

# Road Safety Education – Stage 3 Travelling safely by bus

<b>About this resource</b>	
<p><b>Rationale</b></p> <p>Road safety is a significant health issue for children and young people. Road-related crashes are the leading cause of accidental death and injury for children and young people.</p> <p>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.</p> <p>This unit of work is designed to support students to identify behaviours they can adopt to keep themselves safe when travelling to and from school by bus.</p>	<p><b>Consulted with:</b></p> <p>Road Safety Education team, Transport for NSW and PDHPE curriculum team.</p> <p><b>Suggested use and timeframe:</b></p> <p>This unit of work contains 6 lesson plans. The content will support Stage 3 students, particularly:</p> <ul style="list-style-type: none"> <li>• Year 5, Opportunity Class students in their first few weeks at their new school.</li> <li>• Year 6 students as they transition to travelling independently to high school.</li> </ul>
<p><b>Alignment to School Excellence Framework</b></p> <p><a href="#">School Excellence Framework</a>-</p> <p>Learning domain: Curriculum, curriculum provisions</p> <p>Teaching domain: Effective Classroom Practice, Explicit teaching.</p>	<p><b>Research base:</b></p> <p><a href="#">What works best in practice</a> – explicit teaching theme</p> <p><a href="#">Critical and creative thinking in practice</a> - improves student achievement by building teacher capacity to foster deep learning.</p> <p>Content aligns with the <a href="#">key road safety messages</a> developed by Transport for NSW.</p>
<p><b>Alignments to frameworks</b></p> <p><a href="#">NSW PDHPE syllabus</a></p> <p><a href="#">Road Safety Education, Driver Education and Training Policy</a></p> <p><a href="#">Australian Professional Standards for Teachers</a> (2.1.2)</p>	<p><b>Feedback:</b></p> <p>Email questions and comments about this resource to the <a href="#">Road Safety Education team</a></p> <p><b>Reviewed by:</b> Road Safety Education team.</p> <p><b>Created/last updated:</b> May 2023</p> <p><b>Anticipated resource review date:</b> May 2024</p>
<p><b>Further resources and professional learning opportunities:</b></p> <p><a href="#">Road Safety Education</a> website</p> <p>Road safety education <a href="#">professional learning opportunities</a></p>	<p><b>Contact:</b></p> <p><a href="#">Road Safety Education team</a> for further support</p>

## Stage 3 unit of work – Travelling safely by bus

### Rationale: Why teach road safety?

Road safety is a significant health issue for children and young people.

Road-related crashes are the leading cause of accidental death and injury for children and young people.

Despite their age, Stage 3 students are still vulnerable road users. They are still developing the road safety skills, behaviours and attitudes that, as adults, we take for granted.

As they gain more independence, they begin to face more decisions in the traffic environment. Sometimes, students of this age will behave in an unsafe way, even though they know what the safe response would be. Peer influence and acceptance often become more important than safe decision-making.

Students in Stage 3 may still be learning to:

- judge speed and distance
- cope with sudden traffic changes
- identify safe places to cross
- focus on multiple tasks
- act consistently in the traffic environment
- understand complex concepts such as road safety
- accurately predict the origin of sounds

### Stage 3 students – transitioning to a new school and the importance of road safety education

- The transition to a new school, can mean a significant change in travel arrangements to and from school.
- Opportunity Class placement or transition to Year 7, means students may need to use public transport for the first time, often without parental supervision.
- Many students travel long distances utilising various forms of public transport.
- It is important that schools help prepare their Stage 3 for increasing independence, safe decision-making and problem-solving skills.

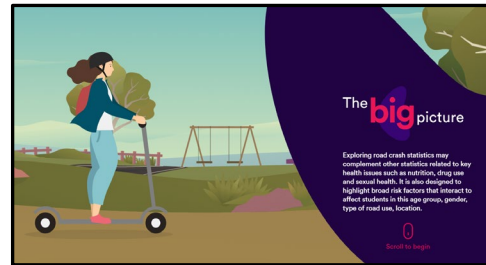
## Stage 3 unit of work – Travelling safely by bus

Stage 3 PDHPE Outcomes	Stage 3 PDHPE Content
<p>A student:</p> <p><b>PD3-2</b> investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others.</p> <p><b>PD3-6</b> distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable.</p> <p><b>PD3-7</b> proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces.</p> <p><b>PD3-9</b> applies and adapts self-management skills to respond to personal and group situations.</p> <p><b>PD3-10</b> selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• examine the influence of emotional responses on behaviour and relationships:               <ul style="list-style-type: none"> <li>○ explore scenarios to identify behaviours which make a scenario safe or unsafe, e.g. warning signs</li> </ul> </li> <li>• recommend appropriate actions to improve health, safety, wellbeing or physical activity issues within the school or wider community:               <ul style="list-style-type: none"> <li>○ reflect on the impact of their choices and decisions on the health, safety or wellbeing of their community.</li> </ul> </li> <li>• investigate and adopt practices that help promote and maintain health, safety and wellbeing:               <ul style="list-style-type: none"> <li>○ describe situations that may cause lifestyle diseases or injury and propose actions that promote health and safety.</li> </ul> </li> <li>• plan and practise assertive responses, behaviours and actions that protect and promote health, safety and wellbeing.</li> <li>• recognise and demonstrate safe behaviours and actions, e.g. developing a personal safety plan.</li> </ul>
<h3>Key Road Safety Messages</h3>	
<p>Stop! Look! Listen! Think! every time you cross the road</p>	<p>Wait till the bus has gone and then use a safe place to cross</p>
<p>Use a safe place to cross the road</p>	
<h3>Resources</h3>	<h3>Differentiation</h3>
<p>1. <a href="#">Safety Town</a> – online teaching and learning resource for students K-6</p> <p>2. <a href="#">On the Move</a> – designed for teachers and students as part of class teaching and learning programs.</p>	<ul style="list-style-type: none"> <li>• give students the option of choosing different problems/scenarios.</li> <li>• use visual aids to support students.</li> <li>• complete the task as a modelled/guided lesson.</li> <li>• allow for varied work arrangements – alone, larger group.</li> </ul>

# Teaching and Learning Activities – Lesson #1 – Interactive Statistics

1. As a class, discuss the following myths about road safety:
  - Myth #1 – Crashes happen to speeding maniacs or really old drivers.
  - Myth #2 – Accidents will always happen, there's not much anyone can do.
2. Ask students to predict what the statistics might say based on gender, location, causes of road trauma:
  - Which gender is most likely to be involved in a crash?
  - What is the biggest cause of fatal road incidents?
  - What is the biggest cause of road incidents amongst people in your age group?
3. As a class access [The Big Picture](#) animated statistics and view the first user group together to demonstrate the interactions and toggle feature to display the range of data.

Explain the different user groups and type of statistics being shown.



4. Give students time to navigate the experience alone, taking note of the statistics that they find most relevant to them and the ones they find surprising.
5. Discuss the following questions with students and ask them to record their personal responses to each:
  - What is one statistic that is relevant for you?
  - What did you find most interesting about the statistics and why?
  - What actions could you adopt to keep yourself safe on the road?
  - Is your behaviour likely to change after doing this activity? If so, how?

## Learning Intentions:

Students will:

- investigate information, community resources and strategies to demonstrate resilience and seek help for themselves and others

## Success Criteria:

Students will:

- share interesting/relevant statistics
- identify behaviours they can adopt to keep themselves safe in the road environment

## Resources

- [The Big Picture](#) - animated statistics from Transport for NSW Onthemove resource

## Evaluation:

# Teaching and Learning Activities – Lesson #2 – Operation Safe Transit

1. Students watch the video, [Agent Walker: Operation Safe Transit](#). (from Transport for NSW [Safety Town](#) resource)  
During the video, students list the dangers and unsafe behaviours identified by the character Jason, Agent Walker.

2. In pairs, students compare and combine lists and identify the most dangerous danger.

3. Watch the video again.  
Students record ways that characters in the video demonstrate safer behaviours.

Use the following headings:

- **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 off the bus**

Responses may include: wait for the bus to go and then use a safe place to cross

4. Students reflect on their own bus experiences. Using these, they add additional safe behaviours.
5. In pairs, students complete the 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?



## 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 decisions.

PROBLEM–OPTIONS–OUTCOMES–CHOICE

## Learning Intentions:

Students will:

- propose actions and protective strategies that promote their own safety.

## Success Criteria:

Students will:

- identify dangers and unsafe behaviours.
- recommend appropriate actions to keep themselves safe.
- reflect on the impact of their actions/decisions.

## Resources

- [Agent Walker: Operation Safe Transit](#) (from TfNSW's [Safety Town](#) resource)
- POOCH activity (see Resources attached)

## Evaluation:

# Teaching and Learning Activities – Lesson #3 – Rights and Responsibilities

1. Students write their own definition of the terms **right** and **responsibility**.
2. Check and compare own definitions with that of the online dictionary.
3. In small groups, students discuss their rights and responsibilities when travelling by bus. Questions may include:
  - Why do we need to know your rights and responsibilities as a bus traveller?
  - What would be some rights and responsibilities of the bus driver? Why are these important?
  - What are the positive consequences of safe and respectful behaviour on buses?
4. In small groups, students discuss and list five rules that they think students need to follow when travelling by bus. Ask students to provide a reason for each rule.
5. Groups explore the Student Code of Conduct when travelling on school buses webpage.
6. Students compare their rules with the Student Code of Conduct.

As a class discuss:

- What rules in the Student code of conduct surprise you? Why?
- Why do you think one of the rules is “Refrain from attracting the attention of the driver except in the case of emergency”?
- Do you think the consequences are appropriate? What are some other consequences?
- What rule changes would you make to the Student code of conduct? Why?
- How does your school support the Student code of conduct on buses?

## Learning Intentions:

Students will:

- investigate information, community resources and strategies to demonstrate resilience and seek help for themselves and others.

## Success Criteria:

Students will:

- recognise their rights and responsibilities when travelling by bus.
- develop a set of rules for students when travelling by bus.

## Resources

- Website [Student Code of Conduct](#) when travelling on school buses



## Evaluation:

## Teaching and Learning Activities – Lesson #4 – In the Hot Seat

1. Divide the class into small groups.
2. Distribute a set of **Hot Seat** scenario cards to the group.  
Ask the group to share the cards between them.
3. Group members take turns at being in the “hot seat”.  
When in the “hot seat”, the student responds to the scenario that is read out by members of the group.
4. Pose the following questions and discuss as a class:
  - If you had to tell someone else two important things about travelling safely on a bus, what would they be?
  - What might you do differently when you next travel on a bus?
5. Choose one of the hot seat scenario cards and design a comic strip to illustrate the scenario and your safe choices.



### Learning Intentions:

Students will:

- plan and practise assertive responses, behaviours and actions that protect and promote safety

### Success Criteria:

Students will:

- recommend appropriate actions to improve safety for themselves and others

### Resources:

- Hot Seat scenario cards  
(see Resources attached)
- Comic strip templates  
(see Resources attached)

### Evaluation:

## Teaching and Learning Activities – Lesson #5 – A Different Perspective

1. As a whole group, watch each video below.
2. Analyse the different perspectives for different road users – refer to discussion questions below.

### Video 1 – Walk safely – a different perspective

**Key message: Stop! Look! Listen! Think! Every time you cross the road.**

Possible discussion points include:

- What can the girl see of the traffic? Why?
- What can the driver see when driving?
- Why would the driver be worried?
- What would happen if the driver didn't see the girl?
- What could the girl have done to be safer when crossing the road?
- Why is it important to not be distracted when crossing the road?
- Where else do you need to Stop! Look! Listen! Think! and why is this important?

### Video 2 – Safe places to cross – a different perspective

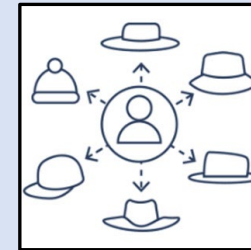
**Key message: Use a safe place to cross the road.**

Possible discussion points include:

- What are the children's viewpoints of the traffic?
- What can and can't they see?
- What is the rider's viewpoint of the situation?
- What can and can't they see?
- Why is crossing between parked cars dangerous?
- Where should the children cross?
- What should you do if you are in a hurry to get somewhere and you must cross a road?
- What can you do if your parents call you across the road?

### **Background Notes:**

Six Thinking Hats is a thinking tool that supports the exploration of a problem from different perspectives. Each hat represents a different lens for thinking and can be accompanied by question prompts which provide a scaffold for a variety of viewpoints to be shared.



### **Learning Intentions:**

Students will:

- explore scenarios to identify behaviours which make a situation safe or unsafe.

### **Success Criteria:**

Students will identify:

- safe places to cross the road.
- protective strategies in and around buses.
- protective strategies in the road environment.



## Teaching and Learning Activities – Lesson #5 – A Different Perspective

3. With a partner, students watch [Video #3 – Bus safety – a different perspective](#)

**Key message: Wait until the bus has gone and then use a safe place to cross the road.**



4. Partners reflect on the video and complete the 6 WAYS OF THINKING activity.
5. Create larger groups of 4-6 students – to allow each couple to share their responses.
6. As a whole class, discuss responses to SIX WAYS OF THINKING activity.

Further discussion may include:

- What can the boys see when they try to cross the road?
- What can the driver see when he is driving the bus? What can't he see?
- What is the potential danger in this situation?
- What other things does the driver need to focus on when pulling out?
- Where should have the boys crossed? Why?
- How should you cross the road after getting off a bus?

### Resources:

- [Video 1 – Walk safely – a different perspective](#)
- [Video 2 – Safe places to cross – a different perspective](#)
- [Video #3 – Bus safety – a different perspective](#)  
(from Transport for NSW's Safety Town resource)
- Activity sheet: Bus safety - A different perspective - Six ways of thinking (see Resources attached)

### Evaluation:

# Teaching and Learning Activities – Lesson #6 – Getting Home Safely Plan

1. As a whole group, discuss student learning from previous lessons.

Questions to consider:

- What have they learnt?
- Have they recently changed any of their behaviours when travelling to and from school to keep themselves safe?

2. Each student creates a personal “Getting Home Safely Plan” using google slides.

The plan should include each part of the journey from the school gate to the student’s front door.

Include:

- potential hazards for each part of the trip and what students would do to keep themselves safe.
- images, timetables, photos, maps etc to enhance the plan.

3. Share Getting Home Safely Plan for Sprocket as an example plan for students.



**Teachers note:**

Student getting home safely plans may contain personal information and details. Consider this when publishing and sharing with others.

**Learning Intentions:**

Students will:

- propose actions and protective strategies that promote their own safety when travelling to and from school.

**Success Criteria:**

Students will identify:


- recognise and demonstrate safe behaviours and actions.
- develop a personal safety plan.

**Resources:**

- Google Slides
- [Trip view app](#)
- Getting Home Safely Plan for Sprocket (see Resources attached)

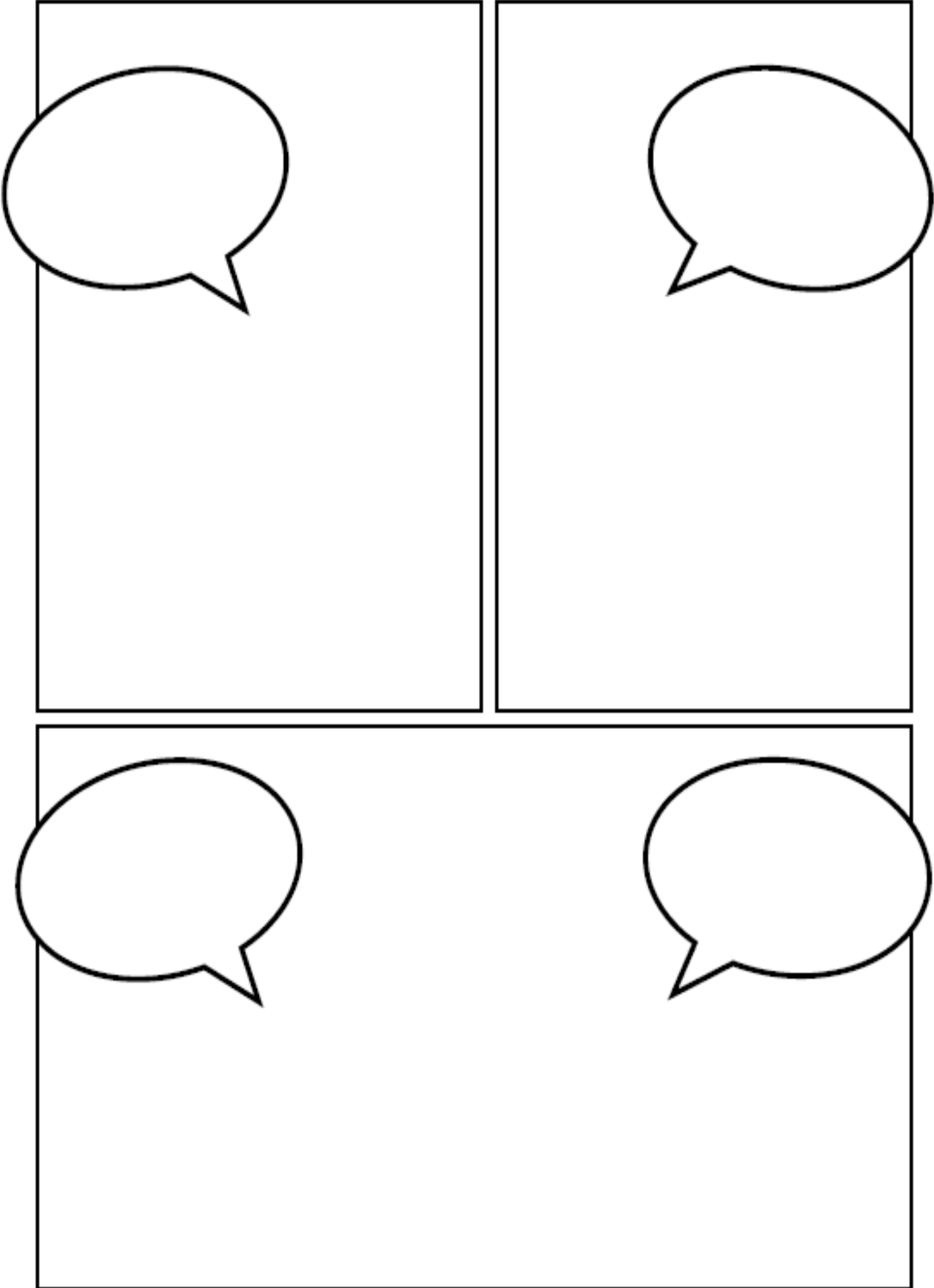


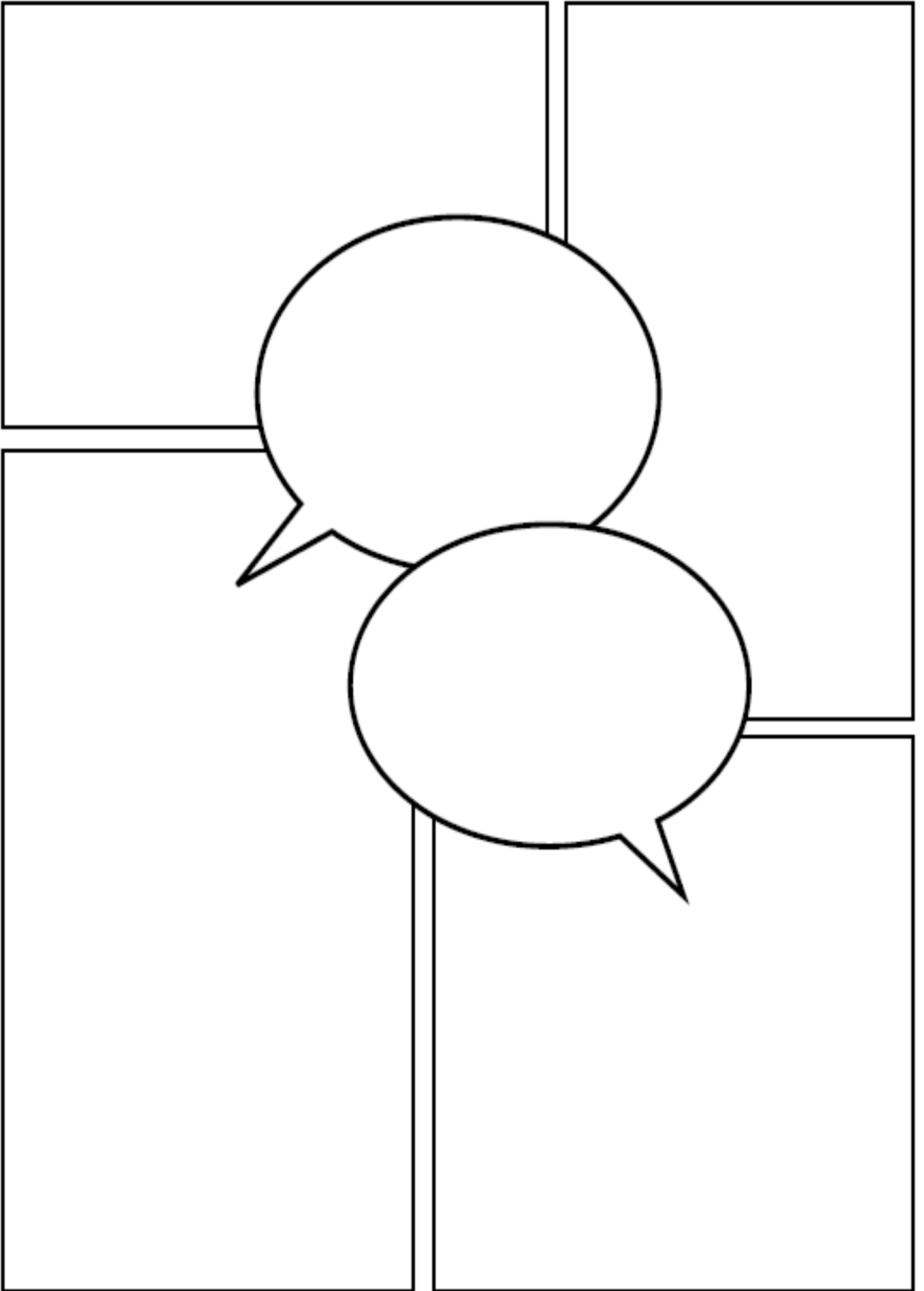
**Evaluation:**

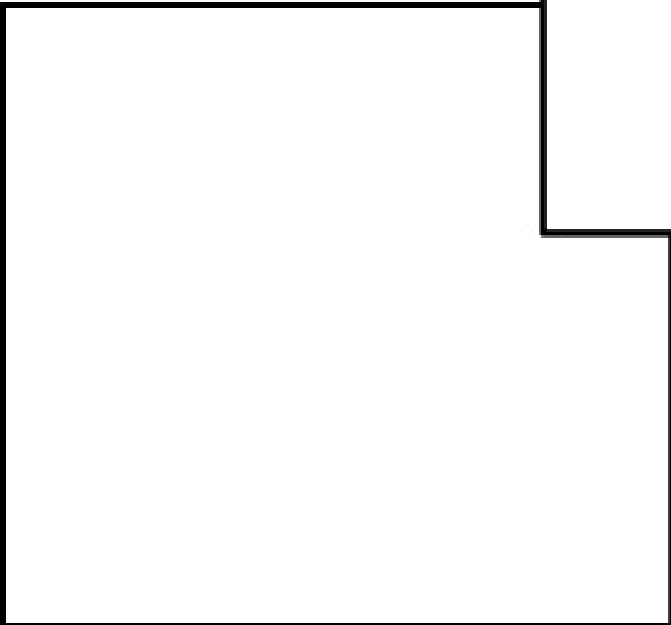
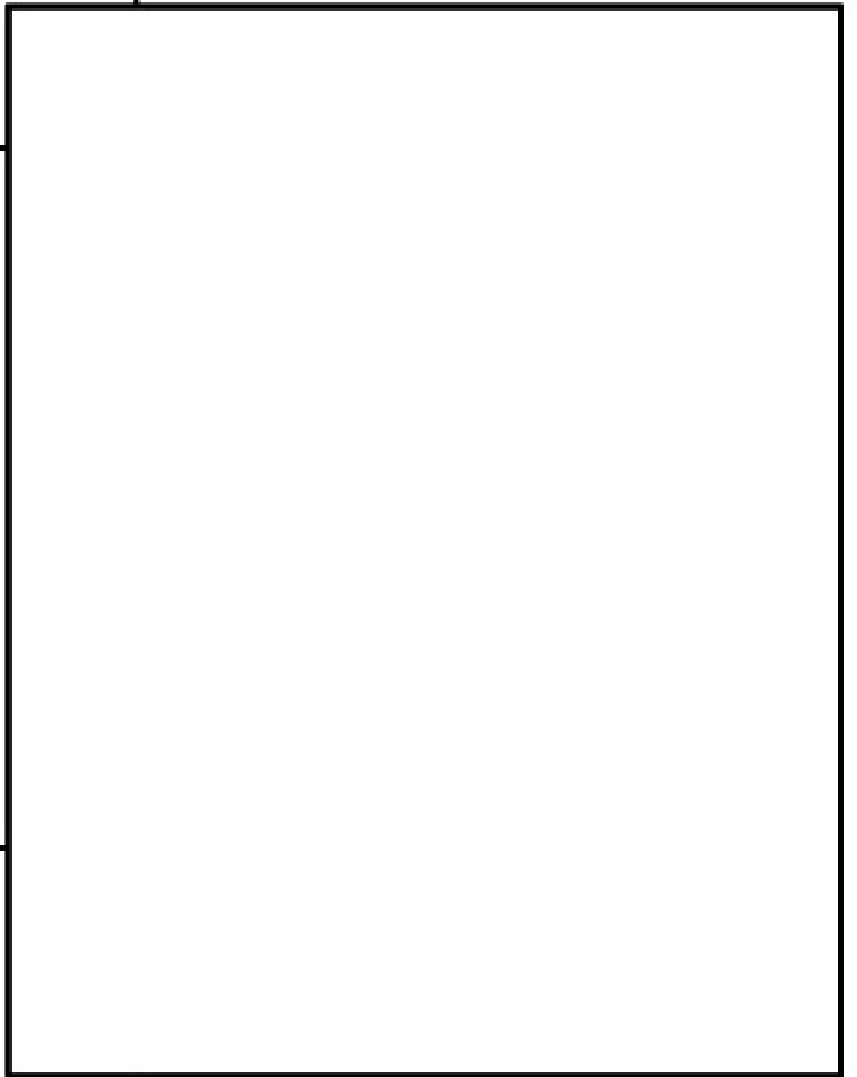
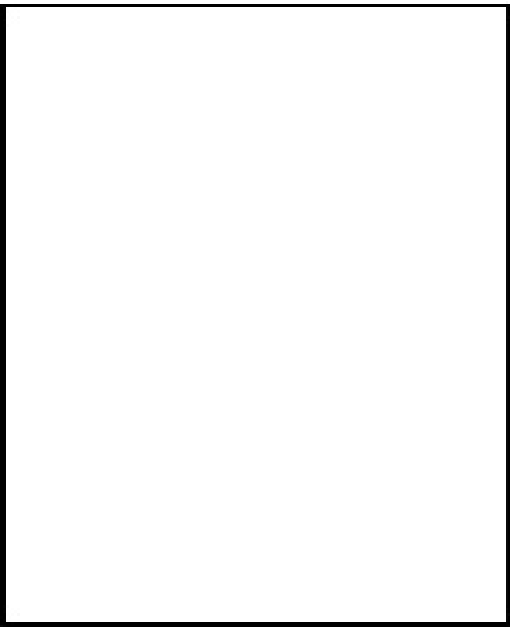
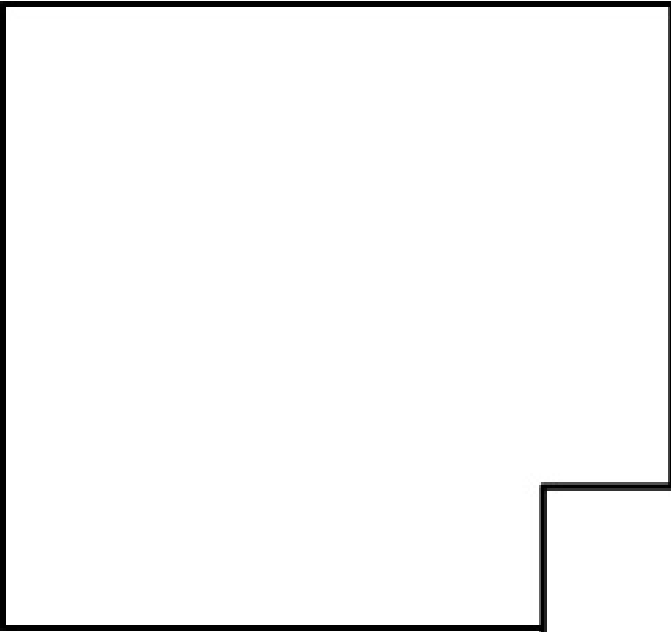
<b>Problem</b>	<p>It's 3.30pm on Friday afternoon and pouring with rain. You're on the bus travelling home from school. Suddenly you realise, you're not on the correct bus. What will you do?</p> 		
<b>Options</b>	1.	2.	3.
<b>Outcomes</b>	1.	1.	1.
	2.	2.	2.
<b>Choice</b>			

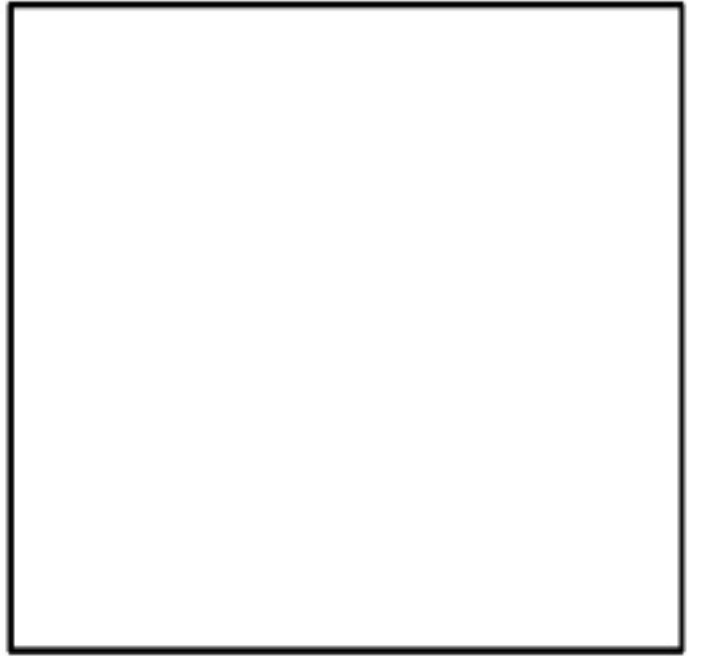
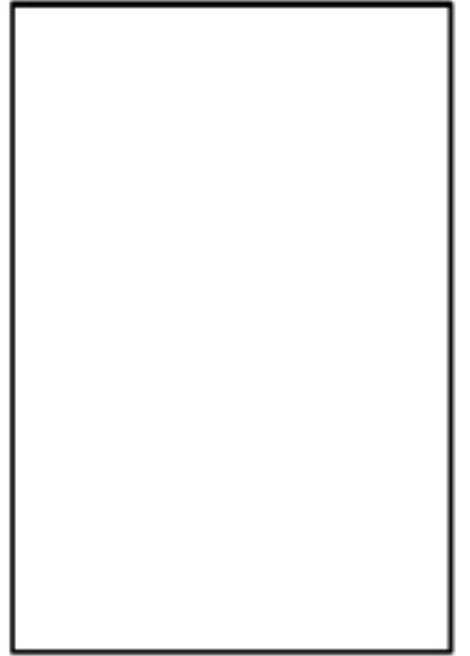
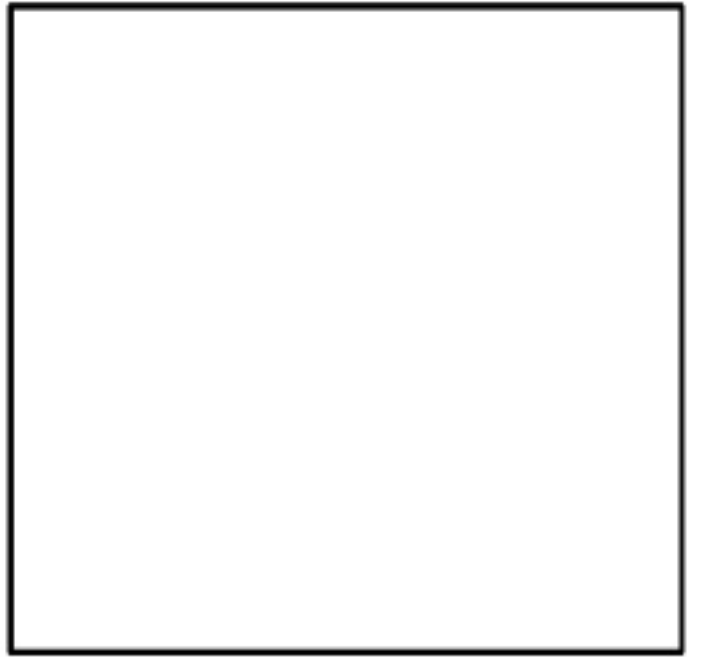
<p><b>CARD 1</b></p> <p>Today was sport and some of the kids in the bus are throwing a soccer ball to one another. The ball flies up the front towards the driver. What should you do?</p>	<p><b>CARD 2</b></p> <p>You are a passenger on a bus and all the seats are taken. You have a heavy backpack. What do you do?</p>
<p><b>CARD 3</b></p> <p>You are travelling on a bus in the country fitted with seatbelts. Many of the passengers have not bothered to buckle their seatbelts. What would you do? What is the legal requirement?</p>	<p><b>CARD 4</b></p> <p>You are on a bus going home from school. Your friend sees his brother on the opposite side of the road and pops his head out the window to call to him. The bus driver sees what's happening in the mirror and shouts. What would you say or do in this situation?</p>
<p><b>CARD 5</b></p> <p>You get off the bus. Your house is on the other side of the road. You are in a hurry to get home but the bus is still parked at the bus stop. What are your choices? What should you do?</p>	<p><b>CARD 6</b></p> <p>You and your friends are walking along the road and see the bus coming on the opposite side of the road. It is raining heavily and you are running late for school. What things must you now consider? What would you choose to do?</p>
<p><b>CARD 7</b></p> <p>You are sitting on the bus and playing a game with your friends. Everyone gets really excited and starts screaming and jumping around because you are winning. What should you and your friends consider? Why?</p>	<p><b>CARD 8</b></p> <p>One afternoon, your Dad is waiting across the road from the bus stop for you and your little sister. You get off the bus and hear your Dad call, 'Hurry up and cross the road!' What should you do to keep yourself and your little sister safe?</p>
<p><b>CARD 9</b></p> <p>The bus is slowing down near a bus stop. Your neighbour has just started Kindergarten and wants the driver to look at the picture she painted at school. She is calling out excitedly and reaching for the driver's arm. What should you do?</p>	<p><b>CARD 10</b></p> <p>You and a group of friends have just alighted from the bus. You all walk on the footpath towards the rear of the bus and someone yells out, 'Quick, run for it!' What do you do?</p>
<p><b>CARD 11</b></p> <p>You are waiting for the school bus to arrive and your football is accidentally knocked onto the road. What should you do now? How will you prevent this happening in the future?</p>	<p><b>CARD 12</b></p> <p>You and a friend are waiting for a bus. It is a crowded bus stop and there is no footpath to wait on. What safety precautions should you take?</p>



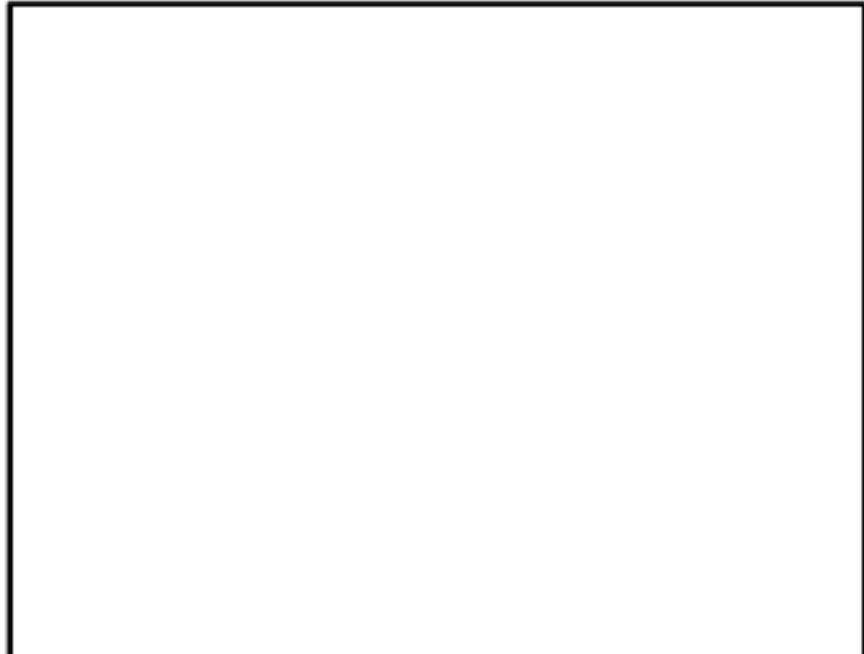
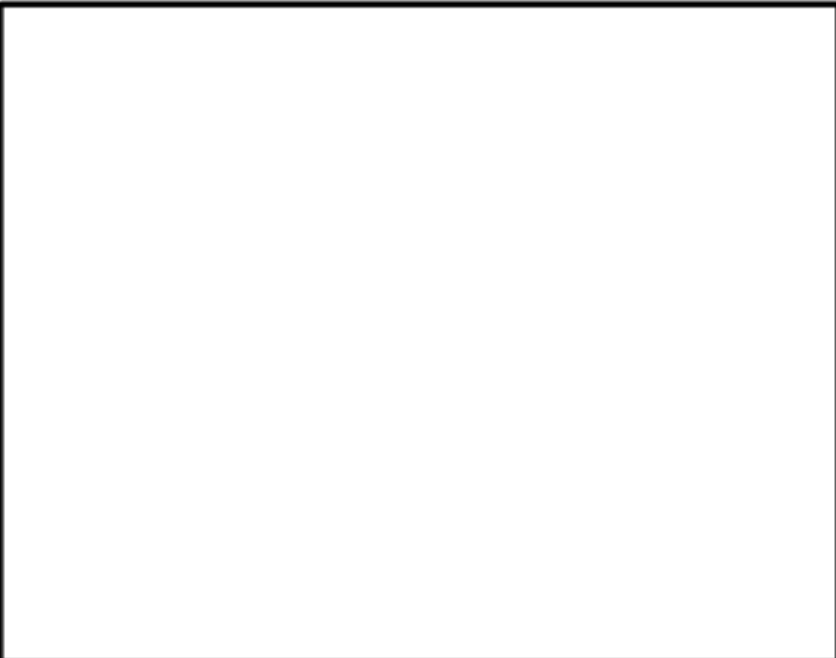
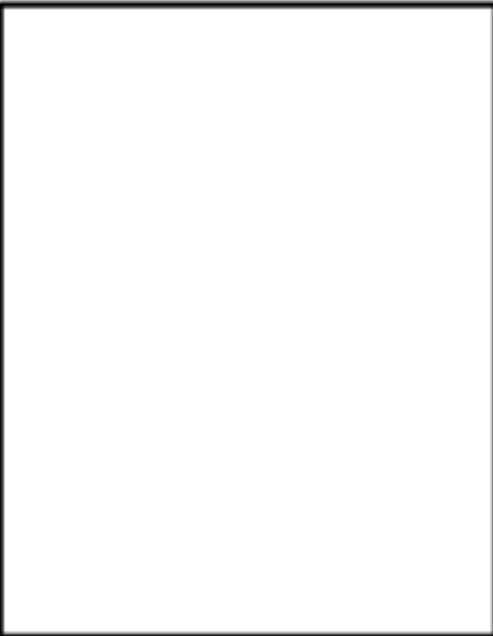












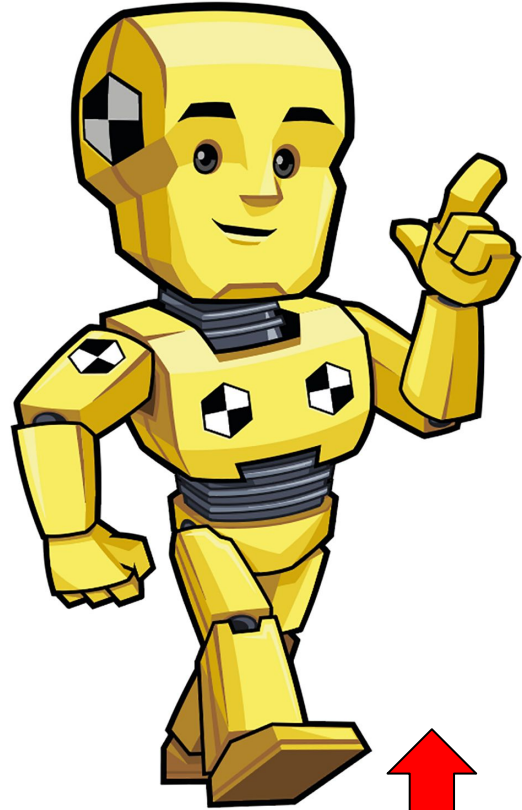




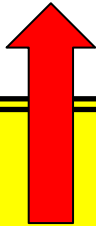


**Bus safety – A different perspective**  
**Six ways of thinking**

					
Facts, data & information	Feelings and emotions	Positive view	Problems, caution or judgement	New ideas or creative thinking	Thinking about thinking
<ul style="list-style-type: none"> <li>• What do I already know about bus safety?</li> <li>• What are the current statistics on the issue or problem?</li> </ul>	<ul style="list-style-type: none"> <li>• How do I feel about this?</li> <li>• What do I like about this?</li> <li>• What don't I like about this?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the good points?</li> <li>• What are the positive aspects regarding the situation?</li> </ul>	<ul style="list-style-type: none"> <li>• What is wrong with this?</li> <li>• What are the negative aspects regarding the situation?</li> </ul>	<ul style="list-style-type: none"> <li>• What new ideas are possible?</li> <li>• What is my suggestion?</li> </ul>	<ul style="list-style-type: none"> <li>• What thinking is needed?</li> <li>• Where are we now?</li> </ul>



**SPROCKET**



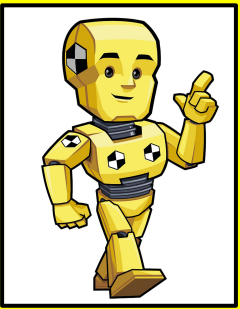
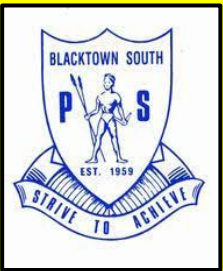
# Getting Home Safely Plan



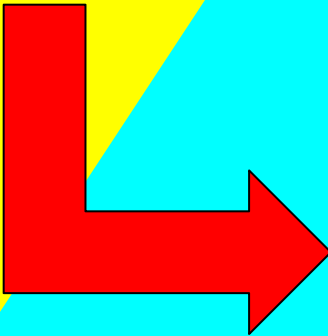


# School

**Blacktown South Public School**  
183 Flushcombe Road  
Blacktown NSW



# Home

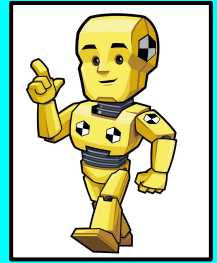


## TESTING ← TESTING

**Crashlab**  
Woods Close  
Huntingwood NSW

# Part 1

3.05pm - exit school via front main gate



## Potential Hazards

- Lots of parents & students trying to get through the gate at the same time
- Friends distracting me
- Lots of traffic - cars and buses



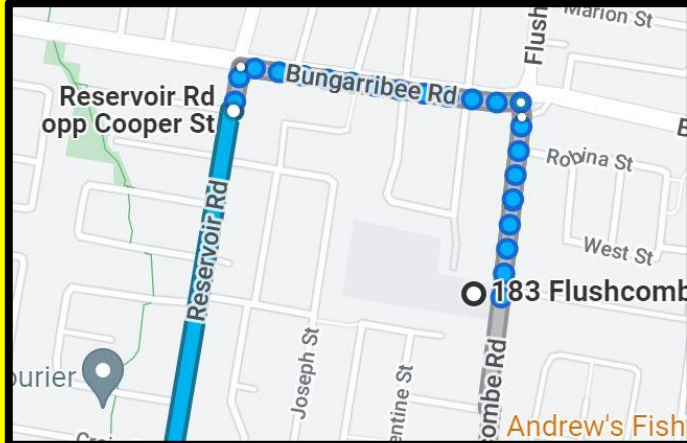
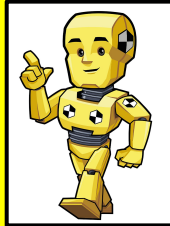
## Safe/Responsible Behaviours

- Walk calmly, don't rush
- Stay on the footpath
- Keep my mobile phone in my school bag



# Part 2

Walk to Bus stop - Reservoir Road, opposite Cooper St  
13 minute walk, approximately 1km



## Potential Hazards



- Cars reversing out of driveways
- Uneven footpaths - don't trip
- Driveways - cars entering or exiting
- Busy road, very noisy
- Kids on bikes

## Safe/Responsible Behaviours



- Stand close to the white fence when waiting for the bus
- Stand away from the edge of the road until the bus comes to a complete stop
- Keep my mobile phone in by school bag

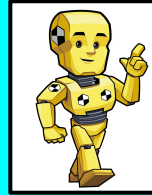
# Part 3

Catch the **723 BUS** at 3.24pm  
- 9 minute bus trip

## Potential Hazards



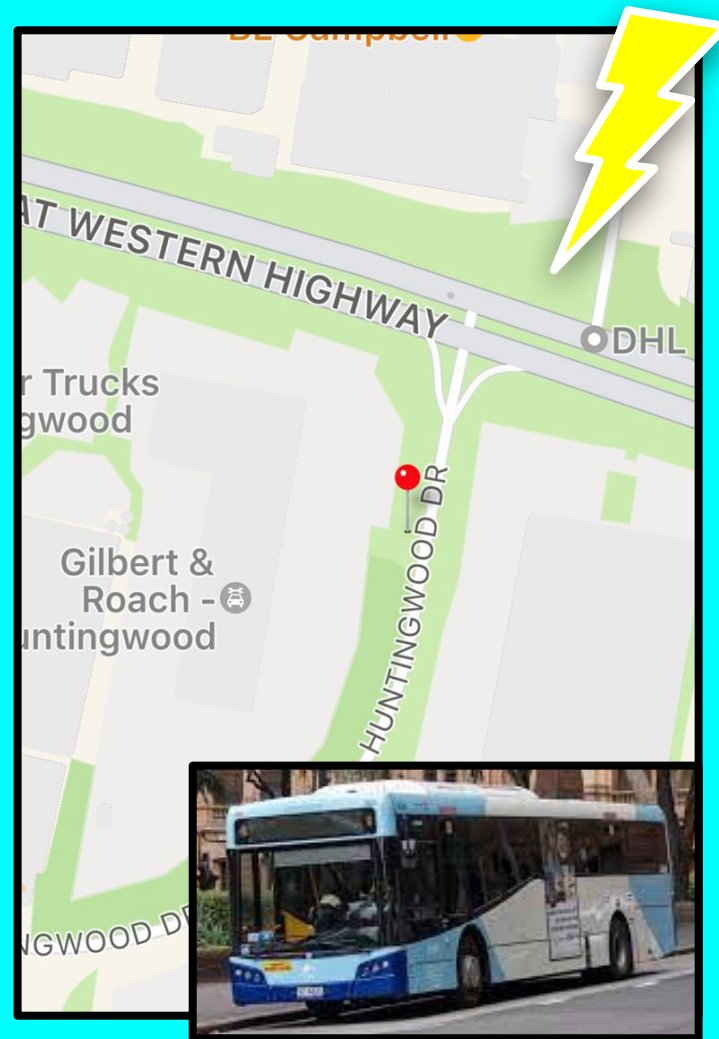
- Bus pulling in close to the kerb
- Other people waiting at the bus stop
- No seat available on the bus
- Bus could be late



## Safe/Responsible Behaviours

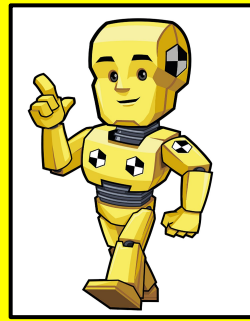


- Allow other passengers to leave the bus before getting on the bus
- Remain in my seat
- Sit sensibly in my seat and watch for my STOP
- Keep my school bag in front of me, not in the aisle
- Text mum to say “I’m on the bus” then put my phone away



# Part 4

Get off the bus at Huntingwood Drive at 3.33pm



## Potential Hazards



- Bus driver not stopping at my stop
- People standing in the aisle blocking the exit
- Extreme weather - rain and wind

## Safe/Responsible Behaviours

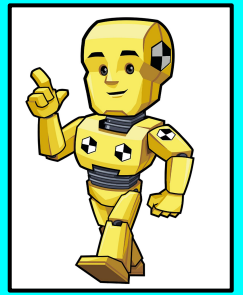
- Press the button when approaching my stop
- Wait until the bus stops before moving to get off the bus
- Hold on to the railing when getting off the bus
- Obey bus driver directions





# Part 5

Walk to Crashlab/home



MY FRONT DOOR



## Potential Hazards



- Delivery trucks and vans using the driveway
- Cars reversing

## Safe/Responsible Behaviours



- Remain on the footpath
- Use a safe place to cross the road
- Stop, LOOK, LISTEN, THINK before I cross the road
- Stay focused and aware of what's happening around me

