

Foundation, Levels 1 and 2

MODULE 4: Passenger Safety



Activities

- ▶ Being a responsible car passenger
- ▶ Being a responsible bus passenger

Links to AusVELS

Foundation Level Cross curriculum priority: Sustainability	English <i>Speaking and Listening:</i> Literacy (ACELY1784) (ACELY1646) Science <i>Science Understanding:</i> Physical Sciences (ACSSU005) <i>Science Inquiry Skills:</i> Processing and analysing data and information (ACSIS233) Civics and Citizenship Compare classroom and family rules and other rules.
Level 1 Cross curriculum priority: Sustainability	English <i>Speaking and Listening:</i> Literacy (ACELY1656) Science <i>Science Inquiry Skills:</i> Questioning and predicting (ACSIS024) Processing and analysing data and information (ACSIS212) Civics and Citizenship Discover why groups and communities have rules, begin to question rules which they believe are unfair, and make suggestions about improving the rules.
Level 2 Cross curriculum priority: Sustainability	English <i>Speaking and Listening:</i> Literacy (ACELY1666) Science <i>Science Inquiry Skills:</i> Questioning and predicting (ACSIS037) Processing and analysing data and information (ACSIS214) Civics and Citizenship Discover why groups and communities have rules, begin to question rules which they believe are unfair, and make suggestions about improving the rules.

Key ideas

- ▶ Where seatbelts are fitted, passengers need to properly wear them.
- ▶ Passengers need to properly wear seat belts to restrain them when a vehicle turns sharply, stops suddenly or hits an object.
- ▶ When travelling on public transport, passengers should, whenever possible, be seated. If they must stand, they should hold onto a hand rail or seat handle
- ▶ Child passengers are safest in the back seat. Children aged 4 years to under 7 years must not sit in the front unless the row(s) behind are all being used by children under 7 years.
- ▶ Distracting behaviour can make others unsafe.
- ▶ Passengers are safest when they get out of a vehicle on the kerbside – known as the ‘safety door’.
- ▶ Passengers need to wait until the public transport vehicle has stopped before moving to the doors.
- ▶ Travelling by public transport is more environmentally sustainable than travel by car.

Students will be able to:

- ▶ Identify different types of passenger restraints
- ▶ Understand the possible consequences of being unrestrained in a moving vehicle
- ▶ Demonstrate how to buckle up and adjust a seatbelt
- ▶ Explain how poor passenger behaviours can affect others’ safety
- ▶ List and demonstrate safe and courteous behaviours when travelling as a passenger.

Vocabulary

- | | |
|------------------|--------------------|
| ▶ Restraints | ▶ Hand rail |
| ▶ Seat belts | ▶ Safety door |
| ▶ Baby capsule | ▶ Passenger |
| ▶ Child car seat | ▶ Kerbside |
| ▶ Booster seat | ▶ Roadside |
| ▶ Child harness | ▶ Parallel parking |
| ▶ Lap/sash belt | |

ACTIVITY: Being a responsible car passenger



IN THE CLASSROOM

Discuss how seatbelts/restraints keep passengers safe.

Ask:

- What is a passenger?
- When you are a passenger, what can you do to make sure you and other people in the vehicle are safer? (e.g. use restraints properly or they will be ineffective; use a booster seat; sit in the back seat if it is possible; do not distract the driver.)
- What kind of seat belt or other restraint do people in your family use when travelling in a car? (e.g. baby capsule, child car seat, booster seat, child harness, lap/sash seatbelt.)
- Why do passengers need to wear seatbelts?
- Why are there different types of restraints for different sized passengers?

Recall some of the rules related to being a passenger that were discussed in the earlier activity in *Module 3 Activity: Rules*.

Explain that from November 2009, children aged 4 to under 7 years must use an approved child restraint or booster seat. Also explain that from November 2009 children aged 4 years to under 7 years must not sit in the front unless the row(s) behind are all being used by children under 7 years.

Have the class draw and label members of their family using or wearing appropriate restraints. Add this artwork to a class road safety display.

Identify the 'safety door' for getting in and out of a vehicle.

Have students role-play being a responsible passenger in the car. Set out chairs in the classroom to represent the seating arrangement in a car.

During and after the role-plays, ask:

- Which door is the safest door for getting in and out of a car? (rear kerbside door)
- Why is this the safest door? (away from traffic when parallel parked on the side of the road, and it is safer for children to travel in the back seat)
- Where is a safe place to wait if other children are being helped to get out of a car? (on the nature strip or footpath beside the car)

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Talk about the sequence of a family getting out of a vehicle. Ask and discuss where they may need to stand if the driver needed to help others out, such as a younger person. Tell them that younger people need to get out of the car last as they may be distracted and be in danger.

Role-play entering and exiting via the 'safety door'.

Discuss ways to keep safe when crossing roads.

Point out that sometimes other people are not thinking and acting as safely as they should.

Ask and discuss:

- What could you do if you were with an adult who wanted to cross the road in an unsafe place?
- What could you do if you came out of school and the person picking you up was on the other side of the road?
- What could you do if you were playing in your front yard and you saw your dog (or a friend or a ball) on the other side of the street?
- What could you do if you were with an adult at a pedestrian crossing and the green man signalled it was your turn to cross, but not all cars were stopped?

Investigate the time it takes to cross a road safely.

Use the safe place in the school ground where you have marked out the width of a typical local road.

Have students guess how long it will take them to cross this 'road'. Have students do the walk and time it.

- What does this information tell us about crossing roads?
- What safety things need to be considered before crossing a road?

Compare the time taken with the time for the green walk sequence at local traffic lights (if this has been done).

Direct students to write about crossing roads, the time it takes to cross and safety considerations.

EXPLORING THE LOCAL AREA

Preparation

- Arrange for a car to be parked kerbside near the school boundary, but in a place where it is clearly visible from within the school grounds. Students do not need to leave the school grounds at all for this activity.

Discuss the process for getting in and out of a vehicle safely using the 'safety door'.

Take the class into the school grounds where they can clearly see the parked car. Have them identify what is meant by: kerb, kerbside, road, roadside, passenger side, driver side, front door, rear door.

Discuss which is the 'safety door' (rear kerbside door) and why.

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Discuss what they could do if another passenger was in the seat closest to the 'safety door' and they needed to get out. (They could climb across and wait alongside the car. They could wait for the other passenger to get out, and then exit the vehicle.)

BACK IN THE CLASSROOM

Preparation

- Find a toy car and a doll that fits into the car. You'll also need a rubber band or ribbon to act as a seatbelt.

Explore the consequences of not using restraints.

To explore what happens when a restraint is not used, set up a small experiment with a toy car and a doll that fits into the car.

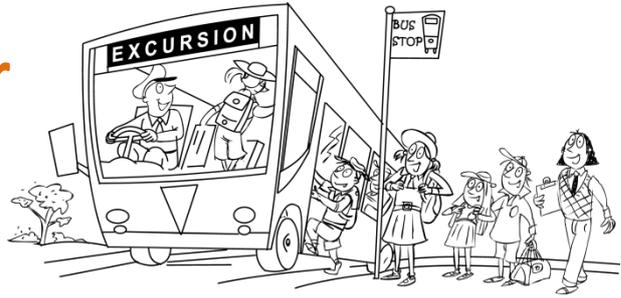
Get the class to predict what might happen if the car ran into an obstacle with the doll unrestrained.

Crash the car into a wall or something solid, noting the effect on the doll. Discuss.

Restrain the doll with a 'seatbelt' (use the rubber band or ribbon) and ask students to predict what might happen this time. Again, crash the car, noting what happens to the doll.

Ask the class to draw some conclusions about how restraints protect passengers when the vehicle is braking or is in a crash.

ACTIVITY: Being a responsible bus passenger



IN THE CLASSROOM

Preparation

- It may be a good idea to do this activity before an excursion or early in the year for schools where students travel to school by bus.

Discuss travelling by bus.

Ask how many children travel on a bus – either to school or for other journeys.

Ask what are the advantages of travelling by bus or other public transport (train or tram) compared with travel by car. (Better for the environment, reduces traffic congestion, gives you time to spend with friends.)

Ask and discuss what rules there are for travelling safely on a bus. Generate ideas (and record them on the board) around:

- Inside the bus - e.g. sitting on the seat facing forward, storing bags so they aren't in the aisle, if required to stand then hang on to a handrail, no mucking around.
- Outside the bus - e.g. wait for the bus well back from the edge of the kerb, how to get on and off the bus, wait after getting off till the bus has moved away before crossing – never cross a road immediately in front of or behind a bus because you can't see approaching traffic.

Create a list of safety rules for bus travel on the board.

Identify ways to travel safely on a bus.

Have students role-play getting on, sitting down, standing up and getting off the bus in a safe manner.

Set out chairs in a bus-like formation in the classroom and select one student to act as the driver and others to be passengers. Make sure you discuss the procedures for safely storing belongings and the use of seat belts when they are available.

Discuss the possible consequences of ignoring the bus safety rules. Make a class display headed "We are safe passengers when....." and record students' responses to the question.

EXPLORING THE LOCAL AREA

Preparation

- Arrange for one of the school buses to stay longer in the morning or come earlier in the afternoon. This activity could also be undertaken as part of an excursion by bus. Most bus operators are happy to assist schools with teaching about bus safety.
- Most rural schools have appointed 'Bus Captains' or 'Bus Buddies.' Use this opportunity to reinforce work done in this area.

Rehearse getting on and off a bus safely at the school bus stop.

Discuss and demonstrate what to do at the stop:

- Where to wait in relation to the road.
- How to wait safely.

Discuss and demonstrate what to do on the bus:

- Locate a seat and sit down.
- What to do when no seat is available.
- Where to store bags.
- Waiting until the bus is stopped before standing up.

Discuss and demonstrate getting off the bus:

- Where to stand so that you are away from traffic.
- The importance of waiting until the bus has moved away so that you can clearly see traffic in all directions.
- Crossing a road after the bus has left (choose to use a crossing if one is available).

Point out that parents/carers picking up or dropping off should park in a safe place away from the bus stop, so that they do not block the approach or departure for the bus. They should also park on the same side of the road as the bus stop, so that children do not have to cross the road.

Have students rehearse getting on and off the bus.

BACK IN THE CLASSROOM

Preparation

- Download and print off the *Stay Bus Safe* teaching resources from the Department of Education and Early Childhood Development (DEECD) (www.education.vic.gov.au/school/teachers/health/Pages/trafficbussafe.aspx).

Use the *Stay Bus Safe* teaching resources.

Reinforce the learning about being safe on and around buses using some of the *Stay Bus Safe* teaching resources.

AT HOME

Preparation

- Make copies of *Module 4 - Take Home Activity 1: Being a safe passenger for the class*.

Distribute *Take Home Activity 1: Being a safe passenger*.

Distribute *Take Home Activity 1: Being a safe passenger* sheet to all students and ask them to complete the activity with their parents/carers.

1
TAKE HOME
ACTIVITY

Being a safe passenger

Sheet 1 of 2

Dear parent/carer,

At school your child is learning how to be a safer and more responsible passenger when travelling. How can you help?

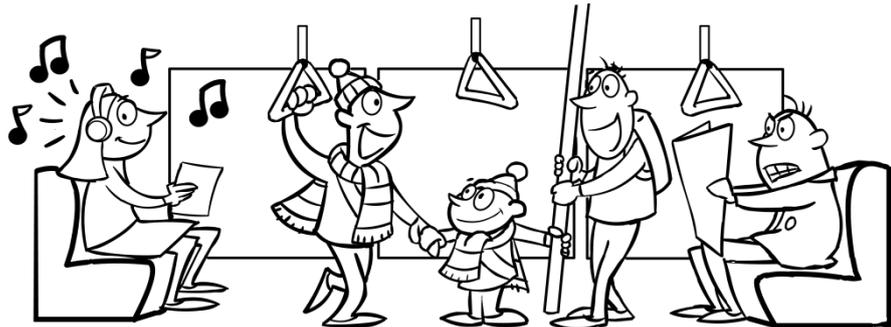
Your child learns by watching what you do, so act safely and responsibly when travelling.

When in a car:



- Always use your seat belt.
- Check that all passengers are correctly wearing their restraint.
- Do not shout at or abuse other road users.
- Focus on the driving task and remove all other distractions.
- Explain to your child which behaviours you find distracting.
- Keep all body parts in the car when driving.
- Insist that your child enters and exits the car from the kerbside or footpath whenever possible (the rear kerbside door is known as the 'safety door').
- When out of your vehicle in a car park, make sure your child remains still until given directions or helped by you.

When in a bus or train:



- Insist your child remains seated whilst the vehicle is moving or holds onto a seat or rail if they need to stand.
- Be courteous to other passengers.
- Do not throw anything from the vehicle.
- Make sure everyone travelling has a ticket.
- Keep aisles clear of belongings. Stow bags under the seat or on lap.

Please help your child to complete the following activity about being a safe passenger and return it to school by the given date.

1
TAKE HOME
ACTIVITY

Being a safe passenger

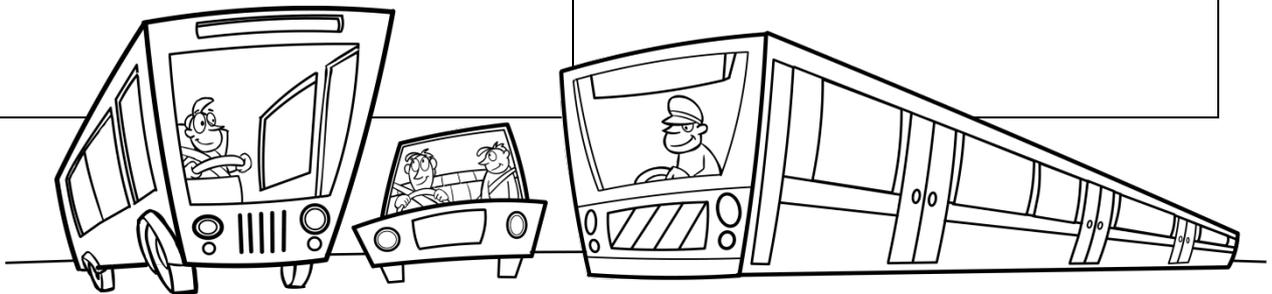
Sheet 2 of 2

Name:

How can you be a safe passenger in a car? How can you be a safe passenger in a bus?

Draw pictures of yourself being a safe passenger in the boxes below and explain what you are doing to be safe.

<p>I am being a safe car passenger when I</p>	<p>I am being a safe bus passenger when I</p>
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Over the next week check that you always:

<p>WHEN YOU ARE A CAR PASSENGER:</p> <ul style="list-style-type: none"> • Get in and out of the 'safety door' • Use your restraint correctly • Don't distract the driver • Be helpful to the driver • Keep all body parts inside the car 	<p>WHEN YOU ARE A BUS OR TRAIN PASSENGER:</p> <ul style="list-style-type: none"> • Wait well back from the road or track • Remain seated while the bus or train is moving or hold onto a seat • Store your belongings in a safe place • Wait for the bus or train to stop completely before getting on or off • Be courteous to other passengers
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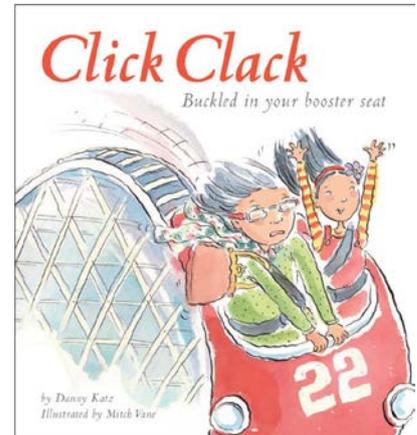
Please return to school by:

ENRICHMENT ACTIVITIES

Activity: Being a responsible car passenger

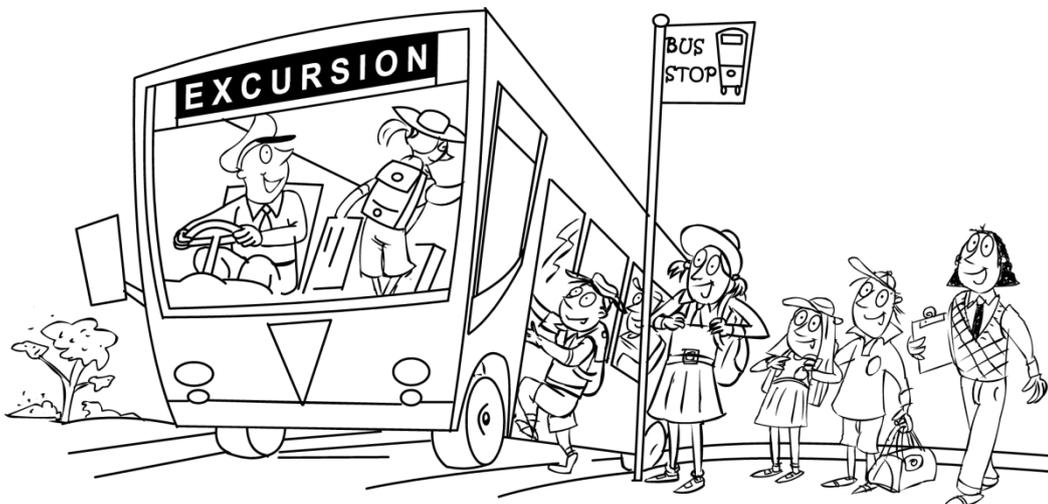
Read *Click Clack* written by Danny Katz and illustrated by Mitch Vane. The story follows the adventures of a group of children as their imaginations take them on fun filled journeys in rocket ships, on camels and rollercoasters all while in the comfort of their child restraints and booster seats. The book is also available as a free to download interactive and engaging app which is suitable for iPads, iPhones, android tablets and android mobile devices.

www.vicroads.vic.gov.au/Home/SafetyAndRules/RoadSafetyEducation/NewRoadSafetyEducationInitiatives/StorybooksAndApps.htm



Activity: Being a responsible bus passenger

- When using buses for excursions, insist the class demonstrate the safety behaviours they identified in the classroom at all times.
- Show the bus safety education video *One near miss is a near miss too many*, available from the Department of Education and Early Childhood Development (DEECD): www.education.vic.gov.au/school/teachers/health/Pages/trafficbusvideo.aspx
- Use Public Transport Victoria's online resources for primary schools at: www.ptv.vic.gov.au/about-ptv/education
- Arrange for a representative from a bus company to come and speak to the students about bus passenger safety.



LIST OF KEY ROAD SAFETY TERMS

Casualty – fatality or serious injury resulting from a road crash

Children’s crossing – a crossing near a school that is active only when the flags are displayed

Crash – a violent collision causing harm or damage

Distraction – something that reduces concentration and attention

Fatality – a death as a result of a crash

Footpath – a narrow path for a person on foot

Force – the acceleration of a body in the direction of its application

Friction – the force generated between two surfaces when they rub or move over each other

Greenhouse gases - any of the atmospheric gases that contribute to the greenhouse effect

Hazard – something in the traffic or road environment that could cause risk or harm

Intersection – a place where two or more roads meet

Kerb – raised concrete lip at the edge of the roadway

Mid-block – the section of road between two intersections

Pedestrian – a person travelling on foot

Pedestrian crossing – a designated point in the road where there is a means to assist walkers to cross, such as traffic signals or warning signs

Public transport – trains, trams or buses, including school buses

Restraints – seatbelts and similar devices designed to keep people from being thrown around in a vehicle during a crash or when braking suddenly

Road – a public way for road users

Road markings – lines and markings on the road to guide traffic and road users

Road trauma – the serious injury or shock to the body as a result of a collision or crash

Safety door – the left side (kerbside) rear door of a car

Serious injury – an injury that requires a person to be taken to hospital

Shared pathway – a path where people travelling by different modes can travel together, such as pedestrians and cyclists

Speed – the distance travelled divided by the time it takes

Stop, Look, Listen, Think – a systematic procedure designed for pedestrians to use when crossing roads and railway lines

Stopping distance – the total distance that a vehicle travels to come to a stop once the driver realises that the vehicle has to stop

Travel mode – different ways of travelling, e.g. walking, riding, driving, public transport

Traffic signals/signs – a light, sign or other signal used to control or manage traffic or to provide information to road users

Verge – the extreme edge of the road

Vehicle – a device for transporting persons or things, such as a car, train, tram, bus, motorcycle or bicycle.

Zebra crossing – a pedestrian crossing with painted thick white lines on the road, usually with ‘walking legs’ signs and sometimes amber flashing lights.

USEFUL WEBSITES

Road Safety Education Victoria - www.roadsafetyeducation.vic.gov.au

Road Safety Victoria - www.roadsafety.vic.gov.au

Transport Accident Commission (TAC) - www.tac.vic.gov.au

VicRoads - www.vicroads.vic.gov.au

Victoria Police - www.police.vic.gov.au

DEECD - www.education.vic.gov.au/school/teachers/health/Pages/trafficsafety.aspx

RACV - www.racv.com.au

Public Transport Victoria - www.ptv.vic.gov.au/about-ptv/education

Kidsafe - www.kidsafe.com.au

Australian Department of Infrastructure and Regional Development - www.infrastructure.gov.au

