

Teacher Notes

Health and Physical Education Teaching and Learning

This unit of work is a three lesson sequence designed using the Australian Curriculum: Health and Physical Education Foundation to Year 10 and fits within the safety area of learning in the Personal, social and community health strand. These lessons support this through developing students' knowledge, skills and understanding of safety actions needed to stay safe in the community and in road environments when near train tracks.

It is intended that these lessons can be used by classroom teachers and HPE specialists.

School proximity to trains and tracks, and student experiences will be varied. The TrackSAFE Education photos and video provided on our [student site](#) will allow teachers to extend and enrich lessons where a visual cue is needed. A glossary of terms has been provided. Teachers should be aware that infrastructure can vary across Australia, so a variety of images are available. The basic elements are consistent with the exception of platform line colour in South Australia. South Australian teachers should refer to the 'white line' whenever 'yellow line' is mentioned.

Teachers of students with disability should adjust the following learning sequence and/or use appropriate learning activities included in other year levels' sequences to ensure that the learning is meaningful for their students' individual needs, strengths and interests. Further information is available in *Student Diversity and the Australian Curriculum Advice for principals, schools and teachers*. <http://www.australiancurriculum.edu.au/StudentDiversity/Students-with-disability>

Assessment – Health and Physical Education

Lessons have been designed using the Australian Curriculum: Health and Physical Education Foundation to Year 10. Opportunities for assessment for, as and of learning throughout the three lessons will assist teachers in reporting progress and achievement of students in the strand *Personal, Social and Community Health*.

Australian Curriculum: Health and Physical Education F-10 Applicable Content Descriptions

Years 5 and 6

Personal, Social and Community Health: *Being healthy, safe and active*

- Plan and practise strategies to promote health, safety and wellbeing ([ACPPS054](#))

Personal, Social and Community Health: *Communicating and interacting for health and wellbeing*

- Practise skills to establish and manage relationships ([ACPPS055](#))
- Examine the influence of emotional responses on behaviour and relationships ([ACPPS056](#))

TrackSAFE Aims For This Unit of Work

The aim of this unit of work is for students to learn and engage in meaningful Health and Physical Education (HPE) lessons with a rail safety focus.

For all students, from those who have regular exposure to trains or tracks, to those who have no exposure to trains or tracks at all, it is important to learn and practice rail safety actions. All students should be well prepared so they know what to do to keep themselves safe around train tracks and why these safety actions are so important.

Students at this age and developmental stage are starting to take more responsibility for their own safety and to travel more independently, however should still be supervised when on a platform and particularly when crossing at a pedestrian level crossing. They are starting to develop reasoning skills and a deeper understanding of the importance of staying safe. Students of this age may engage in dangerous behaviour around tracks when external influences exist, e.g. running late, peer pressure, bullying or through dropping item on tracks. Procedures for how to manage these influences should be reinforced (e.g. take the next train, say no, ask for help from staff, press the emergency help button). They are starting to develop skills in keeping others safe, and influencing others to take responsibility for their own safety.

TrackSAFE Outcomes

By the end of this unit of work, students should be able to:

- identify and describe the physical elements of the train network (pedestrian level crossing, train tracks, platform etc.) and their purpose
- describe how adults keep us safe near trains or train tracks, and why they do those things
- describe what they themselves need to do to stay safe on the train network, and why they need to do those things
- teach others how to stay safe near trains and tracks

Assessment of TrackSAFE Outcomes

Whilst the learning activities in this unit of work are focussed on the Health & Physical Education achievement standards, it has ultimately been developed specifically to improve students' knowledge, skills and attitudes around train and track safety.

Measuring change in student understanding, skills, and attitudes against the TrackSAFE Outcomes will help you to track student progress and assess the benefits of completing this unit of work in your classroom from a train and track safety perspective.