

Years 5&6

# JOURNI

## ROAD SAFETY EDUCATOR RESOURCES

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Learning activities for students



Queensland  
Government

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## Contents

<b>Module 1</b>	Educator Workbook.....	3
<b>Module 1</b>	Activity Sheet 1.....	7
<b>Module 1</b>	Activity 1 - <i>Suggested Answers</i> .....	8
<b>Module 1</b>	Activity 2.....	9
<b>Module 1</b>	Activity 2 - <i>Suggested Answers</i> .....	10
<b>Module 2</b>	Educator Workbook.....	11
<b>Module 2</b>	Activity Sheet 1.....	15
<b>Module 2</b>	Activity 1 - <i>Suggested Answers</i> .....	16
<b>Module 2</b>	Activity 2.....	17
<b>Module 2</b>	Activity 2 - <i>Suggested Answers</i> .....	18
<b>Module 3</b>	Educator Workbook.....	19
<b>Module 3</b>	Activity Sheet 1.....	23
<b>Module 3</b>	Activity 1 - <i>Suggested Answers</i> .....	24
<b>Module 3</b>	Activity 2.....	25
<b>Module 3</b>	Activity 2 - <i>Suggested Answers</i> .....	26
<b>Module 4</b>	Educator Workbook.....	27
<b>Module 4</b>	Activity Sheet 1.....	31
<b>Module 4</b>	Activity 1 - <i>Suggested Answers</i> .....	32
<b>Module 4</b>	Activity 2.....	33
<b>Module 4</b>	Activity 2 - <i>Suggested Answers</i> .....	34
<b>Early Finisher</b>	Word Scramble Activity Sheet 1.....	35
<b>Early Finisher</b>	Word Scramble Activity Sheet 1 - <i>Suggested Answers</i> .....	36
<b>Early Finisher</b>	Crossword Activity Sheet 2.....	37
<b>Early Finisher</b>	Crossword Activity Sheet 2 - <i>Suggested Answers</i> .....	38



# JOURNI

## Module One



### Learning Topics

Riding in a car

Bike safety - helmets & protection

Distractions as a passenger

Road safety in the community



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## Module Outcomes

- 1 Understand and identify distractions when travelling in a car.
- 2 Be able to identify safe seating within a car and understand pedestrian visibility.
- 3 Be able to identify bike safety gear, as well as identify safe riding behaviour.

## Prior Discussion Questions

### 1 How should we behave when travelling in a car?

- ⚡ Wear a seatbelt at all times
- ⚡ Stay seated and don't do things that might distract the driver
- ⚡ Do not put hands or heads out of the car
- ⚡ Speak in a quiet voice – don't be too loud or rowdy

### 2 Why?

- ⚡ Driving a car is tricky and requires all of the driver's attention to focus
- ⚡ Follow the car's rules and use a quiet voice to prevent dangerous situations
- ⚡ Wearing a seatbelt helps protect you in case of a crash

### 3 What are some safe activities you can do in the car that don't distract the driver?

- ⚡ Read a book or use an e-reader
- ⚡ Listen to music or audiobooks with headphones
- ⚡ Look out the window and enjoy the scenery

### 4 What protective gear should you wear when riding a bike?

- ⚡ A helmet - protects your head from injury in case of a fall or collision. Wearing a helmet is mandatory by law
- ⚡ Elbow and knee pads - reduce the risk of scrapes and fractures
- ⚡ Bright or reflective clothing - makes you more visible to others
- ⚡ Proper shoes - ensure a good grip on the pedals

### 5 What are some rules or ways of riding you do to keep yourself and others safe?

- ⚡ You must always wear a helmet. You can also wear protective gear in case something happens or you fall off your bike
- ⚡ Always ride on the correct side of the road or in designated bike lanes - ensures you're in the expected place for drivers
- ⚡ Use hand signals to indicate turns and stops – to communicate your intentions to others, making your actions predictable and safer
- ⚡ You should be alert and watch for cars, pedestrians, and other cyclists
- ⚡ Follow traffic signals and signs - prevents crashes at intersections



## Activity 1: Safety Poster / Video

Students will design a poster to instruct others how to properly wear a helmet.

Students will ensure they follow the guidelines of:

- 2 fingers above their eyebrow
- 2 fingers to make a v around the bottom of their ears
- 1 finger underneath the chin strap

Talk to the students about headings standing out and making the instructions clear.

Students could also make a short video showing how to put the helmet on and include a QR code on their poster if you wanted!

Students can also complete the cloze activity to demonstrate understanding of safe helmet wearing.

## Activity 2: Making Your Community Safer

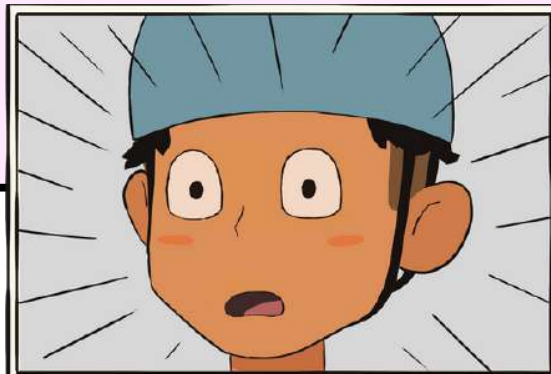
Students should use maps of the local area and pinpoint 'unsafe' areas and design ways to make this area safer.

Students may wish to think about:

- Making sure places to stop to cross the road are clear and visibility is good for both pedestrians and cars.
- Blind corners where people may ride their bikes around and not see pedestrians.
- Places without footpaths or places pedestrians have to walk on the roads.
- Visibility at night for both pedestrians, bike riders and cars.

Have students identify what is unsafe in the area they are working on. Use Google Earth to get a closer look at areas if needed. For every hazard, have the student identify why it is unsafe; what potential disaster could occur?

Students may wish to write to their local council to ask for things such as mirrors on corners, more streetlights, footpaths, etc. They may want to paint footprints on the paths showing people where to safely stop that ensures visibility for both the pedestrian and cars.



## Australian Curriculum Links

### 1 English Year 5 **AC9E5LY06**

Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation.

---

### 2 English Year 6 **AC9E6LY06**

Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features.

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### 3 Health and Physical Education Year 5/6 **AC9HP6P10**

Analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities.

---

### 4 Design and Technology Year 5/6 (if poster is done on a computer) **AC9TDE6P02**

Generate, iterate and communicate design ideas, decisions and processes using technical terms and graphical representation techniques, including using digital tools.

## Module 1 Activity 1: Safety Poster/ Video

Student Name: \_\_\_\_\_

Group Name: \_\_\_\_\_

Design and create a poster to instruct others how to properly wear a helmet.

Students will ensure they follow the guidelines of:

- 2 fingers above their eyebrow
- 4 fingers to make a v around the bottom of their ears
- 1 finger underneath the chin strap

Make sure your headings stand out and make the instructions clear.

You could also make a short video showing how to put the helmet on and include a QR code on their poster if you wanted!

Complete the cloze activity to demonstrate understanding of safe helmet wearing.

### Cloze Activity: Wearing a Helmet Safely

**Instructions:** Fill in the blanks with the appropriate words or phrases from the word bank below.

**Word Bank:** (fit, straps, chin, Queensland, helmet, law, minors, secure, head, fingers)

- 1 A helmet must be worn at all times while riding a bicycle, scooter, or skateboard. In \_\_\_\_\_, it is a \_\_\_\_\_ for all \_\_\_\_\_ under 16 years old to wear a properly fitted helmet.
- 2 To ensure your helmet is safe, it should fit snugly on your \_\_\_\_\_.
- 3 The helmet should sit level on your head and cover your forehead, with your \_\_\_\_\_ above your eyebrows.
- 4 Adjust the \_\_\_\_\_ so that there are two \_\_\_\_\_ making a "V" shape around the bottom of your ears.
- 5 Ensure that there is only one \_\_\_\_\_ underneath the chin strap to keep it comfortable but secure.
- 6 Always check that the \_\_\_\_\_ are fastened correctly and that the helmet does not move when you shake your head.
- 7 If your helmet is not \_\_\_\_\_, it won't provide adequate protection in case of an accident.
- 8 Remember, wearing a helmet not only keeps you safe but also follows the \_\_\_\_\_ in your state.

## ANSWERS Module 1 Activity 1: Safety Poster/ Video

Student Name: \_\_\_\_\_

Group Name: \_\_\_\_\_

Design and create a poster to instruct others how to properly wear a helmet.

Students will ensure they follow the guidelines of:

- 2 fingers above their eyebrow
- 4 fingers to make a v around the bottom of their ears
- 1 finger underneath the chin strap

Make sure your headings stand out and make the instructions clear.

Students could also make a short video showing how to put the helmet on and include a QR code on their poster if you wanted!

Complete the cloze activity to demonstrate understanding of safe helmet wearing.

### Cloze Activity: Wearing a Helmet Safely

**Instructions:** Fill in the blanks with the appropriate words or phrases from the word bank below.

**Word Bank:** (fit, straps, chin, Queensland, helmet, law, minors, secure, head, fingers)

- 1 A helmet must be worn at all times while riding a bicycle, scooter, or skateboard. In **QUEENSLAND**, it is a **LAW** for all **MINORS** under 16 years old to wear a properly fitted helmet.
- 2 To ensure your helmet is safe, it should fit snugly on your **HEAD**.
- 3 The helmet should sit level on your head and cover your forehead, with your **FINGERS** above your eyebrows.
- 4 Adjust the **STRAPS** so that there are two **FINGERS** making a "V" shape around the bottom of your ears.
- 5 Ensure that there is only one **FINGER** underneath the chin strap to keep it comfortable but secure.
- 6 Always check that the **STRAPS** are fastened correctly and that the helmet does not move when you shake your head.
- 7 If your helmet is not **SECURE**, it won't provide adequate protection in case of an accident.
- 8 Remember, wearing a helmet not only keeps you safe but also follows the **LAW** in your state.



## Module 1 Activity 2: Making Your Community Safer

Student Name: \_\_\_\_\_

Group Name: \_\_\_\_\_

Use maps of the local area to pinpoint 'unsafe' areas and design ways to make this area safer.

Some ideas to think about are:

- Making sure places to stop to cross the road are clear and visibility is good for both pedestrians and cars.
- Blind corners where people may ride their bikes around and not see pedestrians.
- Places without footpaths or places pedestrians have to walk on the roads.
- Visibility at night for both pedestrians, bike riders and cars.

Use Google Earth to get a closer look at areas if needed.

### Hazard Identification

Identify 3 hazards that are unsafe in the area you have chosen.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Why are they unsafe?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What potential disaster could occur?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

List some ways that the disaster could be avoided.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

You may want to write a letter to your local council to ask for improvements. What would you ask for?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## ANSWERS Module 1 Activity 2: Making Your Community Safer

Student Name: \_\_\_\_\_

Group Name: \_\_\_\_\_

Use maps of the local area to pinpoint 'unsafe' areas and design ways to make this area safer.

Some ideas to think about are:

- Making sure places to stop to cross the road are clear and visibility is good for both pedestrians and cars.
- Blind corners where people may ride their bikes around and not see pedestrians.
- Places without footpaths or places pedestrians have to walk on the roads.
- Visibility at night for both pedestrians, bike riders and cars.

Use Google Earth to get a closer look at areas if needed.

### Hazard Identification

Identify 3 hazards that are unsafe in the area you have chosen.

1. NO PEDESTRIAN CROSSINGS
2. FOOTBALL/SOCCER/NETBALL COURTS ETC. NEAR A ROAD
3. NO BIKE LANE OR FOOTPATH

Why are they unsafe?

1. PEOPLE RUN ACROSS THE ROAD BETWEEN CARS
2. CARS GOING TOO FAST, DANGEROUS AT NIGHT AFTER PRACTICE, HARD TO SEE
3. LOTS OF KIDS RIDE ON THE ROAD WHERE THERE ARE LOTS OF TRUCKS

What potential disaster could occur?

1. A CRASH HAPPENS
2. A PEDESTRIAN IS HIT BY A CAR
3. A BIKE RIDER IS HIT BY A CAR

List some ways that the disaster could be avoided.

1. WALK FURTHER TO A SAFE CROSSING I.E TRAFFIC LIGHTS
2. WEAR BRIGHT COLOURS OR REFLECTIVE CLOTHING TO BE MORE VISIBLE
3. ASK FOR A FOOTPATH OR BIKE LANE TO BE BUILT TO SAFELY RIDE BIKES

You may want to write a letter to your local council to ask for improvements. What would you ask for?

1. A PEDESTRIAN CROSSING TO BE BUILT AT THE LOCATION
2. TO REDUCE THE SPEED LIMIT AND PUT IN MORE STREET SIGNS
3. A BIKE LANE AND FOOTPATH TO BE BUILT ON THIS ROAD



# JOURNI

## Module Two



### Learning Topics

Safety in & around schools

Distractions when walking on & near the road

Where to cross the road

Hazard identification & awareness



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## Module Outcomes

- 1 Identify hazards and safety issues within a known environment.
- 2 Understand and be able to identify road signs.

## Prior Discussion Questions

### 1 How do you get to school?

- ⚡ Walk
- ⚡ Ride bike
- ⚡ Bus
- ⚡ Other
- ⚡ Dropped off by parent/carer

### 2 What way do you come onto school grounds?

Depending on the school environment, students may come in through:

- ⚡ The main gate
- ⚡ Bus bay
- ⚡ Footpath
- ⚡ Other

### 3 What sort of things can make it hard to watch for cars when walking into school?

- ⚡ Talking to a friend
- ⚡ Looking at their phone
- ⚡ Wearing headphones
- ⚡ Rushing, if late

### 4 Are there certain times of the day that are safer to and from school?

- ⚡ Before normal drop off time
- ⚡ Drop off and pick up times make the carpark, footpath and bus stops crazy! If students enter early or later than this, it will be safer (so don't get to school right before the bell!)
- ⚡ After normal pick up time

## Activity 1: Mapping a Safe Way into School

Students know their school well and are becoming more independent in getting to and from school without an adult to supervise. However, their familiarity with the area can sometimes make them complacent and unaware of hazards. Educating students about hazards and awareness is essential to ensure they stay safe as they grow and become more independent.

In this lesson, students will draw a map of their school from a bird's eye perspective. Students should be encouraged to draw their map using a grid system that includes coordinates. They should include the boundary roads and any car parks or bus bays the student's access.

Once drawn students should use red to draw in any hazards or safety concerns they know. Have students list these using the coordinates. This may include roads they cross without crosswalks, blind corners, sections where bikes are on the footpath, etc. Make sure students include at least five hazards.

Have the students draw the safest way in and out of school using green. Make sure they draw safe actions, such as stopping at the road to look both ways, not walking in the buses blind spot and keeping to the left on the footpath. Have the students think about whether the risks and hazards change between pick up and drop off and identify what and why.



### Teachers Note:

- More information or statistics which can be found: <https://arsf.com.au/campaign-resources-view/> and <https://www.qld.gov.au/transport/safety/road-safety/statistics> <https://datahub.roadsafety.gov.au/>
- These facts can be disturbing so only teacher to use the link to find facts and only provide those you feel your students could handle.

## Activity 2: Designing a Road Safety Poster

Students can design a poster that lets others know safe ways to behave on and around the roads.

Students should aim the poster at one of the topics below:

- Riding in a car
- Walking on and around roads near schools
- Crossing the road safely
- Hazards to be aware of

Students should aim to have a large title with a slogan of their creation. This activity can be simple for students with lower literacy levels, or more complex with students using facts the teacher provides. You may like the students to work in groups to create a poster, one group per safety message.





## Australian Curriculum Links

- 1 **Health and Physical Education Year 5 & 6 Personal Social and Community Health: Making Healthy and Safe Choices **AC9HP6P10****

Analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities.

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- 2 **Maths Year 5 **AC9M5SP02****

Construct a grid coordinate system that uses coordinates to locate positions within a space; use coordinates and directional language to describe position and movement.

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- 3 **HASS Year 5 Civics and Citizenship **AC9HS5K07****

How citizens (members of communities) with shared beliefs and values work together to achieve a civic goal.

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- 4 **HASS Year 5 & 6 Skills: Concluding and Decision Making **AC9HS5S06** & **AC9HS6S06****

Propose actions or responses to issues or challenges and use criteria to assess the possible effects.

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- 5 **\*\* Design and Technology Year 5/6 Generating and Designing **AC9TDE6P02****

Generate, iterate and communicate design ideas, decisions and processes using technical terms and graphical representation techniques, including using digital tools. (\*\* only applies if map design takes place at least in part using digital tools)

## Module 2 Activity 1: Mapping a Safe Way into School

Student Name: \_\_\_\_\_

Group Name: \_\_\_\_\_

Draw a map of the school and immediate surroundings. Ensure the map has coordinates and a key if needed. Make sure you have listed the main entry points into school, such as the main gate, bus drop off, carparks and kiss and ride.

From the videos watched, identify any hazards that may occur as students are coming into school. Pick one way of getting to school and map this way into school, listing any hazards as you come across them.



### Some Ideas are:

- ⚡ Crossing a road without a crosswalk
- ⚡ Not being able to see due to cars when crossing a road
- ⚡ Paths that have bikes using it as well
- ⚡ Lollipop person is finished for late arrivals

- 1 Discuss and confirm your route into school with your teacher.
- 2 Is your map printed or digital? \_\_\_\_\_
- 3 Make sure you have at least 5 hazards listed for your way into school.

List the possible solutions to fix this hazard or to make it safer.

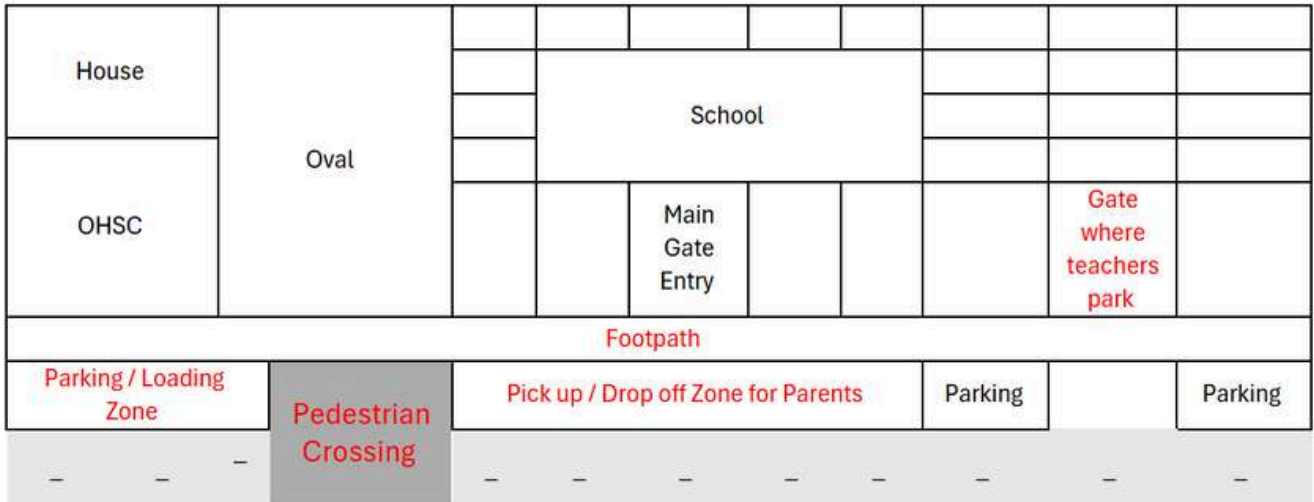
Hazard	Solution

## ANSWERS Module 2 Activity 1: Mapping a Safe Way into School

Student Name: \_\_\_\_\_

Group Name: \_\_\_\_\_

HERE IS AN EXAMPLE OF THE MAP:



- 1 Discuss and confirm your route into school with your teacher.
- 2 Is your map printed or digital? \_\_\_\_\_
- 3 Make sure you have at least 5 hazards listed for your way into school.

List the possible solutions to fix this hazard or to make it safer.

Hazard	Solution
Cars reversing when we are walking past the driveway and they can't see us	Make sure we are looking out for cars reversing from driveways when we walk on the footpath to school
Crossing the road when the road is busy	Make sure we walk up to the Pedestrian Crossing to cross the road
The lollipop person has left for the day and I need to cross the road	Stand at the Pedestrian Crossing and wait until the cars stop and make eye contact with the driver so I know they have seen me before I walk across the road
People riding bikes on footpath coming towards us	Make sure we stay to the left of the footpath and hopefully the bike rider will also stay to the left of the footpath
Car door swinging open when walking past when the footpath is crowded	Make sure we slow down and look out when footpaths are crowded and it's pick up or drop off time at school

**Module 2 Activity 2: Designing a Road Safety Poster****Student Name:** \_\_\_\_\_**Group Name:** \_\_\_\_\_

Design and create a poster that lets others know safe ways to behave on and around the roads. For more information on statistics, please see your teacher.

- 1 Select a theme for your poster from one of the topics below:
  - Riding in a car
  - Walking on and around roads near schools
  - Crossing the road safely
  - Hazards to be aware of
- 2 Discuss and confirm your topic with your teacher.
- 3 Is your poster print based or digital? \_\_\_\_\_
- 4 What is your plan for the poster? How will you decide your message? What is your title and slogan? What road safety elements will you need to include? How will you engage the community?

**List the steps you need to take to get there**

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## ANSWERS Module 2 Activity 2: Designing a Road Safety Poster

Student Name: \_\_\_\_\_

Group Name: \_\_\_\_\_

Design and create a poster that lets others know safe ways to behave on and around the roads. For more information on statistics, please see your teacher.

- 1 Select a topic for your poster from one of the topics in the 4 videos watched. Some ideas are:
  - Riding in a car
  - Walking on and around roads
  - Safe use of seatbelts
  - Riding a bike safely and/or use of protective gear
- 2 Discuss and confirm your topic with your teacher.
- 3 Is your poster print based or digital? \_\_\_\_\_
- 4 What is your plan for the poster? How will you decide your message? What is your title and slogan? What road safety elements will you need to include? How will you engage the community?

### List the steps you need to take to get there

CHOOSE ROAD SAFETY TOPIC

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WHO IS YOUR POSTER FOR? (AUDIENCE)

---

DEFINE YOUR ROAD SAFETY MESSAGE (WHAT WORDS WILL YOU USE?)

---

HOW WILL YOU DISTRIBUTE YOUR POSTER (WHERE WILL YOU DISPLAY IT SO THAT YOUR AUDIENCE WILL SEE IT?)

---

DECIDE ON YOUR POSTER LOOK AND LAYOUT

---

DECIDE WHAT COLOURS AND IMAGES TO USE

---

WHAT IS YOUR CALL TO ACTION? (WHAT DO YOU WANT THE AUDIENCE TO DO?)

### EXAMPLE POSTERS







# JOURNI

## Module Three



### Learning Topics

Use of wearable protective gear

Safely riding bikes & scooters

Road signs & safety hazards

E-Scooter rules



Queensland  
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## Module Outcomes

- 1 Understand that weather conditions can affect visibility and safety on the road.
- 2 Understand different ways they can support the driver.
- 3 Understand the rules around bicycle and scooter riding, including electric devices.
- 4 Understand safe ways to ride, sharing the path or road with others.

## Prior Discussion Questions

### 1 What are some dangers you might encounter when driving on the road?

- ⚡ Speeding, not seeing road signs, other drivers, weather, animals on the road, driving tired (fatigue), driver distractions (e.g. music, passenger noise)

### 2 What sort of weather, or environmental conditions may affect safety on the road?

- ⚡ Rain, flooding, night time, sunset and sunrise, dusk, smoke
- ⚡ Winding roads, blind corners, steep hills

### 3 What can you do to support and help the driver of a car?

- ⚡ Not distract them, keep music down, point out road signs, look for animals on country roads

### 4 What are the road rules for e-scooters in Queensland?

- ⚡ Wear a helmet
- ⚡ Know where to ride
- ⚡ Be aware and comply with speed limits that apply to e-scooters
- ⚡ Be 16 years old or older. 12 to 15 year olds may ride, but must be supervised by an adult
- ⚡ Be aware and comply with other rules that apply to e-scooters

### 5 Where can you ride an e-scooter?

- ⚡ Paths: footpaths, shared paths, separated paths and bike paths
- ⚡ Local streets (speed limit of 50km/h or less, no dividing line)
- ⚡ On road bike lanes (speed limit of 50km/h or less, or where the bike lane is physically separated from the road)

## Activity 1: Wearable Protection

Students will research and design either protection items (ie knee and elbow pads) or high visibility clothing to wear when riding on a bike or scooter. Students need to consider what materials they will use and how it can protect the rider or those around them (for example they may encourage long pants to be worn under the knee pads, or they ensure the high visibility shirt is clear on the riders back for those around them and not just a design on the front).

Students will then use their clothing design in a poster to display rules and safe practices around riding either a bike or scooter. Students should make reference to e-bikes and e-scooters not being used for their age group and be clear on the age students can ride an e-scooter.



### Teachers Note:

- Encourage creativity and emphasize the importance of safety while riding scooters.
- Discuss the various types of protective clothing and their functions before starting the activity.
- Streetsmarts Videos: Rules for safety gear  
<https://www.youtube.com/watch?v=gsicni9bZ7I&t=54s>

## Activity 2: Design a Skate Park

Students should design a skate park that encourages and teaches safe riding of bikes and scooters. They should consider pedestrians and their safety, the use of road signs and markings on the road, and ensuring the road is designed for travel on the correct side. They may like to bring in some one-way streets, safe hazards and other fun aspects (such as place to stop for a drink).



### Teachers Note:

- More information on scooters can be found here:  
<https://www.qld.gov.au/transport/safety/rules/wheeled-devices/personal-mobility-devices>
- Streetsmarts Videos: Rules for riders - age limits and doubling  
<https://www.youtube.com/watch?v=xKPBke-newY>
- Safety gear <https://www.youtube.com/watch?v=gsicni9bZ7I&t=54s>

## Australian Curriculum Links

### 1 English Year 5 **AC9E5LY06**

Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation.

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### 2 English Year 6 **AC9E6LY06**

Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features.

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### 3 Maths Year 5 **AC9M5SP02**

Construct a grid coordinate system that uses coordinates to locate positions within a space; use coordinates and directional language to describe position and movement.

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### 4 Maths Year 5 **AC9M5M01**

Choose appropriate metric units when measuring the length, mass and capacity of objects; use smaller units or a combination of units to obtain a more accurate measure.

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### 5 Maths Year 6 **AC9M6M01**

Convert between common metric units of length, mass and capacity; choose and use decimal representations of metric measurements relevant to the context of a problem.

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### 6 Health and Physical Education Year 5 **AC9HP6P10**

Analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities.

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General Capabilities: Personal and Social Awareness

Social Awareness: Community Awareness

Explain the way their actions and the actions of others influence communities

Social Management: Decision Making

Explain factors that influence individual and group decision-making and consider the usefulness of these factors when making decisions

General Capabilities: Digital Literacy

Creating and Exchanging: Create, Communicate and Collaborate

Select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups

## Module 3 Activity 1: Design Your Own Protective Clothing for Scooter Riding

Student Name: \_\_\_\_\_

Group Name: \_\_\_\_\_

When riding a scooter, it's important to stay safe! Protective clothing can help prevent injuries in case of falls or accidents. Today, you will design a piece of protective clothing specifically for scooter riding. You may choose to design something to attach to your backpack to make yourself more visible when riding your scooter.

### 1 Brainstorming

- Think about safety
  - What types of protective item can you think of? (e.g., knee pads, elbow pads, gloves, jackets, helmets, bag cover)
- Choose One
  - Which protective item will you design? \_\_\_\_\_

### 2 Design your clothing

- Sketch:
  - Draw your design in the box below. Show how it will look when worn.

- Label:
  - On your design above, label important features of your design. What materials will you use? Will it have extra padding or a special design? What will make it visible to cars and other vehicles?

Materials: \_\_\_\_\_

Features: \_\_\_\_\_

### 3 Explanation

- Write a description
  - Explain why your design is important for safety while riding a scooter. What makes it unique? How will it protect the rider? How will it make the rider more visible to vehicles?

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### 4 Reflection

- Think about improvements:
  - If you could add another feature to your design in the future, what would it be and why?

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## ANSWERS Module 3 Activity 1: Design Your Own Protective Clothing for Scooter Riding

Student Name: \_\_\_\_\_

Group Name: \_\_\_\_\_

When riding a scooter, it's important to stay safe! Protective clothing can help prevent injuries in case of falls or accidents. Today, you will design a piece of protective clothing specifically for scooter riding. You may choose to design something to attach to your backpack to make yourself more visible when riding your scooter.

### 1 Brainstorming

- Think about safety
  - What types of protective item can you think of? (e.g., knee pads, elbow pads, gloves, jackets, helmets, bag cover)
- Choose One
  - Which protective item will you design? **REFLECTIVE STICKERS TO MAKE STUDENTS MORE VISIBLE TO ROAD USERS**

### 2 Design your clothing

- Sketch:
  - Draw your design in the box below. Show how it will look when worn.

- Label:
  - On your design above, label important features of your design. What materials will you use? Will it have extra padding or a special design? What will make it visible to cars and other vehicles?

Materials: **SMALL STICKER THAT CAN ADHERE TO MOST MATERIAL, BIKES, SCOOTERS, SCHOOL BAGS**

Features: **BRIGHT COLOURS WITH REFLECTIVE QUALITIES - MAYBE EVEN GLOW IN THE DARK**

### 3 Explanation

- Write a description
  - Explain why your design is important for safety while riding a scooter. What makes it unique? How will it protect the rider? How will it make the rider more visible to vehicles?

**IT WILL BE UNIQUE AS IT CAN ADHERE TO BIKES, SCOOTERS, SCHOOL BAGS, HELMETS, AND ALLOW THE USER TO BE EASILY SEEN BY DRIVERS, AND OTHER ROADUSERS - ESPECIALLY IF IT'S DARK IN THE MORNING AND EARLY IN THE EVENING**

### 4 Reflection

- Think about improvements:
  - If you could add another feature to your design in the future, what would it be and why?

**MAYBE USING VELCRO PATCHES SO IT COULD ALSO BE PUT ON CLOTHING E.G. JACKETS, HATS ETC.**

## Module 3 Activity 2: Design Your Own Bike and Scooter Park

Student Name: \_\_\_\_\_

Group Name: \_\_\_\_\_

Designing a bike and scooter park is a fun way to think about safety, traffic flow, and the needs of riders. In this activity, you will create a layout for your own park, considering different features and how everyone will move through the space. Design this park for manual scooters only, no e-scooters.

Before you start complete the cloze activity below around the use of e-scooters.

### 1 Planning your park

- List the features:

- What types of features will your park include? (e.g. ramps, bowls, bike paths, scooter lanes)

---



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- Paths and Roads

- Decide on the layout of the paths and roads. Will you have one-way or two-way lanes? How will pedestrians, bikers, and scooter riders move through the park?

One Way Lane: \_\_\_\_\_

Two Way Lane: \_\_\_\_\_

Pedestrian Paths: \_\_\_\_\_

### 2 Design your park layout

- Draw your design:

- Use a spare piece of paper to draw your bike and scooter park layout. Be sure to include paths, ramps, and any other features you want.

- Label the key elements:

- Identify the different areas in your park. Use labels for paths, ramps, pedestrian areas, and any signs.

### 3 Road signs and safety hazards

- Identify road signs

- What road signs will you include in your park? Think about signs for speed limits, pedestrian crossings, bike lanes, and rules for scooter riders.

---

- List potential hazards:

- Consider what safety hazards might exist in your park. How will you address them?

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### 4 Reflection

- Safety first

- Write a short paragraph about why safety is important in your park design. How will your features help keep everyone safe?

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## Cloze Activity: E-Scooter Laws for Minors in Queensland

**Instructions:** Fill in the blanks with the appropriate words or phrases from the word bank below.

**Word Bank:** (helmet, 12, footpath, laws, riders, safety, supervised, 15, speed)

- 1 In Queensland, minors under the age of \_\_\_\_\_ must wear a \_\_\_\_\_ when riding an e-scooter.
- 2 E-scooter \_\_\_\_\_ must not exceed a maximum \_\_\_\_\_ of 25 km/h.
- 3 Riders aged \_\_\_\_\_ or younger must be \_\_\_\_\_ by an adult while riding on the road or footpath.
- 4 It is important to follow the local \_\_\_\_\_ to ensure everyone's \_\_\_\_\_ on the road.
- 5 E-scooters can be used on the \_\_\_\_\_ but must give way to pedestrians.

## ANSWERS Module 3 Activity 2: Design Your Own Bike and Scooter Park

Student Name: \_\_\_\_\_

Group Name: \_\_\_\_\_

Designing a bike and scooter park is a fun way to think about safety, traffic flow, and the needs of riders. In this activity, you will create a layout for your own park, considering different features and how everyone will move through the space. Design this park for manual scooters only, no e-scooters. Before you start complete the cloze activity below around the use of e-scooters.

### 1 Planning your park

- List the features:
  - What types of features will your park include? (e.g. ramps, bowls, bike paths, scooter lanes)  
**RAMP AND BOWL, SCOOTER LANES, BIKE PATHS, CAFE**
- Paths and Roads
  - Decide on the layout of the paths and roads. Will you have one-way or two-way lanes? How will pedestrians, bikers, and scooter riders move through the park?  
**One Way Lane: MUST HAVE CLEAR SIGNAGE**  
**Two Way Lane: MUST HAVE CLEAR SIGNAGE**  
**Pedestrian Paths: MUST HAVE CLEAR SIGNAGE**

### 2 Design your park layout

- Draw your design:
  - Use a spare piece of paper to draw your bike and scooter park layout. Be sure to include paths, ramps, and any other features you want.
- Label the key elements:
  - Identify the different areas in your park. Use labels for paths, ramps, pedestrian areas, and any signs.  
**PATHS, ONE WAY TRAFFIC WITH SIGNAGE, SHARED BIKE AND PEDESTRIAN LANE WITH SIGNAGE, SPEED LIMITS SIGNS**

### 3 Road signs and safety hazards

- Identify road signs
  - What road signs will you include in your park? Think about signs for speed limits, pedestrian crossings, bike lanes, and rules for scooter riders.  
**PEDESTRIAN CROSSINGS, STOP SIGNS AT INTERSECTIONS, SHARED PATH SIGNAGE FOR BIKES/SCOOTERS AND PEDESTRIANS**
- List potential hazards:
  - Consider what safety hazards might exist in your park. How will you address them?  
**CRASHES WITH BIKES AND SCOOTERS WHEN PEOPLE ARE SPEEDING - PUT SPEED LIMIT SIGNS IN AND MAKE SURE THERE IS A PEDESTRIAN CROSSING**  
**MAKE SURE SCOOTER RIDERS AND BIKE RIDERS LOOK OUT FOR PEDESTRIANS - MAKE SURE THERE ARE CLEAR SIGNS**

### 4 Reflection

- Safety first
  - Write a short paragraph about why safety is important in your park design. How will your features help keep everyone safe?  
**THE PARK WILL BE OPEN TO EVERYONE BUT THERE WILL NEED TO BE RULES TO FOLLOW BY USING EASILY VISIBLE SIGNAGE AND ALLOWING FOR A FREE FLOW OF TRAFFIC. THERE WILL ALSO BE AN AREA JUST FOR SKATEBOARDERS SO THAT PEDESTRIANS, BIKE AND SCOOTER RIDERS ARE NOT ALLOWED FOR SAFETY REASONS.**

### Cloze Activity: E-Scooter Laws for Minors in Queensland

**Instructions:** Fill in the blanks with the appropriate words or phrases from the word bank below.  
**Word Bank:** (helmet, 12, footpath, laws, riders, safety, supervised, 15, speed)

- 1 In Queensland, minors under the age of **TWELVE (12)** must wear a **HELMET** when riding an e-scooter.
- 2 E-scooter **RIDERS** must not exceed a maximum **SPEED** of 25 km/h.
- 3 Riders aged **FIFTEEN (15)** or younger must be **SUPERVISED** by an adult while riding on the road or footpath.
- 4 It is important to follow the local **LAWS** to ensure everyone's **SAFETY** on and around the road.
- 5 E-scooters can be used on the **FOOTPATH** but must give way to pedestrians.



# JOURNI

## Module Four



### Learning Topics

Safety in rural, regional, & remote areas

Different vehicle types & traffic

Safety on and near the road

Crossing rural roads safely



Queensland  
Government



## Module Outcomes

- 1 Understand the difference between rural and urban traffic.
- 2 Be able to identify the different vehicle types they may encounter in the country and identify safe practices around these vehicles.
- 3 Identify safe ways of being whilst traveling on a bus.
- 4 Identify safe behaviour near country roads and talk about safe ways to cross.

## Prior Discussion Questions

### 1 How might traffic be different in rural, regional and remote areas vs the city?

- ⚡ Country roads have a higher speed limit and vehicles will be travelling faster on highways and sometimes near schools
- ⚡ There may be more heavy vehicles, trucks or farm machinery, especially in harvest seasons
- ⚡ Not all regional areas have traffic lights, roundabouts or pedestrian crossings
- ⚡ Train crossings may not have flashing lights and boom gates
- ⚡ Rural roads may not have a shoulder or guard rails, soft surfaces such as gravel or dirt, or rough or damaged surfaces

### 2 What might be some safety considerations when you're in the country?

- ⚡ No footpaths
- ⚡ Traffic moving faster so you need to allow more distance for oncoming cars when crossing the road
- ⚡ Different vehicles present ie trucks, trains, farm machinery
- ⚡ More wildlife on or near the roads
- ⚡ Sometimes the roads may not be as good as in the city
- ⚡ Smaller bridges / one lane bridges etc

### 3 When walking along a country road without a footpath / sidewalk, what is the safest way to walk?

- ⚡ Walk on side of the road which is on the the opposite side of the traffic – this allows you to see vehicles coming

### 4 If you're with a group of friends near a country road, how can you all stay safe?

- ⚡ Stay together, don't push or play near the road
- ⚡ Cross the road carefully when it is safe to do so

## Activity 1: Mapping a Country Town

Students will design a map that could be of a rural setting. Students will place features found in a rural setting such as level crossings, train tracks, school bus stops, stop signs, etc. Students need to identify and explain why they have placed items in certain areas on their maps. For example students may draw a train track and within the town give the track boom gates, but outside of town on a dirt road only place a stop sign. Students can draw a grid, adding coordinates, as well as create a key if you desire.



Teachers Note:

Research: information can be found at <https://www.tmr.qld.gov.au/safety/rail-safety/level-crossing-safety>

## Activity 2: Railway Crossing Poster

Students will design and publish a poster that shows how to be safe around level crossings. Students should think about it from the angle of both a pedestrian and a vehicle driver. Students may research or think back to the interactions to get information. Ensure students consider paying attention to the lights, gates or sounds, looking both ways before crossing, slowing down when approaching if travelling in a vehicle, etc.





## Australian Curriculum Links

### 1 English Year 5 **AC9E5LY06**

Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation.

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### 2 English Year 6 **AC9E6LY06**

Construct a grid coordinate system that uses coordinates to locate positions within a space; use coordinates and directional language to describe position and movement.

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### 3 Maths Year 5 **AC9E6LY06**

Construct a grid coordinate system that uses coordinates to locate positions within a space; use coordinates and directional language to describe position and movement.

---

### 4 Health and Physical Education Year 5 **AC9HP6P10**

Analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities.

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General Capabilities: Personal and Social Awareness

Social Management: Decision Making

Explain factors that influence individual and group decision-making and consider the usefulness of these factors when making decisions.

General Capability: Critical and Creative Thinking

Inquiring: Identify, Process and Evaluate Information

Identify and examine relevant information and option from a range of sources, including visual information and digital sources.

## Module 4 Activity 1: Mapping a Country Town

Student Name: \_\_\_\_\_

Group Name: \_\_\_\_\_

What are some features you will find in the country that aren't as present in the city? Think about the different vehicles and features of the roads.

List 5 things you are going to place onto your map:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Now consider some fun things to add to your map. What will be in your country town? A pool? Sports field? Police station? Shops? How many houses will your town have? Are they all in town or are some out of town?

List 5 other things you are going to add to your map

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Now you are ready to draw your map!

Remember your town needs to have roads, some main roads and some smaller dirt roads. Your town will have roads going out of town, will it have any train tracks? Which roads would have footpaths? Where would you find boom gates and stop signs? Are there any roundabouts?

Don't forget to draw a key up if you need to!

## ANSWERS Module 4 Activity 1: Mapping a Country Town

Student Name: \_\_\_\_\_

Group Name: \_\_\_\_\_

What are some features you will find in the country that aren't as present in the city? Think about the different vehicles and features of the roads.

List 5 things you are going to place onto your map:

1. TRUCKS/ UTES/ HARVEST VEHICLES/ QUAD BIKES/ LONG FREIGHT TRAINS
2. WIDER STREETS IN TOWN/ DIRT ROADS/ MAYBE A HIGHWAY NEXT TO MY SCHOOL
3. BUS STOPS (ONLY FOR SCHOOL NEAR MY HOME) WITH NO SIGNAGE
4. NARROW BRIDGES (ONE LANE ONLY)
5. ANIMALS BEING HERDED/ CROSSINGS

Now consider some fun things to add to your map. What will be in your country town? A pool? Sports field? Police station? Shops? How many houses will your town have? Are they all in town or are some out of town?

List 5 other things you are going to add to your map

1. FOOTY FIELD/ HOCKEY FIELD/ NETBALL COURTS ETC.
2. SWIMMING POOL/ LOCAL SWIMMING CREEK OR DAM
3. MOVIE THEATRE/ SKATE PARK/ SHOWGROUND
4. RAILWAY TRACKS/ GIVE WAY SIGN/ KANGAROOS CROSSING HERE
5. SCHOOLS/ SHOPS

Now you are ready to draw your map!

Remember your town needs to have roads, some main roads and some smaller dirt roads. Your town will have roads going out of town, will it have any train tracks? Which roads would have footpaths? Where would you find boom gates and stop signs? Are there any roundabouts?

Don't forget to draw a key if you need to!

**Module 4 Activity 2: Railway Crossing Poster****Student Name:****Group Name:**

Your job for the road safety department is to create a poster to teach young people how to cross a level crossing safely. You may need to do some research first!  
Think about how a vehicle driver and a pedestrian would safely cross a level crossing.

**Research**

Level crossing features:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Using pedestrian gates as a pedestrian

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Using boom gates when driving a vehicle

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Who do you contact if the boom gates are not opening?

\_\_\_\_\_

Draft your poster



## ANSWERS Module 4 Activity 2: Railway Crossing Poster

Student Name: \_\_\_\_\_

Group Name: \_\_\_\_\_

Your job for the road safety department is to create a poster to teach young people how to cross a level crossing safely. You may need to do some research first!  
Think about how a vehicle driver and a pedestrian would safely cross a level crossing.

### Research

Level crossing features:

- FLASHING LIGHTS
- BOOM GATES
- WARNING SIGNS
- PEDESTRIAN CROSSING GATES
- BELLS

Using pedestrian gates as a pedestrian

- ALWAYS USE THE PEDESTRIAN ACCESS AND LOOK BOTH WAYS BEFORE CROSSING
- IF THE LEVEL CROSSING HAS FLASHING LIGHTS, ONLY CROSS WHEN THE LIGHTS STOP FLASHING
- SOME LEVEL CROSSINGS MAY HAVE A PEDESTRIAN GATE. YOU MUST WAIT UNTIL THESE GATES ARE OPEN BEFORE CROSSING

**REMEMBER: NEVER RIDE BIKES, SKATEBOARDS, SCOOTERS, OR SKATES ACROSS ANY PEDESTRIAN CROSSING AS THE WHEELS CAN GET STUCK OR SLIP ON THE TRAIN TRACKS. YOU WILL BE BREAKING THE LAW IF YOU DO NOT CROSS AT A LEVEL CROSSING**

Using boom gates when driving a vehicle

- YOU MUST STOP AT A CROSSING IF THE RED LIGHTS ARE FLASHING AND THE BOOM ARM IS ACTIVATED
- IT IS SAFE TO CROSS ONLY WHEN THE LIGHTS HAVE STOPPED FLASHING AND THE BOOM GATES ARE UP

Who do you contact if the boom gates are not opening?

**THIS IS AN EMERGENCY SITUATION AND NEEDS TO BE REPORTED TO TRIPLE ZERO (CALL 000 TO REPORT)**

Draft your poster

## Early Finisher Activity: Word Scramble

### Easy:

1. SETBALET

	2							10	

2. BEKIS

1					7

3. RDAOS

		4			

4. FTAOPTOH

		9					5		

5. CWOKLSASRS

		3							8	

6. ROGIASDNS

				6						

1	2

3	4	5	6

7	8	9	10

### Medium:

1. CRLAOSWSK

		4							2	

2. BEKIS

				5

3. VBSIIITLY

						8				

4. HZARAD

					1

5. SEELATEBT

		9			3		

6. HNAEDOHPE

						7			6

1	2	3	4	5	6	7	8	9	

### Hard:

1. HZARAD

					9

2. VBSIIITLY

							12		4

3. ERNONNVEMIT

								2		14

4. PTIAEEDSRNS

									1	3

5. RDISAGNOS

		5		6					13	

6. CUOIMTNMY

								7		11	8	15

7. BEKIS

					10

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15



## ANSWERS Early Finisher Activity: Word Scramble

### Easy:

1. SETBALET

S E A T B E L T  
2 10

2. BEKIS

B I K E S  
1 7

3. RDAOS

R O A D S  
4

4. FTAOPTOH

F O O T P A T H  
9 5

5. CWOKLSASRS

C R O S S W A L K  
3 8

6. ROGIASDNS

R O A D S I G N S  
6

B E  
1 2

R O A D  
3 4 5 6

S A F E  
7 8 9 10

### Medium:

1. CRLAOSWSK

C R O S S W A L K  
4 2

2. BEKIS

B I K E S  
5

3. VBSIIITLY

V I S I B I L I T Y  
8

4. HZARAD

H A Z A R D  
1

5. SEELATEBT

S E A T B E L T  
9 3

6. HNAEDOHPS

H E A D P H O N E S  
7 6

A W A R E N E S S  
1 2 3 4 5 6 7 8 9

### Hard:

1. HZARAD

H A Z A R D  
9

2. VBSIIITLY

V I S I B I L I T Y  
12 4

3. ERNONNVEMIT

E N V I R O N M E N T  
2 14

4. PTIAEEDSRNS

P E D E S T R I A N S  
1 3

5. RDISAGNOS

R O A D S I G N S  
5 6 13

6. CUOIMTNMY

C O M M U N I T Y  
7 11 8 15

7. BEKIS

B I K E S  
10

D I S T R A C T A B I L I T Y  
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

## Early Finisher Activity: Crossword

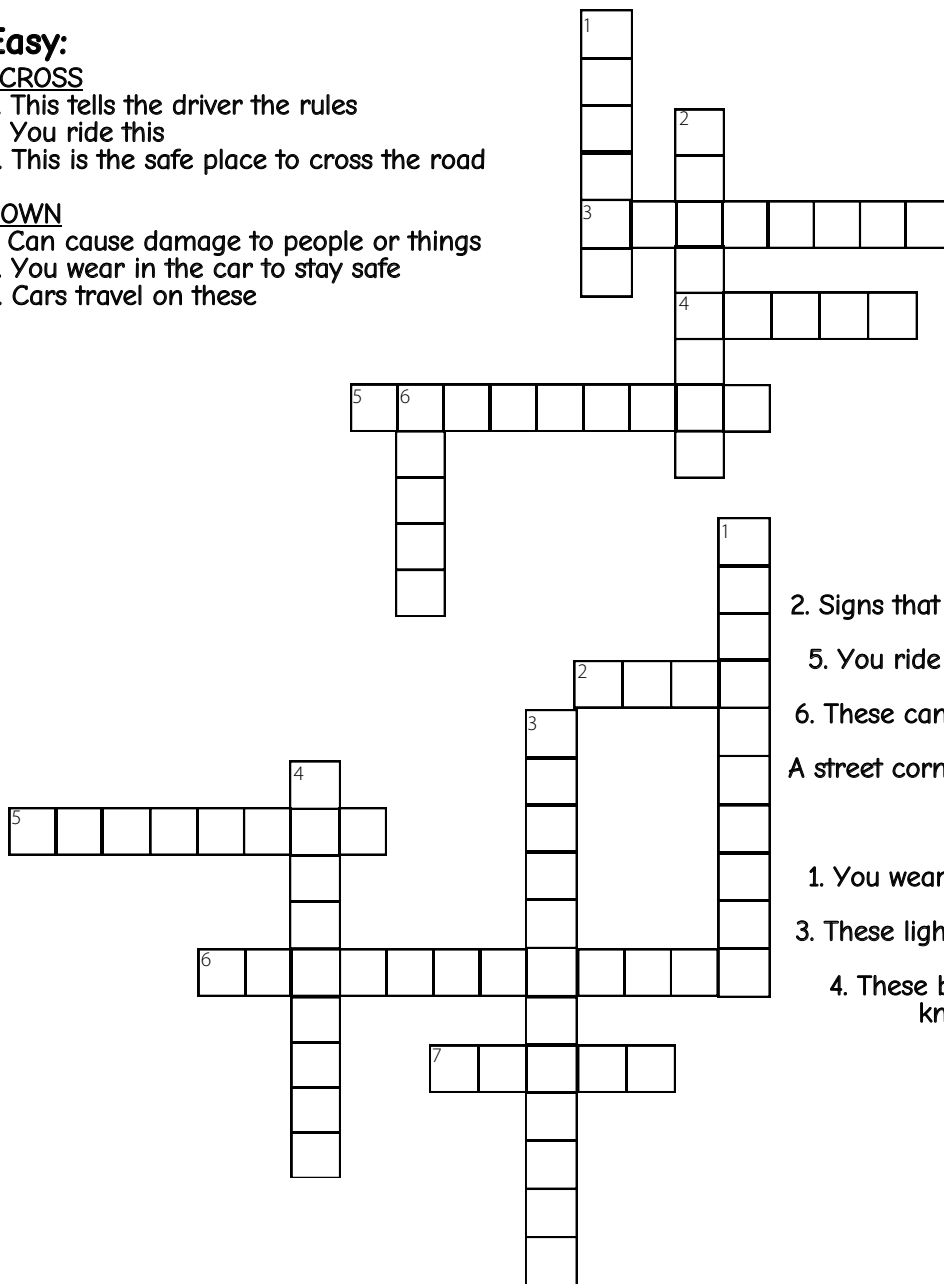
### Easy:

#### ACROSS

3. This tells the driver the rules
4. You ride this
5. This is the safe place to cross the road

#### DOWN

1. Can cause damage to people or things
2. You wear in the car to stay safe
6. Cars travel on these



### Medium:

#### ACROSS

2. Signs that show drivers the road rules and laws
5. You ride these, making sure you are wearing your helmet!
6. These can cause drivers to lose focus and can be dangerous!  
A street corner where the view behind is blocked

#### DOWN

1. You wear these to enjoy music all by yourself
3. These light the way for pedestrians at night
4. These black and white lines let you know where to cross the road

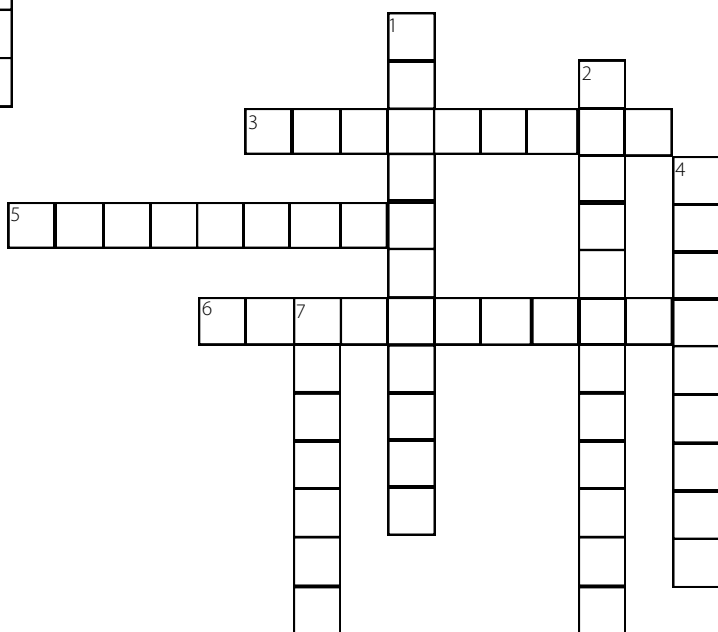
### Hard:

#### ACROSS

3. Signs placed near roads to warn drivers, alert of road rules, and provide traffic updates
5. Motorised vehicle with 2 or 3 wheels designed for 1 person to stand on and hold a handle bar
6. The surrounding or conditions in which people operate

#### DOWN

1. A person walking rather than travelling in a vehicle
2. The state of being able to do things without support
4. Places where pedestrians walk
7. The distance you can see as determined by the light and weather conditions



## Early Finisher Activity: Crossword

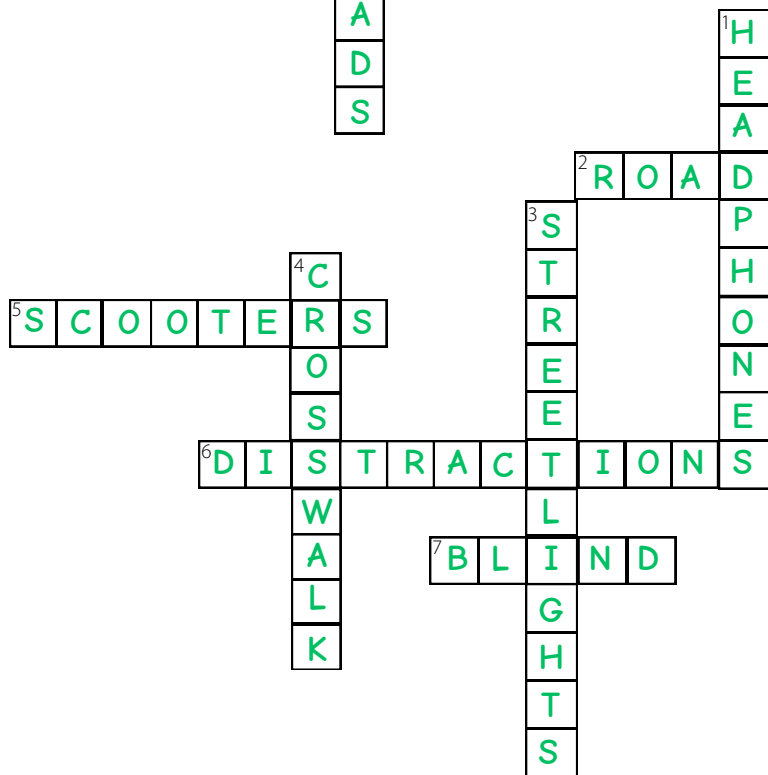
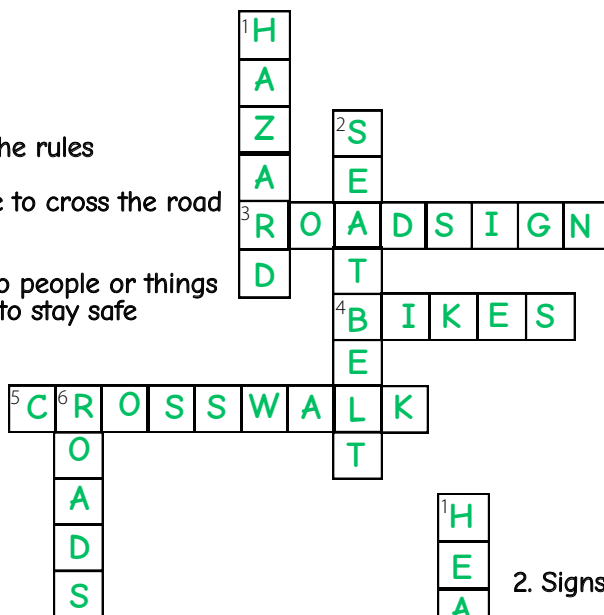
### Easy:

#### ACROSS

- This tells the driver the rules
- You ride this
- This is the safe place to cross the road

#### DOWN

- Can cause damage to people or things
- You wear in the car to stay safe
- Cars travel on these



### Medium:

#### ACROSS

- Signs that show drivers the road rules and laws
- You ride these, making sure you are wearing your helmet!
- These can cause drivers to lose focus and can be dangerous!  
A street corner where the view behind is blocked

#### DOWN

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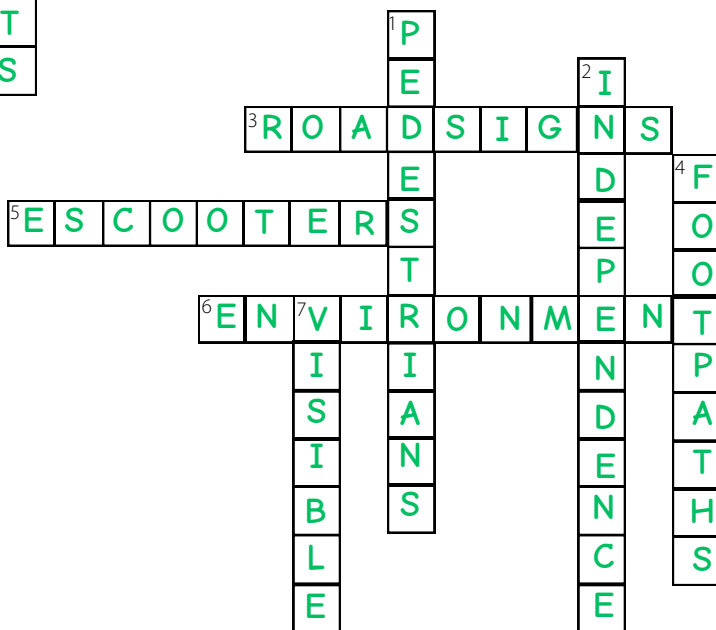
### Hard:

#### ACROSS

- Signs placed near roads to warn drivers, alert of road rules, and provide traffic updates
- Motorised vehicle with 2 or 3 wheels designed for 1 person to stand on and hold a handle bar
- The surrounding or conditions in which people operate

#### DOWN

- A person walking rather than travelling in a vehicle
- The state of being able to do things without support
- Places where pedestrians walk
- The distance you can see as determined by the light and weather conditions





# JOURNI

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Years 5 & 6



Queensland  
Government