

SAFE JOURNEYS PROGRAM

TEACHER GUIDE

Supporting Year 6 students to develop the knowledge and skills for safe, independent travel as part of their transition to secondary school.

ROAD SAFETY EDUCATION VICTORIA

ROAD TO ZERO

HOW TO USE THIS RESOURCE

This unit of learning is aimed at Year 6 students preparing to make the transition to secondary school. The unit is flexible and can be adapted to run from three to six weeks.

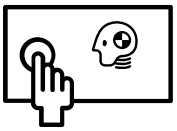


1. PRE-VISIT:

Activities 1-3 are undertaken at school with a class teacher.

The intention is for students to:

- gain an understanding of road safety concepts
- learn which resources and transport options they have available to them
- develop road safety knowledge
- plan for, and make, a safe journey.



2. MUSEUM VISIT:

Activities 4 and 5 take place at the Road to Zero Education Complex at Melbourne Museum. Bookings are welcome (free of charge) for Year 6 groups in Term 4 every year.

A Road to Zero facilitator will guide the students through practical experiences where they will:

- further develop road safety knowledge
- deepen their understanding of the Safe System concepts of Safe Roads, Safe Speeds, Safe Vehicles and Safe People.



3. POST VISIT:

Activities 6-10 are follow-up lessons to complete at school with the class teacher. These lessons are important for connecting student learning and helping them to take action on the understanding gained. Students will:

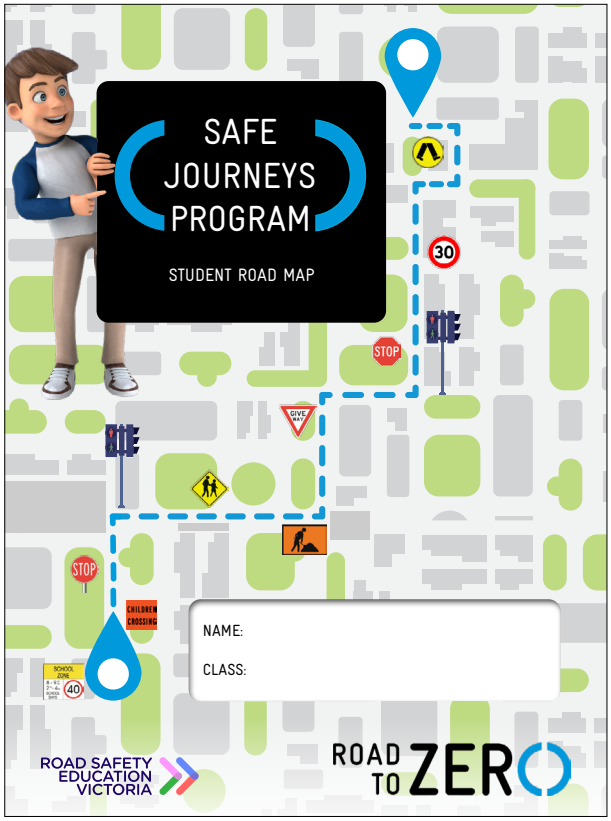
- demonstrate the ability to independently plan safe trips using the road and public transport network
- reflect on their understanding of road safety
- make a commitment to playing their part in stopping people being hurt or dying on our roads.

Some of these activities may be combined into a single lesson, whereas some may extend across multiple lessons.

HOW TO USE THIS RESOURCE

THE SAFE JOURNEYS PROGRAM STUDENT ROAD MAP is a student resource that directly links to the lessons provided here. It helps link learning in sequence throughout the school and museum experiences.

As students work through the activities in the Safe Journeys Program Student Road Map they earn virtual stamps. Once completed, the Safe Journeys Program Student Road Map becomes evidence of learning and can also be displayed in student portfolios or shared with the school community.



THE SAFE JOURNEYS STUDENT ROAD MAP
interactive PDF

THE PAGE SYMBOL in the Safe Journeys Program Teacher Guide indicates that there is a corresponding page in the Safe Journeys Program Student Road Map for students to record their learning.



Symbol for corresponding page in the
SAFE JOURNEYS PROGAM
STUDENT ROAD MAP.

HOW TO USE THIS RESOURCE





0-5 pts



6-10 pts



11-15 pts



16-20 pts

USING THE SAFE JOURNEYS PROGRAM STUDENT ROAD MAP

As previously mentioned, students work through activities in the Safe Journeys Program Student Road Map to earn virtual stamps. If completing this unit digitally, students will require their own version of the Safe Journeys Program Student Road Map file. They will then be able to record their learning directly onto the Safe Journeys Student Road Map interactive PDF.

COLLECTING STAMPS

When directed by the teacher, students can select the corresponding stamp in their Safe Journeys Program Student Road Map.

ADDITIONAL EVIDENCE OF LEARNING

At the completion of the Safe Journeys Program Student Road Map, students have the opportunity to display their learning via the creation of their own Road to Zero Experience Space at school (Activity 10).

LINKS TO THE VICTORIAN CURRICULUM

The Road to Zero Safe Journeys Program addresses the following curricula.

HEALTH AND PHYSICAL EDUCATION (LEVEL 5 & 6) BEING HEALTHY, SAFE AND ACTIVE

Investigate community resources and strategies to seek help about health, safety and wellbeing. Plan and practise strategies to promote health, safety and wellbeing.

COMMUNICATING AND INTERACTING FOR HEALTH AND WELLBEING

Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours.

CONTRIBUTING TO HEALTHY AND ACTIVE COMMUNITIES

Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities.

ENGLISH (LEVEL 6) LITERACY

Select, navigate and read increasingly complex texts for a range of purposes, applying appropriate text processing strategies to recall information and consolidate meaning.

Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts.

THE ARTS – MEDIA ARTS (LEVEL 5 & 6) PRESENT AND PERFORM

Plan, produce and present media artworks for specific audiences and purposes using responsible media practice.

ETHICAL CAPABILITY (LEVEL 5 & 6) UNDERSTANDING CONCEPTS

Discuss how ethical principles can be used as the basis for action, considering the influence of cultural norms, religion, world views and philosophical thought on these principles.



SUMMARY OF LEARNING ACTIVITIES

ACTIVITY	LEARNING INTENTION	SUCCESS CRITERIA	PAGE
1. Safety for all road users	To gain an understanding of the importance of road safety.	I understand why road safety is important.	8
2. Road trip challenge	To learn which resources and transport options are available. To plan for, and make, a safe journey.	I can use available information to plan a trip involving different modes of transport. I know what I need to do to keep myself and others safe when using the road and public transport system.	10
3. Getting to Melbourne Museum	To develop road safety knowledge. To plan for, and make, a safe journey.	I understand the possible dangers and risks associated with using the road and public transport system. I understand the appropriate behaviours that improve travel for other commuters.	12
4. Road to Zero Experience Space at Melbourne Museum	To develop road safety knowledge. To understand the Safe System concepts (Safe Roads, Safe Speeds, Safe Vehicles and Safe People).	I understand the possible dangers and risks associated with using the road and public transport system. I am aware of strategies that move us towards zero deaths and serious injuries on our roads.	14
5. Road to Zero Learning Studio at Melbourne Museum	To develop road safety knowledge. To understand the Safe System concepts (Safe Roads, Safe Speeds, Safe Vehicles and Safe People).	I have spread a positive road safety message with my road safety ad.	15

SUMMARY OF LEARNING ACTIVITIES

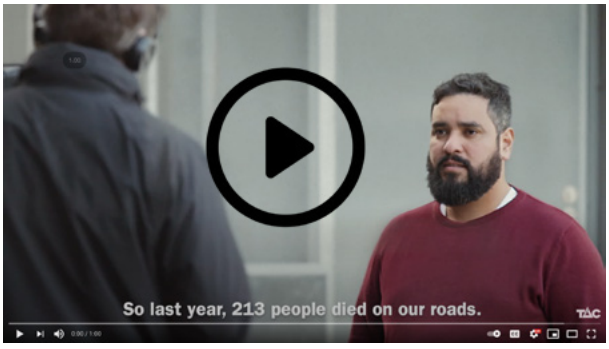
ACTIVITY	LEARNING INTENTION	SUCCESS CRITERIA	PAGE
6. Do your part	To make a commitment to playing a part in eliminating road trauma.	I feel empowered to make informed decisions about my road and transport use. I understand my actions can have an impact at a personal, family and community level.	16
7. Road safety reflections	To reflect on road safety understanding.	I know what I need to do to keep myself and others safe when using the road and public transport system.	18
8. My journey to secondary school	To independently plan safe trips using the road/ transport network.	I can plan a safe route to and from secondary school.	19
9. Film festival	To reflect on road safety understanding.	I know what I need to do to keep myself and others safe as a road/ transport user, and can share my knowledge with the community.	21
10. Our road safety exhibition	To reflect on road safety understanding.	I know what I need to do to keep myself and others safe as a road/ transport user, and can share my knowledge with the community.	23



ACTIVITY 1:
SAFETY FOR ALL ROAD USERS

In **Activity 1**, students will discover the Safe Journeys Program Student Road Map and begin exploring the concept of road safety. They will consider all road users, including pedestrians, drivers, bicyclists and public transport users, and begin to ask questions about their safety. This lesson has three parts which are summarised below.

VIDEO: WATCH (1 MIN) "MAN ON THE STREET"



2. DISCUSSION: WHO USES OUR ROADS?

This video mentions road deaths. Who is at risk on our roads? (Hint: pedestrians, bicyclists, public transport users, etc.) In groups of three or four, students brainstorm a list of road users and modes of public transport, and then share their results with the class. You could then ask students to consider who might be the most vulnerable road users on their list and why.

3. ACTIVITY: ROAD SAFETY - SEE. THINK. WONDER

There is a worksheet on page 3 in the Safe Journeys Program Student Road Map. You may wish to print this page for students to use in this activity.

Take the class to a place where they can safely observe the road/s around the school.

Have them spend a designated amount of time (e.g. 20 minutes) observing the road. Using the See, Think, Wonder framework, students record as many observations as possible. The more detailed the observations, the better.

For example: "**I see** a school bus driving past with children and adults in most of the seats and they look like they are wearing seatbelts." "**I think** they have to wear seatbelts for their own safety, in case the bus has to stop suddenly or has a crash."

TEACHER TIP

The purpose of this introductory activity is to benchmark students' prior understanding and stimulate discussion about what they hope to find out through this unit.

NEED TO KNOW:

Each year over 200 people are killed on Victorian roads.

Between 2015 and 2019, 11 children aged 5-12 years were killed and 683 were seriously injured on Victorian roads. Of the children seriously injured or killed: 68% were passengers; 22% were pedestrians; and 7% were bicyclists.

Almost 75% of pedestrian crashes were at mid-block locations (i.e. non intersections), with pedestrians crossing from behind an object, such as a bus, the most frequent collision type.

- The majority (65%) of children aged 5-12 killed or seriously injured as pedestrians were male.
- While bicyclists aged 5-12 make up a relatively small proportion of all road users killed or injured, they are a road user group of growing concern. Bicyclists are vulnerable road users as they don't have the protection of a car cabin, or safety features such as airbags.
- Nearly a quarter (24%) of bicyclists aged 5–12 years who were seriously injured were not wearing a helmet.
- Bicyclists in this age group were most often injured when entering the road from the footpath or driveway.

Find out how Victoria is moving towards a future where every journey is a safe one on the TAC website.



VARIATIONS: Instead of typing observations, students could use the "Insert Audio" feature to record a verbal response. Visual learners may prefer to draw and label the road scene they are observing.

ACTIVITY 2:
ROAD TRIP CHALLENGE

PAGE 4-6

In **Activity 2**, students will access online resources to plan a route from their school to Melbourne Museum using the road and public transport network. One (or a combination) of these plans will be selected by the class and teacher as the actual route to use for the Road to Zero excursion.

1. WHOLE CLASS DEMONSTRATION

With input from the class, guide students through the process for planning a hypothetical trip to a popular destination (e.g. from school to St Kilda Beach). Use this demonstration to show students how to use readily available resources such as Google Maps, Bicycle and Walking Route Maps and the PTV Journey Planner.

2. ROAD TRIP CHALLENGE

In small groups (2-4), invite students to access a range of resources to plan the best route from their school to Melbourne Museum based on a number of important considerations such as safety, cost and practicality. Students can use the worksheet on page 5 of the Safe Journeys Program Student Road Map. Inform students that you and their classmates will be selecting the best of these routes to get to the Road to Zero Education Complex that is located within the museum.

While using the Public Transport Victoria Journey Planner app to determine the route, the students need to use their problem-solving skills to analyse the best option, taking into account the important considerations listed above.

Provide students with the required arrival time at the museum, as well as a list of websites and/or apps that will help them plan their journey.

3. PEER ASSESSMENT

At the conclusion of the lesson, invite all groups to present their plan to the class.

Using page 6 of the Safe Journeys Program Student Road Map, students can assess each of their peer groups based on the criteria given.



TEACHER TIP – STUDENT VOICE

Students may need guidance on how to give and receive constructive feedback on the work of their peers.

- A framework like "Plus, Minus, What's Next" can help with this.
- The Australian Institute for Teaching and School Leadership (AITSL) has more information on Peer Feedback.

NEED TO KNOW:

- The PTV website and app includes a Journey Planner for trips that include public transport.
- VicRoads has a number of bicycle and walking route maps organised by council area.

Using assessments from **Activity 2**, you can decide on the actual route to the museum for the Road to Zero excursion. This could be a route presented by one group, or a combination of stages from different groups.



VARIATIONS: Students may prefer to represent their journey as a visual timeline.

ACTIVITY 3:
GETTING TO MELBOURNE MUSEUM

PAGE 8-10

Activity 3 is the practical experience of travelling as a class to Melbourne Museum. By being road and public transport system users, students have the opportunity to make further observations and gain experience using transport options relevant to their local area.

1. PREPARING FOR THE JOURNEY

In the days prior to the museum trip, ask the students to record the chosen route using the worksheet on page 9 of their Safe Journeys Program Student Road Map.

This table also allows students to record what they will need to have prepared for each leg of the journey. This may include items such as a Myki, spare cash or walking shoes.

The "Do" column is intended to start a class discussion around safety as well as etiquette. Importantly, students should prepare in advance for where to go if they need support along the journey. The PTV "Safety You Can See" web page has a guide to some supports available and you might like to ask students to explore this.

2. MAKING THE JOURNEY

Following your school protocols for supervision and excursion requirements, travel to the museum as a class. You can use this opportunity to highlight important road and transport safety features covered in the initial lessons.

Students should also be encouraged to practice critical thinking and write down any questions, wonderings or observations they have along the way. There will be a chance to discuss these with a Road to Zero facilitator upon arrival at the museum.



TEACHER TIP – SAFETY RESOURCE

NEED TO KNOW:

- Bicycle safety
- Active Travel
- Pedestrian safety
- Public transport safety.
- For information on booking group travel on public transport, visit the PTV Group travel page.
- A quick internet search will uncover many guides to public transport etiquette.



TEACHER TIP: Rather than bringing devices to the museum, you may prefer to print a shared class copy of pages 9 and 10 of the Safe Journeys Program Student Road Map, or have students draw up the table in a notebook to bring with them.



ACTIVITY 4: ROAD TO ZERO EXPERIENCE SPACE AT MELBOURNE MUSEUM

PAGE 11 & 12

NEED TO KNOW:

The Road to Zero Experience Space includes 15 interactives that bring to life the Safe System approach that has been adopted in Victoria (and Sweden).

Safe Roads: Improvements to infrastructure are ongoing because roads and roadsides play a vital part in helping to reduce the severity of a crash or prevent crashes from occurring in the first place.

Safe People: A safe road network is a shared responsibility in which all of us play an important part. By acting in a safe manner we can protect ourselves and those around us, helping Victoria to move towards zero deaths and serious injuries on our roads.

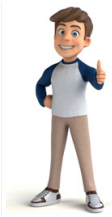
Safe Speeds: When speed limits are set appropriately and drivers stick to those limits, the effectiveness of safety initiatives implemented on our roads can be enhanced.

Safe Vehicles: Improving how well a vehicle protects people in a crash, or how well it can avoid a crash in the first place, can help to reduce injuries and fatalities. In fact, if everybody upgraded their vehicle to the safest in its class, road trauma would drop by a third.

Learn more about these concepts here.



At Melbourne Museum, your students will immerse themselves in the Road to Zero Experience Space, a digitally interactive and highly engaging environment. Here they will work in small groups to discover some of the rationale behind Victoria's approach to eliminating road trauma. A trained Road to Zero facilitator will guide the students through **Activities 4 and 5**.



TEACHER TIP: Students will need to enter their school email address to interact with the exhibits in the Experience Space and to receive the ads they create. You may like to take photos of your students exploring the Experience Space to refer to back at school as a way to recall and reflect upon the ideas they uncovered.

ACTIVITY 5: ROAD TO ZERO LEARNING STUDIO AT MELBOURNE MUSEUM

NEED TO KNOW:

Students produce an ad using the touch table technology in the Road to Zero Learning Studio. They do not need to bring any additional resources of their own.

A copy of their ad will be emailed to students and the teacher upon completion.

In the Road to Zero Learning Studio at Melbourne Museum, a facilitator will help guide your students as they design and produce their own road safety ad on the theme of bicycling/pedestrian safety.





TEACHER TIP: While producing their road safety ads, students will need to consider persuasive techniques and carefully select footage, music and slogans. You may like to connect this activity with other areas of your program, such as English or Performing Arts.

ACTIVITY 6: DO YOUR PART



After their experience at Road to Zero, students can feel empowered to make informed decisions about their road and transport use. They will be aware that their actions can have an impact at a personal, family and community level.

CREATE A SMART ROAD SAFETY GOAL

Shortly after visiting Road to Zero, students will receive an email summarising their interactions with the exhibits. The final interactive in the Experience Space invites people to pledge three actions to do their part in eliminating road trauma in Victoria.

By accessing their personalised email from Road to Zero, students can reflect on the three commitments they made to:

- "Keep myself safe"
- "Keep my family safe"
- "Keep my community safe"

With these reflections in mind, ask them to develop a SMART (safe, measurable, attainable, relevant and time-based) goal. Have each student draft one personal goal.

Place students in small groups (2-3) and allow them to workshop the wording of their goal until it meets the SMART criteria.

SOME EXAMPLES OF SMART GOALS THAT STUDENTS MAY CREATE:

- "This weekend, I will share the How Safe Is Your Car website with my family and we will decide which of our two family cars is the safest to drive to our holiday."
- "By the end of this term, I will design three different posters to display around our school which can educate our younger students about pedestrian safety."
- "During next week's English class I will write a letter to our local MP including the statistics about bicycling incidents, and request that they seek funding to build a dedicated bike lane along a popular route to our school to improve safety."
- Ask the students to record their SMART goal on page 13 of their Safe Journeys Program Student Road Map.

TEACHER TIP

NEED TO KNOW:

A SMART GOAL is one that is specific, measurable, attainable, relevant and time-based.

Ensure their goals are:

- **SPECIFIC** (What exactly will you need to do?)
- **MEASUREABLE** (How will you know if you have done it?)
- **ATTAINABLE** (Is it realistic and something you can do?)
- **RELEVANT** (Will it make a positive difference to road safety?)
- **TIME-BASED** (When do you plan to have achieved this, e.g. by the end of term?)





VARIATIONS: Share SMART goals on a video wall. Instead of a written goal, students record their SMART goal on a class Flipgrid.

ACTIVITY 7: ROAD SAFETY REFLECTION

PAGE 14

Students have explored road safety knowledge and gained practical experience in using the road and transport system. By looking back, they can recognise the evolution of their understanding.

I USED TO THINK...BUT NOW I THINK...

At this point in the unit, pause and ask students to reflect on how their thinking about road safety has changed or evolved. They may reflect on their knowledge, behaviour or attitudes.

Ask students to recall the lesson where you first introduced the topic of road safety. Ask them to write a detailed paragraph beginning with the sentence starter: "**I used to think**..."

Following that, ask students to write a detailed paragraph using the sentence starter: "**But now I think**..."

Display these reflections in the classroom, an exhibit for the school community, or in student portfolios.





TEACHER TIP: These reflections are evidence of learning. Use them in your assessment and reporting of the unit.

Prompt students to elaborate in as much detail as possible everything they have learned up to this point.

ACTIVITY 8:
MY JOURNEY TO SECONDARY SCHOOL



Using the resources and processes they discovered while planning a trip to the museum, students will plan their journey to secondary school. Once recorded in their Safe Journeys Program Student Road Map, this will become a practical guide for them as they become more independent road users.

1. BRAINSTORM POSSIBLE ROUTES

As a whole class, make a list of the resources students found helpful when planning the route to the museum.

In a workbook, have students record at least three possible routes from their home to the secondary school they plan on attending. For students who will be driven to school, ask them to plan a backup route using a combination of public transport, walking or cycling.

Ask students to evaluate each of their route ideas according to safety, practicality, environmental impact and cost-effectiveness.

2. RECORD YOUR ROUTE:

A. JOURNEY LOG
Once a student has decided on the most effective route, have them record it in their Safe Journeys Program Student Road Map on page 16.

Again, remind the class of the resources they used when travelling to Melbourne Museum.

B. MAP
Ask students to make or annotate a map showing their route to secondary school. There are options for completing this on paper (printed map with colour-coded highlighting of the route and annotated points of note), or digitally (using Google My Maps, students can mark out a route and add labels).

3. PRESENT YOUR ROUTE

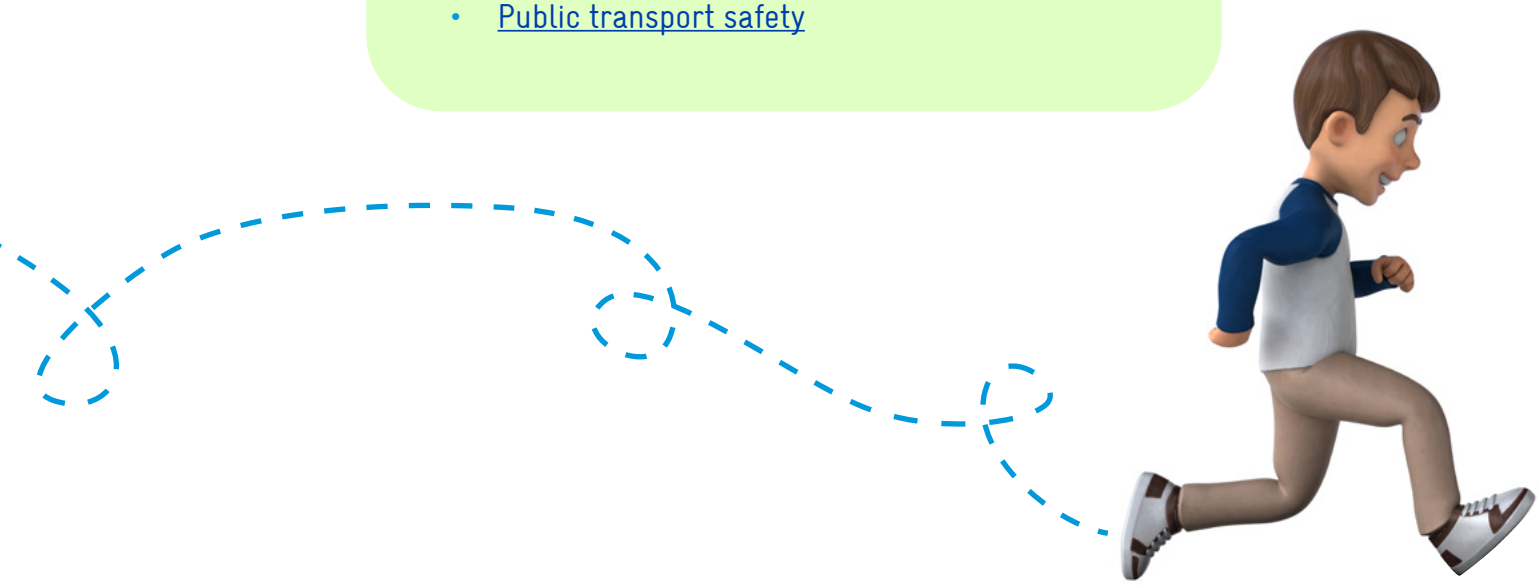
To conclude the lesson, ask students to present their route to a small group (6-8 students). The presentation should include four things:

- presentation of the map
- what you look forward to most about your journey
- what you need to do to keep safe, e.g. cross at the pedestrian crossing, look out for reversing cars when riding my bike on the footpath, etc.
- available support and information sources.

TEACHER TIP

NEED TO KNOW: PLANNING RESOURCES

- PTV Journey Planner
- Bicycle and walking route maps
- Bicycle safety
- Pedestrian safety
- Public transport safety





TEACHER TIP: With a Google Account, students can create and save their own map with My Maps.

This guide explains how to create a route using My Maps.

If a student lives very close to their secondary school, ask them to team up with another student to complete this task.



VARIATIONS: Rather than presenting to the class, you could have students design a brochure to take home and share with their family. This could become their practical guide to travelling to secondary school and could be kept in their school bag.

ACTIVITY 9: FILM FESTIVAL



To share their road safety message with their peers, the class will host a film festival and award the most talented film producers with an additional stamp for their Safe Journeys Program Student Road Map.

THE ROAD SAFETY FILM FESTIVAL

Have students share the ad they made at Road to Zero. In large classes, it may be necessary to break into groups to view a selection of the ads.

Have the audience (the other group members) assess the ads using the Film Festival Recording Sheet (page 23 of the Safe Journeys Program Teacher Guide).

Distribute one Film Festival Recording Sheet per ad. Collectively, the audience must comment on and score each ad according to the criteria.

After allowing time to discuss and record the assessments, come together to share the results and make an informed comparison for winning ads in the following categories:

- Most Effective Road Safety Message
- Best Use of Music
- Best Narrative
- Best Editing

There is an extra stamp on page 11 of the Safe Journeys Program Student Road Map for entering their film into the class film festival.



FILM FESTIVAL RECORDING SHEET

Use this assessment guide to review the ads produced by your classmates.

CRITERIA	COMMENTS	EFFECTIVENESS
MAIN MESSAGE What is the ad trying to say? Was it clear and persuasive? What made it relevant to the target audience?		1: I didn't see this 2: I saw parts of this 3: I saw this 4: This was very obvious 5: This was flawless
SOUND Did the advertisement show good choices about music?		1: I didn't see this 2: I saw parts of this 3: I saw this 4: This was very obvious 5: This was flawless
NARRATIVE Is it a good story? Does it make sense? What made it interesting? Why did you want to keep watching?		1: I didn't see this 2: I saw parts of this 3: I saw this 4: This was very obvious 5: This was flawless
PRODUCTION Did the group choose the most appropriate footage? Was it well edited? How did it flow?		1: I didn't see this 2: I saw parts of this 3: I saw this 4: This was very obvious 5: This was flawless
TOTAL SCORE:		

ACTIVITY 10:
OUR ROAD SAFETY EXHIBITION

To celebrate student learning and achievement, invite them to create their own Road to Zero Experience Space at school. This not only validates students' learning, but also contributes to spreading a positive road safety message through the broader school community.

The exhibition can be as small or as large as is practical. You could invite Year 5 students into the Year 6 classroom, or invite families and the wider community into the school hall.

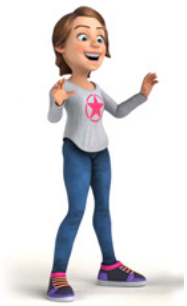
THE ROAD TO ZERO EXHIBIT

Set up your own Road to Zero Experience Space for viewing by other members of the school community.

Artefacts you choose to include in your exhibit may include:

- maps of routes to secondary school
- "I used to think...but now I think" reflections
- a screening of your road safety ads
- any artefacts produced as a result of enacting your SMART goals
- road safety colouring-in templates
- petitions for road safety action.

Invite families, other classes and Year levels to visit your experience space.



TEACHER TIP: By inviting students' families and community members in to view the students' videos and reflections, students can feel a greater sense of purpose and pride in their learning, while communicating the road safety messages in an authentic way. The experience space could be set up in a school cafeteria or communal space.

- You can download road safety templates from the Road to Zero website here.

TAKING IT FURTHER

Some ideas for extending student learning

- Write a letter to the school council proposing a road safety improvement around the school.
- Write a letter to the local council advocating for lower speed limits around the school.
- Write a persuasive argument or hold a debate about a road safety issue.
- Maths lessons using the statistics and data available on the TAC website.
- STEM activity to design a safe road environment.
- Display student ads created at Road to Zero on school displays, at assembly or in the school newsletter.
- Year 6 students teach their Prep buddies about road safety.
- Explore the Road Safety Education Victoria website for more lesson ideas.

Topic vocabulary

Some of the vocabulary and terms used throughout the Safe Journeys Program Student Road Map and at the Road to Zero excursion may be new to the students. A list of definitions has been included in the last page of their Safe Journeys Program Student Road Map as a reference.

