



JOURNI

Module One



Learning Topics

Riding in a car

Bike safety - helmets & protection

Distractions as a passenger

Road safety in the community



Queensland
Government

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
- ⚡ Do not put hands or heads out of the car
- ⚡ Stay seated and don't do things that might distract the driver
- ⚡ 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
- ⚡ Wearing a seatbelt helps protect you in case of a crash
- ⚡ Follow the car's rules and use a quiet voice to prevent dangerous situations

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
- ⚡ Look out the window and enjoy the scenery
- ⚡ Listen to music or audiobooks with headphones

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
- ⚡ Bright or reflective clothing - makes you more visible to others
- ⚡ Elbow and knee pads - reduce the risk of scrapes and fractures
- ⚡ 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
- ⚡ Use hand signals to indicate turns and stops – to communicate your intentions to others, making your actions predictable and safer
- ⚡ Always ride on the correct side of the road or in designated bike lanes - ensures you're in the expected place for drivers
- ⚡ 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

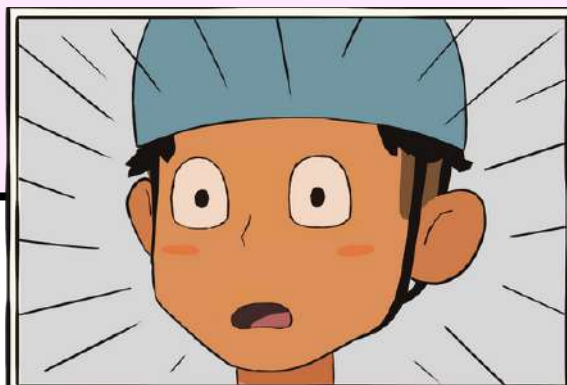
Students should use maps of the local area and pinpoint 'unsafe' areas and design ways to make this area safer.

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.

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.