a poster to promote the rights and responsibilities when using public transport.
- 6. Suggest to students the importance of planning a journey to ensure that it is timely and safe. Ask students to identify strategies to manage unusual or unexpected situations that may arise when travelling by public transport such as losing their ticket or SmartRider, if they miss their stop or feel intimidated or threatened by passengers.



For more tips on safe travel, visit www.getonboard.transperth.wa.gov.au

7. Send home a copy of the Family information sheet – Using public transport on page 53 and 54 with each student to discuss with their family.







### FAMILY INFORMATION SHEET



# Using public transport

As young people become independent, start to socialise more and become involved in sporting and other after school activities, they may need to start using public transport more frequently.

These questions will help your children learn how to use public transport.



Use<u>www.transperth.wa.gov.au</u> to find timetables and maps, tickets and fares including SmartRider, and a Journey Planner.



Discover more tips to get to grips with public transport at: www.getonboard.transperth.wa.gov.au

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Where is the closest bus stop/train station to your house?

- Where is the closest bus stop/train station to your school?
- What is the number of the bus that will drop you near:
  - your home and take you to school?
  - your home and take you to the shops or town?
  - your school and take you to your home?
  - your home and take you to a friend's house or after school activity?
- Do the buses or trains near your home run every day? How often do they run?
- 5. Do the buses or trains run less frequently on weekends and public holidays?
- 6. Do the trains ever skip the station nearest to you at certain times of the day?
- What time would you need to catch the bus or train to get to school on time?
- What time would you need to catch the bus or train near your school to take you home?
  - How much is the fare from your house to your friend's house/shopping centre/ school?
- 10. If you missed the bus or train after school, how long would you have to wait to catch the next one? Is there another bus or train?
  - What should you do if you miss the bus or train and can't get home? What is your contingency plan?

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# Using public transport

Passengers using public transport have the right to travel safely and not be annoyed by others. However, with this right comes responsibilities.



# My responsibilities when using public transport

Passengers must have a valid ticket at all times and show it upon request. Students must always show proof of entitlement when travelling on a student fare. Seats should be offered to seniors, people with a disability, and parents with prams or carrying small children. Passengers should be courteous to others. Offensive behaviour is not tolerated. Passengers are not allowed to speak to the driver or stand in the cab area while the bus is moving. All audio devices need to have the volume on low and be used with earphones. Passengers can disembark anywhere along their bus route (traffic permitting), after 7:00 pm and outside  $\checkmark$ the CBD area. Passengers should advise their driver beforehand. Smoking is not allowed while travelling on a bus or train. V Sometimes young people Passengers are not permitted to consume food and/or beverages can be influenced by their  $\checkmark$ friends to behave unsafely while travelling. or disturb others on public transport. Check that your Personal belongings should be placed on your lap and not in the aisle. child feels confident to tell their friends 'no' when they Passengers must not place any part of their body outside the bus. are in a situation where they might get injured or Wait for the bus or train to stop then alight quickly and sensibly. their behaviour will affect other users. Wait for the bus to move away, at least 20 metres, before trying to cross the road.

**EDUCATING FOR SMARTER CHOICES** 

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### **TOPIC 4**

# Strategies to manage risks and seek help

### Activity 1 Responding to emergency situations



### Learning intention

• Students practice responding in an emergency situation

### Equipment

*In Gear* student workbook – *What is your emergency?* – page 27 Two phones (optional) Access to the internet

### Activities

- 1. Explain that being able to help someone who is unwell or unconscious may mean the difference between that person living or dying. Have students share their experiences of dealing with an emergency and performing basic first aid. (Remind the class not to use people's names when sharing their stories).
- Listen to the radio advertisements at <u>http://www.triplezero.gov.au/Documents/radio\_ads.mp3</u> that promote the correct procedure for calling and using the Triple Zero service. Stress that it is important to stay calm in an emergency and always first seek help from an adult (if available) before calling 000 or administering first aid. (The Triple Zero radio advertisements are also available in nine languages Arabic, Cantonese, Greek, Italian, Korean, Mandarin, Serbian, Spanish and Vietnamese at <u>http://www.triplezero.gov.au/Documents/cald\_radio\_ads.mp3</u>)
- 3. Read *What is your emergency*? on page 27 of the student workbook. Remind students that calling 000 (or 112 as an alternative mobile number) is only for emergencies and doing this for fun means that an operator is spending time with their hoax call when they could be helping to save someone's life. With a student volunteer, model how to complete the 000 call. Explain why it is important to give the emergency operator the state in Australia they are calling from (many of the suburb names in Australia are repeated so clarifying which state they are calling from will avoid confusion).
- 4. Place students with a partner. Nominate one student in each pair to be the emergency operator and **role-play** (refer to page 70) calling the emergency number for a friend in the following situation:
  - You and your friend were walking along Royal Street in East Perth. Your friend has has been hit by a car. Call Triple Zero now.

- 5. Have students view the Triple Zero website <u>www.triplezero.gov.au</u> then complete a **3-2-1 reflect** (refer to page 72). Listen to the students' responses and clarify the questions raised. Ensure the class are aware that calling for an ambulance in an alcohol or drugrelated situation does not always mean that the police will attend. This usually only occurs when the ambulance officers feel their own safety is in jeopardy or the patient is deceased. Also point out to students that if they are concerned about sharing their identity with the operator, they can choose not to give their name.
- Ask the class if they have an ICE In Case of Emergency – number entered in their phone contact list. Discuss how this strategy can help a person in the case of an emergency.

# Activity 2 Practising the DRS ABCD procedure



### Learning intention

- Students recognise signs that a person requires first aid
- Students practice and apply basic first aid principles and strategies in emergency situations
- Students collaborate with peers to suggest strategies they could use in emergencies

### Equipment

*In Gear* student workbook – *Tick tock* – page 28 Access to internet

Empty tissue box and small cards (optional)

### **Teaching tip**

Have students complete the St John Ambulance online first aid course – *Click to Save* at <u>http://clicktosave.com.au/</u> or enrol the class in a free First Aid Focus presentation at <u>http://www.stjohnambulance.com.au/</u> firstaidfocus/home

### Activities

- 1. Read the following scenario to the class.
  - Your friend has been hit by a car...tick tock...your friend isn't moving...tick tock, tick tock...hurry up, you need to do something...but what?

Ask the class what they would do in this situation and write all responses on the board. Read through the DRS ABCD steps described on *Tick tock* on page 28 of the student workbook and check which of the steps were identified by the class.

2. View one the many Australian video clips available on YouTube that demonstrate the DRS ABCD steps. Stress that students must always assess the situation for possible dangers and maintain their own safety first when helping others (eg being hit by passing vehicles if the emergency is on a road, avoiding contact with blood) and that doing something, rather than nothing, can be the difference between a person living or dying. Reassure students that performing first aid, in most cases, will not result in the person being further injured as sometimes fears of spinal cord injury prohibit bystanders from helping.



3. Place students in groups of three. Allocate one of the emergency scenarios below to each group. Explain that students are to **role-play** (refer to page 70) their scenario and practise the DRS ABCD procedure.

Scenarios

- You were in a car that has crashed and the driver is unconscious at the wheel. What should you do?
- Your friend has fallen off their bike and wasn't wearing a helmet. You can see blood coming from the side of your friend's head. What should you do?
- You are walking home with your friend after a party. Your friend walks onto the road and is hit by a car. You know your friend was drinking alcohol at the party. What should you do?
- Your friend was riding over a jump on their motorbike and has crashed. They aren't moving. What should you do?
- You see a young child get hit by a car when she is crossing the road. What should you do?

Process the role-plays and answer questions that students may have about using first aid. It is important to highlight to the class that sometimes young people do not call Triple Zero for alcohol or other drug-related incidents as they are worried that the police will attend. Explain that police are only involved when a person dies at the scene or the ambulance workers feel under threat of violence.

 Have students write an article for the school newsletter promoting first aid or create a PowerPoint about DRS ABCD first aid procedures and present to another class.

### Activity 3 Identifying and managing risks



### Learning intention

- Students identify factors contributing to pedestrian injuries
- Students identify strategies to manage potential risks for pedestrians including contingency plans

### Equipment

In Gear student workbook – On the right foot – page 29

Dot stickers – two per student (optional)

Large sheet of paper or whiteboard

Family information sheet – *Out walking* – photocopy one per student

### Activities

1. Have groups **brainstorm** (refer to page 67) a list of factors that may be potential risks for pedestrians and record these in the left column of *On the right foot* on page 29 of the student workbook. Risks could include: age, gender, location, time of day, influences from peers, propensity for risk-taking behaviour, road and traffic conditions, use of alcohol or other drugs, distractions and inattention, fatigue, and inability to assess traffic hazards and make safe decisions. Ask one group to read out their list and write these on a large sheet of paper (or the board). Continue having groups share their ideas until all responses have been listed.

Conduct a **dot voting** (refer to page 68) by asking the students to decide which two risks would most likely contribute to pedestrians their age being injured or killed. Have the students place their two dot stickers (or a tick) to indicate their opinion. Discuss the voting results and ask students to explain what information influenced their decision.

- 2. Explain that pedestrians of all ages need to be constantly assessing the traffic environment and making decisions. However some potential risks for young people can be reduced by planning ahead. For example, a young person can plan ahead to make sure they don't have to walk home in the dark alone by having credit on their SmartRider and/or money to enable them to catch public transport. Have groups write at least one way each of the risks on their list, could be reduced. Ensure that groups identify strategies such as following road rules, stopping and checking for traffic before crossing roads, and allowing enough time to cross a road.
- 3. Have students share any experiences of not being able to get home (eg bus didn't arrive or missed the bus, lift didn't come through) and what they did in this situation to stay safe. Explain that having a plan to get home safely that they have discussed with their family can avoid these situations and also help to manage any potential risks for them, such as being stuck somewhere late at night.
- 4. Have students write their Plan A and B in the student workbook on page 29. Suggest that the plan includes information about what the student will do to get home safely (eg always let their parents know what time they will be home, have credit on their phone, not walk home alone after dark), and also what their parents will do (eg pick them up no matter where or what time, pay for a taxi fare, provide the names of two other people to use in an emergency when they are unavailable). Place students in groups to share and discuss their plans.
- 5. Give each student a copy of the Family information sheet *Out walking* to take home and discuss with their family, along with their 'getting home safely' plan.



### FAMILY INFORMATION SHEET





# Out walking

Pedestrians, along with cyclists and motorcyclists are often called 'vulnerable road users'. This is because of their lack of protection if hit by a vehicle.

Young people are especially vulnerable as they:

- often travel alone
- get easily distracted and are often inattentive when walking in groups
- may travel long distances to school, and to social and sporting events
- may be influenced by their friends to act unsafely
- walk while using their mobile phone or listening to music
- do not always give adequate time to check for traffic before attempting to cross the road
- may be starting to experiment with alcohol or other drugs.



### Staying safe while out walking

Help your children to plan their walking routes. Suggest that they try to avoid heavy traffic areas and highlight locations where it is safe to cross roads such as crosswalks, traffic islands and traffic signals with pedestrian lights. Remind your children to always wait until traffic has completely stopped before stepping onto a crosswalk as some drivers do not always stop.

### Check for traffic

Taking time to adequately check for traffic can be overlooked by children so remind them to always 'stop, look, listen and think' before they cross.

### Highlight the dangers of walking while talking on mobile phones or listening to music through headphones

Young people like to listen to music and talk on their mobile phone, however these devices can distract their attention and block out traffic sounds that alert pedestrians to possible dangers. Encourage your children to not use these devices while out walking and to stay alert at all times.

### Walking with friends

Help your children to choose a few excuses that can be used in situations where their friends encourage them to act unsafely. Using parents as an excuse is often a good ploy "I'm not going to do that. Mum will ground me if she finds out".

### Set a good example

Children watch their parents from a very young age. When you are out walking follow the road rules explaining to your children that you expect them to do the same.

# Agree on a 'getting home safely' plan

Make sure your children know what to do if a situation arises where they feel unsafe or can't get home, especially after dark. For example, what should they do if they miss the bus or a pre-arranged lift doesn't arrive? Give your child two other numbers to call if they need help and put these in the contact list of their phone.

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# Activity 4 Feelings and thoughts influencing our actions

### Learning intention

- Students consider the links between emotional responses, self-talk and behaviour
- Students identify the skills and strategies useful in a range of traffic-related situations

### Equipment

In Gear student workbook - Inner voice - page 30 and 31

### Activities

 Explain to students that everyone at some time will face a situation where they might feel pressured into doing something that they don't want to. However we often think that pressure from others is always aimed at making us do something wrong. In fact it can also have a positive outcome. For example, friends might try to talk you into wearing a bike helmet when you don't normally do this or walking down to the crosswalk rather than trying to cross a busy road.

Explain that the pressure we might feel doesn't always come from someone else and that it is often due to the emotions we feel at the time and also what we say to ourselves or our 'inner voice'. If we use negative self-talk it is very likely that we will behave in a way that may have negative consequences. For example if a young person thinks that their friend is laughing at them because they are wearing a bike helmet, the young person might feel angry or upset and decide to take the helmet off and ride illegally or say something rude or nasty to their friend.

Read the scenario about Joe on *Inner voice* on page 30 of the student workbook. Allocate one of the following feelings to each group – angry, worried, very anxious, slightly anxious, confident, calm, excited or confused. Have students complete the table in their workbook. Listen to some of the group's responses and discuss the behaviour and actions when positive self-talk was used by Joe. Have groups complete the other scenarios in their workbook on pages 30 to 31.

2. Have groups choose one of the scenarios and create a **role-play** (refer to page 70) that shows the character using positive self-talk to manage themselves and the situation. Tell students that the role-play must also show how a young person reduces any possible risks and maintains their relationships with others. Ask the following questions after each role-play.

### Ask

- Was the character dealing with external or internal pressure?
- What emotion(s) was the character feeling?
- What positive self-talk did the character use?
- If the character had used negative self-talk, what might the outcome have been?
- Do you think you would think the same way in this situation?
- Do you think you would choose the same action in this situation?

• What might help you to manage this situation? (Talk about students wearing a 'backpack' that is full of skills and strategies to deal with a range of situations such as speaking assertively, problem-predicting and decisionmaking. Suggest to students that some strategies will always be useful such as speaking assertively whereas others may only be appropriate in one or two situations such as negotiation or help seeking).

Have students write the skills or strategies that the characters would also need to help them manage the situations on page 31 of the student workbook and then discuss as a class. Identify the skills or strategies that were useful for all situations and discuss why.



### **TOPIC 5**

### **Reflecting on road safety**





road safety

 Students share their opinions about road safety and consider the viewpoint of others

### Equipment

In Gear student workbook - Straight talking - page 32

Strategy sheet - Four corners - page 78 - photocopy one set of number cards

### Activities

1. Place a number card around the room and conduct a four corners strategy (refer to page 69) using all or some of the following statements. Have students make a guick decision and move to the number that best represents their opinion. Remind students there is no right or wrong answer. Invite a few students from each corner to share with the class the reason behind their decision.

### Statements

- The best AFL team is:
  - 1 The Dockers
  - 2 The Eagles
  - 3 The Sydney Swans
  - 4 Don't know
- My favourite type of holiday is:
  - 1 Camping
  - 2 At the beach
  - 3 Overseas
  - 4 At home
- Young people my age prefer to: •
  - 1 Play computer games or be on their phone
  - 2 Watch TV
  - 3 Get out and do something active like sport or dancing
- 4 Spend more time with their friends than family Process the four corners activity using the following questions.

### Ask

• Did everyone have the same opinion for each statement? Why? (Explain that our opinions can be influenced by a number of things such as our upbringing, our culture or religion, our parents and friends, and the media. So when someone else has a different viewpoint it is important to respect their opinion and try to understand why in order to maintain positive relationships).

- Were you surprised to find out that some of your peers had a different opinion to your own?
- Should we try to convince other people to have the same opinion as our own? Why? (To maintain relationships with others it is important to respect that they have a right to have their own opinion. Have students think of a time when they had a different opinion than their friends and how this made them feel and what happened. Remind students of the 'no name' rule).
- 2. Have students complete *Straight talking* on page 32 of the student workbook on their own. Conduct a circle talk (refer to page 67) by placing students in two concentric circles. Nominate a statement from the workbook for partners to discuss. Move students on several places in the circle to discuss the same statement with a new partner. This will provide students with a range of views and opinions. Repeat the process with the other statements then use the following questions to process the activity.

### Ask

- What did your partner do to let you know that they respected your opinion? (eg empathised and made comments such as, "I understand what you are saying...", nodded their head, smiled).
- When you disagreed with your partner's opinion, what did you do? (Explain that it's okay to have a different opinion and to say why, but it is not okay to criticise or ridicule).
- Would getting angry with a friend who has a different viewpoint be likely to change your friend's opinion? (Being rude and dismissive of a friend's opinion will most likely result in them getting annoyed at you and could affect the relationship).
- 3. Have students complete the reflection statements on page 32 in the student workbook.



# Activity 2 Identifying and expressing opinions

### Learning intention

• Students express their opinion about road safety and consider the viewpoint of others

### Equipment

Strategy sheet – *Strongly agree, strongly disagree* – page 83 – photocopy the signs

### **Teaching tip**

If a student disagrees with another student's opinion they should explain why to the facilitator, not directly to the student.

### Activities

1. Set up a **values continuum** (refer to page 73) using the 'strongly agree' and 'strongly disagree' signs. Read aloud one of the statements below and have students move to a position on the continuum. Remind students that there is no correct answer and to choose a place that best represents their opinion. Have students discuss the statement with someone who is standing near them and then invite students from different places along the continuum to share their opinions. Provide the opportunity for students to change position after hearing others' responses.

### Statements

- It's not easy for a young person my age to tell someone they shouldn't drive after drinking alcohol.
- Having more people use public transport won't reduce the number of crashes on our roads.
- Vehicle manufacturers should design a car that will not start unless all occupants are wearing a restraint.
- · All students should learn about road safety.
- Road crash statistics would be lower if road safety campaigns targeted young people my age.
- Most young people make good decisions when travelling.
- It's hard to say 'no' when someone else wants you to do something that might be risky.

Process the activity using the following questions.

### Ask

- Why might we all have a different opinion about road safety?
- If your opinion was different to other students in our class, how did that make you feel?
- Was it helpful to hear the opinion of other students in the class? Why?
- Did hearing the viewpoint of other students change your mind? Why?
- What would you do if someone you knew well often did unsafe things while travelling? (Remind students that changing an adult's opinion or behaviour may be difficult and so they should always follow what they know is right and safe).
- 2. Have students complete these unfinished sentences and then share with a partner or their family.
  - One thing I have learnt from this road safety program is ...
  - Two things I intend to do to stay safe while travelling as a passenger are ...
  - Two things I would tell a younger student about being a safe road user are...



# Activity 3 Road safety into practice



### Learning intention

- Students promote safe road user behaviour
- Students identify and utilise individual strengths within a group to achieve a goal

### Equipment

In Gear student workbook - The project - page 33

Board games such as Monopoly, Snakes and Ladders, Trivial Pursuit

Construction materials such as paper, coloured pens, stickers, glue

Computer access

Range of picture books suitable for early childhood students

### Activities

- 1. Explain that each group is to create a product (eg board game, picture book, PowerPoint) that promotes safe road use. Suggest that within each group, students have a range of strengths and that these should be utilised to enable groups to achieve their goal. For example, if a student has strong organisational skills they could write the sequence of activities to be completed and nominate a timeframe. A student whose strength is communication could be responsible for the writing of instructions or the story. Have groups discuss and identify the strengths of their members and nominate roles for the project. Remind groups that strengths may be ability (eg words, music, maths and logic) or personal (eg fairness, open-mindedness or creativity). Be prepared to offer a suggestion if a group struggles to identify the strengths of particular students.
- Read *The project* on page 33 in the student workbook and discuss the assessment criteria. Explain that each group's project will be 'road-tested' and assessed by their peers.

### For groups designing a game

Have a few board games on display such as Monopoly, Snakes and Ladders, and Trivial Pursuit. Discuss some of the common features of these games. For example:

- The game has a set of instructions and rules for playing.
- Tokens are used to move and indicate where a player has reached on the board.
- Cards are used to inform players when to move forward or back a number of spaces, miss a turn or have another go.
- There is a start and finish position on the board.
- A die is used to determine how many places the player can move.

### For groups designing a picture book

Discuss a range of picture books suitable for early childhood students and with a road safety theme such as *Duck on a bike* by David Shannon, the *Berenstain Bears – The bike lesson or Bears on wheels* by Stan Berenstain. Also look at other well written picture books and discuss the elements that make a good picture book such as:

- use of repetition or refrain which encourages listeners to participate
- humour
- rhyme
- simple and colourful illustrations.

### For groups designing a PowerPoint

Discuss elements of a successful PowerPoint such as:

- size of font and text
- use of colour and white space
- use of diagrams, illustrations, photos and video clips
- level of text suitable for target audience
- number of slides
- key messages and level of text suitable for the target audience.
- 3. When the projects have been assessed and any alterations made, set up a day where students can share their designs with other students. Have students reflect on their input into the project by completing the reflection questions on page 33 in the student workbook.

