

### Lesson 1: What does 'safe' mean to me?

#### HPE Curriculum links

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

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

#### TrackSAFE outcomes of this lesson

Students should be able to:

- **Identify** the physical elements of the train network (pedestrian level crossing, train tracks, platform etc.)
- **Describe** the physical elements of the train network (pedestrian level crossing, train tracks, platform etc.)
- **Explain** the purpose of the physical elements of the train network (pedestrian level crossing, train tracks, platform etc.)
- **Describe** what they themselves need to do to stay safe on the train network
- **Explain** why they need to do those things to stay safe on the train network

## 1.0 Whole class learning session (25 minutes)

**Equipment/preparation required:** Writing materials or computers/ tablets

Develop a learning intention and success criteria for planning and/or practising strategies to promote health, safety and wellbeing.

Pose the question to the class *'What does the term SAFE mean?'*

Prompt students to think flexibly by categorising "SAFE".

For example, ask students what SAFE means to a pre-schooler, a local shopkeeper, a tourist, a town planner, a refugee, a local council politician, a religious minister, a jogger, a fast foot outlet employee, a medical doctor, a cyclist, an advertising executive, a scientist, a teacher, a student, a mother, a father, or a football/netball coach.

Divide students into groups of three.

Ask each group is to discuss the question and create a statement/message along with an image/symbol describing what they think "SAFE" is all about. The statement could take the form of a generalisation:

*'Overall we think "SAFE" is [insert claim] because [insert reason] because [insert evidence].'*

Display each group's answer.

Look for words that appear in many statements and underline them. Alternatively ask students to enter all their statements into a word cloud generator like Wordle: <http://www.wordle.net/>. This application will generate a word cloud giving prominence to words that appear more frequently in the source text from students.

Ask the class to use the student word cloud and statements to formulate a class statement/message about “SAFE”.

Discuss the statement/message in terms of

- **Audience** – which group in our local community will benefit most from reading this message?
- **Context** – where will the statement matter/have relevance? (at the beach, in the playground, at a train station etc.)
- **Sharing** - how will you get the message out to the people that need it most? How will your class let others know about this statement?

Ask students to reflect on how well their communication strategy meets the success criteria for planning and or practising strategies to promote health, safety and wellbeing.

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## Activities

You can allocate the following activities to groups according to student learning needs.

You can also allow students to choose one or more activities themselves. All activities provide guidance to students so they can be completed independently.

Activities are designed so that students can complete their chosen activity within a one hour lesson. Each group can be working on different activities at the same time, or choose to do the same activity.

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### Activity 1.1 Safe paths for Hobbitses (35 minutes)

**Equipment/Preparation required:** Printed photo of a pedestrian level crossing from the Media Library on the TrackSAFE Education [student website](#); art materials.

Develop a learning intention and success criteria for planning and/or practising strategies to promote health, safety and wellbeing.

Discuss the quote:

**Gollum:** “Oh! We knows! We knows safe paths for hobbitses! Safe paths in the dark...SHUT UP.”

***The Hobbit: An Unexpected Journey (2012)***

Ask students if they know any safe paths. Do they know any safe paths for “hobbitses” around track and trains, in the dark, and in the light?

Emphasise that safety involves both **recognising** and **managing** hazards.

Ask students to do the following activity:

- **Draw** a diagram of a pedestrian level crossing. If you are unfamiliar with these, a photo of one can be found in the Media Library on the TrackSAFE Education [student website](#).
- **Mark** all the places that you identify as potential hazards.
- **Annotate** the diagram with instructions for “safe paths”.
- **Write** a list of these instructions on a small card suitable for carrying in a wallet, purse or shirt pocket.
- **Title** the card – Safe paths for crossing train tracks at a Pedestrian Level Crossing.
- **Reflect** on how well you have met the success criteria for planning and or practising strategies to promote health, safety and wellbeing.

**Extension:** Create a series of “safe paths” pocket cards for travelling around trains and tracks.

### Activity 1.2 Stick figures in peril! (35 minutes)

**Equipment/ Preparation required:** Audio recording equipment; art materials.

Develop a learning intention and success criteria for planning and/or practising strategies to promote health, safety and wellbeing.

Share some suitable images from the Flickr stream “Stick Figures in Peril”. <http://www.flickr.com/search/?q=stick+figures+in+peril>

Explain that people are worried about the unsafe behaviours of stick figures across the world and want to develop some strategies to promote their health and wellbeing.

Ask students to plan and practise some strategies for promoting health, safety and wellbeing for stick figures around trains and tracks in Australia.

**Note:** The student strategies must adopt a strengths based approach. It should not use shock, fear or horror, and instead encourage strategies for the stick figures to notice and manage hazards around trains and tracks to keep themselves safe.

Ask students to work in groups to:

- **Think** of ways to explain to stick figures why there is a yellow line on station platforms and how staying behind it keeps us safe.
- **Create a keeping safe strategy based on a:**
  - **sign** to use at platforms to remind stick people to stand behind the line. The sign must show them why it is important, or an
  - **announcement** to remind people to stand behind the yellow line and why it is important. Record the announcement with a computer or tablet and play it to the class.
- **Reflect** on how well you have met the success criteria for planning and or practising strategies to promote health, safety and wellbeing.

**Extension:** Interview a stick person to find out how effective your sign or announcement was in making them feel more able to notice and act on hazards around trains and tracks.

### Activity 1.3 An island train network (35 minutes)

**Equipment/Preparation required:** Computer/tablet with internet access

Develop a learning intention and success criteria for planning and or practising strategies to promote health, safety and wellbeing.

Ask students to work in groups to complete the following activity:

Imagine you are part of the train network design team hoping to get the contract for a new train system to be developed on an island being changed into a theme park tourist resort for people who love trains and tracks. The network you design will be promoted as the safest train network in the world.

- **Design** a train network to meet the needs of visitors and residents on the island.

The island will have 6 towns with a station in each town - but no road transport system. Visitors will have to walk, cycle or use trains to get around.

The train network must contain at least 4 features for keeping pedestrians, cyclists and train users safe around tracks and trains

- **Locate** a suitable imaginary island - Use Google maps and look around Tonga or north of Darwin into the Timor Sea (or an area of your choice) for possibilities.
- **Keep a record** of all your planning discussions and decisions.
- **Create** a mock-up of your plans on [Google SketchUp](#) or similar software design program.
- **Share** your design proposal with a group of students acting as the consortium backing the development. Share the safety features you have included and give reasons to justify any design decisions.
- **Reflect** on how well you have met the success criteria for planning and or practising strategies to promote health, safety and wellbeing.

**Extension:** Create an argument for or against allowing a road network to be added to the transport network on the island. Make a claim. Give reasons for your position. Provide explanations and evidence to back up your reasons.