

# Road safety education – Stage 2 Safety on wheels

## About this resource

### Rationale

Road safety is a significant health issue for children and young people. The leading cause of accidental death and injury for children and young people is road-related crashes.

Stage 2 students are vulnerable road users. They are still developing the road safety skills, behaviours and attitudes that, as adults, we take for granted.

This lesson plan is designed to get students to think critically about safety on wheels.

### Alignment to School Excellence Framework

[School Excellence Framework](#)-

Learning domain: Curriculum, curriculum provisions

Teaching domain: Effective Classroom Practice, Explicit teaching.

### Alignments to frameworks

[NSW PDHPE syllabus](#)

[Road Safety Education, Driver Education and Training Policy](#)

[Australian Professional Standards for Teachers](#) (2.1.2)

### Further resources and professional learning opportunities:

- [Road Safety Education website](#)
- Road safety education [Professional learning opportunities](#)

### Consulted with:

Road Safety Education team, Transport for NSW and PDHPE curriculum team.

### Suggested use and timeframe:

This resource can be used in PDHPE lessons and will take approximately 45 minutes. It can be embedded into a Stage 2 Healthy, Safe and Active Lifestyle unit of work.

### Research base:

[What works best in practice](#) – explicit teaching theme

[Critical and creative thinking in practice](#) - improves student achievement by deep learning through critical and creative thinking.

Content aligns with the [key road safety messages](#) developed by Transport for NSW.

**Feedback:** Email feedback, questions and comments about this resource to the [Road Safety Education Team](#)

**Reviewed by:** Road Safety Education team.

**Created/last updated:** 20 February 2023

**Anticipated resource review date:** February 2024

**Contact:** [Road Safety Education Team](#) for further support.

# Road safety education

## Stage 2 – Safety on wheels



Critical and creative thinking task

### Syllabus Outcomes

Outcome	Description
PD2.6	describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity
PD2.7	describes strategies to make home and school healthy, safe and physically active spaces
PD2.9	demonstrates self-management skills to respond to their own and others' actions

### Syllabus Content

Syllabus Content	Skills in Focus
<ul style="list-style-type: none"> <li> <b>identify and practise strategies to promote health, safety and wellbeing.</b> <ul style="list-style-type: none"> <li>practise responses and strategies that promote personal safety in unsafe situations.</li> <li>identify and practise ways of behaving at school that ensure the health, safety and wellbeing of themselves and others.</li> </ul> </li> </ul>	<p><b>Self-Management Skills</b></p> <p>Decision-making and problem solving</p> <ul style="list-style-type: none"> <li>information gathering</li> <li>finding solutions to problems</li> <li>analysis</li> </ul> <p>Self-awareness</p> <ul style="list-style-type: none"> <li>developing greater control and responsibility for our actions, feelings and behaviours</li> <li>awareness of rights and responsibilities, influences, values, attitudes, strengths and weaknesses</li> </ul>
<ul style="list-style-type: none"> <li> <b>discuss the contextual factors influencing personal choices and decisions around health, safety and physical activity.</b> <ul style="list-style-type: none"> <li>share ideas, feelings and opinions about the influence of peers and significant others on various issues.</li> </ul> </li> </ul>	<p><b>Interpersonal Skills</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>verbal and nonverbal communication</li> <li>listening, eg active</li> </ul> <p>Collaboration, inclusion and relationship-building</p> <ul style="list-style-type: none"> <li>recognising and using their own abilities and strengths and those of others</li> <li>finding solutions to problems</li> <li>analysis</li> </ul>

## Resources

### 1. Safety on wheels image gallery – Appendix #1

#### Differentiation

- using additional local images found on [Google maps](#).

### 2. POOCH activity – Appendix #2

#### Differentiation:

- give students the option of choosing a different bike related problem.
- increasing or decreasing the OPTIONS for students to discuss/consider.
- use visual aids to support students.
- complete the task as a modelled/guided lesson.
- allow for varied work arrangements – alone, larger group.

### 3. Video: [What would you do? Safety on wheels](#)

## Teaching and learning sequence:

Learning intentions	Success criteria
Students will: <ul style="list-style-type: none"><li>• identify strategies to keep themselves safe in unsafe situations.</li></ul>	Students will: <ul style="list-style-type: none"><li>• identify safety requirements and behaviours for riding a bike.</li><li>• identify safe locations to ride a bike.</li><li>• identify the features that make an environment safe for bike riding.</li><li>• decide on a plan to keep themselves safe.</li></ul>

1. Students brainstorm important safety requirements for riding a bike, such as wearing a helmet, closed in shoes, working brake and bell, ride away from the road, ride on the footpath.
2. For each safety requirement, ask students to give reasons why each is important.
3. Students identify safe places to ride a bike, such as a footpath, bike path, park, bike lane, a place well away from roads. Discuss what makes different places unsafe and safe places to ride.
4. Students view the different riding location images from **Appendix #1**. Students identify and discuss the safety features of the different locations viewed.

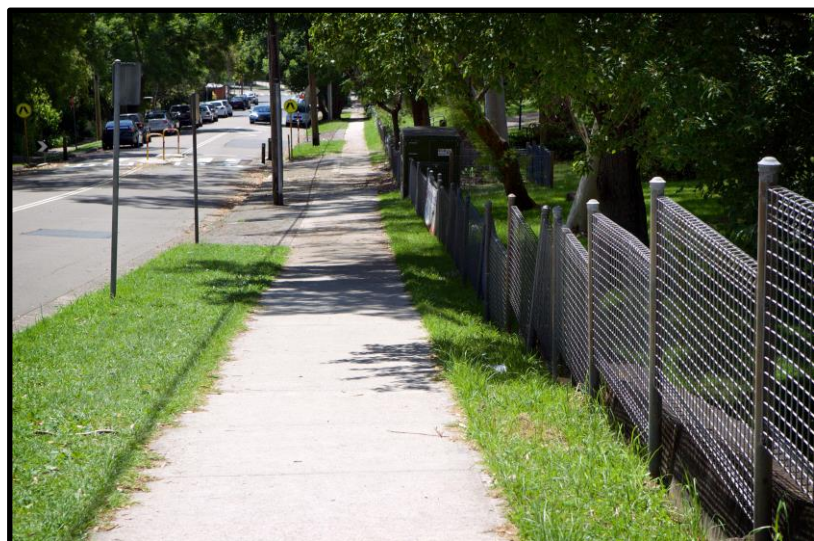
Ask: Is this a safe place to ride? Why or why not?

5. Discuss why students should:
  - ride away from roads, driveways, carparks, tracks and platforms.
  - have adult supervision while riding.
  - choose fenced areas to ride, away from cars.
  - hop off their bike when crossing the road and walk their bike across.
6. Students watch the video: [What would you do? Safety on wheels](#)
7. Students identify all the safe behaviours demonstrated by the older students in the video.
8. Ask the following questions:
  - What would you do if you were the bike riders?
  - What would you do to be safer?
  - What are some safe choices the bike riders could make?
  - Did they break any rules?
  - What was dangerous about their behaviour?
9. In pairs, students complete the following POOCH activity – **Appendix #2**.
  - Problem – what is the problem? Whose problem is it?
  - Options – what could you do?
  - Outcomes – what is likely to happen?
  - Choice – what is your decision?
10. Encourage each pair to share their thinking and final decision, outlining reasons why they've made that choice.

#### BACKGROUND NOTES - Critical and creative thinking

The POOCH model assists students to think critically. It is a strategy that allows students to clarify issues by using logic in judging information. The POOCH model provides students with the tools to make safe and informed decisions.









Problem

It's 3pm. The afternoon bell has just rung.  
You're super keen to get home for soccer training,  
so you run to the bike rack to get your bike.  
Oh no!!!!!! Your front tyre is completely flat.



Options

1.

2.

Outcomes

1.

2.

1.

2.

Choice