

NATIONAL RAIL SAFETY WEEK 22–29 August 2010

CHRIS CAIRNS
FOUNDATION



Health-based activities using rail safety as a learning context encouraging students to identify associated risks, their causes, and develop safe practices to manage these. Brought to you by the Chris Cairns Foundation supporting their objectives to educate and raise awareness about the risks associated with level crossings and the rail network.

STOP, LOOK & LIVE AT LEVEL CROSSINGS

BEST SUITED TO LEVELS 2–4

TUNING IN TO TRAINS

- Have students share their experiences of trains. What are trains used for? Have any of them travelled on a train? Can the class think of any differences between trains and other forms of transport such as cars, buses and trucks? Brainstorm ideas, **eg**
 - they run on tracks
 - they are very big and heavy ...
- Have students speculate on how quickly trains would be able to stop in an emergency. Do they think they could stop as quickly as a car? Why could it be difficult for trains to stop?

WHERE DO PEOPLE AND TRAINS MEET?

- Can students identify places where people and vehicles such as cars, trucks and bikes and trains would get close each other? Do they know that this is what we call a level crossing? If we are walking, biking, or in a car, how do we know we are coming to a level crossing? Brainstorm ideas and discuss answers. Why do students think that signs, bells and barrier arms are used to show we are coming to a level crossing? Can they identify any dangers to people and vehicles at level crossings?
- Using a data camera or online research have students view the 'Rail Safety Awareness' video clips at:
www.chriscairnsfoundation.org.nz/media.asp
- Through discussion, can students identify and list the main messages that these short video clips are giving? For what reasons would they be played on national television? How important do they think it is to get these messages out to everyone in the country and what could happen if people didn't take notice of them? Challenge students to come up with railway safety messages/slogans based on the video clips.

CROSSING THE TRACKS

- Spend time exploring the mapping symbols used in road maps and atlases that indicate railway lines and level crossings. Challenge groups to use these mapping skills to plan a road trip between two towns or cities that will involve crossing the railway line. How many times and where will they cross? Is it important for the driver of a car to know this? Discuss.

WHAT ARE THE RULES?

- Did students know that level crossing safety is a part of the road rules that all drivers have to know and follow?
www.nzta.govt.nz/resources/roadcode/index.html > click on blue) picture of Road Code > select Giving Way > select Giving way at railway level crossings.
- Discuss visual information with young students or use online research for older students. What important rail safety messages can they find using the road code? **eg**
 - how we know we are approaching a level crossing?
 - recognising all the different signs that are used
 - the three main safety messages at level crossings.
- Did students know that trains are quieter than most people think and electric trains are very quiet? What would prevent people hearing trains or bell sounds at a level crossing? How would turning off CDs, radios and iPods and winding down a window help a driver of a car at a level crossing?

HOW WE CAN HELP THE DRIVER?

- Brainstorm ways that the class can raise awareness and help drivers keep rail safe. Did their list include:
 - designing posters for local supermarket display
 - running special rail safety week events at school for parents
 - finding ways that they can help the driver of a car
 - shooting a level crossing safety video or slide show
 - playing the rail safety video clips to families and older friends
 - preparing safety posters, and talks for assembly
 - drawing level crossing signs
 - acting out a level crossing railway safety drama
 - a rail safety rap and fridge reminders for the family ... ?



You're never too young to learn about rail safety



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