

Focus area 1

Passenger safety

Overview of the *Passenger safety* focus area

This section provides an overview of the units included in the *Passenger safety* focus area and the content related to children as passengers. It includes wearing of restraints, the role of a restraint as a safety device in a collision and safer behaviours while travelling in a car, bus and train.

Passenger safety units

The following 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.

Unit 1:1 Restraints

This unit focuses on the role of a restraint in a crash and wearing a correctly fitted restraint. It provides an opportunity for students to practise identifying and responding to unsafe passenger situations.

Unit 1:2 Safer entry and exit from cars, buses and trains

This unit focuses on getting in and out of cars, buses and trains, and using the kerb-side rear door of a vehicle.

Unit 1:3 Using public and community transport

This unit focuses on safer passenger behaviours when using public or community transport, and the rights and responsibilities of passengers.

Unit 1:4 Safer journeys

This unit focuses on the passengers' responsibility to act safely and avoid driver distraction, and planning for long-distance travel.

Focus Area 1: Passenger safety

SKILLS AND UNDERSTANDINGS

The table below describes the skills and understandings that students will have opportunities to develop whilst engaging in the Passenger safety units.

PASSENGER SAFETY FOCUS AREA	KNOWLEDGE AND UNDERSTANDINGS	SELF-MANAGEMENT SKILLS	INTERPERSONAL SKILLS
<p>Unit 1:1 <i>Restraints</i></p> <p>Unit 1.2 <i>Safer entry and exit from cars, buses and trains</i></p> <p>Unit 1.3 <i>Using public and community transport</i></p> <p>Unit 1.4 <i>Safer journeys</i></p>	<p>PROMOTING WELLBEING</p> <p>Growth and development</p> <ul style="list-style-type: none"> strategies to cope with influences on passenger behaviour personal actions to reduce the harm to self and others associated with road use <p>Ways to keep healthier and safer</p> <ul style="list-style-type: none"> identifying personal attitudes and values towards safer passenger behaviours first-aid procedures identifying behaviours and situations relating to passengers that may be risky or harmful identifying ways to respond to peers and others who are encouraging harmful or unsafe behaviours acceptance of personal responsibility for safety appreciating the need and responsibility to behave safely as a passenger personal attitudes and actions to promote the safety of themselves and other road users e.g. asking other passengers to wear a restraint or act sensibly on public transport <p>Resources and consumer skills</p> <ul style="list-style-type: none"> identifying products and safety features of vehicles including restraints and air bags locating road safety agencies and other sources for accurate information 	<p>SELF UNDERSTANDING</p> <p>Understanding emotions</p> <ul style="list-style-type: none"> identifying how peers, friends, family and laws relating to passengers can influence their attitudes to passenger behaviour identifying how thoughts in stressful situations impact on feelings, attitudes and behaviour <p>Managing emotions</p> <ul style="list-style-type: none"> modifying actions in response to unsafe situations using positive 'self talk' identifying that strategies to cope with unsafe situations can be reactive and proactive <p>DECISION-MAKING</p> <p>Reviewing the situation</p> <ul style="list-style-type: none"> identifying risks in passenger-related situations and determining if a decision needs to be made to reduce the level of harm identifying positive and negative consequences of a decision identifying ways to manage risks e.g. use the safety door, wear a restraint and plan safer journeys <p>Planning before deciding</p> <ul style="list-style-type: none"> identifying that there is more than one option in a passenger situation identifying short-term goals and planning to reduce risks as a passenger appreciate the need for safer practices in a range of situations consider their rights and responsibilities as a passenger <p>Deciding and acting</p> <ul style="list-style-type: none"> identifying positive and negative consequences in relation to road-user situations managing influences in passenger situations with assertiveness and other protective behaviours using assertive communication when safety is a concern <p>Monitoring and evaluating</p> <ul style="list-style-type: none"> being responsible for actions and consequences of passenger safety decisions monitoring effectiveness of strategies to cope with both covert and overt influences on pedestrian behaviour 	<p>RELATIONSHIP SKILLS</p> <p>Communicating</p> <ul style="list-style-type: none"> monitoring own and others' non-verbal behaviours and active listening skills conveying clear, reasoned statements and requests about views, needs and emotions related to safety as a passenger asking questions to clarify information <p>Preventing and managing conflict</p> <ul style="list-style-type: none"> practising communicating assertively in harmful passenger situations (e.g. when to say 'no' or use brave talk) practising negotiation skills developing strategies to assist self and others to avoid the harms associated with unsafe passenger situations <p>WORKING WITH OTHERS</p> <p>Cooperating and collaborating in groups</p> <ul style="list-style-type: none"> following instructions and adapting communication skills to suit the purpose of the group responding to questions, ideas and advice of others practising ways to contribute to group cohesiveness and effectiveness appreciating the need to accept differing attitudes and opinions <p>Leading, initiating and facilitating</p> <ul style="list-style-type: none"> explaining safer riding behaviours to others valuing the need to encourage peers, family and the wider school community to participate in safer passenger behaviours

BACKGROUND INFORMATION

- A significant proportion of children injured and killed as passengers are not wearing an appropriate restraint or are behaving dangerously on and around public transport.
- Inappropriate passenger behaviours are frequently the result of peer pressure and therefore require students to explore strategies for dealing with peer requests.
- Excursions involving students as passengers in vehicles and on public transport provide an excellent opportunity to reinforce learning in the classroom.

Unit 1.1 RESTRAINTS

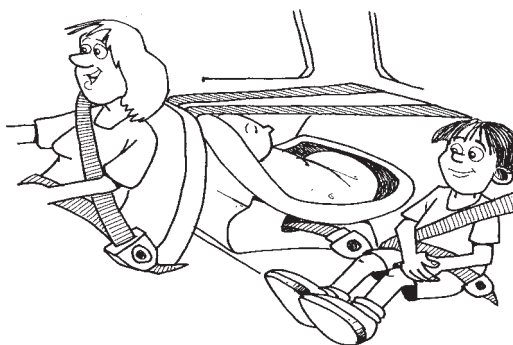
- Nearly half of young people killed in traffic-related crashes are passengers.
- It is mandatory when travelling in a motor vehicle for drivers and passengers to wear restraints.
- It is a legal requirement that an infant up to 12 months of age wear an approved child car restraint.
- Wearing a restraint is a behaviour that reduces the chance of passenger injuries and fatalities. However restraints will not give protection unless they are properly fitted, fastened, regularly checked and adjusted.
- A lap-sash belt should fit from the shoulder, across the body and smoothly across the hips (not the stomach). The sash part of belt should not be across the side of the child's neck.
- It is recommended that children under 12 years of age should not sit in the front seat where an air bag may be deployed.

Proposed introduction of new national child restraint laws for the NT

These new laws are expected to be introduced in the very near future in the Northern Territory and will require drivers to ensure children under the age of seven years are safely and "appropriately" restrained.

- **0 - 6 Months** A suitable and properly fastened and adjusted rearward facing approved child restraint.
- **6 Months - 4 Years** A suitable and properly fastened and adjusted rearward facing child restraint or forward facing approved child restraint with an inbuilt harness.
- **4 - 7 Years** A suitable and properly fastened and adjusted forward facing approved child restraint

with inbuilt harness' or a properly positioned approved booster seat restrained by a seat belt that is properly adjusted and fastened.



Unit 1.2 SAFER ENTRY AND EXIT FROM CARS, BUSES AND TRAINS

- 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.
- If exiting a vehicle in a car park, children should be reminded to look for other vehicles entering or exiting adjacent car bays.
- When waiting for a bus, children should stand as far away as possible from the road edge. They should not board or alight from a bus until it has come to a complete stop.

Unit 1.3 USING PUBLIC AND COMMUNITY TRANSPORT

- Crossing the road before the bus has moved away is when children are most at risk.
- Students travelling on school buses are expected to adhere to the Code of Conduct. This can be viewed on the Public Transport website www.nt.gov.au/transport/public/policies.
- Transit Officers regularly patrol urban buses and bus stops to make the network safer.

Unit 1.4 SAFER JOURNEYS

- Driver distractions can cause crashes. Children should understand that they can contribute to safer journeys by behaving responsibly and planning for longer trips.

Restraints

Unit 1:1 Restraints

For students:

Key understandings

- Most children stay safe and wear a restraint.
- Wearing a restraint can protect and help to reduce injuries in the event of a road crash.
- All vehicle occupants must wear a restraint.
- There are different types of restraints for children depending on their age and size.
- Restraints need to be worn on long and short trips, and even when asleep.
- It is illegal to ride in the load space of utilities, trucks or panel vans.
- Appreciate that others may have different opinions about restraint use.
- Attitudes about wearing a restraint can be influenced by family, friends and peers.

Key skills

- Practise using responses when others are encouraging unsafe passenger behaviour.
- Identify situations and influences that increase the level of risk.
- Check the restraint to make sure it is correctly fitted.
- Make decisions that reduce the level of risk.
- Share own opinions and attitudes about wearing a restraint.

TUNING IN

KWL (Know Want Learnt)

➤ Restraints and safety devices

Either individually or as a group, students use a KWL to write what they already know and want to know about restraints and other vehicle safety devices.

Students can share the questions identified on the KWL sheet. Use these questions to guide selection and planning of learning experiences.

Display the KWL charts in the room and encourage students to tick questions as they are covered and add other information to the 'learnt' column.

QUESTION PARTNERS

➤ Restraint information

Give each student a card from the *Resource Sheet 1: Facts about restraints*. Explain that each question has a matching answer card.

Students read their card then find the person with the matching card. Partners then discuss the question and answer.

Repeat the activity several times.

Invite students to share information learnt from the question and answer cards. Make sure students get to hear the answers to all of the questions once the matching is complete.

If there are questions that students still need answered, write a list and use this to guide the selection of learning experiences.

Discuss:

What did you learn about restraints from this activity?

Did anything surprise you about the answers?

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

Why do you think we are learning about restraints?

FINDING OUT

BRAINSTORM

► Passenger safety vocabulary

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

<i>passenger</i>	<i>lap-sash belt</i>
<i>restraint</i>	<i>booster seat</i>
<i>car seat</i>	<i>front seat</i>
<i>rear/back seat</i>	<i>baby capsule</i>
<i>driver</i>	<i>airbag</i>
<i>lap belt</i>	<i>buckle</i>
<i>safety harness</i>	

Discuss the list of words and ask students to find and write definitions of unknown words.

Display the list where students can add other vocabulary and use it as a reference.

► Types of restraints

Ask students to define the term 'restraint'. Answers may include: something that stops you from being thrown out of your seat; holds you in place; restricts your movement in a car; keeps you safe; it is designed to prevent passengers and the driver from being thrown out of a car in a crash.

Explain that wearing a restraint reduces the risk and is a protective behaviour for passengers and drivers. Explain that it is important to wear a restraint on short and long trips, whether asleep or awake, and when there are several passengers or just a few.

Brainstorm the different types of restraints used in vehicles such as a lap-sash belt, booster seat and forward facing child restraint.

Discuss:

What types of restraints do you and your family wear?

Why do you think there are different types of restraints?

Why is it important for everyone travelling in a vehicle to wear a restraint?

Explain to students that all vehicle occupants must comply with restraint laws in the Northern Territory.

Students can draw their family travelling in a vehicle

wearing appropriate restraints and write two or three statements supporting restraint usage.

EIGHT SQUARES

► Restraint checklist

Using an eight square sheet, students share ideas on the following focus question.

A restraint will provide protection if it is worn correctly. How should you wear a restraint so it does its job properly?

Some suggestions may include:

- fit right – not too tight or loose
- it has to go across your shoulder, chest and hips
- be in good condition – buckle works
- be secure but comfortable
- not twisted or frayed
- be the right type for your size
- not worn across the neck as it can choke you in a crash.

As a group, compile a restraint checklist using the generated ideas. Suggest other safety points not identified in the activity.

Discuss:

Why is it important to wear a restraint correctly?

Where did you learn your information about restraints?

Who else needs to know this information? Why?

Students can use the checklist when checking restraints in their family vehicle and to complete the messages on the *At-Home Activity Sheet 1: Restraints*.

SURVEYS

► School community

Students can devise a survey, or alternatively use *Resource Sheet 2: Restraint survey*, to determine the extent to which the school community uses restraints. Suggest to students that the survey will need to occur before or after school with adult supervision.

Students should choose different locations around the school (e.g. the car park, staff car park, school crossing, near the drop-off or pick-up areas) to observe the number of vehicle occupants wearing or not wearing restraints. The information can be tallied on the resource sheet.

Unit 1:1 Restraints

Ask students to collate their results and record the findings in a graph.

Discuss:

Were you surprised by the results of the survey? Why or why not?

What possible harm could occur to vehicle occupants not wearing a restraint?

Use the *Speaking out* learning experience in this unit to plan further actions of a restraint campaign for the school.

RESEARCH CORNER

► Restraints and air bags

The *Tuning in* learning experiences in this unit will prompt students to identify questions about restraints and other vehicle safety devices.

Use *Resource Sheet 3: Restraints and air bags* and *Resource Sheet 2: Investigations* (included in the **Finding out** strategy section) to guide students in a research project.

Discuss ways students can present their findings (e.g. posters, brochures, PowerPoint, news article, photos or a puppet show).

Students can share their findings by:

- talking to other classes
- talking to a buddy in a younger class
- placing a report in the school newsletter
- creating a report on the school website.

Discuss:

What was the most interesting thing you learnt from this research activity?

How has it changed your opinion of wearing a restraint?

VIEWING

► Restraint campaigns

Use the Road Safety website www.roadsafety.nt.gov.au to download examples of restraint advertisements used in media campaigns.

Ask students to look for effective features of the advertisements such as catchy music, persuasive

language, hard-hitting statistics or facts, pleasing designs and well known people.

Give students the following questions to consider while viewing the advertisements.

- *Who is the advertisement targeting? Why?*
- *Does the advertisement give convincing information? Why or why not?*
- *Did the advertisement change your view of wearing a restraint? Why or why not?*
- *What would have made the advertisement better? Why?*

After watching the advertisements, students can write responses to the questions then discuss as a class.

SORTING OUT

WRITTEN RESPONSES

► Acrostic poem

Students can write acrostic poems promoting restraint use and other positive passenger messages. An example has been provided.

Seatbelts save lives.
Everyone has to wear one,
Adults, kids and babies too.
Take the time to put it on.
Buckle up front and back,
Every trip, short or long.
Lives can be saved.
Take the time to save your life.

Students can:

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

► Interpreting images

To promote the wearing of restraints, students can draw four-frame cartoons including blank speech or thought bubbles for each character.

Students can swap cartoons with a partner who must deduce the meaning and passenger safety message then fill in the speech bubbles accordingly.

PUZZLES AND GAMES

► Create a puzzle

Students can use the list of words that were brainstormed in the *Finding out* learning experience to create a crossword or word sleuth.

MAKING DECISIONS

PNI (Positive Negative Interesting)

► Not wearing a restraint

In groups, students list the positive, negative and interesting implications to one of the following statements on *Resource Sheet 8: PNI* included in the **Making decisions** section.

Manufacturers are considering designing restraints that will automatically buckle passengers in when the engine of a vehicle is started.

Vehicle occupants who are found guilty of not wearing a restraint will have to visit and talk to crash victims.

Vehicle manufacturers have designed a car that will not start unless all occupants are wearing a restraint.

Children up to the age of 8 must wear an approved child car restraint suitable for their size and weight.

Kids our age should learn about restraints so they can make informed decisions about being safer in a vehicle.

Groups share ideas about each statement. Encourage students to question each other and justify their ideas.

PROBLEM PREDICTING

► Influences

Explain that influence or pressure can be both a positive and negative thing (e.g. friends can influence you to wear a restraint and also to not wear a restraint).

Give each group a piece of paper or card. Ask students to write down a scenario where someone their age or slightly older may be influenced to not wear a restraint. The scenario must include a character plus the following information.

- **Who** is influencing the character (e.g. friends, family, person the same age, older sibling)?
- **What** kind of things are said, done or thought to influence the character to not wear a restraint?
- **Where** is this situation happening (e.g. after school, going to a party or sports training)?
- **How** is the character feeling?

Collect the cards and after reading them aloud, ask the class to rank them from the one that may cause the most harm to the one that may cause the least harm. Ensure reasons are given for the rankings.

Give each group a scenario card (not the one the group created) to write or tell a story in which the risk of harm is reduced or avoided.

Groups can role-play the scene showing how they would deal with the situation.

Discuss:

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

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

Would you use some of these ideas if you were in a similar situation?

► What could happen?

Read the following statement to students.

There isn't a restraint for Mitchell to wear when he gets into his friend's car.

In groups, students discuss the level of risk in this situation and predict what could happen. For example, Mitchell might:

- travel in the car without a restraint
- sit in the back seat
- share another restraint
- tell his friend that he won't go in their car
- tell his friend that it is against the law.

Share the predictions generated by each group. Ask students to consider the positive and negative consequences of each option.

With a partner, students then talk about the option they might choose if faced with a similar situation.

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Discuss:

Did it help you to make a decision after considering the positive and negative consequences of each option? Why or why not?

RISK CIRCLES

► Passenger scenarios



In groups, students use the three circles on the *Resource Sheet 4: Passengers* to spin and create a scenario.

Ask students to look at the scenario created by the combination of the three circles. For example:

Passenger - no restraint worn

Conditions - passengers shouting and yelling

Location - busy main road

Students record the harms, if any, that this situation may result in and strategies to reduce the harm.

Scenarios and proposed strategies that can be, are shared with another group. For example, in the scenario given above, students may suggest:

- ask the other passengers to be quiet
- ask the passenger to wear the restraint.

Discuss:

Which scenario did you think may have been the most harmful? Why?

What do you think were some of most effective ways to reduce the possible harm?

ROLE-PLAY

► Practising responses

Suggest to students that having a practised answer can make it easier to respond when peers or friends may encourage the non-wearing of restraints.

Use one of the scenarios below for small groups to discuss and role-play.

Andrew and Sophia are best friends. Sophia is getting a lift home with Andrew's parents. When she gets in the car she notices that Andrew hasn't put his restraint on. What could Sophia do or say?

Kate and Carmel are going on a school camp. The bus is fitted with seatbelts. Kate tells Carmel not to wear her seatbelt so they can turn around and talk to their friends. What could Carmel do or say?

Cameron's older brother Josh offers to drive him into town. Cameron knows that the seatbelts in Josh's car are broken or don't work properly. What could Cameron do or say?

Mark's family are going to visit relatives in the next town. He knows that there won't be enough seatbelts for everyone. What could Mark do or say?

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

Discuss:

How do you feel when you see others not wearing a restraint? Why?

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

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

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

What if the person was:

- much older than you?
- from another country where they didn't have to wear a restraint?
- pregnant and claimed that it was legal to not wear a restraint?
- a small child who kept undoing the restraint and moving around the car?
- your best friend?

Does practising making decisions about wearing a restraint make it easier to make decisions in real life? Why or why not?

DEVELOPING VALUES

AROUND THE TABLE

► No restraint

In groups, students take turns to write their opinions about one of the following statements:

In the NT between 2005 - 2009 there were 180 fatalities, 54% of these were not wearing a seatbelt. (NT DLP VSDB 2010)

Almost half of the people travelling in a vehicle use a restraint safely and correctly.

People choose to not wear restraints for many different reasons such as...

After each student has written their opinion, the paper is folded over and passed on to the next person in the group.

When all students have written on the paper, it is unfolded and the responses discussed within the group.

Groups can list the three key points from their discussion to share with the class.

Discuss:

Why might we have different attitudes about wearing a restraint?

What influences our attitudes?

Are these influences always negative? Why or why not?

CHOOSE A CORNER

► **What would you do?**

Explain that there is usually always more than one way to deal with a tricky situation and different people choose different options.

Number each corner of the room then pose the following statements and choices. Ask students to move to the corner that indicates what they would most likely do:

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

- 1 tell my friend that I wouldn't be safe*
- 2 wear it anyway*
- 3 just put it around me without doing it up*
- 4 do what my friend wants so they think I'm cool.*

If my friend offered me a lift home from football training and all the restraints were being used, I could:

- 1 squeeze in the back seat*
- 2 walk home*
- 3 ring my parents to pick me up*
- 4 sit on someone's lap.*

If I noticed that one of my friends had put their restraint across their body rather than doing it up properly, I could:

- 1 ignore it*
- 2 ask my friend to do their restraint up*
- 3 do the restraint up for them*
- 4 ask my friend why they haven't put their restraint on properly.*

If these scenarios are not appropriate for your students, ask students to make up their own scenarios and choices.

Ensure that students share reasons for choosing their corner and are given the opportunity to move once reasons have been shared.

Discuss the following questions to allow students to hear how others would respond to requests from peers not to wear a restraint:

What was the possible harm in each of these situations?

How could the harm have been reduced?

What would you say to someone who tried to influence you not to wear a restraint?

What might they say or do after hearing your choice?

How would you feel?

Would it change your decision? Why or why not?

VALUES CONTINUUM

► **Restraint opinions**

Students consider one of the following statements then place themselves on a continuum labelled 'strongly agree' to 'strongly disagree':

You don't need to wear a seatbelt if you're only going a short distance.

It's an adult's responsibility to check that kids my age are wearing their seatbelts.

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

It's okay for children to take off their restraint if they are going to go to sleep on the back seat of the car.

It's okay for an adult to hold a baby tightly if there isn't a restraint available.

Restraints save lives.

Unit 1:1 Restraints

Students can share with others near them and then as a whole class, the reasons for their placement. Remember, students do not have to qualify their placement on the continuum.

Provide the opportunity for students to change position after hearing others' responses.

Discuss:

How does it feel to share your opinion about wearing a restraint with others?

Has hearing others' opinions and thoughts about restraint use changed how you feel about wearing a restraint? Why or why not?

SPEAKING OUT

HEALTH PROMOTIONS

➤ Restraint campaign

Depending on the results of the restraint survey completed during the *Finding out* learning experience, ask the class to suggest some form of action such as a commendation in the school newsletter or local community newspaper, or a campaign to improve restraint wearing by the school community.

Students can explore other avenues for spreading the restraint-wearing message (e.g. via the Local Council or road safety committee, the School Council and local businesses).

Students can also:

- design a poster to display at local events such as sports carnivals, fetes, parents nights
- design a pamphlet or brochure promoting restraint use
- write a community announcement and send to the local radio station
- write a jingle, song or rap
- write a television or newspaper advertisement and send them to the Road Safety Branch.

➤ Marketing campaign

Ask students to watch the campaign advertisements as described in the *Viewing* learning experience 'restraints campaigns'.

Students can plan an advertising campaign featuring restraints. This could include:

- a 30 second television commercial
- a radio jingle
- a newspaper advertisement
- bumper stickers
- posters.

These products can be performed or displayed in other classes.

THINK-PAIR-SHARE

➤ Excuses, excuses

Suggest to students that vehicle occupants often give excuses for not wearing a restraint despite the fact it is compulsory by law.

Students can identify excuses that passengers and drivers might use for not wearing a restraint. Some may include:

- I'm only going to the local shop
- It doesn't fit me
- My Mum didn't tell me to wear it
- My friend isn't wearing one
- My Dad's a safe driver. He won't have a crash
- I wanted to have a sleep
- The buckle won't do up
- I'm sitting in the back seat
- It takes too long to put it on.

Ask students to choose one of the excuses and decide how they would respond if the excuse was used by their friend, peer or family member.

In pairs, students can practise delivering the response in a role-play. For example:

Excuse: *The buckle won't do up.*

Response 1: *Why don't you ask your Dad to give you a hand?*

Response 2: *See if the other seatbelt works and move there.*

The class watches each pair to judge the effectiveness of the responses. Feedback can be given using a thumbs up or thumbs down signal. If the answer is not judged as effective, ask the class to suggest other responses.

VOX POP INTERVIEWS

► Interviews

To investigate reasons for wearing or not wearing a restraint, conduct on-the-spot interviews with willing school staff, parents and students.

Devise a set of questions prior to the interviews. Students can practise asking these questions in front of a video camera or with a tape recorder.

After conducting the interviews, students can analyse the video or audio responses and produce a report including answers to the questions below.

Discuss:

Do most people in our school community comply with wearing a restraint?

What reasons were given for wearing or for not wearing restraints?

Do you think this has always been the case? Why or why not?

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

Students can play the recorded responses at a school assembly and present their report.

REAL-WORLD

PARENT INFORMATION AND AT HOME ACTIVITY

► Restraints

Students can write four key messages on the *At-Home Activity Sheet 1: Restraints* before taking it home to discuss with their family and complete the restraint check.

SIMULATED

REPLICATING THE REAL WORLD

► Why use restraints

To demonstrate the motion that occurs in a crash, students can place a doll as a 'passenger' in a wheeled toy. It is important that the wheeled toy is open enough to allow the doll to move around.

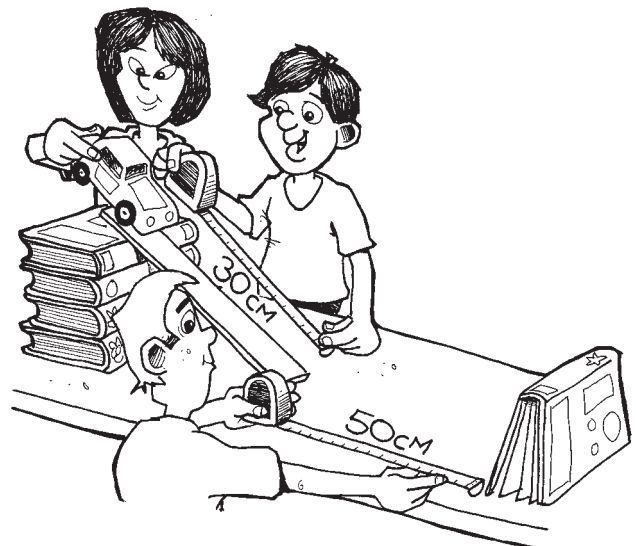
The wheeled toy is positioned at the top of a ramp, set about 30cm above the floor. Use a book to make a barricade and position it about 50cm from the bottom of the ramp.

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

With some force, students can push the wheeled toy down the ramp and observe the motion of the 'passenger' during and after the collision.

Measure the distance the doll was thrown from the collision point. Repeat this step several times and average the distance.

Release the wheeled toy from several different distances and increase the height of the ramp to vary the speed. Continue to observe the motion of the passenger and measure the distance.



Discuss:

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

What happened to the doll when the wheeled toy hit the barricade?

How did the speed of the wheeled toy change as it was released at different places along the ramp?

What happened to the speed of the wheeled toy when the height of the ramp was increased?

Why did the distance the passenger moved change as the ramp was increased?

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

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Discuss:

What did you notice this time?

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

Restraints help to stop a passenger from being thrown from the car. Why is it usually more dangerous to be thrown from the car than to remain in it?

Students can write and draw their observations of the test and reflect on their learning. Refer to the *Reflecting* learning experience 'Unfinished sentences'.

► Movement in a car

Place four golf balls in a small box and explain to students that the golf balls represent passengers in a car. Ask students to observe what happens to the golf balls when the box is pushed and suddenly stops; changes direction or crashes into a stationary object.

Discuss:

What did you notice about the golf balls?

Why did they keep moving after the box had stopped?

If the golf balls were passengers in a car, would they have been hurt? Why or why not?

Ask students to design restraints for the golf balls using materials such as egg carton cups, bubble wrap and tape.

Repeat the process and observe any changes in the movement of the golf balls. If students didn't connect the restraints to the bottom of the box discuss their observations. Explain that restraints must be correctly fitted and secured to the vehicle to be effective.

Discuss the difference between the first and second test. Explain how restraints help to reduce the movement of passengers and why this is important.

Explain how unrestrained objects (e.g. books, mobile phones and luggage) will also move around when a vehicle is involved in a crash and that the force produced by the crash can cause these objects to become lethal projectiles.

REFLECTING

KWL

► Restraints and safety devices

Ask students to complete the KWL chart commenced in *Tuning in* by answering the 'what I want to know' questions and writing other information gained from this unit in the 'learnt' column.

THOUGHT SHAPES

► Reflective discussion

Ask students to choose one of the shapes (refer to the *Reflecting* learning strategies section p 244) and share their thoughts and ideas about restraints.

UNFINISHED SENTENCES

► Thinking back

At the conclusion of a series of learning experiences ask students to write a journal entry that addresses the following.

- *In a crash a restraint can ...*
- *I think that restraints...*
- *What could I say or do if I felt unsafe in a vehicle?*
- *I intend to ...*

► At-Home Note

Ask students to write four key messages about restraints and their effectiveness on the *At-Home Activity Sheet 1: Restraints*.

Facts about restraints

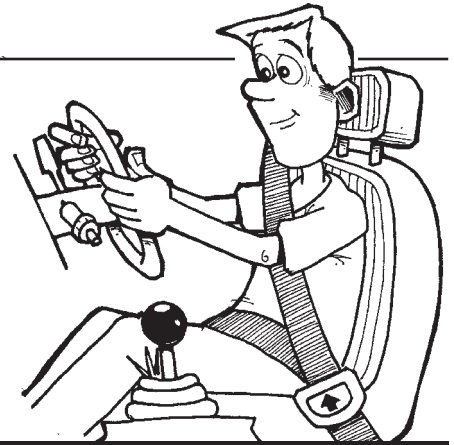
<p>Question</p> <p>Why can't a child car seat or restraint be used in the front seat of a car?</p>	<p>Question</p> <p>Do you need to wear a restraint?</p>
<p>Answer</p> <p>It is safer for children to sit in the rear of a car.</p>	<p>Answer</p> <p>Yes. Everyone in a vehicle has to wear a restraint.</p>
<p>Question</p> <p>Which restraint is the safest for a young child weighing around 24 kg?</p>	<p>Question</p> <p>What is the most important safety equipment for passengers?</p>
<p>Answer</p> <p>A child booster seat.</p>	<p>Answer</p> <p>A restraint is the most important safety equipment for passengers.</p>
<p>Question</p> <p>Are restraints designed to stretch slightly in a crash?</p>	<p>Question</p> <p>If a passenger doesn't wear their restraint, is the driver legally responsible?</p>
<p>Answer</p> <p>Yes. Restraints stretch slightly in a crash to reduce injury.</p>	<p>Answer</p> <p>No. The driver of a vehicle is not legally responsible for all passengers wearing a restraint.</p>
<p>Question</p> <p>When is it safe to share a restraint?</p>	<p>Question</p> <p>How are most Northern Territory children (aged 0 to 16 years) killed or injured in road crashes?</p>

Facts about restraints

<p>Answer</p> <p>It is never safe to share a restraint. Restraints are designed for use by one person only.</p>	<p>Answer</p> <p>Most Northern Territory children (aged 0 to 16 years) are killed or injured as passengers.</p>
<p>Question</p> <p>When were Australian cars required to have seat belts?</p>	<p>Question</p> <p>Will a restraint protect you if it is frayed?</p>
<p>Answer</p> <p>During the 1970s, cars in Australia were required to have restraints fitted.</p>	<p>Answer</p> <p>In a crash, a frayed restraint may break and not protect the wearer.</p>
<p>Question</p> <p>Will a restraint protect you in a road crash?</p>	<p>Question</p> <p>Are restraints designed for children of different ages?</p>
<p>Answer</p> <p>Yes. Restraints decrease the risk of being killed or seriously injured in a crash by around 40%.</p>	<p>Answer</p> <p>Yes, an approved restraint should be chosen depending on the child's size and age.</p>
<p>Question</p> <p>Will a restraint protect you if it is twisted?</p>	<p>Question</p> <p>Is it safe for a parent to hold a baby in their arms?</p>
<p>Answer</p> <p>The protection a restraint can offer will be reduced if it is twisted. In fact it may cause injury or break in a crash.</p>	<p>Answer</p> <p>No. Babies should always be placed in a child car restraint. In a crash, an unrestrained baby can be thrown through the windscreen of a car.</p>

Restraint survey

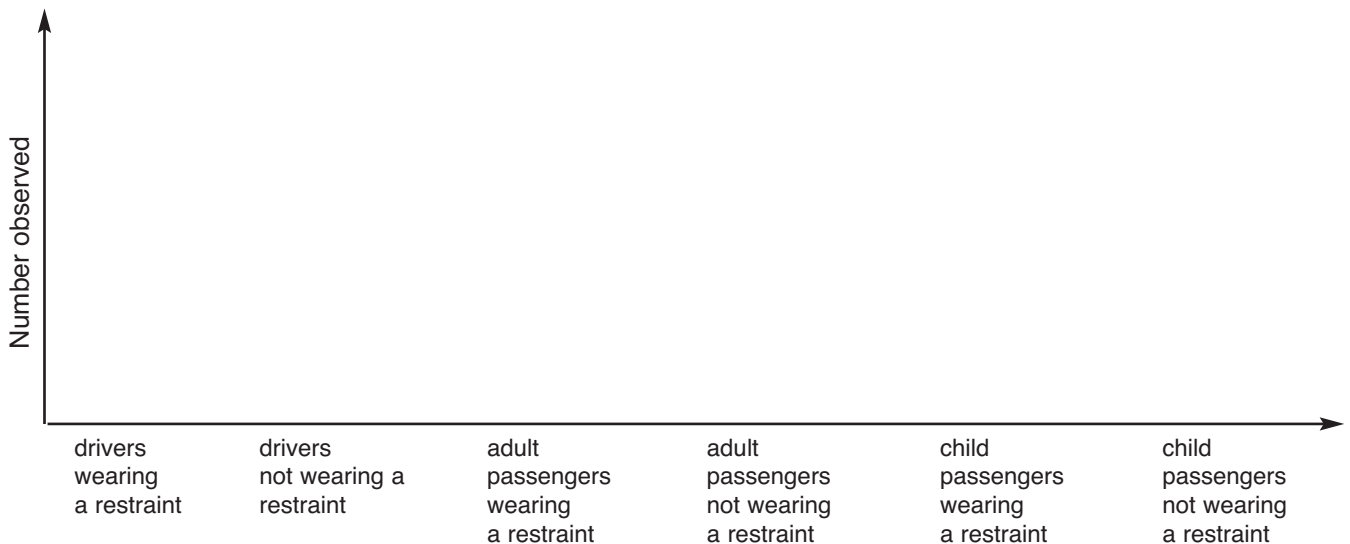
Find out how many people in your school community wear restraints by conducting a survey. You will need to choose different locations to observe drivers and passengers arriving at your school.



Keep a tally of your observations in the table.

Driver		Passenger			
Wearing a restraint	Not wearing a restraint	Wearing a restraint		Not wearing a restraint	
		Adult	Child	Adult	Child
<i>Total</i>	<i>Total</i>	<i>Total</i>	<i>Total</i>	<i>Total</i>	<i>Total</i>

Record your results in the graph.



- How many child passengers were wearing a restraint? _____
- How many child passengers were not wearing a restraint? _____
- How many drivers were wearing a restraint? _____
- How many drivers were not wearing a restraint? _____

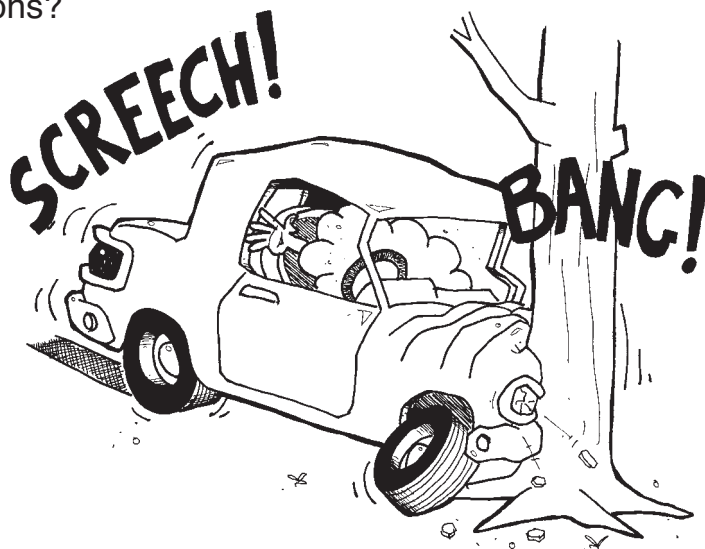
What have you learnt from this survey?

Restraints and airbags

Do you know the answer to these questions?

Restraints

- 1 How does a restraint work?
- 2 What types of restraints are there?
- 3 Who should wear a restraint?
- 4 How do you know which restraint is the right one for you?



Airbags

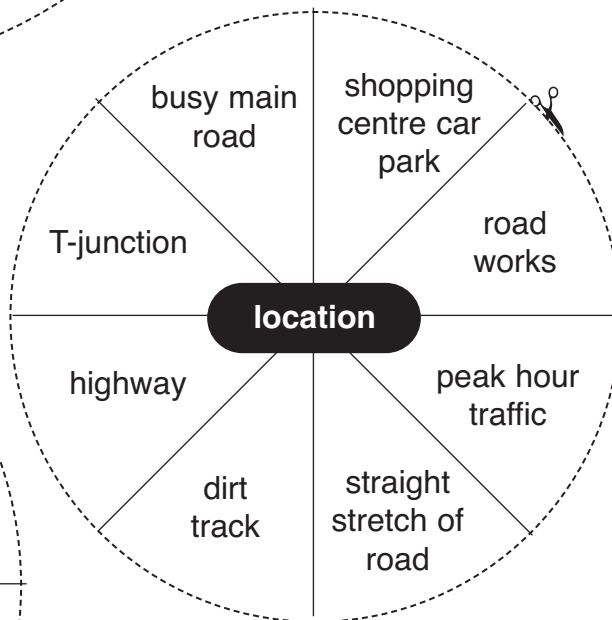
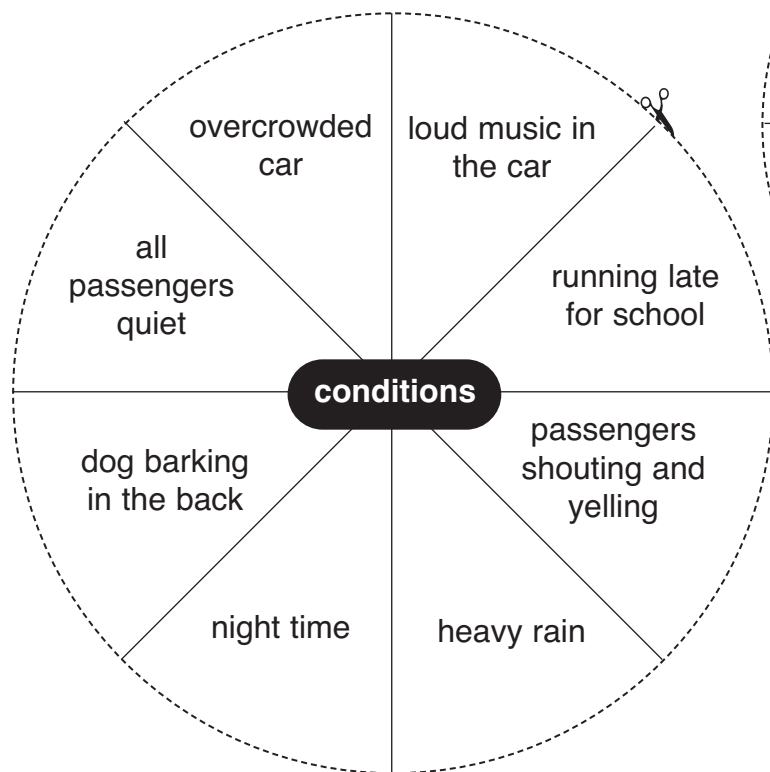
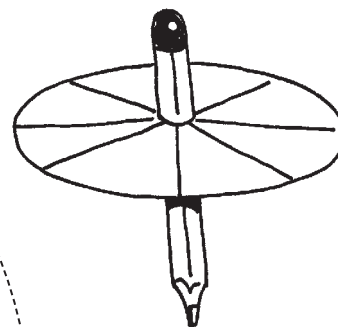
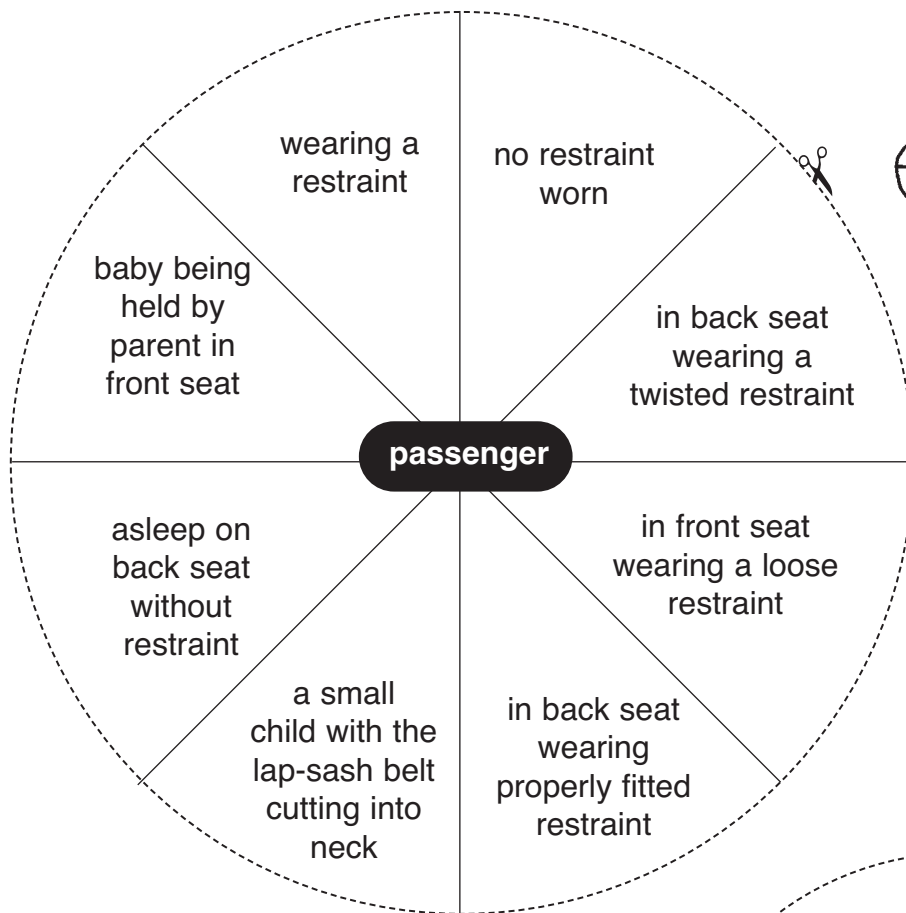
- 1 How does an airbag work?
- 2 How long does it take to inflate?
- 3 What gas fills up the airbag?
- 4 Are there any concerns with airbags?

Time to put on your detective hat and find out all there is to know about restraints and airbags. Here are a few clues to help you.

- Decide what information you want to find out about restraints or airbags and start planning your investigation.
- Think about where you will find the information – websites, pamphlets, books...
- Try these useful websites:
www.kidsafent.com.au
www.roadsafety.nt.gov.au
www.yahooligans.yahoo.com/content/ask_earl
www.pbs.org/wgbh/nova/escape/timecar
www.childcarrestraints.com.au
www.britax.com.au
- How will you record the information? (computer, notes)
- Decide how you are going to present your research (oral presentation, PowerPoint, poster or brochure) and who needs to know the information you have found.



Passengers




Restraints

Dear family

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

Did you know that approximately 1 person is killed each week on Territory roads, with non use of restraints still a major contributor?

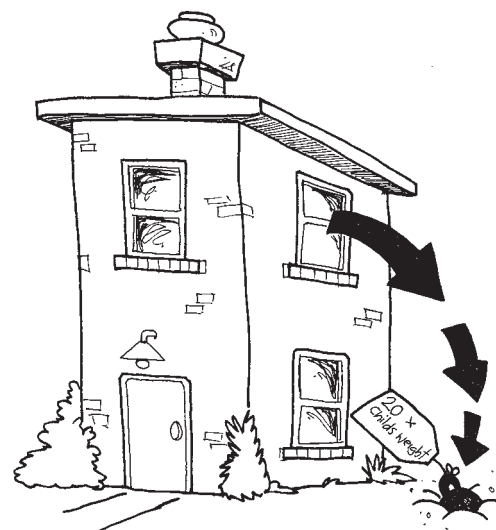
 **Four important things to remember about restraints are:**

- 1 _____
- 2 _____
- 3 _____
- 4 _____

Does your child always remember to buckle up?

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

Make sure that your child is always buckled up in a correctly fitted restraint. Keep them safe – buckle up!



At-home activity

- Talk with your child about the restraint messages on this sheet.
- Take time to check the restraints in your family car. Here are some things to consider.

Are the restraints: in good condition? easy to use?
 worn or frayed? easy to adjust?

Do the buckles work easily?

Can your child adjust and correctly fit their restraint?

Do you want some help with checking or fitting of child car restraints in your vehicle?

Visit the Road Safety website www.roadsafety.nt.gov.au for a list of registered locations around the Northern Territory.

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

Classroom Teacher

Unit 1:2 Safer entry and exit from cars and buses

For students:

Key understandings

- Using the rear door closest to the kerb (the safety door) to enter and exit a vehicle is safer.
- Passengers should wait until the bus has completely stopped before getting on or off.
- Wait for the bus to move away before crossing.
- Passengers should check for vehicles entering and exiting adjacent parking bays when getting in or out of a car in a car park.
- Passengers are responsible for their own and others' safety.
- Appreciate that others may have different opinions about road safety.
- Family, friends and peers can influence attitudes about road safety.

Key skills

- Practise responding to peer pressure.
- Identify situations that may increase risk.
- Make decisions that may reduce the level of harm.
- Share own opinions and attitudes about being a safer passenger.

TUNING IN

T CHART

➤ What do you know?



Use two sheets of paper and draw a T chart on each. Label one 'car' and the next 'train'. Also include the following information.

Safer ways to enter and exit	Why?
<ul style="list-style-type: none"> • Get in on the kerb-side • Wait for the car to stop 	<p>So you don't get hit by passing traffic</p>

Provide enough T charts to cater for the number of students in the class.

In groups, students can brainstorm safer ways to enter and exit the three types of transport, including the reasons why.

Each group passes their sheet on to the next group until students have contributed to all T charts.

Ask groups to summarise and present the information recorded on a T chart to the class.

Discuss:

Did you learn anything new from this activity? What?

Why is it important for passengers to know how to get in and out of cars and buses safely?

Do you think knowing this information will change your opinion about getting in and out of cars and buses? Why or why not?

FINDING OUT

SURVEYS

➤ Passenger survey



Students devise a survey to determine the extent to which the school community uses drop-off or pick-up zones, and demonstrates other safer passenger behaviours in those areas such as parents collecting children from the same side of the road; children getting in and out of cars on the kerb-side; and no double parking.

Unit 1:2 Safer entry and exit from cars and buses

Suggest to students that the survey will need to occur before or after school with adult supervision.

Conduct the survey with small groups of students located at strategic locations around the school such as the car park, staff car park, and drop-off and pick-up areas.

Students can record:

- were or weren't dropped off correctly
- were or weren't picked up correctly
- used the kerb-side door
- didn't use the kerb-side door.

Ask students to report their findings to the class by summarising the information and drawing conclusions about the school community's passenger behaviours.

Discuss:

Did anything surprise you from the survey?

What possible harm could occur from the unsafe behaviours you observed?

Who needs to know the results of your survey? Why?

How will you share this information with them?

SORTING OUT

ARTS IDEAS

► Interpreting the image

Students can design a poster to tell others about safer ways to get in and out of a car or bus. Display the T chart ideas brainstormed in the *Tuning in* learning experience for students to refer to when writing slogans and messages on the poster.

Display the posters in an area where other students can read the information or scan the posters and include in the school newsletter.

WRITTEN RESPONSES

► Interpreting the image

Students draw a four-frame cartoon promoting the safe entry and exit from a car or bus. The cartoon should include blank speech or thought bubbles.

Students can swap cartoons with a partner who must deduce the meaning and safety message and fill in the blank bubbles accordingly.

► Different choices, different consequences



Students choose one of the scenarios on *Resource Sheet 1: Make a decision* and write two stories that depict the different choices and consequences. Share the stories with others in the class.

Discuss:

Why is it useful to look at the positive and negative consequences of a decision?

Who might stop you from making a safer choice?

How would you deal with this?

DEVELOPING VALUES

AROUND THE TABLE

► Sharing attitudes

Using the around-the-table strategy students either talk or write about the following statements:

Parents and families have the biggest influence on how children act in the traffic environment.

Most kids my age act safely in the traffic environment.

Most primary school kids know how to get on and off a bus or train.

Sometimes it is difficult to use the safety door of a car.

Discuss common findings and how students feel about these issues.

MAKING DECISIONS

DECISION-MAKING MODEL

► Different choices, different consequences



Photocopy *Resource Sheet 1: Make a decision* and the decision-making model included in the **Making decisions** section of this resource. Distribute one scenario and one decision-making model sheet to each group. Ask students to use the decision-making model to decide what they would do if they were the character in the scenario.

Ask groups to report their decisions to the class.

Unit 1:2 Safer entry and exit from cars and buses

Scenarios can be swapped and discussed to illustrate to students that decisions made by others are not always the same as their own, as decisions are influenced by beliefs, values and the situation.

ROLE-PLAY

► Reduce the harm



In pairs or groups, students consider one of the situations described on *Resource Sheet 1: Make a decision* to identify the problem and strategies that could be used to reduce the harm.

Use situations already experienced by the students if the scenarios on the resource sheet are not relevant.

Ask students to create a role play to demonstrate the scenario and what the character could do or say in that situation.

After watching the role-plays, encourage other students to provide feedback on the effectiveness of the strategies selected.

Discuss:

Is this a situation that you have been in?

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

SPEAKING OUT

HEALTH PROMOTION

► Passenger campaign



Depending on the results of the passenger survey (see *Finding out* learning experience) ask the class to suggest some form of action such as a article in the school newsletter or a campaign to improve the way passengers enter and exit vehicles around the school.

Discuss:

What safety information do members of our school community need to know? Why?

What might be the most effective way to share the information?

The campaign could include activities to promote safer passenger behaviour such as creating:

- a banner to hang near the drop-off/pick-up areas
- a pamphlet or brochure to send home to parents
- a jingle to sing at an assembly

- a sticker or certificate to award to safety-conscious students.

Ask students to repeat the survey later in the year to determine if any behavioural changes have occurred through their campaign efforts.

REAL-WORLD

EXCURSIONS

► Drop-off and pick-up areas

Take a walk around the school and:

- identify areas that are designated for the dropping off and picking up of students
- locate signs or markings that inform drivers and students of parking rules and procedures
- discuss the direction that vehicles enter the drop-off and pick-up area and why these areas are safer places for vehicles to stop.

Give students an aerial map of the school to mark the drop-off and pick-up areas including direction of traffic, time allowed in each area and places for students to wait.

Ask students to write a letter to their family explaining the designated areas and why it is important for all traffic to use these safely and correctly.

Students can take the map and letter home to discuss with their family.

PARENT INFORMATION AND AT-HOME ACTIVITY

► Drop-off and pick-up areas

Send the school map and students' writing, completed in the *Real world* learning experience, home to parents. Encourage students to talk to their family about safety issues in these areas and the importance of following the drop-off and pick-up rules.

► Entry and exit



Photocopy the *At-Home Activity Sheet 1: Entry and exit* for students to discuss with their family.

Unit 1:2 Safer entry and exit from cars and buses

SIMULATED

REPLICATING THE REAL WORLD

► Street scene

Ask students to design and draw a street scene that includes roads and parking areas wide enough for toy cars.

Students can use the street scene to share information about getting in and out of a car, in a car park (e.g. checking for cars entering and exiting; being aware of traffic sounds such as reversing beeps or engines starting up), or on a road with younger students.

REFLECTING

JOURNAL

► What do I know and think?

At the conclusion of a series of learning experiences, ask students to respond to the following questions by writing down their ideas.

- *What have you learnt about getting safely in and out of cars and buses?*
- *What might you do differently now that you know these things?*
- *What is one thing you can tell others about safely entering and exiting a bus or train?*

UNFINISHED SENTENCES

► What do I know and think?

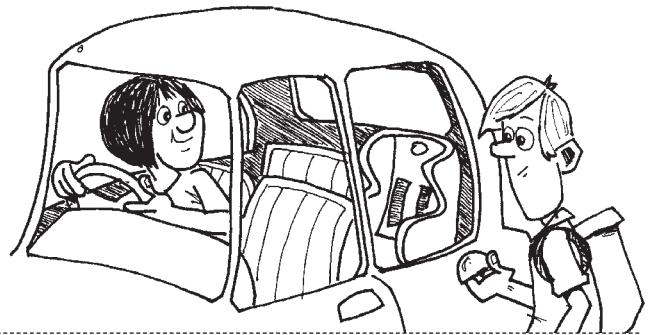


Ask students to think about the learning experiences they have been involved in during this unit then complete the three sentences on *At-Home Activity Sheet 1: Entry and exit*.

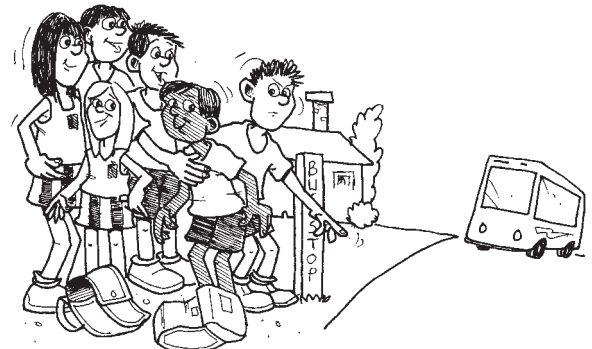
Send the sheet home and encourage students to talk about safer ways to get in and out of cars, buses and trains with their family.

Make a decision

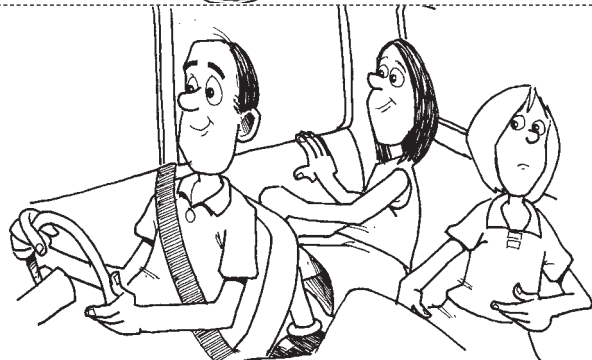
When Max tries to use the safety door to get into his aunty's car he notices that the baby's car restraint is in the way. His aunty tells him to go around to the other door.



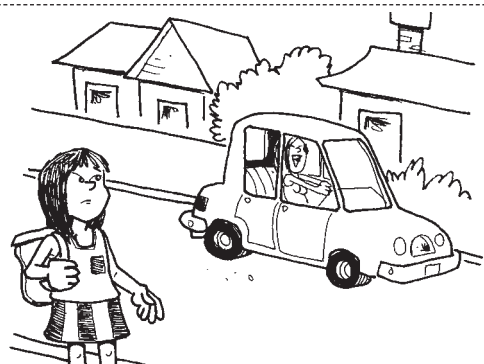
Jack is first in the bus line. When the other kids see the bus coming they start to push and shove. Jack is feeling worried because he is getting pushed closer to the road.



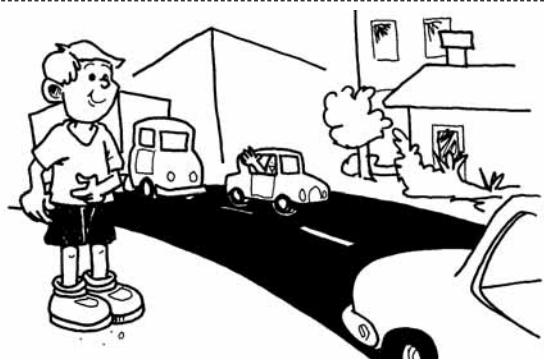
Linda and Deb are going to the movies with Linda's dad. When they get there, Deb notices that Linda is going to get out of the car using the road-side door.



When Kate's mum arrives to pick her up from basketball training she double parks the car because there isn't a parking spot against the kerb. Her mum calls out to get in the car quickly.



When Sam's dad picks him up from the bus stop he always parks on the same side of the road. Today his big brother Jamie has come to pick him up. He has parked over the other side of the road.



Entry and exit

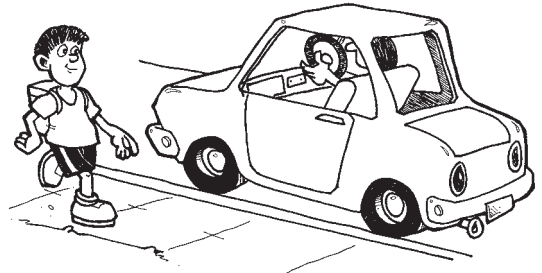
Dear family

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

Take the time to talk about and practise these together.

Cars

- Stay well away from the road and wait for the car to stop.
- Get in and out using the door closest to the kerb.
- If in a car park, check for other vehicles entering or exiting adjacent bays before getting in or out.



Always try to park with the passenger side of the car to the kerb when picking up and dropping off your child.

Bus

- Stay well away from the road and wait for the bus to stop
- Don't push or shove when the bus arrives.
- Wait for other passengers to get off.
- Get on and off quickly and sensibly.
- Wait for the bus to completely stop before getting off.



Wait for your child on the same side of the road.

 **Three important things to remember about restraints are:**

- 1 _____
- 2 _____
- 3 _____

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

Classroom Teacher

Public transport

Unit 1:3 Using public and community transport

For students:

Key understandings

- Travelling on buses is one of the safest ways to travel.
- Generally, children are safe on school buses.
- The greatest risk for children travelling by bus is as pedestrians at the beginning and end of a bus trip.
- Passengers who have exited the bus and are about to cross the road should ensure that the bus driver can see them.
- Distracting the driver can cause a crash.
- Safer bus (and train) behaviour can contribute to the safety of road users.
- Appreciate that others may have different opinions about using public and community transport.
- Attitudes about using public and community transport can be influenced by family, friends and peers.

Key skills

- Identify situations and influences that increase risks for passengers.
- Make decisions that may reduce harm when travelling on public and community transport.
- Practise responding to peer pressure.
- Share own opinions and attitudes about being a safer passenger.

TUNING IN

GUEST SPEAKERS

- **Using public or community transport**



Invite a Transit Officer from Public Transport (refer to agency list in **Background information** section), a local bus company or a school bus contract driver to talk about ways to stay safer when using public and community transport.

Use the *Resource Sheet 1: Checklist for engaging a guest speaker* (included in the **Finding out** section) to confirm the presentation will support this unit and that the information will be relevant to students.

Before the visit, share experiences students have had with using public and community transport.

Discuss:

What experiences have you had with using public or community transport, both here in the NT and elsewhere in Australia?

How did you know where to get on or off the bus?

What did you notice other passengers doing on the bus?

Did you feel safe? Why or why not?

Students can prepare a set of questions to ask the guest speaker. For example:

What should you do when you want to get on the bus?

Are there any rules I have to know about?

What will make my trip safer?

Record and photograph the presentation.

After the presentation, ask students to write four key points on *At-Home Sheet 1: Using public and community transport*. Send the information sheet home for students to discuss with their family.

Unit 1:3 Using public and community transport

FINDING OUT

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)
- Boys love football (opinion)
- Red is a colour (fact)
- Earth is a planet (fact)
- Red cars are fast (opinion)

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

Trains 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 aisle of a bus

Sitting at the back of the bus is safer than sitting down the front

You won't distract the driver if you talk to them in a quiet voice

Putting any part of your body outside the bus is dangerous

Discuss:

Why is it important to get the facts about travelling safely on buses (trams and trains)?

Who can help you with this information?

Where could you go to get the information you need to make your own decisions about using public and community transport safely?

GRAFFITI

► Ways to stay safer

Label three large sheets of paper– ‘Waiting for the bus’; ‘Riding on the bus’; ‘Getting off the bus’. Repeat these headings replacing the word ‘bus’ with another appropriate form of transport for your area, ie troopie (troop carrier).

In groups, students brainstorm ways to stay safer while in each stage of a bus journey. For example some ideas may include:

Waiting for the bus

- *It's safer to stand away from the road.*
- *Stand where the driver can see you.*
- *Wait for the bus to stop.*
- *Let other passengers off before you get on.*

Riding on the bus

- *Hold onto a seat or rail if there isn't a seat for you to sit on.*
- *Put your bag under a seat.*
- *Respect other passengers.*

Getting off the bus

- *Wait for the bus to stop before you move to the exit.*
- *Ring the bell once.*
- *Wait for the bus to move away before you cross the road.*

Give one graffiti sheet to each group. Ask students to choose the three ideas that would keep passengers safer while travelling on a bus. Groups should qualify each idea with supporting information.

SORTING OUT

T CHART

► On the bus

Ask students to draw a T chart labelled ‘safer’ and ‘unsafe’ on a large sheet of paper and sort the cards from *Resource Sheet 1: Safer and unsafe*.

Discuss the completed T charts. Ask students to tick the cards that show a ‘rule’ that passengers must comply with when riding on a bus.

Ask students to circle cards that may occur due to peer pressure.

Discuss:

Were the circled cards mostly in the safe or unsafe side of the T chart? Why?

What could you say or do if your peers were trying to influence your behaviour on the bus?

How could you influence your peers to behave safely on the bus?

Unit 1:3 Using public and community transport

WRITTEN RESPONSES

► Report

After listening to a guest speaker (see *Tuning in*) from Public Transport Division, a local bus or school bus company, students write a report using the recorded information and photographs.

Send home the report and *At-Home Activity Sheet 1: Using public and community transport* for students to discuss with their family.

► Write a rap

Students have a go at performing the rap on *Resource Sheet 2: Ride the bus*.

In groups, students write their own rap to promote safety when travelling on a bus or train.

Students can perform the raps to another class or at a school assembly. The rap could be accompanied by musical instruments, clicking fingers or clapping hands.

► Travelling stories

Students can write:

- a recount of a bus or train trip they have experienced, highlighting the safer behaviours they or other passengers demonstrated
- a narrative using characters who act safely and unsafely.

To share their writing with others, students can use PowerPoint to create a slide show of the recount or story. Ensure that students highlight the safer behaviours to their listeners.

DEVELOPING VALUES

AROUND THE TABLE

► Sharing attitudes

Using the around-the-table strategy, students either talk or write about the following statements.

Parents and families have the biggest influence on how their children use public and community transport.

Most primary school children know how to use public and community transport.

Kids my age don't understand that they have a responsibility to ensure that other passengers have a safe and enjoyable journey.

Discuss common findings and how they feel about these issues.

MAKING DECISIONS

PLANNING

► Journey planner

Plan an excursion using the Public Transport website www.nt.gov.au/transport/public/index.shtml This site provides bus and ferry timetables, fare structure, information and fact sheets. Provide information for students such as the date of the excursion, time of departure, length of the visit and expected arrival time back at school.

Students use the site to select the time of departure, the route to be taken and the type of transport to be accessed, if a choice is available.

Discuss:

What risks as a passenger may be reduced if you plan your bus (or ferry) trip?

ROLE-PLAY

► Practising using responses

Groups brainstorm possible refusal or coping strategies for the characters in one of the following scenarios. If the scenarios are not relevant, students can list past experiences or some that are more relevant to their situation.

Remind students that pressure can be **external** (e.g. when friends, peers or family do or say things to persuade them to do something) or **internal** (e.g. when we put pressure on ourselves to behave in a certain way, perhaps to please or be like friends, peers and family). Ensure that strategies suggested help cope with both internal and external pressure. Possible suggestions may include:

Strategies to deal with external pressure:

- just ignore them
- say you don't want to
- say you don't feel safe
- say your mum and dad would be angry with you!

Thoughts to deal with internal pressure:

- what they are suggesting isn't safe
- I could do something that will hurt others or myself
- I could get into trouble
- if they don't like me because I don't do it then they're not real friends.

Unit 1:3 Using public and community transport

Jodie-Anne and her friend Kim are sitting in the back of the bus. Kim starts throwing bits of paper at some boys sitting in the middle of the bus. The boys are getting angry and the driver keeps looking in his rear vision mirror. Kim gives Jodie-Anne some paper to throw. What could Jodie-Anne do or say?

Louis, Zhen and Fred are sitting near the back of the bus. They're going to the footy and are really excited about the match. Zhen and Fred decide to start pushing their way down the aisle while the bus is still moving. They tell Louis to hurry up. What could Louis do or say?

Anton and Alexis are sitting on the back seat of the bus. Anton spots their friend Georgia walking along the road and starts yelling and putting his hands out of the window to attract her attention. Anton tells Alexis to do the same. What could Alexis do or say?

Julie and Andy's bus is late getting to their stop. Andy's really angry because his favourite television show starts in a few minutes and he doesn't want to miss it. Andy gets out of his seat and stands in the doorway of the bus. He starts pestering the driver to hurry up and tells Julie to come and stand with him. What could Julie do or say?

With a partner, students perform role-plays to rehearse a strategy (e.g. words, actions or thoughts) that might be useful for their scenario. One partner should act as a 'coach' providing feedback on the other student's performance e.g. posture, tone of voice, choice of words and effectiveness of the response.

Discuss:

Does practising making decisions help you to feel more confident to make decisions in real life? Why or why not?

Do you think it is easy to respond to peer pressure?

REAL-WORLD

EXCURSIONS

► Excursion rules

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

- use a quiet voice
- when the bus stops, voices stop

- sit in your seat
- keep your arms and head inside the bus

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

While on the excursion, students can take digital photos. The photos can be inserted into the PowerPoint slide shows created in the *Sorting out* learning experience 'Travelling stories' or used to create a shared book for younger students that focuses on safety on the bus.

PARENT INFORMATION AND AT-HOME ACTIVITY

► Information about public and community transport



Students write four key messages on *At-Home Activity Sheet 1: Using public and community transport* and take the sheet home to share with their family.

► Raising awareness of bus safety

If students are transported to school by bus, raise the issue of bus safety by holding an information session at a school assembly, parent or committee meeting. Students can make a presentation using information gathered during this unit.

Also include items in school newsletters advising families of how they can minimise the risk for their child when travelling on the bus. For example parents should:

- park cars on the same side of the road as the bus stop
- remind their child to wait until the bus has left before crossing the road
- make sure their child knows what to do if they miss the bus or are not at the bus stop to be picked up
- talk about courtesy and rules applicable to bus passengers.

SPEAKING OUT

HEALTH PROMOTIONS

- Discuss positive road safety messages that students have seen or heard in the media. For example:
 - buckle up front and back
 - seatbelts save lives
 - Check your speedo
 - Back to school.

Unit 1:3 Using public and community transport

(Refer to the Road Safety website www.roadsafety.nt.gov.au which provides students with information on campaigns such as posters, television and radio advertisements).

- *Do you think road safety advertisements have a positive effect on people's road behaviour? Why or why not?*
- *What do you think makes an effective road safety advertisement? Why?*

Create road safety slogans and posters that communicate positive passenger messages that could be presented in the media. Remind students to consider the target group and the issue.

Share the messages during school assemblies, or print or email them in the school or community newsletter.

REFLECTING

JOURNAL

► What do I know and think?

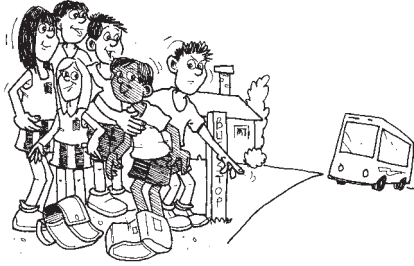
Use the *Think-pair-share* strategy to help students recall what they have learnt during this unit before writing in their journal. The following questions can be used as a prompt.

- *If you had to tell someone else two important things about travelling safely on a bus, what would they be?*
- *What might you do differently when you next travel on a bus?*
- *What do you still want to know about travelling safely on a bus?*

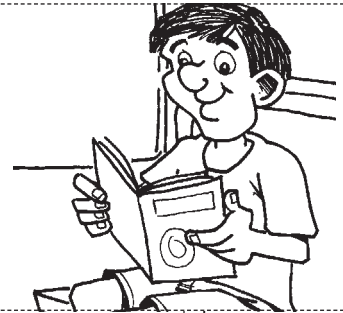
Safer and unsafe

Read and sort the cards using a T chart labelled 'safer' and 'unsafe'

Push in the queue when you see the bus coming.



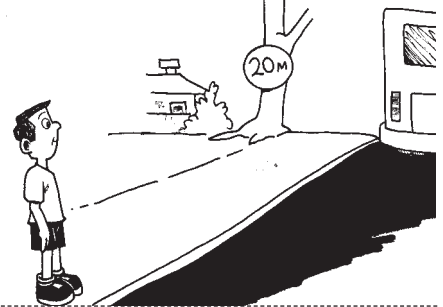
Sit quietly during the trip.



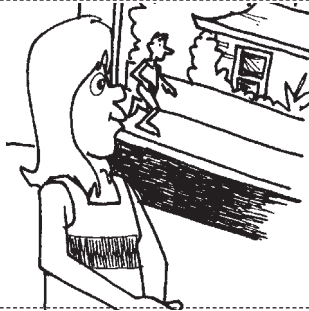
Distract the driver by yelling and throwing things around the bus.



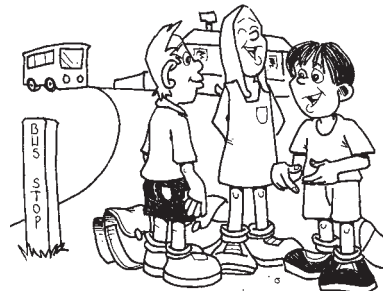
Wait for the bus to leave then cross safely.



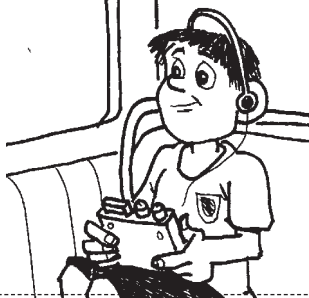
Keep head and arms inside the bus.



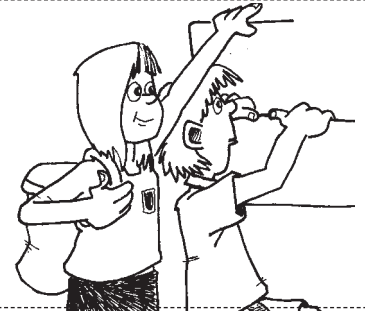
Wait away from the road for the bus to arrive.



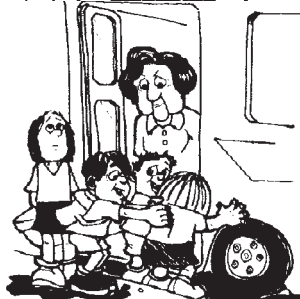
Listen to music wearing headphones.



Wave to a friend out of the bus window.



Push and shove getting on the bus.



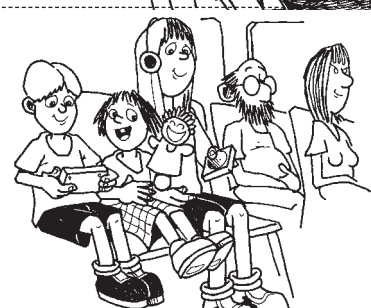
Play quiet games during long trips.



Fight with others on the back seat.



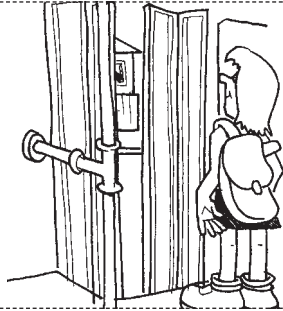
Stay in your seat.



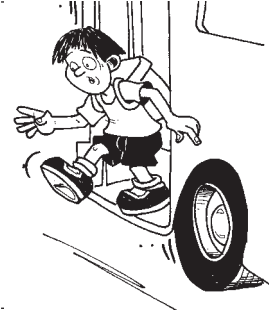
Safer and unsafe

Read and sort the cards using a T chart labelled 'safer' and 'unsafe'

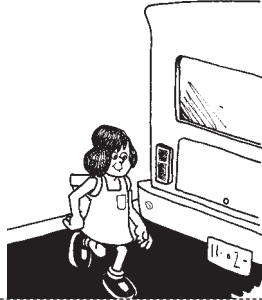
Stand away from the opening doors.



Jump off the bus before it has stopped.



Cross the road behind the bus.



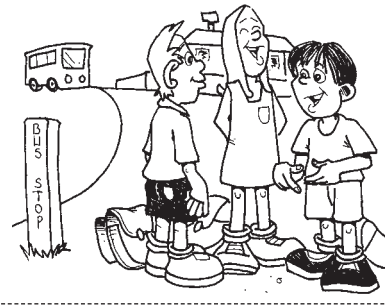
Be polite and considerate of other passengers.



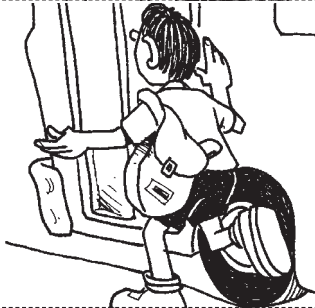
Sit with back against the seat.



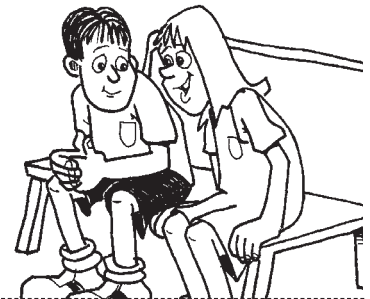
Stand back from the kerb when waiting for a bus.



Run up to the bus while it's moving.



Talk quietly to the person next to you.



Play with the windows and bell.



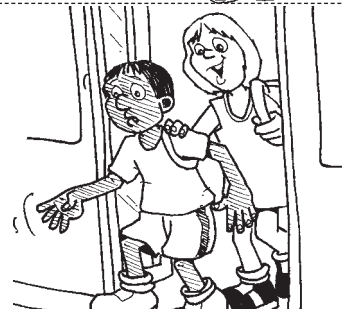
Hold on to the handrail.



Sit on the kerb waiting for the bus.



Push to get off the bus.

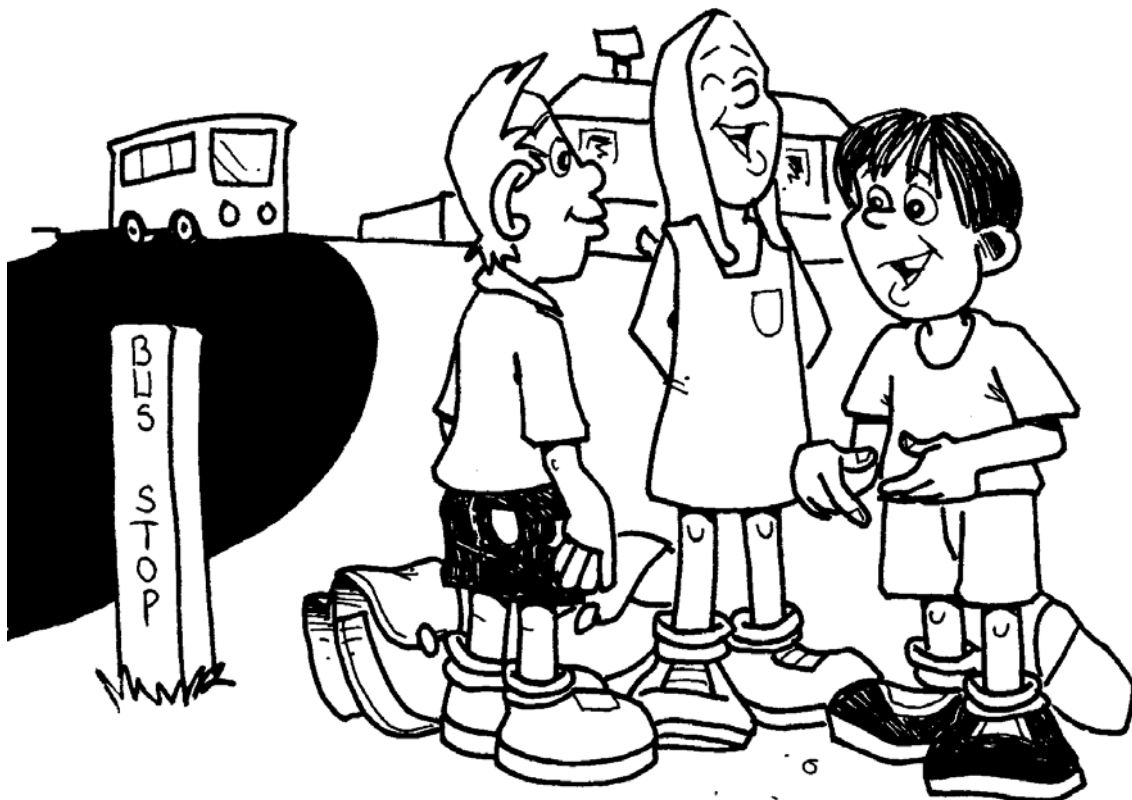
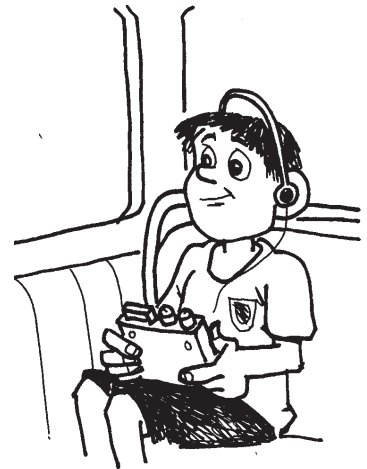


Ride the bus



*Hey, everybody here's a message for you,
if you want to ride a bus, there's some things you gotta do.
Wait at the bus stop, away from the road,
when the bus has stopped, then on you go.
Now find a seat and stow your gear.
But hey! That's not all, so listen here.
Don't distract the driver, shout or bash,
or you might be the reason for a crash.
So now you've got it guys,
you know just what to do.
So say it really loud,
let everyone know it too.*

*Hey! You've gotta ride the bus right!
Hey! Yeh, that's right!
Hey! You've gotta ride the bus right!
Hey! Yeh, that's right!*





Using public and community transport

Dear family

Did you know that children travelling on public or community transport are at most risk when getting on and off a bus, especially in the afternoon? This is when many children try to cross the road from the front or rear of the bus before the bus has left, which increases their risk of being hit by a passing vehicle.

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

In rural areas

- Children getting off buses may need to cross roads where the speed of traffic is generally faster.
- Bus stops might be difficult for car drivers to see.
- Bends in roads, trees and bushes make it hard for children to see traffic.

In city areas

- Children have to deal with more traffic.
- There are more passengers getting on and off buses.

 It is important to behave safely when you travel on public or community transport because...

- 1 _____
- 2 _____
- 3 _____
- 4 _____

At-Home Activity

As your child grows older, he/she will take responsibility for decision-making in the traffic environment. Your guidance now will help them to become safer.

► Remind your child to:

- consider other passengers and the driver
- put all belongings out of the way
- stay in their seat, if one is available, while the vehicle is moving
- hold on to the rail if no seat is available
- keep their feet off the seats and arms and legs inside
- wait for the vehicle to stop, then alight quickly in a sensible way
- wait for the bus to leave before trying to cross and use the systematic search strategy (stop, look, listen, think).



► Help your child to develop strategies to use if they are encouraged by their friends to take risks.

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

Classroom Teacher

Safer journeys

Unit 1:4 Safer journeys

For students:

Key understandings

- All vehicle occupants must wear a restraint.
- A restraint fitted and worn correctly can offer protection in the event of a crash.
- Driver distractions can cause a crash.
- Unrestrained items in a vehicle can become lethal missiles in a crash.
- Passengers have responsibilities and rights.
- Responsible and courteous passenger behaviour can contribute to the safety of road users.
- Appreciate that others may have different opinions about travelling as a passenger.
- Family, friends and peers can influence attitudes about road safety.

Key skills

- Plan activities for long trips.
- Practise responses when peers are encouraging unsafe passenger behaviour.
- Identify situations and influences that increase the risk for passengers.
- Make decisions that may reduce harm when travelling.
- Share own opinions and attitudes about being a safer passenger.

TUNING IN

GRAFFITI

➤ Safer passenger behaviours

Identify ways students travel to and from school. In groups, using a large sheet of paper, students brainstorm safer passenger behaviours for one mode of transport (e.g. bus, car, pedestrian, cyclist and other).

After brainstorming ideas, groups swap sheets and repeat the process. This continues until students have contributed to all of the graffiti sheets.

Ask groups to transfer the ideas listed on the sheet into a table labelled as shown. Students discuss the safer behaviours and write why they may reduce the level of harm.

Mode of transport	Safer behaviour	Why?
Car	Always wearing a restraint.	It protects you in a crash.
Car	Not distracting the driver.	The driver needs to concentrate.
Bus	Waiting for the bus to stop before getting on or off.	You might fall under or out of the bus.

Discuss:

Who is responsible for making a journey safer? Why?

What can you do as a passenger to reduce the likelihood of crash involvement?

Who might change your intention to behave safely? Why?

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

PLACEMAT

➤ Safer journeys

In groups, students consider the following question and write a list of ways in which passengers can contribute to safer and enjoyable journeys over long distances (e.g. sitting quietly, reading books or playing quiet games, wearing a restraint, having a break every two hours and eating snacks).

Children travelling long distances can become bored and tired and often distract the driver with complaints and requests. What can they do to contribute to a safer trip?

Group members share their ideas to select two or three key safety messages. These are written in the centre of the placemat.

Discuss:

Which of the ideas do you already use?

How will you use some of the other ideas in the future?

Who else needs to know this information?

Students write some of the key 'safer journey messages' in a story, poster or flyer. The writing can be published using a computer program and shared with a buddy or younger students.

FINDING OUT

BRAINSTORM

➤ Driver distractions

Read the following question and ask students to brainstorm a list of behaviours that can cause driver distraction.

Driver distractions can cause a crash. What do you do that distracts adult drivers in your family?

Write down the most common behaviours identified by students in a table (see example) and identify the different ways the driver may react.

Discuss:

What happens when you behave this way in the car?

Why do you think the driver feels this way?

Ask students to suggest possible consequences as a result of the driver's reaction and write these in the table.

Behaviour	Driver reaction	Possible consequences
Whinging	Annoys driver	Driver turns around to sort the problem and crashes
Arguing with brother or sister	Driver tries to stop argument	Not concentrating and crashes

Using the *Think-pair-share* strategy, ask students to reflect on the following questions.

- *Do you have a responsibility to make a trip safer? Why or why not?*
- *What can you do to reduce driver distractions?*

Send the table home for students to discuss with the adult drivers in their family.

GUEST SPEAKERS

➤ Distracting the driver

Invite a currently licensed driver to talk about the importance of being able to concentrate while driving and to identify behaviours that may be distracting (e.g. passengers talking or singing loudly, throwing objects around the vehicle, changing radio stations or putting an arm out of the window).

Prior to the visit, students should devise a list of questions to ask the guest speaker.

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

➤ First aid

Stress to students that they need to maintain their safety while helping others (e.g. avoid contact with blood, watch for other vehicles on the road, car fires, broken glass and sharp metal).

Arrange a visit from a police or ambulance officer to talk about what students could do if they were the only witness at the scene of a crash where people were hurt.

Prior to the visit, students can devise a set of questions to ask the guest speaker. For example:

- What is the first thing I should do?
- What basic first aid could I do until the ambulance or other help arrived?
- Is there any time when I shouldn't try to help someone?
- What should I do if I'm hurt too?

HEAD TALK

➤ Passenger quiz

Use the *Resource Sheet 1: Passenger quiz* to determine students' current knowledge and attitudes about being a safer passenger.

The quiz answers are:

1 (d) 2 (c) 3 (b) 4 (b) 5 (a) 6 (d) 7 (a) 8 (a) 9 (c)

Put students in groups and give each member a number from one to six. Roll a die to determine which group member is to share their answer to the first question.

Repeat the process until all questions have been answered.

Unit 1:4 Safer journeys

RESEARCH CORNER

► Safer cars

Set up the research corner with the following resources:

- car magazines
- newspaper advertisements for new cars
- car brochures
- a list of vehicle safety websites such as:
www.pbs.org/wgbh/nova/escape/timecar.html
www.aant.com.au
www.motoring.racv.com.au/racvm/roundabout/index.cfm
www.nrma.com.au/pub/nrma/motor/car-research/profiler.shtml
www.howsafeisyourcar.com.au
www.rac.com.au

Ask students to research the passenger safety features in vehicles such as:

- restraints
- impact zones
- bumper bars
- front and side curtain air bags
- hazard lights
- increased reversing visibility
- ABS brakes
- crumple zone
- seat belt reminder system
- electronic stability control.

Students assess the information gathered to decide which vehicle provides the greatest protection for consumers. Ask students to share their findings by:

- writing a report
- designing an advertisement or poster
- creating a PowerPoint
- giving a talk.

Discuss:

What two things did you learn from this activity?

Why do you think advertisements should focus on the safety features of a vehicle?

T and Y CHART

► Safer passengers

Identify passenger behaviours that will reduce driver distractions and contribute to a safer journey. Record the generated ideas in a Y chart labelled *looks like* (e.g. restraints buckled up, sitting quietly, secure) *sounds like* (e.g. quiet talking, no shouting) and *feels like* (e.g. happy, safe, being responsible).

Discuss:

As a passenger, what responsibilities do you have to make a trip safer?

What responsibilities does a driver have to make a trip safer?

What are the possible consequences of distracting a driver?

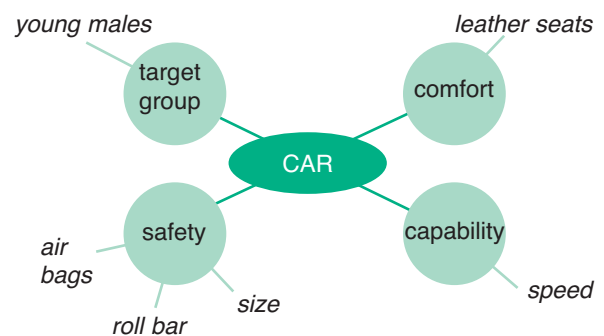
SORTING OUT

MIND MAP

► Media influence

Advertising often focuses on the speed and comfort of vehicles rather than safety features. To investigate the influence media has on the public when purchasing a vehicle, provide a range of magazines and television advertisements, brochures and newspapers, for students to view.

Students read the materials and identify the focus of each (e.g. target group – male, female, family, young or old; capability – small for city use, engine capacity, off road; safety features; comfort; cost) and represent these in a mind map.



Discuss:

Is safety a main focus of vehicle ads? Why or why not?

What do you think young people look for when buying a vehicle? Why?

What do families want in a vehicle? Why?

What might change your mind about purchasing a vehicle for its safety features rather than performance and comfort features?

PUZZLES AND GAMES

► Safer car activities

Brainstorm a list of activities and games that are suitable to play while travelling (e.g. I spy, Car bingo, listening to a CD or reading a book, watching a DVD).

A set of criteria such as 'no movement', 'no dangerous equipment', and 'quiet and easy to organise' may help students to determine if the activities and games are safe to play while travelling.

WRITTEN RESPONSES

► Car games

Students select one of the car games listed in the *Sorting out* learning experience and write a set of playing instructions.

Students teach the game to a partner by reading the instructions. Partners should provide feedback on the clarity of the instructions.

► Safety songs

In groups, students write passenger safety verses using a well-known song or rap. Use the *Resource Sheet 2: Safety songs* to guide the writing.

An example is given below.

Silly Billy

(Sung to Waltzing Matilda)

*Once a silly kid called Billy Jones the hero,
Thought that he knew how to catch a bus,
But he pushed and shoved the other passengers out
the way,
Causing chaos and risking lives.*

*Silly Billy,
Silly Billy,
Didn't know a thing about safety on the bus,
So remember this story and always act responsibly,
Keep yourself safe and others too.*

Students can:

- compile the songs and raps for others to read
- perform the songs and raps at an assembly or for another class.

► Car contract

Students write a contract that describes the behaviour they will demonstrate while travelling in a car on short or long trips. The contract can also include agreements with the driver such as stopping every two hours on long trips and playing music that the passengers like as well as their own.

Send the contracts home for students to discuss with the adult drivers in their family.

T and Y CHART

► Fact or opinion



Read the following statements and ask students to decide if they are fact or opinion. Talk about what makes a statement a fact rather than opinion.

- *Dogs make better pets than cats.*
- *Tokyo is a city in Japan.*
- *Most Australians love watching football.*
- *News readers don't like telling bad news.*

In pairs, students sort the cards on *Resource Sheet 3: Fact or opinion* into a T chart labelled 'fact' and 'opinion'.

Ask each pair to write three facts and opinions about safer journeys on blank cards. The cards are given to another pair to sort and add to their T chart.

Discuss:

Why do you need to know what is fact and what is myth or opinion?

What can you do if you aren't sure if something is a road safety fact or a myth?

What road safety myths or opinions have you heard? (e.g. seatbelts take too long to put on; we won't get caught; not everyone has to wear a seatbelt).

Why do you think drivers and passengers continue to use these excuses when research says that a restraint will protect you in a crash?

Unit 1:4 Safer journeys

DEVELOPING VALUES

VALUES CONTINUUM

► Heads and tails

Use the *Resource Sheet 4: Heads and tails* to pose statements about passenger behaviour. Students indicate their response in the following way:

- agree - hands on head
- disagree - hands on bottom
- don't know - hands on hips.

Offer students the opportunity to share their opinions about the statement.

After the heads and tails activity, discuss the following questions.

- *What have you learnt from this activity?*
- *Has hearing others opinions changed how you think a passenger should behave? How?*
- *What will you do differently when you travel in a car or bus?*

► Risk circles

Make two signs 'harmful' and 'less harmful' and place these at either end of the room.

Create a passenger scenario by spinning the three circles on *Resource Sheet 5: Road safety situations*. Ask students to place themselves along the continuum according to the degree of risk involved in the scenario.

Invite students to share reasons for their placement. It is important that students recognise that others may have differing views about the level of risk in certain situations and this can be due to their experiences and attitudes and values.

After the discussion, give students the opportunity to change positions on the continuum.

A variation to this learning experience is to use a paper clip or ruler continuum (described in the **Developing values** section p 220) or thumbs up (agree), thumbs down (disagree) or thumbs sideways (unsure). This may be more suitable for students who have not previously been involved in values continuum activities.

MAKING DECISIONS

PLACEMAT

► Passenger scenarios

Ask students to write their ideas about one of the following scenarios on the placemat.

Jill's friend Harrison is being very noisy while her dad is driving them to town. She can see her dad looking at them in the rear vision mirror and is worried that he might have a crash. What could Jill say or do?

Ashley notices her friend Erin hasn't put her seatbelt on when she gets into her mum's car. What could Ashley say or do?

Calvin and Grant are going to swimming lessons on the school bus. Grant keeps putting his hand out of the window. Calvin knows this is dangerous. What could Calvin say or do?

Dad has come to pick up Emily and Luke in the ute. The front seat is full of shopping dad has just picked up from town. Dad tells Luke and Emily to get on the back as they only have a few kilometres to travel. What could Luke and Emily say and do?

Students take turns to share their ideas. The group then writes two or three strategies that they think would be useful in the centre of the placemat.

As a class, listen to each group's suggestions and decide if they would be effective in the situation.

Role-play the scenario using some of the ideas generated from the placemat then ask students to decide if they would or wouldn't use the strategy in a real-life situation.

Discuss:

Would you feel comfortable using this idea in a real-life situation? Why or why not?

How do you think your friends might respond? Why?

Would your friends' reaction change your mind? Why or why not?

PLANNING

► Trip planning

Ask students to think about a holiday or trip they have experienced and write about the planning that was

necessary to ensure it was safer and enjoyable. The table below may help students to identify the different aspects of trip planning.

A trip to ...		
Before	During	After

Discuss:

Why is it important to plan a trip?

What safety issues did your planning involve? Why?

What do you do to make sure that journeys with your family or others are as safe as possible?

► Planning an excursion

Read the following scenario to students.

You are a sports teacher and are planning to take a group of students to a sports day which is being held at another school.

In groups, students plan the excursion considering 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 your plans need to be ready? (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 of the bus safely? How many adults will you need to supervise students?)*
- *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.

RISK CIRCLES

► Road safety situations

Explain that crashes can be the result of interacting factors such as the passenger and their behaviour; the conditions inside and outside the vehicle; and the location or environment.

In groups, students brainstorm one of the terms and write a list. For example:

- **passenger** – noisy, rule-breaker, young, male, not wearing a restraint
- **conditions** – restraints all being used, front seat of the car, late at night, with friends, overcrowded vehicle
- **location** - in the bush, busy city street, highway, local road.

Display the brainstorms and invite other groups to add to the lists.

Give each group a copy of *Resource Sheet 9: Risk circles* (included in the **Making Decisions** section) to complete using ideas generated from the brainstorm. Alternatively, students can use the examples provided on *Resource Sheet 5: Road safety situations*.

Students create a road safety situation by spinning the three circles. Ask students to decide the level of risk and what could be done to reduce the harm.

Groups continue spinning the circles to discuss different situations.

Choose 5 of the situations and ask the whole class or each group to rank these in order of highest to lowest risk.

Discuss:

What would be the easiest to change in these situations - the conditions, location or passenger's behaviour? Why?

What are the most effective actions a person can take to reduce injury as a passenger?

Why are younger people at greater risk of road-related injury and death than some older age groups?

ROLE-PLAY

► What could you do or say?

Give groups one of the following scenarios to work through using the decision-making model included in the **Making decisions** section of this resource.

Tony's family is heading off on a long trip. His little sister is crying because she's tired. Dad says the dog has to sit in the back seat between Tony and his sister. What could Tony do or say?

Unit 1:4 Safer journeys

Mum is taking Elle and her three friends to school. Mum tells everyone to put their school bags and sports bags in the car because the boot is full. What could Elle do or say?

Holly's family have been on a long trip and everyone is tired. Her older brother decides to lie down on the back seat and takes off his seatbelt. What could Holly do or say?

Ask groups to create a role-play showing what the character could do or say. This will give students the opportunity to practise dealing with unsafe situations through their actions and responses.

Discuss:

Did using the decision-making model help you to make a decision? Why or why not?

Do you think practising actions and responses makes it easier for you to deal with real-life safety situations? Why or why not?

SPEAKING OUT

ASSERTIVE COMMUNICATION

► Passenger scenarios

Present one of the following scenarios and ask students to decide what they would say. It may help to use the decision-making model included in the **Making decisions** section of this resource.

Your best friend is getting a lift home with you. As the car starts to take off your friend pretends to do up their 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 into town. Along the way, your friend takes a ball out of their bag and starts to play a game of catch with another student half way down the bus. What do you say?

Ask students to role-play their decisions using assertive communication and negotiation. Remind students that dealing with situations such as these can be easier if they have prepared responses.

Discuss:

How would you feel in this situation?

How do you think your friend might react? Why?

Do you think this would be easy to say in real-life?

Do you think saying something assertive is the best approach for this situation or would it be safer or easier to do something rather than say something?

HEALTH PROMOTION

► Safer cars protecting vehicle occupants

Engage students in designing an advertising campaign for a new car by reading the following.

The Australian Car Company (ACC) is releasing their new family wagon onto the Australian market next year. The ACC have invested millions of dollars into the development and are expecting the wagon to be one of their best sellers over the next five years.

You have been hired by ACC to create an advertising campaign that promotes the safety features of the vehicle. The campaign can include print, radio computer or television advertisements.

Students work in groups to create their advertisements. Suggest students refer to the information and websites from the 'Research Corner' or 'Mind map' learning experiences.

Each group presents their campaign, 'selling' the safety features of the vehicle. The class must decide if the advertisements would encourage buyers to purchase the vehicle.

REAL-WORLD

PARENT INFORMATION AND AT-HOME ACTIVITY

► Safer passengers

Send home *At-Home Activity Sheet 1: Passenger checklist* and *At-Home Activity Sheet 2: Safer passengers* for students to share and complete with their family.

► First-aid kit

Suggest that families have a first aid kit for the car. Put one on display in the classroom or school foyer for parents to view.

► Holiday activity kit

Suggest students help their family to put together an activity kit for the car for long journeys and holidays.

SIMULATED

REPLICATING THE REAL WORLD

► Distracting the driver

Select three or four students to role-play riding in a car. Nominate one student as the driver. Ask that student to complete a task that requires concentration such as sorting out a pack of cards into suits. The 'passengers' sit quietly while the class observes the driver sorting the cards.

Repeat the above with the passengers playing a game, singing a song or asking the driver questions.

Ask the 'driver' to describe 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.

Discuss:

What else might a passenger do that would distract a driver?

What are the possible consequences of a passenger distracting a driver?

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

TECHNOLOGY CHALLENGE

► Games to go

In small groups, using the criteria identified in the *Finding out* learning experience, students can design and make a game suitable for playing while travelling. Materials to play the game and clear instructions on how to play it should be included.

When completed, groups can swap games and appraise them using the criteria.

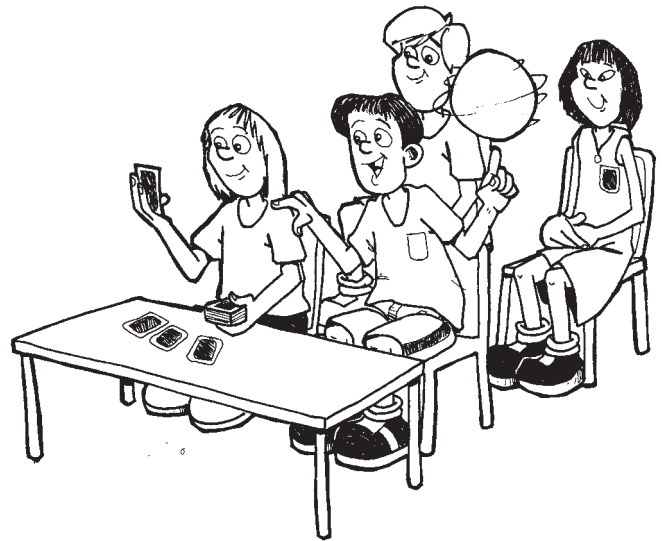
Organise for students to visit another class and share their games.

► Design a board/table

Ask the students to work individually or in pairs to design a table or surface for passengers to use in the back seat of the car.

Students can devise a set of criteria for the tables such as:

- stable and firm
- easy to clean
- suitable for writing on, playing games and puzzles



- holds drinks
- no sharp edges
- not heavy.

REFLECTING

REFLECTIVE QUESTIONS

► Keeping safer

Sit students in two concentric circles so they are facing a partner. Ask students to reflect on their learning during this unit then share their ideas or thoughts about making journeys safer.

- *Share with your partner the two key messages about passenger safety that you have learnt.*
- *Would these two messages be important to tell a younger child? Why?*
- *How can you share your knowledge?*

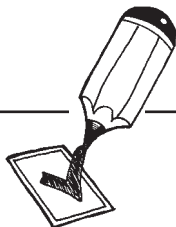
Students can write a book for a younger child that reflects the key passenger safety messages.

THOUGHT SHAPES

► What I'm thinking and feeling

Students write or tell someone an answer to the four thought shapes or use the thought shapes to guide a whole class reflective discussion (see **Reflecting** section of this resource).

Passenger quiz



Tick the answer you think is correct.

- 1 Restraints must be worn:
 - a) for long and short trips
 - b) by all vehicle occupants
 - c) all of the above.
- 2 The safest way to get in and out of a car is by using:
 - a) the driver's side if no traffic is coming
 - b) one of the rear doors
 - c) the rear door closest to the kerb.
- 3 The safest place to put your bag or shopping in a car is:
 - a) in the boot
 - b) on the front seat
 - c) on the floor.
- 4 Children should sit:
 - a) on an adult's lap if there isn't enough space in the car
 - b) in the rear seat of the car wearing a restraint
 - c) in the front seat even if there is space in the back.
- 5 Throwing things around the car or bus is:
 - a) annoying to other passengers and can distract the driver
 - b) fun to do and stops you getting bored
 - c) alright as long as the things don't hit other passengers.
- 6 When you are getting on a bus:
 - a) wait until it completely stops
 - b) wait for other passengers to get off
 - c) stand back from the kerb
 - d) all of the above.
- 7 Cross the road when the bus:
 - a) has moved away
 - b) is still there because drivers of other traffic will expect people to cross.
- 8 Bus passengers should make sure they:
 - a) don't distract the driver or other passengers
 - b) talk to the driver
 - c) stand near the exit doors if there aren't any seats
 - d) put their bags in the aisle.
- 9 Passengers can make a journey safer by:
 - a) staying awake
 - b) sitting in the rear seat of a car
 - c) not distracting the driver.

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

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

Safety songs

You have been hired to write a song or rap for kids.

Your song or rap should promote safer passenger behaviours in a car.

Here are some messages to include in your writing.

- always wear a restraint
- don't distract the driver
- get in and out on the kerb-side
- put your bags in the boot
- help younger kids do their buckle up
- take responsibility for your own actions and safety
- if you don't feel safe, say so



You have been hired to write a song or rap for kids.

Your song or rap should promote safer passenger behaviours in a bus.

Here are some messages to include in your writing.

- wait for the bus to stop before you get on or off
- wait back from the kerb
- don't distract the driver
- wait for the bus to move away before you cross the road
- keep your head and arms inside the bus
- put your bag under the seat or on your lap
- talk quietly and don't move about



You have been hired to write a song or rap for kids.

Your song or rap should promote safer passenger behaviours in a train or tram.

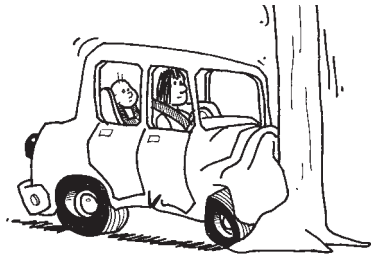
Here are some messages to include in your writing.

- let other passenger get off before you get on
- stand away from exit doors
- wait back from the platform edge
- don't annoy other passengers
- put your bag under the seat or on your lap

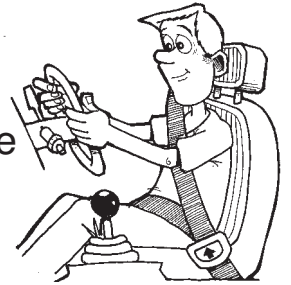


Fact or opinion

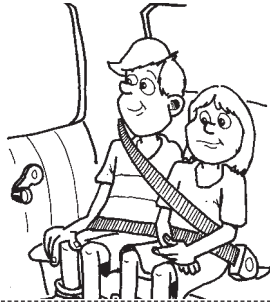
Wearing a restraint can save your life.



It is a law in the Northern Territory that vehicle occupants have to wear a restraint if it is provided.



Two people can share a restraint and still be safe.



School age children are old enough to decide if they need to wear a restraint.



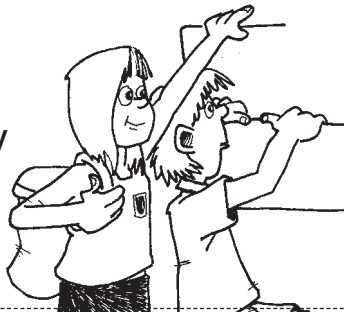
It is safer to wait until the bus has moved away before you try to cross the road.



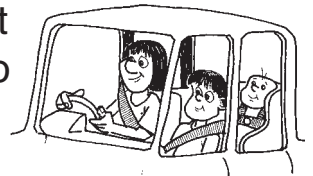
Buses are safer than cars.



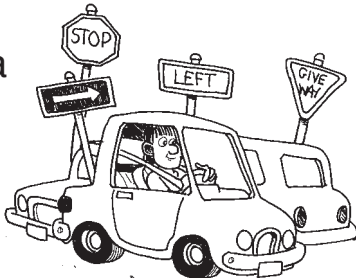
It's safe to wave out the window of the bus if you only put your hand out a little way.



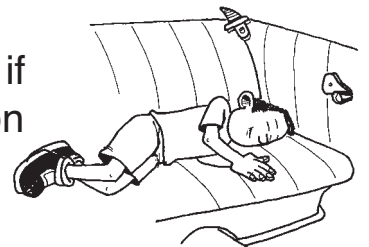
All children up to the age of 7 years of age must be safely fastened into the correct restraint for their age and size.



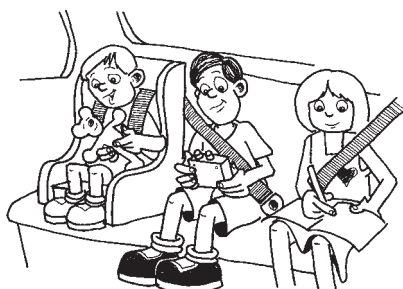
Driving a car is a complex activity and requires concentration.



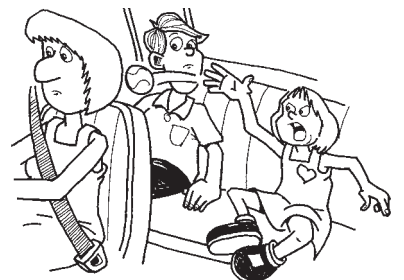
It's okay to take your restraint off if you are asleep on the back seat of the car.



Passengers are responsible for their own safety.



A loose object in a car can become a lethal projectile in a crash

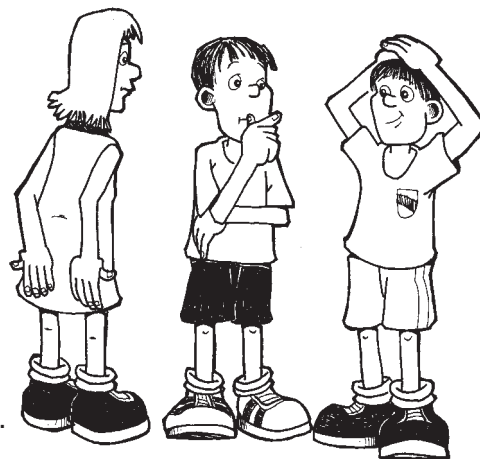


Fact or opinion

Choose statements at random from each of the following lists.

Students place their:

- hands on head for **agree**
- hands on bottom for **disagree**
- hands on hips for **don't know**.



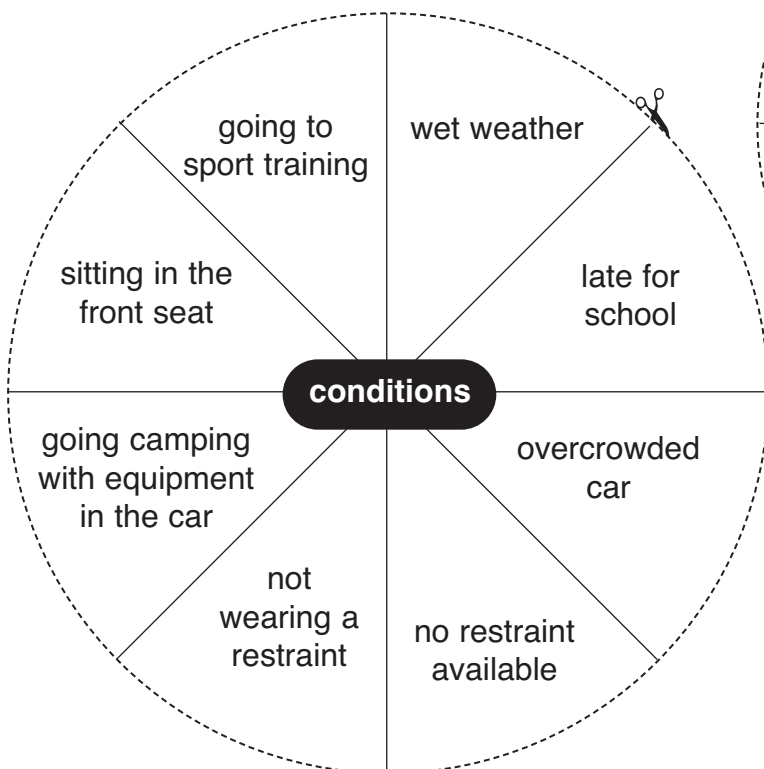
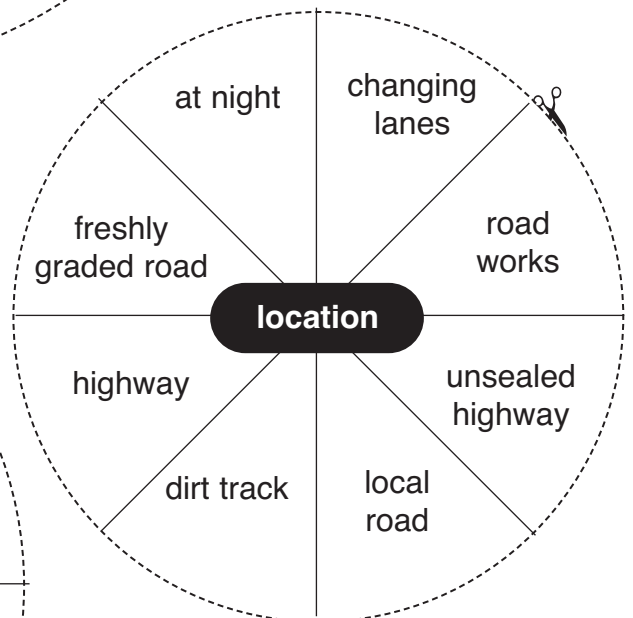
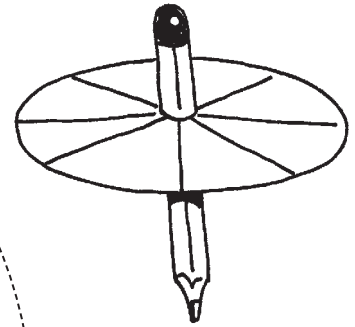
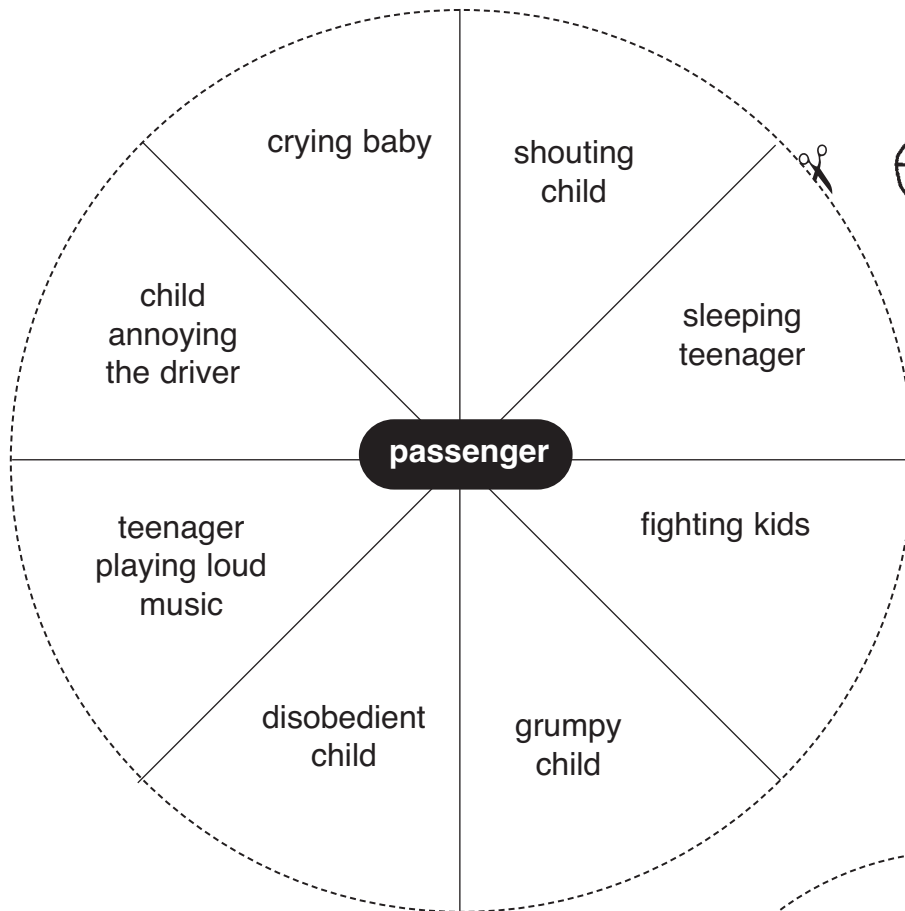
Behaviours in cars

1. You can cause a crash by distracting the driver.
2. Using the safety door to exit and enter a car is a safe thing to do.
3. Storing objects on the parcel shelf of a car is a safe thing to do.
4. A restraint will protect you even if it doesn't fit correctly.
5. You should always accept personal responsibility for buckling up.
6. It's not ok to take your restraint off when you have a sleep.
7. If you're going on a short trip you don't need to wear a restraint.
8. You should always wear a correctly fitted restraint.
9. If you sit between other people in the back seat you will be safe.
10. It's better to share a restraint than not wear one at all.
11. You should help younger passengers to buckle up.
12. You should plan activities to take on long trips.
13. It's a good idea to play loud music to keep everyone awake and entertained on long trips.
14. Small children can use a cushion instead of a booster seat.
15. Sharp or loose objects should be properly packed.

Behaviours in buses

1. You don't have to wait for the bus to stop before you leave your seat.
2. Annoying other passengers is ok.
3. Standing back from the road and kerb when you are waiting for the bus is the safest option.
4. Standing in the doorway of the bus lets you get off quickly.
5. If the bus is taking a long time to go, you can cross the road behind it.
6. Keeping your bag in the aisle is okay.
7. You should talk quietly and stay in your seat.
8. You should never distract the driver.
9. You should always keep your head and arms inside the bus.
10. Playing quiet games or music won't distract the driver.
11. If someone is taking too long to get off the bus, it's okay to push past them.
12. You should copy the unsafe behaviour of irresponsible friends.
13. It is safer to wait for the bus to leave before you cross the road.
14. Your parents should wait on the same side of the road as where the bus drops you off.
15. You are responsible for your own behaviour and safety.





























Road safety situations



Passenger checklist

Passengers can help to make journeys safer.

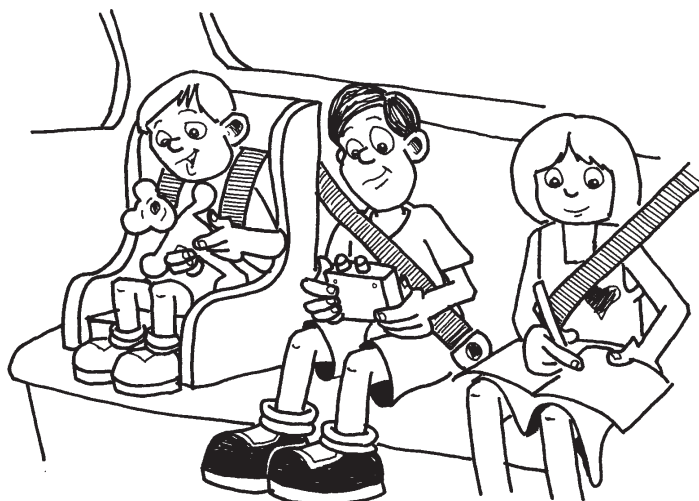
Read the statements and decide how you are going with each one right now.

	always	sometimes	never
I use the safety door to get in and out of the car.			
I always wear a restraint.			
I make sure that I don't distract the driver.			
I make sure I keep my hands, arms and head inside the car/bus 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 choose not to ride in a car if there isn't a suitable restraint that I can use.			
I wait for the bus to leave before I cross the road.			
I wait for the bus or train to stop before I move.			
I let other passengers get off before I try to get on.			

Over the next few weeks, practise these safer passenger behaviours. Try the checklist again to see if you have improved.

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

Classroom Teacher



Safer passengers

Dear family

Crashes may occur if the driver is distracted. Distractions can be outside the car – road works and other drivers, and inside the car – mobile phones, animals and passengers.

Talk about what is expected from your child when they are travelling in the car and why it is important to:

- wear a correctly fitted and adjusted restraint
- sit in the back seat of the car when possible
- not distract the driver or other passengers
- not play with windows or door handles
- keep all body parts inside the car
- plan quiet activities to take on trips (e.g. books or electronic game)
- enter and exit vehicles from the kerb-side.

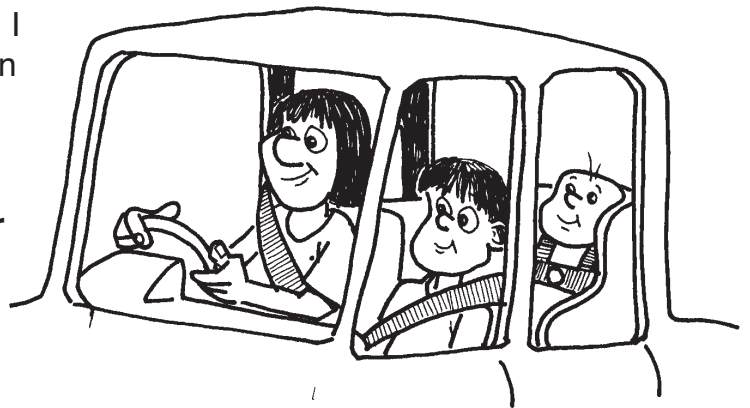
Tips for drivers

- If there is a problem with your child while you are driving - stop the car and solve it.
- Discourage behaviours such as fighting, taking off restraints, playing loud music or throwing objects around.
- Plan snacks and activities to last the length of the trip.

At-home activity

Teach your family a few car games such as I Spy or Spot. Playing suitable car games can help the time to pass and make journeys safer and more enjoyable for everyone.

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



Classroom Teacher