 Travelling safely locally and overseas

Teachers should choose materials and activities that meet the needs of their students and local school context.

Course outcome

1.3 Build positive thinking, self-belief and a sense of empowerment to take action to promote meaningful futures for self and others.

5.1 Critically analyse situations, attitudes and behaviours that influence independence, health, safety and wellbeing in different contexts.

5.2 Recognise and respond appropriately to situations which may be limiting or harmful to self and others.

7.2 Demonstrate the capacity to seek help for self and others.

7.3 Apply skills to take personal responsibility for their actions to protect and enhance the independence, health, safety and wellbeing of others.

What do we want students to know, understand or be able to do?

* Value the importance of researching and planning, prior to travelling locally and overseas, to minimise the risks of being harmed.
* Recognise, accept and respect that the laws, values and customs of other Australian states and countries must be upheld.
* Recall and employ a variety of strategies to use in challenging situations when travelling locally and overseas.
* Respond wisely to potentially harmful situations, identify and use suitable support sources for themselves and others when travelling locally and overseas.

Suggested content

| Learning context | Content |
| --- | --- |
| Safe travel  Focus: Travelling safely locally and overseas | Safe travel   * planning for safe travel * protective behaviours * strategies to minimise harm to self and others * seeking help |

Teaching notes

‘Schoolies week’ is considered a rite of passage for many young people. As travel has become more accessible the options available continue to expand. Celebrations may be local, interstate or international.

Each year an increasing number of students are heading overseas to celebrate ‘Schoolies week’.

Affordable places such as Bali, Fiji, Thailand and Vanuatu or cruises have become more popular. For many this will be their first ever overseas holiday. For others it will be their first overseas trip taken without parent or carer supervision.

Transport safety standards are different overseas. Students need to explore options for keeping safe as a road user in a foreign country. There are also transport concerns with holidays taken in popular Australian destinations as the population increases dramatically in these areas during ‘Schoolies week’.

Deeper analysis of the benefits and disadvantages of local and overseas travel, exploring strategies to keep oneself and others safe when travelling, and practicing how to respond in potentially harmful situations will help students make safe decisions.

Creating a safe and supportive learning environment

There are a number of strategies that can be used to create a supportive learning environment which enables students to feel safe to learn and ask questions. They include:

* Making students aware at the beginning of Life Ready sessions that disclosing personal information that indicates they may be at risk of harm will be reported to the school principal in all instances. This includes personal disclosures related to instances of abuse, drug use, neglect or sexual activity under the legal age of consent.
* Being aware that some parts of Life Ready can be confronting and sensitive for some students.
* Enabling students to withdraw if they find issues personally confronting to protect them from making harmful disclosures. Equally, it is important to be prepared for issues that arise as a result of a student making a public disclosure in the classroom.

Be sensitive to cultural protocols that may be relevant to certain members of intended audiences when previewing materials. The department’s [Audiovisual materials in schools - procedures for use](https://education.nsw.gov.au/policy-library/policies/controversial-issues-in-schools?refid=285776) provides advice for schools with regard to the use of audio-visual material including films, videos, DVDs and computer games classified by the Classification Board and Classification Review Board.

More information on creating a safe and supportive learning environment can be found on the [Life Ready website.](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/life-ready)

Evaluating resources before use

Preview and evaluate all strategies, resources and teaching and learning approaches in full before use with students to determine suitability for student learning needs, stage of development and local school context. Consider the age, maturity, cultural background, sexuality, gender, sex, health and other characteristics of students in your care. Apply professional judgements to all strategies, teaching and learning approaches and resources including audiovisual materials (e.g. videos, media clips and YouTube), interactive web-based content (e.g. games, quizzes and websites) and texts.

Use the [resource review flowchart](https://schoolsequella.det.nsw.edu.au/file/083acd3a-daca-4307-9afe-bc6c888f694a/1/final-resource-flowchart-html5.zip/index.html) to decide about the suitability of teaching and learning resources.

Materials should be reviewed in full and endorsed by the school principal before use in NSW government schools.

Communication with parents and caregivers

Some aspects of Life Ready may be viewed as sensitive or controversial, such as learning about abuse, child protection, drugs, respectful relationships, sexual health, sexuality and violence. Inform parents and carers, prior to the occasion, of the specific details of the Life Ready program, so that parents and caregivers have time to exercise their rights of withdrawing their child from a particular session. In this regard, a parents or caregiver’s wish must be respected.

Establishing how parents and caregivers will be informed about programs and involved in consultation is a school-based decision. Where parents and caregivers indicate they wish to withdraw their child from a program it is useful to negotiate which parts of the Life Ready program they are concerned about. A sample information letter is available on the [Life Ready website](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/life-ready).

Learning experiences

Activity one – On the ground at party central

1. In groups discuss:

* the appeal of out of area or out of country schoolies trips
* the potential dangers of travelling to these areas (create a list for later reference)
* why young people on schoolies holidays may be prone to take risks.

1. View and share reactions to [Bali bound schools](https://www.youtube.com/watch?v=-fuKVl6Joho) (length 10.44 minutes).
2. Reflect upon:

* the dangers to Schoolie travellers in Bali
* how drinking and drug taking impairs physical and mental functioning
* suggestions and strategies for party goers to keep safe, as a pedestrian, scooter rider and passenger whilst overseas
* pre-travel preparations that can help keep party goers safe as road users when abroad, e.g. take own motorbike helmet, high viz vest, a current international driver’s licence, valid travel insurance, sturdy walking shoes.

1. Encourage students to personally reflect and share thoughts with a partner about:

* whether the risks of travel to a third world country are worth it
* why so many young people continue to travel to such high risk places to celebrate schoolies
* how to manage the risks.

Activity two – Travel fact hunt

1. In small groups, ask students to choose a local or overseas destination that might appeal to them for schoolies and discuss:

* their reasons for choosing this destination
* possible dangers and risks
* pre-planning they could undertake to minimise risks and dangers for the travel period
* strategies and support services they could access for assistance while away.

1. Explore the Smartraveller website to find out what advice the Australian government provides for road safety and driving and schoolie travellers to overseas destinations

* [Road safety and driving](https://www.youtube.com/watch?v=-fuKVl6Joho)
* [Schoolies/leavers](http://www.smartraveller.gov.au/tips/schoolies.html)

1. Research other sources of information and support for schoolies including:

* [Safety at schoolies](http://www.schoolies.com/safety)
* [Redfrogs Australia](http://au.redfrogs.com/schoolies/im-a-schoolie-leaver/Overseas-Schoolies) [Gold Coast schoolies](https://www.youtube.com/watch?v=anEapkwaJrw) (length 4:58 minutes)

1. Each group reports back to the whole group on their research, including the:

* chosen destination
* travel dangers specific to that area
* road user risks they may encounter
* ways to keep themselves and others safe at that destination during schoolie holidays.

Information could be presented in alternative formats to a report, e.g. travel tips brochure or website, linot page, powerpoint presentation.

1. As a whole class, compare the pros and cons of travel to local and overseas destinations.

Activity three – Travel insurance

1. Ask students why they would or wouldn’t get travel insurance for schoolies travel. List the reasons given.
2. Students review and comment on the [Travel insurance for mopeds or scooters](https://www.comparetravelinsurance.com.au/mediaroom/travel-insurance-moped) website
3. Generate further conversation by reading out the following statements:

* Australians are involved in a moped crash overseas twice a week.
* if you’re not insured to ride a Harley in Australia what makes you think you can do so overseas?
* some do not have travel insurance, a bike license and/or were not wearing a helmet.
* “The most common reasons for illness or hospitalisation amongst young people who travel to Bali are injuries due to motorbike accidents and nightclub fights," a DFAT spokesman said.

1. Using [Compare the travel insurance website](https://www.comparetravelinsurance.com.au/), or alternative, students work out the cost of travel insurance premiums for a local or overseas schoolies holiday.
2. Students discuss their thoughts about:

* licencing requirements for riding a scooter or motorbike
* the cost of premiums and whether it’s worth the price
* whether people are stupid or not if they don’t get insurance, particularly if they plan to hire a scooter or motorbike.

1. Debate the pros and cons of travel insurance.

Activity four – What would you do?

1. Small groups develop a local or overseas travel scenario that has road risks for a young person, e.g. a schoolies traveller to Bali has drunk too much alcohol and wants to go back to their hotel. Their friends are nowhere to be seen. A local person offers them a ride on the back of their motorbike.
2. Each group works out a plan for dealing with the situation presented in the scenario, noting down their responses. Once completed each group passes their scenario onto the next group so they each end up with a new situation to risk manage.
3. Alternatively groups could role play their scenario with the audience providing advice on how to address the situation.