

Road safety education – Stage 3 Bus Safety

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 3 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 whilst travelling on a bus.

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](#)

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.

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 3 Healthy, Safe and Active Lifestyle unit of work.

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 3 – Bus Safety



Critical and creative thinking task

Syllabus Outcomes

| Outcome | Description |
|---------|--|
| PD3.2 | investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others |
| PD3.6 | distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable |
| PD3.7 | proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces |
| PD3-9 | applies and adapts self-management skills to respond to personal and group situations |

Syllabus Content

| Syllabus Content | Skills in focus |
|--|--|
| <ul style="list-style-type: none"> examine the influence of emotional responses on behaviour and relationships: <ul style="list-style-type: none"> explore scenarios to identify behaviours which make a scenario safe or unsafe, e.g. warning signs | <p>Self-Management Skills</p> <p>Decision-making and problem solving</p> <ul style="list-style-type: none"> information gathering finding solutions to problems analysis <p>Self-awareness</p> <ul style="list-style-type: none"> developing greater control and responsibility for our actions, feelings and behaviours awareness of rights and responsibilities, influences, values, attitudes, strengths and weaknesses |
| <ul style="list-style-type: none"> recommend appropriate actions to improve health, safety, wellbeing or physical activity issues within the school or | <p>Interpersonal Skills</p> <p>Communication</p> <ul style="list-style-type: none"> verbal and nonverbal communication |

| Syllabus Content | Skills in focus |
|---|--|
| <p>wider community:</p> <ul style="list-style-type: none"> - reflect on the impact of their choices and decisions on the health, safety or wellbeing of their community | <ul style="list-style-type: none"> - listening, eg active <p>Collaboration, inclusion and relationship-building</p> <ul style="list-style-type: none"> - recognising and using their own abilities and strengths and those of others - finding solutions to problems analysis |
| <ul style="list-style-type: none"> • investigate and adopt practices that help promote and maintain health, safety and wellbeing: <ul style="list-style-type: none"> - describe situations that may cause lifestyle diseases or injury and propose actions that promote health and safety | |

Resources

1. **Video:** [Agent Walker: Operation Safe Transit](#)
2. **POOCH activity – Appendix #1**

Differentiation:

- give students the option of choosing a different bus 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.

Teaching and learning sequence:

| Learning intentions | Success criteria |
|---|---|
| <p>Students will:</p> <ul style="list-style-type: none"> • identify strategies to keep themselves safe in unsafe situations. | <p>Students will:</p> <ul style="list-style-type: none"> • identify safe behaviours when travelling by bus in a range of situations. • identify possible options and outcomes for solving the problem. • decide on a plan to keep themselves safe. |

1. Survey students – who catches a bus to and from school?
Invite students to share positive and negative experiences with travelling by bus.
2. Brainstorm other reasons for catching a bus:
for example: travel with family to the city, transport to and from large sporting events such as rugby league finals, etc...

3. In small groups, ask students to brainstorm a list of safe behaviours in and around buses. Each group shares their responses.
4. Each group to consider the following changes to circumstances and records additional safe behaviours when.....
 - travelling with a group of friends on the bus
 - travelling on the bus with a younger sibling
 - travelling on the bus with a heavy bag of sport equipment
 travelling in an unfamiliar country
5. Students watch the video, [Agent Walker: Operation Safe Transit](#)
6. Think, Pair, Share activity
 - **THINK** - students to record/create a list of the dangers and unsafe behaviours, identified by the character Jason, Agent Walker.
 - **PAIR** – with a partner compare and combine lists and record why they considered each one a danger.
 - **SHARE** – report back to the group
7. Watch the video again.
In the table below, students record ways that characters in the video demonstrate safer behaviours.

| Scenario | Safe behaviours |
|----------------------------|--|
| Waiting for the bus | Responses may include stand away from the road, wait for the bus to stop, no pushing |
| On the bus | Responses may include hold onto a seat, put bags under the seat |
| Getting of the bus | Responses may include wait for the bus to go and then use a safe place to cross. |

8. In pairs, students complete the following POOCH activity.
 - Problem – what is the problem? Whose problem is it?
 - Options – what can you do?
 - Outcomes – what is likely to happen?
 - Choice – what is your decision?
9. Encourage each pair to share their thinking and final decision, outlining reasons why they've made that choice.

BACKGROUND NOTES

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 decision

Problem

It's 3.30pm on Friday afternoon and pouring with rain.
You're on the bus travelling home from school,
when suddenly you realise, you're not on the correct bus.
What will you do?



Options

↓

↓

↓

Outcomes

↓

1.

↓

1.

↓

1.

2.

2.

2.

Choice