

KEEPING SAFE ON THE ROAD & IN WATER

Stage:3	Unit Duration: 10 Lessons	Weeks 1 2 3 4 5 6 7 8 9 10	Terms 1 2 3 4
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 <ul style="list-style-type: none"> 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 <i>Knowledge and Understanding</i> SLS3.13 Describes safe practices that are appropriate to a range of situations and environments <i>Skills</i> DMS3.2 Makes informed decisions and accepts responsibility for consequences <i>Values and Attitudes</i> V4 increasingly accepts responsibility for personal and community health		Contributing Questions/Lesson Overview 1 - 2. What is safe travel behaviour and what actions can be taken to travel safely? (E.1) 3 - 4. What protective gear is compulsory when riding or skating? (E.1, E.2) 5. What road safety facilities help ensure safe travel? 6 -.7. How can I improve road safety practices in my school community? (E.1, E.2) 8. How can I keep safe around water? (E.1, E.2)	
Contributing Outcomes <i>Knowledge and Understanding</i> IRS3.11 Describes roles and responsibilities in developing and maintaining positive relationships PHS3.12 Explains the consequences of personal lifestyle choices <i>Skills</i> COS3.1 Communicates confidently in a variety of situations INS3.3 Acts in ways that enhance the contribution of self and others in a range of cooperative situations PSS3.5 Suggests, considers and selects alternatives when resolving problems <i>Values and Attitudes</i> V1 Refers to a sense of their own worth and dignity		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;	

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
- Music - - Performing and Appreciating

Mathematics

- 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.

- <https://www.safetytown.com.au/>
- <http://www.kidsafensw.org/roadsafety/index.htm>
- http://www.transport.qld.gov.au/resources/file/eb1dd14343fe59d/Kids_book_school_road_safety.pdf
- <http://talesoftheroad.direct.gov.uk/>
- http://www.illawarrasouthcoast.sreg.education.nsw.gov.au/Stage3/s3_s2_safetyonwheels.html
- <http://www.nrma.com.au/keeping-safe-secure/road-safety/index.shtml>
- <http://www.chp.edu/CHP/Water+Safety+Quiz>
- <http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=288&id=2236>

<p>Subject Matter <u>Safe Living</u> Personal Safety</p> <ul style="list-style-type: none">• Identifying risk situations, people and places• Assertiveness• Responding to risk situations• Safety plans <p>Road Safety</p> <ul style="list-style-type: none">• Pedestrian Safety<ul style="list-style-type: none">- rights and responsibilities of a pedestrian- safe practices near buses <p>Water Safety</p>	<ul style="list-style-type: none">• Passenger safety<ul style="list-style-type: none">- responsibility as a passenger• Safety on wheels<ul style="list-style-type: none">- using bicycles, skateboards and roller blades safely- safety equipment <p><u>Interpersonal Relationships</u> Relationships</p> <ul style="list-style-type: none">• Coercion• Harassment• Solving problems• Relating to people <p>Communication</p> <ul style="list-style-type: none">• Assertiveness	<ul style="list-style-type: none">• Presenting a viewpoint <p>Peers</p> <ul style="list-style-type: none">• Overcoming peer influence• Acting on concerns for others <p><u>Personal Health Choices</u> Making Decisions</p> <ul style="list-style-type: none">• Decision-making process• Influences on decision-making<ul style="list-style-type: none">- peers• Risk-taking and decisions• Evaluating decisions <p>Health Services and Products</p> <ul style="list-style-type: none">• Health information and services
<p>Unit Evaluation Sample teacher and student unit evaluations are included at the end of the unit.</p>	<p>Assessment Assessment strategies are included in each lesson. The sample Assessment Task for the Unit is in Lesson 5.</p>	

Lessons 1-7 Adapted and reproduced with kind permission from: RTA, NSW. (2001). *Move Ahead With Street Sense*. Stage 3. Sydney: RTA.

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)

Enduring Understandings	Beliefs and Values	Lesson Overview/Links
E.1. Our responsibility is to make decisions about personal safety that ensure health and well-being.	<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 	<p>1 - 2. What is safe travel behaviour and what actions can be taken to travel safely? (E.1)</p> <p>3 - 4. What protective gear is compulsory when riding or skating? (E.1, E.2)</p> <p>5. What road safety facilities help ensure safe travel?</p> <p>6 -7. How can I improve road safety practices in my school community? (E.1, E.2)</p> <p>8. How can I keep safe around water? (E.1, E.2)</p>
E.2. We have an obligation to care for ourselves and others.	<ul style="list-style-type: none"> 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 	<p>3 - 4. What protective gear is compulsory when riding or skating? (E.1, E.2)</p> <p>5. What road safety facilities help ensure safe travel?</p> <p>6 -7. How can I improve road safety practices in my school community? (E.1, E.2)</p> <p>8. How can I keep safe around water? (E.1, E.2)</p>

Lesson 1-2 What is safe travel behaviour and what actions can be taken to travel safely?

Enduring Understandings	Outcomes	Indicators
E.1. Our responsibility is to make decisions about personal safety that ensure health and well-being.	<p>SL53.13 Describes safe practices that are appropriate to a range of situations and environments</p> <p>INS3.3 Acts in ways that enhance the contribution of self and others in a range of cooperative situations</p> <p>DMS3.2 Makes informed decisions and accepts responsibility for consequences</p> <p>V4 increasingly accepts responsibility for personal and community health</p>	<ul style="list-style-type: none"> Identifies safe behaviour as a pedestrian and bus passenger Plans how to take responsibility for their own safety and that of others Accepts responsibility for decisions Identifies factors that may reduce risk Predicts the consequences of choices Appreciates the need for safe practices in a range of situations and environments

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.

IMPORTANT: Teacher demonstrates how to login to [Safety Town website](#) (ST). This site is used constantly throughout the unit.

Ideally, it would be great for all students to have access to their own device for tasks with computer icon (🖥️). This allows students to login to ST. (See "[How to Log in details](#)")

As a class, go to Activities tab. Click on List. View Select the "[Are you a Safe Passenger?](#)" teardrop. Watch the 'Buckle Up Every Trip' clip (1:55) and discuss question prompts.

🖥️ In pairs, go to the Activities tab. Click on List. Select the "[What happens when I get off the bus?](#)" Click on Launch Activity. Read key points. As a class, discuss 'At School: Road Environment' questions.

As a class, view the "[Avoid Distractions?](#)" clip (2:46) (Go to the Activities tab. Click on List. Click on Launch Activity). Scroll down to the 'At school: Watch the Distractions video and discuss with your class' section. Read and discuss this section with students.

Using the Safety Town Posters delivered to your school in 2014 (or copied from this [link](#)), children choose one of the following activities:

- Design a Powerpoint Presentation with the slides covered in the lesson.
- Re-design one of the posters used in the lesson and display around the school.

Students read article on children at risk who wear headphones whilst near roads. Discuss what are the key issues? How can we change this behaviour?

<http://www.abc.net.au/science/articles/2012/01/17/3409904.htm>

Resources

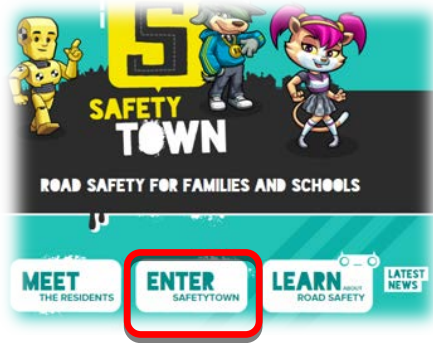
- Safety Town Website
<https://www.safetytown.com.au/>
- How to login details
- Safety Town Posters - *Transport for NSW*

Response to Safety Poster e.g. Powerpoint, Rap and poster

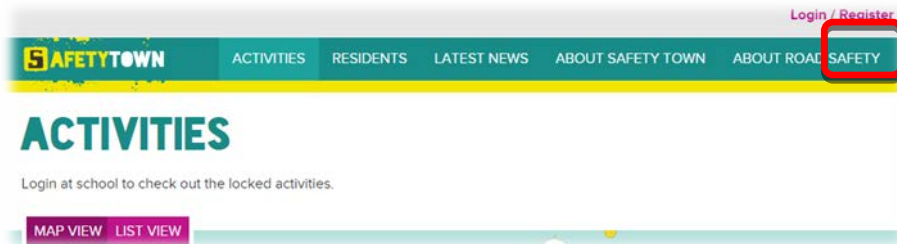
Lessons 1-7 adapted and reproduced with kind permission from: RTA. NSW. (2001). *Move Ahead With Street Sense*, Stage 3. RTA NSW, Sydney.

Registering for to Safety Town

It is quick and easy to register a Safety Town account. Go to <http://www.safetytown.com.au> and click the *Enter* option.



You will be taken to the *Activities* page. There is a *Register* option in the top right.



You must have an educational email address to register an account with Safety Town. If you don't have one and think you should be eligible for an account please contact support@safetytown.com.au

REGISTER TO BE A PART OF SAFETY TOWN

The image shows the registration form for Safety Town. It has a teal header with four tabs: 'About you' (selected), 'Verify', 'Pick a character', and 'Welcome'. The form contains the following sections:

- Who are you?** A dropdown menu with 'I'm a' and 'Student' selected.
- What is your name?** Two text input fields for 'First name' and 'Last name'.
- Where are you from?** A text input field for 'My school is'.
- What is your email address?** A text input field for 'My email is'.

Enter all your details. When you select a school, start typing the name of your school and the list will be populated automatically as you type. Use the down arrows, or press the appropriate option. If you are a Home Schooler, please start typing that and you will see the 'Home Schooler' option. Road Traffic Safety educators should use 'Transport'. Your password must be at least six characters and contain an uppercase, lowercase, number, and special character.

NOTE: You must choose carefully whether you are a student, teacher or parent as this option cannot be changed after your account is created

When all your information is provided, click the *Next, Verify* button. You will be informed that a verification email has been sent to your email address.

REGISTER TO BE A PART OF SAFETY TOWN

About you

Verify

Pick a character

Welcome

Just so that we are absolutely clear about who you are,
please check your inbox and follow instruction in it to complete this verification process.

You will now receive an email from Safety Town with an activation link. Copy this link and paste it into your browsers address. You will be taken to the *Login* page.

One logged in, you have the option of choosing a Safety Town character, name and hobby. The Safety Town character you choose will introduce you to each activity when you choose to do them.

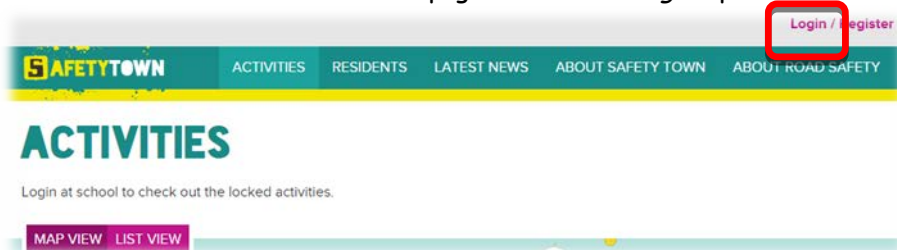
Congratulations and welcome to the Safety Town family. Explore and have fun while learning all about Road Safety!

Logging in to Safety Town

To log into Safety Town go to <http://www.safetytown.com.au> and click the *Enter* option.

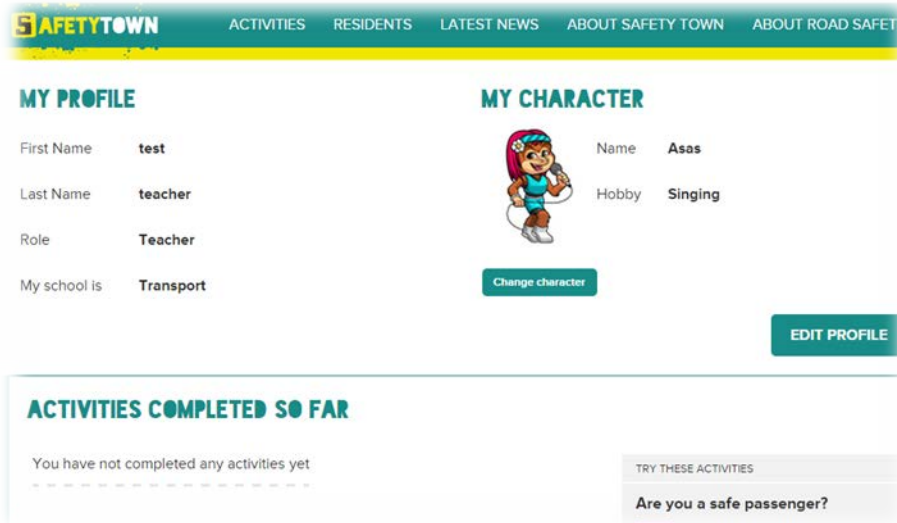


You will be taken to the *Activities* page. There is a *Login* option in the top right.



You are now at the *Login* page. You can also bookmark this URL to take you directly to the *Login* page: <https://www.safetytown.com.au/accounts/auth/login/>

You will be taken to your *Profile* page.



Use the navigation bar at the top to access the site, or try one of the suggested activities that appear on the right side of the page.

Lesson 3 -4 What protective gear is compulsory when riding or skating?

Enduring Understandings	Outcomes	Indicators
<p>E.1 Our responsibility is to make decisions about personal safety that ensure health and well-being.</p> <p>E.2 We have an obligation to care for ourselves and others.</p>	<p>SLS3.13 Describes safe practices that are appropriate to a range of situations and environments</p> <p>PHS3.12 Explains the consequences of personal lifestyle choices</p> <p>DMS3.2 Makes informed decisions and accepts responsibility for consequences</p> <p>V4 Increasingly accepts responsibility for personal and community health</p>	<ul style="list-style-type: none"> • Lists the 7 main road safety messages to promote safe behaviours • Describes the factors that influence wearing protective gear • Designs a jingle to promote safe travel behaviour • Appreciates the need for safe practices in a range of situations and environments

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 wear a helmet correctly when they cycle or skate?

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

TEACHER NOTE: For this lesson, students are required to bring in their helmets (bike or skate).

IMPORTANT: Teacher revisits how to login to [Safety Town website](#) (ST).

Ideally, it would be great for all students to have access to their own device for tasks with computer icon (🖥️). This allows students to login to ST. (See "[How to Log in details](#)")

As a class, go to Activities tab. Click on List. View Select the "[Helmet Safety?](#)" Watch the 'Safety Town - Helmet Safety' clip (2:46) and discuss question prompts

🖥️ In pairs logon on to [Safety Town website](#) Go to Activities tab. Click on List. View Select the "[Helmet Safety?](#)" Go down to Dig Deeper. Click on Helmets and Safety Gear. Read information.

Respond to the following questions:

What are the laws in NSW regarding bike helmets?

What percentage of head injuries are reduced by wearing a helmet? Brain injuries?

Why must the helmet be correctly fitted and fastened?

Give two reasons helmets may need to be replaced.

Why is a brightly coloured helmet recommended?

Discuss:

- What can you do to check the helmet is fitted correctly?
- Can you place two fingers between your eyebrows and your helmet?
- Do the straps join in a 'V' just below your ears?
- Can you fit just two fingers between the helmet strap and your chin?
- Has an adult checked your helmet?

Ask students to practice fitting their own helmet.

Students can:

- Check each others' helmets using the checklist
- Take photos of each other modelling a good fitting helmet
- Label the parts of their helmet

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, using the Safety Town Posters delivered to your school in 2014 (or copied from this [link](#)), look at the "7 Main Road Safety Messages".

Children are divided into groups and create a rap around one of the messages. Present to class. Use the planning scaffolds to assist. Children might record their raps and share with school on their class page. Encourage students to include the Towards Wholeness Beliefs and Values referred to in the unit.

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

- Safety Town Website
<https://www.safetytown.com.au/>
- Safety Town Posters - Transport for NSW

Assessment

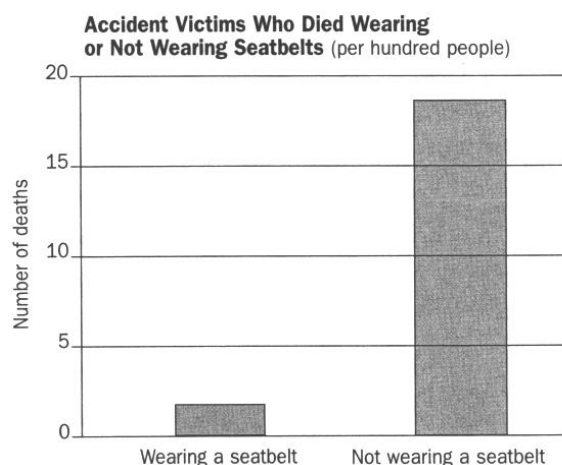
Assessment Task *Safe Travel Behaviour*

Lessons 1-7 adapted and reproduced with kind permission from: RTA. NSW. (2001). *Move Ahead With Street Sense*, Stage 3. RTA NSW, Sydney.

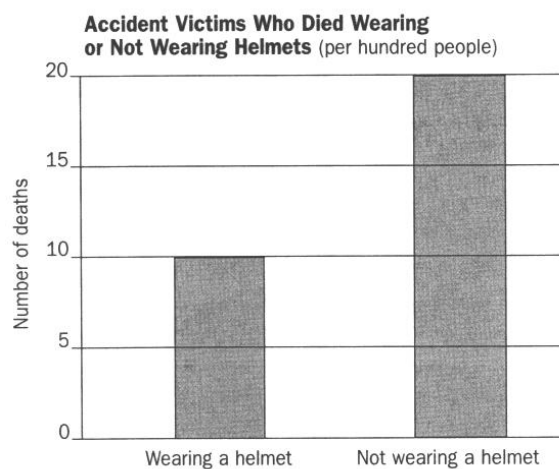


Graphs of Safety Device Use

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.



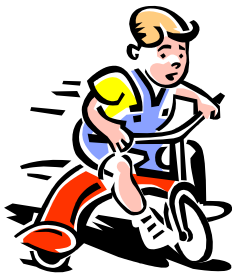
The second graph compares deaths among cycling accident victims, according to whether or not they were wearing a helmet. It shows that in an accident a cyclist is less likely to be killed if the cyclist is wearing a helmet.



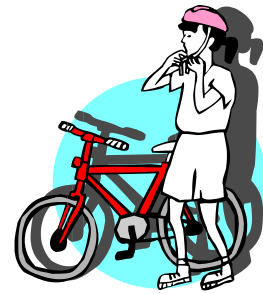
What is your opinion of seatbelts and helmets? Discuss the reasons people do and don't use helmets and seatbelts.

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



Safe Travel Behaviour



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:

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

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.



MOVE AHEAD WITH STREET SENSE

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



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.

Teacher Modelling Page

<p>Circle the area/s of road safety that you plan to write about:</p> <p> <input checked="" type="radio"/> Pedestrian <input type="radio"/> Car Passenger <input type="radio"/> Bus Passenger <input type="radio"/> Safety on Wheels </p>			
<p>Main message: Use a safe place to cross the road</p>			
<p>Details: Choosing and using safe places to cross</p> <p>Use pedestrian facilities when you have a choice. These include:</p> <ol style="list-style-type: none"> 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 <p>Unsafe places to cross and pedestrian dangers or hazards</p> <ol style="list-style-type: none"> 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 12. traffic conditions change, so constantly check the safety of where you have chosen to cross 			
<p>Draft and edit your jingle/rap here:</p> <p>The following jingles relate to the above information:</p> <ol style="list-style-type: none"> 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 			
<p>Rehearse in your group to perform your road safety rap/jingle.</p>			

MOVE AHEAD WITH STREET SENSE

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

Lesson 5 What road safety facilities help ensure safe travel?

Enduring Understandings	Outcomes	Indicators
E.2 We have an obligation to care for ourselves and others.	<p>SLS3.13 Describes safe practices that are appropriate to a range of situations and environments</p> <p>INS3.3 Acts in ways that enhance the contribution of self and others in a range of cooperative situations</p> <p>PSS3.5 Suggests, considers and selects appropriate alternatives when resolving problems</p> <p>V4 Increasingly accepts responsibility for personal and community health</p>	<ul style="list-style-type: none"> Plans how to take responsibility for their own safety and that of others Engages in community action to promote safe road crossing Appreciates the need for safe practices in a range of situations and environments

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.

Refer students to 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.

IMPORTANT: Revisits how to login to [Safety Town website](#) (ST) if required.


As a class, [Safety Town website](#). Go to Latest News tab. Scroll down to 'Protecting Children' and click on School Zone Flashing Lights. Watch 'Road Rules: School Zone' (1:03).

Discuss:

Why did the government introduce School Zones?

When are they enforced?

What does a school zone look like?

 In pairs, logon on to [Safety Town website](#). Go to Latest News tab. Scroll down to 'Protecting Children'.

Click on 'School Zone Flashing Lights'. Does your school have **installed** or **proposed** flashing lights? (Challenge: If they are proposed can you find when they are proposed to be installed?)

Click on 'Frequently asked questions page'. How do flashing lights improve safety? Discuss.

Resources

RTA. NSW. (2001). *Move Ahead With Street Sense. Newspaper Advertisement.* p 58. *RTA pamphlet, Pedestrian Crossings, photos of road crossing facilities.* p 60

Safety Town Website:

<https://www.safetytown.com.au/>

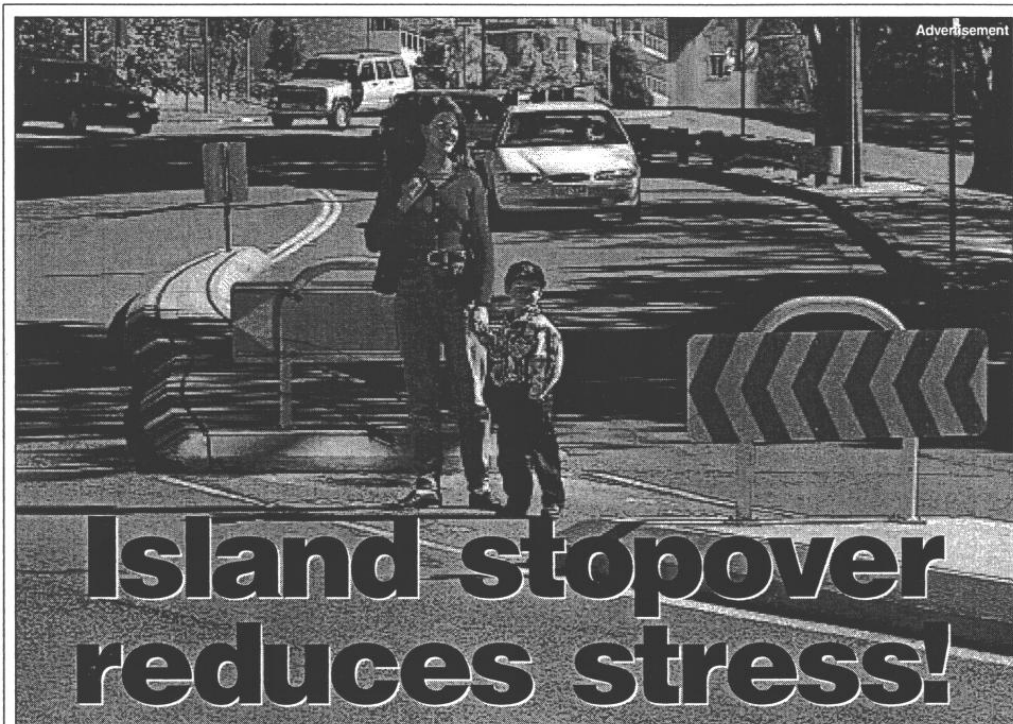
Assessment

Discussion:

Student responses to the purpose of School Zones and safety considerations.

Lessons 1-7 adapted and reproduced with kind permission from: RTA. NSW. (2001). *Move Ahead With Street Sense*, Stage 3. RTA NSW, Sydney.

Newspaper Advertisement



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.

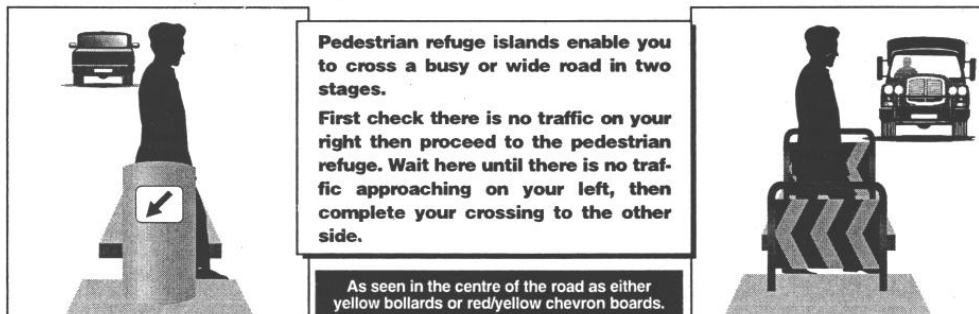
Pedestrians have commented "These pedestrian refuge islands are great. They make crossing a breeze.

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

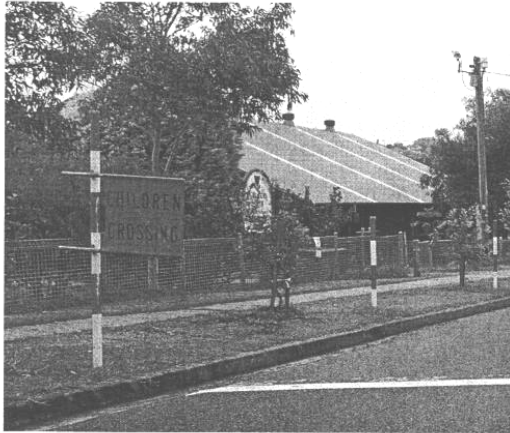


MOVE AHEAD WITH STREET SENSE

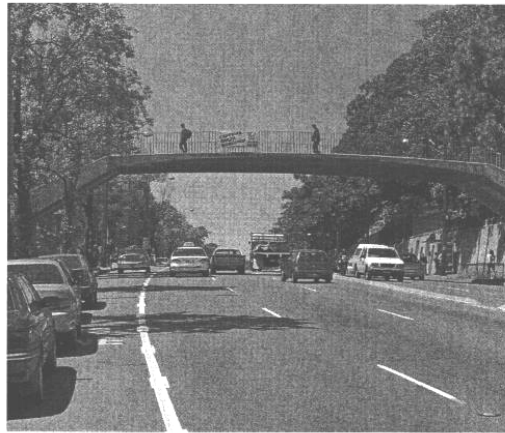
58

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

Road Crossing Facilities



School Crossing



Overpass



Signalised Crossing



Zebra Crossing with Pedestrian Refuge

MOVE AHEAD WITH STREET SENSE

60

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

Lesson 6 - 7 How can I improve road safety practices in my school community?

Enduring Understandings	Outcomes	Indicators
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	<ul style="list-style-type: none"> Plans how to take responsibility for their own safety and that of others
E.2 We have an obligation to care for ourselves and others.	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	<ul style="list-style-type: none"> Engages in community road safety awareness campaign Defends the need for making decisions that enhance safety
KidsMatter SEL Focus: Minor: Self-Management - Goal setting; Relationship Skills - Communication		
Suggested Learning Experiences <p>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.</p> <p>Children do a walk around their immediate school community. Using Ipads or similar, record evidence of safe and unsafe Road Safety Practices.</p> <p>What Road Safety Practices work well around our school?</p> <p>Which Road Safety Practices should be improved?</p> <p>HOME TASK:</p> <p>Interview three people (one staff member, one student and a parent). Sample questions:</p> <p>What Road Safety Practices work well around our school?</p> <p>Which Road Safety Practices should be improved? Why?</p> <p>In pairs, children write a report: My school is a Road Safety Aware School. Discuss. (Children may use pictures from walk around/Ipad activity and all areas of Safety Town Website).</p>		

Children choose from the road safety health promotion tasks below::

Present findings to SRC.

Create a poster to be displayed around the school, focusing on an unsafe practice

Create a TV commercial, sharing their Road Safety Messages, which can be subsequently shared via the school or class page.

(Give children access to all information on Safety Town Website to collect and collate information for their presentation).

TW: Encourage the students awareness of 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.

Resources	Assessment
<ul style="list-style-type: none">• Results from Road Safety Survey• Safety Town Website https://www.safetytown.com.au/	Student work samples of road safety health promotion task.

Lessons 1-7 adapted and reproduced with kind permission from: RTA, NSW. (2001). *Move Ahead With Street Sense*, Stage 3. RTA NSW, Sydney.

Lesson 8 How can I keep safe around water?

Enduring Understandings	Outcomes	Indicators
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	<ul style="list-style-type: none"> Identifies factors that may cause accidents Describes ways to improve unsafe environments
E.2. We have an obligation to care for ourselves and others.	PSS3.5 Suggests, considers and selects appropriate alternatives when resolving problems V4 Increasingly accepts responsibility for personal and community health	<ul style="list-style-type: none"> Formulates and practises action plans for emergency situations Values the need to pursue healthy lifestyles

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:

Teacher shares an experience (preferably real life) of unsafe practice around water e.g. running and slipping around a pool, not swimming between the flags and getting into difficulty. Encourage children to share similar experiences.

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

Group 1 - Read and respond to the following scenario:

You are in a pool setting with your friends. Act out a safe practice scenario and then an unsafe practice scenario.

Group 2 - Read and respond to the following scenario: You are in a beach setting with friends. Act out a safe practice scenario and then an unsafe practice scenario.

Group 3 - Read and respond to the following scenario:

You are swimming in a river or creek with your friends. Act out a safe practice scenario and then an unsafe practice scenario.

Groups present their activity to the class.

Using the *Beach, Surf and Pool Safety* sheet discuss the safety rules for each water environment.

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.

Depending on your location invite a Guest Speaker to come in and speak about Safe Practice around in their environment. E.g. a Lifeguard or view sites such as [Surf Life Saving Australia](#) which details dangers such as rips.

Resources	Assessment
<ul style="list-style-type: none">Board of Studies. NSW. (1997). <i>PDHPE K-6 Teaching Kit: On the Scene</i>. Sydney: BOS. <i>Beach, Surf and Pool Safety Activity</i>. pp 41-43.	<p>Assessment</p> <p>Portfolio task:</p> <p>Student work sample of <i>How Can I Keep Safe Around Water?</i> Assessment Rubric</p>

Adapted and reproduced with kind permission from: Board of Studies. NSW. (1997). *PDHPE K-6 Teaching Kit: On the Scene*. Sydney: BOS. pp 41-43.

Lesson 8- 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:

Outcomes	Indicators	Working Towards	Achieved with support	Achieved
SLS3.13 Describes safe practices that are appropriate to a range of situations and environments	Identifies factors that may cause accidents Describes ways to improve unsafe environments			
PSS3.5 Suggests, considers and selects appropriate alternatives when resolving problems	Formulates and practices action plans for emergency situations			
TASK: Create role play which demonstrates a safety message about swimming at a river or creek, pool or beach. Consider potential dangers. Students perform their role play to the class.				



Activity Sheet 9**Beach, Surf and Pool Safety****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.



Reproduced from: Board of Studies NSW (1998) *Personal Development, Health and Physical Education K-6 Teaching Kit: Interpersonal Relationships; Growth and Development; and Safe Living Stages 1-3.*

Teacher's Sheet 1**Beach, Surf and Pool Safety****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

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.

Reproduced from: Board of Studies NSW (1998) *Personal Development, Health and Physical Education K-6 Teaching Kit: Interpersonal Relationships; Growth and Development; and Safe Living Stages 1-3.*

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?				

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?)

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.

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