# KEEPING SAFE ON THE ROAD & IN WATER

<table>
<thead>
<tr>
<th>Stage: 3</th>
<th>Unit Duration: 10 Lessons</th>
<th>Weeks 1 2 3 4 5 6 7 8 9 10</th>
<th>Terms 1 2 3 4</th>
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## Enduring Understandings

**E.1** Our responsibility is to make decisions about personal safety that ensure health and well-being.

**E.2** We have an obligation to care for ourselves and others.

## Essential Questions

- How can I promote and improve safety knowledge and behaviours in my community?
- How can I use my knowledge / skills to keep myself safe on the road and around water?

## Major Outcomes

### Knowledge and Understanding

**SLS3.13** Describes safe practices that are appropriate to a range of situations and environments

### Skills

**DMS3.2** Makes informed decisions and accepts responsibility for consequences

### Values and Attitudes

**V4** increasingly accepts responsibility for personal and community health

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## Contributing Questions/Lesson Overview

1. What is safe travel behaviour and how can I travel safely? (E.1)
2. What actions and environments increase risks when I travel? (E.1)
3. How can I respond assertively to negative peer pressure? (E.1, E.2)
4. Why is route planning important? (E.1, E.2)
5. What protective gear is compulsory? (E.1, E.2)
6. How can the media help to promote safe travel behaviour? (E.2)
7. How can I improve road safety in my school community? (E.1, E.2)
8-9. How can I keep safe around water? (E.1, E.2)
10. How do I respond to an emergency situation? (E.1, E.2)

## KidsMatter SEL Focus

**Major:** Responsible Decision Making - Problem-Solving; Responsible Decision Making - Analysing situations; Self-Management - Managing emotions;

**Minor:** Relationship Skills - Communication; Responsible Decision Making - Assuming personal Responsibility; Responsible Decision Making - Problem-Solving; Self-Management - Goal setting;

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## Catholic Dimension/Towards Wholeness (TW) (Also refer to overview of TW for this unit)

**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.

**Interpersonal Relationships**

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.

**Personal Health Choices**

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.

**Foundation Statement**

Students examine key factors that contribute to a balanced lifestyle and keeping safe and healthy. They examine nutritional information, disease prevention and the effects of drugs on the body and they identify behaviours that impact on wellbeing. Students assess the safety of situations in home, school, water and road environments and identify appropriate responses. They describe and practise a range of personal safety strategies that could be used in threatening or abusive situations. They take responsibility for personal decisions, recognising the effects that decisions have on self and others.

Students describe the factors that influence personal identity and examine the physical, social and emotional changes that occur during puberty. They devise strategies for coping with change, grief and loss. They value the differences between individuals and challenge discrimination and harassment. Students value different roles and responsibilities in relationships, the importance of communication and they practise positive ways to deal with conflict.

**Suggested Correlation With Other KLAs**

**English**
- Discussion
- Exposition

**Creative Arts**
- Drama – Performing and Appreciating

**Mathematics**
- Data Representation Working Mathematically
- Position

**HSIE**
- Social Systems and Structures
  - roles and responsibilities
  - contributions of individuals, groups, movements to travel safely

**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. Some of the following sites have a great deal of information and it is important for the teacher to choose sections that are relevant to the needs and maturity of his/her class.

- [http://www.kidsafensw.org/roadsafety/index.htm](http://www.kidsafensw.org/roadsafety/index.htm)
- [http://talesoftheroad.direct.gov.uk/](http://talesoftheroad.direct.gov.uk/)
- [http://www.chp.edu/CHP/Water+Safety+Quiz](http://www.chp.edu/CHP/Water+Safety+Quiz)

<table>
<thead>
<tr>
<th>Subject Matter</th>
<th>Matter</th>
<th>Resource</th>
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<tbody>
<tr>
<td>Safe Living</td>
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<td>Personal Safety</td>
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<td>Road Safety</td>
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<tr>
<td>- safe practices near buses</td>
<td></td>
<td><a href="http://www.chp.edu/CHP/Water+Safety+Quiz">http://www.chp.edu/CHP/Water+Safety+Quiz</a></td>
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<tr>
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<td>- Basic first aid – DRABC</td>
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<tr>
<td>- Contacting emergency services</td>
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<tr>
<th>Interpersonal Relationships</th>
<th>Relationships</th>
<th>Communication</th>
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<tbody>
<tr>
<td>Presenting a viewpoint Peers</td>
<td>Coercion</td>
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<td>Overcoming peer influence</td>
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<td>Acting on concerns for others</td>
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<td>Relating to people</td>
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<td>Personal Health Choices</td>
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<td>- peers</td>
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<td>Risk-taking and decisions</td>
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<td>Evaluating decisions</td>
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<td>Health Services and Products</td>
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<tr>
<th>Unit Evaluation</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Sample teacher and student unit evaluations are included at the end of the unit.</td>
<td>Assessment strategies are included in each lesson. The sample Assessment Task for the Unit is in Lesson 5.</td>
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**An Overview of Towards Wholeness (TW) in the PDH Unit**

**Keeping Safe on the Road & in Water - Stage 3**

**Key God’s Word:**

*Our body is a gift of God, 'God’s temple' (1 Cor 3:16) to be treated with respect.*

(TW p. 19)

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
<th>Beliefs and Values</th>
<th>Lesson Overview/Links</th>
</tr>
</thead>
</table>
| **E.1. Our responsibility is to make decisions about personal safety that ensure health and well-being.** | • 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 | 1. What is safe travel behaviour and how can I travel safely?  
2. What actions and environments increase risks when I travel?  
3. How can I respond assertively to negative peer pressure?  
4. Why is route planning important?  
5. What protective gear is compulsory?  
7. How can I improve road safety in my school community?  
8. How can I keep safe around water?  
9. How can I keep safe around water?  
10. How do I respond to an emergency situation? |

| **E.2. We have an obligation to care for ourselves and others.** | • We have a responsibility to protect and care for ourselves. TW p.41  
• We have a responsibility to protect and care for others. TW p.41  
• A communal approach to safe living and the establishment of caring networks is essential for the provision of safe environments. TW p.41 | 3. How can I respond assertively to negative peer pressure?  
4. Why is route planning important?  
5. What protective gear is compulsory?  
6. How can the media help to promote safe travel behaviour?  
7. How can I improve road safety in my school community?  
8. How can I keep safe around water?  
9. How can I keep safe around water?  
10. How do I respond to an emergency situation? |
Lesson 1   What is safe travel behaviour and how can I travel safely?

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<th>Indicators</th>
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<td>E.1. Our responsibility is to make decisions about personal safety that ensure health and well-being.</td>
<td>SLS3.13 Describes safe practices that are appropriate to a range of situations and environments</td>
<td>• Identifies safe behaviour as a pedestrian and bus passenger</td>
</tr>
<tr>
<td></td>
<td>INS3.3 Acts in ways that enhance the contribution of self and others in a range of cooperative situations</td>
<td>• Plans how to take responsibility for their own safety and that of others</td>
</tr>
<tr>
<td></td>
<td>DMS3.2 Makes informed decisions and accepts responsibility for consequences</td>
<td>• Accepts responsibility for decisions</td>
</tr>
<tr>
<td></td>
<td>V4 increasingly accepts responsibility for personal and community health</td>
<td>• Appreciates the need for safe practices in a range of situations and environments</td>
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KidsMatter SEL Focus: Major - Responsible Decision Making - Problem-Solving

Suggested Learning Experiences

TW: TEACHER NOTE: This unit deals with safety and how we can keep ourselves and others safe. Many of the activities planned for this unit focus on safe, responsible behaviour. It is recommended that the Towards Wholeness Beliefs and Values for this unit are displayed in the room so they can be referred to during the lessons. It is also recommended that these be discussed prior to the commencement of the unit.

Students view the Get It video footage to establish what each character was doing. (Sophia was a pedestrian, Sam was travelling by bus, Mac was cycling and Hetty was riding her skateboard.) The teacher instructs the students to focus on aspects of the video footage that demonstrate the safe, responsible behaviour involved in the mode of travel.

Students devise a Rating Scale for Evaluation of Safe Behaviour. This could be expressed in written form, eg ‘shows safe behaviour all the time’, ‘shows safe behaviour most of the time’, ‘shows safe behaviour some of the time’ and ‘needs more practice’; or it could be a code such as five stars, four stars.

Students review a segment of the video and write a safety report for one of the characters using the Safety Report Planner Activity. Teacher models a report for one character and students work in pairs or groups to write a report on another character.

TW: Students identify how they travel from home to school each day and tally the responses under the following headings: Bus Passenger, Car Passenger, Train Passenger, Pedestrian, Cyclist, Other. Teacher discusses that safe behaviour is necessary in each mode of transport and that...
each person has rights and responsibilities in relation to personal safety. Students brainstorm then list safe behaviours for each mode of transport.

**TEACHER NOTE:** Teachers should stress that failure to stop and look for traffic before stepping onto the road is the main cause of pedestrian injuries. Teacher discusses peripheral vision - ask students to place their hands on the side of their faces to demonstrate peripheral vision.

Students use the *Play it Safe Task Cards* Activity and plan a role play to indicate safe behaviours. Groups present their role plays to the class. The audience members tick the relevant checklist as each safe behaviour is acted out. As a class share the evaluations and discuss how their road safety behaviours could be improved.

<table>
<thead>
<tr>
<th><strong>Resources</strong></th>
<th><strong>Assessment</strong></th>
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Safety Report Planner

Character:

Mac  Sophia  Sam  Hetty  me

Method of Travel

☐ Pedestrian   ☐ Cyclist   ☐ Skateboard   ☐ Bus

Safe Behaviours Observed:

Safety Rating:

Move Ahead with STREET SENSE

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### Play It Safe Task Cards

#### Task Cards for Actors

- **Task Card 1**
  - Your group has been asked to teach a group of younger children how to cross the road at a pedestrian crossing.
  - Plan a role-play of how your group will achieve this.

- **Task Card 2**
  - Your group has been asked to teach a group of younger children safe footpath behaviour.
  - Plan a role-play of how your group will achieve this.

- **Task Card 3**
  - Your group has been asked to teach a group of younger children safe bus behaviour while they are waiting at the bus stop.
  - Plan a role-play of how your group will achieve this.

- **Task Card 4**
  - Your group has been asked to teach a group of younger children safe behaviour as a bus passenger.
  - Plan a role-play of how your group will achieve this.

#### Audience Checklists

- **Checklist 1**
  - stand on the footpath one step back from the edge of the road
  - STOP, LOOK, LISTEN, THINK before you cross the road
  - turn your head to both right and left to look for traffic
  - when the traffic is stopped or the road is clear, walk quickly straight across the road
  - turn your head constantly in both directions as you look and listen for traffic while crossing the road
  - children up to eight years old should hold an adult’s hand on the footpath, in the car park or when crossing the road; an adult is defined as a parent, caregiver, grandparent, sibling in high school or older, other relative or neighbour or other adult as advised by the child’s parents/carers
  - children up to ten years old should be actively supervised in the traffic environment and should hold an adult’s hand when crossing the road

- **Checklist 2**
  - the footpath is not a safe place to play as it could be near traffic
  - walk as far from the traffic as possible
  - always check for cars entering or leaving driveways when walking on the footpath
  - where there is no footpath, walk as far from the traffic as possible, facing the oncoming traffic
  - whenever possible walk with an adult on the footpath
  - children up to eight years old should hold an adult’s hand on the footpath, in the car park or when crossing the road; an adult is defined as a parent, caregiver, grandparent, sibling in high school or older, other relative or neighbour or other adult as advised by the child’s parents/carers
  - children up to ten years old should be actively supervised in the traffic environment and should hold an adult’s hand when crossing the road

- **Checklist 3**
  - wait as far away from the traffic as possible
  - play games that do not involve running or the use of equipment
  - keep balls and other equipment in a string bag so they do not roll away and to ensure toys and other items are held securely
  - children up to eight years old should hold an adult’s hand on the footpath, in the car park or when crossing the road; an adult is defined as a parent, caregiver, grandparent, sibling in high school or older, other relative or neighbour or other adult as advised by the child’s parents/carers
  - children up to ten years old should be actively supervised in the traffic environment and should hold an adult’s hand when crossing the road

- **Checklist 4**
  - do not disturb the driver
  - keep all of you inside the bus
  - sit on a seat if possible and do a quiet activity
  - place your bag and materials out of the way so that others can use the aisle
Lesson 2  What actions and environments increase risks when I travel?

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<td>SLS3.13 Describes safe practices that are appropriate to a range of situations and environments</td>
<td>• Identifies factors that may reduce risk</td>
</tr>
<tr>
<td></td>
<td>DMS3.2 Makes informed decisions and accepts responsibility for consequences</td>
<td>• Predicts the consequences of choices</td>
</tr>
<tr>
<td></td>
<td>V4 Increasingly accepts responsibility for personal and community health</td>
<td>• Appreciates the need for safe practices in a range of situations and environments</td>
</tr>
</tbody>
</table>

KidsMatter SEL Focus: Major Responsible Decision Making - Analysing situations; Minor - Relationship Skills - Communication

Suggested Learning Experiences

TW: Sometimes in life we take risks which at the time may seem fun and inconsequential. We need to remember that: Life is a precious gift entrusted to us by God. It is a temple of the Holy Spirit and we need to respect it. We have an obligation to look after it by making safe, responsible decisions.

Students view the Get It video sequences where the characters are seen to be making decisions that reduce risk (Mac chooses to wheel his bike across the busy road instead of riding it). Remind the students that conditions for road users change constantly and that a usually safe situation can become unsafe.

Students identify factors that could cause a safe crossing place to become unsafe. Teacher records responses, eg wet weather increases stopping times for cars and reduces the drivers’ ability to see pedestrians as well as pedestrians’ ability to see vehicles. Brainstorm factors that would further increase the risk, eg the pedestrian wearing dark clothing, the pedestrian or the driver hurrying and not paying enough attention.

Teacher reinforces the fact that it is not always possible to predict the behaviour of other road users. Road users, conditions and locations combine to create different situations which need to be individually assessed for safety.

In groups of three or four, students play the Risk Board Game. (Each group will need one set of Rating the Risk Cards Activity and a game board.) Groups select three different coloured cards that give information about (1) the road user, (2) the conditions and (3) the location. The task is to assess the risk of the situation depicted by the combined information of the three cards. Teacher demonstrates the process. Students set aside their initial cards and select three more cards. Repeat the activity four times so that they assess five scenarios in total. Students rate the five scenarios in order of risk, with least risk rated 1 and most risk rated 5 and justify
their choices.

Share students’ ratings of risky situations and evaluate strategies to reduce risk. Identify the implications this has for them and the community regarding safe road user behaviour.

**HOME TASK**
Play the Rating the Risk game with family members. Report to class the most risky situation with which each family identified and explain their choice.

### Resources

### Assessment
Teacher observation of student contributions in Board Game

## Rating the Risk Cards

Photocopy this page onto three differently coloured pages. Cut out the cards and place in envelopes. Each envelope should contain a set of Road User cards (one colour), Conditions cards (another colour) and Location cards (a third colour) cards.

<table>
<thead>
<tr>
<th>Set 1</th>
<th>Set 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pedestrian</strong></td>
<td><strong>Cyclist</strong></td>
</tr>
<tr>
<td><strong>Condition</strong></td>
<td><strong>Condition</strong></td>
</tr>
<tr>
<td>an adult and a child crossing road at lights</td>
<td>cyclist with arm in a sling</td>
</tr>
<tr>
<td>wet weather in daytime</td>
<td>cracked reflector on bicycle</td>
</tr>
<tr>
<td>two students who understand that all traffic situations threaten their safety</td>
<td>setting sun in driver's eyes</td>
</tr>
<tr>
<td>a group of Year 6 students who expect to be safe because they take this route every day</td>
<td>many driveways</td>
</tr>
<tr>
<td>a twelve-year-old about to cross the road with a walkman plugged in</td>
<td>fine weather</td>
</tr>
<tr>
<td>a group of students playing with a ball on the footpath</td>
<td>at night in wet weather</td>
</tr>
</tbody>
</table>

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## Rating the Risk Game Board

Remember to turn cards face down before you start.

<table>
<thead>
<tr>
<th>Road User</th>
<th>Condition</th>
<th>Location</th>
<th>Identify the Risks</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 = least risk</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5 = most risk</td>
</tr>
</tbody>
</table>

Lesson 3  How can I respond assertively to negative peer pressure?

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<th>Enduring Understandings</th>
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</thead>
<tbody>
<tr>
<td>E.1 Our responsibility is to make decisions about personal safety that ensure health and well-being.</td>
<td>IRS3.11 Describes roles and responsibilities in developing and maintaining positive relationships</td>
<td>• Practises assertive ways to deal with different types of harassment or coercion</td>
</tr>
<tr>
<td></td>
<td>COS3.1 Communicates confidently in a variety of situations</td>
<td>• Responds assertively to criticism</td>
</tr>
<tr>
<td></td>
<td>V1 Refers to a sense of their own worth and dignity</td>
<td>• Appreciates and accepts the importance of developing a personal value system</td>
</tr>
</tbody>
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**KidsMatter SEL Focus:** Major - Self Management - Managing emotions; Minor - Responsible Decision Making - Assuming personal Responsibility

**Suggested Learning Experiences**

Students view the episodes in the *Get It* video that deals with roles and relationships between peers and adults. Discuss what might motivate a person to exert peer pressure on someone else.

TW: Teacher distributes *Graphs of Safety Device Use* sheet. Remind students that it is a legal requirement in NSW to wear a helmet if on a bicycle, and a seatbelt if a passenger in a car and that following these rules displays responsibility in protecting and caring for ourselves. Explain that these society rules are made to assist with community safety. Students analyse the information presented in the graphs and discuss the reasons people do and don't wear helmets and seatbelts.

W: Students review the video segment of the child who sneers ‘nice helmet’ at Mac and his response, ‘When you look this good, you want to protect it’. Teacher makes reference to the belief that life is a precious gift entrusted to us by God.

Students complete the *Positive Communication* activity. Discuss how responding to criticism and put-downs can involve words, gestures, facial expressions and voice tones and that the non-verbal elements of communication can be very useful for handling negative comments successfully.

Students apply their understanding of verbal and non-verbal communication to the scenarios presented in the *Communication in Real Life Situations* Activity. Discuss responses.

**Resources**


**Assessment**

Student work samples of *Communication in Real Life Situations Activity*.

Positive Communication

Recall that episode in the video in which Sam and his father want to listen to two different radio stations. The two characters are having a disagreement, but they don’t sound angry or rude. What do you notice about the way they are communicating?

How do Hetty, Sam, Sophia and Mac interact with each other to maintain their friendship even when things go wrong?

What mood is the koala in at the markets, at the shopping centre and at the radio station? How do you know?

Think about the young people who called out ‘nice helmet’ to Mac. What did they mean?

Fill in the table below:

<table>
<thead>
<tr>
<th>What did Mac say?</th>
<th>What tone of voice did Mac use?</th>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>What gesture or facial expression did Mac use?</th>
<th>Can you think of other effective verbal and non-verbal responses to the comment?</th>
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Communication Skills in Real Life Situations

What could you say in the following situations to promote your own safety and the safety of your friends? In what way would you say it to keep the situation positive?

**Situation 1:**
Two of your best friends want you to ride your skateboard but you don’t have your helmet with you. They begin to say things that make you feel pressured.

**Situation 2:**
You are waiting for the bus when your friends suggest a game of handball on the footpath (near the road). You know ball games are unsafe near traffic. Your friends say things that make you feel pressured to do something you don’t think is wise.

**Situation 3:**
You and your friends are running late to see a movie. A short distance from the movie theatre, your friends begin to run and suggest a route that will involve hazards such as crossing between parked cars. Your friends look like they will rush onto the road without stopping to look for traffic and don’t want to wait for pedestrian lights to turn green. You would rather slow down and be more cautious, but your friends become impatient with you.

**Situation 4:**
Each day you catch a bus home with your friends. Other students won’t let you sit on the seats and throw your bag around. You feel unsafe.
Graphs of Safety Device Use

The first graph shows the proportions of deaths of people involved in motor vehicle accidents, according to whether or not they were wearing a seatbelt. The graph shows that accident victims are much more likely to die if they are not wearing a seatbelt.

Accident Victims Who Died Wearing or Not Wearing Seatbelts (per hundred people)

<table>
<thead>
<tr>
<th>Number of deaths</th>
<th>Wearing a seatbelt</th>
<th>Not wearing a seatbelt</th>
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The second graph compares deaths among cycling accident victims, according to whether or not they were wearing a helmet. It shows that in an accident a cyclist is less likely to be killed if the cyclist is wearing a helmet.

Accident Victims Who Died Wearing or Not Wearing Helmets (per hundred people)

<table>
<thead>
<tr>
<th>Number of deaths</th>
<th>Wearing a helmet</th>
<th>Not wearing a helmet</th>
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What is your opinion of seatbelts and helmets? Discuss the reasons people do and don’t use helmets and seatbelts.

Graphs developed from NSW RTA 1997 statistics.
For further information visit the website (http://www.rta.nsw.gov.au) or e-mail rta@rta.nsw.gov.au

STAGE THREE Teacher Resource Booklet

Lesson 4  Why is route planning important?

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<td>E.2 We have an obligation to care for ourselves and others.</td>
<td>DMS3.2 Makes informed decisions and accepts responsibility for consequences</td>
<td>• Plans the safest route to travel</td>
</tr>
<tr>
<td></td>
<td>PSS3.5 Suggests, considers and selects alternatives when resolving problems</td>
<td>• Predicts consequences of their choices</td>
</tr>
<tr>
<td></td>
<td>V4 Increasingly accepts responsibility for personal and community health</td>
<td>• Selects the most appropriate solution to a given problem</td>
</tr>
<tr>
<td></td>
<td>• Describes the factors that may reduce risk</td>
<td>• Values their safety and that of others</td>
</tr>
</tbody>
</table>


**KidsMatter SEL Focus: Minor - Responsible Decision Making - Problem-Solving**

**Suggested Learning Experiences**

Students brainstorm safe behaviours for pedestrians and cyclists. Students use ‘Traffic Safety Guidelines’ to compile a comprehensive list.

**TW:** Students view the Get It video segment that depicts the characters consulting a map at the shopping centre. Students discuss the importance of planning a safe route for travel and how it shows a responsibility in protecting themselves and others.

Students are provided with a simple map of their local area. They map out their route to school and identify the hazards, facilities and the safest route to travel.

For each hazard identified, students suggest a way to minimise risk in this situation and present their ideas to the class.

**HOME TASK**

Students discuss with their parents the range of options for travel to and from school. (eg. Bus, bike, car etc.) Identify which is the most eco-friendly.

**Resources**


**Assessment**

Student work samples of Safe Route Planning Activity

Appendix – Traffic Safety Guidelines
Student Information

Pedestrian Safety:

Main Messages
- Stop! Look! Listen! Think! every time you cross the road
- Use a safe place to cross the road

Road Safety Guidelines for Pedestrians:

☐ walk on the footpath as far from the traffic as possible
☐ when there is no footpath or nature strip, walk facing the oncoming traffic, as far from the traffic as is practicable, and in single file
☐ STOP one step back when preparing to cross the road
☐ always STOP
☐ STOP means stop completely
☐ after stopping, LOOK, LISTEN, THINK
☐ take enough time to look and listen
☐ look and listen continuously for traffic
☐ pay attention to visual and sound cues in the traffic environment
☐ avoid doing anything which interferes with your vision or hearing (eg a using a walkman)
☐ never hurry across the road
☐ move in a predictable way for other road users
☐ avoid crossing where it is difficult to see the traffic (eg the crest of a hill, a bend or any other obstacle)
☐ be prepared for vehicles that may not stop when they should
☐ think about and check all the places where traffic might come from unexpectedly
☐ allow enough time to cross
☐ when it is safe to cross walk at a steady pace straight across the road
☐ cross in a way that won’t make you stumble

At Pedestrian Lights:

☐ identify and stop at the red ‘DON’T WALK’ signal
☐ identify the green ‘WALK’ signal as the prompt to cross, after checking the traffic has stopped
☐ do not leave the footpath if the red ‘DON’T WALK’ signal is showing
☐ only ever start to cross the road when the green ‘WALK’ signal is showing
☐ press the button and wait for the green ‘WALK’ signal to appear
☐ be prepared that some vehicles may not stop when the ‘WALK’ sign appears

Lesson 5  What protective gear is compulsory?

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.1 Our responsibility is to make decisions about personal safety that ensure health and well-being.</td>
<td>SLS3.13 Describes safe practices that are appropriate to a range of situations and environments</td>
<td>• Lists the 7 main road safety messages to promote safe behaviours</td>
</tr>
<tr>
<td>E.2 We have an obligation to care for ourselves and others.</td>
<td>PHS3.12 Explains the consequences of personal lifestyle choices</td>
<td>• Describes the factors that influence wearing protective gear</td>
</tr>
<tr>
<td></td>
<td>DMS3.2 Makes informed decisions and accepts responsibility for consequences</td>
<td>• Designs a jingle to promote safe travel behaviour</td>
</tr>
<tr>
<td></td>
<td>V4 Increasingly accepts responsibility for personal and community health</td>
<td>• Appreciates the need for safe practices in a range of situations and environments</td>
</tr>
</tbody>
</table>

Suggested Learning Experiences

TW: Before commencing the following activities, revise the belief that we have a responsibility to protect and care for ourselves. God has given us the gift of our life and we are obliged to take care of it in an informed and responsible way. In today's world, what would this mean for a push bike rider or a car passenger?

Students discuss and indicate by a show of hands if they:
- Always buckle up in a seatbelt?
- Always wear a helmet correctly when they cycle?

Students discuss the risks involved in not wearing protective gear (fine, disability, injury, death, trouble with parents).

Students examine the RTA webpage. Students respond to the following:
1. In which year did it become compulsory to wear a helmet when cycling?
2. What does the graph tell us about deaths resulting from cycling?
3. What other protective gear can be used when riding a bike, skateboard or skating?

In groups, students read different sections of the Jigsaw Activity and prepare a brief summary of the facts detailed on their sheet. Report back to the class.

As a class, read the Road Safety Messages information sheet. Students brainstorm the 7 main road safety messages and record them. Students classify the messages under the headings:
- Passenger (3)
- Pedestrian (2)
- Safety on Wheels (2)

TW: In groups, students design a rap or jingle using one of the road safety messages. Students use the Rap Planner Activity as a scaffold for their task. They record their songs and share with school on their class page. Encourage students to include the Towards Wholeness Beliefs and Values referred to in the unit.

Resources

Assessment
- Assessment Task Safe Travel Behaviour


Catholic Schools Office 125 Diocese of Broken Bay

Keeping Safe on the Road and in Water – Stage 3 Personal Development and Health Education Resource
Catholic Values/Beliefs:
- Our body is a gift of God, 'God's temple' (1 Cor 3:16) to be treated with respect.
- We have a responsibility to protect and care for ourselves.
- We have a responsibility to protect and care for others.
- A communal approach to safe living and the establishment of caring networks is essential for the provision of safe environments.

Student: ________________________________

In groups, students refer to handout and design a rap or jingle using one of the road safety messages.

The rap/jingle needs to contain appropriate language for primary school aged children.

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

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Indicators</th>
<th>Working towards</th>
<th>Achieved with Support</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLS3.13 Describes safe practices that are appropriate to a range of situations and environments</td>
<td>Identifies a road safety message</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHS3.12 Explains the consequences of personal lifestyle choices</td>
<td>Identifies the effects of their decisions on themselves, others and the environment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DMS3.2 Makes informed decisions and accepts responsibility for consequences</td>
<td>Analyses information and makes decisions related to road safety</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Jigsaw Activity

Text A – Cycling accidents can happen anywhere, any time. So a helmet should be worn even when cycling in the backyard. A helmet will reduce the severity of head injuries that can cause brain damage. Make sure that the helmet is a good fit. It should fit firmly and comfortably on the head. A test for this is to grasp the rim of the helmet and try to pull it backward and forward. It should not tilt backward to expose the forehead, nor should it tilt forward and cover the eyes.
Highlight the two most important points in this passage about helmets.

Text B – Any part of the body may be injured in a bicycle accident but most parts will heal. Bones mend and skin regrows but a brain cannot be mended. Once brain cells are damaged they are lost forever. Nine-tenths of the cyclists killed in accidents die from head injuries. A proper helmet has thick, energy-absorbing foam that will reduce the shock of a crash. A new helmet should be bought after a crash because the foam in the old helmet might be damaged in ways you cannot see.
Highlight the two most important points in this passage about helmets.

Text C – Many things are being done to reduce head injuries in cycling accidents but the most effective approach is the design, manufacture and wearing of good bicycle helmets. Head injuries could also be reduced if there were improvement in the following of road rules and in riding skills, and if cars and bicycles were separated. The helmet should be light-weight to avoid excessive pressure on the spine and the back. It should also have a number of holes or openings to allow ventilation to keep the cyclist’s head cool. It is important the helmet is comfortable to wear.
Highlight the two most important points in this passage about helmets.

Text D – The best helmet in the world will not protect you if it comes off in an accident. It must have strong straps that are not too narrow (or they will cut in under the chin). The straps must be easily adjustable. Make sure that the chin straps fit around the ears without any slack. A loose helmet can come off in a crash. The chin strap needs to be done up firmly to keep the helmet in place. The ears are not covered by the helmet or the straps because it is important that the cyclist can hear the traffic noise.
Highlight the two most important points in this passage about helmets.

Text E – Make sure that the helmet you choose bears the symbol shown here. It is the symbol of the Standards Association of Australia. Brands approved by the Standards Association of Australia have passed tests for impact, retention and visibility. This means that they protect you in a crash [impact], stay on in a crash [retention] and are easily seen [visibility]. The helmet should be a bright colour. Yellow, red or white are the most easily seen. Stickers should not be attached to your helmet as the glue may damage the plastic. The helmet should be stored carefully to avoid damage from the sun or rain.
Highlight the two most important points in this passage about helmets.

Road safety messages

The learning experiences in this booklet highlight seven important road safety messages that research shows are of particular relevance for Stage Three students:

**Pedestrian Safety**

*Stop! Look! Listen! Think! every time you cross the road*

Students identify safe road crossing behaviour and develop strategies to improve pedestrian safety. They tell about the need to constantly monitor changing traffic conditions.

*Use a safe place to cross the road*

Students survey safe pedestrian behaviour near their school and in the local area. They know the safest place to cross the road can change and there is always a need for safe behaviour because there is always a level of risk in the traffic environment.

**Passenger Safety**

*Always buckle up in your seatbelt*

Students understand, and justify the importance of, wearing a seatbelt or restraint while travelling in a vehicle. They demonstrate and explain correct wearing of a seatbelt.

*Get in and out of the car on the footpath side*

Students identify safe behaviour as a passenger and justify the reasons for the safest way to exit a vehicle.

*Wait till the bus has gone, then use a safe place to cross the road*

Students identify safe behaviour at a bus stop and the correct procedure to follow after leaving the bus. They apply this knowledge to problem solving about the safest place to cross the road after the bus has gone.

**Safety on Wheels**

*Always wear a helmet when you ride or skate*

Students justify the importance of head protection when cycling, skating or rollerblading. They compare and contrast ways to be visible as a cyclist.

*Ride your bike away from busy roads*

Students identify the safest places to ride bicycles, skateboards, rollerskates and rollerblades. They recognise the need to behave safely when on wheels and to respect the rights of other road users. They choose to avoid main roads when planning a safe route for a bicycle journey.

Rap Planner

Circle the area/s of road safety that you plan to write about:

- Pedestrian
- Car Passenger
- Bus Passenger
- Safety on Wheels

Write the main message(s) from your chosen area:

Use this space to record notes about the details of the message:

Draft and edit your jingle/rap here:

Rehearse in your group to perform your road safety rap/jingle.

STAGE THREE Teacher Resource Booklet
Teacher Modelling Page

Circle the area/s of road safety that you plan to write about:
- Pedestrian
- Car Passenger
- Bus Passenger
- Safety on Wheels

Main message: Use a safe place to cross the road

Details: Choosing and using safe places to cross

- Use pedestrian facilities when you have a choice. These include:
  1. pedestrian crossings
  2. children’s crossing (school crossing)
  3. supervised crossing
  4. signalised crossing (traffic lights)
  5. pedestrian underpass
  6. pedestrian overpass
  7. pedestrian refuge

- Unsafe places to cross and pedestrian dangers or hazards
  8. avoid crossing between parked cars – drivers cannot see you
  9. avoid running onto the road – drivers may not be able to stop in time
 10. make sure you can be seen by drivers – choose and use a place to cross where it is easy
    for the driver to see you and where you can see the traffic clearly
 11. learn to identify unsafe crossing places – anywhere a driver cannot see you, eg near a curve
    in the road, near the top of a hill, from behind a bush, in busy areas without pedestrian facilities
    or anywhere where you cannot see the road clearly or a driver may not have a clear view of you
    traffic conditions change, so constantly check the safety of where you have chosen to cross

Draft and edit your jingle/rap here:

The following jingles relate to the above information:

1. The zebra crossing is black and white
   Cross here and you will do it right
4. Make use of your rights
   Cross at the lights
8. Unless you want scars
   Don’t cross between cars
9. It’s best to stop your feet
   Before you step out on the street
9. Don’t rush, be cool
   When you’re travelling to school
10. It’s not too mean and it’s no big deal
    But make sure you’re seen
    By the driver at the wheel
12. Keep on looking and checking
    Because you know you’re worth protecting

Rehearse in your group to perform your road safety rap/jingle.

## Lesson 6  How can the media help to promote safe travel behaviour?

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
<th>Outcomes</th>
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</tr>
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<tbody>
<tr>
<td>E.2 We have an obligation to care for ourselves and others.</td>
<td>SLS3.13 Describes safe practices that are appropriate to a range of situations and environments</td>
<td>• Plans how to take responsibility for their own safety and that of others</td>
</tr>
<tr>
<td></td>
<td>INS3.3 Acts in ways that enhance the contribution of self and others in a range of cooperative situations</td>
<td>• Engages in community action to promote safe road crossing</td>
</tr>
<tr>
<td></td>
<td>PSS3.5 Suggests, considers and selects appropriate alternatives when resolving problems</td>
<td>• Surveys community members about safe travel behaviour and analyses results</td>
</tr>
<tr>
<td></td>
<td>V4 Increasingly accepts responsibility for personal and community health</td>
<td>• Appreciates the need for safe practices in a range of situations and environments</td>
</tr>
</tbody>
</table>

### KidsMatter SEL Focus: Minor - Responsible Decision Making - Problem-Solving

### Suggested Learning Experiences

Teacher writes on the board ‘Island stopover reduces stress’ and students discuss where they are most likely to see this title.

**TW:** In pairs, students read the *Newspaper Advertisement* and respond to the following questions:

1. Who is responsible for the advertisement? How can you tell?
2. Why would the RTA wish to promote this kind of activity?
3. How does the pedestrian refuge assist in protecting and caring for ourselves and others.

**TEACHER NOTE:** Point out that refuges should not get confused with pedestrian crossings, as island stopovers do not give pedestrians right of way. Another danger is that the refuge can overflow if too many people start to cross at the same time.

**TW:** As a class, discuss how the construction and use of pedestrian refuges show a communal approach to safe living. Identify other communal approaches to safe living in regard to pedestrian safety.

Students view the photos of *Road Crossing Facilities* and identify which ones they use regularly. Teacher highlights why different pedestrian facilities exist - identify crossings in the community and the possible hazards.
Students design survey

Students view and discuss the Road Safety Survey Planner and discuss why the information gained from a survey could be useful and for whom it could be useful.

In groups, students use the Road Safety Survey to design a set of questions to use for a community survey about road safety. Groups present their survey questions to the class and students vote for the ten best questions. These questions form the basis for the class survey sheet. Students prepare a survey sheet using the voted questions using word processing software.

HOME TASK: Students interview 3 community members and report on their results in Lesson 7. Remind students of safety issues in regard to interviewing community members:

- Interview only people you know
- Ask parents permission before interviewing

Resources


Assessment

Observation of students as they work in groups to construct survey.

Newspaper Advertisement

Island stopover reduces stress!

Brenda Rogers with her son Robert: Always makes a stopover.

RELAXED PEDESTRIANS across the state are making island stopovers when crossing the road. The pedestrian refuge islands are for everyone’s use and can be identified by their distinctive red/yellow chevron boards or the bright yellow bollards. They don’t give pedestrians right of way, but they do help by allowing pedestrians to cross the road in two stages.

Pedestrians have commented “These pedestrian refuge islands are great. They make crossing a breeze. You only need to check the road in one direction. Then wait on the refuge island till traffic is clear in the other direction. I don’t know why people don’t use them more often.”

Local pedestrian Brenda Rogers has told all her family and friends about them. “When travelling on foot we always make a stopover on the pedestrian refuge islands now. It’s so much safer and easier.”

HOW REFUGE ISLANDS WORK

Pedestrian refuge islands enable you to cross a busy or wide road in two stages.
First check there is no traffic on your right then proceed to the pedestrian refuge. Wait here until there is no traffic approaching on your left, then complete your crossing to the other side.

As seen in the centre of the road as either yellow bollards or red/yellow chevron boards.

Move ahead with street sense

Road Crossing Facilities

School Crossing

Overpass

Signalised Crossing

Zebra Crossing with Pedestrian Refuge

Road Safety Survey Planner

Instruction for Interviewer:

Inform the interviewee (the person being interviewed) about the purpose of the survey by reading the following:

Year ___ is investigating safe behaviour in the traffic environment. We need to find out the level of knowledge about safe behaviour in our local community. Could you help us by answering a few questions about road safety?

**SURVEY**

Are you female or male?  F  □  M  □

What age group are you?

- 13 – 19  □
- 20 – 30  □
- 31 – 40  □
- 41 – 50  □
- Older than 50  □

Sample Questions

If there is no footpath or nature strip, where should a pedestrian walk?

Is there somewhere in your area where there is no footpath and you need to walk on the road?

- Yes  □
- No  □

Can you identify unsafe places to cross the road?

- Yes  □
- No  □

(List two below)

1. ___________________________

2. ___________________________
Road Safety Survey

Draft your questions below:

---

Thank you for your help

STAGE THREE Teacher Resource Booklet

## Enduring Understandings

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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| **E.1** Our responsibility is to make decisions about personal safety that ensure health and well-being. | **SLS3.13** Describes safe practices that are appropriate to a range of situations and environments  
**INS3.3** Acts in ways that enhance the contribution of self and others in a range of cooperative situations  
**V4** Increasingly accepts responsibility for personal and community health | **Plans how to take responsibility for their own safety and that of others**  
**Engages in community road safety awareness campaign**  
**Defends the need for making decisions that enhance safety** |
| **E.2** We have an obligation to care for ourselves and others. |   |

### KidsMatter SEL Focus:

**Minor:** Self-Management - Goal setting; **Relationship Skills - Communication**

### Suggested Learning Experiences

**TEACHER NOTE:** In the Safe Living strand, the emphasis is on respect for the human person and the development of a co-operative, caring society. It develops in students, a commitment and ability to act in ways that will keep themselves and others safe from harm.

Students tally the results of their surveys and construct graphs using spreadsheet software to indicate their findings. Students discuss the results of the class’s survey findings and predict what road safety campaigns need to be implemented to increase community knowledge.

**TW:** On the basis of the class’s findings, groups of students design a road safety campaign that aims to increase road safety awareness in community members. Encourage the students to include at least one of the Towards Wholeness Beliefs and Values used in this unit.

- 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.
- We have a responsibility to protect and care for others.
- A communal approach to safe living and the establishment of caring networks is essential for the provision of safe environments.

Students’ campaigns could include:

- Brochures using multimedia eg. Photoshop
- TV commercial (video)
- Signs and posters including billboards and mobile signs
- Rap or jingle posted on school web site

**Students share their campaign contribution with other groups**

### Resources

- Results from Road Safety Survey in previous lesson

### Assessment

- Student work samples of health promotion campaign

Lesson 8 & 9  How can I keep safe around water?

<table>
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<td>SLS3.13 Describes safe practices that are appropriate to a range of situations and environments</td>
<td>• Identifies factors that may cause accidents • Describes ways to improve unsafe environments</td>
</tr>
<tr>
<td>E.2. We have an obligation to care for ourselves and others.</td>
<td>PSS3.5 Suggests, considers and selects appropriate alternatives when resolving problems</td>
<td>• Formulates and practises action plans for emergency situations</td>
</tr>
<tr>
<td></td>
<td>V4 Increasingly accepts responsibility for personal and community health</td>
<td>• Values the need to pursue healthy lifestyles</td>
</tr>
</tbody>
</table>

**KidsMatter SEL Focus: Major - Responsible Decision Making - Analysing situations; Responsible Decision Making - Problem-Solving**

**Suggested Learning Experiences**

**TW:** Revise the Towards Wholeness Beliefs and Values. Ensure they are displayed clearly for all students.

- 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.
- We have a responsibility to protect and care for others.
- A communal approach to safe living and the establishment of caring networks is essential for the provision of safe environments.

*Instruct the students to include one or more of these in the following group activities:*

In small groups, students investigate the hazards associated with varying water environments.

**Group 1** - Design and sketch a public pool. On the sketch identify safety features (depth markings, entry stairs at various places along the pool, safety signs near diving board) and prepare a list of safety rules for swimmers at the pool. Or use Google Earth to get a picture of your local pool and identify hazards.

**Group 2** - Use magazine pictures to prepare a collage of beach and surf environments. On the collage, draw arrows and identify safe practices and safety rules (swim between the flags, swim with a friend, adult supervising, listen to the lifeguard).

**Group 3** - Read and respond to the following scenario:
You are swimming in a river or creek with your friends. One of your friends calls out for help. You are not a very strong swimmer. Would you:
- Jump in the water and try to help them?
- Run to get help?
- Lie down on the ground and try to reach with a stick or throw something that floats?
- Think they are playing and ignore them?

Students justify their choice.

**Group 4** - Design a poster, using a suitable desktop publishing program, outlining safe swimming practices for a home pool. Be sure to include pool rules and information relating to the location of the emergency and safety procedures. Refer to your local council’s regulations for home pools.
Groups present their activity to the class. Each student records a summary of the safety rules for each water environment on the *Beach, Surf and Pool Safety* Activities.

Create a song or poem that demonstrates a safety or rescue message about swimming in a river or creek. Consider potential dangers such as submerged obstacles, currents, sudden changes in water level or current speed, crumbling banks, uneven river beds, weeds, mud and cold temperatures. You might choose to record your creation using technology (eg: podcast, film etc.)

In small groups, students compete in a Water World Quiz. Teacher reads questions from the *Beach, Surf and Pool Safety* Activity. In their groups students discuss their answer, record the answer on paper and submit their response to the teacher. Teacher acknowledges whether the response is correct, awards points for each correct answer and repeats the process.

### Resources

### Assessment
Portfolio task:
Student work sample of *How Can I Keep Safe Around Water?* Activity

Lesson 8 & 9 – How can I keep safe around water?

Student ______________________________________

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

<table>
<thead>
<tr>
<th>Outcomes</th>
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<th>Working Towards</th>
<th>Achieved with support</th>
<th>Achieved</th>
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<tr>
<td>SLS3.13 Describes safe practices that are appropriate to a range of situations and environments</td>
<td>Identifies factors that may cause accidents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Describes ways to improve unsafe environments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSS3.5 Suggests, considers and selects appropriate alternatives when resolving problems</td>
<td>Formulates and practices action plans for emergency situations</td>
<td></td>
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</tr>
</tbody>
</table>

TASK:

Create a song or poem that demonstrates a safety or rescue message about swimming in a river or creek. Consider potential dangers such as submerged obstacles, currents, sudden changes in water level or current speed, crumbling banks, uneven river beds, weeds, mud and cold temperatures. You might choose to record your creation using technology (eg; podcast, film etc.) Students read or perform their work sample to other class members.
Safe Aquatic Play

Look at each aquatic scene carefully and circle places that could be hazardous for swimmers or people playing in those areas. Add rules that promote safety around these hazards.

No diving in the shallow end
Well, don't run around the pool's edge
No pushing
No bombing

Beach/Surf Safety

1. How do you know which part of the beach to swim in?
2. Who would you tell if you decided to enter the water?
3. What would you do if you were beginning to feel cold while you were swimming? Why?
4. What would you do if the waves looked too big?
5. How would you know if you were drifting away from the patrolled swimming area?
6. What would you do if you were in difficulty?
7. What should you do if it begins to get dark?
8. Why should you leave the water if a lifeguard tells you to?
9. Why would it be safer to submerge feet first under a wave than dive headfirst through it?

Answers

1. The patrolled area is indicated by red/yellow flags.
2. A parent/supervising adult.
3. Don’t enter the water.
4. Leave the water before muscle cramping occurs.
5. Watch flags or a point on the beach to check position.
6. Roll onto your back facing the shore, wave with one arm and call out for help.
7. Leave the water.
8. The lifeguard has the authority and responsibility to safeguard and protect swimmers.
9. The ocean floor may have a submerged rock or shallow area of sand on which you could injure your neck or head.

Continued next page
On the Scene

Teacher's Sheet 1  Beach, Surf and Pool Safety

Continued from previous page

Pool Safety

1. What would you do if you tired in deep water?
2. Why wouldn't you swim underneath a diving board?
3. Why wouldn't you push another person into the water?
4. Why shouldn't you push (duck) another person under the water?
5. Why should you follow the directions given by a lifeguard or pool attendant at a public pool?
6. How would you find out the depth of the water?

Answers

1. Float on back then calmly swim to nearest side of the pool.
2. Someone might jump on you.
3. They may panic in fear of falling, fall awkwardly and be injured on the hard edge; or they may not be able to swim well, particularly if fully clothed.
4. They may not have taken in enough breath or they may panic and inhale water.
5. The pool attendant has the authority and responsibility to protect swimmers.
6. Check the markings on the side of the pool.

Inland Waters Safety

1. What dangers could be present in the underwater environment of rivers/creeks/dams/lakes?
2. What precautions should be taken when approaching a creek, river, lake, dam or open drain?
3. Why is it essential that visitors to inland water environments, particularly farms, are accompanied by responsible people who are familiar with the specific rural location?

Answers

1. Rocks, vegetation and foreign objects.
2. Stay well away from the edge.
3. Hazards are not always obvious to those who find themselves in unfamiliar environments.
Lesson 10  How do I respond to an emergency situation?

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.1 Our responsibility is to make decisions about personal safety that ensure health and well-being.</td>
<td>SLS3.13 Describes safe practices that are appropriate to a range of situations and environments</td>
<td>• Practises emergency response procedures</td>
</tr>
<tr>
<td>E.2 We have an obligation to care for ourselves and others.</td>
<td>PSS3.5 Suggests, considers and selects appropriate alternatives when resolving problems</td>
<td>• Devises strategies to respond to risky and dangerous situations</td>
</tr>
<tr>
<td></td>
<td>V4 Increasingly accepts responsibility for personal and community health</td>
<td>• Formulates and practises action plans for accident and emergency situations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Appreciates the need for safe practices in a range of situations and environments</td>
</tr>
</tbody>
</table>

KidsMatter SEL Focus: Major - Responsible Decision Making - Problem-Solving

Suggested Learning Experiences

TW: Bring the students to a common understanding that a communal approach to safe living and the establishment of caring networks is essential for the provision of safe environments. Identify the range of Emergency services and many support systems in our community that assist in emergency situations and/or provide basic training for procedures in the event of an accident or injury. Discuss how these services/systems ensure this communal approach to safety.

Students brainstorm a list of situations in which people may require assistance because of accident or injury, e.g., an elderly person falls heavily on the stairs, fire, a child cutting their hand, a dog biting a child, a teenager falling from their skateboard, a car accident. For each situation identified, students discuss the necessary action required to assist the people, e.g., seek help, stop bleeding, clean the cut/wound.

Teacher discusses and demonstrates the DRABC acronym for responding to emergency situations.

- **Danger** - check for any danger to yourself, bystanders and victim.
- **Response** - squeeze the patient's shoulder and shout ('Can you hear me, what is your name?'). (If there is no response place the patient in the stable, side position.)
- **Airways** - check that airways are clear and tilt head back to open airway.
- **Breathing** - check patient is breathing (look, listen and feel).
- **Circulation** - check patient's pulse in the neck.
TEACHER NOTE: All students need ample time to practise these skills. Students should be made aware that care for a person’s breathing and blood circulation takes precedence over other serious injury, including suspected spinal injury. In the event of an unconscious patient with suspected spinal injury, precautions should be taken to prevent unnecessary movement. Wherever possible, an injured person should not be moved other than to roll them into the recovery position with head and neck support. Teachers may wish to use suitably qualified people such as ambulance officers, qualified school staff, beach lifeguards, or specialised trainers from agencies such as St John’s ambulance or the Royal Lifesaving Society of Australia to teach the emergency response to students. Students under 15 years can only gain accreditation for Resuscitation not CPR.

In pairs, students practise the DRABC response using an approved manikin.

OR

Students practise placing their partner into the recovery position and practise checking for Danger and Response only.

In small groups, students prepare a bookmark or wallet card that outlines the DRABC procedure and includes emergency numbers for police and ambulance services. Ensure all students know that ‘000’ is the emergency number.

In small groups, students devise and prepare a scenario that involves an emergency situation. Groups swap their scenarios and role-play their emergency response.

<table>
<thead>
<tr>
<th>Resources</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Manikin</td>
<td>Student work sample of the DRABC procedure and role plays</td>
</tr>
<tr>
<td>• Guest speaker qualified in first aid</td>
<td></td>
</tr>
</tbody>
</table>

# TEACHER REFLECTION - UNIT EVALUATION

## A. EVIDENCE

To what extent does the assessment evidence provide:

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A valid and reliable measure of the targeted outcomes/enduring understandings?</td>
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<tr>
<td>2. Sufficient information to support inferences about each student’s understanding/level of achievement?</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>3. Opportunities for students to demonstrate their understandings through authentic learning tasks?</td>
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<td></td>
</tr>
</tbody>
</table>

## B. LEARNING EXPERIENCES AND INSTRUCTION

To what extent did students:

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Achieve the outcomes and the enduring understandings of the unit (the big ideas as opposed to basic facts and skills)?</td>
<td></td>
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<tr>
<td>2. Know where they were going and why (in terms of unit goals, requirements, and evaluative criteria)?</td>
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<tr>
<td>3. Deepen their knowledge and understanding of the outcomes &amp; big ideas of the Unit (through inquiry, research, problem solving, and experimentation)?</td>
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<tr>
<td>4. Receive explicit instruction on the knowledge and skills needed to equip them for the required performances?</td>
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<tr>
<td>5. Have opportunities to rehearse, revise, and refine their work based on feedback?</td>
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<tr>
<td>6. Self-assess and set goals prior to the conclusion of the unit?</td>
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</tr>
</tbody>
</table>
1. What did students learn? (What knowledge and skills did they learn to deepen their understanding of the outcomes/big ideas of the unit?)

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

2. How do you know what they learnt? (What evidence do you have to support your judgement?)

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

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__________________________________________________________________________

__________________________________________________________________________

3. What would you refine to improve student learning outcomes?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Student Unit Reflection  
Stage 3  

Student Name: ___________________________  Class: ______________

Unit/Topic: ______________________________

Think about the Personal Development and Health Education Unit you have just finished which focused on keeping yourself happy, healthy and safe, then complete the sentences below.

<table>
<thead>
<tr>
<th>Two important things I have learnt about/learnt to do during this unit are…</th>
<th>What I learnt will help me in my life because…</th>
</tr>
</thead>
<tbody>
<tr>
<td>A question about this unit that I asked in class was…</td>
<td>Something that still puzzles me is…</td>
</tr>
<tr>
<td>A question about this unit that I asked at home was…</td>
<td>I have changed my ideas about…</td>
</tr>
<tr>
<td>Something I am going to value/appreciate more about myself because of what I have learnt in this unit is…</td>
<td>If I wanted to research more about this unit I could…</td>
</tr>
<tr>
<td>Something I am going to value/appreciate more about others because of what I have learnt in this unit is…</td>
<td>I think the effort I put into my learning in this unit was:</td>
</tr>
</tbody>
</table>

(Circle one number)

No effort 0 1 2 3 4 5 6 7 8 9 10  Most effort