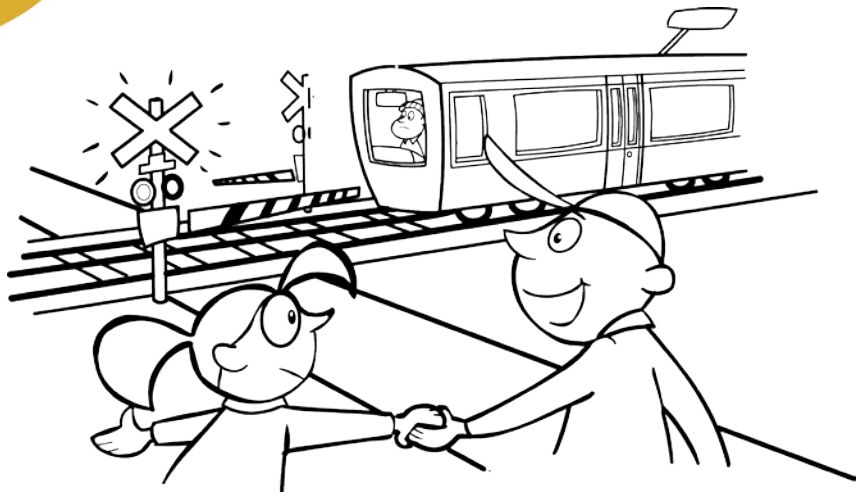
KIDS ON THE MOVE
Traffic Safety Education for Primary Schools

Levels 4, 5 and 6

MODULE 4: Public Transport



Activities

- **Way to go!**

Links to AusVELS

Level 4 **Cross curriculum priority:** Sustainability	**English** *Speaking and Listening:* Literacy (ACELY1687) (ACELY1688) (ACELY1689) **Information and Communications Technology** *ICT for creating* *ICT for communicating* **Thinking Processes** *Reasoning, processing and enquiry* *Creativity* *Reflection, evaluation and metacognition*
Level 5 **Cross curriculum priority:** Sustainability	**English** *Speaking and Listening:* Literacy (ACELY1699) (ACELY1796) (ACELY1700) **Information and Communications Technology** *ICT for creating* *ICT for communicating* **Thinking Processes** *Reasoning, processing and enquiry* *Creativity* *Reflection, evaluation and metacognition*
Level 6 **Cross curriculum priority:** Sustainability	**English** *Speaking and Listening:* Literacy (ACELY1709) (ACELY1816) (ACELY1710) **Information and Communications Technology** *ICT for creating* *ICT for communicating* **Thinking Processes** *Reasoning, processing and enquiry* *Creativity* *Reflection, evaluation and metacognition*

Key ideas

- Young people can commute safely and independently on public transport.
- Public transport is easy to use and efficient.
- Private motor vehicles are large contributors to the enhanced greenhouse effect.
- Reducing car travel will not only be good for the environment but also have good road safety outcomes.
- Using public transport also encourages people to walk more.

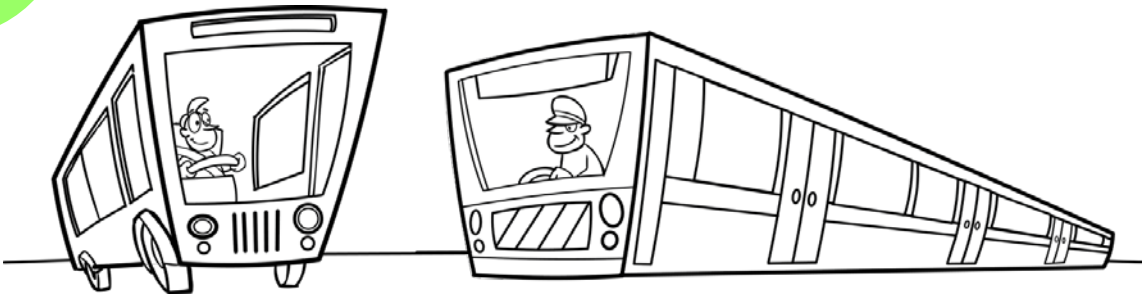
Students will be able to:

- Become confident about using public transport.
- Implement behaviours that keep them and others safe when using public transport.
- Recognise that the Stop, Look Listen, Think procedure also applies to public transport use.

Vocabulary

- Public transport
- Travel mode
- Trip chaining
- Safety
- Greenhouse gases
- Greenhouse effect
- Climate change
- Congestion
- Road trauma
- Efficient
- Reliable
- Illegal
- Antisocial
- Contingency plan

ACTIVITY: Way to go!



IN THE CLASSROOM

Preparation

- Students will need to have access to computers and the Internet.
- Familiarise yourself with De Bono's thinking hats (see MODULE 4 – Background information for teachers on De Bono's thinking hats).

Public versus private transport

Assist students to define what is:

- Public transport (train, bus, tram)
- Private motor vehicle (car).

Brainstorm and list on the board the advantages and disadvantages of both types of travel:

Public Transport		Private Motor Vehicle	
Advantages	**Disadvantages**	**Advantages**	**Disadvantages**

Investigate the disadvantages/advantages of public transport.

In small groups, students should become 'experts' to investigate the various costs of cars to the community and the environment.

Remember to take into consideration money cost, cost to the environment and contribution to road trauma.

Give each group an investigation task listed below. They are to discuss and design their research task and decide how they will investigate it. Useful starting points are the websites suggested at the end of each topic:

- What do cars do to the environment? (Carbon emissions can enhance the greenhouse effect. Increased greenhouse effect impacts on climate change.) (Environment Victoria: environmentvictoria.org.au, Public Transport Users Association: www.ptua.org.au/students)
- How much space in our local environment is turned over to the car? (Car parks, roads, garages, etc. Use Google Maps (www.google.com.au/maps), local maps or street directories to explore this.)
- What proportion of a family/individual budget is taken up by motoring expenses? (RACV: www.racv.com.au/wps/wcm/connect/racv/internet/primary/my+car/Operating+Costs)
- What impact does the motor vehicle have on health? (e.g. air pollution and asthma, obesity and car use)
- What are some of the myths and truths about public transport? (Public Transport Users Association: www.ptua.org.au/students)

Using a slideshow presentation, have each 'expert group' report back their findings to the rest of the class.

Think critically about travel choices.

Introduce the concept of De Bono's thinking hats (see MODULE 4 – Background information for teachers on De Bono's thinking hats sheet at the end of this module).

Go through the hats one at a time and explain them.

As a class, use De Bono's thinking hats to critically think about travel choices.

Encourage students to critically think about the use of public transport.

Direct students to explore the following statement using the six thinking hats:

> *Travelling to school should not be done in a private car.*

Divide the class into six groups, each group taking the role of a coloured hat. Record the viewpoints and invite others to provide additional points.

Debrief using the Blue Hat as the starting point.

Identify others' beliefs about public transport.

In small groups, have students develop and conduct a survey about public transport use. They should survey at least 10 people older than themselves, including parents/carers.

Start by discussing:

Now that we have learned a lot about public transport, what are others' perceptions of public transport?

- Safe or unsafe?
- Efficient or unreliable?
- Expensive or good value?

Divide students into small groups to develop the survey. The survey should investigate attitudes to public transport, as well as travel-related behaviours and their consequences. Elements to include in the survey are:

- Beliefs about public transport
- Behaviours on public transport (illegal and antisocial)
- Differences in beliefs about safety and behaviour between travelling alone and in groups
- Responses to rules and laws relating to public transport.

Groups should report back the findings of their survey to the class.

EXPLORING THE LOCAL AREA

Preparation

- Ensure excursion protocols are in place or combine this activity with any excursion.
- Public Transport Victoria has useful online primary school resources for more information about public transport safety: www.ptv.vic.gov.au/about-ptv/education.
- Ensure you have plenty of sheets of poster paper and something to stick them onto the walls with.

Planning to travel on public transport.

Ask students to develop a plan to travel to a selected destination using public transport.

Have each student identify a destination and then decide:

- Is it near or far?
- Can you get there by walking or cycling? (What would stop you?)
- Can you get there by public transport? (What would stop you?)
- Can you mix modes of travel? (e.g. drive to a station and catch public transport.)

Students should investigate the public transport options – in terms of routes, times, costs – and plan the journey. A good starting point is Public Transport Victoria's Journey Planner at: www.ptv.vic.gov.au/journey

Practise public transport safety skills on the excursion.

Before leaving the classroom, reinforce:

- Where to stand when waiting for a bus, train or tram.
- How to act responsibly when waiting for public transport.
- How to cross a road when getting off.
- Using the Stop, Look Listen, Think procedure when near public transport.

Rehearse waiting for public transport in the actual context.

BACK IN THE CLASSROOM

What to do when the unexpected happens.
Challenge students to think about the importance of having a contingency plan.

Ask them to think through these 'what ifs…?' and generate some new ones:

- What if the journey is interrupted?
- What if there is no time to purchase a ticket?
- What if the ticket becomes lost?
- What if you don't get off at the right station?
- What if a threatening group gets on your carriage?
- What if…?
- What if…?

Record strategies to manage unusual or unexpected situations that arise when travelling by public transport.

Identify antisocial or unsafe behaviours on public transport.
Compile a class list of travel behaviours that have been highlighted in the surveys conducted earlier.

Focus on those that are either inappropriate, likely to result in harm to the individual or the community, or illegal. Classify and sort the reported behaviours into those that are antisocial/discourteous, those that are illegal and those which might deter others from using the service.

Write each behaviour on the top of a sheet of paper and stick each sheet to the wall.

Invite students (in pairs) to circulate around the room writing up a strategy that they could use to maximise their safety if confronted with the identified behaviour or situation.

Have students develop a code of conduct or safety advice sheet for travelling on trains/trams – either when they are in a group or when they are on their own.

AT HOME

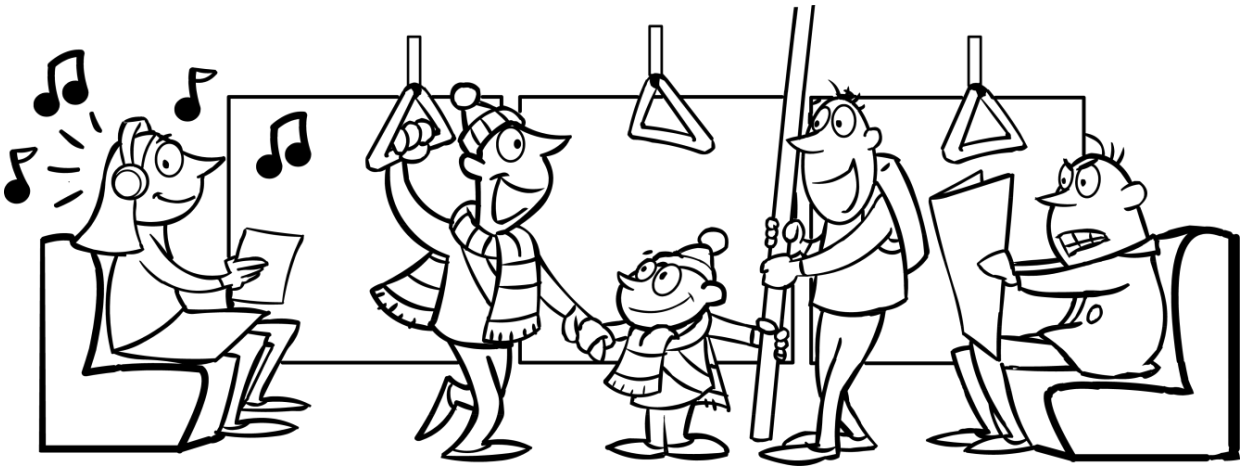
Talking about public transport.
As a take home activity, help students to prepare a 'thinking hats' task to discuss and work through with a parent/carer.

A good topic would be related to independent travel for the student – either to school or some other place they would like to travel – or travel at night.

BACK IN THE CLASSROOM

Feedback on the take home activity.

Invite students to share their experience of working through the 'thinking hats' task with their parent/carer.



Information for teachers

De Bono's thinking hats

The 'Six Thinking Hats' is a quick, simple and powerful technique to improve thinking. It does this by encouraging students to recognise what type of thinking they are using, and to apply different types of thinking to the subject. De Bono's 'Six Thinking Hats' assist children to scaffold their thinking.

WHITE HAT (Information)

Questions. What information do we have? What facts and information are thought to be true? What information do we need to get?

RED HAT (Emotions)

Intuition, feelings and hunches. How do I feel about this right now? Concerned with own feelings and doesn't give a reason for feelings. Doesn't criticise others' feelings. No need to justify the feelings.

YELLOW HAT (Good Points)

Focuses on optimism and benefits. Gives helpful suggestions. Speculates on how good things will be. How will it help us? Why can it be done? Why will it be good?

BLACK HAT (Bad Points)

Caution. Judgement. Assessment. Looks for faults, problems, risks and dangers now and in the future. Gives a negative view and asks negative questions. Why will it be bad?

GREEN HAT (Creativity)

Different ideas. New ideas. Provides suggestions, alternatives, new perceptions, proposals. What are some possible ways to work this out? Imaginative and creative. What are some other ways to solve the problem or dilemma?

BLUE HAT (Organisation of Thinking)

Thinking about thinking. What have we done so far? What do we do next?

You can also think of the hats as pairs:

White and Red
Black and Yellow
Green and Blue

ENRICHMENT ACTIVITIES

- Use Public Transport Victoria's online resources for primary schools at: www.ptv.vic.gov.au/about-ptv/education

- Use the *Stay Bus Safe Resources* available from the Department of Education and Early Childhood Development (DEECD) at: www.education.vic.gov.au/school/teachers/health/Pages/trafficbussafe.aspx

- Use every opportunity that presents, such as excursions, to provide road safety education when travelling by bus, train or tram.

- Plan an excursion using public transport:

  Before the excursion:

  Establish class understanding about 'public transport safety'.
  - When travelling by bus, tram or train, which issues relate to safety and which relate to courtesy?

  Ask and discuss what knowledge and behaviour is required to ensure safety when travelling by public transport, such as:
  - Planning the journey (routes, tickets, time required, contingency plan if, for example, the ticket becomes lost or the bus is delayed.)
  - Waiting for the bus, tram or train (e.g. lining up for the bus along the footpath, back from the kerb)
  - Getting on and off the bus, tram or train
  - Remaining seated and facing forward
  - When no seats are available (holding points)
  - Storing possessions and tickets
  - Relating to other passengers
  - If using a bus, crossing the road after getting off the bus.

  Have the class:
  - Generate three rules that relate to outside the bus, tram or train and three rules that relate to inside the vehicle
  - Develop a checklist of safety behaviours and features to look for – for example, different road signs and markings, different types of road crossings, different speed zones. Photocopy sufficient for the class to have one each.

  During the excursion:

  Supervise the class to act safely and courteously when travelling and:
  - Have them complete their checklist sheets
  - Ask them to 'danger spot' road users. Can they, for example, see pedestrians crossing illegally or unsafely or drivers who put others in danger? Why do they think this is dangerous behaviour on buses?

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