

# Focus area 1

## Focus area 1: Passenger safety

### Overview

This section provides an overview of the units included in the *Passenger safety* focus area and the content related to young children as passengers in vehicles.

### Passenger safety units

The passenger safety units allow all students to take part in learning experiences that demonstrate their knowledge, skills and development of values relating to safer passenger behaviours.

**The following units are included in the *Passenger safety* focus area:**

#### **Unit 1:1 Click clack front and back**

This unit focuses on passengers always wearing a correctly fitted restraint.

#### **Unit 1:2 The safety door**

This unit focuses on passengers getting in and out of the kerb side rear door of a vehicle.

#### **Unit 1:3 Safer journeys**

This unit focuses on safer passenger behaviours that will not distract a driver.

#### **Unit 1:4 Using public and community transport**

This unit focuses on safer passenger behaviours when using public or community transport such as waiting for the bus to stop before disembarking.

# Focus area 1: Passenger safety

## BACKGROUND INFORMATION

The following information will support teachers when delivering content in this focus area.

### UNIT 1:1 CLICK CLACK FRONT AND BACK

- Over one third of young people killed in traffic crashes are passengers.
- It is mandatory for drivers and passengers to wear a restraint whenever a restraint is available.

- Approved restraints should be worn at all times by young children. Children should be encouraged to ask an adult to help check their restraint is correctly fastened.



- Restraints will not give protection unless they are:
  - properly fastened
  - regularly checked and adjusted.
- Research clearly demonstrates that persons travelling in the front passenger seat of a motor vehicle are at significantly greater risk of severe injury and/or death in the event of a crash.
- A lap-sash belt should fit from the shoulder, across the body and smoothly across the hips (not the stomach). Some students (up to 32 kg) should be using a booster seat to ensure that the lap-sash belt fits properly. This will avoid the belt cutting into the side of the neck.
- Airbags are designed to cushion adults in a crash. They deploy at 320 km/h to an adult's chest height. (Kidsafe WA 2003)
- Children under 12 should not sit in the front seat with an airbag. Child restraints should not be placed in the front passenger seat when there is an airbag. (Kidsafe WA 2003)
- It is important that children understand that the safest place to sit in the car is in the rear seat and that whenever possible, this is where they should choose to sit.

### UNIT 1:2 THE SAFETY DOOR

- Children are often unaware of the safest way to enter and exit a vehicle. Getting out of a vehicle on the traffic side is extremely dangerous, as drivers are given no warning that the door is being opened and the child is stepping out into oncoming traffic.
- Children need to be encouraged to identify and use the 'safety door' at all times regardless of where they are sitting. They should also wait until

an adult opens the safety door before getting in or out of the vehicle.



### UNIT 1:3 SAFER JOURNEYS

- Driver distractions can cause crashes. Children should understand that they can contribute to safer journeys.
- Children become easily bored and restless on long journeys. Suggest activities suitable for car travel and other planning students can be involved in to increase safer passenger behaviours.

### UNIT 1:4 USING PUBLIC AND COMMUNITY TRANSPORT

- Children are at most risk when getting on and off public and community transport.
- It is safer if adults can assist and supervise children on and off public transport.
- Children need to know how to use public and community transport (i.e. bus, train or ferry) appropriately and safely.
- Children should be dropped off and collected from the same side of the road as where the bus or train stops.
- When waiting for a bus, children should stand as far away as possible from the traffic.
- Buses and trains need to come to a complete standstill before passengers can both board and alight.
- Children should always use pedestrian facilities when provided at railway stations.



# Click clack

## Unit 1:1 Click clack front and back

### For students:

#### Key understandings

- ▶ Always wear a restraint on long and short trips.
- ▶ Keep the restraint on, even when asleep.
- ▶ Ask an adult for help when putting on a restraint.
- ▶ The rear seat of the car is the safest place to sit.
- ▶ Everyone must wear a seatbelt.

#### Key skills

- ▶ Practise putting on a restraint.

## TUNING IN

### PICTURE TALK

#### ▶ Restraints

Use the discussion photo *Restraints* to talk about wearing a restraint on short and long trips. The focus questions on the back of the photo can be used to guide the discussion.

Generate messages that will inform others of the importance of wearing a restraint. For example: *Near or far, wear your seatbelt in the car.*

Use *Resource Sheet 1: Postcards* to send families and friends a message reminding them to wear a restraint at all times.

### SHARED READING

#### ▶ Passengers and restraints

Read or listen to the story *Jeffrey* to prompt discussion about passengers and wearing restraints. Emphasise the need to always wear a restraint on short and long trips, whether asleep or awake, and when there are several passengers or just a few.

*What is a passenger?*

*Where do passengers sit?*

*Where do you sit when travelling in the car?*

*What type of restraint do you wear?*

*Who else wears a restraint?*

*Is it the same as yours?*

*Who helps you check or put on your restraint?*

*Why is it important to have someone check your restraint?*

Draw a picture from the story then write about wearing restraints or use thought bubbles to show what Jeffrey was thinking while travelling in the car.

#### ▶ Passenger words

Brainstorm a list of words used when talking about passengers, vehicle travel and safety, then discuss their meanings. Add the following words to the generated list if not already identified.

*passenger, lap sash belt, restraint, booster seat, car seat, front seat, rear/back seat, baby capsule, driver, airbag, lap-sash, buckle*

#### ▶ Who wears restraints?

Brainstorm a list of occupations where it is important to wear a restraint (e.g. a racing car driver, pilot, fire fighter and astronaut) to help students understand that this behaviour is a protective factor for passengers and drivers.

Talk about why people in these occupations choose to wear restraints and other safety gear. Explain how a restraint prevents the driver and passengers from moving around in a vehicle in a crash. Ask students to think about their experiences wearing restraints.

*Why do you think these people wear restraints?*

*Why do you always wear a restraint?*

*Who else in your family has to wear a restraint?*

*Is it important for everyone to wear restraints? Why?*

Draw and write two or three reasons why passengers wear restraints.

### FOUR SQUARES

#### ▶ Checklist

Ask students to think about things they need to remember when putting on a restraint. Some answers may include that restraints should:

- fit right - not too tight or loose
- be in good condition - buckle working and not frayed
- be strong but comfortable
- be easy to use
- not be twisted
- be the right type for the passenger's size.

## FINDING OUT

### BRAINSTORM

# Unit 1:1 Click clack front and back

Share the generated ideas to develop a checklist. Make any suggested additions or changes after students have discussed the checklist.

## MATHS INVESTIGATIONS

### ► Tally sheet

Keep a tally sheet near the classroom door and ask students to record each time they use a restraint during a designated timeframe (e.g. Monday to Friday). Perhaps set a 'target' for the week.

Discuss the findings at the end of the week. Stress the importance of always wearing a restraint when in a vehicle.

## SORTING OUT

### MUSIC AND MOVEMENT

#### ► The seatbelt song

Sing or listen to *The seatbelt song*. Ask students what they think 'click clack front and back' means. Create actions to accompany the lyrics.

#### ► Click clack

Listen to and sing *Click clack (Resource Sheet 3)* to reinforce the importance of wearing a restraint. Help students create actions to mime putting on a restraint. Talk about the correct way a restraint should fit and the types of restraints for children and adults (e.g. a baby capsule for babies or a seatbelt for an adult).

#### ► Rolling down the highway

Listen to and sing *Rolling down the highway* to reinforce restraint usage (*Resource Sheet 4*).

#### ► Restraint songs

Sing *I'm a little seatbelt*, *Buckled up tight* and *Click it in* to reinforce the need to always wear a restraint. Locate body parts such as shoulders, hips, tummy and neck. Discuss the importance of correctly wearing a restraint to increase its effectiveness in the event of a crash.

Try changing the name of the vehicle in each song, e.g. truck, ute, van.

#### *I'm a little seatbelt*

(Sung to *I'm a little teapot*)

*I'm a little seatbelt in your car,  
I stay buckled up when you go near or far.  
When you reach your stopping spot,  
Then you shout,  
'Unbuckle my seatbelt, let's get out!'*

*I'm a little seatbelt firm and strong,  
I stay buckled up as you drive along,  
When you get to Grandma's  
Then you shout,  
'Unbuckle my seatbelt, let's get out!'*

#### *Buckled up tight*

(Sung to *The wheels on the bus*)

*The seatbelts in the car get buckled up tight,  
Buckled up tight, buckled up tight,  
The seatbelts in the car get buckled up tight,  
Every trip in the car.*

#### *Click it in*

(Sung to *Fréré a Jacques*)

*Put on your seatbelt (repeat)  
In the car (repeat).  
Pull it from your shoulder,  
Keep it snug and tight, now.  
Click it in! Click it in!*

Click fingers on the word 'click'.

### ARTS IDEAS

#### ► Add a restraint

Paint a picture of a passenger in a vehicle then add a restraint by cutting and gluing on a strip of paper or fabric across the person's body.

#### ► Cartoons

Draw cartoons or comic strips to show passengers wearing restraints and using language that influences others to buckle up.

#### ► Restraint collage

Look in magazines, brochures and pamphlets for pictures of children and adults wearing restraints. Use the pictures to create a collage then write messages for others to read. For example: *Keep safe - stay buckled up!*

### PUZZLES AND GAMES

#### ► Restraint photo puzzle

Take a photo of each student in a restraint. Print out the image and draw lines across the photo appropriate to the cutting ability of the students. Students can then cut and paste the pieces to recreate the image.

#### ► Restraint puzzle

Photocopy *Resource Sheet 5: Restraint puzzle*. Students can colour then cut out the jigsaw pieces. Send the puzzle home for students to make with their family.

## MAKING DECISIONS

### DECISION-MAKING MODEL

#### ► Think about your choices

Ask students to consider the following situation then select which option they would choose.

*You are going for a ride in your friend's car. The restraint you are using doesn't fit properly. What can you do?*

- Choice 1: Wear the restraint.
- Choice 2: Ask an adult to help fit it correctly.
- Choice 3: Try to make it fit.
- Choice 4: Don't wear it.

Encourage students to explain why they made their choice. Allow time for students to make another choice after listening to the discussion.

Alternatively, use the *Resource Sheets: Think about your choices* and *Choose the one you like best* from the **Making decisions** section on page 207 to prompt students to identify the choices for the situation above and then make a decision.

## ROLE-PLAY

### ► Solve the problem

Discuss why it is important to always wear a restraint and what might happen to passengers not wearing a restraint when involved in a crash.

Ask groups to identify past experiences where they have not been able to wear a restraint (e.g. too many people in the car, travelling in a bus or van) or use the following scenario. Students identify options to reduce the risk then develop a role-play demonstrating the strategy chosen.

*It's your friend's birthday and you are all travelling to the local take-away shop for the party. Everyone has put their restraints on except for one of your friends. You know that your friend won't be safe without her restraint. What would you do?*

After groups have presented the role-plays, talk about ways to influence others to wear restraints.

### ► Asking for help

In groups of four, students set up a role-play for the following scenario to practise asking an adult for help.

*Eli and her family are going to the country for the holidays. Everything has been packed in the car and they are ready to go. Eli hops into the car and waits for her Dad to help her with the restraint but he is too busy checking the gauges on the dashboard. Mum is helping her little sister get into her car seat. 'Right,' says Dad, 'we're off!' What should Eli do?*

## DEVELOPING VALUES

### AROUND THE TABLE

#### ► Restraint use

Pose the following statement for students to discuss why passengers and drivers may choose not to wear a restraint. Prompt students to talk about how they feel when they see other people not wearing a restraint or

when they are unable to wear a restraint (e.g. too many passengers and not enough restraints).

*Many people are killed in car crashes because they don't wear a restraint.*

## VALUES CONTINUUM

### ► Restraint opinions

Students consider the following statements on wearing restraints then move along the continuum labelled 'agree' and 'disagree'. Share opinions and explanations for placement on the continuum. Remember - students have the right to pass and move after hearing others' opinions.

Young children need to wear a restraint when they go on a short car ride.

Adults should check that children's restraints are correctly done up.

A restraint must fit properly.

It's safe to squeeze in between other passengers in the car if there aren't enough restraints.

It's okay to undo your restraint when the car is moving.

Only one person can use each lap sash belt.

It's okay for young children to just sit in their restraint if they can't do it up properly.

## SPEAKING OUT

### ASSERTIVE COMMUNICATION

#### ► Whose responsibility?

Explain to students that by law all passengers (and the driver) are required to wear a restraint. Ask students to discuss if they think it should only be the parents' responsibility to buckle them up or should they take some initiative themselves.

Suggest that students need to ask for help when putting on their restraint.

*Who does up your restraint?*

*Does anyone check your restraint to make sure it is on the right way?*

*What would you do if an adult didn't check your restraint?*

*What would make you feel more confident to ask an adult for help?*

Discuss and practise ways to ask an adult for help by setting up a role-play. Have the students sit in chairs and pretend they are in a car. Ask an adult to

# Unit 1:1 Click clack front and back

buckle them in or check their restraint. Perform the role-play for others to watch and provide feedback.

## REAL-WORLD

### PARENT INFORMATION AND AT HOME ACTIVITY

#### ► Restraints

Send home the *At Home Activity Sheet 1: Restraints*. Ask students to practise doing up the restraint they wear in the family vehicle.

## SIMULATED

### HOME CORNER

#### ► In the car

Students pretend they are going for a ride in a car. Set four chairs or boxes in a formation to represent the seats in a car. If available, use a restraint for students to practise locating and clicking in the buckle. Alternatively, use pretend restraints such as strips of fabric or a pair of pantie hose placed over the back of a chair, with matchboxes attached at each end. It is also possible to improvise making a steering wheel from steering wheel cover packaging. Discuss the need for drivers to check that all passengers are wearing a restraint before they start the car.

#### ► Restraint models

Place several toys into either a commercial toy car or a cardboard box. Do not place restraints on the toys. Ask students to predict what will happen to the toys when the car is crashed into something solid such as a wall. Crash the car several times to test the predictions and share observations. Use positional words such as near, next to, upside down, in front and behind in the discussion.

*Why do you think the toys fell out of the car?*

*What could we do to keep the toys safe in their seats?*

*What do you wear in a car that keeps you safe in your seat?*

Record observations of the crash on *Resource Sheet 6: Crash car*.

Ask students to design restraints for the toys then predict what will happen in the crash this time. Test restraint designs then record crash observations by drawing or writing about the movement of the toys with and without restraints.

Share observations of the crash tests.

*Why did we crash the cars?*

*What have you learnt from this activity?*

*What will you do when you next travel in a vehicle?*

#### ► Movement in a car

Place a number of golfballs in a small box. Push the box and observe what happens to the golfballs when the box stops suddenly, changes direction or crashes. Talk about why the golfballs moved about the box.

*What happened to the golfballs?*

*Did they stay in the same place as where we first put them?*

*Did the golfballs stop when the box stopped? Why or why not?*

*If the golfballs were passengers in a car, would they have been hurt?*

Provide egg carton cups and tape to make restraints for the golfballs then roll and crash the box again while students observe.

Discuss the difference between the first and second test. Talk about how restraints help to keep people in their seats and how unrestrained objects (e.g. books, mobile phones and bags) will also move around when a vehicle is involved in a crash. Ask students to predict what might happen if a sharp or heavy object was moved in a car crash.

#### ► Right fit

Provide different types of restraints (e.g. booster seat, car seat, lap-sash belt) in the home corner for students to decide which one fits them correctly. Discuss why not everyone fitted the same restraint and why it is important to be correctly restrained in a moving vehicle.

*Did everyone make the same choice? Why or why not?*

*What did you have to check when you were choosing?*

*Will you always use that type of restraint? Why not?*

*Who can help you to decide when you need to change to a different type of restraint?*

## REFLECTING

### THOUGHT SHAPES

#### ► Reflective discussion

Ask students to choose one of the shapes (described in the **Reflecting strategies** section on page 220) and share their thoughts about wearing restraints with the class.

### UNFINISHED SENTENCES

#### ► Thinking back

Ask students to think about the learning experiences they have been involved in during this unit by completing the following sentences.

*I know that seatbelts ...*



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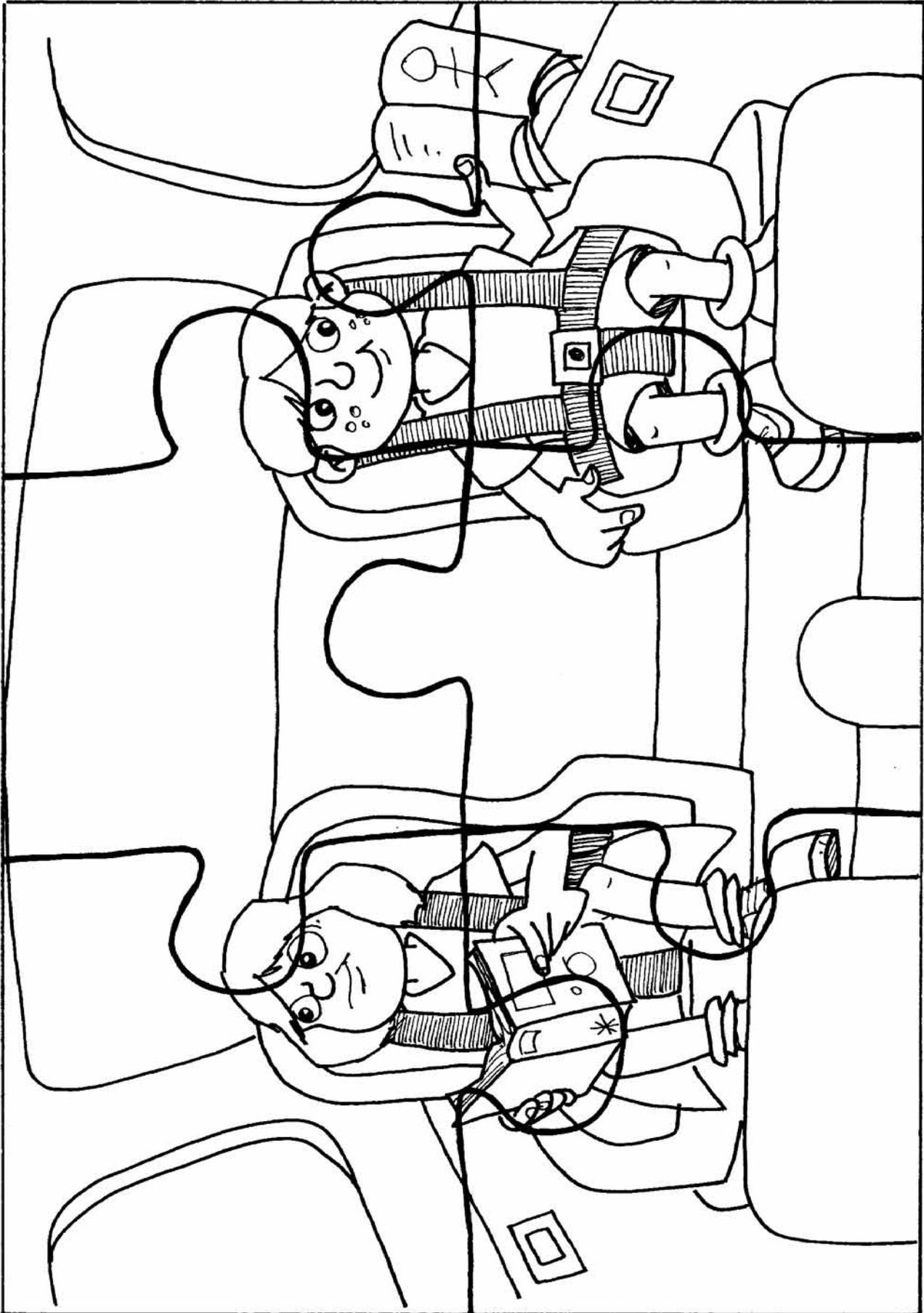
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Draw what happened to the toys when they did not wear restraints.



Why do you think this happened? \_\_\_\_\_



Draw what happened to the toys when they did wear restraints.

Why do you think this happened? \_\_\_\_\_

What have you learnt from this activity?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Dear family

Road crashes are a major cause of death and injury for children in the Northern Territory. Child restraints can dramatically reduce the chance of death or serious injury to your child if you are involved in a crash.

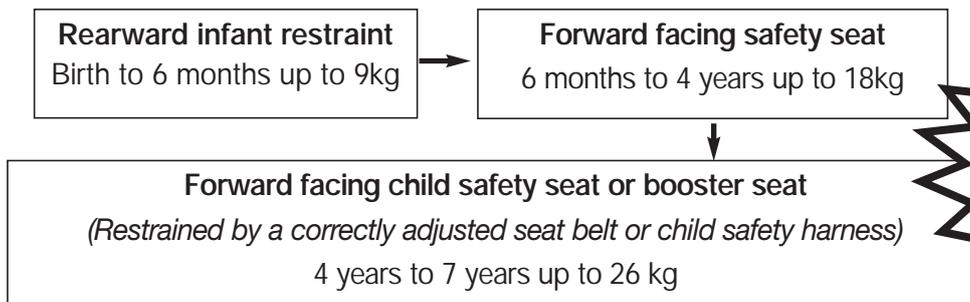


All children must use a restraint even when:

- you are driving slowly
- you are on a short trip
- they are asleep in the car
- your child doesn't want to sit in the restraint.

**Did you know that a restraint will only work properly when it is correctly fitted in the car and the right size for your child?** Children need different restraints as they grow. A child's size and weight are more important than age when choosing an appropriate child restraint.

**Children need different restraints as they grow.**



## Your child should:

- ✓ ask an adult to check that their restraint is correctly buckled up
- ✓ sit in a booster seat with a lap-sash belt
- ✓ always wear a restraint until the vehicle has completely stopped.

## At home activities

### 1. Remind your child to practise these things every time they ride in a car:

- putting on a restraint
- buckling up their restraint

2. If you have a camera, take a photograph of your child sitting in their restraint then send it to school.

### 3. Restraint check

With your child, check the condition of the restraints in your family car/s. Are they:

- in good condition
- easy to use
- worn or frayed
- easy to adjust

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

Yours sincerely

Classroom Teacher

# The safety door

## Unit 1:2 The safety door

### For students:

#### Key understandings

- ▶ Always use the rear door (the safety door) closest to the kerb to enter and exit a car.
- ▶ Wait until an adult opens the safety door before getting out of the car.
- ▶ Sit in the rear seat of a vehicle.

#### Key skills

- ▶ Identify ways to exit using the safety door when obstacles are present.

## TUNING IN

### PICTURE TALK

#### ▶ Safety door

Use the discussion photo *Safety door* to talk about the importance of sitting in the rear seat and entering and exiting a vehicle via the safety door. Ask students why it is safer to use the kerbside door. The questions on the back of the photo can be used to guide the discussion.

Talk about situations where it may be difficult to use the safety door (e.g. a sibling's capsule or booster seat is there) and what students can do in those situations (e.g. suggest that students climb between the front seats and still get out on the kerb side).

## SORTING OUT

### SEQUENCING INFORMATION

#### ▶ Using the safety door

In groups, students talk about the illustrations on *Resource Sheet 1: Using the safety door* to decide the correct order before matching the pictures to the sentences.

Share the completed sequences to check if each group has chosen the same order. Discuss why this sequence is safer.

### ARTS IDEAS

#### ▶ Safety door

Draw or paint the side view of a car. Cut around three sides of the safety door to make a flap (i.e. allowing the door to be opened). Write a sentence about using the safety door and place this inside the flap for others to open and read.

#### ▶ Comic strip

Draw comic strips to show how passengers use the safety door to get in or out of a car on the footpath

side. Include 'think clouds' to show what the passengers are thinking.

### MUSIC AND MOVEMENT

#### ▶ The footpath side

Learn and sing the song using the CD and *Resource Sheet 2: The footpath side*. Discuss the importance of getting out of the car on the footpath side using the safety door.

## MAKING DECISIONS

### DECISION-MAKING MODEL

#### ▶ Think about your choices

Ask students to consider the following situation then select which option they would choose.

*Mum has parked the car outside school. You want to get out of the car using the safety door but Mum has put the shopping there. What can you do?*

Choice 1: Climb over into the front seat and use the passenger door closest to the kerb.

Choice 2: Ask Mum to move the shopping.

Choice 3: Climb over the shopping and use the safety door.

Choice 4: Get out of the car using another door.

Encourage students to explain why they made their choice. Allow time for students to make another choice after listening to the discussion.

Alternatively, use the *Resource Sheets: Think about your choices* and *Choose the one you like best* to prompt students to identify the choices for the situation above and then make a decision. (Refer to **Making decisions** section on page 207.)

### ROLE-PLAY

#### ▶ Safety door situations

Place five chairs to represent the front and rear seats of

a car. With students in small groups of two or three, use the safety door situations provided below for students to consider and role-play.

*The shopping is on the back seat and it's blocking your way to the safety door. What would you do?*

*Your friend is getting out of the car and isn't using the safety door. What would you do?*

*Your younger sister or brother is sitting next to the safety door. What would you do?*

*You're in a hurry to get out of the car and the quickest way means using another door. What would you do?*

At the end of each role-play encourage other groups to provide feedback on the strategies used. The following questions may focus the discussion.

*Is this a situation that you have been in before?*

*Do you think you would deal with the situation this way? Why or why not?*

*Who might help you in this situation?*

*What would you say or do if someone asked you to leave or enter a car from the roadside?*

## REAL-WORLD

### OUT AND ABOUT

#### ► Drop off and pick up areas

Take a walk around the school to identify areas that are for parents to drop off and pick up students. Talk about the difference between parking and dropping off or picking up. Discuss why these areas are safer places for vehicles to stop and the direction that vehicles enter the drop off and pick up area. Ask students to decide if the safety door will be on the kerb side. Point out signs or markings that inform parents of parking rules.

Students mark the drop off and pick up areas on a map of the school then write to their parents informing them of these areas and why it is important for all traffic to use these correctly.

### PARENT INFORMATION AND AT HOME ACTIVITY

#### ► Safety door

Send *At Home Activity Sheets 1 and 2* home with students. Encourage students to make a safety door sticker with their parents and place this on the rear kerbside door of their family car.

## SIMULATED

### REPLICATING THE REAL WORLD

#### ► Road network tablemat

Park a small car in different locations (e.g. outside the school or shop, and in the car park) on the *Road network tablemat* and ask students to identify the safety door in each situation. Talk about using the safety door to enter and exit safely. Identify the dangers that might exist in each situation (e.g. vehicles pulling into and out of nearby parking spaces).

#### ► Outdoor play

Set up a road by laying out a rope and placing markers to indicate the kerb. Alternatively use non-toxic paint to spray white lines on the grass or bitumen.

In pairs, students stand inside a large cardboard box and pretend to be either the driver or passenger in a car. The passengers can practise getting in and out of the car using the safety door, which could be identified with a sticker. Encourage the students to use traffic terminology (e.g. road, kerb, footpath, rear door).

## REFLECTING

### JOURNAL

#### ► Reflective writing

Students write or draw about the importance of using the safety door to enter and exit vehicles. The following prompts may help students.

Think about what you know about getting in and out of a car. Write or draw a picture that shows why this is important for you.

### UNFINISHED SENTENCES

#### ► Thinking back

Ask students to think about the learning experiences they have been involved in during this unit by completing the following sentences.

*I know the safety door ...*

*I think that it is important to...*

*Next time I am in a car I will...*

Place the pictures in order then match the sentences.



<p>Dad checks our seatbelts to make sure they are on right.</p>	<p>It's a long way to go.</p>	<p>Dad opens the door and we get in the car.</p>	<p>'Hooray! We've arrived. You can get out now,' says Dad.</p>	<p>We've brought some books to read on the trip.</p>	<p>'Come on Dad. Let's go!'</p>



Dear family

**Do you know which door is the safest door for children to use when they get in and out of a car?** It is the door closest to the footpath and kerb. It's called the **safety door**.

Did you know that whenever possible, it is safer for children to sit in the rear seat of a vehicle?



**Ask your child to tell you why they should:**

- ✓ use the rear door that is closest to the kerb, gutter or footpath to get in and out of the car
- ✓ sit in the back seat of the car
- ✓ wait near the safety door until someone opens it for them to get in
- ✓ wait for an adult to open the safety door when they need to get out
- ✓ always use the safety door for every trip in the car.

**There are some things you can remember that will help to keep your child safer.**

- ✓ Make sure your child always sits in the back seat.
- ✓ Remind your child to use the safety door.
- ✓ When your child needs to get in or out of the car, always park with the safety door next to the kerb or footpath.
- ✓ If you have to park where there isn't a kerb, remind your child to listen to your instructions and to stay buckled up until you help get them out of the car.
- ✓ If your child needs to wait for you on the verge/footpath, remind them to keep one hand on the car.

## At Home Activity

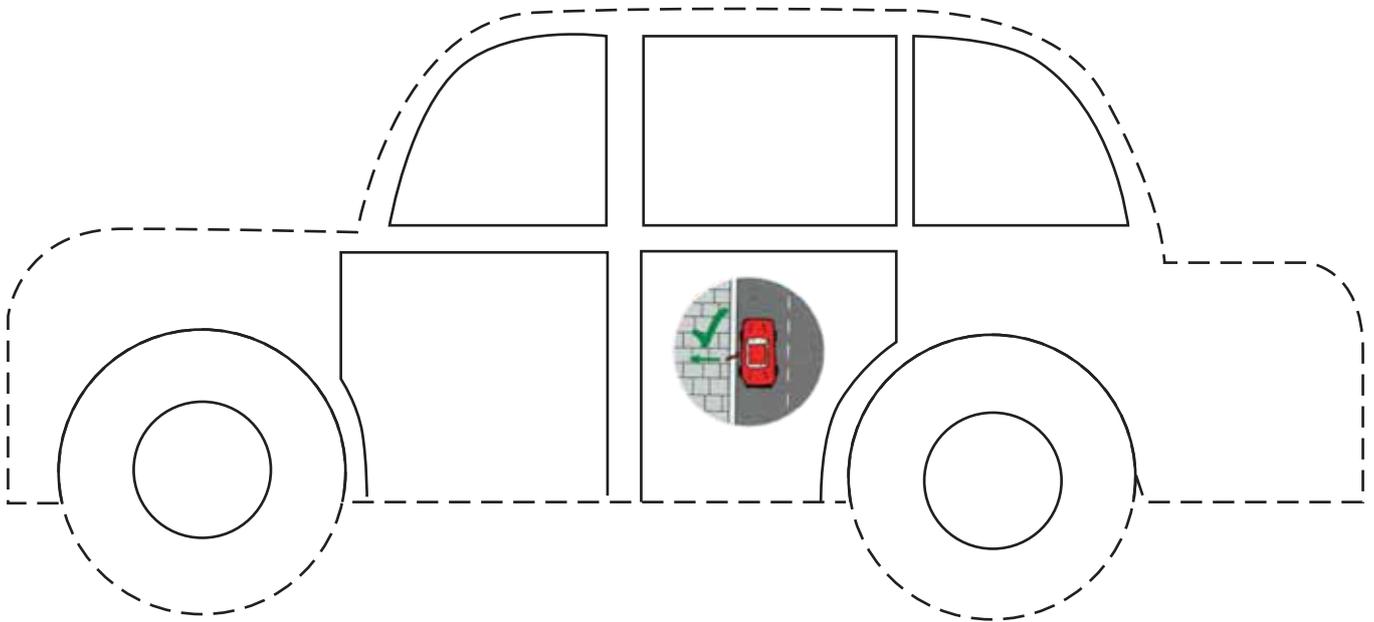
Make a sticker to place on the safety door of the car. If you use adhesive putty or clear contact, the sticker shouldn't mark the window when it's time to come off.

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

Yours sincerely

Classroom Teacher

Trace around the car then colour it in.  
Can you see the **Safety Door** sticker?



Cut out this Safety Door sticker and place it inside the passenger side back door to remind you which door to get in and out of the car safely.



# Safer journeys

## Unit 1:3 Safer journeys

### For students:

#### Key understandings

- ▶ Sit quietly and do not distract the driver or other passengers.
- ▶ Keep your body inside the vehicle.
- ▶ Stay buckled up until the vehicle has completely stopped.

#### Key skills

- ▶ Plan activities, food and drinks for longer trips.
- ▶ Enter and exit via the safety door of the car.

## TUNING IN

### BRAINSTORM

#### ▶ What is a passenger?

Discuss the concept of 'passenger' and brainstorm a list of definitions. For example:

A passenger is someone who:

- travels in a car/bus/train/taxi
- rides on the back of a motorbike
- isn't a driver.

#### ▶ A safe passenger

Lay a student on a large piece of paper and trace around their body shape. Label the outline 'A safe passenger'. Brainstorm how a safe passenger might look, sound or feel. Write the generated ideas inside the body shape.

### GRAFFITI

#### ▶ Safer behaviours

Ask students to consider the following question.

*What can passengers do to make sure the driver isn't distracted and their journey is safe?*

In groups, students write behaviours that are safer for passengers and drivers on short and long trips (e.g. sitting quietly, reading books or playing quiet games, wearing a restraint, having a break every two hours and taking snacks on long trips).

As a class, consider the ideas generated then write a list of safer passenger behaviours.

Students write and illustrate a story about a safe journey using the class list.

### PICTURE TALK

#### ▶ In the car

Use the discussion photo *Restraints* to talk about safer passenger behaviours. The questions on the back of the photo can be used to guide the discussion.

Ask students to choose a safe behaviour for travelling in the car then draw a picture and write a message (e.g. Make every trip a safe trip).

### SHARED READING

#### ▶ The Surprise Visit

Read the story *The Surprise Visit* by Libby Hathorn to identify the safe behaviours that Alexander and his Mum used on their journey. These included:

- Mum and Alexander wearing a properly adjusted restraint on the short and long trips
- Alexander getting in and out of the car on the kerb side using the safety door
- Mum supervising entry and exit from the car
- Alexander playing quiet games that did not disturb Mum while driving
- Alexander holding his Mum's hand when walking in or near traffic
- Mum not leaving Alexander unattended in the car.

## FINDING OUT

### BRAINSTORM

#### ▶ Safer car activities

Brainstorm a list of travelling activities that won't distract the driver (e.g. playing I spy or Car bingo, listening to a CD, watching a DVD or reading a book.). Check the list using the following questions.

*Will the activity distract the driver?*

*Can the activity be done while buckled up?*

*Do you need to use any equipment that might be dangerous if the car had to stop suddenly?*

Play some of the games with the students generated through the brainstorm.

## GUEST SPEAKERS

### ► Distracting the driver

Write an invitation to a person who holds a driver's licence asking them to talk about how important it is to concentrate on driving and what behaviours may distract their concentration (e.g. passengers talking or singing loudly, throwing objects around the vehicle, changing radio stations or putting an arm out of the window).

Students compile a list of questions to ask the guest speaker during the visit.

After the visit, write a thank you letter to the guest speaker highlighting the main points presented and how this information can help students to become more considerate as passengers.

## HEAD TALK

### ► Long trips

Form students into groups of three or four. Pose the following statements and ask students to identify strategies to help their families stay safer on long trips in the car. These can include ideas for passengers and drivers (e.g. stop every couple of hours to have a rest break).

*Think of all the things your family can do on long trips to stay safer.*

*Who is responsible for the safety of the passengers in a car? Why?*

Invite each group to share their ideas.

## SORTING OUT

## MIND MAP

### ► Having a safer journey

Generate a mind map about being safer passengers on a journey. It may help to model how to start planning and set out a mind map using headings such as 'safety gear', 'safe activities' and 'other' before students work on their own mind map. An example is given.



Use the information gathered in the mind map to create a story or big book about a safe journey. The stories can be shared with other classes or sent home to read with parents.

## Y CHART

### ► Safer passengers

Use a Y chart to identify safe passenger behaviours. Record the generated ideas in the sections labelled *looks* (e.g. seats buckled up, sitting quietly) *sounds* (e.g. quiet talking, no crying or shouting) and *feels* (e.g. happy, busy, concentrating, safe).

Talk about the importance of behaving safely and not distracting the driver.

## MUSIC AND MOVEMENT

### ► A ride in the car

Listen to the song in *A ride in the car* (Resource Sheet 1) to focus on what happens prior to going for a ride in the car. Use vocabulary such as kerb side, safety door, seatbelt and buckled up.

Mime different actions in the song (i.e. getting in the car on the kerb side, closing the door, putting on restraints and waving goodbye). Develop the sequence using the following questions.

*What do we do first if we are going for a ride in the car?*

*Which door of the car do we get in?*

*What do we need to do before the driver starts the engine?*

Play the song again and encourage children to explore the song through movement.

### ► Passenger songs

Learn and sing the songs *Travelling in the car*, *Sit in the back seat* and *Kids in the car* to reinforce safer passenger behaviours. Students can write new verses for each song.

#### **Travelling in the car**

(Sung to *If you're happy and you know it*)

*If you're travelling in the car, buckle up.*

*If you're travelling in the car, buckle up.*

*If you're travelling in the car,*

*On a trip both near and far,*

*If you're travelling in the car, buckle up.*

*If you're travelling in the car, sit quiet and tight.*

*If you're travelling in the car, sit quiet and tight.*

*If you're travelling in the car,*

*On a trip both near and far,*

*If you're travelling in the car, sit quiet and tight.*

# Unit 1:3 Safer journeys

## Sit in the back seat

(Sung to *Frere Jacques*)

*Sit in the back seat (repeat)*

*Of the car (repeat).*

*Keep still and talk quietly.*

*Let the driver concentrate.*

*Or you could cause a crash!*

*Or you could cause a crash!*

## Kids in the car

(Sung to *The wheels on the bus*)

*The kids in the car sit in the back seat,*

*In the back seat, in the back seat*

*The kids in the car sit in the back seat,*

*Until the car has stopped.*

*The kids in the car click their buckles- click, click! ...*

*The kids in the car talk as quiet as mice...*

## PUZZLES AND GAMES

### ► Games for in the car

Help students learn how to play games suitable for the car such as *I Spy*, *Object Bingo* (each player has a list of objects to find) and *Spot* (players have to spot an object first).

## DEVELOPING VALUES

### VALUES CONTINUUM

#### ► Safety metre

Make two signs 'safe' and 'unsafe' (or use a happy and sad face) and place these at either ends of the room.

Explain the safety metre is used to show how safe or unsafe a situation may be. Give each student a card from *Resource Sheet 2: Safer and unsafe* and ask them to decide where to place their card on the safety metre.

As a group, discuss the placement of the cards. It is important that students recognise that others may have differing views about the 'safeness' of a situation. After the discussion, allow students to move their cards. Give students the option to share their reason for moving the card.

## MAKING DECISIONS

### PLACEMAT

#### ► Passenger scenarios

Talk about who is responsible for passenger behaviour. Pose one of the following scenarios for students to consider before writing ideas and solutions on the placemat.

*Your little brother is being very noisy while Dad is driving. What would you say and do?*

*Your friend hasn't put their seatbelt on. What would you say and do?*

*A friend has their hand out of the window of the bus. What would you say and do?*

Students take turns to share their solutions with other members of the group. The group then chooses two solutions and writes these in the centre of the placemat.

As a class, listen to each group's suggestions and decide if they would feel confident to use these.

*Would you feel comfortable to use this idea? Why or why not?*

*What do you need to make you feel confident to deal with this situation?*

Set up a role-play for each of the scenarios using the generated suggestions. Provide time for students to talk about each role-play and decide if they would or wouldn't use these.

### PLANNING

#### ► Planning a trip

Ask students to think about a holiday or trip they have experienced. Talk about who planned the trip and what made the trip safe and enjoyable. It may help students to use the table below.

A trip to...		
Before	During	After

Brainstorm a list of places students would like to visit as a class.

In groups, students select from the list and plan a class trip using the table above. Suggest students consider the following:

- *What will you need to do before, during and after the trip?* (What will you need to take? Do others need to bring anything? How will you tell them?)
- *When do you need to have all your plans ready by?* (What date will the trip be? When will others be told about the trip?)
- *How will you make sure the trip is safe?* (What activities will you take in the bus? Will these distract the driver? Does everyone know about getting in and out on the kerb side? How many parents will you need?)
- *How will you know if the trip has been successful?* (Did everyone know about the trip? Did they bring what was needed? Was the journey safe?)

Groups share and discuss their plans to check that they have considered the safety of all participants.

## ROLE-PLAY

### ► Safer and unsafe

In groups, students select and discuss one of the cards on *Resource Sheet 2: Safer and unsafe* to identify the safer or unsafe behaviour then create a role-play. Suggest students plan what they are going to do and say. It may help the role-play to have an adult as the driver.

Students watching the role-plays decide if it is demonstrating a safe or unsafe situation.

*Why do you think this is a safe/unsafe situation?*

*What could happen in this situation?*

*Have you ever been in a situation similar to this?*

*What did you do or want to do?*

*Who could change this situation? How?*

### ► Unsafe journeys

Place two chairs in front and three chairs behind to make a car. Choose one of the unsafe journey scenarios from below for a group to role-play. Explain to the other students that they have to decide why the situation is unsafe.

*Your friend wants a lift but there aren't enough seatbelts.*

*Your family is heading off on a long trip. Your little sister is crying because she's tired and the dog has to sit in the back seat with you both.*

*It's time to go to school. Mum has three other kids to pick up along the way and everyone has their school bag and sports bag in the car.*

*It's been a long trip and everyone is tired. Your brother decides to lie down on the back seat and takes off his seatbelt.*

After the role-play talk about ways the situation could be made safer.

*What would you do in this situation?*

*What would you say?*

*Would you need to ask someone else for help?*

Ask the group to repeat the role-play using one of the suggested strategies. This will give students the opportunity to practise dealing with unsafe behaviours in a vehicle.

Debrief the role-play by discussing the effectiveness of the strategy.

## SPEAKING OUT

### ASSERTIVE COMMUNICATION

#### ► Passenger scenarios

Present one of the scenarios listed below then ask students to decide what they would say in this situation. The following questions can be used to prompt students.

*How would you feel in this situation?*

*What might you say?*

*How do you think the person might feel/react?*

*Your best friend is getting a lift home with you. As the car starts to take off your friend only pretends to do up the seatbelt. What do you say?*

*You're travelling in the bus and your best friend puts their arm out of the window. What do you say?*

*You and your best friend are going on a trip to the town. Along the way your friend decides to play a game of catch with a soft ball. What do you say?*

Set up a role-play for each scenario so students can practise speaking assertively. Remind students that dealing with situations such as these can be easier if they have prepared responses.

### BARRIER GAME

#### ► Safer and unsafe

Place students in pairs and erect a barrier. Give each student a copy of *Resource Sheet 2: Safer and unsafe* and a counter or marker.

## Unit 1:3 Safer journeys

The first player selects one of the pictures to place a counter or marker on then describes the picture to their partner.

The partner asks further questions to help identify the picture their partner has already selected before placing their counter or marker.

Remove the barrier to see if the pictures match then swap roles to continue the game.

### REAL-WORLD

#### PARENT INFORMATION AND AT HOME ACTIVITY

##### ► Safer passengers

Send home the *At Home Activity Sheets 1 and 2: Safer passengers* and *I am a safer passenger* to share and complete with their family.

### SIMULATED

#### HOME CORNER

##### ► Playing in the car

Set up a variety of commercially made activities suitable for playing in the car (e.g. magnetic boards with sets of shapes, letters or pictures, *Magnadoodle* or *Etchasketch*, felt storyboards and card games) in the home corner or games area for students to learn how to play or use.

Set up a car using chairs and encourage students to pretend they are riding in a car being a safe passenger.

#### REPLICATING THE REAL WORLD

##### ► Distracting the driver

Select four students to pretend they are riding in a car. Nominate one student as the driver. Have that student complete a task that requires some concentration such as writing a note, sorting out a set of shapes or making a puzzle. The three passengers sit quietly while the other students stand quietly and watch.

Repeat the above with the passengers playing a game or singing a song while the 'driver' completes the task. The remainder of the class continue to observe.

Ask the 'driver' to explain the difference in their ability to concentrate in the first situation and when there were distractions from the passengers.

Relate this to someone driving and their need to concentrate without distractions from passengers.

*Could you complete the activity as easily as the first time? Why or why not?*

*Would a driver be able to concentrate if there were distractions?*

*What might happen if a driver is distracted?*

*What can you do as a passenger to make sure the driver isn't distracted?*

### REFLECTING

#### CIRCLE TALK

##### ► Talk about

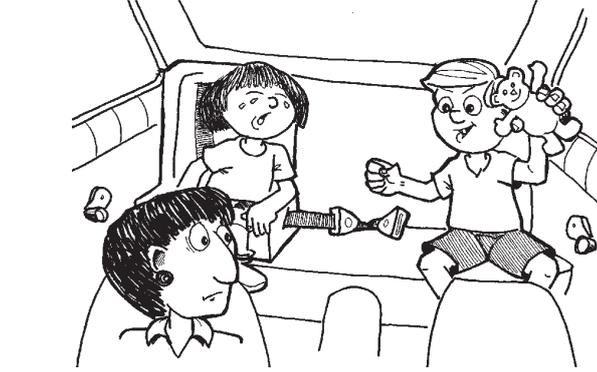
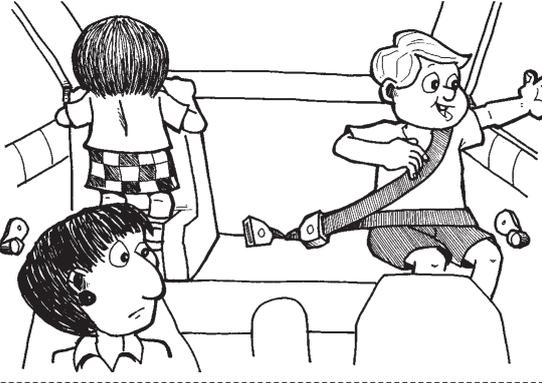
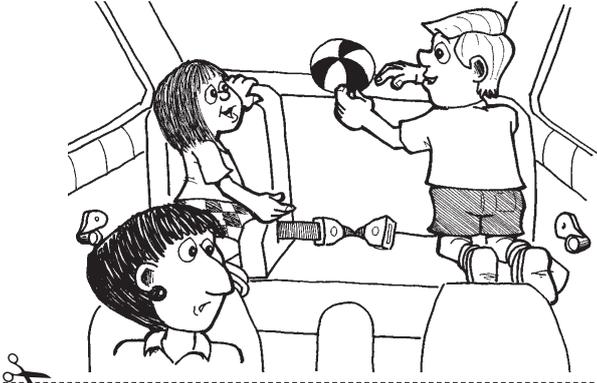
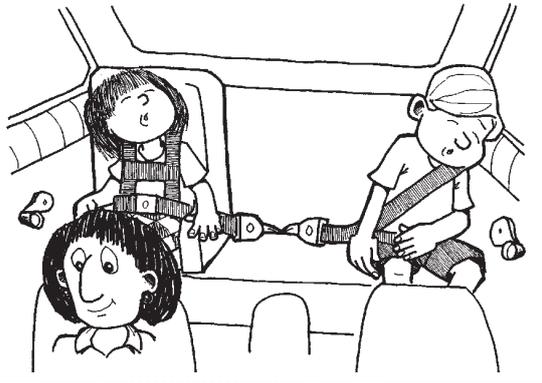
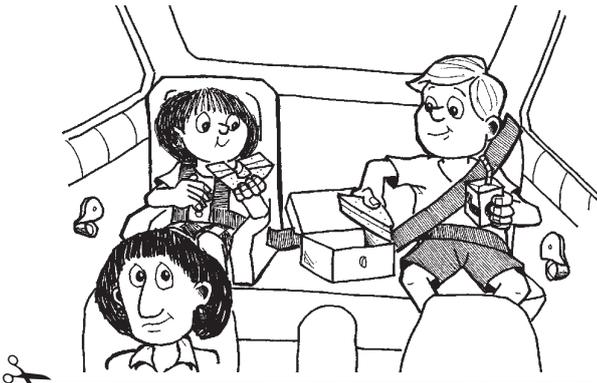
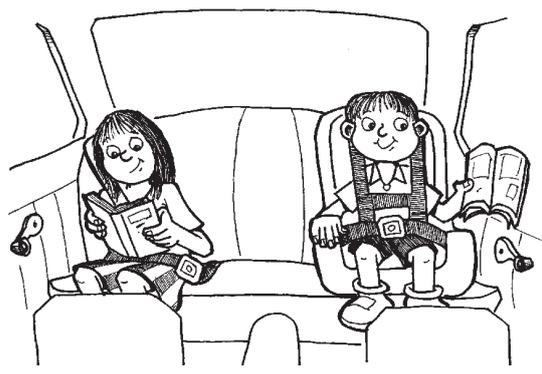
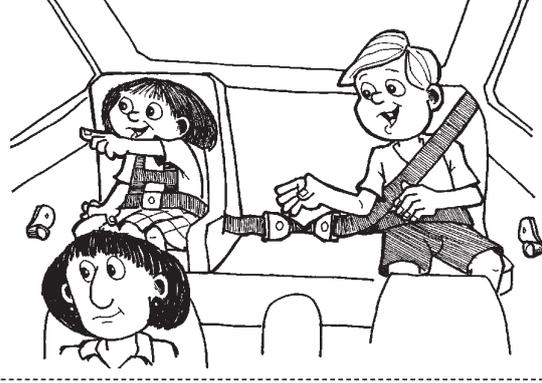
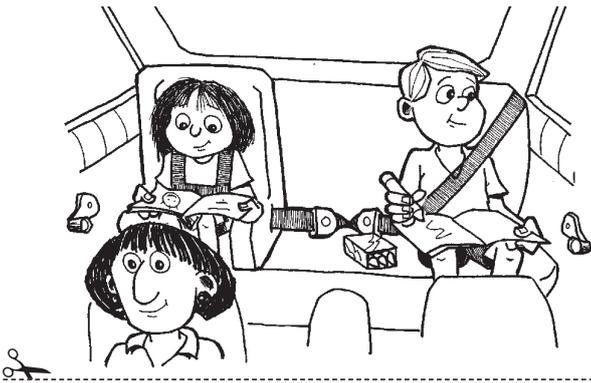
Sit students in two concentric circles so that students are facing a partner. Ask students to think then share their ideas or thoughts with their partner.

*How can you help to make journeys in the car safer?*

#### UNFINISHED SENTENCES

##### ► Thinking back

Ask students to think about the learning experiences they have been involved in during this then complete the sentences on *Resource Sheet 3: Passenger quiz*.



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

- Restraints must be worn
  - for every trip
  - for long trips
  - for short trips
- The safest way to get in and out of a car is
  - using the driver's side
  - using one of the rear doors
  - using the rear door closest to the kerb
- The safest place to put your bag or shopping is
  - on your lap
  - on the floor
  - in the boot
- Children should
  - sit on an adult's lap if their isn't enough space in the car
  - sit in the rear seat of the car
  - sit in the front seat even if there is space in the back
- Throwing things around the car is
  - dangerous
  - fun to do
  - okay as long as it doesn't hit the driver
- When you are getting on a bus
  - wait until it completely stops
  - push others out of the way
  - run to the back of the bus
- You need to use the rear door closest to the kerb because it is
  - easier
  - closer to you
  - the safest way to get in and out of the car
- Passengers should make sure they
  - know where they are going
  - don't distract the driver
  - talk to the driver



**How did you go? Give yourself one point for each correct answer.**

**6-8 points: Well done. Keep practising to be a safe passenger.**

**4-5 points: Not bad but there are still some things that you can practise.**

**0-3 points: Watch out! You need to pay more attention to being a safe passenger.**

# I am a safer passenger

## Dear family

There are many ways passengers can stay safer when travelling. Some of the ways have been listed below. You may like to talk about these with your child then ask them to point or colour the face that best shows how they are going with each one right now.

	always	sometimes	never
I use the safety door to get in and out of the car.	☺	☹	☹
I put my restraint on as soon as I get in the car.	☺	☹	☹
I ask an adult to check that my restraint is correctly done up before the car starts.	☺	☹	☹
I sit quietly in the back seat of the car and don't distract the driver.	☺	☹	☹
I make sure I keep my hands, arms and head inside the car at all times.	☺	☹	☹
I don't play with the windows or door handles.	☺	☹	☹
I make sure that I stay in my seat and don't block the driver's view.	☺	☹	☹
I keep my restraint on until the car has stopped.	☺	☹	☹
I wait next to the car until an adult gives me instructions.	☺	☹	☹

**Over the next few weeks, remind your child to practise their safer passenger behaviours, then look at the checklist again to see if they have improved.**

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

Yours sincerely



Classroom Teacher

## Dear family

Your child has been learning about the importance of being a safer passenger. The list below highlights the key areas we have been learning about at school. It would be great if you could discuss with your child the ways to stay safer when travelling in a vehicle.

- It is safer to sit in the back seat of the car.
- Everyone in the car must wear a restraint.
- Have an adult check your restraint to make sure it is on correctly.
- Sit quietly and don't distract the driver.
- Choose quiet activities to take on trips (e.g. books or puzzles).
- Don't play with the windows or door handles.
- Keep all body parts inside the car.
- Only unbuckle restraints when the car has completely stopped.



**There are some things you can remember that will help make trips in the car safer and more enjoyable for everyone.**

- ✓ Make sure that your child has things to do in the car - especially on long trips.
- ✓ Make sure your child is not hungry, thirsty or in need of the toilet before getting in the car.
- ✓ If there is a problem with your child while you are driving, stop the car and solve it.
- ✓ Let your child know when they are behaving safely in the car and congratulate them for not distracting you while driving.

## At home activity

Help your child to make a 'travel bag'. Find things to put in the bag that can be used safely in the car and won't distract you while driving. Some ideas are card games, colouring in books, hand held games, stories or audio recordings and books.

Let your child take their travel bag to school to show the class.

Perhaps try teaching your child a few car games such as I spy or Spot that can be played by the all the family.

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

Yours sincerely

Classroom Teacher

# Using public transport

## Unit 1:4 Using public and community transport

### Key understandings

- Wait until the bus or ferry (or train) has completely stopped before getting on or off.
- Let other passengers get off before getting on the bus, ferry or train.
- Sit quietly and stay in the seat until the vehicle has completely stopped.
- If there isn't a seat available, hold on tight and stand away from the doors.
- Put bags and other items underneath the seat.
- Don't distract the driver or other passengers.
- Wait until the bus has moved away before crossing the road with an adult.
- Use the pedestrian crossing, overpass or underpass to cross at train stations.

### Key skills

- Practise using safer passenger behaviours on public or community transport.

## TUNING IN

### PICTURE TALK

#### ➤ Bus travel

Talk about experiences students have had with buses.

*Who waited for the bus with you?*

*What did you do when you were on the bus?*

*What were the other passengers doing?*

*Did you feel safe on the bus? Why or why not?*

Use the discussion photo *On the bus* to discuss the safer behaviours that are being demonstrated (e.g. waiting until the bus has stopped before getting off). The questions can be used to guide the discussion.

Students write a recount of a bus trip they have experienced. Ask students to highlight the safe behaviours they or other passengers demonstrated.

## FINDING OUT

### GUEST SPEAKERS

#### ➤ Using public or community transport

Invite a guest speaker from the local bus company or school bus contract driver to talk about ways to stay safer when using public transport. Use the *Guidelines for engaging a guest speaker* (included in the **Finding out** section of this resource on page 190) to confirm the presentation will support this unit and that the information will be relevant to the students.

Before the visit, students can prepare questions for the guest speaker.

During the visit, record the presentation using a video camera. Send the recording home for students to watch and discuss with their family.

### CIRCLE TALK

#### ➤ Fact or opinion

To help students understand the difference between fact and opinion, read the following examples and ask students to put their 'thumbs up' if it is a fact or 'thumbs down' if it is an opinion.

- Cats are mammals. (fact)
- Football is everyone's favourite sport. (opinion)
- Red is a colour. (fact)
- Earth is a planet. (fact)
- Red cars go faster than other cars. (opinion)

Using the circle talk strategy, pose the following statements for students to discuss and decide if they are fact or opinion.

Buses are more fun than cars.

A bus stop can sometimes be a dangerous place for children to play.

It is dangerous to leave your bags in the bus aisle.

Sitting up the back of the bus is better than sitting down the front.

When you get off the bus it is safer to wait until the bus has driven away before using the safest place to cross.

Saying hello to the driver when you get on the bus can make their day.

Putting any part of your body outside the bus is dangerous.

## SORTING OUT

### STORY MAP

#### ► Travelling on the bus

Brainstorm a list of safe behaviours that would be appropriate during each of the following steps:

**Step 1:** waiting for the bus (e.g. queuing away from the road or not playing ball games)

**Step 2:** boarding a bus (e.g. letting other passengers get off before getting on or quickly finding a seat)

**Step 3:** travelling on a bus (e.g. sitting quietly or holding on tight and standing away from the doors)

**Step 4:** getting off the bus (e.g. waiting until the bus has completely stopped).

Ask students to select one of the ideas generated from each of the steps above then draw a story map showing a person behaving appropriately on a bus or a ferry (or train). Attach speech or thought bubbles to each picture to include messages about safer travel on public transport.

### TEXT INNOVATION

#### ► The bus song

Write the words to *Resource Sheet 1: The bus song* on the board. Students listen to the song while following the words on the board. Delete or cover the words 'My friends and I' and 'riding on the bus, riding on the bus, riding on the bus'.

In groups, students write new verses by thinking of words to replace those deleted. Remind groups that the sentences need to make sense. An example is given below.

My  like

Make a big book using the new verses and illustrations.

### T CHART

#### ► On the bus

Ask students to draw a T chart labelled 'safer' and 'unsafe' on a large sheet of paper. Using *Resource Sheet 2: On the bus*, students use the T chart to sort the bus passenger cards into safer and unsafe.

Share the completed T charts and discuss any differences.

## ARTS IDEAS

#### ► Wanted

Brainstorm a list of unsafe bus passenger behaviours then use *Resource Sheet 3: Wanted* (or a large sheet of paper) to design a poster for an unsafe bus traveller.

Set up a display where parents and other students can see the posters.

## MUSIC AND MOVEMENT

#### ► Bus songs

Listen to *The bus song* (words and music are included on *Resource Sheet 1*).

#### **The people on the bus**

(Students can make up their own verses to the tune on *The wheels on the bus*.)

*The people on the bus sit in their seats,  
 in their seats, in their seats,  
 The people on the bus sit in their seats,  
 all the way to town.*

*The people on the bus use quiet, quiet voices...*

*The people on the bus always hold on tight...*

*The people on the bus never talk to the driver...*

## MAKING DECISIONS

### DECISION-MAKING MODEL

#### ► Think about your choices

Ask students to consider the following situation then select which option they would choose.

*The bus has dropped you off and is starting to move away. Your Dad hasn't arrived. You need to cross the road to walk home. What can you do?*

Choice 1: Get across the road as quickly as possible and start walking home.

Choice 2: Wait at the bust stop for your Dad.

Choice 3: Wait for the bus to leave then stop, look, listen and think before you cross the road.

Choice 4: Ask an adult to help you cross the road then walk home.

## Unit 1:4 Using public and community transport

Encourage students to explain why they made their choice. Allow time for students to make another choice after listening to the discussion.

Alternatively, use the *Resource Sheets: Think about your choices* and *Choose the one you like best* to prompt students to identify the choices for the situation above and then make a decision. (Refer to the **Making decisions** section on page 207).

### ROLE-PLAY

#### ► Bus trip

Set up a bus placing the classroom chairs in rows of four with an aisle down the middle. Place the teacher's chair at the front for the driver's seat. In small groups, students role-play taking a ride on a bus. It may help to have an adult as the driver.

Guide the students through each stage of the journey by using the following focus questions.

#### Waiting for the bus

*Where is a safe place to stand while you are waiting for the bus?*

*What can you do while you are waiting for the bus?*

*What do you do when the bus arrives?*

#### While on the bus

*Where should you sit on the bus?*

*What do you do if there aren't any empty seats?*

*What do you do with your bag?*

*How should you behave on the bus?*

#### Getting off the bus

*When do you get out of your seat?*

*What do you do when you get off the bus?*

*What do you do if Mum or Dad has parked their car on the other side of the road to the bus?*

*When do you cross the road?*

After the role-play, ask students to share three things that they need to remember when travelling on a bus.

#### ► Bus scenarios

Set up a bus (see previous learning experience) for students to use when role-playing one of the following scenarios. Alternatively, have students generate scenarios from past experiences. Remind students that the role-play should show others how to travel safely on buses.

Ben's friend Liang is sitting in the back of the bus and starts throwing bits of paper at other passengers. The driver keeps looking at them in the mirror.

The bus is about to stop. Adah, Chen and Fatima start pushing down the aisle to get off.

Francesca and Alexander are sitting in the back seat of the bus. They spot the Georgio family travelling in the car behind the bus and start yelling and putting their hands out of the window.

Glenn has just got off the bus and spots his Dad waiting on the other side of the road.

Hoshi is waiting back from the kerb for the bus to arrive. Kito and Maryse are playing soccer near the edge of the road.

Debrief by discussing if the role-plays dealt with the issues and comment on the effectiveness of the solutions.

## REAL-WORLD

### OUT AND ABOUT

#### ► Excursion

Prior to an excursion, talk about and create a list of bus/train safety rules. For example:

- use a quiet voice
- when the bus stops, voices stop
- sit in your seat
- hands in lap.

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

### PARENT INFORMATION AND AT HOME ACTIVITY

#### ► Using public transport

Send home *At Home Activity Sheet 1: Using public transport* for students to talk about and share with their family.

#### ► Bus safety

Many students throughout the Northern Territory travel to school by bus. To increase awareness raise the issue of bus safety at parent committee or information evenings.

Include items in newsletters advising parents of how they can minimise the risk for their child by:

- waiting on the same side of the road as the bus
- parking their cars on that side of the road
- waiting until the bus has left before crossing the road.

## SIMULATED

### HOME CORNER

#### ► Bus travel

Set up a bus using classroom chairs in the home corner. Provide clothes for a bus driver and passengers, and materials for making a bus stop, tickets and signs for bus travel.

Students pretend they are bus travellers using behaviours that are appropriate and safer. Engage students in conversations to expand the learning during the play session.

## REFLECTING

### THINK-PAIR-SHARE

#### ► Let's share

Use the *Think-Pair-Share strategy* to help students recall what they have learnt during this unit before writing or drawing in their journal. The following questions can be used as a prompt.

*If you had to tell someone else two important things to know about travelling safely on a bus or train, what would they be?*

*What might you do differently when you next travel on the bus or ferry (or train)?*

*What do you still want to know about travelling safely on the bus or ferry (or train)?*

### UNFINISHED SENTENCES

#### ► Thinking back

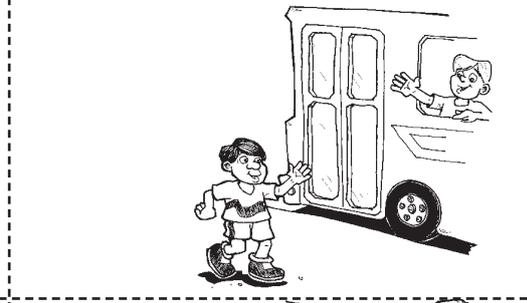
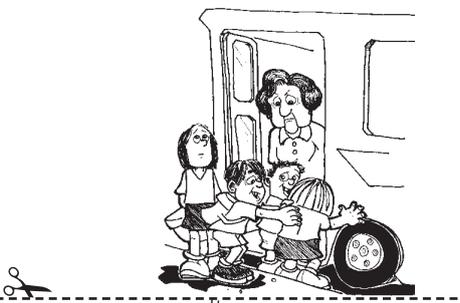
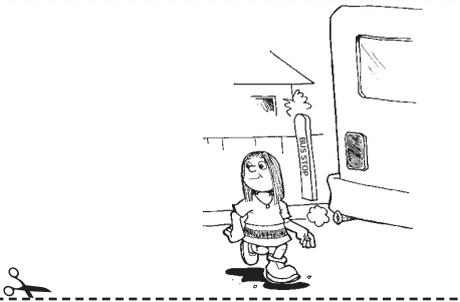
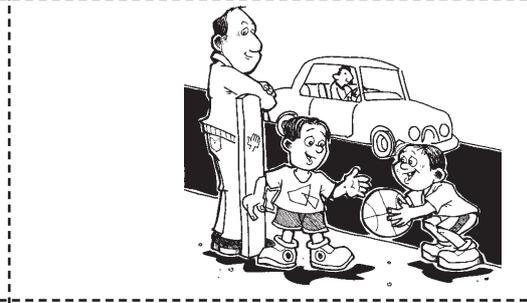
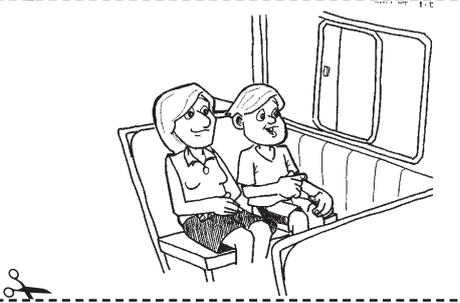
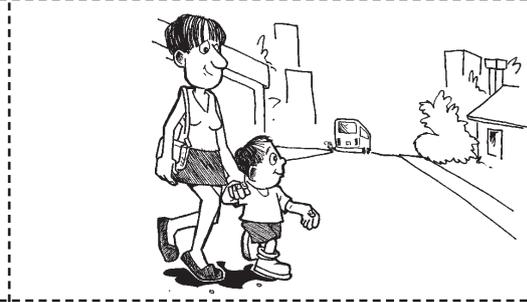
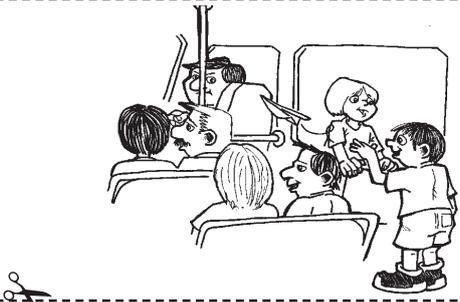
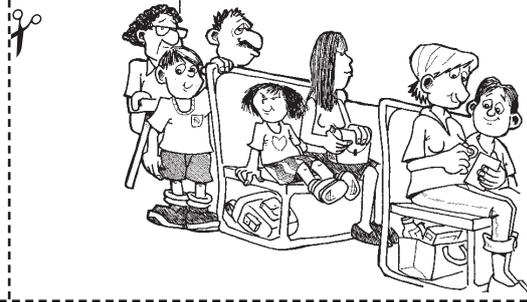
Ask students to think about the learning experiences they have been involved in during this unit by completing the following sentences.

*I know as a passenger I ...*

*I think that it is important to...*

*I am going to ...*

Can you decide which of these are safe things to do as a bus passenger?



**WANTED**

NAME \_\_\_\_\_

WANTED FOR \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

DESCRIPTION \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

IF FOUND \_\_\_\_\_

\_\_\_\_\_



Dear family

**Did you know that children are at most risk when getting on and off a bus, especially getting off a school bus in the afternoon?** This is when many children try to cross the road from either the front or rear of the bus, prior to its departure, which increases their risk of being hit by a passing vehicle.

The risks can change depending on where children live.

**In rural areas**, children getting off the bus may need to cross roads where the speed of traffic is generally faster. This means they have less time to cross the road. The location and visibility of bus stops can also be an issue.

**In urban areas**, children are faced with larger amounts of traffic and the number of children getting on and off buses.

Children living in rural areas need to learn to cope with both rural and city traffic environments to reduce their risk of injury.

**Talk about and practise the following things next time you are supervising your child to and from their stop.**

- What to do if they get off at the wrong stop.
- Waiting until the bus has gone to get a clear view of the road.
- Using the systematic search strategy (stop, look, listen, think before crossing) to cross the road with an adult.

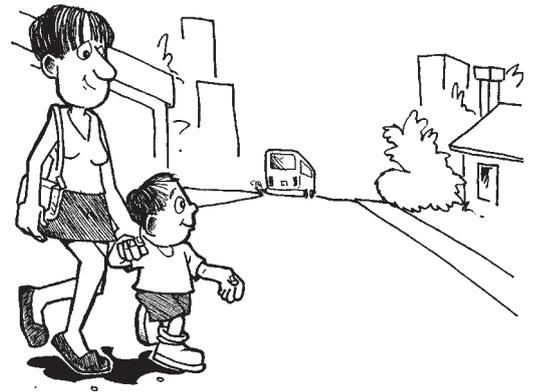
### At home activity

Take your child/ren on a bus ride and talk about safety rules for passengers. Practise getting on and off the bus, and then using the systematic search strategy (stop, look, listen and think) before crossing the road.

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

Yours sincerely

Classroom Teacher



This is a picture of me on the...