

SAFE T

Stage: 2	Unit Duration: 10 Lessons	Weeks 1 2 3 4 5 6 7 8 9 10	Terms 1 2 3 4
<p>Enduring Understandings:</p> <p>E.1 As we are created in the image and likeness of God we accept responsibility for community and personal health by acting safely.</p> <p>E.2. Safe practices are essential and involve sound decision making practices.</p> <p>E.3. Recognise factors affecting personal safety and act appropriately to maintain personal safety.</p>		<p>Essential Questions:</p> <ul style="list-style-type: none"> How can I analyse the road environment to keep myself and others safe as pedestrians and passengers, and when I ride or skate? 	
<p>Major Outcomes</p> <p><i>Knowledge and Understanding</i></p> <p>SLS2.13 Discusses how safe practices promote personal wellbeing</p> <p><i>Skills</i></p> <p>COS2.1 Uses a variety of ways to communicate with and within groups</p> <p><i>Values and Attitudes</i></p> <p>V4 Increasingly accepts responsibility for personal and community health</p>		<p>Contributing Questions/Lesson Overview</p> <ol style="list-style-type: none"> Where is it safe to cross the road? (E.1) What do drivers think about children on or near roads? (E.1, E.2) What is a safe pedestrian and cyclist? (E.2) Why is it important to click, clack, front and back? (E.1,E.2) What rules are needed for bus safety? (E.2) What rules are needed for bus safety? (E.2) Why is it important to ride or skate away from the road? (E.2,E.3) Why is it important to ride or skate away from the road? (E.2,E.3) How can I maintain my bicycle for safety?(E.3) How can my helmet protect me?(E.3) <p>KidsMatter SEL Focus</p> <p>Major: Responsible Decision Making - Assuming personal Responsibility; Responsible Decision Making - Analysing situations;</p> <p>Minor: Responsible Decision Making -Analysing situations; Responsible Decision Making - Problem Solving; Responsible Decision Making - Assuming personal Responsibility</p>	
<p>Contributing Outcomes</p> <p><i>Knowledge and Understanding</i></p> <p>IRS2.11 Describes how relationships with a range of people enhance wellbeing</p> <p>PHS2.12 Discusses the factors influencing personal health choices</p> <p><i>Skills</i></p> <p>DMS2.2 Makes decisions as an individual and as a group member</p> <p>PSS2.5 Uses a range of problem-solving strategies</p> <p>INS2.3 Makes positive contributions to group activities</p>			
<p>Catholic Dimension/Towards Wholeness(TW) (Also refer to overview of TW for this unit)</p> <p><i>Interpersonal Relationships</i></p> <p>Human beings find their true place within community; they grow towards maturity through the relationships they maintain. We all depend on each other and, as we mature, we grow in awareness of our responsibility for each other. Alone and isolated we cannot develop our gifts and live as God intended. Among family, friends, members of our peer group and others, we find our place as contributing members of society. It calls us all to enter freely into loving and forgiving relationships that are embedded in community, to develop such qualities as honesty, respect, empathy, openness and a commitment to equality.</p> <p><i>Personal Health Choices</i></p> <p>Throughout our lives, we all face having to make personal decisions relating to nutrition, hygiene, consumerism, drug use and disease prevention. So many conflicting opinions and values influence children in making decisions that have direct relevance to their health and well-being. Taught from a Catholic perspective, this strand seeks to develop the children's abilities to observe, explore, interpret and judge, informed by an emerging integrated value system that is based on the values of the Gospel.</p>			

Safe Living

This strand seeks to develop an ability and a commitment to act in ways that will protect self and others from harm. It emphasises respect for the human person and the development of a co-operative, caring society. Sound Christian decision-making is based on a well-formed conscience which draws inspiration from the life and teaching of Christ and from his Church. Within this strand, students learn to respect the rights of others and to value acceptance, tolerance, justice and personal freedom. They learn that their own decisions have consequences for themselves and others.

Foundation Statements

Students describe the factors that influence healthy lifestyle decisions and demonstrate an understanding of the decision making process. They examine how the use of drugs such as tobacco and alcohol can cause harm. They investigate nutritional choices relating to cultural beliefs, special dietary needs and 'fast food'. Students demonstrate behaviours to stay safe at home, on and near roads, when travelling to and from school, and near water. They demonstrate the capacity to deal with unsafe situations including abuse, bullying and harassment.

Students recognise individual strengths and limitations and they identify characteristics that make them unique. They explore body changes that occur during life, including puberty. Students explain how positive relationships are formed and the importance of effective communication of feelings and needs in maintaining relationships. They recognise the rights, values and feelings of others and devise strategies to solve problems, recognise and accept differences and manage conflict.

Suggested Correlation with Other KLAs

English

- Discussion
- Exposition (Persuasion)
- Procedure

Creative Arts

- Drama - Performing and Appreciating

Science and Technology

- Information and Communication
 - Investigating different forms of media
 - Designing/making and using technology
 - Use of software such as Powerpoint/kidspix/photostory/word processing

Mathematics

- Data Representation
- Working Mathematically

HSIE

- Social Systems and Structures
 - roles and responsibilities
 - services and contributions made by community organisations and groups

Technology

The following websites have been selected to enhance various concepts being taught throughout this unit. Most of the sites listed can be linked to more than one of the lessons being taught. Teachers may like to add them to the school intranet site.

- http://shop.mynrma.com.au/game/game_content.html
- <http://www.cornwall.gov.uk/default.aspx?page=14784>
- <http://www.zebracrossinggame.com/>
- <http://www.getstreetwise.com/gsw/quiz01.htm>
- <http://www.safetymatters.renault.co.uk/kids/?sub=games>
- http://www.mesaaz.gov/police/kids/pdf/safe_trip_home_maze.pdf
- <http://www.cyh.com.au/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=288&id=1573>
- <http://www.kidsafensw.org/docs/Road%20Safety/Kids%20on%20wheels%20English.pdf>

<p>Subject Matter <u>Interpersonal Relationships</u> Relationships</p> <ul style="list-style-type: none"> • Recognising individual needs <p>Communication</p> <ul style="list-style-type: none"> • Communicating feelings and needs • Assertiveness • Encouraging others • Understanding feelings of others • Expressing a complaint or problem <p>Families</p> <ul style="list-style-type: none"> • Roles, rights and responsibilities 	<p>Peers</p> <ul style="list-style-type: none"> • Peer influence <p>Groups</p> <ul style="list-style-type: none"> • Roles, rights and responsibilities <p><u>Personal Health Choices</u> Making Decisions</p> <ul style="list-style-type: none"> • Influences on decision-making • Taking responsibility for one's own decisions • Risk taking and decisions <p>Health Services and Products</p> <ul style="list-style-type: none"> • Health information and services • Influences of media 	<p><u>Safe Living</u> Personal Safety</p> <ul style="list-style-type: none"> • Influences on safety choices • Identifying and responding to unsafe situations • Reducing/eliminating risks <p>Road Safety</p> <ul style="list-style-type: none"> • Pedestrian safety <ul style="list-style-type: none"> - safe crossing procedures - using traffic facilities • Passenger safety <ul style="list-style-type: none"> - safe passenger behaviour • Safety on wheels <ul style="list-style-type: none"> - safe places to ride - safety equipment
<p>Unit Evaluation Sample teacher and student evaluations are included at the end of the unit</p>	<p>Assessment Assessment strategies are included in each lesson. The assessment task for this unit is in Lesson 10.</p>	

An Overview of Towards Wholeness (TW) in the PDH Unit

Safe T - Stage: 2

Key God's Word:

The story of the Exodus (Ex 6:6-8; 16:4-8; 17:1-7) and the Good Samaritan (Lk 10:25-37), the many stories of healing (e.g. Mt 20:29-34; Lk 14:1-6) and the story of Jesus' concern for the safety of the disciples in Gethsemane (Jn 18:1-9) are just some of the many scripture passages which convey a divine concern for the safety and protection of people. TW p.22

Enduring Understandings	Beliefs and Values	Contributing Questions/Lesson Overview
<p>E.1 As we are created in the image and likeness of God we accept responsibility for community and personal health by acting safely.</p>	<ul style="list-style-type: none"> • Each person has rights and responsibilities in relation to personal safety. TW p.41 • We have a responsibility to protect and care for ourselves and others. TW p.35 	<ol style="list-style-type: none"> 1. Where is it safe to cross the road? 2. What do drivers think about children on or near roads? 4. Why is it important to click, clack, front and back?
<p>E.2. Safe practices are essential and involve sound decision making practices.</p>	<ul style="list-style-type: none"> • Each person has rights and responsibilities in relation to personal safety. TW p.41 • We have a responsibility to protect and care for ourselves and others. TW p.36 	<ol style="list-style-type: none"> 2. What do drivers think about children on or near roads? 3. What is a safe pedestrian and cyclist? 4. Why is it important to click, clack, front and back? 5. What rules are needed for bus safety? 6. What rules are needed for bus safety? 7. Why is it important to ride or skate away from the road? 8. Why is it important to ride or skate away from the road? 9. How can I maintain my bicycle for safety?
<p>E.3. Recognise factors affecting personal safety and act appropriately to maintain personal safety.</p>	<ul style="list-style-type: none"> • Life is a precious gift entrusted to us by God. TW p.41 • Each person has rights and responsibilities in relation to personal safety. TW p.41 • We have a responsibility to protect and care for ourselves and others. TW p.35 	<ol style="list-style-type: none"> 4. Why is it important to click, clack, front and back? 7. Why is it important to ride or skate away from the road? 8. Why is it important to ride or skate away from the road? 9. How can I maintain my bicycle for safety? 10. How can my helmet protect me?

Lesson 1 Where is it safe to cross the road?

Enduring understandings	Outcomes	Indicators
<p>E.1 As we are created in the image and likeness of God we accept responsibility for community and personal health by acting safely.</p>	<p>SLS2.13 Discusses how safe practices promote personal wellbeing</p> <p>COS2.1 Uses a variety of ways to communicate with and within groups</p> <p>V4 Increasingly accepts responsibility for personal and community health</p>	<ul style="list-style-type: none"> • Describes behaviours that can create a safe environment for themselves, their school and community • Describes safe and unsafe behaviour • Identifies safe places to cross the road • Values their health and safety and that of others
<p>Suggested Learning Experiences</p> <p>TW: Students tell a partner about a time they felt unsafe or thought others were unsafe when crossing a road. Students identify two safe behaviours they practise and two unsafe behaviours they have seen others practise. Students explain why these behaviours are unsafe and their feelings about them. Remind the students that each of us has the responsibility to protect and care for ourselves and others.</p> <p>Students complete the <i>Safe Places to Cross the Road</i> Activity.</p> <p>Using the six scenes in the <i>Unsafe Places to Cross the Road</i> Activity 1 (a)-(f), (copied onto Smarboard/ projector, OHT), students work in pairs and note on each scene where and why it is unsafe to cross. Students choose one of the six scenes and redraw it on a blank OHT, so the scene becomes a safe place to cross.</p> <p>Students present their drawing to the class on an overhead projector/ Smartboard and explain why the situation is now safe.</p>		
<p>Resources</p> <ul style="list-style-type: none"> • RTA, NSW, (2001), <i>Move Ahead With Street Sense</i>, Stage 2, • Sydney: RTA. <i>Unsafe Places To Cross The Road Activity</i>, pp 40-45, 47 	<p>Assessment</p> <p>Student work sample of safe places to cross the road.</p>	

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Worksheet 2

Safe Places to Cross the Road



1. Fill in the blank spaces using the words from below the box.

The safest place to cross the road is at any marked crossing. If there is no _____ crossing, the safest place will be any _____ where you can see cars and car drivers can see you clearly. The traffic _____ is constantly _____, therefore the safest place to _____ the road can _____. Never assume that _____ will stop because you are on a _____ crossing. Remember to take _____ because cars don't always _____.

- care change changing cross environment
- marked pedestrian stop place traffic

2. Describe two safe places to cross the road in your local area:

3. What could change to make these two safe places unsafe?

4. Describe two unsafe places to cross in your local area:

5. I can make my pedestrian behaviour safe if I

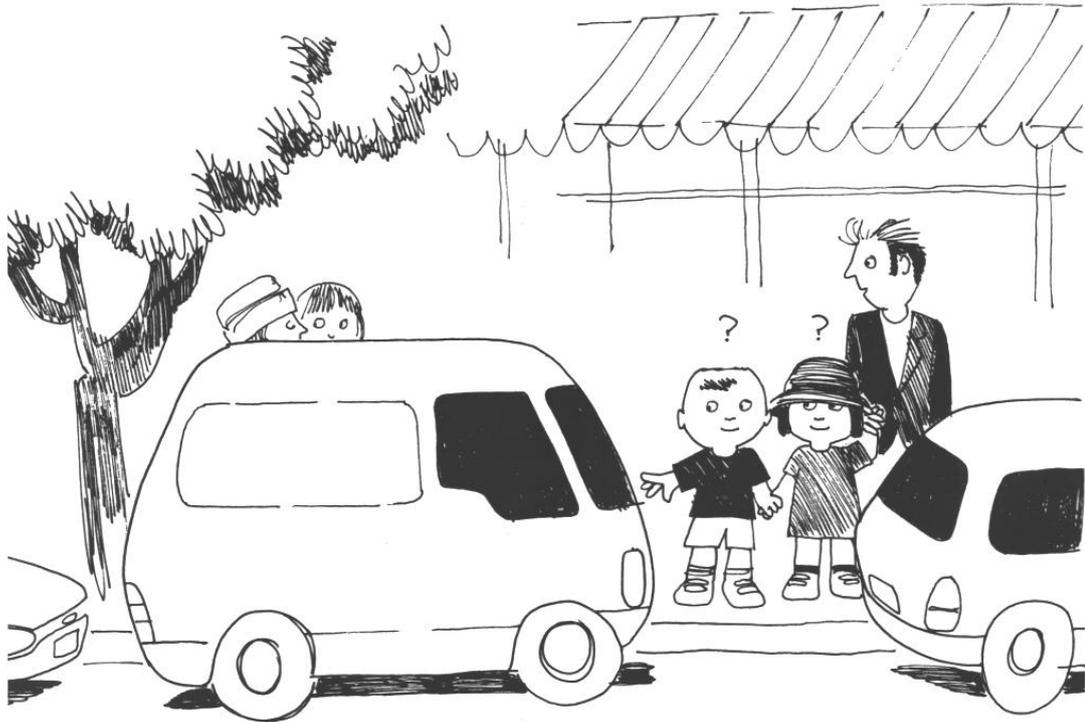
STOP! What for? _____

LOOK! What for? _____

LISTEN! What for? _____

THINK! What about? _____

Unsafe Places To Cross



Why is it unsafe to cross from between parked cars?

Worksheet 1 (b)

Unsafe Places To Cross



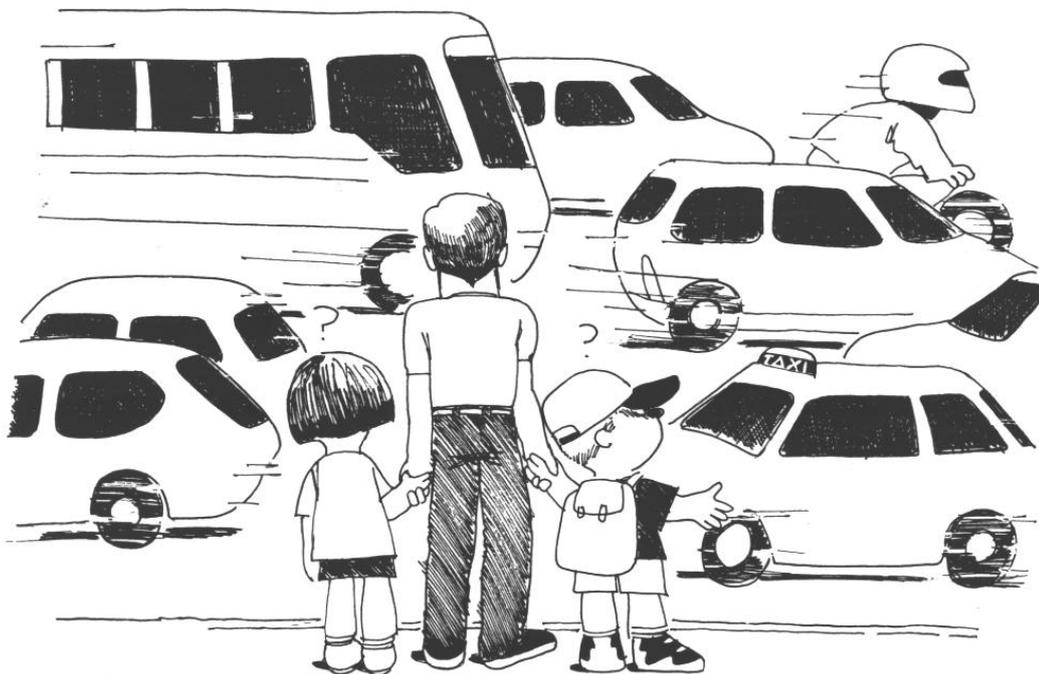
Why is it unsafe to cross on or near a curve in the road?

MOVE AHEAD WITH STREET SENSE Stage Two Teacher Resource Booklet

41

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Unsafe Places To Cross



Why is it unsafe to cross in this situation?

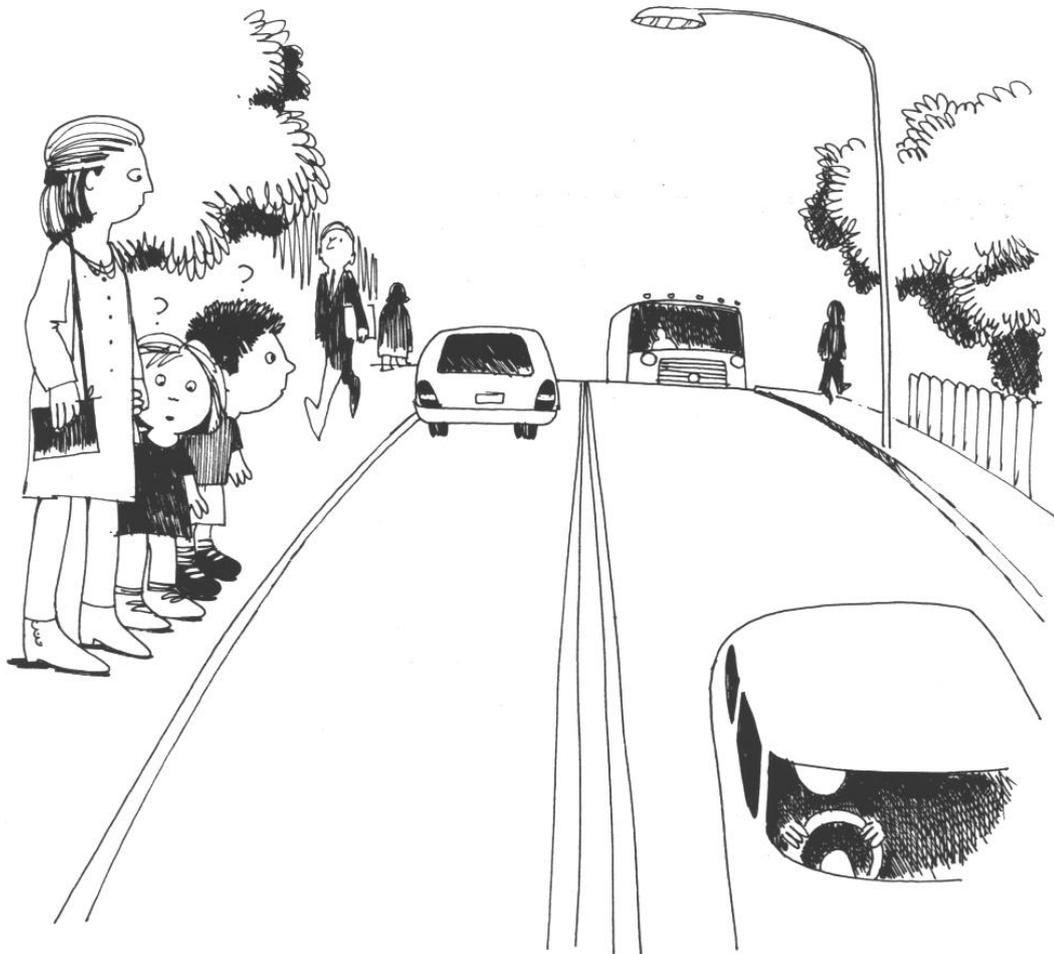
MOVE AHEAD WITH STREET SENSE Stage Two Teacher Resource Booklet

42

Reproduced from: Roads and Traffic Authority NSW (2000) *Move Ahead with Street Sense* Stages 1-3.

Worksheet 1 (d)

Unsafe Places To Cross



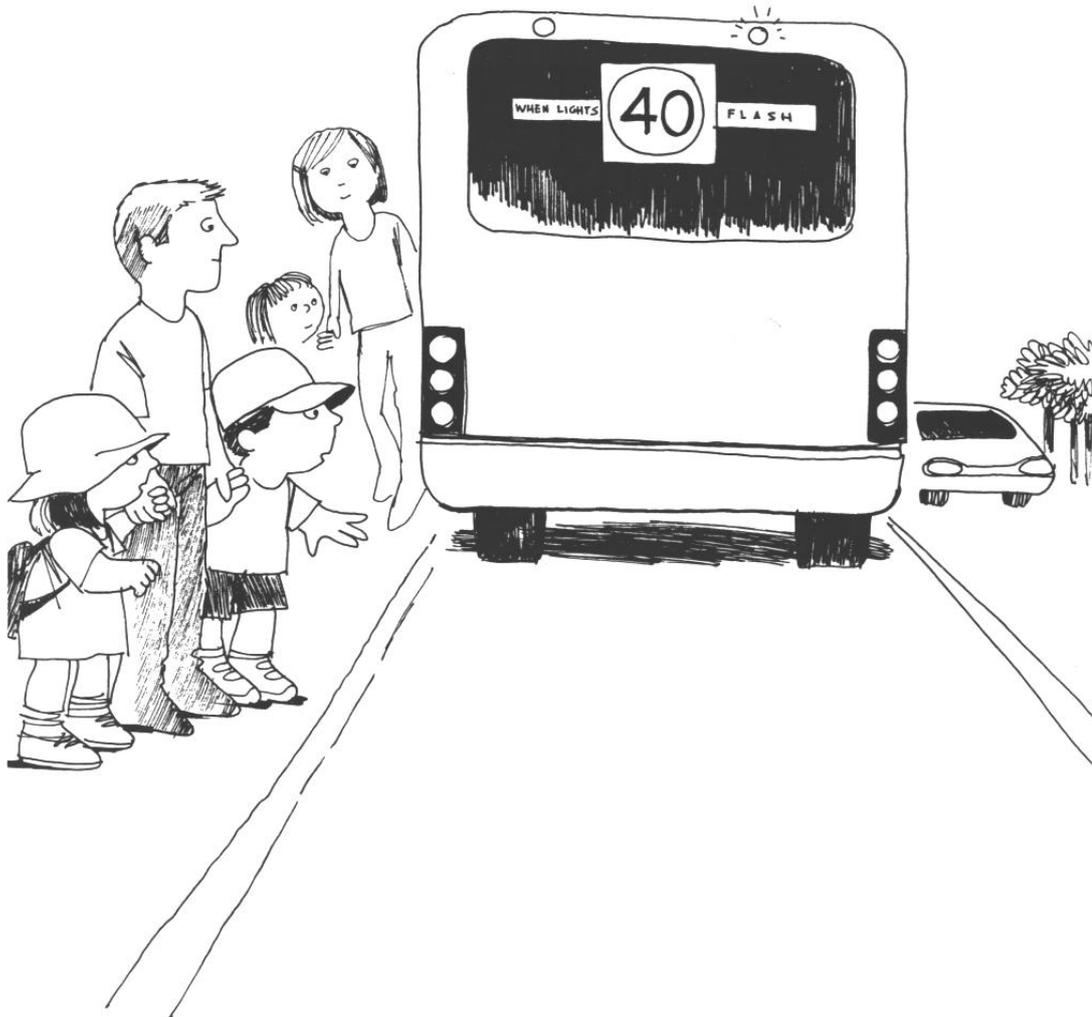
Why is a crest such as this an unsafe place to cross?

MOVE AHEAD WITH STREET SENSE Stage Two Teacher Resource Booklet

43

Reproduced from: Roads and Traffic Authority NSW (2000) *Move Ahead with Street Sense* Stages 1-3.

Unsafe Places To Cross



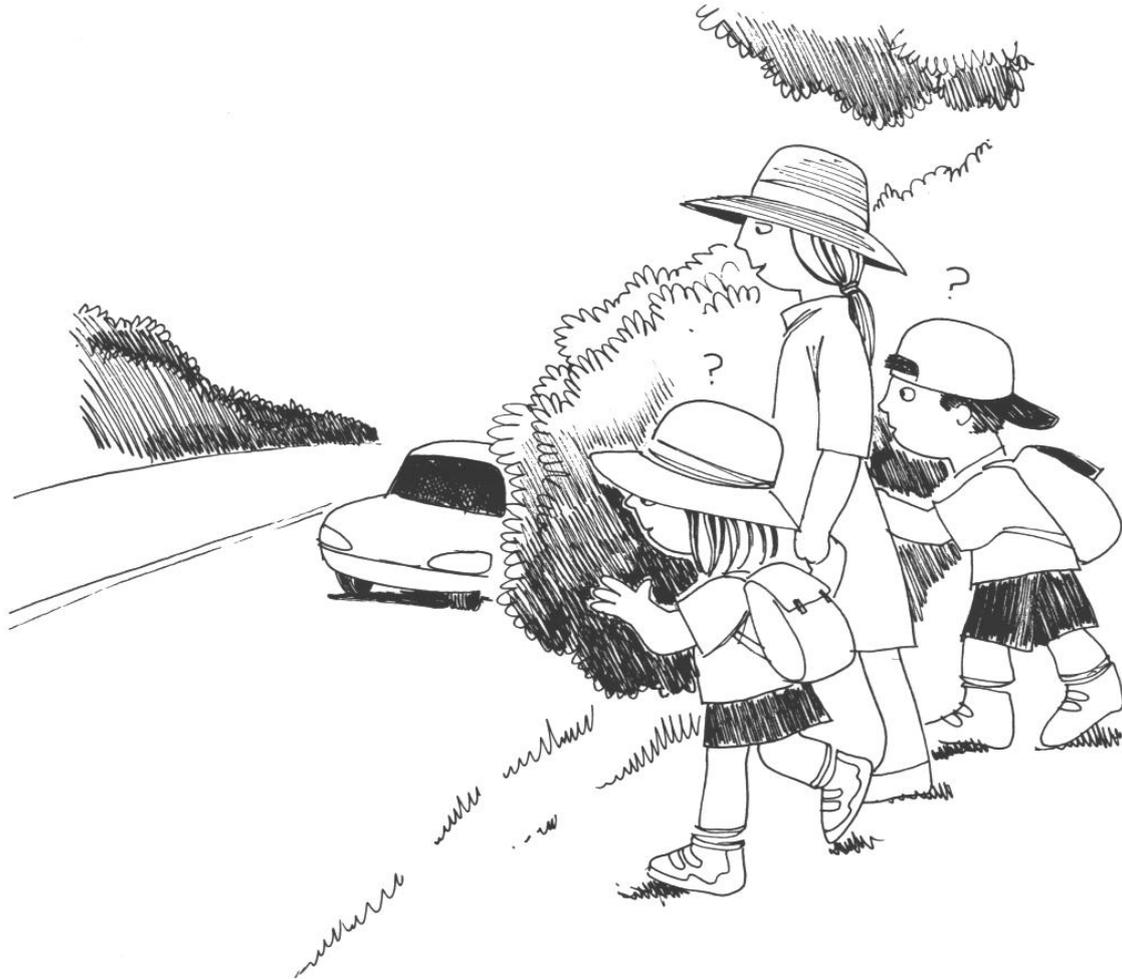
Why is it unsafe to cross when a bus is near?

MOVE AHEAD WITH STREET SENSE Stage Two Teacher Resource Booklet

Reproduced from: Roads and Traffic Authority NSW (2000) *Move Ahead with Street Sense* Stages 1-3.

Worksheet 1 (f)

Unsafe Places To Cross



Why it is important for a pedestrian to be seen by drivers when crossing?

MOVE AHEAD WITH STREET SENSE Stage Two Teacher Resource Booklet

45

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Worksheet 1 Answer Sheet

- (a) It is unsafe to cross from between parked cars because you cannot see the traffic clearly and the drivers in the traffic cannot see you.
- (b) It is unsafe to cross on or near a curve in the road because it is difficult to see approaching traffic. It is also difficult for drivers to see pedestrians. When crossing the road it is important for pedestrians to have a straight line of vision between themselves and approaching vehicles.
- (c) It is unsafe to cross in this situation because the roadway has several lanes and is busy. A pedestrian facility is not available and drivers would not expect to see pedestrians crossing the road. They would not have a clear vision of pedestrians.
- (d) A crest in the road is an unsafe place to cross because the vision of both pedestrians and drivers is limited. By the time a driver saw a pedestrian, the driver might not have sufficient braking time to avoid the pedestrian.
- (e) It is unsafe to cross when a bus is near because the bus might hide the pedestrian from the view of the drivers in the traffic. Drivers might not have sufficient braking time to avoid a collision with the pedestrian. The bus will also obscure the pedestrian's view of the traffic environment.
- (f) It is important for pedestrians to be seen by drivers when crossing so that the drivers have sufficient braking distance to allow the pedestrians to cross the road safely.

Lesson 2 What do drivers think about children on or near roads?

Enduring Understandings	Outcomes	Indicators
<p>E.1 As we are created in the image and likeness of God we accept responsibility for community and personal health by acting safely.</p> <p>E.2 Safe practices are essential and involve sound decision making.</p>	<p>SLS2.13 Discusses how safe practices promote personal wellbeing</p> <p>PHS2.12 Discusses the factors influencing personal health choices</p> <p>COS2.1 Uses a variety of ways to communicate with and within groups</p> <p>V4 Increasingly accepts responsibility for personal and community health</p>	<ul style="list-style-type: none"> • Describes behaviours that can create a safe environment for themselves, their school and community • Identifies pedestrian hazards • Shares ideas, feelings and opinions with others • Values their health and safety and that of others
<p>KidsMatter SEL Focus: Minor - Responsible Decision Making - Analysing situations</p>		
<p>Suggested Learning Experiences</p> <p>TW: Students brainstorm a list of behaviours relating to road crossing. (Eg. Look to the left, look to the right. Look and listen for cars. Hold an adults hand.) Teacher records these behaviours on the board and highlights that by making responsible decisions we protect and care for ourselves and others. In small groups, students design a 'safe places' or 'dangerous places' road crossing presentation, using Photostory or pen and paper.</p> <p>Using Stop! ... Think! Photographs (RTA, <i>Move Ahead With Street Sense</i>, Stage 2 Kit), nos. 1-4 as a stimulus, students consider examples of pedestrian hazards and unsafe places to cross the road. Groups of students consider one pair of photographs. Students examine the first picture (the one in which the child or children are visible) and assess whether this would be a safe place to cross the road. What could change to make it safer?</p> <p>Students locate the position of the children in the accompanying photographs (taken from the driver's perspective) and explain why the children aren't visible.</p> <p>Groups present their ideas to the class.</p> <p>Students play the Barrier Games and Walk Safely to School Board Games.</p>		
<p>Resources</p> <ul style="list-style-type: none"> • RTA, NSW, (2001), <i>Move Ahead With Street Sense</i>, Stage 2, <i>Sydney, Stop, Look, Listen, Think Photographs nos. 1-4 and Barrier Games</i> • <i>Walk Safely to School Board Game.</i> • Photostory 	<p>Assessment</p> <p>Teacher observation of student responses in class discussion relating to pedestrian hazards.</p>	

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Lesson 3 What is a safe pedestrian and cyclist?

Enduring Understandings	Outcomes	Indicators
E.2. Safe practices are essential and involve sound decision making practices.	<p>SLS2.13 Discusses how safe practices promote personal wellbeing</p> <p>IRS2.11 Describes how relationships with a range of people enhance wellbeing</p> <p>COS2.1 Uses a variety of ways to communicate with and within groups</p> <p>V4 Increasing accepts responsibility for personal and community health</p>	<ul style="list-style-type: none"> • Describes behaviours that can create a safe environment for themselves, their school and community • Describes pedestrian and cyclist hazards • Interviews an adult about unsafe pedestrian and cyclist behaviours • Values their health and safety and that of others
<p>KidsMatter SEL Focus: Major - Responsible Decision Making - Assuming personal Responsibility</p>		
<p>Suggested Learning Experiences</p> <p>Students brainstorm a list of pedestrian, driver and car hazards. (Eg. Pedestrian-not concentrating whilst talking to a friend. Driver-talking on mobile phone. Car-dirty windscreen, unsafe brakes.) Teacher records these on the board and a wall chart is developed from the information.</p> <p>Record reasons why it is important to hold an adult's hand when crossing the road.</p> <p>OPTIONAL: Invite the school crossing supervisor to speak with the class</p> <p>Teacher models the format of a questionnaire and students brainstorm suggestions for questions, such as:</p> <ul style="list-style-type: none"> • What are unsafe behaviours on or near roads? • What are the most dangerous situations you have seen for pedestrians? • What do you see young cyclists doing on or near roads that make them unsafe? • What are the most dangerous situations you have seen for cyclists? <p>In small groups, students then develop a questionnaire to survey family members concerning road safety and safe pedestrian behaviour, particularly from the driver's perspective. The questions would relate to what drivers think are the most hazardous situations for pedestrians and cyclists and what puts children at risk in a road environment.</p> <p>Groups word process their questionnaire and print copies as required.</p> <p>HOME TASK: Students interview their carers and other available adults and record responses on their questionnaires. Interview responses will be compared and discussed in Lesson 4.</p>		
<p>Resources</p> <ul style="list-style-type: none"> • Optional: invite • Word processing software/computers • Interactive game: http://shop.mynrma.com.au/game/game_content.html 	<p>Assessment</p> <p>Student work sample of questionnaire.</p>	

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Lesson 4 Why is it important to click, clack, front and back?

Enduring Understandings	Outcomes	Indicators
<p>E.1 As we are created in the image and likeness of God we accept responsibility for community and personal health by acting safely.</p> <p>E.2. Safe practices are essential and involve sound decision making practices.</p>	<p>SLS2.13 Discusses how safe practices promote personal wellbeing</p> <p>PHS2.12 Discusses the factors influencing personal health choices</p> <p>COS2.1 Uses a variety of ways to communicate with and within groups</p> <p>V4 Increasing accepts responsibility for personal and community health</p>	<ul style="list-style-type: none"> Identifies procedures to improve the safety of car passengers States reasons for wearing a seatbelt Shares ideas, feelings and opinions with others Values their health and safety

KidsMatter SEL Focus: Major - Responsible Decision Making - Assuming personal Responsibility

Suggested Learning Experiences

In groups, students compare and collate their survey responses from the previous lesson. Identify any unsafe responses and share what the safe alternative is. Students discuss the risks related to being a pedestrian and a cyclist.

TW: Students use the RTA website to investigate what the law requires from passengers and drivers regarding seatbelt use and safety. By obeying these laws to act safely, we accept responsibility for the health and safety of ourselves and our community. Using the *Guidelines for Passengers Activity*, in small groups, students develop an illustrated pamphlet or advertisement (this could also be done on the computer and presented on Smartboard) about why everyone in a car must 'click, clack, front and back'.

Students publish their pamphlet using a publishing program, Powerpoint, Kidspix.

Resources

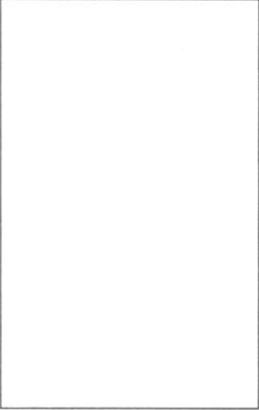
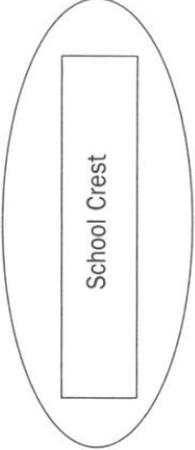
- Student surveys from previous lesson.
- RTA website www.rta.gov.au *Guidelines for Passengers Activity*.
- Word processing software
- Publishing software

Assessment

Student work sample of *Click, Clack, Front and Back* pamphlet.

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Guidelines for Passengers

Guidelines for Passengers		by		class.	

Lesson 5 What rules are needed for bus safety?

Enduring understandings	Outcomes	Indicators
E.2. Safe practices are essential and involve sound decision making practices.	<p>SLS2.13 Discusses how safe practices promote personal wellbeing</p> <p>COS2.1 Uses a variety of ways to communicate with and within groups</p> <p>V4 Increasingly accepts responsibility for personal and community health</p>	<ul style="list-style-type: none"> Recognises behaviours that are risky and identifies people who can help Identifies bus safety rules Shares ideas, feelings and opinions with others Values their health and safety and that of others Values the need for safe bus behaviours
KidsMatter SEL Focus: Major - Responsible Decision Making - Analysing situations		
<p>Suggested Learning Experiences</p> <p>Students view Road Safety Photographs 2, nos. 10-12, and either draw or write what would be happening before and after each photograph.</p> <p>Students review and record the school's bus rules. Beside each rule, students write an explanation of its importance.</p> <p>Students create a Powerpoint or Photostory about '<i>Bus Rules</i>' and share it with younger classes in the school.</p>		
<p>Resources</p> <ul style="list-style-type: none"> RTA, NSW, (2001), <i>Move Ahead With Street Sense</i>, Stage 2, photographs 2, nos. 10-12, School Bus Rules Publishing program and word processing software 		<p>Assessment</p> <p>Student work sample of bus safety rules pamphlet.</p>

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Lesson 6 What rules are needed for bus safety?

Enduring Understandings	Outcomes	Indicators
<p>E.2. Safe practices are essential and involve sound decision making practices.</p>	<p>SLS2.13 Discusses how safe practices promote personal wellbeing</p> <p>COS2.1 Uses a variety of ways to communicate with and within groups</p> <p>DMS2.2 Makes decisions as an individual and as a group member</p> <p>V4 Increasingly accepts responsibility for personal and community health</p>	<ul style="list-style-type: none"> • Recognises behaviours that are risky and identifies people who can help • Role plays bus scenarios and identifies responsible behaviours • Clarifies bus safety facts and opinions • Values their health and safety and that of others
<p>KidsMatter SEL Focus: Minor - Responsible Decision Making - Problem Solving</p>		
<p>Suggested Learning Experiences</p> <p>The teacher discusses the definition of the terms 'fact' and 'opinion'.</p> <p>Students use the <i>Fact or Opinion Card Game</i>, and cut their activity into cards. Students discuss and decide which card is a fact and which is an opinion and place them into two groups. Students write six more cards of their own using three facts and three opinions. Students move around the class reading one of their statements to another class member who has to judge whether it is fact or opinion.</p> <p>Students watch the RTA computer game video <i>Bus Zone</i> and list the safety messages presented, or the <i>Bus Brothers</i> video from the <i>School Bus Safety Resource</i>. Students use the <i>Bus Safety</i> scenarios and form small groups.</p> <p>TW: Groups are allocated a scenario card and role play their scenario to the class. Students identify the responsible behaviours (safe practices) which show the protection and care for ourselves and others.</p> <p>OPTIONAL: In groups, students design their own safety message that reflects their scenario and present to the class - could be drama, Powerpoint etc.</p>		
<p>Resources</p> <ul style="list-style-type: none"> • RTA. NSW. (2001). <i>School Bus Safety Resource (MAWSS). Move Ahead With Street Sense, Stage 2, Activity 8and9</i>, pp.54-55. • <i>Computer game video. Bus Zone from School Bus Safety Education Kit. Primary Resource.</i> Catalogue stock no 2258. • Contact your local bus operator who may come to your classroom or school. 	<p>Assessment</p> <p>Teacher observation of student responses in role plays.</p>	

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Worksheet 8

Fact or Opinion Card Game

Buses are more fun than cars.	A bus stop can sometimes be a dangerous place for children.
There is no need to buckle up when you are not going far in the car.	Putting any part of your body outside the bus is dangerous.
All little kids love ice-cream.	I think babies look cute in a baby restraint.
To be safe, when you get off the bus you always have to wait until the bus has driven away before using the safest place to cross the road.	Always buckle up. Many accidents happen close to home.
Wearing a seatbelt protects your body from injury in a car crash.	It is dangerous to leave bags in the bus aisle.
All drivers of motor vehicles must wear a seatbelt.	School age children are old enough to cross the road alone.

Worksheet 9

Bus Safety Scenarios

At the bus stop, stand well back from the bus as if you are waiting for it to arrive.	At the bus stop, play a game that does not involve running or using balls.
Begin inside the bus. When everyone is in place, leave the bus sensibly.	Pretend to be riding on the bus, talking quietly or doing a quiet activity so that you don't distract the driver.
Form a line waiting to board the bus. Get on board the bus after the others have left it.	Take a pencil and notepaper with you on the bus. You are an invisible observer. Have a look at what everyone else is doing and note any unsafe practices.
Take your bags to the bus. Enter the bus and sit down. Put your bags in a safe place.	Pretend there are no seats for you on the bus. Stand inside the bus away from the doors and in a place that will not block the driver's view. Hold on.
Pretend you want to cross the road. Stand away from the back of the bus and wait for it to leave.	Pretend you are parents waiting to meet your children. Make sure you are on the same side of the road as the bus stop.

Lessons 7 and 8 Why is it important to ride or skate away from the road?

Enduring Understandings	Outcomes	Indicators
<p>E.2 Safe practices are essential and involve sound decision making practices.</p> <p>E.3. Recognise factors affecting personal safety and act appropriately to maintain personal safety.</p>	<p>SLS2.13 Discusses how safe practices promote personal wellbeing</p> <p>PSS2.5 Uses a range of problem solving strategies</p> <p>INS2.3 Makes positive contributions to group activities</p> <p>V4 Increasingly accepts responsibility for personal and community health</p>	<ul style="list-style-type: none"> Identifies safe places to ride Identifies ways to improve unsafe environments Helps others to achieve set tasks Values their health and safety and that of others
<p>KidsMatter SEL Focus: Minor - Responsible Decision Making - Problem Solving</p>		
<p>Suggested Learning Experiences</p> <p>TW: In small groups students brainstorm responses to: 'Why is it dangerous for children to ride on the road?' These responses should take into consideration their responsibility to protect and care for themselves and others. Groups pass their responses to the next group for them to add different responses. Continue this for three rotations, and then formulate a class list.</p> <p>Students view Road Safety Photographs 2, nos. 14, 15 and 16, which show safe places to cycle. Class divides into 2 groups, each group to work in pairs. Group 1, lists safe off-road riding places (e.g. away from traffic, in a fenced area, close to adult supervision, away from driveways). Group 2 lists places that are unsafe for off-road bicycle riding (e.g. car parks, driveways, near parked cars, on footpaths).</p> <p>In small groups, students design and make an area in a park which is specifically designated for bicycles, rollerblades, rollerskates and skateboards, or an off-road cycle track. Use Road Safety Photographs 2, nos. 14, 15 and 16 as examples of cycle paths. In small groups, use class construction equipment to make a model of a safe off-road cycle path. Mark all safety features with a small flag or label. (An alternate to this is to draw a diagram)</p> <p>Each group presents and describes their model to the class highlighting the safety features.</p>		
<p>Resources</p> <ul style="list-style-type: none"> A3 paper or butchers paper RTA, NSW, (2001), <i>Move Ahead With Street Sense</i>, Stage 2, Photographs 2, nos. 14-16 Craft materials 	<p>Assessment</p> <p>Student work sample of off-road cycle area.</p>	

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Lesson 9 How can I maintain my bicycle for safety?

Enduring Understandings	Outcomes	Indicators
<p>E.3. Recognise factors affecting personal safety and act appropriately to maintain personal safety.</p>	<p>SLS2.13 Discusses how safe practices promote personal wellbeing</p> <p>PSS2.5 Uses a range of problem solving strategies</p> <p>INS2.3 Makes positive contributions to group activities</p> <p>V4 Increasingly accepts responsibility for personal and community health</p>	<ul style="list-style-type: none"> • Recognises behaviours that are risky and identifies people who can help • Identifies how to maintain a bicycle • Identifies ways to improve unsafe environments • Helps others to achieve set tasks • Values their health and safety and that of others
<p>Suggested Learning Experiences</p> <p>TW: As a class, students discuss why it is important to maintain a bicycle. (Bring children to the understanding that although we do this for safety reasons, we ultimately do it to preserve our life - the precious gift given to us by God.)</p> <p>Brainstorm how to maintain a bicycle and check that it is the correct size. Teacher records student responses on board. (You may be able to get a guest speaker from the local bike shop to talk to the children.)</p> <p>As a class, compare the poster, <i>Bicycle Maintenance Guide</i>, with the list developed by the class.</p> <p>In small groups, students use <i>Fact Sheet B, Bicycle Size and Maintenance Check</i>, page 60, to develop a pamphlet / powerpoint / photostory for parents and caregivers to use as a guide about bicycle maintenance and correct sizing.</p> <p>Students share their pamphlet with the class and explain the facts included.</p> <p>Teacher may send home the Fact Sheet <i>Some Information About Children and Cycling</i> to continue the discussion at home.</p>		
<p>Resources</p> <ul style="list-style-type: none"> • RTA. NSW. (2001). <i>Move Ahead With Street Sense. Stage 2. Bicycle Maintenance Guide Fact Sheet B and Bicycle Size and Maintenance Check and Fact Sheet Some Information About Children and Cycling.</i> pages 60 and 61. • Guest speaker from local bike shop (optional) • Powerpoint/Photostory 	<p>Assessment</p> <p>Student work samples of bicycle maintenance pamphlet</p>	

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Fact Sheet B

Bicycle Size and Maintenance Check

- Always choose a bicycle to meet the cyclist's specific needs.
- The bicycle must be the right size for the cyclist. When sitting on the seat and holding the handlebars, the cyclist's feet should touch the ground comfortably.
- Every bicycle sold must be equipped with yellow reflectors for the pedals and wheels, a white front reflector and red rear reflector, two brakes and a bell.
- Every cyclist must, by law, wear an approved safety helmet.
- A safety pennant, safety vest and light-coloured, bright clothing will assist in making a cyclist conspicuous in the traffic environment.
- Adult assistance is required for a child to perform the six point safety check every time the bike is ridden – bell, brakes, reflectors, chain, tyres and pedals.
- Children should ride their bicycles away from roads, vehicles and driveways.
- Children require adult supervision when riding a bike or playing on a skateboard, rollerskates or rollerblades.

**Always wear your helmet when you ride or skate.
Ride your bike away from the road.**



This Fact Sheet can be used as a source of information or as an overhead to convey information to parents and carers at parent meetings. Information from the Fact Sheet can be used to develop Take Home Notes or photocopied for use in school newsletters.

MOVE AHEAD WITH STREET SENSE Stage Two Teacher Resource Booklet

60

Reproduced from: Roads and Traffic Authority NSW (2000) *Move Ahead with Street Sense* Stages 1-3.

Fact Sheet C

Some Information About Children and Cycling

Cycling accidents

- In NSW in the period 1996–98 there were 253 pedal cyclist casualties aged 5–9 years and 686 aged 10–14 years.
- In the 5–9 age group, pedal cyclists account for 11% of the road-related casualties.
- In the 10–14 age group, pedal cyclists account for 21% of the road-related casualties.
- 35% of pedal cyclist casualties aged 5–9 years were not wearing a helmet.
- Hospital figures show that head injuries account for up to 85% of bicycle fatalities.
- For every cyclist killed another 20 are admitted to hospital.
- It is estimated that only 1 in 30 bicycle injuries is reported.
- Males make up over 80% of the cyclist casualties.
- Most bicycle accidents occur because of cyclist error.

Abilities of younger children

- Pedalling and balancing skills are developed rapidly by most children, but many other complex skills are required for on-road cycling.
- A young child's perceptual abilities are not fully developed.
- Scanning, judging speed and judging distance are not performed efficiently by children.
- The young child often rides with head down, concentrating on pedalling, not on the traffic.
- The young child often behaves unpredictably, reacting to a situation on the spur of the moment without anticipating the consequences.
- The reflexes of a young child are much slower than those of an adult.
- The young child finds braking difficult in an emergency.
- Children under ten years of age have not developed the skills, maturity or attitudes to enable them to cycle on the road.
- Children require on-going assistance from adults to develop these skills gradually in safe, off-road situations.

This Fact Sheet can be used as a source of information or as an overhead to convey information to parents and carers at parent meetings. Information from the Fact Sheet can be used to develop Take Home Notes or photocopied for use in school newsletters.

MOVE AHEAD WITH STREET SENSE Stage Two Teacher Resource Booklet

61

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Lesson 10 How can my helmet protect me?

Enduring Understandings	Outcomes	Indicators
<p>E.3. Recognise factors affecting personal safety and act appropriately to maintain personal safety.</p>	<p>SLS2.13 Discusses how safe practices promote personal wellbeing</p> <p>INS2.3 Makes positive contributions to group activities</p> <p>COS2.1 Uses a variety of ways to communicate with and within groups</p> <p>V4 Increasingly accepts responsibility for personal and community health</p>	<ul style="list-style-type: none"> • Recognises behaviours that are risky and identifies people who can help • Helps others to achieve set tasks • Discusses assertive responses to peer pressure • Values their health and safety and that of others • Appreciates the importance of wearing a helmet
<p>KidsMatter SEL Focus: Minor - Responsible Decision Making - Assuming personal Responsibility</p>		
<p>Suggested Learning Experiences</p> <p>Students view Road Safety Photographs 2, no 13 and Road Safety Photographs 1, no 13.</p> <p>Students identify the features of the helmets (pictured) and blu-tak labels onto the pictures indicating the features of a helmet.</p> <p>As a class, students construct a 'quality helmet' checklist.</p> <p>Students write a list of positive reasons for wearing a helmet.</p> <p>In small groups, students devise a brief role play / Photostory that depicts assertive responses to peers who are encouraging them not to wear a helmet.</p> <p>Students present their role plays / Photostories to their class or lower grade.</p> <p><i>Students devise their own game, incorporating various aspects of road, personal and bike safety. Include some values statements eg. TW: Life is a precious gift entrusted to us by God. Each person has rights and responsibilities in relation to personal safety. We have a responsibility to protect and care for ourselves and others.</i></p>		
<p>Resources</p> <ul style="list-style-type: none"> • RTA, NSW, (2001), <i>Move Ahead With Street Sense, Stage 2, Road Safety Photographs 2, no. 13 and Road Safety Photographs 1, no. 13.</i> Photostory 	<p>Assessment</p> <p>Student sample of helmet checklist. Unit Assessment Task: Safety Game</p>	

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Safety Game



Catholic Values/Beliefs: Life is a precious gift entrusted to us by God. Each person has rights and responsibilities in relation to personal safety. We have a responsibility to protect and care for ourselves and others.

Student: _____

This task provides students with the opportunity to demonstrate their standard of achievement of the following outcomes:

Outcomes	Indicators	Working towards	Achieved with support	Achieved
SLS2.13 Discusses how safe practices promote personal wellbeing	Recognises behaviours that are risky and identifies people who can help			
COS2.1 Uses a variety of ways to communicate with and within groups	Discusses assertive responses to peer pressure			
<p>Task:</p> <p>Students devise their own game, incorporating various aspects of road, personal and bike safety.</p>				



TEACHER REFLECTION - UNIT EVALUATION

	Poor	Unsatisfactory	Satisfactory	Good
A. EVIDENCE				
To what extent does the assessment evidence provide:				
1. A valid and reliable measure of the targeted outcomes/enduring understandings?				
2. Sufficient information to support inferences about each student's understanding/level of achievement?				
3. Opportunities for students to demonstrate their understandings through authentic learning tasks?				
B. LEARNING EXPERIENCES AND INSTRUCTION				
To what extent did students:				
1. Achieve the outcomes and the enduring understandings of the unit (the big ideas as opposed to basic facts and skills)?				
2. Know where they were going and why (in terms of unit goals, requirements, and evaluative criteria)?				
3. Deepen their knowledge and understanding of the outcomes & big ideas of the Unit (through inquiry, research, problem solving, and experimentation)?				
4. Receive explicit instruction on the knowledge and skills needed to equip them for the required performances?				
5. Have opportunities to rehearse, revise, and refine their work based on feedback?				
6. Self-assess and set goals prior to the conclusion of the unit?				

PTO



Student Unit Reflection Stage 2



Student Name: _____ **Class:** _____

Unit/Topic: _____

<p>One important thing I have learnt about/learnt to do during this unit is...</p>	<p>What I learnt will help me in my life because...</p>
<p>A question about this unit that I asked in class was...</p>	<p>Something that still puzzles me is...</p>
<p>A question about this unit that I asked at home was...</p>	<p>If I wanted to research more about this unit I could...</p>
<p>Something I am going to value/appreciate more about myself because of what I have learnt in this unit is...</p>	<p>I think the effort I put into my learning in this unit was:</p> <p>(Circle one number)</p> <p>No effort 0 1 2 3 4 5 6 7 8 9 10 Most effort</p>