

LESSON 6 ACTIVITY

Public Transport Rules and Responsibilities

Station Card 1

A group of students are waiting for a train. Some are standing too close to the platform edge, scrolling on their phones. The yellow safety line is clearly marked.

Students Investigate:

- What is the rule or law about where you should stand on train platforms?
- Who is being protected by this rule?
- What risks increase if the rule is ignored?

Deeper dive (optional):

- What changes in risk when a train enters the station?
- How do phones or headphones affect awareness here?
- Who else could be affected if someone stumbles?



Protective Behaviours:

Situational awareness, noticing early warning signs, following safety zones rules.

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Station Card 2

Students get off a tram and immediately step onto the road to cross, even though another tram is approaching on the opposite track.

Students Investigate:

- What road or tram rule applies here?
- Who is protected by waiting and crossing correctly?
- What risks increase if people rush?

Deeper dive (optional):

- Why can't trams stop or swerve easily?
- What might drivers or other tram passengers expect pedestrians to do?
- How does rushing increase danger?



Protective Behaviours:

Managing pressure, choosing safer options, understanding shared responsibility.

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Station Card 3

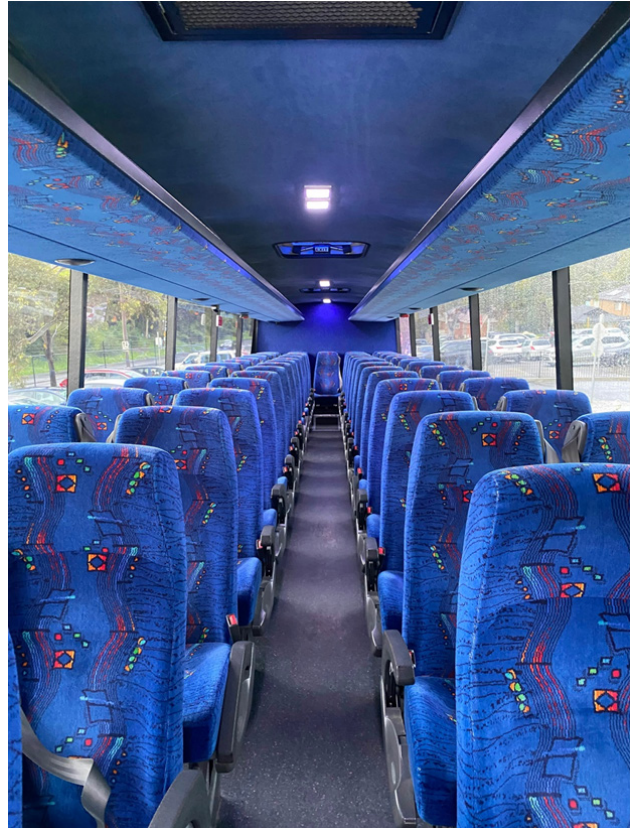
During the after school rush, two older teenagers at the back of the bus start arguing loudly. Their voices get sharper, one stands up, and the tension spreads through the bus. The driver calls out, "Everyone stay seated," but the arguing continues.

Students Investigate:

- What public transport rule or expectation applies?
- Who is protected when passengers stay calm and follow instructions?
- What risks increase when people crowd around or get involved?

Deeper dive (optional):

- How can small behaviours cause big problems in crowded spaces?
- Who might be more vulnerable here?
- Why does predictability matter on public transport?



Protective Behaviours:

Respecting others' rights and privacy, staying calm in tense situations, shared space awareness.

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Station Card 4

At a small regional train station, there are no gates or staff present but the lights are flashing. A group of students cross the tracks instead of waiting because they were running late for school.

Students Investigate:

- What railway safety rule applies?
- Who is protected by using designated crossings?
- What risks increase when people rush?

Deeper dive (optional):

- Why might regional trains be harder to hear or see?
- How does speed affect stopping distance?
- Why do rules still apply even when no one is watching?



Protective Behaviours:

Independent decision-making, risk awareness, responsibility without supervision.

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Station Card 5

Students are boarding a V/Line train. Some stand close to the edge and try to rush on before passengers exit.

Students Investigate:

- What V/Line or platform safety rule applies?
- Who is protected by standing back and boarding calmly?
- What risks increase with rushing or crowding?

Deeper dive (optional):

- How is a V/Line train different from a metro train?
- Why does higher speed increase consequences?
- How do rules help when services are less frequent?



Protective Behaviours:

Being respectful, patience, recognising higher-risk environments.

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Station Card 6

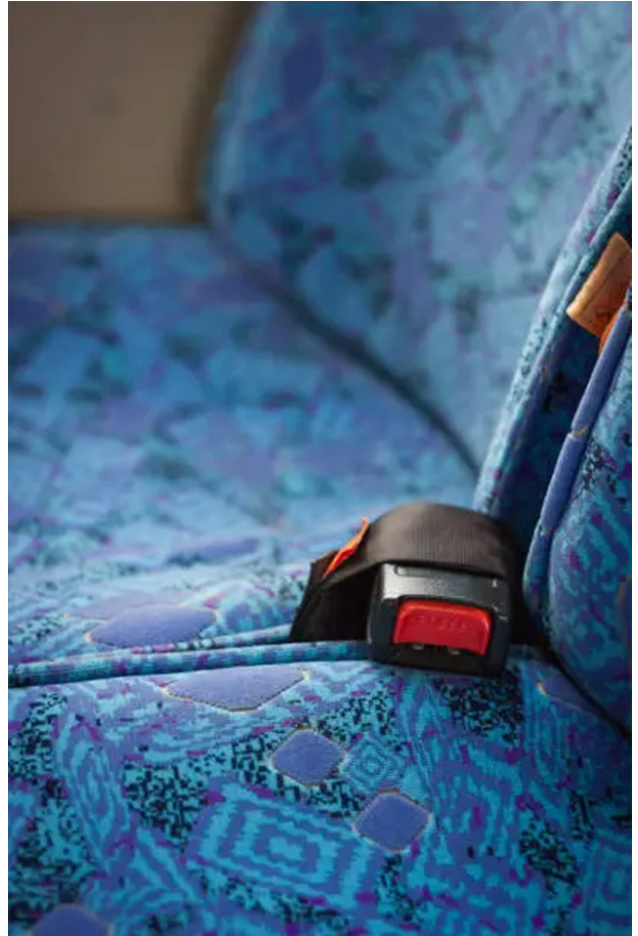
Several students on a school bus are sharing seats, sitting sideways, and a few move around while the bus is in motion. The driver reminds everyone to buckle up, but not all students listen.

Students Investigate:

- What road safety laws or bus rules apply to passengers on buses fitted with seatbelts?
- Who is protected when everyone follows this rule?
- What risks increase when people don't wear seatbelts?

Deeper dive (optional):

- How does one person's unsafe choice affect everyone else on the bus?
- Why might some students choose not to wear a seatbelt, even when they know the rule?
- Should the bus driver have to remind students to wear their seatbelt?



Protective Behaviours:

Making assertive, protective choices, understanding shared responsibility, following rules.