

Key road safety messages

To encourage a consistent approach to road safety education in NSW, a set of key road safety messages have been developed by the Centre for Road Safety. Research indicates that these messages are particularly relevant for each Stage of learning.

The road safety messages support what is taught in early childhood settings and as part of the PDHPE K-6 Syllabus.

Share these messages with parents and carers to use whenever they are out and about with their children.

| | Early Childhood | Early Stage 1 & Stage 1 | Stage 2 | Stage 3 |
|-------------------|--|--|--|--|
| Pedestrian safety | <ul style="list-style-type: none"> ● Always hold a grown-up's hand ● When a grown-up's hand is not available, hold a pram, bag or clothes ● Always cross the road with a grown-up | <ul style="list-style-type: none"> ● Hold a grown-up's hand when you cross the road ● Hold a grown-up's hand when you're on the footpath ● Hold a grown-up's hand when you're in a car park | <ul style="list-style-type: none"> ● Hold an adult's hand when you cross the road | <ul style="list-style-type: none"> ● Stop! Look! Listen! Think! every time you cross the road |
| Passenger safety | <ul style="list-style-type: none"> ● Always buckle up your seatbelt ● Always leave your seatbelt buckled up in the car ● Always get in and out of the Safety Door | <ul style="list-style-type: none"> ● Click, clack, front and back ● Always buckle up in your seatbelt ● Get in and out of the car on the footpath side ● Wait till the bus has gone and then use a safe place to cross | | |
| Safety on wheels | <ul style="list-style-type: none"> ● Always wear your helmet when riding your bike or wheeled toy ● Always ask a grown-up where it is safe for you to play | <ul style="list-style-type: none"> ● Always wear a helmet when you ride or skate ● Ride your bike away from the road | | <ul style="list-style-type: none"> ● Ride your bike away from busy roads |

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How do you travel safely to school?

On Wheels

Passenger

Pedestrian

Explores different ways students travel to school. Students consider strategies for keeping safe on their journeys through discussion, data collection and graphing.

K-6 Syllabus outcomes

PDHPE

SLES1.13 Demonstrates an emerging awareness of the concepts of safe and unsafe living

- identifies the modes of travel they use to and from school
- recognises hazards associated with different modes of travel

DMES1.2 Identifies some options available when making simple decisions

- identifies safe travel behaviours associated with each mode of travel
- discusses how these behaviours contribute to their safety

PDHPE content

- **Pedestrian safety**
 - hold an adult's hand
- **Passenger safety**
 - use of seatbelts and restraints
 - safe exit and entry from vehicles
- **Safety on wheels**
 - safe places to play on wheels

Mathematics

MAe-17SP Represents data and interprets data displays made from objects

Key Road Safety Messages

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 - on the footpath
 - in a car park
 - crossing the road
- Click clack front and back
- Always buckle up in your seatbelt
- Get in and out of the car on the footpath side
- Wait till the bus has gone and then use a safe place to cross
- Always wear your helmet when you ride or skate
- Ride your bike away from the road

Background information

Pedestrian safety

- Adults are responsible for children's safety. [Walking together to and from school](#) suggests how adults can help children learn and practise how to be safe pedestrians.
- An adult should always hold a child's hand near vehicles, roads, footpaths, car parks, driveways, bicycle tracks, unfenced yards, homes and farms.
- Children are vulnerable because they:
 - can be easily distracted
 - are small and difficult for drivers to see
 - can be very focused on what they want to do, resulting in quick and unpredictable behaviour
 - are still developing the skills needed to judge vehicle speed and distance and safe gaps between vehicles.
- Children are often injured when they do not hold hands when walking with an adult
- An adult should always hold a child's hand when leaving school. They may be focused on things other than safe pedestrian behaviour.
- Boys are twice as likely as girls to be pedestrian casualties. Boys aged 13 years have the highest rate of child pedestrian casualties.

Passenger safety

- All children must be safely fastened in the [correct child car seat for their age and size](#). A child who is properly secured in an approved child car seat is less likely to be killed or injured in a crash than one who is not.
- To ensure correct and safe installation of a child car seat, have it checked by an [Authorised Restraint Fitter](#).
- Children aged from four years old but under seven years old must be secured in a forward facing approved child restraint with an inbuilt harness or an approved booster seat.

- Children aged from four years old but under seven years old cannot travel in the front seat of a vehicle with two or more rows, unless all other back seats are occupied by children younger than seven years in an approved child restraint or booster seat
- Children under 145 cm tall should continue using a booster seat. This is the suggested minimum height to use an adult lap/sash seatbelt.
- Children up to and including 12 years of age always sit in the rear seat, even though children 7+ years can legally occupy the front seat of a vehicle.
- Children should get out of the vehicle using the rear kerb-side door. It's called the Safety Door. It is not safe for children to use the traffic side door of a vehicle.
- It is illegal to leave a child unattended in a car where they might be in distress or their health is in danger.

Safety on wheels

- Children need a safe place to ride, scooter or skate. Places include the backyard, fenced park, cycle path or recreational area. Roads, carparks and driveways are not considered safe places to ride or play.
- It's the law for everyone to wear a helmet when riding a bike in any public place. The helmet must meet Australian Standards and be securely fitted and fastened.
- Protective clothing, such as enclosed shoes, also help keep children safe on wheels.
- Children under 12 and adult riders supervising them may ride on the footpath unless there is signage prohibiting this. Cyclists must keep to the left and give way to pedestrians.
- At intersections, children and adults must dismount and use safe pedestrian behaviour as they wheel the bike or scooter across the road.
- Adults can help children learn safe cycling practices by riding with them and talking with them about the importance of wearing a helmet and following the rules when riding.

Bus safety

- When waiting for a bus, children should stand well away from the road, back from the kerb.
- When getting off a bus, children should be met by an adult at the bus stop, not across the road.
- After the bus has gone, adults should choose a safe place to cross the road holding the child's hand.
- When a bus is fitted with seatbelts, children must buckle up.

The Centre for Road Safety website has details about [road crash data in your local area](#).

Activities

Resources

- [Worksheet Ways we travel](#)
- [Worksheet How do you travel safely to school?](#)
- [Worksheet Safe travel cards](#)

As a class, discuss how students travel to and from school.

- How did you get to school this morning? Do you always come to school that way? Why?
- Did you use more than one way to travel, e.g. in the car and then walking?
- How do you feel about the way you travel to school?
- Do you have a favourite or least favourite way of travelling to school? Why?

Students look at the worksheet, Ways we travel. Ask students to identify the symbols. What does each one mean or represent? What are some others that are not included on the sheet? Students draw missing ones in the blank spaces.

Display each symbol in different locations around the room. Students move and stand next to the symbol which represents how they travel to school.

Count and create a class tally of how many students use each mode of transport. Jointly construct a class graph based on the data. Ask students:

- What is the most popular way we travel to school?
- What is the least popular way we travel to school?

Ask the class to identify and discuss the three most popular ways of students travel to school. Students record the names of the three most popular ways of travel on the worksheet, How do you travel safely to school.

Ask students to think about how they keep safe when travelling to school:

- Who are the grown-ups you travel with?
- How do you keep safe together on your way to school?
- How do you keep safe together on other journeys you make?

Make a class list of the student answers. As a class, discuss and highlight the safe and unsafe travel behaviours for each mode of travel. Refer to examples on the worksheet, Safe travel card for ideas.

Use the following questions to guide a discussion.

What could happen if someone:

- Did not hold a grown-up's hand?
- Is not buckled up?
- Is not wearing a helmet?
- Does not use the school crossing?
- Doesn't wait for their parent at home time?
- Walks through the car park?

Discuss school rules and procedures, e.g. entry and exit points, drop off and pick up procedures, road crossings, car parks and waiting in the right place for the bus.

Students use the Ways we travel and Safe travel cards worksheets to match the messages to the three most popular ways of travel. If students suggest any extra safe travel messages, use these too.

Resources

- [Worksheet Safe travel to school](#)

Discuss how students travel to and from school and how they keep safe on these journeys. Ask:

- How did you get to school this morning? Do you always come to school that way?
- What makes you feel safe when you travel to school?
- Who are the grown-ups you travel with? How do you keep safe together on your journeys?

Students complete the Safe travel to school worksheet about keeping safe when they travel to school and share.

Create a class safe school travel promotion display or class book. Suggested titles:

- We travel safely to school by always holding a grown-up's hand when walking.
- We travel safely to school by always buckling up.

Check out [Promoting road safety](#) for other sharing strategies.

Safe holiday adventures



Out and about with Sophie and Tom

Sophie and Tom love going on holidays! Where will they go and how will they keep safe?

**START
ACTIVITY**

On Wheels

Passenger

Pedestrian

Explore the holiday scenes in Out and About with Sophie and Tom – Safe holiday adventures. Students discover more about how to keep safe as pedestrians, passengers, on wheels and at play.

K-6 Syllabus outcomes

PDHPE

SLES1.13 Demonstrates an emerging awareness of the concepts of safe and unsafe living

- identifies safe passenger, pedestrian and play behaviours in different settings
- recognises hazards associated with different locations and settings

DMES1.2 Identifies some options available when making simple decisions

- discusses how their behaviours contribute to their safety

PDHPE content

- **Pedestrian safety**
 - hold an adult's hand
- **Passenger safety**
 - use of seatbelts and restraints
 - safe exit and entry from vehicles
- **Safety on wheels**
 - safe places to play on wheels

Creative Arts

VAES1.1 Makes simple pictures and other kinds of artworks about things and experiences

English

ENe-2A Composes simple texts to convey an idea or message

Key Road Safety Messages

- Hold a grown-up's hand when you're:
 - on the footpath
 - in a carpark
 - crossing the road
- Click clack front and back
- Always buckle up in your seatbelt
- Get in and out of the car on the footpath side
- Wait till the bus has gone and then use a safe place to cross
- Always wear your helmet when you ride or skate
- Ride your bike away from the road

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- Children are vulnerable because they:
 - can be easily distracted
 - are small and difficult for drivers to see
 - can be very focused on what they want to do, resulting in quick and unpredictable behaviour
 - are still developing the skills needed to judge vehicle speed and distance and safe gaps between vehicles.
- Children are often injured when they do not hold hands when walking with an adult
- An adult should always hold a child's hand when leaving school. They may be focused on things other than safe pedestrian behaviour.
- Boys are twice as likely as girls to be pedestrian casualties. Boys aged 13 years have the highest rate of child pedestrian casualties.

Passenger safety

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Safety on wheels

- Children need a safe place to ride, scooter or skate. Places include the backyard, fenced park, cycle path or recreational area. Roads, carparks and driveways are not considered safe places to ride or play.
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- Protective clothing, such as enclosed shoes, also help keep children safe on wheels.
- Children under 12 and adult riders supervising them may ride on the footpath unless there is signage prohibiting this. Cyclists must keep to the left and give way to pedestrians.
- At intersections, children and adults must dismount and use safe pedestrian behaviour as they wheel the bike or scooter across the road.
- Adults can help children learn safe cycling practices by riding with them and talking with them about the importance of wearing a helmet and following the rules when riding.

Bus safety

- When waiting for a bus, children should stand well away from the road, back from the kerb.
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- When a bus is fitted with seatbelts, children must buckle up.

The Centre for Road Safety website has details about [road crash data in your local area](#).

Activities

Resources

- Take home note [Out and about with Sophie and Tom Safe Holiday Adventures](#)

Ask students to predict what the activity may be about. Ask:

- How do you know? What clues are there?
- What clue does “out and about” give you?

As a class, choose and display one holiday scene to explore. Ask students to look at what is happening in the scene and discuss.

Students identify some areas in the scene that require the people to be aware of road safety.

There are five stars to explore road safety messages in each holiday scene.

Select one of the stars and ask students to predict the road safety messages. Then click on one of the black pointers to reveal a pop-up road safety message.

Ask students to share their own holiday experiences when out and about.

As a class, discuss:

- How the road traffic environment differs in each scene.
- What you have to think about to keep safe around the roads when you are on holidays.
- When should you hold a grown-up's hand.
- Where the safest places to play are when you go on holidays.

Reinforce that students should:

- Hold a grown-up's hand whenever vehicles are or could be around
- Hold a grown-up's arm, clothes, bag, pram or trolley if their hand isn't available
- Look and listen for cars in and around car parks and driveways
- Use a footpath when one is available. If not, walk away from the road facing oncoming traffic
- Use crossing facilities such as lights and pedestrian crossings when available
- Talk with a grown up to look, listen and think about whether it's safe to cross
- Use the Safety Door to enter and exit vehicles
- Sit in the right car seat for their age and size and buckle up correctly on every trip
- Sit in the back seat
- Wear a correctly fitted helmet and wear other safety gear when riding on wheels
- Ride and play away from roads, driveways and car parks
- Have an adult supervise when riding and playing

Students complete the bonus activities in Out and about with Sophie and Tom at school or at home. The challenge is to find:

- 88 people holding hands
- Sophie and Tom's luggage.

Share the [On holidays](#) information with parents and carers.

In pairs, students explore each holiday scene to search and count the number of:

- Children walking safely holding hands with a grown up
- Cars, buses, and other sorts of vehicles
- People waiting to cross the road safely
- People walking across the road safely
- Pedestrian crossings
- Children holding onto a pram, staying close to a grown up
- People wearing their helmets when riding safely
- Children playing safely behind the fence
- Adults supervising children playing safely
- Children buckled up safely in the car
- Adults buckled up safely in the car

Record and tally answers in a simple graph.

Students discuss one of their holiday times at home or away. Ask:

- What did you see and do?
- What games did you play outdoors?
- Who were you with?
- How did you keep safe?

Students draw and write about themselves keeping safe with their family while on holidays, e.g. 'I kept safe on my holiday by ...'

Compile work into a book to share with the class, other classes and families.

Check out [Promoting road safety](#) for other sharing strategies.

Hand in hand

Pedestrian

Promotes pedestrian safety through student writing and illustrations. Students explore where, when and why they hold a grown-up's hand to keep safe when walking.

K-6 Syllabus outcomes

PDHPE

SLES1.13 Demonstrates an emerging awareness of the concepts of safe and unsafe living

- identifies the adults who hold their hand when walking in the road and traffic environment
- understands alternatives to hand-holding when an adult's hand is occupied

DMES1.2 Identifies some options available when making simple decisions

- recognises the situations when they need to hold an adult's hand to keep safe
- discusses how their behaviours contribute to their safety

PDHPE content

- **Pedestrian safety**
 - hold an adult's hand

Creative Arts

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The Centre for Road Safety website has details about [road crash data in your local area](#).

Activities

Resources

- [Pedestrian safety image gallery](#)
- [Google street view](#)

- Large sheets of chart paper

Ask students to think about their journeys as pedestrians at different times, e.g. to and from school, after-school activities, on weekends and holidays. Use pedestrian photos from the pedestrian safety image gallery and Google street view of your local area to stimulate discussion. Ask students:

- Where do you often walk to?
- How do you keep safe when walking there?
- Who do you hold hands with when walking?
- Why do you need to hold a grown-up's hand?
- What should you do if a grown-up's hand isn't available?

Emphasise to students that they:

- Always hold a grown-up's hand, pram, trolley or a grown-up's bag or clothes
- Walk on the footpath or away from the road
- Choose safer places to cross, e.g. pedestrian lights, crossings, overhead bridges
- Wait for the bus to go before crossing the road in a safe place with a grown-up
- Check for vehicles in driveways and car parks.

Prepare four large charts with the key road safety pedestrian messages as headings:

Hold a grown-up's hand when you're on the footpath
 Hold a grown-up's hand when you're in a car park
 Hold a grown-up's hand when you're in a driveway
 Hold a grown-up's hand when you cross the road.

Discuss and record student responses about how to keep safe for each key message.

Hold a grown-up's hand when you're on the footpath

Use the footpath photos from the pedestrian safety image gallery. Ask students:

- What kind of footpaths or off-road walking paths are shown? How are they different?
- What dangers should you look out for when walking on these paths? Why do you think they are dangerous?
- What dangers are there at the bus stop? Why are they dangerous?
- How would you keep safe in these places? Record responses on chart.
- Why isn't the footpath a safe place to play?

Hold a grown-up's hand when you're in a car park

Use the carpark photos from the pedestrian safety image gallery. Ask students:

- What are some of the dangers in carparks?
- How can you tell if a vehicle is reversing? What do you need to look and listen for?
- How can you keep safe in a carpark? Record responses on chart.
- Why isn't a car park a safe place to play? Record responses on chart.

Hold a grown-up's hand when you cross the road

Use the road crossing photos from the pedestrian safety image gallery. Ask students:

- What are the dangers when crossing the road?
- What are the different markings or signs that tell you a place is a safer choice to cross?
- What if there's no marked crossing? How do you choose a safer place to cross?
- How can you keep safe when crossing the road? Record responses on chart.

Hold a grown-up's hand when you're in a driveway

Use the driveway photos from the pedestrian safety image gallery. Ask students:

- What are the dangers in and around driveways?
- Why isn't it safe to play in the driveway? Record responses on chart.
- How can you keep safe around driveways? Record responses on chart.

Resources

- [Worksheet Hold my hand to keep me safe](#)
- Take home note [Hold my hand every time we cross the road](#)
- [Google street view](#)
- School drop off and pick up rules and procedures
- Photos of the roads and pedestrian environment around your school

Use photos of places around the school or Google street view that show pedestrian routes and access points.

Students identify which areas that they walk and where enter and leave the school. Discuss the school's drop-off and pick-up rules and procedures. Ask students:

- What are some of the dangers to you when you're arriving at or leaving school?
- How do you keep safe while you're walking?
- Whose hand do you hold? Who do you walk with? What if their hand isn't available for you to hold?
- Where do you cross the road? Why do you cross there?
- Where do you walk to keep safe away from vehicles and why?

Emphasise Hold a grown-up's hand when you're:

- on the footpath
- in a carpark
- in a driveway
- crossing the road.

On the worksheet Hold my hand to keep me safe, students trace the outline of their hand. Ensure their hand overlaps the adult hand to indicate they are holding hands. Students write the names of the adults they hold hands with when they walk to and from school.

Laminate and attach the worksheets to the school fence around entry and exit areas. Share the school pick up and drop off procedures and the take home note Hold my hand every time we cross the road with parents and carers.

Check out [Promoting road safety](#) for other sharing strategies.

Resources

- [Pedestrian safety image gallery](#)
- Photos of the roads and pedestrian environment around your school
- Art or large chart paper
- Coloured pencils, crayons or paint

Note: This activity could complement [National Walk Safely to School Day](#), held in May each year.

Show images from the Pedestrian safety image gallery or photos of the roads around your school. Ask students where they walk and how they keep safe in the following situations:

- crossing the road at pedestrian crossings, lights or other locations
- in a carpark or driveway
- on a footpath or away from the road.

Students create an artwork and write a description of themselves walking safely to school holding hands with a grown-up.

Sentence starters may include:

- I hold hands with _____ on the way to school. (a grown-up, mum, grandpa, aunty)
- We walk _____ on the way to school. (on the footpath, away from the road)
- We cross the road _____ on the way to school. (safely, at the lights, with the crossing supervisor, at the crossing)
- We hold hands _____ on the way to school. (on the footpath, crossing the road, in the driveway, in the carpark, when we are walking)

Share student work with parents, carers and the school community to promote the importance of holding children's hands.

Check out [Promoting road safety](#) for other sharing strategies.

Keeping safe when we cross the road

Pedestrian

Holding a grown-up's hand and choosing safer road crossing options around school. Students discuss and dramatise how they cross the road safely.

K-6 Syllabus outcomes

PDHPE

SLES1.13 Demonstrates an emerging awareness of the concepts of safe and unsafe living

- recognises safer crossing options and pedestrian behaviours

IRES1.11 Identifies how individuals care for each other

- identifies how adults help to keep them safe when walking in the road and traffic environment

PDHPE content

- **Pedestrian safety**
 - hold an adult's hand

Key road safety messages

- Hold a grown-up's hand when you're:
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 - in a car park
 - crossing the road

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 - are still developing the skills needed to judge vehicle speed and distance and safe gaps between vehicles.
- Children are often injured when they do not hold hands when walking with an adult
- An adult should always hold a child's hand when leaving school. They may be focused on things other than safe pedestrian behaviour.
- Boys are twice as likely as girls to be pedestrian casualties. Boys aged 13 years have the highest rate of child pedestrian casualties.

The Centre for Road Safety website has details about [road crash data in your local area](#).

Activities

Resources

- [Worksheet Brainstorm hands](#)
- [Pedestrian safety image gallery](#)
- [Google street view](#)

Use the crossing images from the Pedestrian safety image gallery or Google street view to look at different types of crossings, e.g.

- supervised crossing
- overhead pedestrian bridges
- pedestrian lights
- marked pedestrian crossings
- children's crossings

- pedestrian refuges

As a class discuss:

- What should you look for when choosing a safer place to cross? e.g. pedestrian signage, lights, crossings or refuges, overhead pedestrian bridges, not between parked cars, wait until the bus has gone and then find a safe place to cross holding a grown-up's hand.
- Are these places to cross the road **always** safe choices? Why not? e.g. time of day, weather conditions, different drivers.
- What do you do to cross the road safely? e.g. hold a grown-up's hand, arm, bag, clothes or the pram, stop one step back from the kerb, look and listen for vehicles and think about whether it is safe to cross, keep checking you are safe by looking and listening for vehicles as you cross the road.

Students use the worksheet Brainstorm hands to record answers to the following questions:

- Where are safe places you cross the road with a grown-up?
- Which grown-ups hold your hand to keep you safe?

Students share their responses. Discuss the importance of holding hands with a known and trusted adult. Ask students:

- Why do you need to hold a grown-up's hand when you cross the road?
- Why is it important to use the safest place to cross?

Resources

- Song [Hands are for holding when you're crossing the road](#)
- Scenario cards [Safe crossing](#)
- Take home note [Hold my hand every time we cross the road](#)
- Cardboard road sign (available to order free from online catalogue)
- Pedestrian crossing marked in playground or classroom

Play the song, Hands are for holding when you're crossing the road.

Discuss the messages within the song.

Ask students:

- What do you use your hands, legs, heads for when out and about?
- What are the important messages in the song?
- Which grown-ups hold your hand to keep you safe?

- Where do you cross the road with a grown-up?

Students create actions for the song.

Use the scenario cards Safe crossing or localised scenarios.

Students set up a road environment using props and materials from around the school. Students take on the various roles of the adults and children who would be walking holding hands in these situations.

Some things to talk about and practise with students:

- whenever they are out walking, hold a grown-up's hand or if a hand isn't available hold their arm, bag, clothes or the pram
- walking safely on the footpath
- if a footpath isn't available, walking off road on the verge
- looking and listening for moving vehicles around driveways
- looking for pedestrian signs and lights or other safer crossing options
- never crossing between parked cars or at bends or crests
- stopping one step back from the kerb
- why they need to always stop completely
- what they need to look and listen for
- how long they need to look and listen for
- what could stop them or make it difficult for them to see or hear
- wait for vehicles to stop before stepping on to the road at marked and signalised crossings
- when it's safe to cross, walk straight across the road and keep checking for vehicles.

Use the take home note Hold my hand every time we cross the road to share the pedestrian safety messages with parents and carers.

Who is holding hands to keep safe?

Who is out walking?

Read the ebook to find out who is keeping safe, holding a grown-up's hand and staying close.

START ACTIVITY

Pedestrian

Students consider the varied locations where they must hold a grown-up's hand to keep safe when walking.

K-6 Syllabus outcomes

PDHPE

SLES1.13 Demonstrates an emerging awareness of the concepts of safe and unsafe living

- identifies and discusses factors that contribute to their safety as pedestrians
- represents their own experiences as safe pedestrians through text and drawings

DMES1.2 Identifies some options available when making simple decisions

- talks about safe and unsafe decisions

PDHPE content

- **Pedestrian safety**
 - hold an adult's hand

English

ENe-4A Demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies

Key road safety messages

- Hold a grown-up's hand when you're:
 - on the footpath
 - in a car park
 - crossing the road

Background information

Pedestrian safety

- Adults are responsible for children's safety. [Walking together to and from school](#) suggests how adults can help children learn and practise how to be safe pedestrians.
- An adult should always hold a child's hand near vehicles, roads, footpaths, car parks, driveways, bicycle tracks, unfenced yards, homes and farms.
- Children are vulnerable because they:
 - can be easily distracted
 - are small and difficult for drivers to see
 - can be very focused on what they want to do, resulting in quick and unpredictable behaviour
 - are still developing the skills needed to judge vehicle speed and distance and safe gaps between vehicles.
- Children are often injured when they do not hold hands when walking with an adult
- An adult should always hold a child's hand when leaving school. They may be focused on things other than safe pedestrian behaviour.
- Boys are twice as likely as girls to be pedestrian casualties. Boys aged 13 years have the highest rate of child pedestrian casualties.

The Centre for Road Safety website has details about [road crash data in your local area](#).

Activities

Resources

- [Worksheet I am holding hands](#) (or download from page 35 of the ebook)

Read the ebook to find out who is keeping safe, holding a grown-up's hand and staying close while out walking.

Point out and discuss how the children are keeping safe by maintaining physical contact with an adult when out walking, e.g. holding onto a pram, bag, trolley.

Students share their own pedestrian experiences.

Ask students to identify the repetitive text in each of the scenarios. Focus on the safety behaviours and vocabulary: 'holding hands', 'to keep safe' etc.

Create a word bank for students to refer back to when completing the worksheet, Who is out walking?

Students complete the worksheet I am holding hands and share it with their parents and carers. Ask students to read the ebook at home with their family.

Viewing the images

Ask students to focus on the key pedestrian safety messages in each image.

Points to highlight:

- Maintain physical contact with a grown-up. This is the best way to keep safe as a pedestrian.
- **All pages:** Always hold a grown-up's hand whenever vehicles are or could be about. If they can't hold a hand then hold onto the grown-up's clothing, bag, trolley, pram or wheelchair.

- **Pages 5 and 21:** Some places are safer than others to cross the road. Look at the variety of road crossing scenarios and discuss their features and how to keep safe at each. Children, together with a grown-up, should stop one step back from the kerb, look and listen for vehicles and think about whether it is safe to cross. They should keep checking they are safe by looking and listening for vehicles as they cross the road.
- **Pages 13 and 25:** Driveways and carparks are like mini roads. It's important to look and listen for vehicles that might be coming or going. Always hold a grown-up's hand or their bag, clothes, trolley, or wheelchair if a hand isn't available. Drivers who are reversing might not see people around their vehicle. Look and listen for signs that vehicles are moving.
- **Pages 9, 13, 17, 21, 29:** Sometimes there's a footpath to walk along and sometimes there's not – always walk away from the edge of the road.
- **All pages:** Always concentrate on keeping safe when walking with a grown-up. Distractions like using a mobile phone can take our attention away from looking and listening for vehicles.

Print the images from the ebook or pedestrian image gallery to create matching, lotto and bingo games. Students play the games and discuss pedestrian safety messages as they play.

Safe journeys in the car

Passenger

Students recognise the importance of using the Safety Door and being in the right car seat for their age and size through music and drama.

K-6 Syllabus outcomes

PDHPE

SLES1.13 Demonstrates and emerging awareness of the concepts of safe and unsafe living

- describes how adults keep them as safe passengers
- explains the importance of always being buckled up correctly when travelling in vehicles

DMES1.2 Identifies some options available when making simple decisions

- identifies the different types of car seats for age and size
- identifies the Safety Door and its purpose

PDHPE content

- **Passenger safety**
 - use of seatbelts and restraints
 - safe exit and entry from vehicles

Mathematics

Mae-13MG Sequences events, using everyday language to describe the duration of events.

Creative Arts

DRAES1.1 Uses imagination and the elements of drama in imaginative play and dramatic situations.

Key road safety messages

- Click clack front and back

- Always buckle up in your seatbelt
- Get in and out of the car on the footpath side

Background information

Passenger safety

- All children must be safely fastened in the **correct child car seat for their age and size**. A child who is properly secured in an approved child car seat is less likely to be killed or injured in a crash than one who is not.
- To ensure correct and safe installation of a child car seat, have it checked by an **Authorised Restraint Fitter**.
- Children aged from four years old but under seven years old must be secured in a forward facing approved child restraint with an inbuilt harness or an approved booster seat.
- Children aged from four years old but under seven years old cannot travel in the front seat of a vehicle with two or more rows, unless all other back seats are occupied by children younger than seven years in an approved child restraint or booster seat
- Children under 145 cm tall should continue using a booster seat. This is the suggested minimum height to use an adult lap/sash seatbelt.
- Children up to and including 12 years of age always sit in the rear seat, even though children 7+ years can legally occupy the front seat of a vehicle.
- Children should get out of the vehicle using the rear kerb-side door. It's called the Safety Door. It is not safe for children to use the traffic side door of a vehicle.
- It is illegal to leave a child unattended in a car where they might be in distress or their health is in danger.

The Centre for Road Safety website has details about **road crash data in your local area**.

Activities

Resources

- **Passenger safety image gallery**

Discuss the different journeys that students take in vehicles. Ask:

- Where do you sit in the car?
- What type of seat do you use?
- How does it keep you safe?

- Which grown-up's check that you're buckled up safely?
- Who else do you travel with?
- Where do you sit and what type of seat do you use? Why?

Use the Passenger safety image gallery to show students images of different sized passengers in child car seats, booster seats and seatbelts. Discuss different types of restraints and the importance of having the right type of restraint for each person to travel in safely.

Note: The restraint needs to match the size of the passenger's body for them to be well protected in a crash. Compare this to students wearing the right clothes or shoes to match the size of their body. Students of the same age can stand back to back or next to each other to highlight that although they are the same age their physical size differs.

Share the [child car seats](#) information with parents and carers in the school newsletter or website.

Resources

- [Passenger safety image gallery](#)
- Song '[The footpath side' song](#)
- Take home note [Safety Door letter](#)
- [Google Street View](#)
- [Safety Door stickers](#) (order through 'For school use only' section)
- Class car made from a cardboard box and chairs, or similar

Display the Safety Door sticker from the Passenger safety image gallery.

Ask students:

- Where do you think this sticker belongs? How do you know?
- Have you seen this sticker before? Where?
- Do you know what it's for? Ask students to explain
- Why do you use the Safety Door?
- Where are some of the different places you get in and out of vehicles? e.g. school kiss and drop area, car parks, driveways, side of the road with kerb and gutter or gravel or grass verge, bus stop. Use Google Street View to locate the places students suggest.
- Who helps you to get in and out of the car safely?
- Why is it important a grown-up helps you?

Demonstrate and talk about the placement of the Safety Door sticker on the rear left side passenger window of a car.

Play The footpath side song. Students take turns dramatising the song using the cardboard box car.

Students use the Safety Door letter or write their own to their parents and carers about the importance of always using the Safety Door.

Resources

- Song [Click clack](#)
- Seatbelts made from black fabric, paper, thick elastic or stockings
- Dress-up props

Play the song Click clack. Students sing along and perform the action of buckling up their seatbelts.

Ask students:

- Where do you sit in the car?
- What type of seat do you have?
- Why is it important to sit in a car seat or booster seat?
- How does your seatbelt protect you?
- Who makes sure you are buckled up safely?

Arrange four chairs into a car formation with front and back seats. Using seatbelt props and dress-up clothes, students take turns dramatising the [Click clack](#) song or acting out the following scenarios:

- A family of five are on a long holiday drive. One child is tired and starts to put his seatbelt under his arm to sleep more comfortably.
- Mum is driving one child to the shops. The child wants to sit in the front seat to see out the windscreen better.
- Grandpa is driving two children to school. They are fighting with each other in the back seat and grandpa is getting angry and distracted.
- Dad is driving his child and three friends to sport training. One of the friends pretends to buckle up.
- A friend says you can get a lift home from school with his family instead of catching the bus. There isn't a spare seat for you.

- Mum is driving to the shops with three children. When they get to the shops, one of the children doesn't want to go shopping. She just wants to stay in the car.

At the end of each scenario, discuss:

- Why would this be unsafe?
- What is the safest thing to do?

Resources

- Worksheet [Click clack front and back](#)

Discuss students' safe passenger journeys. Ask students:

- Where do you and other members of your family sit?
- How do you keep safe in the car?
- Where do you travel to, safely buckled up?
- Do you ever travel in other people's cars? How do you keep safe?
- Where's your favourite place to travel to in the car?

Using the worksheet [Click clack front and back](#), students write about and illustrate how they travel safely buckled. Collate the worksheets into a class take-home sharing book.

Ask students, parents and carers to add to the sharing book. They could include:

- photos of their child and family safely buckled up
- stories of their own journeys
- illustrations or artworks showing their safe passenger journeys.

Share the book with other classes.

Check out [Promoting road safety](#) for other sharing strategies.

Who is keeping safe in the car?



Who is buckled up?

Read the ebook to find out who is safe in the car, buckled up in their child car seats and booster seats.

**START
ACTIVITY**

Passenger

Students explore how buckling up in the correct way for their age and size, sitting in the back seat and using the Safety Door keeps them safe as passengers in vehicles.

K-6 Syllabus outcomes

PDHPE

SLES1.13 Demonstrates an emerging awareness of the concepts of safe and unsafe living

- identifies passenger safety behaviour through images and text

- identifies and discusses factors that contribute to their safety as a passenger

DMES1.2 Identifies some options available when making simple decisions

- represents their own experiences as safe passengers through text and drawings

PDHPE content

- **Pedestrian safety**
 - use of seatbelts and restraints
 - safe exit and entry from vehicles

Key Road Safety Messages

- Click clack front and back
- Always buckle up in your seatbelt
- Get in and out of the car on the footpath side

Background information

Passenger safety

- All children must be safely fastened in the **correct child car seat for their age and size**. A child who is properly secured in an approved child car seat is less likely to be killed or injured in a crash than one who is not.
- To ensure correct and safe installation of a child car seat, have it checked by an **Authorised Restraint Fitter**.
- Children aged from four years old but under seven years old must be secured in a forward facing approved child restraint with an inbuilt harness or an approved booster seat.
- Children aged from four years old but under seven years old cannot travel in the front seat of a vehicle with two or more rows, unless all other back seats are occupied by children younger than seven years in an approved child restraint or booster seat
- Children under 145 cm tall continue using a booster seat. This is the suggested minimum height to use an adult lap/sash seatbelt.
- Children up to and including 12 years of age always sit in the rear seat, even though children 7+ years can legally occupy the front seat of a vehicle.
- Children should get out of the vehicle using the rear kerb-side door. It's called the Safety Door. It is not safe for children to use the traffic side door of a vehicle.
- It is illegal to leave a child unattended in a car where they might be in distress or their health is in danger.

The Centre for Road Safety website has details about [road crash data in your local area](#).

Activities

Resources

- [Worksheet I am buckled up safely!](#) (or download from page 35 of the ebook)

Share the ebook text, Who is buckled up?

Discuss how the children and adults in the book are safely buckled up when travelling in vehicles.

Students share their own passenger experiences by answering the questions at the end of the e-book.

Ask students to identify the repetitive text. Focus on the safety behaviours and vocabulary, e.g. buckled up, to keep safe, click clack. Create a word bank.

Students share their own experiences by answering the questions at the end of the text.

Students use the wordbank from previous activity to help them complete the worksheet Who is buckled up?

Students share and read the ebook with their family at home.

Viewing the images

Ask students to focus on the key passenger safety messages in each image.

Points to highlight:

- **All images:** There are different seats for the different ages/sizes of passengers. i.e. rearward-facing child car seat , forward-facing child car seat , booster seat or seatbelt. The [Child car seats website](#) has more information about the right type of seat for age/size.
- **Pages 5, 9, 17 and 25:** Students must use the right seat for their age/size. Although they may be the same age as their peers their physical size may differ.

- **Pages 5, 25 and 30:** Use the Safety Door to get in and out of the vehicle. Talk about why the door away from the road is usually the safest door to get in and out of the vehicle.
- **Pages 5, 9, 17 and 29:** Everyone should be buckled up safely whether awake or asleep – no matter how short the journey. Ask students to compare the time people might spend travelling e.g. home from their holiday, to the shops or to preschool.
- **Pages 25 and 30:** A grown-up should always check that children are buckled up correctly. In a booster seat the seatbelt needs to be in the right position, the lap part low on the hips and the sash part crossing between the neck and shoulder.
- **All images:** Click clack front and back - Children should sit in the back seat of the vehicle. Due to their smaller size children are better protected in the back seats. Compare the images of children sitting in the back seats and grown-ups in the front seats.
- **All images:** Everyone must be safely buckled up on every journey; it's the law.

Print the images from the ebook or from the passenger image gallery to create matching, lotto and bingo games. Students play the games and discuss pedestrian safety messages.

Passenger safety



But Why?

Zac ALWAYS wants to know why! Read the ebook to find out why it is important to be buckled up safely.

**START
ACTIVITY**

Passenger

Through narrative, students explore why they always need to be in the right child car seat for their age and size.

K-6 Syllabus outcomes

PDHPE

SLES1.13 Demonstrates and emerging awareness of the concepts of safe and unsafe living

- discusses the need to buckle up in a child car seat or booster seat for their age and size

- describes where a seatbelt needs to sit on their body to fit correctly

DMES1.2 Identifies some options available when making simple decisions

- describes why the Safety Door is the safest door to choose when entering and exiting the car

PDHPE content

- **Passenger safety**
 - use of seatbelts and restraints
 - safe exit and entry from vehicles

Key Road Safety Messages

Passenger safety

- Click clack front and back
- Always buckle up in your seatbelt
- Get in and out of the car on the footpath side

Background information

Passenger safety

- All children must be safely fastened in the [correct child car seat for their age and size](#). A child who is properly secured in an approved child car seat is less likely to be killed or injured in a crash than one who is not.
- To ensure correct and safe installation of a child car seat, have it checked by an [Authorised Restraint Fitter](#).
- Children aged from four years old but under seven years old must be secured in a forward facing approved child restraint with an inbuilt harness or an approved booster seat.
- Children aged from four years old but under seven years old cannot travel in the front seat of a vehicle with two or more rows, unless all other back seats are occupied by children younger than seven years in an approved child restraint or booster seat
- Children under 145 cm tall continue using a booster seat. This is the suggested minimum height to use an adult lap/sash seatbelt.
- Children up to and including 12 years of age always sit in the rear seat, even though children 7+ years can legally occupy the front seat of a vehicle.
- Children should get out of the vehicle using the rear kerb-side door. It's called the Safety Door. It is not safe for children to use the traffic side door of a vehicle.
- It is illegal to leave a child unattended in a car where they might be in distress or their health is in danger.

The Centre for Road Safety website has details about [road crash data in your local area](#).

Activities

Resources

- Take home note [Always buckle up safely](#)
- [Child Car Seats website](#)

Students share their thoughts about the text, e.g. themes, characters and illustrations.

Focus the car trip and the conversation that took place.

Use these questions to guide the discussion:

- **Page 7** - Zac and Lewis are holding hands with Nan and Mum on the footpath/driveway. Why do you think it is important for children to hold hands with a grown-up when out and about?
- **Page 9, 31** – What are some of the places Zac and Lewis liked travelling to with their Nan? Name some of the places you travel to, safely buckled up with your family.
- **Page 11** - Who buckles up Lewis and Zac safely? Who are the grown-ups that buckle you up or check that you are buckled up safely? Nan checks Zac's seatbelt is in the right position and is tight enough to keep him safe. Why do you think Nan checks Zac's seatbelt? A grown-up should also make sure car seats are fitted into the car correctly and that the seatbelts are used the right way.
- **Page 15** - Why are Zac and Lewis sitting in the back seat? What car seats do Lewis and Zac use in the story? How are their seats different? What type of car seat do you use in the car?
- **Page 27** - Zac falls asleep on the journey. Why is it important to always stay buckled up safely whenever we travel in the car, when awake or asleep and on short or long journeys?
- **Page 16-25** - Why did Nan and Lewis say Zac needed to wear his seatbelt in the car?

- **Page 21** - How did the seatbelt fit Zac's body to keep him safe? (Across his strong hip bones and ribs and shoulders)
- **Page 14** - Why are there different types of child car seats and seatbelts for different sized people?
- **Page 11-31** - Zac and Nan use the Safety Door. Why is it important to use the Safety Door when entering and exiting a vehicle and to wait for a grown-up?

Read the Take home note Always buckle up safely with the class.

View the Child Car seats website and discuss the different child car seats.

Students complete pages 2 and 3 and complete page 4 with their parents and carers for homework.

Buckle up your helmet

On Wheels

It is important to wear a helmet correctly when riding. Helmets keep people safe in their work and leisure time.

K-6 Syllabus outcomes

PDHPE

SLES1.13 Demonstrates an emerging awareness of the concepts of safe and unsafe living

- describes and demonstrates the procedure for correctly fitting a helmet
- discusses how wearing a helmet contributes to their safety when riding
- identifies behaviours that minimise risks

DMES1.2 Identifies some options available when making simple decisions

- recognises hazards associated with riding bikes and other wheeled devices

PDHPE content

- **Safety on wheels**
 - safe places to play on wheels

Creative Arts

DRAES1.1 Uses imagination and elements of drama in imaginative play and dramatic situations

MUES1.1 Participates in simple speech, singing, playing and moving activities, demonstrating an awareness of musical concepts

Key Road Safety Messages

- Always wear your helmet when you ride or skate

- Ride your bike away from the road

Background information

Safety on wheels

- Children need a safe place to ride, scooter or skate. Places include the backyard, fenced park, cycle path or recreational area. Roads, carparks and driveways are not considered safe places to ride or play.
- It's the law for everyone to wear a helmet when riding a bike in any public place. The helmet must meet Australian Standards and be securely fitted and fastened.
- Protective clothing, such as enclosed shoes, also help keep children safe on wheels.
- Children under 12 and adult riders supervising them may ride on the footpath unless there is signage prohibiting this. Cyclists must keep to the left and give way to pedestrians.
- At intersections, children and adults must dismount and use safe pedestrian behaviour as they wheel the bike or scooter across the road.
- Adults can help children learn safe cycling practices by riding with them and talking with them about the importance of wearing a helmet and following the rules when riding.

The Centre for Road Safety website has details about [road crash data in your local area](#).

Activities

Resources

- Worksheet [Always wear a correctly fitted helmet](#)
- Child sized bicycle helmet

Ask students to look at the pictures on the worksheet Always wear a correctly fitted helmet. Discuss the steps required for a good helmet fit.

Use a child-sized helmet and a student to demonstrate each step of the procedure.

Point out the different parts of the helmet, e.g. adjustable chin straps, buckle, padded outer shell, ventilation holes and compliance label.

Explain to students what a compliance label is and why it is must be on a helmet. (AS/NZ 2063 or JAS-ANZ).

Students cut out the four pictures and four text boxes on the worksheet.

Students place them face down and mix them up. They turn the cards over and match the text to each image and place them back in the correct order.

The Centre for Road Safety website has detailed information on [helmets and safety gear](#).

Resources

- Song words Buckle up your helmet
- Two child-sized bicycle helmets

Display the words to the song, Buckle up your helmet. Sing and learn the song together.

Note: sung to the tune of The Hokey Pokey.

Buckle up Your Helmet

You put your helmet on
 You put your helmet on
 You put your helmet on
 So it fits just right

You hop on your bike
 And you go for a ride
 That's what it's all about!

Oh... Buckle up your helmet
 Oh... Buckle up your helmet
 Oh... Buckle up your helmet
 So it fits just right!

Students develop actions for the song, e.g. checking the helmets are buckled up and positioned correctly.

Students sit in a circle. Choose two students to be the “riders” who then stand in the middle of the circle. They put the helmets on, following the correct

fitting procedure while the rest of the class sings the song. The two "riders" pretend to ride around inside the circle. As the song ends, the students wearing helmets take them off and place them in front of two other students in the circle. Repeat the game.

Take photos, video or an audio recording of the students playing the game and following the correct helmet fitting procedure to share with parents and carers.

Check out [Promoting road safety](#) for other sharing strategies.

As a class, brainstorm and list people who wear helmets for their work or leisure, e.g. cricket player, postie, miner, cyclist, builder, snowboarder, kayaker, rock climber, hang-glider, fire fighter, astronaut, American footballer, helicopter pilot.

Ask students why people need to wear helmets, e.g. dangers of the work or leisure activities. Discuss other protective gear and clothing that may also be worn, e.g. enclosed shoes, harnesses, protective/high visibility clothing. Ask students why people need to wear protective clothing.

Find images to match the people who wear helmets from the class list.

Use these images to play the 'Who am I?' Students or teacher can give clues about who is wearing the helmet, e.g. "I travel in a truck for my job and I have to respond to emergencies."

Safe places to ride and play

On Wheels

Students identify safe and unsafe places to ride and play. They consider dangers associated with different locations and how they can be made safer.

K-6 Syllabus outcomes

PDHPE

SLES1.13 Demonstrates and emerging awareness of the concepts of safe and unsafe living

- recognises it is unsafe to ride on the road or anywhere cars are or could be about
- identifies the adults who supervise them

DMES1.2 Identifies some options available when making simple decisions

- makes decisions about safe places to ride

PDHPE content

- Safety on wheels
 - safe places to play on wheels

Key Road Safety Messages

- Always wear your helmet when you ride or skate
- Ride your bike away from the road

Background information

Safety on wheels

- Children need a safe place to ride, scooter or skate. Places include the backyard, fenced park, cycle path or recreational area. Roads, carparks and driveways are not considered safe places to ride or play.

- It's the law for everyone to wear a helmet when riding a bike in any public place. The helmet must meet Australian Standards and be securely fitted and fastened.
- Protective clothing, such as enclosed shoes, also help keep children safe on wheels.
- Children under 12 and adult riders supervising them may ride on the footpath unless there is signage prohibiting this. Cyclists must keep to the left and give way to pedestrians.
- At intersections, children and adults must dismount and use safe pedestrian behaviour as they wheel the bike or scooter across the road.
- Adults can help children learn safe cycling practices by riding with them and talking with them about the importance of wearing a helmet and following the rules when riding.

The Centre for Road Safety website has details about [road crash data in your local area](#).

Activities

Resources

- Take home note [Safe places to play](#)

Students sit in a circle and take turns to describe what and where they like to play outside at home.

Record on a class chart. Ask:

- How do you know a place is safe to play?
- Is this place away from where cars are or could be?
- Is the place fenced?
- Is a grown-up there to supervise?
- What are other possible dangers/hazards like water or crowds?

Discuss what makes a place safer to play, and why. For example:

- The front yard is safe ... with a full fence and closed gate.
- Riding in the back yard is safe ... when I wear a correctly fitted helmet.
- The park is safe ... when a grown-up is there to supervise.

Students consider the list of safe places to ride and write about and draw their favourite one on the take home note Safe places to play. Ask students to

include some of the safety features discussed previously, e.g. wearing a helmet, ride away from roads, adult supervision at driveways and carparks.

Check out [Promoting road safety](#) for other sharing strategies.

Resources

- Photos from [Safe places to ride and play](#)
- [Google street view](#)

Display the photos from Safe places to ride and play and discuss what is safe or unsafe. Alternatively, use Google street view to search for a local park or playing fields close to the school or one that students are familiar with. Explore the safety of this local play area using the questions below.

- Do you think this is a safe place to play? Why? Why not?
- What could be changed or added to make this a safer place to play?

Draw attention to safety features and considerations such as:

- fences
- closed gates
- clear separation from cars and other vehicles
- no broken equipment or damaged fences or gates
- paved pathways for riding
- riding in shady areas and away from water
- an adult should always be there to supervise.

As a class, jointly construct a letter or email to the council, government representatives or the local paper to highlight student observations and suggestions to make their community a safer place to ride and play.

Who is keeping safe on wheels?



Who is wearing a helmet?

Read the ebook to find out who wears a helmet to keep safe on their wheels, at work and at play.

**START
ACTIVITY**

On Wheels

Students consider safe riding and play locations and the importance of always wearing a correctly fitted helmet.

K-6 Syllabus outcomes

PDHPE

SLES1.13 Demonstrates and emerging awareness of the concepts of safe and unsafe living

- identifies safe places to ride and play on wheels

DMES1.2 Identifies some options available when making simple decisions

- makes decisions about safe places to ride

PDHPE content

- Safety on wheels
 - safe places to play on wheels

Key Road Safety Messages

- Always wear your helmet when you ride or skate
- Ride your bike away from the road

Background information

Safety on wheels

- Children need a safe place to ride, scooter or skate. Places include the backyard, fenced park, cycle path or recreational area. Roads, carparks and driveways are not considered safe places to ride or play.
- It's the law for everyone to wear a helmet when riding a bike in any public place. The helmet must meet Australian Standards and be securely fitted and fastened.
- Protective clothing, such as enclosed shoes, also help keep children safe on wheels.
- Children under 12 and adult riders supervising them may ride on the footpath unless there is signage prohibiting this. Cyclists must keep to the left and give way to pedestrians.
- At intersections, children and adults must dismount and use safe pedestrian behaviour as they wheel the bike or scooter across the road.
- Adults can help children learn safe cycling practices by riding with them and talking with them about the importance of wearing a helmet and following the rules when riding.

The Centre for Road Safety website has details about [road crash data in your local area](#).

Activities

Resources

- [Worksheet Who is wearing a helmet?](#) (download on page 35 of the ebook)

Discuss why the people in the ebook are wearing helmets. Students talk about when and where they wear their helmets.

Ask students to identify the repetitive text in the ebook. Focus on the safety behaviours and vocabulary, e.g. "Wearing a helmet", "to keep safe". Create a word bank for students to refer to when completing the worksheet Who is wearing a helmet?

Students complete the worksheet, Who is wearing a helmet? and share with their parents and carers.

Ask students read the ebook together with their family.

Viewing the images

View the images and discuss the key safe riding messages.

Points to highlight:

- **All images:** Some activities are fun but they also carry risks which need to be managed. Discuss the different activities the people are involved in and the risks associated with each activity.
- **All images:** Helmets protect the head, face and brain from injury. Look at the different types of helmets and how they are made for a specific purpose, e.g. compare the bike helmet to the motorcycle helmet.
- **Pages 5, 9, 13, 17 and 30:** Helmets always need to be fitted correctly. Look at the position of the helmets on children's heads. Discuss the implications of not buckling up the chin strap or wearing a helmet that is too big or too small.
- **All images:** Other protective gear can be used to prevent injury. Discuss how appropriate clothing, enclosed shoes and other safety gear like elbow and knee pads can help to protect the body.
- **Pages 5, 9, 13 and 25:** It's important to play and ride in areas that are away from vehicles and from water. Discuss the different locations children are playing and the features that make them a safe choice like fences, bike paths and being away from roads and vehicles.
- **Pages 9, 13, 25 and 30:** A grown-up should always be there to supervise.

Print the images to create matching, lotto and bingo games. Students play the games and discuss the safety on wheels messages as they play.

My journey to school

On Wheels

Passenger

Pedestrian

This learning experience explores different ways students travel to school. Students consider strategies for keeping safe on their journeys through discussion, data collection and graphing.

K-6 Syllabus outcomes

PDHPE

SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others

- identifies the modes of travel they use to and from school
- recognise hazards associated with different modes of travel

DMS1.2 Recalls past experiences in making decisions

- compares and contrasts safety behaviours for different modes of travel

PDHPE content

- **Pedestrian safety**
 - places to cross safely
 - safe crossing procedures
- **Passenger safety**
 - use of a seatbelt
 - safe passenger behaviour
 - safe entry and exit from a vehicle
- **Safety on wheels**
 - wear a helmet

Mathematics

MA1-17SP Gathers and organises data, displays data in lists, tables and picture graphs, and interprets the results

MA1-1WM Describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols

Key Road Safety Messages

- Click clack front and back
- Always buckle up in your seatbelt
- Hold a grown-up's hand when you're:
 - on the footpath
 - in a car park
 - crossing the road
- Get in and out of the car on the footpath side
- Wait till the bus has gone and then use a safe place to cross
- Always wear your helmet when you ride or skate
- Ride your bike away from the road

Background information

Pedestrian safety

- Adults are responsible for children's safety. [Walking together to and from school](#) suggests how adults can help children learn and practise how to be safe pedestrians
- An adult should always hold a child's hand near vehicles, roads, footpaths, car parks, driveways, bicycle tracks, unfenced yards, homes and farms
- Children are vulnerable because they:
 - can be easily distracted
 - are small and difficult for drivers to see
 - can be very focused on what they want to do, resulting in quick and unpredictable behaviour
 - are still developing the skills needed to judge vehicle speed and distance and safe gaps between vehicles.
- Children are often injured when they do not hold hands when walking with an adult.
- An adult should always hold a child's hand when leaving school. They may be focused on things other than safe pedestrian behaviour.
- Boys are twice as likely as girls to be pedestrian casualties. Boys aged 13 years have the highest rate of child pedestrian casualties.

Passenger safety

- All children must be safely fastened in the [correct child car seat for their age and size](#). A child who is properly secured in an approved child car seat is less likely to be killed or injured in a crash than one who is not.
- To ensure correct and safe installation of a child car seat, have it checked by an [Authorised Restraint Fitter](#).
- Children aged from four years old but under seven years old must be secured in a forward facing approved child restraint with an inbuilt harness or an approved booster seat.

- Children aged from four years old but under seven years old cannot travel in the front seat of a vehicle with two or more rows, unless all other back seats are occupied by children younger than seven years in an approved child restraint or booster seat
- Children under 145 cm tall should continue using a booster seat. This is the suggested minimum height to use an adult lap/sash seatbelt.
- Children up to and including 12 years of age always sit in the rear seat, even though children 7+ years can legally occupy the front seat of a vehicle.
- Children should get out of the vehicle using the rear kerb-side door. It's called the Safety Door. It is not safe for children to use the traffic side door of a vehicle.
- It is illegal to leave a child unattended in a car where they might be in distress or their health is in danger.

Safety on wheels

- Children need a safe place to ride, scooter or skate. Places include the backyard, fenced park, cycle path or recreational area. Roads, carparks and driveways are not considered safe places to ride or play.
- It's the law for everyone to wear a helmet when riding a bike in any public place. The helmet must meet Australian Standards and be securely fitted and fastened.
- Protective clothing, such as enclosed shoes, also help keep children safe on wheels.
- Children under 12 and adult riders supervising them may ride on the footpath unless there is signage prohibiting this. Cyclists must keep to the left and give way to pedestrians.
- At intersections, children and adults must dismount and use safe pedestrian behaviour as they wheel the bike or scooter across the road.
- Adults can help children learn safe cycling practices by riding with them and talking with them about the importance of wearing a helmet and following the rules when riding.

Bus safety

- When waiting for a bus, children should stand well away from the road, back from the kerb.
- When getting off a bus, children should be met by an adult at the bus stop, not across the road.
- After the bus has gone, adults should choose a safe place to cross the road holding the child's hand.
- When a bus is fitted with seatbelts, children must buckle up.

The Centre for Road Safety website has more details about [road crash data in your local area](#).

Activities

Resources

- Large chart paper
- Clip art or Google images of different modes of school travel

Students talk about how they travelled safely to school today.

Ask students:

- After leaving the house what happened next?
- Which direction did you go and why? Who else did you travel with?
- How did you keep safe? What did you see along the way, e.g. cars, signs, traffic lights?
- What happened when you arrived outside school?

As a class, define what is meant by pedestrian, passenger and rider/cyclist.

On large chart paper, use headings or images representing pedestrian, car passenger, bus passenger or rider/cyclist. Place these around the room. Use the terms most relevant to students.

Students write their name on the chart paper under the heading of the mode of travel they used on the way to school.

Count how many are in each group, then record data in a simple graph. Discuss the differences in how the class travels to school, e.g. most popular mode of travel, least popular and why.

Display key road safety messages.

In groups, students discuss how to keep safe using each mode of travel. Each group recalls and presents to the class how to keep safe on a journey to school. Students role play to demonstrate their responses. Prompt students to include the following:

- **Pedestrians** – always hold a grown-up's hand, arm, bag, clothes or the pram when walking on footpaths and when crossing roads
- **Passengers** – always sit in the right car seat for their age and size, a grown-up always checks that their seat belt is buckled up correctly, use the Safety Door when entering and exiting the car
- **Bus travellers** – always hold a grown-up's hand walking to and from the bus, wait with a grown-up for the bus to leave before crossing the road

- **Bike, scooter and skateboard riders** – always wear a correctly fitted helmet, ride away from the road, alongside a grown-up to keep safe
- **Train travellers** – always hold a grown-up’s hand when walking to the station, hold hands when waiting together on the platform and when entering and exiting the train.

Resources

- [Passenger safety image gallery](#)
- [Pedestrian safety image gallery](#)
- [Safety on wheels image gallery](#)
- [Google maps](#)
- Large chart paper

Students discuss their morning travel routine. Compare differences and similarities between the modes of travel used and how students keep safe along the way as pedestrians, passengers or when riding bikes or scooters.

Identify the most and least popular methods of travelling to school. Ask students why that might be, e.g. it’s the quickest, the most comfortable, it’s the way their family normally travels, it keeps you fit, it’s easy in any weather.

Discuss whether students think the quickest travel routines are always the safest, e.g. it’s quicker to park opposite school at drop off time, but that means crossing a busy road. Students describe safer alternatives.

Remind students that quick travel is not always safe travel – taking a little longer to be safe is a good choice.

Use examples of the student travel routines to write and illustrate a recount of their safe travel to school. Use sequential language or times:

- 8.15am/First ...we buckled up safely in the car
- 8.20am/Next ...
- 8.30am/After that ...
- 8.33am/Then ...
- 8.35am/Finally ...

Display photos from the Passenger, Pedestrian and Safety on wheels image galleries to prompt students to include road safety in their recount.

As a class, identify possible road or traffic-related dangers on their journeys, e.g. busy traffic when waiting to cross roads, unexpected obstacles on the

footpath, lots of vehicles and people around school. Brainstorm and record ideas about how to avoid these dangers.

Ask students to share their timeline or map with a partner. Encourage them to discuss the ways they keep safe on the trip and talk about how it could be made safer.

Road safety education shared texts



Where's Banjo, Mum?

Read more about how to be a safe pedestrian through this much loved story. What's the surprise waiting for Jess at home?

**START
ACTIVITY**

Passenger

Pedestrian

Use road safety narratives to explore pedestrian, passenger and safety on wheels messages. Students consider their own journeys and safety behaviours.

K-6 Syllabus outcomes

PDHPE

SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others

- identifies safe passenger, pedestrian and play behaviours in different settings
- discusses how behaviour contribute to their safety

DMS1.2 Recalls past experiences in making decisions

- recognises hazards associated with different locations and settings

PDHPE content

- **Pedestrian safety**
 - places to cross safely
 - safe crossing procedures
 - types of distraction
- **Passenger safety**
 - use of a seatbelt
 - safe passenger behaviour
 - safe entry and exit from a vehicle
- **Safety on wheels**
 - wear a helmet

Key Road Safety Messages

- Hold a grown-up's hand when you're:
 - on the footpath
 - in a car park
 - crossing the road
- Click clack front and back
- Always buckle up in your seatbelt
- Get in and out of the car on the footpath side
- Wait till the bus has gone and then use a safe place to cross
- Always wear your helmet when you ride or skate
- Ride your bike away from the road

Background information

Passenger safety

- All children must be safely fastened in the **correct child car seat for their age and size**. A child who is properly secured in an approved child car seat is less likely to be killed or injured in a crash than one who is not.
- To ensure correct and safe installation of a child car seat, have it checked by an **Authorised Restraint Fitter**.
- Children aged from four years old but under seven years old must be secured in a forward facing approved child restraint with an inbuilt harness or an approved booster seat.
- Children aged from four years old but under seven years old cannot travel in the front seat of a vehicle with two or more rows, unless all other back seats are occupied by children younger than seven years in an approved child restraint or booster seat
- Children under 145 cm tall should continue using a booster seat. This is the suggested minimum height to use an adult lap/sash seatbelt.

- Children up to and including 12 years of age always sit in the rear seat, even though children 7+ years can legally occupy the front seat of a vehicle.
- Children should get out of the vehicle using the rear kerb-side door. It's called the Safety Door. It is not safe for children to use the traffic side door of a vehicle.
- It is illegal to leave a child unattended in a car where they might be in distress or their health is in danger.

Pedestrian safety

- Adults are responsible for children's safety. [Walking together to and from school](#) suggests how adults can help children learn and practise how to be safe pedestrians.
- An adult should always hold a child's hand near vehicles, roads, footpaths, car parks, driveways, bicycle tracks, unfenced yards, homes and farms.
- Children are vulnerable because they:
 - can be easily distracted
 - are small and difficult for drivers to see
 - can be very focused on what they want to do, resulting in quick and unpredictable behaviour
 - are still developing the skills needed to judge vehicle speed and distance and safe gaps between vehicles.
- Children are often injured when they do not hold hands when walking with an adult
- An adult should always hold a child's hand when leaving school. They may be focused on things other than safe pedestrian behaviour.
- Boys are twice as likely as girls to be pedestrian casualties. Boys aged 13 years have the highest rate of child pedestrian casualties.

Bus safety

- When waiting for a bus, children should stand well away from the road, back from the kerb.
- When getting off a bus, children should be met by an adult at the bus stop, not across the road.
- After the bus has gone, adults should choose a safe place to cross the road holding the child's hand.
- When a bus is fitted with seatbelts, children must buckle up.

The Centre for Road Safety website has more details about [road crash data in your local area](#).

Activities

Resources

- [Worksheet Sentence matching](#)

Ask students what they do after school:

- Where do they wait to be picked up?
- Who picks them up after school?
- What do they do if their parent/carer is late?
- What do they do if it is raining?

Discuss school rules and procedures for pick up time at school:

- safe procedures for boarding a bus, e.g. waiting in line, letting passengers get off before boarding, remaining a step back from the kerb, holding a grown up's hand while waiting for the bus
- strategies to use when a grown-up's hand isn't available to hold, e.g. hold a stroller, shopping trolley, bag.

Ask students to recall procedures for safely crossing at pedestrian crossings, e.g. holding a grown up's hand, stopping and waiting a step back from the kerb, looking both ways, listening, waiting for vehicles to stop before walking, looking and listening for vehicles while walking straight across the road.

Discuss the dangers of moving vehicles. Focus on reversing vehicles.

- How do you know a car is reversing? Can a driver see you?
- What do you need to look out for when walking in a car park?
- What can you do to stay safe when walking through a carpark?
- What do you need to look out for when walking on a footpath, crossing a driveway?

Students complete the worksheet Sentence matching. Prompt students with strategies for identifying sentence structure, e.g. full stop at the end.

Ask students:

- What can you see on the cover?
- Can you guess what the story might be about?
- Do you think this will be a true or a make believe story? Why?

Turn the pages without reading and audio off. Look at the pictures to assist students with their prediction of what the story is about.

- What characters can you see in the pictures?
- What are the people doing?
- Did the story have a happy ending? How do you know?

Read and listen to the text. When complete, ask the following questions:

- How was Jeffrey feeling at the start of the story?
- Why wasn't Jeffrey allowed to go in the car with the family?
- What might have happened to Jeffrey if he travelled in the car without being buckled up?
- Does everyone have to buckle up when they are a passenger?
- Do you buckle up the same way as Jeffrey?
- What might happen if you didn't buckle up in the safest way for your age and size?

Ask students:

- Why is it important to always buckle up correctly?
- Why do you always need to wear a seatbelt and sit in a booster seat?

Discuss if it matters whether or not it is a long or short trip, asleep or awake, and whether there are lots of passengers or only a few.

Students discuss:

- what might happen if passengers do not buckle up in the right way for their age and size
- the types of things they like to do as a family
- how they involve their pets in family activities. How do they keep their pets safe if they take them for a walk or in the car?

Ask students to reread the text. Students:

- identify some of the safe behaviours displayed by the characters
- highlight the pages that illustrate characters demonstrating road safety messages
- identify words that indicate if the author is for or against a particular safety issue, e.g. wearing seatbelts.

Resources

- Camera

Ask students:

- Who can you see on the cover of this book?
- What are they doing?
- Where are they?
- Why do you think they are holding hands?

Display the text with the audio off. Ask students:

- What type of text do you think this is?
- Why do you think this?

Share the text with the audio. Ask students to share their experiences of holding hands:

- Whose hand do you hold when crossing the road?
- Why do you need to hold an adult's hand when crossing the road?
- Why do you need to hold an adult's hand when walking near the road?
- What can you hold onto if you can't hold an adult's hand?

In groups, students create actions for some of the songs. Students record their performances to share at a school assembly, with another class or the wider school community.

Step by step

Pedestrian

Encourages discussions about safety at road crossings, in carparks and on footpaths.

K-6 Syllabus outcomes

PDHPE

SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others

- identifies adults who hold their hand when walking in the road and traffic environment
- identifies possible hazards when walking to school

DMS1.2 Recalls past experiences in making decisions

- recognises the places where they always need to hold hands to stay safe

PDHPE content

- **Pedestrian safety**
 - places to cross safely
 - safe crossing procedures

Key Road Safety Messages

- Hold a grown-up's hand when you're:
 - on the footpath
 - in a carpark
 - crossing the road

Background information

Pedestrian safety

- Adults are responsible for children's safety. [Walking together to and from school](#) suggests how adults can help children learn and practise how to be safe pedestrians.
- An adult should always hold a child's hand near vehicles, roads, footpaths, car parks, driveways, bicycle tracks, unfenced yards, homes and farms.
- Children are vulnerable because they:
 - can be easily distracted
 - are small and difficult for drivers to see
 - can be very focused on what they want to do, resulting in quick and unpredictable behaviour
 - are still developing the skills needed to judge vehicle speed and distance and safe gaps between vehicles.
- Children are often injured when they do not hold hands when walking with an adult
- An adult should always hold a child's hand when leaving school. They may be focused on things other than safe pedestrian behaviour.
- Boys are twice as likely as girls to be pedestrian casualties. Boys aged 13 years have the highest rate of child pedestrian casualties.

The Centre for Road Safety website has detailed [road crash data in your local area](#).

Activities

Resources

- [Pedestrian safety image gallery](#)
- Take home note [Always hold my hand](#)

Display photos from the Pedestrian safety image gallery. Discuss student journeys when walking and what they do to keep safe. Ask students:

- When walking near the road, on the footpath, in a carpark or across the road:
 - Whose hand do you hold? If a grown-up's hand isn't available, what else could you hold?
 - Why do you need to be with a grown-up?
 - What do you need to look and listen for to keep safe?

Record students' responses so they can be used as a word bank for the take home note.

Students draw or use a photo of themselves on the take home note Always hold my hand. Use the word bank to complete the sentences, e.g.

- I always need to hold a grown-up's hand when I am crossing the road, walking on the footpath or in a carpark.
- When I am walking, I need to look and listen for cars, trucks, buses, people on bikes, other pedestrians, vehicles moving in driveways and carparks, etc.

Resources

- [Pedestrian safety image gallery](#)
- [Google street view](#)
- Photos of crossing facilities, footpaths or pedestrian areas around the school

Display photos. Ask students to identify and sort the images into safe and less safe crossing areas or places to walk.

Ask students:

- What is a hazard, a danger or risk? e.g. roundabout, uneven footpaths, busy roads, busy car park.
- How do you know it is a hazard? e.g. you feel unsafe, there is a risk you could be harmed.
- Is a hazard the same for everyone? Why or why not? e.g. No, a hazard isn't the same for everyone. Adults can make decisions due to their experiences and their size.
- How can hazards change? e.g. time of day, weather, number of people, traffic.
- What are some safe choices to avoid these hazards when you are near traffic? e.g. hold a grown-up's hand, stay on the footpath, use marked crossings, wait until the cars have stopped before crossing.

Organise a walking excursion to explore the local area. Observe the traffic environment and prompt students to identify potential dangers, risks and hazards to them as pedestrians, e.g. car parks, driveways.

Back at school, discuss the roads students cross or walk along when out and about.

Ask students:

- Who do you cross the road with?
- Where do you cross? Do you use traffic lights or pedestrian crossings?
- Which roads are busy and which are quiet?
- Which roads have more potential hazards?

Students choose a photo and write about how to keep safe.

Resources

- [Safe pedestrian scenario cards](#)
- Camera or tablet for recording

Students use the Pedestrian safety scenario cards, or local scenarios, to create role plays. Allow time for groups to rehearse.

Students present their role play to the rest of the class. At the end of each role play, the audience describes the possible dangers and the safe behaviours that will minimise risks to their safety.

Record the role plays to share with other classes, assembly and the broader school community.

Safe crossings

Pedestrian

Compares walking journeys and safe crossing procedures. Students discuss safer road crossing locations and strategies.

K-6 Syllabus outcomes

PDHPE

SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others

- identifies how to cross roads safely using different facilities

DMS1.2 Recalls past experiences in making decisions

- compares different walking journeys and safe crossing procedures

PDHPE content

- **Pedestrian safety**
 - places to cross safely
 - safe crossing procedures
 - types of distraction

Key Road Safety Messages

- Hold a grown-up's hand when you're:
 - on the footpath
 - in a carpark
 - crossing the road

- Wait till the bus has gone and then use a safe place to cross

Background information

Pedestrian safety

- Adults are responsible for children's safety. [Walking together to and from school](#) suggests how adults can help children learn and practise how to be safe pedestrians.
- An adult should always hold a child's hand near vehicles, roads, footpaths, car parks, driveways, bicycle tracks, unfenced yards, homes and farms.
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- Boys are twice as likely as girls to be pedestrian casualties. Boys aged 13 years have the highest rate of child pedestrian casualties.

The Centre for Road Safety website has more details about [road crash data in your local area](#).

Activities

Resources

- A4 piece of paper for each student

Ask students to recall a recent pedestrian journey.

Students fold a piece of paper into four squares. In each square they record their answer to the following questions:

- Where did you walk to?
- Who did you walk with?
- How did you cross the road safely?
- Why type of crossing did you use?

Students share their responses and discuss the variety of walking journeys and crossings used.

- Where did you go?
- Who were you with?
- Did you need to cross any roads?
- How and where did you cross?
- What kind of crossings did you see?

Discuss with students the safe behaviours they use when crossing roads, e.g. hold a grown-up's hand or arm, bag, clothes, pram, cross at pedestrian lights, crossings, refuges or overhead bridges.

Resources

- [Pedestrian safety image gallery](#)
- Photos of road crossing facilities around your school

Display photos and ask students:

- What makes this a safer place to cross the road?
- Can you see any dangers or risks in this scenario? What are they?
- How could this scenario be made safer?

Walk around the school or local streets to observe different crossing facilities. Alternatively, use images of crossing facilities around your school.

Ask students:

- Where are the safest places to cross the road around our school?
- What makes these places safer choices?
- Are they always safe places to cross? Why?

Discuss:

- Who helps us to be a safe pedestrian? e.g. crossing supervisor, parents, carers, teachers
- What road crossing facilities should we use to be safe? Why?
- Why is it important to hold an adult's hand when crossing the road?
- What might make a crossings less safe?, e.g. time of day, weather conditions, different drivers

- Why is it important to watch what you are doing and not be distracted? e.g. not wear earphones or play ball games

Divide students into small groups. Give each group a different crossing facility photo.

Each group identifies and shares:

- the type of crossing
- how to cross safely at this location
- safe or unsafe features of that location or crossing.

Students create a digital presentation to promote the use of safer crossing options around school. Share these with parents and carers and other students.

Be a safe passenger

Passenger

Explores what students must do to be safe passengers. Students create a checklist, their own passenger safety song and a presentation to share with others.

K-6 Syllabus outcomes

PDHPE

SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others.

- identifies safe and unsafe passenger behaviours
- recognises how seatbelts can protect from injury

DMS1.2 Recalls past experiences in making decisions

- promotes safe passenger behaviours based on own experiences

PDHPE content

- **Passenger safety**
 - use of seatbelts and restraints
 - safe entry and exit from vehicles

Science and Technology

ST1-7PW Describes the effects of pushes and pulls on objects they encounter.

ST1-4WS Investigates questions and predictions by collecting and recording data, sharing and reflecting on their experiences and comparing what they and others know.

Key Road Safety Messages

- Click clack front and back
- Always buckle up in your seatbelt
- Get in and out of the car on the footpath side

Background information

Passenger safety

- All children must be safely fastened in the [correct child car seat for their age and size](#). A child who is properly secured in an approved child car seat is less likely to be killed or injured in a crash than one who is not.
- To ensure correct and safe installation of a child car seat, have it checked by an [Authorised Restraint Fitter](#).
- Children aged from four years old but under seven years old must be secured in a forward facing approved child restraint with an inbuilt harness or an approved booster seat.
- Children aged from four years old but under seven years old cannot travel in the front seat of a vehicle with two or more rows, unless all other back seats are occupied by children younger than seven years in an approved child restraint or booster seat
- Children under 145 cm tall should continue using a booster seat. This is the suggested minimum height to use an adult lap/sash seatbelt.
- Children up to and including 12 years of age always sit in the rear seat, even though children 7+ years can legally occupy the front seat of a vehicle.
- Children should get out of the vehicle using the rear kerb-side door. It's called the Safety Door. It is not safe for children to use the traffic side door of a vehicle.
- It is illegal to leave a child unattended in a car where they might be in distress or their health is in danger.

The Centre for Road Safety website has details about [road crash data in your local area](#).

Activities

Resources

- [Passenger safety image gallery](#)
- [Heads or tails – behaviours in cars statements](#)

Show different car seats and passenger safety practices from the passenger safety image gallery.

As a class, develop a list of the things passengers can do to travel safely in vehicles.

Play a game of Heads or Tails to consolidate this information. Choose statements at random from the Heads to Tails - behaviours in cars statements.

Gameplay:

Students stand up.

If they agree to a statement, place hands on head.

If they disagree, place their hands on their bottom.

If they are unsure or don't know, place their hands on hips.

Ask students to justify their choices. What makes you say this? Why did you decide this?

As a class, discuss the safest responses. Key points to highlight are:

- always buckle up safely
- always use the Safety Door
- use the right seat for your age and size
- an adult should check you are buckled up correctly
- children should sit in the back seat.

Resources

- Dress-up clothes
- Seatbelts made from black fabric, crepe paper, thick elastic or stockings
- Camera

In small groups, students create their own passenger safety song using a simple, familiar tune. Students create verses to describe passenger safety behaviours. For example:

(to the tune of “Everybody do this”)

We always sit in a booster seat

a booster seat

a booster seat

We always sit in a booster seat

when we're in the car!

Other songs could be:

- We always wear our seatbelt

- We always sit in the back seat
- A grown-up checks our seatbelt
- Click clack front and back
- We always use the Safety Door

Students add actions to each verse and record each other as they sing and perform. Share students' presentations with other classes, parents and carers and the wider school community.

Resources

- [Passenger safety pushes and pulls experiment](#)
- [Child Car Seats website](#)
- Golf balls
- Toy cars
- Empty tissue boxes

As a class, discuss the concept of forces. Explain that things do not move by themselves. Everything needs a push or a pull to make it move. Forces can make objects start moving, change direction, slow down or stop moving.

In small groups, students investigate the effects of force (pushes and pulls) on the objects in the following experiments. Students record their findings on the worksheet, Passenger safety pushes and pulls experiment.

Place two golf balls (passengers) in an open topped tissue box (car). Students observe what happens to the “passengers” when the “car”:

- stops suddenly
- changes direction
- crashes into something –when travelling slow and fast.

Secure the golf balls (passengers) with sticky tape to the base of the box car. Observe and record what happens to the golf balls when the box stops suddenly, changes direction and crashes into something. **Note:** if taped securely, the golf balls should not move a lot and should remain in the box. Explain that once an object is moving, it will keep going until something stops it.

Ask students to make generalisations about the movement of the golf balls in relation to people in a car. This demonstrates the importance of a seatbelt, by limiting the movement of the body in a crash.

What happens to the golf balls? Discuss the risks and hazards if everyone in the car is not buckled up, e.g. a person who is not wearing a seatbelt could be seriously injured and could also become a moving object in a crash and injure other passengers.

Ask students to record what happened to the golf balls with the sticky tape seatbelts compared to what happened to those without them. Ask students:

- How does this relate to being safely buckled up?
- Why are seatbelts important?

EveryBODY buckle up on every trip



EveryBODY buckle up

Click clack front and back. To keep safe on every trip, we always need to buckle up. Why is it so important to sit in a child car seat or booster seat?

**START
ACTIVITY**

Passenger

Explores how buckling up in the right seat for age and size protects passengers in vehicles. Students discuss the importance of wearing a seatbelt correctly, sitting in the back seat and using the Safety Door to enter and exit the vehicle.

K-6 Syllabus outcomes

PDHPE

SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others.

- explains the importance of always being buckled up correctly
- describes how adults keep them safe passengers

DMS1.2 Recalls past experiences in making decisions

- identifies and explains the importance of choosing the Safety Door

PDHPE content

- **Passenger safety**
 - use of seatbelts and restraints
 - safe passenger behaviour
 - safe entry and exit from vehicles

Key road safety messages

- Click clack front and back
- Always buckle up in your seatbelt
- Get in and out of the car on the footpath side

Background information

Passenger safety

- All children must be safely fastened in the **[correct child car seat for their age and size](#)**. A child who is properly secured in an approved child car seat is less likely to be killed or injured in a crash than one who is not.
- To ensure correct and safe installation of a child car seat, have it checked by an **[Authorised Restraint Fitter](#)**.
- Children aged from four years old but under seven years old must be secured in a forward facing approved child restraint with an inbuilt harness or an approved booster seat.
- Children aged from four years old but under seven years old cannot travel in the front seat of a vehicle with two or more rows, unless all other back seats are occupied by children younger than seven years in an approved child restraint or booster seat
- Children under 145 cm tall should continue using a booster seat. This is the suggested minimum height to use an adult lap/sash seatbelt.
- Children up to and including 12 years of age always sit in the rear seat, even though children 7+ years can legally occupy the front seat of a vehicle.
- Children should get out of the vehicle using the rear kerb-side door. It's called the Safety Door. It is not safe for children to use the traffic side door of a vehicle.
- It is illegal to leave a child unattended in a car where they might be in distress or their health is in danger.

The Centre for Road Safety has details about **[road crash data in your local area](#)**

Activities

Resources

- Worksheet [EveryBODY buckle up](#) (this can also be generated at the end of the epuzzle)

Ask students:

- Why is it important to sit in a car seat or booster seat?
- Why you can't use the seatbelt like a grown-up?
- Why do you think a grown-up should always check that you're buckled up properly?

Students explore and complete the EveryBODY buckle up epuzzle.

As students complete each stage of the epuzzle, discuss how the different systems of the body work together to keep us alive.

Students locate their own collar bones, ribs, hips and pelvis. Ask students to give reasons why their seatbelt fits across these parts of their body.

Discuss and reinforce with students:

- collar bones, hips, pelvis, ribs are strong bones
- use the right car seat for their age and size
- stay in a booster seat until they are at least 145cm
- a grown-up should check car seats and seatbelts are fitted correctly
- make sure seatbelts are worn correctly whether awake or asleep
- sit in the back seat.

Students complete the worksheet and share with parents and carers.

Resources

- [Passenger safety image gallery](#)
- Worksheet EveryBODY buckle up (this is generated at the end of the puzzle)
- [Child Car seats website](#)
- [Safety Door stickers](#) (place free order online, browse to For School Use Only)

Students share their own experiences as passengers.

Show images of child restraints and booster seats from childcarseats.com.au or the Passenger safety image gallery.

Ask students to identify the:

- type of seat they use
- type of seat siblings use.

In pairs, students write a list of reasons why they need to buckle up in the correct seat for their age and size. Construct a class list of reasons.

Students use the list of reasons to write a persuasive text.

Other ideas for persuasive texts may include:

- children sitting in the back seat
- an adult needs to check that the seatbelt fits correctly
- use the Safety Door to get in and out of the vehicle.

Highlight that the Safety Door sticker is on the window next to the passenger in the epuzzle.

Ask:

- Why do you think it is called the Safety Door?
- Why is the kerb side the safest place to get in and out of a vehicle?

Attach the Safety Door stickers to the EveryBODY buckle up worksheet to send home to parents and carers.

Protect your lid

On Wheels

Investigates the importance of wearing a helmet and strategies to promote helmet wearing at their school.

K-6 Syllabus outcomes

PDHPE

SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others

- identifies safety features of a helmet

DMS1.2 Recalls past experiences in making decisions

- explains the importance of wearing a helmet

PSS1.5 Draws on past experiences to solve familiar problems

PDHPE content

- **Safety on wheels**
 - wear a helmet

Key road safety messages

- Click clack front and back
- Always buckle up in your seatbelt
- Get in and out of the car on the footpath side

Background information

Safety on wheels

- Children need a safe place to ride, scooter or skate. Places include the backyard, fenced park, cycle path or recreational area. Roads, carparks and driveways are not considered safe places to ride or play.

- It's the law for everyone to wear a helmet when riding a bike in any public place. The helmet must meet Australian Standards and be securely fitted and fastened.
- Protective clothing, such as enclosed shoes, also help keep children safe on wheels.
- Children under 12 and adult riders supervising them may ride on the footpath unless there signs prohibit this. Cyclists must keep to the left and give way to pedestrians.
- At intersections, children and adults must dismount and use safe pedestrian behaviour as they wheel the bike or scooter across the road.

Adults can help children learn safe cycling practices by riding with them and talking with them about the importance of wearing a helmet and following the rules when riding.

The Centre for Road Safety website has details about [road crash data in your local area](#).

Activities

Resources

- Worksheet [Heads down, thumbs up statements](#)
- Adult and child-sized helmets

Ask students:

- Why is your brain important? What does it do?
- Why do you need to protect it?
- In what ways do you protect it?
- How does a helmet protect your head?

Display a selection of helmets. Discuss the safety features, e.g. hard outer shell, helmet liner, straps, buckle, ventilation holes, standards-approved label.

Ask students:

- Why do you think helmets are this shape?
- Why does the foam shell have a hard outer cover?
- Is the colour a safety feature? Why?
- Which colours might be more easily seen?

Play a game of Heads down, thumbs up.

Students put heads down on the desk with their eyes closed and listen to the statements read from the worksheet. Students respond with their thumbs up if they agree or with their thumbs down if they disagree. Discuss responses.

After the game, ask:

- Why do you think it is the law to wear a helmet when riding a bike?
- Do you think everyone who rides a bicycle, scooter or skateboard should wear a helmet?
- What injuries have you had on your bike or do you know others who have?
- What do you think would work to encourage other children to wear helmets?

Students sit in a circle. Read out the following scenario:

It is the weekend. Alyssa and her family always go to the park on Sunday to have a picnic and practise riding her bike. Everyone has a helmet to wear, even her baby sister. While Alyssa was at the park, she sees two of her friends from school. They have their bikes too and are getting ready to go for a ride.

“Hi Alyssa! Do you want to go for a ride?” asks Jason.

“Yeah sure!” says Alyssa, putting on her helmet.

“It’s too hot to wear a helmet! Let’s leave them under the tree until we get back,” says Matt.

Ask students: If you were Alyssa what would you do? Go around the circle. Students share what they would say and do in this situation. Ask students to give reasons why they chose their response.

Students share a situation for the class to comment on.

Resources

- Device for recording interview

As a class, construct an email or letter to invite a community member to talk to the class about helmets. Invitees may include a police officer, doctor, nurse, bike or sports shop owner.

In the letter, explain that the class would like to hear about:

- the importance of wearing a helmet
- selecting a helmet that fits correctly
- Australian standards approved helmets
- checking bicycles and scooters for correct size
- maintenance of bicycles and wheeled devices
- safety features that must be on bicycles, e.g. brakes, bell, reflectors

Students develop a list of questions before the visit. Students take turns to ask questions of the guest speaker.

After the visit, students:

- write a thank you letter to the guest speaker
- write an article for the school newsletter, website or local paper
- design a poster or digital presentation to promote the importance of wearing a correctly fitted helmet whenever you ride or skate.

A helmet on your head



Always Wear a Helmet

What do you like to ride? A bike? A scooter? A skateboard? Whenever you're on your wheels, you must wear a helmet.

**START
ACTIVITY**

On Wheels

Encourages helmet wearing by exploring how helmets protect the head, face, skull and brain. Students label different parts of a helmet and discover the importance of correct helmet fit.

K-6 Syllabus outcomes

PDHPE

SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others

- explains the importance of wearing a helmet
- explains how to fit a helmet correctly

DMS1.2 Recalls past experiences in making decisions

- recalls reasons for the importance of wearing a helmet

PDHPE content

- **Safety on wheels**
 - wear a helmet

Key road safety messages

- Always wear a helmet when you ride or skate

Background information

Safety on wheels

- Children need a safe place to ride, scooter or skate. Places include the backyard, fenced park, cycle path or recreational area. Roads, carparks and driveways are not considered safe places to ride or play.
- It's the law for everyone to wear a helmet when riding a bike in any public place. The helmet must meet Australian Standards and be securely fitted and fastened.
- Protective clothing, such as enclosed shoes, also help keep children safe on wheels.
- Children under 12 and adult riders supervising them may ride on the footpath unless signs prohibit this. Cyclists must keep to the left and give way to pedestrians.
- At intersections, children and adults must dismount and use safe pedestrian behaviour as they wheel the bike or scooter across the road.
- Adults can help children learn safe cycling practices by riding with them and talking with them about the importance of wearing a helmet and following the rules when riding.

The Centre for Road Safety website has details about [road crash data in your local area](#).

Activities

Resources

- Take home note [Always wear a helmet](#) (can also be generated at the end of the digital activity)

Students complete the activities in *Always wear a helmet*.

After they complete each section:

- discuss how a helmet protects the head, face, skull and brain.
- discuss and explore the labels for the different parts of the helmet
- discuss the procedure for achieving a good helmet fit.

Once students complete the take home note *Always wear a helmet* to share the safety on wheels messages with their parents and carers.

Resources

- [Safety on wheels image gallery](#)
- [Worksheet Always wear a helmet](#)
- [Worksheet Match the labels](#)
- Photos of student helmets
- Child and adult-sized bicycle and/or skateboarding helmets
- Cameras or tablets for video recording

Students complete the activities in the worksheet, *Always wear a correctly fitted helmet*. Once students complete the activities, generate the *Always wear a correctly fitted helmet* worksheet.

Students share two things they have learnt about wearing a helmet with a partner. Students record responses.

Ask students to demonstrate how they check the fit of their helmet. Use the worksheet, *Always wear a helmet*, to assist them.

In groups, students develop a presentation of how to fit a helmet correctly using the selection of helmets. Students record their presentations. A guideline for small groups includes:

- one student wears the helmet
- one student fits the helmet
- one student records the fitting
- one student assists with the instructions on how to fit a helmet correctly.

Students present to the class.

Using the selection of bicycle and skateboarding helmets or images from the Safety on wheels helmet images or photos of students' own helmets, ask them to identify the parts of a helmet and their function.

Explain the need for the certification mark to indicate that the helmet is approved and meets the Australian and New Zealand Standard.

Discuss the importance of why riders should:

- check helmets are in good working order, e.g. no damage to the shell, buckle or straps
- wear the right sized helmet so it fits properly
- never attach anything to the helmet
- never wear a hat under a helmet, instead apply sunscreen and wear a helmet with a sun visor

Students complete the worksheet, Match the labels as a class or take home activity.

Riding safely

On Wheels

Observe differences and similarities in identified safe places to ride, justifying their safe choices.

K-6 Syllabus outcomes

PDHPE

SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others

- identifies safe and unsafe places to ride

DMS1.2 Recalls past experiences in making decisions

- considers options when making safe decisions

PDHPE content

- **Safety on wheels**
- wear a helmet

Key road safety messages

- Always wear a helmet when you ride or skate
- Ride your bike away from the road

Background information

Safety on wheels

- Children need a safe place to ride, scooter or skate. Places include the backyard, fenced park, cycle path or recreational area. Roads, carparks and driveways are not considered safe places to ride or play.
- It's the law for everyone to wear a helmet when riding a bike in any public place. The helmet must meet Australian Standards and be securely fitted and fastened.

- Protective clothing, such as enclosed shoes, also help keep children safe on wheels.
- Children under 12 and adult riders supervising them may ride on the footpath unless there is signage prohibiting this. Cyclists must keep to the left and give way to pedestrians.
- At intersections, children and adults must dismount and use safe pedestrian behaviour as they wheel the bike or scooter across the road.
- Adults can help children learn safe cycling practices by riding with them and talking with them about the importance of wearing a helmet and following the rules when riding.

The Centre for Road Safety website has more details about [road crash data in your local area](#).

Activities

Resources

- [Safety on wheels image gallery](#)
- [Google street view](#)
- Photos of locations where students ride

Students view images of where students ride. Discuss what makes different places unsafe and safe places to ride.

In small groups, students look at different images. Ask students to discuss the safety features of the location they've been given. Is it a safe place to ride? Why or why not?

Discuss why students should:

- ride away from roads, driveways and car parks
- have adult supervision while riding
- choose fenced areas to ride, away from cars.

Resources

- [Worksheet scenarios, Safe places to ride](#)

Label sections of the room as 1, 2, 3 and 4.

Read each scenario aloud and the related four choices. Students choose their option and move to the number indicating their choice. Students share opinions with students who chose the same option, then with students who chose different options. Offer students the opportunity to change their position after hearing other responses.

Discuss:

- What are the possible dangers in each situation? Why?
- How could the dangers be managed to make the situation safer?
- How would you feel if you have to tell others that you don't want to do what they've suggested?
- What might they say to you about your choice?
- How would you feel? Would it change your decision?

Keep safe on wheels



How do you keep safe on your wheels?

Let's go riding
It's important to make safe choices about where you ride and what gear you wear to be a safe rider.

START ACTIVITY

On Wheels

Promotes safe decision making about what to ride, where to ride and what safety gear to use. Students create their own safe riding scenes.

K-6 Syllabus outcomes

PDHPE

SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others

- explains the importance of wearing safety equipment

DMS1.2 Recalls past experiences in making decisions

makes safe choices about where to ride and play

PDHPE content

- **Safety on wheels**
 - wear a helmet
 - safe places to play on wheels

Key road safety messages

- Always wear a helmet when you ride or skate
- Ride your bike away from the road

Background information

Safety on wheels

- Children need a safe place to ride, scooter or skate. Places include the backyard, fenced park, cycle path or recreational area. Roads, carparks and driveways are not considered safe places to ride or play.
- It's the law for everyone to wear a helmet when riding a bike in any public place. The helmet must meet Australian Standards and be securely fitted and fastened.
- Protective clothing, such as enclosed shoes, also help keep children safe on wheels.
- Children under 12 and adult riders supervising them may ride on the footpath unless signs prohibit this. Cyclists must keep to the left and give way to pedestrians.
- At intersections, children and adults must dismount and use safe pedestrian behaviour as they wheel the bike or scooter across the road.
- Adults can help children learn safe cycling practices by riding with them and talking with them about the importance of wearing a helmet and following the rules when riding.

The Centre for Road Safety website has more details about [road crash data in your local area](#).

Activities

Resources

- Worksheet Let's go riding (this worksheet is generated when students complete the whole activity)

Students complete the Let's go riding activity.

In the activity, they make choices about riding on behalf of the character. Choices include:

- type of wheeled device used
- headgear worn
- other protective gear worn
- location for riding.

If students make an unsafe choice, they revisit the different screens to improve the safety of the rider.

When all of the safest choices have been made, students are able to download and print the Let's go riding worksheet. The worksheet can be taken home to share the safety on wheels messages with parents and carers.

At the end of the activity, students generate Let's go riding worksheet.

After the Let's go riding activity, students to share their own experiences about where they ride and play. In pairs, students interview their partner and ask these questions:

- What do you like to ride? e.g. a bike, scooter, skateboard or other wheeled toy
- Where do you like to play and ride?
- What safety gear do you choose to keep safe when riding?

Students take turns to share the responses from their partner with the class. As a class discuss:

- what makes a safe riding location e.g. adult supervision and riding away from roads, not riding in low light conditions (dusk-dawn)
- appropriate places to ride, e.g scooter and skateboard at the skate park but not on the trail
- safety behaviours needed for riding, e.g. stopping, looking and listening for vehicles around driveways when riding on the footpath
- different rules for riding on footpaths, shared paths and when crossing the road when riding a bike. Refer to NSW Centre for Road Safety for more information
- safety gear to wear to help protect them from injuries. e.g, suitable clothing, bright colours, long pants, enclosed shoes, different types of safety gear needed for different wheeled devices.

- wearing the right helmet, not wearing anything under helmets and ensuring that it is correctly fitted
- who can help check wheeled devices are in good working order before riding.

Record student responses.

Discuss the importance of including a parent and carer when making safe choices before riding.

Students justify the choices they made in the Let's go riding activity:

- When I chose the bike I chose a helmet to protect the rider's head.
- When I chose the scooter I chose elbow and knee pads to protect from injury.
- When I chose the bike I chose the backyard location because it is away from cars.

Students share their Let's go riding worksheet with parents and carers to emphasise the importance of always riding in a safe place and always wearing a helmet when riding.

What would you do?



What would you do?

These five videos will make you think about what you would do to keep safe on or near roads.

**START
ACTIVITY**

On Wheels

Passenger

Pedestrian

K-6 Syllabus outcomes

PDHPE

SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others

- identifies factors that may cause unsafe situations
- explains strategies to stay safe

PSS1.1 Uses a range of problem-solving strategies.

- identifies ways to improve unsafe environments

PDHPE content

- **Pedestrian safety**
 - safe crossing procedures
 - using traffic facilities
 - identifying distractions
- **Passenger safety**
 - safe passenger behaviour
 - minimising distractions for the driver
- **Safety on wheels**
 - safe places to ride
 - safety equipment

Key road safety messages

- Click clack front and back
- Always buckle up in your seatbelt
- Hold a grown-up's hand when you're:
 - on the footpath
 - in a car park
 - crossing the road
- Get in and out of the car on the footpath side
- Wait till the bus has gone and then use a safe place to cross
- Always wear your helmet when you ride or skate
- Ride your bike away from the road

Background information

Pedestrian safety

- Adults are responsible for children's safety. [Walking together to and from school](#) suggests how adults can help children learn and practise how to be safe pedestrians.
- An adult should always hold a child's hand near vehicles, roads, footpaths, car parks, driveways, bicycle tracks, unfenced yards, homes and farms.
- Children are vulnerable because they:
 - can be easily distracted
 - are small and difficult for drivers to see
 - can be very focused on what they want to do, resulting in quick and unpredictable behaviour
 - are still developing the skills needed to judge vehicle speed and distance and safe gaps between vehicles.
- Children are often injured when they do not hold hands when walking with an adult

- An adult should always hold a child's hand when leaving school. They may be focused on things other than safe pedestrian behaviour.
- Boys are twice as likely as girls to be pedestrian casualties. Boys aged 13 years have the highest rate of child pedestrian casualties.

Passenger safety

- All children must be safely fastened in the **correct child car seat for their age and size**. A child who is properly secured in an approved child car seat is less likely to be killed or injured in a crash than one who is not.
- To ensure correct and safe installation of a child car seat, have it checked by an **Authorised Restraint Fitter**.
- Children aged from four years old but under seven years old must be secured in a forward facing approved child restraint child restraint with an inbuilt harness or an approved booster seat.
- Children aged from four years old but under seven years old cannot travel in the front seat of a vehicle with two or more rows, unless all other back seats are occupied by children younger than seven years in an approved child restraint or booster seat.
- Children under 145 cm tall should continue using a booster seat. This is the suggested minimum height to use an adult lap/sash seatbelt.
- Children up to and including 12 years of age always sit in the rear seat, even though children 7+ years can legally occupy the front seat of a vehicle.
- Children should get out of the vehicle using the rear kerb-side door. It's called the Safety Door. It is not safe for children to use the traffic side door of a vehicle.
- It is illegal to leave a child unattended in a car where they might be in distress or their health is in danger.

Safety on wheels

- Children need a safe place to ride, scooter or skate. Places include the backyard, fenced park, cycle path or recreational area. Roads, carparks and driveways are not considered safe places to ride or play.
- It's the law for everyone to wear a helmet when riding a bike in any public place. The helmet must meet Australian Standards and be securely fitted and fastened.
- Protective clothing, such as enclosed shoes, also help keep children safe on wheels.
- Children under 12 and adult riders supervising them may ride on the footpath unless signs prohibit this. Cyclists must keep to the left and give way to pedestrians.
- At intersections, children and adults must dismount and use safe pedestrian behaviour as they wheel the bike or scooter across the road.
- Adults can help children learn safe cycling practices by riding with them and talking with them about the importance of wearing a helmet and following the rules when riding.

Bus safety

- When waiting for a bus, children should stand well away from the road, back from the kerb.
- When getting off a bus, children should be met by an adult at the bus stop, not across the road.
- After the bus has gone, adults should choose a safe place to cross the road holding the child's hand.
- When a bus is fitted with seatbelts, children must buckle up.

The Centre for Road Safety website has details about [road crash data in your local area](#).

Activities

Show one of the five videos to the class. Discuss strategies that would make the scenario safer.

Ask the following questions:

- What would you do?
- What would you do to make it safer?

In pairs, students watch the other four scenarios. After each scenario, students discuss and record what they would do to make it safer.

As a class discuss the responses of each group. Ask students:

- How would you make it safer?
- What are the safe choices they could make?
- What were the possible dangerous endings?

Students think of other situations that require safe decision making.

Students choose one scenario and develop a promotion campaign of how to keep safe in that situation.

Key considerations include:

- Who is the audience? e.g. students, parents, school community.
- What is the key road safety message you are trying to promote?
- What promotional strategy will you use eg, poster, video, news article, brochure

- How are you going to promote it?

Travel safely to school

On Wheels

Passenger

Pedestrian

Promotes safe crossing procedures by making safe choices and developing strategies to eliminate distractions.

K-6 Syllabus outcomes

PDHPE

SLS2.13 Discusses how safe practices promote personal wellbeing

- recognises behaviours that are risky
- identifies people who can help
- describes behaviours that can create a safe environment for themselves, their school and community
- creates a multi-media road safety presentation

DMS2.2 Makes decisions as an individual and as a group member

- explains the need for rules for safe behaviour choices in different situations

PDHPE content

- **Pedestrian safety**
 - safe crossing procedures
 - using traffic facilities
 - identifying distractions

Key road safety messages

- Wait till the bus has gone and then use a safe place to cross
- Hold an adult's hand when you cross the road

- Use a safe place to cross the road

Background information

Pedestrian safety

- Adults are responsible for children's safety. **Walking together to and from school** suggests how adults can help children learn and practise how to be safe pedestrians.
- An adult should always hold a child's hand near vehicles, roads, footpaths, car parks, driveways, bicycle tracks, unfenced yards, homes and farms.
- Children are vulnerable because they:
 - can be easily distracted
 - are small and difficult for drivers to see
 - can be very focused on what they want to do, resulting in quick and unpredictable behaviour
 - are still developing the skills needed to judge vehicle speed and distance and safe gaps between vehicles.
- Children are often injured when they do not hold hands when walking with an adult
- An adult should always hold a child's hand when leaving school. They may be focused on things other than safe pedestrian behaviour.
- Boys are twice as likely as girls to be pedestrian casualties. Boys aged 13 years have the highest rate of child pedestrian casualties.

Passenger safety

- All children must be safely fastened in the **correct child car seat for their age and size**. A child who is properly secured in an approved child car seat is less likely to be killed or injured in a crash than one who is not.
- To ensure correct and safe installation of a child car seat, have it checked by an **Authorised Restraint Fitter**.
- Children aged from four years old but under seven years old must be secured in a forward facing approved child restraint with an inbuilt harness or an approved booster seat.
- Children aged from four years old but under seven years old cannot travel in the front seat of a vehicle with two or more rows, unless all other back seats are occupied by children younger than seven years in an approved child restraint or booster seat
- Children under 145 cm tall should continue using a booster seat. This is the suggested minimum height to use an adult lap/sash seatbelt.
- Children up to and including 12 years of age always sit in the rear seat, even though children 7+ years can legally occupy the front seat of a vehicle.
- Children should get out of the vehicle using the rear kerb-side door. It's called the Safety Door. It is not safe for children to use the traffic side door of a vehicle.

- It is illegal to leave a child unattended in a car where they might be in distress or their health is in danger.

Safety on wheels

- Children need a safe place to ride, scooter or skate. Places include the backyard, fenced park, cycle path or recreational area. Roads, carparks and driveways are not considered safe places to ride or play.
- It's the law for everyone to wear a helmet when riding a bike in any public place. The helmet must meet Australian Standards and be securely fitted and fastened.
- Protective clothing, such as enclosed shoes, also help keep children safe on wheels.
- Children under 12 and adult riders supervising them may ride on the footpath unless signs prohibit this. Cyclists must keep to the left and give way to pedestrians.
- At intersections, children and adults must dismount and use safe pedestrian behaviour as they wheel the bike or scooter across the road.
- Adults can help children learn safe cycling practices by riding with them and talking with them about the importance of wearing a helmet and following the rules when riding.

Bus safety

- When waiting for a bus, children should stand well away from the road, back from the kerb.
- When getting off a bus, children should be met by an adult at the bus stop, not across the road.
- After the bus has gone, adults should choose a safe place to cross the road holding the child's hand.

The Centre for Road Safety website has details about [road crash data in your local area](#).

Activities

Resources

- School safe travel, drop off and pick up procedures
- [Google maps](#)

Ask students:

- What did you do to keep yourself safe when travelling to school today?
- What travel choices have you made today? Were they “smart”?

In pairs, students share how they travelled to school, starting at the beginning of their journey and recounting all the decisions they made.

This can be done verbally, in writing or acting out the steps on a video, e.g. holding hands when crossing the road; getting in the car using the Safety Door, buckling up safely, putting school bags in the car boot or on the floor, sitting quietly in the car, using the Safety Door to get out on the footpath side, using signalised or marked crossings, waiting for the bus away from the road, riding with an adult, wearing a helmet when riding.

Students share one of their partner's "smart" safe choices with the rest of the class.

Discuss:

- How did you know to make this smart choice? Who taught you?
- Who helps remind you why this is a smart choice?
- Who protects you by helping you to make smart choices? What about when you were younger?
- Who do you travel to school with? In what ways do adults help you to travel to school safely? e.g. identify hazards, hold hands, drive them to school, tell them when to cross the road, direct the route to take, ride with them to school or walk with them as they ride.

Students use Google maps to find their house and local area and highlight their route from home to school. Alternatively, students could draw a simple map of their route from home to school.

Students mark where they make their smart choices on the map and share their journey with a partner.

Refer to any school rules or policies about travelling to, arriving and departing school. Students walk around the school boundaries and identify the entry and exits, pedestrians areas and areas designed for vehicles. Discuss the need to separate pedestrian traffic from vehicle traffic.

Students create a list of the smart choices the school has made to keep students safe, e.g. signs not to walk through the school carpark, drop off and pick up zones, gate for pedestrians, a pathway to lead pedestrians to the gate, a school crossing supervisor, a pedestrian crossing near the school, bikes to be walked through the school grounds, bus travellers to wait inside school grounds.

Discuss:

- Why does the school make road safety rules?
- What would it be like if there were no road safety rules?

- What could be done to improve road safety at our school?

Resources

- Examples of health and safety promotion strategies, e.g. sun, water, personal, cyber safety.
- [Key road safety messages](#)
- [Online resources and apps](#)

Display the list of the Key road safety messages. Students choose one that matches a smart choice they made on their way to school, e.g. Stop! Look! Listen! Think! when crossing at the school pedestrian crossing, Click clack front and back in the car.

Discuss the importance of promoting smart choices and how to keep safe around roads. Refer to current health and safety promotions for ideas.

Design a promotion

In pairs, students choose one of the Key road safety messages that could be used to teach new students about smart safe choices when travelling to and from school. Promotion strategies may include creating a poster or a blog, making a video, writing an article for the school website or newsletter, making an advertisement promoting safe travel to school. Tools that may assist students are in the Online resources and apps section.

Share promotions within the school, wider community, at a school event, on the school website, newsletter, school assemblies, kindergarten orientation or an article for the local paper.

Check out [Promoting road safety](#) for other sharing strategies.

Crossing safely



Pulling it all together

The road environment is made safer by signs, markings and signals. See if you can make a scene safer by putting the right signs in the right places.

**START
ACTIVITY**

Pedestrian

Promotes safe crossing procedures by making safe choices and developing strategies to eliminate distractions.

K-6 Syllabus outcomes

PDHPE

SLS2.13 Discusses how safe practices promote personal wellbeing

- recognises behaviours that are risky
- identifies people who can help
- describes behaviours that can create a safe environment for themselves, their school and community

- creates a multi-media road safety presentation

DMS2.2 Makes decisions as an individual and as a group member

- explains the need for rules for safe behaviour choices in different situations

PDHPE content

- **Pedestrian safety**
 - safe crossing procedures
 - using traffic facilities
 - identifying distractions

Key road safety messages

- Wait till the bus has gone and then use a safe place to cross
- Hold an adult's hand when you cross the road
- Use a safe place to cross the road

Background information

Pedestrian safety

- Adults are responsible for children's safety. **Walking together to and from school** suggests how adults can help children learn and practise how to be safe pedestrians.
- An adult should always hold a child's hand near vehicles, roads, footpaths, car parks, driveways, bicycle tracks, unfenced yards, homes and farms.
- Children are vulnerable because they:
 - can be easily distracted
 - are small and difficult for drivers to see
 - can be very focused on what they want to do, resulting in quick and unpredictable behaviour
 - are still developing the skills needed to judge vehicle speed and distance and safe gaps between vehicles.
- Children are often injured when they do not hold hands when walking with an adult
- An adult should always hold a child's hand when leaving school. They may be focused on things other than safe pedestrian behaviour.
- Boys are twice as likely as girls to be pedestrian casualties. Boys aged 13 years have the highest rate of child pedestrian casualties.

Bus safety

- When waiting for a bus, children should stand well away from the road, back from the kerb.

- When getting off a bus, children should be met by an adult at the bus stop, not across the road.
- After the bus has gone, adults should choose a safe place to cross the road holding the child's hand.

The Centre for Road Safety website has details about [road crash data in your local area](#).

Activities

Resources

- Device for recording photos, video, audio

Organise a walking excursion to explore the local area.

Before the excursion

Gather information about students' school travel routes and routines. Try to include the most commonly used routines and routes within the excursion.

Ask students:

- Where and how do you cross the road when you're walking to and from school?
- What are some of the risks to your safety as you travel to and from school?
- What hazards have you noticed in the road environment surrounding the school?

During the excursion

Stop at some of the locations students previously identified. Spend time observing and discussing what students see. Take photos and video to use and discuss back in the classroom.

Ask students to record observations about:

- Type of vehicles, e.g. buses, trucks, cars
- Volume of traffic
- Speed of traffic
- Signs and road markings
- Hazards, e.g. parked cars, plants on the sides of roads, bendy road
- People, e.g. pedestrians of all ages

After the excursion

In small groups, students use the observations, photos and video to discuss and answer the following:

- **Volume and speed of traffic**

- Is the road busy or quiet? Why?
- What type of vehicles went fast and which went slow? Why?
- When vehicles are going fast, do they get to you sooner than those go slower?

- **Signs and road markings**

- What do the signs and road markings direct people to do?
- Who are the signs and road markings for? e.g. pedestrians, cyclists, drivers
- Where are they located and why might they be there?
- What generalisations can you make about the shape, colour, words and numbers on the road signs and markings.

- **Hazards**

- What hazards did you observe on footpaths or the side of the road? e.g. trees and shrubs, cars parked across the footpath.
- How could the hazard be managed by changing the physical environment?
- How could the hazard be managed by choosing safe pedestrian behaviours? e.g. If shrubs obstruct the view of the road, the pedestrian could move along the footpath to a place where there was a clear view in all directions before crossing the road with an adult.

- **People**

- Did people Stop, Look, Listen, Think?
 - Where did they stop before crossing the road?
 - What were they looking for?
 - What were they listening for?
 - What were they thinking about?
- Were there adults holding children's hands or keeping them safe in other ways?
- How long did it take for pedestrians to cross the road? Estimate the number of steps it takes.
- How do pedestrians tell if a vehicle is coming out of the driveway? e.g. listen for sounds, look for clues such as exhaust emissions, reversing lights or beeps from trucks.

Students report their findings back to the class.

Resources

- Chart paper or collaboration website or app

Ask students to define ‘distractions’. What does it mean to be distracted?

Students share their own experiences of being distracted in the road environment or elsewhere. Ask students:

- How did you become distracted? e.g. Mum asked me a question while I was playing a game on my iPad. My friend was talking to me while the teacher was giving me instructions.
- What were the consequences of being distracted? e.g. I lost my concentration and lost the game. I wasn’t able to complete the work because I didn’t listen to the teacher’s instructions.

Use chart paper, a collaboration website or app to create three spaces or columns with the headings:

- Distractions
- How could this distraction affect what you do?
- Possible consequences

Students record distractions they may encounter as a pedestrian, how it may affect them and the possible consequences.

For example:

| Distractions | How could this distraction affect what you do? | Possible consequences |
|-------------------------------|---|--|
| smartphones, iPods, tablets | Might walk onto the road without looking | Get hit by a car causing injuries or worse |
| Music players with headphones | Harder to hear approaching cars causing a false sense of security | May cause drivers to swerve to avoid hitting you which could cause a crash |
| Sports equipment | Eyes may be focused on the ground and not focused ahead | May walk or ride onto a road in front of oncoming vehicles |
| Talking with friends | Talking friends may take your attention away from the road causing you to forget to ‘Stop, Look, Listen, Think’ | May walk or ride onto a road in front of an oncoming vehicle |

In pairs, students record strategies that could help to minimise or avoid the distractions recorded in the table, e.g. removing headphones, holding an adult's hand, not playing with things while walking, playing with equipment away from roads.

Be a responsible bus passenger



What happens when I get off the bus?

Waiting until the bus has gone before you cross is just one thing to think about when travelling by bus

**START
ACTIVITY**

Passenger

Pedestrian

Uses role play and 'what if' scenarios to provide students with strategies to be safe bus passengers.

K-6 Syllabus outcomes

PDHPE

SLS2.13 Discusses how safe practices promote personal wellbeing

- discusses safe practices near buses

PSS2.5 Uses a range of problems solving strategies

- analyses problem situations and identify ways to improve unsafe environments.

DMS2.2 Makes decisions as an individual and as a group member

- discusses advantages and disadvantages of options with friends when making decisions

PDHPE content

- **Pedestrian safety**
 - safe crossing procedures
- **Passenger safety**
 - safe passenger behaviour

English

EN2-11D Understand differences between the language of opinion and feeling and the language of factual reporting or recording

Key road safety messages

- Wait till the bus has gone and then use a safe place to cross
- Use a safe place to cross the road

Background information

Pedestrian safety

- Adults are responsible for children's safety. **Walking together to and from school** suggests how adults can help children learn and practise how to be safe pedestrians.
- An adult should always hold a child's hand near vehicles, roads, footpaths, car parks, driveways, bicycle tracks, unfenced yards, homes and farms.
- Children are vulnerable because they:
 - can be easily distracted
 - are small and difficult for drivers to see
 - can be very focused on what they want to do, resulting in quick and unpredictable behaviour
 - are still developing the skills needed to judge vehicle speed and distance and safe gaps between vehicles.
- Children are often injured when they do not hold hands when walking with an adult
- An adult should always hold a child's hand when leaving school. They may be focused on things other than safe pedestrian behaviour.

- Boys are twice as likely as girls to be pedestrian casualties. Boys aged 13 years have the highest rate of child pedestrian casualties.

Bus safety

- When waiting for a bus, children should stand well away from the road, back from the kerb.
- When getting off a bus, children should be met by an adult at the bus stop, not across the road.
- After the bus has gone, adults should choose a safe place to cross the road holding the child's hand.

The Centre for Road Safety website has more details about [road crash data in your local area](#).

Activities

Students share a bus travel experience with a partner.

- Where did you go?
- Why did you travel by bus and not car?
- Who was with you?
- Did you enjoy the bus ride? Why?

Students identify types of buses and the differences between them, e.g. double decker, tourist buses, public buses, coaches, buses with or without seatbelts, standing room on buses, toilets on buses, bench seats, bucket seats. Ask students:

- When do you use buses for school? e.g. sport, excursions, school buses
- What are the school rules for bus travel?
- Are there any rules that could be added?
- What are the bus company rules for bus travel?
- Are there any rules that could be added?

Students record bus rules and write an explanation of why they are important.

Ask students who travel regularly by bus to explain to non-bus travellers:

- how they get to the bus?
- where they wait?
- what do they do on the bus?
- where they get off the bus?
- their plans if they miss the bus or if it is raining?

Ask students:

- Why do you think it is important to have a plan if you miss the bus?

Fact or opinion?

Ask students to discuss the difference between a fact and an opinion.

Students form two concentric circles and turn to face a partner.

Read the following statements aloud. Students discuss with their partner and decide if it is a fact or an opinion. Students justify their responses.

- Buses are more fun to travel in than cars.
- A bus stop can sometimes be a dangerous place for children to play.
- It is dangerous to leave your bags in the aisle of a bus.
- Sitting at the back of the bus is better than sitting down the front.
- You won't distract the driver if you talk to them in a quiet voice.
- Putting any part of your body outside the bus is dangerous.
- You don't have to wait for the bus to stop before you leave your seat.
- It is safe to get up and move around the bus when it's moving if there are not seatbelts.

Add more statements to reflect students' own bus travel experiences.

Resources

- [Worksheet Bus passenger behaviours – safe or unsafe?](#)
- 3 sheets of chart paper

Students explore the activity, [What happens when I get off the bus?](#)

In pairs, students use the Bus passenger behaviours – safe or unsafe? worksheet cards and sort them into two groups, safe or unsafe bus passenger behaviours. Share and discuss.

Divide the class into three groups, one for each stage of a bus journey.

Give one sheet of chart paper to each group. Allocate a stage of a bus journey to each group. Students write it at the top of the paper.

- Waiting for the bus
- Travelling on the bus

- Getting off the bus

Allow students one minute to brainstorm and record bus passenger safety behaviours for their allocated stage of the journey. Groups pass their sheet on to the next group with one minute to add different ideas. Continue until all groups have seen all stages.

Display the sheets. As a class, discuss ideas. Add others as necessary, e.g.:

| Waiting for the bus | Travelling on the bus | Getting off the bus |
|---|---------------------------------------|--|
| Stand away from the road. | Hold onto a seat or rail if standing. | Wait for the bus to stop before you move to the exit. |
| Stand where the driver can see you. | Put your bag under a seat. | Ring the stop button once. |
| Wait for the bus to completely stop. | Respect other passengers. | Wait for the bus to move away before you cross the road. |
| Let other passengers off before you get on. | Stand up for paying passengers. | Never cross the road in front of the bus. |
| Don't play games. | Wear a seatbelt if it's provided. | Ask someone to meet you on the bus stop side. |
| | Stay seated while the bus is moving. | |
| | Don't distract the driver. | |

Students select safe behaviours from the list to help them jointly construct an exposition about why safe behaviour is important.

Resources

- [Scenario cards Bus safety](#)

Students identify times when they have been pressured into something unsafe by their friends.

Explain to students that pressure can be:

- External, e.g. when friends do or say things to persuade them to do something.
- Internal e.g. when we put pressure on ourselves to behave in a certain way, perhaps to please or be like friends, peers.

Strategies to deal with external pressure may include:

- just ignore them
- say you don't want to
- say you don't feel safe
- say your mum and dad would be angry with you.

Your thoughts to deal with internal pressure may include:

- what they are suggesting isn't safe
- because I don't do things like that.

In small groups, students read a Bus safety scenario card. Each group brainstorms possible refusal or coping strategies for the characters in one of the scenarios. Alternatively, students can list past bus travel experiences or other relevant local travel modes, e.g. ferry, train.

Groups rehearse and perform role plays based on their card to demonstrate the refusal or coping strategy. After each role-play, the audience identifies the safety message represented and explains why this behaviour is important.

Discuss with students:

- How does practising making decisions help you feel more confident to make decisions in real life?
- Is it easy to respond to peer influence? Why or why not?

Keeping safe in the car

Passenger

Uses role play and 'what if' scenarios to provide students with strategies to be safe bus passengers.

K-6 Syllabus outcomes

PDHPE

SLS2.13 Discusses how safe practices promote personal wellbeing

- identifies safe passenger behaviours in the car

COS2.2 Uses a variety of ways to communicate with and within groups

- communicates and shares key passenger safety messages

PDHPE content

- **Passenger safety**
 - safe passenger behaviour

Key road safety messages

- Click clack front and back
- Always buckle up in your seatbelt
- Get in and out of the car on the footpath side

Background information

Passenger safety

- All children must be safely fastened in the **correct child car seat for their age and size**. A child who is properly secured in an approved child car seat is less likely to be killed or injured in a crash than one who is not.
- To ensure correct and safe installation of a child car seat, have it checked by an **Authorised Restraint Fitter**.

- Children aged from four years old but under seven years old must be secured in a forward facing approved child restraint with an inbuilt harness or an approved booster seat.
- Children aged from four years old but under seven years old cannot travel in the front seat of a vehicle with two or more rows, unless all other back seats are occupied by children younger than seven years in an approved child restraint or booster seat
- Children under 145 cm tall should continue using a booster seat. This is the suggested minimum height to use an adult lap/sash seatbelt.
- Children up to and including 12 years of age always sit in the rear seat, even though children 7+ years can legally occupy the front seat of a vehicle.
- Children should get out of the vehicle using the rear kerb-side door. It's called the Safety Door. It is not safe for children to use the traffic side door of a vehicle.
- It is illegal to leave a child unattended in a car where they might be in distress or their health is in danger.

The Centre for Road Safety website has more details about [road crash data in your local area](#).

Activities

Resources

- [Passenger safety image gallery](#)
- [Worksheet Where do you sit in the car?](#)
- [Child Car Seats website](#)
- Car parked safely in playground or carpark
- Seatbelts made from black fabric paper, thick elastic or stockings
- Large paper to draw student body shapes
- Markers

Take students to observe a car parked safely on school grounds. Discuss the safety features they recognise, inside and outside the car. Students could identify:

- child car seats
- seat belts
- door locks
- airbags
- handrails
- headlights
- reversing lights

- indicators
- brakes
- hazard lights
- mirrors
- reverse cameras
- reversing/parking sensors

Students explain how each of these features helps make things safer for different road users. Ask students to identify features that help protect more than one user, e.g. brakes – passenger and pedestrians.

Students view different types seats on the Child Car seats website, then answer the following questions:

- What is the difference between a forward-facing car seat and a booster seat?
- What type of seat do you currently sit in?
- What type of seat does a younger sibling, relative or friend sit in?
- Why do you think the type of seat required change as you grow?

Students complete the worksheet. In pairs, students share answers and compare similarities and differences. Pairs then join with another pair and compare and discuss responses again.

Students use positional language to record where they and others sit in the car (questions 2 and 4), e.g. back seat between my brothers, back seat, on the left, behind mum.

The inner me

In small groups, students choose one person to lay on a large piece of paper. Other students trace around the body with a marker. Once complete, ask students discuss where they think different organs and bones in the body are located.

Students use the internet to identify where internal parts are located within the body. Ask students to draw and label the stomach, intestines, liver, hip bones, ribs, heart.

Ask students to identify the best place for a seatbelt to go on the body. Confirm this by checking photos in the Passenger safety image gallery or on the Child Car Seats website. Students place created seatbelts on the traced body outline.

Ask students:

- What does the seatbelt protect? Why?
- What do you think would happen if the seatbelt is not in the correct position?
- What would happen if you didn't wear a seatbelt at all?

Resources

- [Worksheet Safe or unsafe car passenger?](#)
- [Worksheet Click clack front and back chatterbox](#)

As a class, watch the video. Students record the safe passenger behaviours they identify in the video.

Discuss:

- Who is the target audience?
- What are the videos trying to convince the audience to do?
- What are the main messages that stand out in the videos? Were they effective? Why or why not?

In pairs, students:

- cut up the cards on the Safe or unsafe car passenger? worksheet
- sort car passenger behaviour cards into safe behaviours and unsafe behaviours
- develop a set of their own cards and swap them with another group.

Compare results and as a class discuss choices. What makes behaviour safe or unsafe?

Provide students with worksheet Click clack front and back chatterbox. Students fold the chatterbox to use in pairs. As an activity for students to take home for their parents and carers, use the original student worksheet as a template and blank out the messages for them to develop their own.

Resources

- [Worksheet What is your decision?](#)

Ask students to recall a decision they have taken about their safety today. What were the risks they considered in making the decision? Suggestions could include:

- Walking down the stairs rather than running reduced the risk of falling down the stairs and hurting myself.
- Getting out of the car on the footpath side prevented me from being hit by a passing car.

- Pressing the button at the lights and waiting until the traffic stopped prevented me from being hit by a car.

Explain why it is important to think about decisions and to consider what could happen (consequences).

Ask students why decision making is important when the situation changes, e.g. wet weather, different cars, different seating positions in the car, different places.

In small groups, students examine the scenarios on worksheet What is your decision?

Ask students to consider what they would do in each scenario:

- What are the choices?
- What are the consequences?
- What is your decision?

Groups discuss and record their responses.

Heads up on helmets



Kit me up for the ride

Do you have the gear for a safe ride? Check out the gear and checks you need to make to keep you safe.

**START
ACTIVITY**

On Wheels

Explores the importance of safety gear to protect the body when riding. Engages students in experimenting with materials to see the impact of a fall or crash.

K-6 Syllabus outcomes

PDHPE

SLS2.13 Discusses how safe practices promote personal wellbeing

- identifies the safety features of a helmet

DMS2.2 Makes decisions as an individual and as a group member

- explains why it is important to wear a helmet

PDHPE content

- **Safety on wheels**
 - safe places to ride
 - safety equipment

Science and Technology

ST2-4WS Investigates their questions and predictions by analysing collected data, suggesting explanations for their findings and communicating and reflecting on the processes undertaken.

ST2-5WT Applies a design process and uses a range of tools, equipment, materials and techniques to produce solutions that address specific design criteria.

ST2-7PW A student describes everyday interactions between objects that result from contact and non-contact forces.

Key road safety messages

- Always wear a helmet
- Ride your bike away from the road

Background information

Safety on wheels

- Children need a safe place to ride, scooter or skate. Places include the backyard, fenced park, cycle path or recreational area. Roads, car parks and driveways are not considered safe places to ride or play.
- It's the law for everyone to wear a helmet when riding a bike in any public place. The helmet must meet Australian Standards and be securely fitted and fastened.
- Protective clothing, such as enclosed shoes, also help keep children safe on wheels.
- Children under 12 and adult riders supervising them may ride on the footpath unless signs prohibit this. Cyclists must keep to the left and give way to pedestrians.
- At intersections, children and adults must dismount and use safe pedestrian behaviour as they wheel the bike or scooter across the road.
- Adults can help children learn safe cycling practices by riding with them and talking with them about the importance of wearing a helmet and following the rules when riding.

The Centre for Road Safety website has details about [road crash data in your local area](#).

Activities

Resources

- Real bike or bike pictures from [Safety on wheels image gallery](#)
- Oranges
- Tea towel or cloth

Students rub an orange on a rough surface such as asphalt or concrete. Compare the skin of an orange to our own skin. Wrap the orange in a tea towel or cloth and rub it again. Was the damage the same? Ask students to suggest what the implications are for protecting our skin when riding, scootering or skateboarding.

Ask students to list the best types of clothes to wear for protection when riding a bike and justify their responses, e.g. closed in shoes because they protect your feet.

Reinforce that whilst it is important to protect your head, it is also important to protect the rest of your body.

Use a real bike or pictures from the Safety on wheels gallery and set students a time limit in which to name and label some common bicycle parts. Discuss the functions of the parts identified. Ask students to list what parts they think need to be regularly checked and maintained.

Students complete the activity [Kit me up for the ride](#).

Ask students to compare the information gained from this activity with the information they discussed previously. Ask students:

- Why do you think it is the law to have a bell or horn attached to your bike?
- Why do you think your choice of clothing is important for safety when riding?

Resources

- [Worksheet Protect an egg](#)

- Variety of objects to drop, e.g. hard boiled eggs, watermelon, ball, pencil case, plastic cup, Lego construction, something soft, cupcake, biscuit
- Eggs, hard-boiled
- Different surfaces on which to drop things, e.g. newspaper, concrete, grass, water, pillow, sand, box full of styrofoam pellets, cardboard box
- Various materials for the design task, e.g. polystyrene cups, paper, felt, sticky tape, bubble wrap, newspaper, masking tape

Discuss and develop tests to see what happens to a variety of objects when they impact on various surfaces and from different heights, e.g. 20cm, 50cm, 1m, 2m.

Allocate an object for groups of students to drop and record results in a table, e.g.

| Object | Surface | Height | Prediction | 1 |
|--------|---------|--------|------------|---|
|--------|---------|--------|------------|---|

Ask students to predict:

- What will happen when they drop the object on different surfaces?
- How would the height affect the results?

Students compare predictions and how they differ from the results.

- How did the height affect the impact of the object? Why might this be?
- Did the type of object affect what happened?
- Were your predictions proven?

Crack open a hard boiled egg to show how the shell and yolk can represent the skull and brain. This can also be demonstrated with a watermelon. Compare this to how the skull and brain could be damaged in a fall or crash when riding.

Ask students to predict what would happen when a hard-boiled egg is dropped onto different surfaces from the same height, e.g. on newspaper, cardboard box full of styrofoam pellets, concrete, pillow, grass, into hands.

Small groups conduct an investigation to find out what happens to the hard-boiled egg when it is dropped on various surfaces from a height of one metre.

Ask students to record which surfaces led to the egg cracking? Why?

Design task

Ask groups to design and produce a safety mechanism, device or product to protect a hard-boiled egg on impact. Students should apply their knowledge from the previous investigation. Provide groups with a variety of materials to

construct their safety mechanism, device or product. Students record their investigations and share with the whole class.

Discuss:

- What did you add to the egg for better protection?
- What happened to the egg if it wasn't properly secured?
- How is your design like a bicycle helmet?
- What might happen to your head if your bicycle helmet wasn't correctly positioned on your head or if the buckle wasn't fastened?

Students drop their protected egg onto sand, concrete, grass and into a bucket of water. Record results on the Protect an egg worksheet.

When complete, discuss:

- The similarities between the protective device and a bike helmet
- The similarities and differences between dropping the protected egg on various surfaces and the surfaces on which students ride e.g. bike tracks/ paths, grass, soft fall.

Students repeat this using the egg without its cover and record their findings.

Resources

- [Safety on wheels image gallery](#)
- Centre for Road Safety website, [helmets and safety gear](#)
- Selection of bike and skateboarding helmets (students to bring from home)

Students watch the video, write three or more important messages they learnt and share them.

In groups, students explore the Helmets and safety gear webpage page to answer the following questions:

- What are the features of a helmet? e.g. hard outer shell, straps, buckle, ventilation holes, helmet liner, standards approved labelling
- How does a helmet work? e.g. it absorbs the impact of the fall and decreases movement of the brain within the skull. It distributes the impact over a greater surface area of the helmet to decrease the risk of a skull fracture.
- Why do we need to wear helmets when we ride? e.g. to protect the brain from injury. Brain damage is permanent and irreversible.

- How do you know a helmet is approved? e.g. all helmets must have an Australian and New Zealand Standards label to indicate that the helmet is approved and has all the safety features required.

Groups share their findings.

Discuss why all riders need to wear a helmet. Ask questions such as:

- What happens if the brain is damaged? e.g. loss of ability to walk, talk and write and fine and gross motor skills.
- Why do you think some people choose not to wear a helmet? e.g. peer pressure, expense, discomfort, inconvenience, don't understand the risks.
- Why is it considered a risk to not wear a helmet?
- What may be some of the consequences of not wearing a helmet, now and in the future?
- What is the law about wearing a helmet?

Discuss:

- How can friends sometimes influence their decision about wearing a helmet?
- Why is it important to encourage others to wear helmets to keep safe.

Using the helmets brought in by students, groups take photos or a video of each other correctly fitting a helmet. See Suggested teaching tools for ideas for digital recording tools.

Use these images to promote the key road safety message, Always wear a helmet when you ride or skate.

Students could create:

- posters for promotion at school
- videos for the school website
- brochures
- expositions – Why it's important to wear a helmet.

Check out [Promoting road safety](#) for other sharing strategies.

Be a safe rider

On Wheels

Explores safe riding behaviours and locations and bicycle care and maintenance. Students design a safe riding area for their community.

K-6 Syllabus outcomes

PDHPE

SLS2.13 Discusses how safe practices promote personal wellbeing

- identifies different parts of a bicycle

DMS2.2 Makes decisions as an individual and as a group member

- gives reasons for choosing safe places to ride

PDHPE content

- **Safety on wheels**
 - safe places to ride
 - safety equipment

Key road safety messages

- Always wear a helmet when you ride or skate
- Ride your bike away from the road

Background information

Safety on wheels

- Children need a safe place to ride, scooter or skate. Places include the backyard, fenced park, cycle path or recreational area. Roads, carparks and driveways are not considered safe places to ride or play.
- It's the law for everyone to wear a helmet when riding a bike in any public place. The helmet must meet Australian Standards and be securely fitted and fastened.

- Protective clothing, such as enclosed shoes, also help keep children safe on wheels.
- Children under 12 and adult riders supervising them may ride on the footpath unless signs prohibit this. Cyclists must keep to the left and give way to pedestrians.
- At intersections, children and adults must dismount and use safe pedestrian behaviour as they wheel the bike or scooter across the road.
- Adults can help children learn safe cycling practices by riding with them and talking with them about the importance of wearing a helmet and following the rules when riding.

The Centre for Road Safety website has details about [road crash data in your local area](#).

Activities

Resources

- [Centre for Road Safety website, cyclists](#)
- Art paper
- [Transport for NSW website, bike maintenance](#)

Students record what they think is needed to be a safe rider on a bicycle, scooter, skateboard or skates.

Students share and combine their lists. Each pair joins another to compare and combine their lists.

Students explore the Cyclist information on the Centre for Road Safety website to create a Top 10 tips list for being a safe rider. Students share their tips with the rest of the class.

Invite a local bike shop owner, local police or an interested parent or carer to visit the class and discuss how to choose a safe bike and maintain it. Alternatively bring a bike to school and demonstrate safety points including how to check for correct size and how to maintain them.

Bicycle safety features:

- Must be the right size for the cyclist. When sitting on the seat and holding the handlebars, the cyclist's feet should touch the ground comfortably.
- Must be equipped with reflectors for the pedals and wheels, a front reflector and red rear reflector, two brakes and a bell

- Adult assistance is required to perform a safety check every time the bike is ridden – bell, brakes, yellow, white and red reflectors, chain, tyres and pedals.

Refer to the Transport for NSW website bike maintenance information for details about equipment and maintenance checks.

Provide students with paper to sketch and label the bike and its parts.

Resources

- [Google maps](#)

Students indicate if they ride a bike, scooter, skateboard, or skates. Ask:

- Where do you ride? Why do you choose that place?
- Do you feel safe riding? Why or why not?
- Who helps you ride safely? Why?
- What do you do to keep safe when riding?

Students should include the following:

- ride your bike away from the road, vehicles, driveways and car parks
- have adult supervision
- wear a helmet and other safety gear.

Use Google maps to identify the local parks and recreation areas students may go to ride. In pairs, students use a strategy such as PMI (Plus, Minus, Interesting) to consider the:

- positives and negatives in terms of safety for riders
- number of places to ride safely in the community
- features that help make or keep the places safe.

Resources

- [Google street view](#)

- Suggested teaching tools

Referring to the previous activity, students use Google street view to look at local parks and recreation spaces and consider:

- How could these areas be improved? e.g. user safety, user enjoyment, the needs of multiple age groups, facilities such as sun shelter, toilets, tables
- What would you include in a new off-road riding area? What would make it great to visit and be the safest?

Students share their ideas about a new or improved off-road riding area.

Students develop a sketch or model of a suggested design, including:

- the size of the area
- safety features
- design aspects to be considered e.g. curves, stops and starts, braking time, area for scooters/skateboards
- the needs of bike riders
- catering for a mixture of age groups

Students:

- present their design to the whole group
- explain why they included particular aspects of their off-road riding area
- discuss why they would like to ride there.

Students vote on the best design.

Share the winner's presentation with the school executive and parent body and with local government representatives to advocate for safe places to ride and play in your community.

Rate The Risk



Rate the Risk

The traffic environment is constantly changing. Play Rate the Risk to assess the risk in different traffic situations.

START ACTIVITY

On Wheels

Passenger

Pedestrian

K-6 Syllabus outcomes

PDHPE

SLS2.13 Discusses how safe practices promote personal wellbeing

- identifies factors that may cause unsafe situations
- expresses opinions and attitudes towards risky situations

DMS2.2 Makes decisions as an individual and as a group member

- discusses decisions and justifies their choices

PDHPE content

- **Pedestrian safety**
 - safe crossing procedures
 - using traffic facilities
 - identifying distractions
- **Passenger safety**
 - safe passenger behaviour
 - minimising distractions for the driver
- **Safety on wheels**
 - safe places to ride
 - safety equipment

Key road safety messages

- Click clack front and back
- Always buckle up in your seatbelt
- Get in and out of the car on the footpath side
- Wait till the bus has gone and then use a safe place to cross the road
- Use a safe place to cross the road
- Always wear your helmet when you ride or skate
- Ride your bike away from the road

Background information

Passenger safety

- All children must be safely fastened in the **correct child car seat for their age and size**. A child who is properly secured in an approved child car seat is less likely to be killed or injured in a crash than one who is not.
- To ensure correct and safe installation of a child car seat, have it checked by an **Authorised Restraint Fitter**.
- Children aged from four years old but under seven years old must be secured in a forward facing approved child restraint with an inbuilt harness or an approved booster seat.
- Children aged from four years old but under seven years old cannot travel in the front seat of a vehicle with two or more rows, unless all other back seats are occupied by children younger than seven years in an approved child restraint or booster seat
- Children under 145 cm tall should continue using a booster seat. This is the suggested minimum height to use an adult lap/sash seatbelt.
- Children up to and including 12 years of age always sit in the rear seat, even though children 7+ years can legally occupy the front seat of a vehicle.

- Children should get out of the vehicle using the rear kerb-side door. It's called the Safety Door. It is not safe for children to use the traffic side door of a vehicle.
- It is illegal to leave a child unattended in a car where they might be in distress or their health is in danger.

Pedestrian safety

- Adults are responsible for children's safety. **Walking together to and from school** suggests how adults can help children learn and practise how to be safe pedestrians.
- An adult should always hold a child's hand near vehicles, roads, footpaths, car parks, driveways, bicycle tracks, unfenced yards, homes and farms.
- Children are vulnerable because they:
 - can be easily distracted
 - are small and difficult for drivers to see
 - can be very focused on what they want to do, resulting in quick and unpredictable behaviour
 - are still developing the skills needed to judge vehicle speed and distance and safe gaps between vehicles.
- Children are often injured when they do not hold hands when walking with an adult
- An adult should always hold a child's hand when leaving school. They may be focused on things other than safe pedestrian behaviour.
- Boys are twice as likely as girls to be pedestrian casualties. Boys aged 13 years have the highest rate of child pedestrian casualties.

Safety on wheels

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- Protective clothing, such as enclosed shoes, also help keep children safe on wheels.
- Children under 12 and adult riders supervising them may ride on the footpath unless there is signage prohibiting this. Cyclists must keep to the left and give way to pedestrians.
- At intersections, children and adults must dismount and use safe pedestrian behaviour as they wheel the bike or scooter across the road.

- Adults can help children learn safe cycling practices by riding with them and talking with them about the importance of wearing a helmet and following the rules when riding.

Bus safety

- When waiting for a bus, children should stand well away from the road, back from the kerb.
- When getting off a bus, children should be met by an adult at the bus stop, not across the road.
- After the bus has gone, adults should choose a safe place to cross the road holding the child's hand.
- When a bus is fitted with seatbelts, children must buckle up.

The Centre for Road Safety website has details about [road crash data in your local area](#).

Activities

Resources

Play the game as a whole class. During the game, ask students to:

- justify their rating of the risks.
- compare and discuss strategies to reduce the risk.

Discussion questions include:

- What influences their rating?
- How could you reduce the risk?
- What can you change and what can't you change in the different scenarios?

Note: Some combinations of cards do not logically go together, discuss why and choose again.

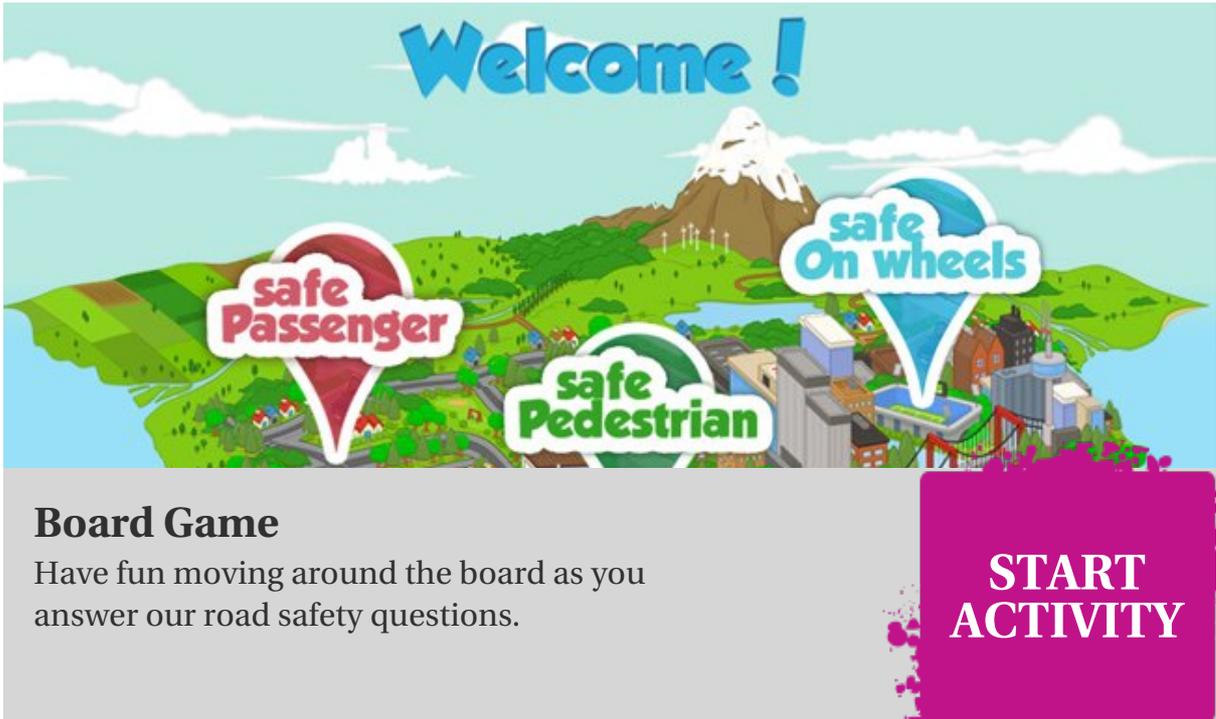
Remind students that it is not always possible to predict the behaviour of other road users. Road users, conditions and locations combine to create different situations which need to be individually assessed for safety.

Students play the game. This can be done online or by printing the cards for students to use in small groups.

Students can develop their own scenarios by developing new cards. Students write new locations, different conditions and road users, e.g. names of local roads and places.

Students share and play the Rate the risk at home with family members.

Getting it together



Welcome !

safe Passenger

safe Pedestrian

safe On wheels

Board Game
Have fun moving around the board as you answer our road safety questions.

START ACTIVITY

On Wheels

Passenger

Pedestrian

Students play the board game as a consolidation of learning about road safety.

K-6 Syllabus outcomes

PDHPE

SLS2.13 Discusses how safe practices promote personal wellbeing

- identifies factors that may cause unsafe situations
- explains the need for rules for safe behaviour

PSS2.1 Uses a range of problem-solving strategies

- identifies ways to improve unsafe environments

PDHPE content

- **Pedestrian safety**
 - safe crossing procedures
 - using traffic facilities
 - identifying distractions
- **Passenger safety**
 - safe passenger behaviour
 - minimising distractions for the driver
- **Safety on wheels**
 - safe places to ride
 - safety equipment

Key road safety messages

- Click clack front and back
- Always buckle up in your seatbelt
- Get in and out of the car on the footpath side
- Wait till the bus has gone and then use a safe place to cross
- Use a safe place to cross the road
- Always wear your helmet when you ride or skate
- Ride your bike away from the road

Background information

Passenger safety

- All children must be safely fastened in the **correct child car seat for their age and size**. A child who is properly secured in an approved child car seat is less likely to be killed or injured in a crash than one who is not.
- To ensure correct and safe installation of a child car seat, have it checked by an **Authorised Restraint Fitter**.
- Children aged from four years old but under seven years old must be secured in a forward facing approved child restraint with an inbuilt harness or an approved booster seat.
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- Children up to and including 12 years of age always sit in the rear seat, even though children 7+ years can legally occupy the front seat of a vehicle.

- Children should get out of the vehicle using the rear kerb-side door. It's called the Safety Door. It is not safe for children to use the traffic side door of a vehicle.
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Pedestrian safety

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 - can be easily distracted
 - are small and difficult for drivers to see
 - can be very focused on what they want to do, resulting in quick and unpredictable behaviour
 - are still developing the skills needed to judge vehicle speed and distance and safe gaps between vehicles
- Children are often injured when they do not hold hands when walking with an adult
- An adult should always hold a child's hand when leaving school. They may be focused on things other than safe pedestrian behaviour
- Boys are twice as likely as girls to be pedestrian casualties. Boys aged 13 years have the highest rate of child pedestrian casualties

Safety on wheels

- Children need a safe place to ride, scooter or skate. Places include the backyard, fenced park, cycle path or recreational area. Roads, carparks and driveways are not considered safe places to ride or play.
- It's the law for everyone to wear a helmet when riding a bike in any public place. The helmet must meet Australian Standards and be securely fitted and fastened.
- Protective clothing, such as enclosed shoes, also help keep children safe on wheels.
- Children under 12 and adult riders supervising them may ride on the footpath unless signs prohibit this. Cyclists must keep to the left and give way to pedestrians.
- At intersections, children and adults must dismount and use safe pedestrian behaviour as they wheel the bike or scooter across the road.

- Adults can help children learn safe cycling practices by riding with them and talking with them about the importance of wearing a helmet and following the rules when riding.

Bus safety

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- When a bus is fitted with seatbelts, children must buckle up.

The Centre for Road Safety website has details about [road crash data in your local area](#).

Activities

This game can be played in pairs, small groups, or as a whole class activity in teams.

Share game in the school newsletter or website for families to play and discuss, testing their knowledge about how to be a safe road user.

Board game follow up

As a follow up, students develop their own board game. This may be digital or a hard copy. Students write their own questions and answers with focus on pedestrian, passenger or safety on wheels. Alternatively questions could be a mixture of all.

Students review the questions on the board game and make them into a local example, e.g. Are you allowed to you ride your bike in the front pedestrian gate of the school? Are you allowed to walk through the staff carpark?

This encourages students to review and consolidate their own understanding, localise questions to relevant situations and transfer the game play to another platform.

A different perspective



A different perspective

Watch these five videos and think about other road users. What can they see, what can't they see? What would you do to keep safe?

**START
ACTIVITY**

On Wheels

Passenger

Pedestrian

K-6 Syllabus outcomes

PDHPE

SLS2.13 Discusses how safe practices promote personal wellbeing

- identifies factors that may cause unsafe situations
- explains strategies to stay safe

PSS2.1 Uses a range of problem-solving strategies.

- identifies ways to improve unsafe environments

PDHPE content

- **Pedestrian safety**
 - safe crossing procedures
 - using traffic facilities
 - identifying distractions
- **Passenger safety**
 - safe passenger behaviour
 - minimising distractions for the driver
- **Safety on wheels**
 - safe places to ride
 - safety equipment

Key road safety messages

- Click clack front and back
- Always buckle up in your seatbelt
- Hold a grown-up's hand when you're:
 - on the footpath
 - in a car park
 - crossing the road
- Get in and out of the car on the footpath side
- Wait till the bus has gone and then use a safe place to cross
- Always wear your helmet when you ride or skate
- Ride your bike away from the road

Background information

Pedestrian safety

- Adults are responsible for children's safety. [Walking together to and from school](#) suggests how adults can help children learn and practise how to be safe pedestrians.
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Passenger safety

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- At intersections, children and adults must dismount and use safe pedestrian behaviour as they wheel the bike or scooter across the road.
- Adults can help children learn safe cycling practices by riding with them and talking with them about the importance of wearing a helmet and following the rules when riding.

Bus safety

- When waiting for a bus, children should stand well away from the road, back from the kerb.
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- After the bus has gone, adults should choose a safe place to cross the road holding the child's hand.
- When a bus is fitted with seatbelts, children must buckle up.

The Centre for Road Safety website has details about [road crash data in your local area](#).

Activities

As a whole group, watch the videos in A different perspective.

Analyse the different perspectives for different road users.

- Use a safe place to cross the road
- Ride your bike in a safe place away from the road
- Play in a safe place away from roads, car parks and driveways
- Wait until the bus has gone and find a safe place to cross
- Stop! Look! Listen! Think! every time you cross the road

Possible discussion points include:

Use a safe place to cross the road

- What are the children's view points of the traffic? What can and can't they see?
- What is the rider's view point of the situation? What can and can't they see?
- Why is crossing between parked cars dangerous?
- Where should the children cross?

- What should you do if you are in a hurry to get somewhere and you have to cross a road?
- What can you do if your parents call you across the road?

Ride your bike in a safe place away from the road.

- What can the boy see when he goes to ride on the road?
- What can the cyclist see when riding around the corner?
- Why is it dangerous to ride out on the road like that?
- Where else could the boy ride his bike safely?

Play in a safe place away from roads, carparks and driveways

- What are the children focusing on when playing? What can't they see? Why?
- What can the truck driver see when reversing?
- What could they have done to play safely?
- What do you need to be aware of when cars are reversing?
- Where else do cars reverse?

Wait until the bus has gone and find a safe place to cross

- What can the boys see when they try to cross the road?
- What can the driver see when he is driving the bus? What can't he see?
- What is the potential danger in this situation?
- What other things does the driver need to focus on when pulling out?
- Where should have the boys crossed? Why?
- How should you cross the road after getting off a bus?

Stop! Look! Listen! Think! every time you cross the road

- What can the girl see of the traffic? Why?
- What can the driver see when driving? Why would the driver be worried? What would happen if the driver didn't see the girl?
- What could the girl have done to be safer when crossing the road?
- Why is it important to not be distracted when crossing the road?

Additional activities

1. Write a questionnaire and interview a driver/s about their experiences in similar situations.

Find out:

- What do drivers need to think about?
- How do drivers feel if children don't cross safely.
- What do drivers worry about?
- Where is it easy and difficult for drivers to see pedestrians?

2. Write strategies on how pedestrians can help drivers create a safe traffic environment.

3. Write about “A day in the life of a school bus driver”, presenting their point of view of being a bus driver.

Safe journeys



Safe journeys

Even if you take the same journey every day, things change. Watch the video to check out some safety tips for any journey you make.

**START
ACTIVITY**

On Wheels

Passenger

Pedestrian

K-6 syllabus outcomes

PDHPE

SLS3.13 Describes safe practices that are appropriate to a range of situations and environments

- discusses the need for seatbelts
- explains safe practices as a safe pedestrian, wheels user or passenger

PSS3.5 Suggests, considers and selects appropriate alternatives when resolving problems

- suggests ways they can minimise risk to themselves and others

DMS3.2 Makes informed decisions and accepts responsibility for consequences

- promotes the need to be a safe road user

PDHPE content

- **Pedestrian safety**
 - rights and responsibilities of a pedestrian
 - safe practices near buses
 - minimising and removing distractions
- **Passenger safety**
 - responsibility as a passenger
 - minimising distractions for the driver
- **Safety on wheels**
 - using bicycles, skateboards safely
 - removing distractions when riding
 - safety equipment

Key road safety messages

- Always buckle up in your seatbelt
- Get in and out of the car on the footpath side
- Use a safe place to cross the road
- Stop! Look! Listen! Think! every time you cross the road

Background information

Every school day in NSW, more than one million students travel to and from school as pedestrians and by various modes of transport. Each form of transport poses potential hazards. Primary school children are particularly vulnerable in the road environment because of their levels of physical, cognitive and mental development. The risks are reduced with adult supervision.

Stage 3 students are increasingly making safety decisions independently of adult supervision on their journey to and from school. They should be familiar with the safe practices that pedestrians, cyclists and passengers can adopt to stay safe in the traffic environment and be aware that they may need to resist peer group pressure consistently. All students need to extend their road safety knowledge further towards the development of a positive and active interest in community safety.

Passenger safety

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- To ensure correct and safe installation of a child car seat, have it checked by an **Authorised Restraint Fitter**.
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Pedestrian safety

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- Adults can help children learn safe cycling practices by riding with them and talking with them about the importance of wearing a helmet and following the rules when riding.

Bus safety

- When waiting for a bus, children should stand well away from the road, back from the kerb.
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- When a bus is fitted with seatbelts, children must buckle up.

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Activities

As they watch the video, ask students to record the safe practices the students demonstrate, e.g. place bags in boot, put seatbelt on.

In small groups, students compare their answers. Students record why each behaviour is safe passenger behaviour, e.g. place bags in boot: won't fly around if car stops suddenly.

Ask students:

- What types of restraints do you and your family wear?
- Why is it important for everyone travelling in a vehicle to wear a seatbelt?
- Why do you think there are different types of restraints? e.g. child restraints, booster seats.
- Explain what a seatbelt does to protect you in the car.

Students watch the video again, focussing on the mother (driver) and the cyclist.

Ask students to list the responsibilities of the cyclist when crossing the driveway.

Discuss:

- What is important for the driver to consider when:
 - Getting into the car? Why?
 - Backing out of the driveway? Why?
- What is important for the cyclist to consider when approaching the driveway? Why?

Ask students to identify pedestrian crossing facilities from Safety First or others that they use regularly, e.g. crossing, children's crossing, near a roundabout, lights, refuge island.

Students share the hazards that sometimes occur there, e.g. cars not stopping, busy roundabout, and what procedures they use to cross safely.

Ask students:

- Why do pedestrians need to listen before deciding to cross?
- What do pedestrians need to think about **before** and **during** crossing?
- What would you tell a younger student about crossing the road? Why?

Students brainstorm places where it may be difficult to cross, e.g. near parked cars, on hills, trees or other obstructions blocking view, roundabouts, busy roads.

Students discuss the best way to safely cross in each situation. Remind students that they should use the Stop, Look, Listen, Think procedure before and during crossing.

Resources

- [Google maps](#)

In small groups, ask students to brainstorm a list of safe behaviours for pedestrians, passengers and wheels users. The [Centre for Road Safety website](#) may assist students.

Students use screen grabs or print a map from Google maps that includes their house and school. Ask students to identify and highlight the route that they take on the way to school. This may be as a pedestrian, passenger or wheels user. In pairs, students discuss their journey and mark on the map any hazard along the way. Hazards may include busy intersections, unavailable footpaths, poor line of sight.

Using another colour, students highlight the route they would take if using a different mode of transport, e.g. car, bike, scooter, walking. Ask students to justify the reasons why they have made changes to the route.

Ask students to consider the route they would take, given different scenarios and give reasons for:

- Walking with a group of friends
- Walking with a younger brother or sister
- Taking the bus
- Being dropped off a few streets away from school.

Students design a survey to determine the extent to which the school community demonstrates safe passenger behaviours outside the school, e.g. parents collecting children from the school side of the road, children getting in and out of cars on the footpath-side.

In small groups, students conduct the survey before and after school. Students observe at strategic locations around the school, e.g. staff car park, drop-off and pickup areas.

Students record the number of students that:

- Were dropped off/picked up on the school side of the road
- Were not dropped off/picked up on the school side of the road
- Used the footpath-side door

- Did not use the footpath-side door.

Ask students to summarise the information and draw conclusions about the school passenger behaviour around the school. Ask students:

- Did anything surprise you from the survey?
- What possible harm could occur from the unsafe behaviours you observed?
- Who needs to know the results of your survey? Why?
- How will you share this information with them?

Students watch the video *Which car door do I use?*

Ask students to suggest how they could use the video to promote the safety door message to the school community, e.g. write or meet with the principal or parent body to suggest ways to promote to the school community.

Explain that being assertive is usually the best approach in conflict or unsafe situations.

In small groups, students discuss and suggest assertive responses by a pedestrian their age to the situations below:

- Carlos is walking home from school. He notices some of his friends further down the road. They have already crossed using the pedestrian lights. They are calling to him to hurry up or he'll miss the bus. He doesn't want to miss the bus.
- Zoe is walking to school. She notices a group of her friends going into the shop on the other side of the busy road. There is a pedestrian crossing further down the road. Zoe's friends call out, "Hey, hurry up, we're going in to get something to eat!"
- Tran is walking with Lucy to the catch the bus. They get to the pedestrian crossing and notice the "red man" sign is flashing. The bus they want to catch is coming down the road. Lucy yells "Come on! We'll miss it if we don't go now."
- Paris is waiting to be picked up by her mum. She is worried because she has training and doesn't want to be late. When her mum finally arrives she parks on the other side of the road. Her mum leans out of the car window and yells at her to cross. The crossing is about 25 metres away.

Individually, students complete the activity, *On the road.*

Students enter their response to the scenario and email to the teacher or a partner. Ask students to compare their response with their partner.

As a class, discuss:

- Why do you think there is more than one option in dealing with uncomfortable or unsafe situation?
- Why do you think some situations require more persistence than others?
- Is being assertive always the best approach? What would be other options?

Resources

- [Worksheet Safety task cards](#)
- [Workseet Safety task card checklist](#)

In small groups, students develop role plays that they can use with their buddy class or peer support group.

Provide each group with a task card and corresponding checklist card, i.e. **Task card 1** and **Checklist card 1**. Explain to students that the behaviours in the checklist need to be represented in their role play.

Each group plans, rehearses and presents the role play to the class. The audience is given the checklist sheet that corresponds with the appropriate task card. The audience reviews the role play and checks off the checklist as each safe behaviour is demonstrated. The audience provides feedback to each group.

Once role-plays have been refined, students share with their buddy class.

Distractions, distractions



Distractions, distractions

Distractions can happen anytime, anywhere. Explore why it's important to pay attention and be aware in road environments.

**START
ACTIVITY**

Passenger

Pedestrian

K-6 syllabus outcomes

SLS3.13 Describes safe practices that are appropriate to a range of situations and environments

- identifies and suggests ways to reduce distractions
- identifies factors that may cause an accident

DMS3.2 Makes informed decisions and accepts responsibility for consequences

- identifies and discusses their responsibility as a passenger and pedestrian

PSS3.5 Suggests, considers and selects appropriate alternatives when resolving problems

- makes suggestions as to how to improve safety of self and others

PDHPE content

- **Pedestrian safety**
 - rights and responsibilities of a pedestrian
 - safe practices near buses
 - minimising and removing distractions
- **Passenger safety**
 - responsibility as a passenger
 - minimising distractions for the driver

Key road safety messages

- Always buckle up in your seatbelt
- Get in and out of the car on the footpath side
- Stop! Look! Listen! Think! every time you cross the road
- Use a safe place to cross the road

Background information

In NSW more than 20 percent of casualties aged 10 to 14 years are pedestrians. As students become increasingly independent, it is important for them to remain focused and aware of the changing traffic environment around them. While students in Stage 3 may be able to describe safe road safety behaviours, they still may have limited skills in putting it into practice. They are easily distracted, especially with the use of hand held devices and when travelling with peers. They can still behave unpredictably in the traffic environment. Students need to be aware of the potential risks associated with and different distractions in the traffic environment.

Students also need to be aware that driving a vehicle is a complex task. Any distractions, either inside or outside the vehicle, that divert a driver's attention are hazardous.

Pedestrian safety

- Adults are responsible for children's safety. [Walking together to and from school](#) suggests how adults can help children learn and practise how to be safe pedestrians.
- An adult should always hold a child's hand near vehicles, roads, footpaths, car parks, driveways, bicycle tracks, unfenced yards, homes and farms.

- Children are vulnerable because they:
 - can be easily distracted
 - are small and difficult for drivers to see
 - can be very focused on what they want to do, resulting in quick and unpredictable behaviour
 - are still developing the skills needed to judge vehicle speed and distance and safe gaps between vehicles.
- Children are often injured when they do not hold hands when walking with an adult
- An adult should always hold a child's hand when leaving school. They may be focused on things other than safe pedestrian behaviour.
- Boys are twice as likely as girls to be pedestrian casualties. Boys aged 13 years have the highest rate of child pedestrian casualties.

The Centre for Road Safety website has details about [road crash data in your local area](#).

Activities

Students explore the activity, [On the way to find the distractions](#).

After examining each scenario, students record responses in the text boxes. At the end of the responses, ask student to email their responses to the teacher or another student.

As a class, discuss:

- Who is responsible for making a journey safer? Why?
- What can you do as a pedestrian to reduce the likelihood of being distracted?
- Who might change your intention to behave safely? Why?
- What strategies can you use if friends, family or peers may be distracted as a pedestrian or wheels user? Why?

Resources

- Video [iPod inattention story](#)

Students watch the video and record their answers to the following questions:

- Why are pedestrians at risk when using a mobile phone or other hand held device? Why is it considered a distraction?

- What are some suggestions for pedestrians if using a mobile phone or other hand held device? Which suggestion do you think is most important? Why?
- What is your responsibility as a pedestrian using a mobile phone or handheld device? Why?
- Have you ever been distracted on your journey to and from school? What was the distraction and how could it have been avoided?
- Some people suggest that pedestrians using their mobile phone while they cross the road should be fined. What do you think about this?

While watching the video, students record the different types of distractions they observe, e.g. running onto the road after the football.

Ask students to write a safety rule for each of the distractions they identified during the video, e.g. running onto the road after the football - stop and ask an adult to help.

Students answer the following questions:

- What senses do you use when you are out walking or riding?
- How do headphones and sending text messages impact on your senses?

The message at the end of the video is **Stop! Look! Listen! Think!**

- What does this road safety message mean?
- How does this message relate to using your senses?
- What do you need to “think” about if you are a pedestrian crossing the road? Why?
- What do you need to listen for? Why?

Ask students to list the types of distractions that may effect them when:

- Riding a bike, scooter or skateboard
- Walking to school with a group of friends
- Walking along a busy city street
- Running late to sport training
- Listening to a music device
- Checking SMS or social media
- Missing the bus or connection on your journey
- Arguing with friends
- Forgetting an umbrella on a wet day

Once listed, students devise strategies that may reduce or eliminate each distraction.

Resources

- Article [Children more distracting than mobile phones](#) (Monash University)

In pairs, students read the research article and record their answers to the following questions:

- Why do you think children or babies are a distraction in the car?
- In what ways could young people your age be a distraction in the car?
- What are the responsibilities of the driver? What are your responsibilities as a passenger?
- Why is it important for passengers to not distract the driver?

List five ways you can minimise distractions for a driver:

- on a short trip
- on a long road trip
- in the back seat with two other friends.

Safety on and around buses



Safety on and around buses

There are a few things to consider when travelling by bus. Watch the video to see how Agent Walker deals with the situations.

**START
ACTIVITY**

Passenger

Pedestrian

K-6 syllabus outcomes

PDHPE

SLS3.13 Describes safe practices that are appropriate to a range of situations and environments

- plans how to take responsibility for their own safety on and around buses
- identifies the need for safe practices on and around buses

DMS3.2 Makes informed decisions and accepts responsibility for consequences

- analyses a safety situation to make an informed decision

PDHPE content

- **Pedestrian safety**
 - rights and responsibilities of a pedestrian
 - safe practices near buses
 - minimising and removing distractions
- **Passenger safety**
 - responsibility as a passenger
 - minimising distractions for the driver

Key Road Safety Messages

- Wait till the bus has gone, then use a safe place to cross
- Use a safe place to cross the road
- Stop! Look! Listen! Think! every time you cross the road

Background information

More than 650,000 students across NSW travel on buses every school day. School bus travel has been made safer over the years and school bus safety measures are reviewed regularly. Rural and regional buses will soon be even safer with the incremental introduction of seatbelts.

There is a 40 km/h speed limit for traffic passing a school bus that is picking up or setting down school children. This speed limit is for all traffic travelling in the same direction as the bus, whether the bus is stationary or moving. Drivers must observe the 40 km/h speed limit when the rear 'wig-wag' lights on the bus are flashing. Flashing headlights on these buses also alert oncoming motorists that children are close.

It is important for students to stay alert and safe when they cross the road after leaving the bus. Students up to 10 years old should be accompanied by a parent or carer to the bus stop in the morning and met at the bus stop in the afternoon.

Pedestrian safety

- Adults are responsible for children's safety. [Walking together to and from school](#) suggests how adults can help children learn and practise how to be safe pedestrians.
- An adult should always hold a child's hand near vehicles, roads, footpaths, car parks, driveways, bicycle tracks, unfenced yards, homes and farms.

- Children are vulnerable because they:
 - can be easily distracted
 - are small and difficult for drivers to see
 - can be very focused on what they want to do, resulting in quick and unpredictable behaviour
 - are still developing the skills needed to judge vehicle speed and distance and safe gaps between vehicles.
- Children are often injured when they do not hold hands when walking with an adult
- An adult should always hold a child's hand when leaving school. They may be focused on things other than safe pedestrian behaviour.
- Boys are twice as likely as girls to be pedestrian casualties. Boys aged 13 years have the highest rate of child pedestrian casualties.

Bus safety

- When waiting for a bus, children should stand well away from the road, back from the kerb.
- When getting off a bus, children should be met by an adult at the bus stop, not across the road.
- After the bus has gone, adults should choose a safe place to cross the road holding the child's hand.
- When a bus is fitted with seatbelts, children must buckle up.

The Centre for Road Safety website has details about [road crash data in your local area](#).

During the video, students list the dangers and unsafe behaviours identified by the character Jason, Agent Walker.

In pairs, students compare and combine lists and record why they considered each one a danger.

Watch the video again. Students record ways that characters in the video demonstrate safer behaviours. Use the following headings:

- **Waiting for the bus**, e.g. stand away from the road, wait for the bus to stop, no pushing
- **On the bus**, e.g. hold onto a seat, put bags under the seat

- **Getting off the bus**, e.g. wait for the bus to go and then use a safe place to cross

Students reflect on their own bus experiences. Using these, they add additional safe behaviours.

Resources

- Website [Student code of conduct when travelling on school buses](#)

Students write their own definition of the terms **right** and **responsibility**. Check and compare own definitions with that of the dictionary.

In small groups, students discuss their rights and responsibilities when travelling by bus. Questions may include:

- Why do we need to know your rights and responsibilities as a bus traveller?
- What would be some rights and responsibilities of the bus driver? Why are these important?
- What are the positive consequences of safe and respectful behaviour on buses?

In groups, students discuss and list five rules that they think students need to follow when travelling by bus. Ask students to provide a reason for each rule. Groups explore the [Student code of conduct when travelling on school buses](#) webpage. Students compare their rules with the Student Code of Conduct.

As a class discuss:

- What rule changes would you make to the Student code of conduct? Why?
- What rules in the Student code of conduct surprise you? Why?
- Why do you think one of the rules are “Refrain from attracting the attention of the driver except in the case of emergency”.
- Do you think the consequences are appropriate? What are some other consequences?
- How does your school support the Student code of conduct on buses?

Resources

- [Worksheet Hot seat scenario cards](#)

Divide the class into small groups. Distribute a set of Hot seat scenario cards to the group. Ask the group to share the cards between them. Group members take turns at being in the “hot seat”. When in the “hot seat”, the student has to respond to the scenario that is read out by members of the group.

Pose the following questions and discuss as a class:

- If you had to tell someone else two important things about travelling safely on a bus, what would they be?
- What might you do differently when you next travel on a bus?

Resources

- [Worksheet Hot seat scenario cards](#)

As a class, discuss and list the:

- Responsibilities of passengers on a bus to make the trip for themselves and others safe
- Responsibilities of the bus driver to make the trip as safe as possible.

Ask students to consider the potential consequences of unsafe behaviour by others on the bus.

Invite a guest speaker from the local bus company to talk with students about bus safety. Students prepare questions to ask prior to the visit.

Questions from the hot seat scenario cards could also be asked of the bus driver so students consider safety issues from the bus driver’s perspective.

Riding safely



Helmet Safety

Your helmet protects your head! Watch the video to check if you fit your helmet correctly.

**START
ACTIVITY**

On Wheels

K-6 syllabus outcomes

SLS3.13 Describes safe practices that are appropriate to a range of situations and environments

- identifies and states opinions about protective equipment

PSS3.5 Suggests, considers and selects appropriate alternatives when resolving problems

- makes suggestions about ways to ride safely

DMS3.2 Makes informed decisions and accepts responsibility for consequences

- gives reasons for safe practices

PDHPE content

- **Safety on wheels**
 - using bicycles, skateboards safely
 - removing distractions when riding
 - safety equipment

Key Road Safety Messages

- Always wear your helmet when you ride or skate
- Ride your bike away from busy roads

Background information

Safety on wheels

- Children need a safe place to ride, scooter or skate. Places include the backyard, fenced park, cycle path or recreational area. Roads, carparks and driveways are not considered safe places to ride or play.
- It's the law for everyone to wear a helmet when riding a bike in any public place. The helmet must meet Australian Standards and be securely fitted and fastened.
- Protective clothing, such as enclosed shoes, also help keep children safe on wheels.
- Children under 12 and adult riders supervising them may ride on the footpath unless there is signage prohibiting this. Cyclists must keep to the left and give way to pedestrians.
- At intersections, children and adults must dismount and use safe pedestrian behaviour as they wheel the bike or scooter across the road.
- Adults can help children learn safe cycling practices by riding with them and talking with them about the importance of wearing a helmet and following the rules when riding.

The Centre for Road Safety website has details about [road crash data in your local area](#).

Activities

Students sit in a circle. Pose each of the following questions, one at time. Encourage all students to share their thoughts and ideas.

- Is it compulsory to wear a helmet on a bicycle? How do you know this?
- Should everyone riding a bicycle, skateboard, scooter or rollerblades wear a helmet? Why or why not?
- What do you already know about fitting a helmet? e.g. firm fitting, no hat underneath
- When do you think you should buy a new helmet? Why?
- Should young children ride on the road? Why or why not?

Compare and discuss the video information to the student responses to the previous questions.

Ask students to respond to the following:

- Why do you think the government needs to have a special standard for helmets?
- What may be the impact if there wasn't a standard for helmet design?
- Why do you think you need to replace a helmet if it's been dropped onto a hard surface, involved in a crash or severe fall? What else indicates that it may need replacing?
- Why do you think children under 12 are allowed to ride on the footpath? Do you think this is a reasonable age? Why or why not?

In pairs, ask students to identify excuses other children may use for not wearing a helmet or protective gear when riding a bicycle scooter or skateboard, e.g. doesn't look cool, no one else does, hair goes flat, gets too hot, too expensive.

Ask students to suggest what might change opinions about helmet wearing?

Explain that influence from friends and peers can be both a positive and a negative thing, e.g. friends can influence you to wear a helmet (positive) and also not to wear a helmet (negative).

Explain that influence can be external, e.g. when friends, family or media persuade you to do something they want, and internal e.g. when you put pressure on yourself to please or be like friends, family or people in the media.

Ask students to record their responses to the scenario. Students can email their responses to another person and compare responses.

Ask students to discuss and respond to the following:

- Is this an internal or external influence? How do you know?
- Why do you think they are trying to influence the bike rider?
- How do you think the bike rider feels? What may the rider be thinking?
- How do you think you would feel if it was you?
- How does your solution differ from someone else's? Is one more effective than the other?

Resources

- [Google maps](#)

Discuss the road safety message “Ride your bike away from busy roads”. Ask students:

- Why do you think this message is designed for children and young people?
- Where do you think the safest place to ride is? Why?

Ask students to identify the features of a safe and suitable place for cycling, skating and scootering.

As they complete it, ask students to record the safety tips provided in the activity.

As a class, use Google maps to identify routes and places in the local area that are safe for students to cycle, scooter or skateboard., e.g. shared bike paths, local parks, off-road tracks. Students record a class list of safe places to ride in their local community.

Background information

Quad bike crashes are a leading cause of off road death and serious injury. On average there are 14 farm quad bike related fatalities on Australian farms every year. Students from rural communities or who regularly visit visiting farms during holidays need to be aware of the dangers associated with quad bikes. Farmsafe Australia has safety information on [Quad bikes](#) to help reduce the risks associated riding them. Farmsafe suggests not to allow riders under 16 to operate a quad bike.

Where do you stand?

Resources

- [Worksheet Where do you stand?](#)

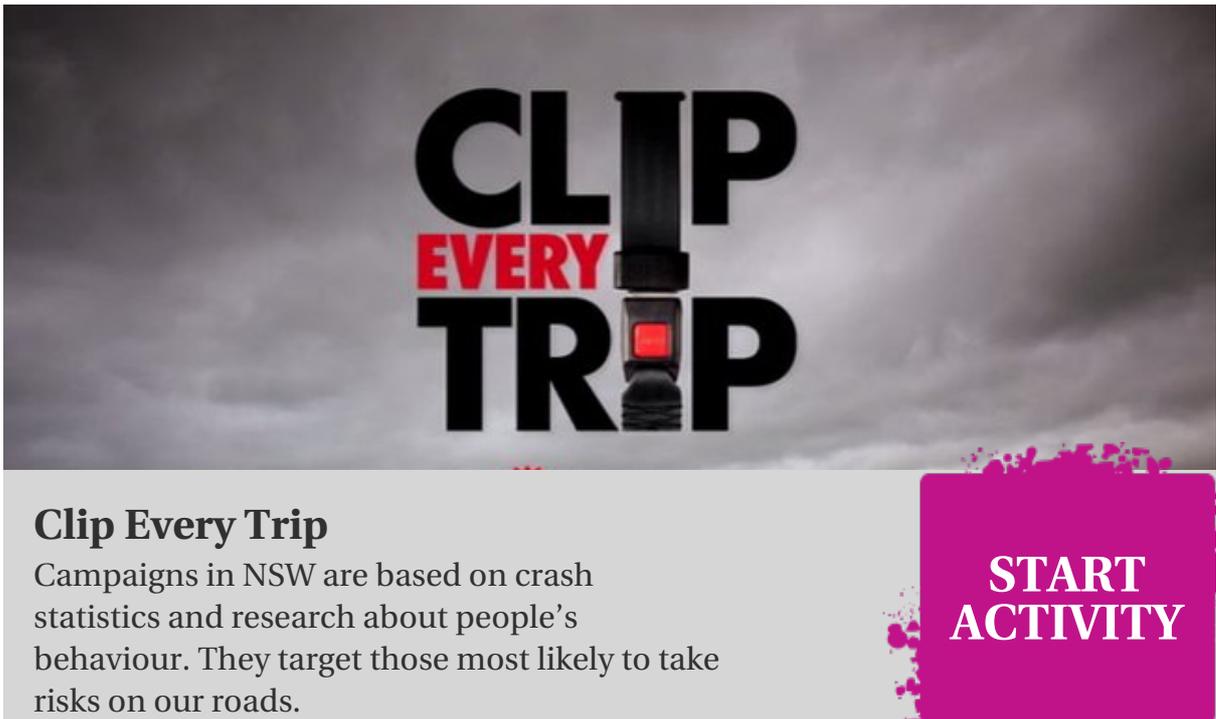
Present the statement 'Children under 16 should not ride quads bikes' to the class.

Ask students who:

- **Agree** to move to the front of the room
- **Disagree** to move to the back of the room
- **Are not sure** can move to the middle.

Within each agree, disagree and not sure group, students record why they chose this group on the worksheet Where do you stand? Ask students to discuss responses within their group. As a whole class, share and discuss reasons. Allow students to change their group and justify their reasons.

Road safety campaigns



Clip Every Trip

Campaigns in NSW are based on crash statistics and research about people's behaviour. They target those most likely to take risks on our roads.

START ACTIVITY

On Wheels

Passenger

Pedestrian

K-6 syllabus outcomes

PDHPE

SLS3.13 Describes safe practices that are appropriate to a range of situations and environments

- demonstrates knowledge of different road safety messages
- identifies the factors that affect road safety

PSS3.5 Suggests, considers and selects appropriate alternatives when resolving problems

- suggests ways in which behaviour can be modified to improve safety

INS3.3 Acts in ways that enhance the contribution of self and others in a range of cooperative situations

- clarifies reasons and opinions towards road safety

PDHPE content

- **Pedestrian safety**
 - rights and responsibilities of a pedestrian
 - safe practices near buses
 - minimising and removing distractions
- **Passenger safety**
 - responsibility as a passenger
 - minimising distractions for the driver
- **Safety on wheels**
 - using bicycles, skateboards safely
 - removing distractions when riding
 - safety equipment

Key road safety messages

- Stop! Look! Listen! Think! Every time you cross the road
- Use a safe place to cross the road
- Wait till the bus has gone, then use a safe place to cross
- Always buckle up your seatbelt
- Get in and out of the car on the footpath side
- Always wear your helmet when you ride or skate
- Ride your bike away from busy roads

Background information

Road safety campaigns in NSW are based on crash statistics and research about people's behaviour. The campaigns are put together by the Centre for Road Safety, Transport for NSW. They are seen on television, in newspapers, billboards, buses, taxi backs and heard on radio. They are also promoted through social media.

Campaigns help reduce death and injury on our roads by educating drivers, motorcyclists, pedestrians and cyclists of all ages about safe practices while using the road. Campaigns target specific age groups and the men or women who are most likely to take risks on our roads. Campaigns are seen in locations where road users are most likely to be speeding, fatigued, drink driving and

talking on their mobile phones. These are all examples of the behaviours that contribute to the road toll in NSW.

Passenger safety

- All children must be safely fastened in the **correct child car seat for their age and size**. A child who is properly secured in an approved child car seat is less likely to be killed or injured in a crash than one who is not.
- To ensure correct and safe installation of a child car seat, have it checked by an **Authorised Restraint Fitter**.
- Children aged from four years old but under seven years old must be secured in a forward facing approved child restraint child restraint with an inbuilt harness or an approved booster seat.
- Children aged from four years old but under seven years old cannot travel in the front seat of a vehicle with two or more rows, unless all other back seats are occupied by children younger than seven years in an approved child restraint or booster seat
- Children under 145 cm tall should continue using a booster seat. This is the suggested minimum height to use an adult lap/sash seatbelt.
- Children up to and including 12 years of age always sit in the rear seat, even though children 7+ years can legally occupy the front seat of a vehicle.
- Children should get out of the vehicle using the rear kerb-side door. It's called the Safety Door. It is not safe for children to use the traffic side door of a vehicle.
- It is illegal to leave a child unattended in a car where they might be in distress or their health is in danger.

Pedestrian safety

- Adults are responsible for children's safety. **Walking together to and from school** suggests how adults can help children learn and practise how to be safe pedestrians.
- An adult should always hold a child's hand near vehicles, roads, footpaths, car parks, driveways, bicycle tracks, unfenced yards, homes and farms.
- Children are vulnerable because they:
 - can be easily distracted
 - are small and difficult for drivers to see
 - can be very focused on what they want to do, resulting in quick and unpredictable behaviour
 - are still developing the skills needed to judge vehicle speed and distance and safe gaps between vehicles.
- Children are often injured when they do not hold hands when walking with an adult
- An adult should always hold a child's hand when leaving school. They may be focused on things other than safe pedestrian behaviour.

- Boys are twice as likely as girls to be pedestrian casualties. Boys aged 13 years have the highest rate of child pedestrian casualties.

Safety on wheels

- Children need a safe place to ride, scooter or skate. Places include the backyard, fenced park, cycle path or recreational area. Roads, carparks and driveways are not considered safe places to ride or play.
- It's the law for everyone to wear a helmet when riding a bike in any public place. The helmet must meet Australian Standards and be securely fitted and fastened.
- Protective clothing, such as enclosed shoes, helps keep children safe on wheels.
- Children under 12 and adult riders supervising them may ride on the footpath unless there is signage prohibiting this. Cyclists must keep to the left and give way to pedestrians.
- At intersections, children and adults must dismount and use safe pedestrian behaviour as they wheel the bike or scooter across the road.
- Adults can help children learn safe cycling practices by riding with them and talking with them about the importance of wearing a helmet and following the rules when riding.

Bus safety

- When waiting for a bus, children should stand well away from the road, back from the kerb.
- When getting off a bus, children should be met by an adult at the bus stop, not across the road.
- After the bus has gone, adults should choose a safe place to cross the road holding the child's hand.
- When a bus is fitted with seatbelts, children must buckle up.

You can find out about road crash data in your local area on the [Centre for Road Safety](#) website.

Activities

As a class, watch the Clip every trip advertisement.

Ask students to identify features that are used, e.g. humour, language, music, phrases, type of people statistics or facts.

Provide students with the following questions to discuss and answer in small groups:

- What road safety issue is being targeted?

- What is the purpose of this advertisement? How do you know?
- Who is the intended audience? What age group? How do you know?
- What are the most appealing elements of the advertisement?
- How does the advertisement try to interact and relate to the viewer? Does it work?
- Do you think the slogan is effective? Why or why not?
- Do you think this is an effective advertisement? Why or why not?

Resources

- Video recording device

In small groups, students create a video road safety advertisement.

Groups are to choose an issue that promotes one of the key road safety messages:

- **Pedestrian safety**
 - Stop! Look! Listen! Think! Every time you cross the road
 - Use a safe place to cross the road
 - Wait till the bus has gone, then use a safe place to cross the road
- **Passenger safety**
 - Always buckle up your seatbelt
 - Get in and out of the car on the footpath side
- **Safety on wheels**
 - Always wear your helmet when you ride, scooter or skate
 - Ride your bike away from busy roads

Provide students with criteria that are to be included as part of their advertisement, e.g. slogan, clear purpose and audience, key road safety message, strategy to engage audience.

Students plan a story board and write a script for their advertisement. Allow time for planning, rehearsing, recording and editing.

Once complete, host a class screening session for groups to present their advertisement. Ask the audience to critique each commercial based around the following questions:

- Was the road safety issue targeted easily identified?
- What is the purpose of this advertisement? How do you know?
- Who is the intended audience? What age group? How do you know?
- What are the most appealing elements of the advertisement?
- Do you think the slogan is effective? Why or why not?

- Do you think this is an effective advertisement? Why or why not?

Pulling it all together



Pulling it all together

The road environment is made safer by signs, markings and signals. See if you can make a scene safer by putting the right signs in the right places.

**START
ACTIVITY**

On Wheels

Passenger

Pedestrian

K-6 syllabus outcomes

SLS3.13 Describes safe practices that are appropriate to a range of situations and environments

- devises strategies to make places safer

PSS3.5 Suggests, considers and selects appropriate alternatives when resolving problems

- selects the most appropriate signs to make a scene safer

DMS3.2 Makes informed decisions and accepts responsibility for consequences

- analyses a safety situation and predicts road safety consequences

PDHPE content

- **Pedestrian safety**
 - rights and responsibilities of a pedestrian
 - safe practices near buses
 - minimising and removing distractions
- **Passenger safety**
 - responsibility as a passenger
 - minimising distractions for the driver
- **Safety on wheels**
 - using bicycles, skateboards safely
 - removing distractions when riding
 - safety equipment

Key Road Safety Messages

- Stop! Look! Listen! Think! Every time you cross the road
- Use a safe place to cross the road
- Wait till the bus has gone, then use a safe place to cross
- Always buckle up your seatbelt
- Get in and out of the car on the footpath side
- Always wear your helmet when you ride or skate
- Ride your bike away from busy roads

Background information

The traffic environment is complex. It requires users to plan their journeys and constantly make decisions. About half of the accidental deaths of 5 to 14 year olds in NSW involve road traffic crashes. Road safety education in schools is one of the many factors that contribute to improving the safety of the community. Activities in this section are best completed as a culmination of what has been taught as part of road safety education.

Passenger safety

- All children must be safely fastened in the **correct child car seat for their age and size**. A child who is properly secured in an approved child car seat is less likely to be killed or injured in a crash than one who is not.
- To ensure correct and safe installation of a child car seat, have it checked by an **Authorised Restraint Fitter**.
- Children aged from four years old but under seven years old must be secured in a forward facing approved child restraint child restraint with an inbuilt harness or an approved booster seat.

- Children aged from four years old but under seven years old cannot travel in the front seat of a vehicle with two or more rows, unless all other back seats are occupied by children younger than seven years in an approved child restraint or booster seat.
- Children under 145 cm tall should continue using a booster seat. This is the suggested minimum height to use an adult lap/sash seatbelt.
- Children up to and including 12 years of age always sit in the rear seat, even though children 7+ years can legally occupy the front seat of a vehicle.
- Children should get out of the vehicle using the rear kerb-side door. It's called the Safety Door. It is not safe for children to use the traffic side door of a vehicle.
- It is illegal to leave a child unattended in a car where they might be in distress or their health is in danger.

Pedestrian safety

- Adults are responsible for children's safety. [Walking together to and from school](#) suggests how adults can help children learn and practise how to be safe pedestrians.
- An adult should always hold a child's hand near vehicles, roads, footpaths, car parks, driveways, bicycle tracks, unfenced yards, homes and farms.
- Children are vulnerable because they:
 - can be easily distracted
 - are small and difficult for drivers to see
 - can be very focused on what they want to do, resulting in quick and unpredictable behaviour
 - are still developing the skills needed to judge vehicle speed and distance and safe gaps between vehicles.
- Children are often injured when they do not hold hands when walking with an adult
- An adult should always hold a child's hand when leaving school. They may be focused on things other than safe pedestrian behaviour.
- Boys are twice as likely as girls to be pedestrian casualties. Boys aged 13 years have the highest rate of child pedestrian casualties.

Safety on wheels

- Children need a safe place to ride, scooter or skate. Places include the backyard, fenced park, cycle path or recreational area. Roads, carparks and driveways are not considered safe places to ride or play.
- It's the law for everyone to wear a helmet when riding a bike in any public place. The helmet must meet Australian Standards and be securely fitted and fastened.
- Protective clothing, such as enclosed shoes, also help keep children safe on wheels.

- Children under 12 and adult riders supervising them may ride on the footpath unless there is signage prohibiting this. Cyclists must keep to the left and give way to pedestrians.
- At intersections, children and adults must dismount and use safe pedestrian behaviour as they wheel the bike or scooter across the road.
- Adults can help children learn safe cycling practices by riding with them and talking with them about the importance of wearing a helmet and following the rules when riding.

Bus safety

- When waiting for a bus, children should stand well away from the road, back from the kerb.
- When getting off a bus, children should be met by an adult at the bus stop, not across the road.
- After the bus has gone, adults should choose a safe place to cross the road holding the child's hand.
- When a bus is fitted with seatbelts, children must buckle up.

The Centre for Road Safety website has details about [road crash data in your local area](#).

Activities

Resources

- [Google maps](#)

Take students on a walk around the local area or use street view in Google maps to examine and record or take photos of the layout and signage of a bus stop, a school crossing and a playground.

They use the photos from the walk or images from Google maps to place the correct road safety signage to create a safer:

- Bus stop
- School crossing

- Play area

At the end of each scene, students record how the scene was made safer. Once complete, discuss:

- Which road users have to comply with the different signs? Why? e.g. 40km/h speed zones, shared cycle paths
- Who do you think decides where to put a road sign, signal or marking?
- Which signs or markings can be found near schools? Do you think they are effective? Why or why not?
- What might happen if a road user didn't obey these signs or signals?
- Which road signs and signals do students your age need to know about? Why?
- What might happen if kids your age do not comply with road signs and signals?

Students complete the road safety quiz to test knowledge about road safety behaviours and practices. Suggested uses for the quiz include whole class activity, team competition or individual.

Students take on the role of three different drivers and a school crossing supervisor. In reading the text and examining each scene, students select the person that the driver or supervisor is talking to. At the end of each scene, students complete reasons why it is a dangerous situation. On completion of the activity, discuss:

- Why is it important to understand the danger from a driver's perspective?
- What strategies could you use to be a safer bus passenger or pedestrian?