Move Ahead with Street Sense

Components include:

Stage I
- Teacher Resource Booklet
- Road Safety Photographs 1
- Bicycle Safety Photo Story
- Pedestrian Safety story books:
  - Hands are for holding when you're crossing the road
  - Where's Banjo, Mum?
- Passenger Safety and Safety on Wheels story book:
  - Jeffrey
- Cassette 1:
  - Pedestrian safety stories
  - Pedestrian safety songs
- Cassette 2:
  - Passenger safety and safety on wheels story
  - Passenger safety and safety on wheels songs

Stage II
- Teacher Resource Booklet
- Road Safety Photographs 2
- STOP! ... THINK! Photographs
- Pedestrian Safety Photographs
- Group Activity Board Games:
  - Walking Home Board Game
  - Barrier Game
  - Road Safety Ludo

Stage III
- Teacher Resource Booklet
- Video: GET IT!

CD ROM
The Move Ahead with Street Sense CD ROM includes the Teacher Resource Booklets for Stages One, Two and Three and Picture Packs from Stages One and Two.

Move Ahead with Street Sense is a school road safety education program funded by The Roads and Traffic Authority of New South Wales.
Teacher Resource Booklet

Stage One
incorporating Early Stage One

Pedestrian Safety
Car and Bus Passenger Safety
Safety on Wheels

A road safety resource to support the
*Personal Development, Health and Physical Education K–6 Syllabus*
Acknowledgements

The contributions of the following to the ‘Move Ahead with Street Sense’ Stage One kit are gratefully acknowledged:

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Photographers: Oliver Berlin, David Lefcovitch

and thanks to schools, families and parent groups who participated in the photography and trialling of the materials.
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Introduction

This teacher resource booklet is part of the ‘Move Ahead with Street Sense’ kit. ‘Move Ahead with Street Sense’ materials are designed to assist teachers in planning and implementing road safety education programs in the context of the Personal Development, Health and Physical Education (PDHPE) K–6 curriculum. Road safety is a significant component of this syllabus within the ‘Safe Living’ strand.

This booklet contains road safety education learning experiences that will enable teachers to assist students to achieve ‘Safe Living’ outcomes and skills outcomes from Early Stage One and Stage One of the PDHPE K–6 Syllabus (Board of Studies NSW 1999).

This resource contains three interrelated road safety topics:

- Pedestrian Safety
- Car and Bus Passenger Safety
- Safety on Wheels.

The key road safety messages investigated in relation to each topic are listed on pp 8–9.

Road safety and young children

The leading cause of death and serious injury for young children is traffic-related accidents. To promote the health and wellbeing of children in the traffic environment, school PDHPE programs should include a significant road safety education focus. The PDHPE K–6 Syllabus includes specific road safety content in each stage within the Safe Living strand.

Road safety education needs to be developmentally appropriate, ongoing and sequential from Kindergarten to Year Six.

Stage One children require active supervision whenever they are in the traffic environment. This applies to all children until at least the age of ten years. The high rate of pedestrian accidents among 5 to 9-year-olds reflects the increasing mobility of children who may be unsupervised and who have not yet developed the skills necessary to function safely in the traffic environment as pedestrians, passengers and cyclists.

There is a range of developmental limitations that place young children at particular risk in the traffic environment. These are detailed in Fact Sheet A (p 76).

The safety of young children as pedestrians in the traffic environment is enhanced when they are accompanied and actively supervised by a responsible adult. Children benefit from the adult’s height, road safety experience, perceptual capabilities and decision-making skills. When holding an adult’s hand, the child’s unpredictable behaviour, including the tendency to dart onto the road, is restrained. This also provides an opportunity for the adult to explain and model appropriate pedestrian behaviour.
Introduction

Similarly, when young children are near a bus, active supervision by an adult is important in helping them to manage this very complex and potentially dangerous setting. In relation to seatbelt/restraint use and general passenger safety, parents’ consistent encouragement and example are vital. Children also need the support of their families in making decisions about where to ride bicycles or scooters or to skate and to be vigilant about the use of appropriate protective gear.

The important road safety messages for Stage One children will not be learned in an isolated unit of work. They require constant reinforcement through:

- ongoing road safety education throughout the years of schooling
- ongoing road safety education partnerships between school and families.

School and family partnerships

Keeping children safe needs a partnership between schools and families. In school, children gain knowledge, skills and understanding about road safety. Families know their children and the road safety issues and concerns that are relevant to them. The interactions between school and families need to be dynamic, active, ongoing and reciprocal to ensure that what children are learning in classrooms is being actively reinforced by the family in the traffic environment.

To support the joint responsibility of schools and families in keeping children safe, this booklet places considerable emphasis on engaging families and other caregivers in the learning process. This assists all significant adults in the child’s life to understand and pass on appropriate road safety messages. It is through the ongoing partnership between school and home that important understanding can be further developed in the real traffic environment.

To encourage this ongoing partnership this booklet assists in raising awareness of key road safety issues with families. This is achieved through the inclusion of relevant information for parents in the form of Worksheets, Take Home Notes and Fact Sheets.
Syllabus links

Outcomes

The learning experiences in this booklet are based on the following Early Stage One and Stage One outcomes within the ‘Safe Living’ strand from the *PDHPE K–6 Syllabus*.

### Early Stage 1

#### Values and attitudes

A student:

V4 Increasingly accepts responsibility for personal and community health.

### Stage 1

#### Values and attitudes

A student:

V4 Increasingly accepts responsibility for personal and community health.

#### Skills

A student:

DMES1.2 Identifies some options available when making simple decisions.

PSES1.5 Seeks help as needed when faced with simple problems.

COES1.1 Expresses feelings, needs and wants in appropriate ways.

INES1.3 Relates well to others in work and play situations.

A student:

DMS1.2 Recalls past experiences in making decisions.

PSS1.5 Draws on past experiences to solve familiar problems.

COS1.1 Communicates appropriately in a variety of ways.

INS1.3 Develops positive relationships with peers and other people.

#### Knowledge and Understanding

A student:

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

A student:

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

The learning experiences in this document explore the following areas of syllabus subject matter.

<table>
<thead>
<tr>
<th>Early Stage 1</th>
<th>Stage 1</th>
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<tbody>
<tr>
<td>Pedestrian safety</td>
<td>Pedestrian safety</td>
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<tr>
<td>• holding an adult’s hand</td>
<td>• places to cross safely</td>
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<td></td>
<td>• safe crossing procedures</td>
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<tr>
<td>Passenger safety</td>
<td>Passenger safety</td>
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<tr>
<td>• use of seatbelts and safety restraints</td>
<td>• use of a seatbelt</td>
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<tr>
<td>• safe entry and exit from a vehicle</td>
<td>• safe entry and exit from a vehicle</td>
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<tr>
<td>Safety on wheels</td>
<td>Safety on wheels</td>
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<tr>
<td>• safe places to play on wheels</td>
<td>• wear a helmet</td>
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</table>

Road safety messages

Through the learning experiences in this booklet, students are introduced to the following road safety messages that research shows are particularly relevant to Stage One students.

Pedestrian Safety

Foundation Pedestrian Message: Hold a grown-up’s hand

Students identify appropriate grown-ups who can keep them safe and identify hand-holding as a safety strategy. They propose alternatives when hands are occupied and suggest strategies for overcoming embarrassment that they may feel when holding a grown-up’s hand. This message is explored in the context of the footpath, crossing the road and in a car park.

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

Students investigate some of the dangers they associate with footpaths and how to keep safer when walking along the footpath.

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

Students discuss the importance of adult supervision when crossing the road. They discuss the purpose of various traffic features. They practise correct procedure for crossing the road in a variety of situations.
Introduction

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

Students identify dangers associated with the car park. They explore strategies to ensure personal safety when they are in a car park.

Passenger Safety

Click clack front ‘n’ back

Students investigate the need to wear a restraint whenever they are a passenger in a car. They identify appropriate restraints for different family members and how each is worn correctly.

Always buckle up in your seatbelt

Students discuss and identify safe practices for car passengers. The message of always wearing a seatbelt is reinforced, together with its correct usage.

Get in and out of the car on the footpath side

Students recognise the need for safe procedures when getting in and out of a vehicle. They recognise the location of the rear door on the footpath side. Students distinguish between safe and unsafe passenger behaviour and devise strategies to use when others display unsafe passenger behaviour.

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

Students identify and practise safe procedures for crossing the road after alighting from a bus, particularly being met by an adult at the bus stop. They explore the idea that the safest place to cross a road can change and discover ways to deal with changes in the traffic environment.

Safety on Wheels

Always wear a helmet when you ride or skate

Students investigate the importance of always wearing an approved helmet when they ride or skate. They practise the correct way to fit a helmet and identify the need to be visible when they ride a bicycle.

Ride your bike away from the road

Students identify safe places to ride a bicycle, scooter, skateboard or rollerskates/blades. They recognise the need for adult supervision when cycling. They learn to care for their bicycle with adult assistance.
Learning Experiences

Format

Suggested learning experiences and support information are presented in the following format.

Key Road Safety Message
The message investigated in the learning experiences is listed.

Syllabus Outcomes
Outcomes from the PDHPE K–6 Syllabus that are the focus of the learning experiences are listed.

Indicators
For each outcome an indicator is provided that shows specifically how students might work towards achieving the outcome in the context of road safety education.

Background Notes
These notes outline the road safety information that teachers need to know and consider when presenting the learning experiences.

Assessment
Within the learning experiences, a number of specific experiences are printed in bold. These have been identified as experiences that provide good opportunities for assessment.

Resources
Resources related to each group of learning experiences are outlined. Related Move Ahead with Street Sense resources are specified.

Learning Experiences
The learning experiences describe the ways in which the road safety messages may be explored. Teachers are advised to select, re-order or modify learning experiences to suit the needs of their students. A number of the learning experiences support the meaningful exchange of road safety information with families and provide opportunities for their involvement in the road safety education of their children.
Contents

1  Hold a grown-up’s hand
2  Hold a grown-up’s hand when you’re on the footpath
3  Hold a grown-up’s hand when you cross the road
4  Hold a grown-up’s hand when you’re in a car park
1. **Hold a grown-up’s hand**

<table>
<thead>
<tr>
<th>Syllabus Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student:</td>
<td>The student, for example:</td>
</tr>
<tr>
<td>SLES1.13 Demonstrates an emerging awareness of the concepts of safe and unsafe living.</td>
<td>• Identifies grown-ups who can keep them safe.</td>
</tr>
<tr>
<td>DMES1.2 Identifies some options available when making simple decisions.</td>
<td>• Lists alternatives to hand-holding when an adult’s hand is occupied.</td>
</tr>
<tr>
<td>SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others.</td>
<td>• Identifies holding a grown-up’s hand as a safety strategy.</td>
</tr>
<tr>
<td>DMS1.2 Recalls past experiences in making decisions.</td>
<td>• Suggests alternatives to hand-holding in a range of pedestrian situations.</td>
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</table>

**Background notes**

- Holding a grown-up’s hand in the road traffic environment is the most important pedestrian safety message for children in Stage One.
- Children up to eight years old should hold an adult’s hand on the footpath, in the car park or when crossing the road.
- An adult is defined as a parent, caregiver, grandparent, sibling in high school or older, other relative or neighbour, or other adult as advised by the child’s parents/carers.
- If an adult’s hand is not available, the child should hold an adult’s arm, sleeve, bag, pram, trolley etc.
- Children up to ten years old should be actively supervised in the traffic environment and should hold an adult’s hand when crossing the road.
- Many child pedestrians are injured in view of a responsible adult.
- Mid-block ‘dart out’ behaviour accounts for the majority of accidents involving child pedestrians.
- The road traffic environment is a dangerous place for children because:
  - their short stature makes it difficult for drivers to see them
  - they do not have the experience to predict the movement of cars
  - their short attention span often leads them to disregard safety
  - they have difficulty in estimating speed and distance.
Learning experiences

NOTE: The following learning experiences provide an important foundation for students’ understanding of pedestrian safety. Learning will be reinforced if they are revisited in the context of other learning experiences.

Grown-up’s hands

- Talk with students about the characteristics of grown-ups; for example, they might be able to drive, they might go to work, they might go to high school. In small groups, students cut out pictures of grown-ups from magazines and describe what the grown-ups are doing. Make display cards of the pictures with descriptions. Students learn the song Somebody, from Cassette 1, words p 45, and make cards with the names or illustrations of appropriate adults mentioned in the song. Place one of the ‘grown-up’ cards on each student and have them stand in a circle with one student in the centre. Have the students sing the main phrase ‘There has to be somebody who will hold my hand and cross the road.’ The student in the centre continues ‘it could be …’, inserting the name of one of the grown-ups on the cards. The student wearing that card moves to the centre of the circle and joins hands with the other student. Repeat the procedure with different students in the middle.

- Using the Hold My Hand sign (see ‘Resources’, p 15) as a stimulus for discussion, talk with students about when and why grown-ups hold children’s hands. Students draw or paint an occasion when a grown-up holds their hand, such as when walking along a footpath, in the shopping centre and so on. Write their description of the occasion and why it was important for the grown-up to hold their hand. Send the artwork home or display it where more senior students will see it to reinforce this key road safety education message. Include the students’ reasons why it is important to hold a grown-up’s hand in a road safety education awareness item in the school newsletter.

Holding hands

- Invite families into the classroom for students and grown-ups to paint or trace handprints. Ask parents to say why holding their child’s hand is important to them. Students decorate the handprints. Overlay and paste the adult and child handprints to indicate a ‘hold my hand’ message. Ask students to punch holes in the linked hands and tie them to the school fence as a reminder to ‘hold my hand’. Take a photograph of the display of hands for the next school newsletter. Where families are unable to attend, send home Take Home Note A, Hold a Grown-Up’s Hand, p 70, along with some coloured A4 paper for the adults and children to trace their hands.

- Students listen to and learn the pedestrian safety song We Know, from Cassette 1, words p 46. Talk about those times when a grown-up’s hand is occupied or not available. Ask students to
suggest what else they could hold onto when they need to keep safe. Have the children examine Road Safety Photographs 1, nos 1–6 (of children holding hands or holding onto suitable alternatives) to identify ways of holding onto a grown-up in a range of situations.

Address the issue of children sometimes being embarrassed about holding hands in the traffic environment. Talk with students about the importance of keeping themselves safe. Ask students to suggest ways they can keep safe by using suitable alternatives. To support the message about alternatives to holding a hand, ask students to bring in items from home that their families might buy on a shopping trip (or involve your school canteen or collect objects from around the classroom). **Put the items into plastic/paper bags and ask small groups of students to find a way to carry them across the classroom while still holding onto each other.** Suggest safe strategies (or ask students for suggestions) such as holding onto each other’s sleeve or shopping, or using backpacks/shopping strollers.

**Resources**

- Song, *Somebody*, Cassette 1, Side B, words p 45
- Sign, *Hold My Hand*, RTA Primary Schools’ Catalogue, stock no 1066
- Take Home Note A, *Hold a Grown-Up’s Hand*, p 70; coloured A4 paper
- Song, *We Know*, Cassette 1, Side A, words p 46
- Road Safety Photographs 1, nos 1–6
2. Hold a grown-up’s hand when you’re on the footpath

**Syllabus Outcomes**

A student:

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

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

**Indicators**

The student, for example:

- Demonstrates safe practices when using a footpath.
- Identifies potential hazards associated with using a footpath.

**Background notes**

- Children up to eight years old should hold an adult’s hand on the footpath, in the car park or when crossing the road.
- An adult is defined as a parent, caregiver, grandparent, sibling in high school or older, other relative or neighbour, or other adult as advised by the child’s parents/carers.
- If an adult’s hand is not available, the child should hold an adult’s arm, sleeve, bag, pram, trolley etc.
- Children up to ten years old should be actively supervised in the traffic environment and should hold an adult’s hand when crossing the road.
- Children should walk on the footpath on the side furthest from the road. If there is no footpath, they should walk as far away from traffic as possible, facing the same direction as oncoming vehicles where appropriate.
- Vehicles entering or exiting driveways can pose a threat to children on the footpath and to children playing in yards.

**Learning experiences**

**Hands holding on footpaths**

Students listen to, read and make up actions for the song, *Hands Are for Holding*, from Cassette 1, words p 44. The words are illustrated in the shared book, *Hands are for holding when you’re crossing the road*. Students brainstorm issues relating to footpaths in their local area. *What are they? Where are they? Why are they there? Are there places, eg country roads, new housing areas, that don’t have footpaths? Why don’t these areas have footpaths?* Students discuss how
to keep safe on a footpath by holding a grown-up’s hand. Using the Take Home Note B, Pedestrian Safety Excursion, p 71, invite families on a community walk with students to investigate types of footpaths in your local area and any hazards or dangers associated with walking on the school block. Ask students to note the potential hazards and what they need to do to keep themselves safe while walking along. On Worksheet 1, Dangers Around My School, p 53, students illustrate or write about any dangers they saw and what they did to keep safe. Students describe to each other their experiences of walking to and from school. Students and families repeat the task at home.

Read the shared book, Where’s Banjo, Mum?, to the whole class. Students match their experiences with Jess’ experiences in the book. Show the Hold My Hand sign on the book’s first page. Distribute photocopies of pages from the book and ask students to be detectives to identify other places where the Hold My Hand sign could be placed.

Students describe when and where they hold a grown-up’s hand on their way to or from school and where they have seen the Hold My Hand sign. They write and illustrate a recount of a journey to or from school and draw a Hold My Hand sign on those pages of the sequence where they need to hold a grown-up’s hand.

Resources

- Song, Hands Are for Holding from Cassette 1, Side B, words p 44
- Shared book, Hands are for Holding when you’re Crossing the Road, recorded on Cassette 1, Side A
- Take Home Note B, Pedestrian Safety Excursion, p 71
- Worksheet 1, Dangers Around My School, p 53
- Shared book, Where’s Banjo, Mum? and photocopies of pages 1, 2, 4, 8, 9, 10, recorded on Cassette 1, Side A
3. Hold a grown-up’s hand when you cross the road

**Syllabus Outcomes**

- **SLES1.13** Demonstrates an emerging awareness of the concepts of safe and unsafe living.
- **DMES1.2** Identifies some options available when making simple decisions.
- **SLS1.13** Recognises that their safety depends on the environment and the behaviour of themselves and others.
- **DMS1.2** Recalls past experiences in making decisions.
- **PSS.51** Draws on past experiences to solve familiar problems.

**Indicators**

The student, for example:

- Role-plays correct crossing procedure.
- Recognises the range of crossing types that keep people safe.
- Discusses the purpose of various traffic features such as pedestrian crossings, wombat crossings, signalised crossings.
- Recounts correct crossing procedures.
- Identifies safer places to cross based on their pedestrian experience.
- Identifies ways of making particular situations safer.
- Selects the safest crossing from a number of options.

**Background notes**

- Children up to eight years old should hold an adult’s hand on the footpath, in the car park or when crossing the road.
- An adult is defined as a parent, caregiver, grandparent, sibling in high school or older, other relative or neighbour, or other adult as advised by the child’s parents/carers.
- If an adult’s hand is not available, the child should hold an adult’s arm, sleeve, bag, pram, trolley etc.
- Children up to ten years old should be actively supervised in the traffic environment and should hold an adult’s hand when crossing the road.
- Many child pedestrians are injured in view of a responsible adult.
- A young child is easily distracted and impulsive — these behaviour traits account for many child pedestrian injuries.
- About 40% of children injured as pedestrians have not stopped at all to look for traffic.
- Reports show that up to 60% of injured children have not seen the car that hit them.
- Children in Stage One might not be able to identify safe crossing places.
- Safe crossing places can change; for example, a marked crossing may be thought of as a safe place, but it is not safe if a child runs across the crossing or a car speeds past.
- An adult should talk through correct road crossing procedure with the child as they cross the road and listen to the child to check their understanding. Road crossing procedures are explained in Take Home Note C, *Stop! Look! Listen! Think!* pp 72–73.
- At times some children may be in a situation where there is no adult to help them to cross the road. Students need the confidence to cope with this emergency situation and they need to know the correct crossing procedure.
Learning experiences

Safe crossing practices

- Using the Stop! Look! Listen! Think! cards provided in Worksheet 2, p 54, ask students how the messages on the cards relate to crossing the road safely. Discuss correct road crossing procedure with students, then ask them to sequence the cards correctly. In small groups, students practise the procedure in the classroom. Use masking tape or chalk on the floor to indicate the kerb. Students link hands as they practise ‘Always hold a grown-up’s hand’.

- Students develop and role-play scenarios involving crossing the road safely; for example, What can you hear/see? What’s coming along the road? Is the road straight? Is it curved? Can you see the traffic coming? Are there any safe road crossing places nearby? Are you holding a grown-up’s hand? Students practise safe road crossing procedure remembering to Stop! Look! Listen! Think! at home and at school using the Stop! Look! Listen! Think! cards provided in Worksheet 2, p 54 and Take Home Note C, Stop! Look! Listen! Think! pp 72–73.

- Using Road Safety Photographs 1, nos 2–5, students identify safe places for crossing the road. In small groups, students discuss and list the places where they cross the road on their way to and from school. Students identify any pedestrian facilities they use that are similar to those in the photographs. Ask students to explain what makes a particular place more safe or less safe for crossing the road.

- Photocopy Worksheets 3 (a), (b), (c), and (d), Hold A Grown-Up’s Hand When You Cross the Road, pp 55–58, representing the scenarios in Road Safety Photographs 1, nos 2–5. Ask students to personalise these by pasting drawings or photographs of themselves and grown-ups onto their worksheets. Students may choose to either paste their picture over or alongside an existing figure in the photograph. In small groups, students tell each other how they would complete the sentence, ‘When I cross the road I hold ............................................ because ............................................’, using their version of the photograph. Students take home their work and ask their families to write why they like to hold their child’s hand. Students share these pictures and sentences and create a class book that can be shared with families.

Safe places to cross

- Students use Road Safety Photographs 1, no 4 to discuss pedestrian lights or signals. Talk about the different colours, symbols and sounds, and when it is safe to cross. Make specific reference to the situation when the red DON’T WALK signal is activated. Using the templates of the WALK/DON’T WALK signs provided in Worksheet 4, Pedestrian Signals, p 59, students explain what the signals mean, where they see them, and the areas that need to be coloured. Discuss the meaning of red/stop, green/go and the flashing red light.
**Safe pedestrians**

Students discuss as a whole group the three most important things they would like to tell their families or the community about crossing the road safely. Using photocopies of the Worksheet 5, *Guide for Pedestrians*, p 60, students specify three important messages about crossing the road safely, beginning with ‘Always remember ...............’. They may use the RTA Pamphlet No 4004 as a model. Students illustrate the three messages in the blank squares themselves or use pictures from magazines and RTA pamphlets and stickers and take their pamphlet home to their families.

**Resources**

- Worksheet 2, *Stop! Look! Listen! Think! Cards*, p 54
- Take Home Note C, *Stop! Look! Listen! Think! Every Time You Cross the Road*, pp 72–73
- Road Safety Photographs 1, nos 2–5 and Worksheets 3 (a), (b), (c), and (d), *Hold a Grown-up’s Hand When You Cross the Road*, pp 55–58
- Worksheet 4, Pedestrian Signals, p 59
- Red and green cellophane, torches and cardboard boxes, masking tape or chalk
- Worksheet 5, bi-fold pamphlet, *Guide for Pedestrians*, p 60
- RTA Pamphlet No 4004, RTA pamphlets and stickers
4. Hold a grown-up’s hand when you’re in a car park

**Syllabus Outcomes**

<table>
<thead>
<tr>
<th>A student:</th>
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<tbody>
<tr>
<td>SLES1.13 Demonstrates an emerging awareness of the concepts of safe and unsafe living.</td>
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<tr>
<td>COES1.1 Expresses feelings, needs and wants in appropriate ways.</td>
</tr>
<tr>
<td>SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others.</td>
</tr>
<tr>
<td>COS1.1 Communicates appropriately in a variety of ways.</td>
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</table>

**Indicators**

<table>
<thead>
<tr>
<th>The student, for example:</th>
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<tbody>
<tr>
<td>• Recognises that car parks present a risk to safety.</td>
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<tr>
<td>• Explains the particular dangers that car parks present.</td>
</tr>
<tr>
<td>• Discusses safe procedures for walking in a car park.</td>
</tr>
<tr>
<td>• Describes car park safety issues orally, in writing and through illustrative models.</td>
</tr>
</tbody>
</table>

**Background notes**

- Children up to eight years old should hold an adult’s hand on the footpath, in the car park or when crossing the road.
- An adult is defined as a parent, caregiver, grandparent, sibling in high school or older, other relative or neighbour, or other adult as advised by the child’s parents/carers.
- If an adult’s hand is not available, the child should hold an adult’s arm, sleeve, bag, pram, trolley etc.
- Children up to ten years old should be actively supervised in the traffic environment and should hold an adult’s hand when crossing the road.
- The car park is a dangerous place for children because:
  - their short stature makes it difficult for drivers to see them
  - they do not have the experience to predict the movement of cars
  - their short attention span often leads them to disregard safety
  - they have difficulty in estimating speed and distance and do not view a car park as part of the traffic environment
  - vehicles are reversing.
- A car park may be located underground, at a shopping centre, at a recreation or sporting ground, in the main street, beside a block of flats or in an unmarked area.

**Learning experiences**

**Holding hands in car parks**

- Students identify and discuss the features of a car park. Students take the following questions home to answer with their families:
  - What can we see in a car park? (brake lights, cars, trucks, people, trolleys)
  - What can we hear in a car park? (engines reversing, horns, warning tones on trucks, doors closing, people talking, babies crying, footsteps, trolleys)
– What do we hold in a car park? (a grown-up’s hand, trolley, stroller, pram, bag)
Students report back to the class to compare answers and develop a list of car park features.

Students identify and discuss what makes a car park unsafe for child pedestrians. Students brainstorm the best ways to keep safe in a car park and draw pictures to illustrate their safe ideas. Using photocopies of the back inside cover of the shared book, Jeffrey, students highlight those places on the page where children need to hold a grown-up’s hand (eg on the footpaths, in a car park, crossing any road) and explain why they need to do this.

Students listen to and learn the words of the song, In the Car Park, from Cassette 1, words p 47. Assist students to develop body percussion to accompany the song. Students discuss the range of alternatives suggested in the song for them to hold onto when a grown-up’s hand is occupied or not available.

Read the shared book, Where’s Banjo, Mum?. Demonstrate the possible car movements that could occur in the illustration on page 10. Using Worksheet 6, Hold a Grown-up’s Hand When You’re in A Car Park, p 61, in pairs, students take turns to choose a car and draw arrows to indicate all the possible paths it may travel in the car park. Highlight the range of possibilities showing the complex and unpredictable movements of vehicles in a car park. Ask the class questions such as ‘What do we need to look out for when we’re walking in a car park?’ and ‘What can we do to stay safe when we’re walking through a car park?’

Resources

■ Shared book, Jeffrey, recorded on Cassette 2, Side A
■ Song, In the Car Park, Cassette 1, Side B; words p 47
■ Shared book, Where’s Banjo, Mum?, recorded on Cassette 1, Side A
■ Worksheet 6, Hold a Grown-Up’s Hand When You’re in A Car Park, p 61
Learning Experiences

Section 2

Car and Bus Passenger Safety

Contents

1. Click clack front ‘n’ back
2. Always buckle up in your seatbelt
3. Get in and out of the car on the footpath side
4. Wait till the bus has gone and then use a safe place to cross
1. **Click clack front ’n’ back**

### Syllabus Outcomes

<table>
<thead>
<tr>
<th>A student:</th>
<th>The student, for example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLES1.13 Demonstrates an emerging awareness of the concepts of safe and unsafe living.</td>
<td>• Shows how to put on a seatbelt.</td>
</tr>
<tr>
<td>SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others.</td>
<td>• Recognises that there are a variety of seatbelts.</td>
</tr>
<tr>
<td>V4 Increasingly accepts responsibility for personal and community health.</td>
<td>• Explains how to wear a seatbelt correctly.</td>
</tr>
<tr>
<td></td>
<td>• Includes family and friends in their discussions of seatbelt usage.</td>
</tr>
<tr>
<td></td>
<td>• Appreciates the need to always wear a seatbelt or restraint.</td>
</tr>
</tbody>
</table>

### Background notes

- Over a third of young people killed in traffic accidents are passengers.
- It is mandatory for drivers and passengers to wear a seatbelt whenever a seatbelt is available.
- It is the responsibility of the carer to ensure that a child’s restraint is properly fitted. Children should be encouraged to adopt the habit of asking an adult to check their seatbelt.
- A lap-sash seatbelt should fit smoothly across the hips (not the stomach), then from the midpoint of the shoulder across the body to the hip.
- The seatbelt webbing must not be twisted and should not touch the neck. The buckle must be at the side, close to the seat.
- A full booster cushion should be used for a child aged 4–8 years. The child should remain in a full booster cushion until his/her shoulders no longer fit. The full booster cushion ensures that the lap-sash belt, designed for adults and older children, fits the young child appropriately. (The child also has a better view out the window.)
- A child safety seat is used to keep a toddler safer in the car. The child’s body is supported by a strap system. The car seat gives protection on each side and for the head.
- An infant restraint is used to keep a young baby safer in the car. The infant is strapped into the restraint which is firmly attached to an anchorage point within the vehicle.
Learning experiences

The right fit

- Students listen to *The Seatbelt Song* from Cassette 2, words p 49, and develop actions. Students draw pictures of their family members buckled up in their car and take them home. Students ask their families: Why do you always wear a seatbelt? What do you think ‘Click clack front ’n’ back’ means?

- Students identify restraints for children of different ages and sizes by examining Road Safety Photographs 1, nos 7, 8 and 9 or other pictures found in magazines. Students sort and label each picture with the correct restraint name and report back to the class.

- Students develop a list of all the occupations where people have to wear a seatbelt to protect their body (eg truck driver, racing car driver, pilot, astronaut) and discuss why these people would think it is important to buckle up. Students ask two other people they know why it is important to wear a seatbelt. They draw these people with their seatbelts and write their reasons for wearing a seatbelt.

- Students locate their hips, stomach, shoulders, neck and collarbones and discuss where a seatbelt goes. Students mime putting on their seatbelts, putting hand on shoulder to pull the seatbelt down across the hips or lower abdomen and clicking it in next to the hip, while singing the song *Click Clack* from Cassette 2, words p 48. Students use masking tape to mark where a seatbelt would fit on a teddy bear and other soft toys, being careful to fit them low on the hips and to avoid the neck.

‘Click Clack’ check

- Students examine the slogan, ‘Click clack front ’n’ back’ by discussing questions such as: What is a passenger? Where do passengers sit? Where do students sit when travelling in a car? What type of seatbelt do students wear? Who else wears a seatbelt? Whom do students ask for help with their seatbelt? Develop a bank of words used when discussing seatbelts (eg click, clack, seatbelt, passenger, car, front and back) and discuss their meanings.

- Students listen to the song *Click Clack* from Cassette 2, words p 48, to reinforce the importance of wearing a seatbelt. Discuss the correct way a seatbelt should fit. Using materials such as stockings, braid, masking tape and a chair, demonstrate how a seatbelt should fit properly. Discuss how different restraints might fit differently, eg baby capsule, child restraint.
In small groups, using shoe boxes and matchboxes, students make models of the back seat of a car with a variety of seatbelts, such as lap-sash, lap-sash over a full booster cushion, safety harness and child car seat. Students restrain dolls and soft toys in their model back seats, using each type of restraint. To check the effectiveness of each type of restraint, students slide the ‘passengers’ in their seats down a slope and bring them to a stop. Students repeat the action with dolls and soft toys unrestrained in their seats. Students observe what happens and discuss the reasons why each passenger needs to be buckled up firmly in a seatbelt or restraint. Discuss the importance of having the right type of restraint for each passenger: Why should a baby travel in an infant capsule? Why should a child aged 4–8 years use a full booster cushion and lap-sash belt? Discuss how a snugly buckled seatbelt or restraint will keep each passenger safer in a moving car or in one that brakes suddenly.

Develop a class checklist of things to consider when putting on a seatbelt. Students take this checklist home to discuss with families and report back to the class with any suggested additions or changes.

**Resources**

- Song, *Click Clack*, Cassette 2, Side B, words p 48
- Road Safety Photographs 1, nos 7, 8 and 9
- Song, *The Seatbelt Song*, Cassette 2, Side B, words p 49
- Shoe boxes, matchboxes and other materials for simulating seatbelts and restraints
2. Always buckle up in your seatbelt

<table>
<thead>
<tr>
<th>Syllabus Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student:</td>
<td>The student, for example:</td>
</tr>
<tr>
<td>SLES1.13 Demonstrates an emerging awareness of the concepts of safe and unsafe living.</td>
<td>• Explains why you should always wear a seatbelt when travelling in a car.</td>
</tr>
<tr>
<td>SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others.</td>
<td>• Lists things they can do to be a safe passenger.</td>
</tr>
<tr>
<td>PSS1.5 Draws on past experiences to solve familiar problems.</td>
<td>• Describes their actions if they see someone not wearing a seatbelt.</td>
</tr>
<tr>
<td>V4 Increasingly accepts responsibility for personal and community health.</td>
<td>• Wears a seatbelt whenever in a car and encourages others to do the same.</td>
</tr>
</tbody>
</table>

**Background notes**

- It is mandatory for drivers and passengers to wear a seatbelt whenever one is available.
- A seatbelt is designed to protect everyone from injury in a crash: a baby (or pet) is never safe in your arms.
- It is important that a seatbelt is buckled up on every trip – even the shortest trip.
- A seatbelt is designed for one person; it cannot protect two people.
- Passengers must remain in a seatbelt even if they fall asleep.
- Safe passengers:
  - sit wholly within the vehicle
  - store possessions in the boot of the car or on the floor
  - talk quietly so as not to distract the driver
  - play sensible and appropriate games.

**Learning experiences**

**Buckle up every time**

- Read the shared book *Jeffrey* to the class and emphasise the need to always wear a seatbelt whether you are on a long or short trip, asleep or awake, and whether there are lots of passengers or only a few.
Using photocopies of Worksheet 7, Always Buckle Up in Your Seatbelt, p 62, students draw themselves sitting between Kim and Ben, wearing a seatbelt. Students complete the sentence under the picture, ‘I like to wear my seatbelt because …’. Students may paste photocopies of photographs of themselves on this worksheet.

Students discuss why it is important to always wear a seatbelt and what happens if passengers don’t wear seatbelts. In groups, students solve the problem: ‘You are travelling in the back seat of a car with two friends. Everyone is safely buckled up. One of your friends decides to unbuckle his/her seatbelt. You know that your friend won’t be safe with a seatbelt unbuckled. What would you do?’

Students write the ideas generated above on Worksheet 8, Click Clack Front ‘n’ Back, p 63. They take the worksheet home to parents and ask them to add other suggestions on how to manage this situation.

Keeping safe in the back seat

Students find pictures of people wearing seatbelts from magazines, RTA pamphlets, photographs and books. Sitting in a circle, each student holds a picture and tells the rest of the class what the passengers are doing in the picture, if they are wearing their seatbelt correctly and who may have helped them put on their seatbelt.

Students brainstorm and list the different kinds of journeys they make in cars (eg travelling to school, the shops, the beach, to visit family, on holidays). Students discuss the differences between short and long journeys; for example, on a long journey the travellers stop now and then to take a break, they sometimes fall asleep, they can become restless. Students devise strategies to help themselves and their families remember the importance of buckling up in their seatbelts whether they are on a long trip or a short trip, awake or asleep.

Using five chairs, students arrange two as the front seats of a car and the other three as the back seats. Five students at a time are chosen to be safe passengers. The other students watch and suggest problems and check if they are being safe passengers. Use different scenarios to challenge the students to make safe decisions. For example, if six students wanted to sit in the ‘car’ which only has five seatbelts, what should they do? Ask the students to imagine they are going on a long trip — what could they do in the car? Ask them to pretend they are being taken to school — where would they place their bags and how will they get out of the car?

Students interview two people they know who have a driver’s licence about safe passenger behaviour; for example, they ask what passengers should do to help the driver concentrate. Students collate this information into a report for their families.
Using the statements on the certificate Car Passenger Safety Travel Training, RTA Primary Resources Catalogue stock no 2164, and with the assistance of their families, students keep a record of their safe passenger behaviour for a week. They return their certificates at the end of the week for class discussion and display. Students share experiences of how they were safe passengers.

Resources

- Shared book, Jeffrey, recorded on Cassette 2, Side A
- Worksheet 7, Always Buckle Up in Your Seatbelt, p 62
- Worksheet 8, Click Clack Front ‘n’ Back, p 63
- Pictures of people wearing seatbelts from magazines, RTA pamphlets, books, etc
- Car Passenger Safety Travel Training Certificate, RTA Primary Resources Catalogue stock no 2164
3. Get in and out of the car on the footpath side

**Syllabus Outcomes**

<table>
<thead>
<tr>
<th>A student:</th>
<th>The student, for example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLES1.13</td>
<td>Recognises the location of the rear door on the footpath side.</td>
</tr>
<tr>
<td>PSES1.5</td>
<td>Distinguishes between safe and unsafe passenger behaviour.</td>
</tr>
<tr>
<td>SLS1.13</td>
<td>Role-plays safe passenger behaviour.</td>
</tr>
<tr>
<td>PSS1.5</td>
<td>Devises strategies to use when others display unsafe passenger behaviour.</td>
</tr>
</tbody>
</table>

**Indicators**

- Recognises the location of the rear door on the footpath side.
- Distinguishes between safe and unsafe passenger behaviour.
- Role-plays safe passenger behaviour.
- Devises strategies to use when others display unsafe passenger behaviour.

**Background notes**

- Children should exit the car by the rear passenger door on the footpath side, as indicated by an adult.
- Children should always wait until an adult opens the car door on the footpath side before exiting.

**Learning experiences**

- Students listen to and learn the song *The Footpath Side*, from Cassette 2, words p 50, and discuss the importance of getting out of the car on the footpath side. Using Road Safety Photographs 1, no 10, students consider questions such as: *What are the children doing? Which door are the children using to get out of the car? Who helps you get in and out of a car? What should you do before you get out of a car?* Students discuss why the rear passenger door is the safest one to use, label the ‘safety door’ on the photograph and display it in the classroom. **Students collect magazine pictures of cars and label the door they should use to get out of the car.** Alternatively, use toy cars to demonstrate where various family members sit and to identify which door they should leave by in different locations.

- Students read the words of the safety door sticker together and discuss its possible uses. Students illustrate themselves getting in or out of a car with an adult and write about their picture. Place a safety door sticker on the safety door in their picture or use contact for students to create their own stickers. Send home a safety door sticker together with the Take Home Note E, *Get In and Out of the Car on the Footpath Side: A message about keeping child passengers safe*, p 75, to encourage parents to reinforce this message.
In groups, students make models of cars using large boxes and construction blocks, marking out a road and footpath scene. **Students role-play getting in and out of the model cars on the footpath side at various venues such as school, home, shops, beach, in a car park.** Challenge students with various footpath situations and discuss how this feature of the road environment can vary.

### Be a safe passenger

- Students discuss the way they travel to school, the modes of transport they use and the safety habits that should be practised on each (e.g., remaining seated on the bus until it stops). Students make a pictograph of the modes of transport used and design and display posters promoting safe passenger behaviour for each mode of transport.
- In small groups, students compile a list of activities to play safely when travelling by car on a long trip. They share their responses and together check whether each activity is suitable or not — is the activity fun, will it disturb the driver, can it be done while they are buckled up, does it involve a lot of movement, can everyone in the car participate?
- Students choose one place they will be going, or would like to go, and write a story about what they might do in the car on that trip. Students develop a class book called *The Very Safe Journey*.
- Students discuss and read the messages used in Worksheet 9, *Safe Passenger Origami Game*, p 64. Photocopy the worksheet with the messages deleted and have students write their own messages and take the worksheet home to play with their families.
- Present scenarios such as the following and have students devise strategies to use when others display unsafe passenger behaviour.
  1. Your best friend comes to your house every Friday and as your dad starts the car to drive off, your friend only pretends to do up the seatbelt. You know this is unsafe. What would you do?
  2. You are travelling in the car and your friend starts to put an arm out the window to feel the wind. You know that your friend could be injured by doing this. What would you do?
  3. You go shopping with your parents and have lots of shopping bags. Your mum starts to put them in the back seat with you. You know things like shopping should be stored safely in the boot. You know that if they aren’t, they might move around the car and hit people. What would you do?
  4. Your family is talking about going on holidays and taking the dog with them in the car. The dog doesn’t have a seat belt and you know that everyone needs to be buckled up in a car. What would you do?

### Resources

- Song, *The Footpath Side*, Cassette 2, Side B, words p 50
- Road Safety Photographs 1, no 10
- Magazine pictures of cars
- Safety door stickers, RTA Primary Resources Catalogue stock no 1021
- Take Home Note E, *Get In and Out of the Car on the Footpath Side: A message about keeping child passengers safe*, p 75
- Worksheet 9, *Safe Passenger Origami Game*, p 64
4. **Wait till the bus has gone and then use a safe place to cross**

### Syllabus Outcomes

A student:

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

- **INES1.3** Relates well to others in work and play situations.

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

- **INS1.3** Develops positive relationships with peers and other people.

### Indicators

The student, for example:

- Describes how to sit or stand safely in the bus.

- Cooperates with older students in role-playing safety procedures.

- Describes safe procedures for waiting for, boarding and leaving a bus.

- Demonstrates safe procedures for crossing the road after leaving a bus.

- Works with peers to develop safety strategies.

### Background notes

- **At the bus stop** a student should:
  - wait as far away from traffic as possible
  - take part in safe, passive activities
  - keep balls in a bag so they cannot roll away.

- **While on the bus**, a student should:
  - put bags and materials out of the way so others can pass
  - keep wholly inside the bus, not putting any part of their body out the window
  - allow the driver to concentrate on driving.

- **On reaching the ‘home’ bus stop**, the child should:
  - be met by an adult at the bus stop
  - wait till the bus has gone and then, holding the adult’s hand, choose the safest place to cross the road
  - cross the road using safe crossing procedures.

- **Students need constant reminders** not to run onto the road, but rather to Stop! Look! Listen! Think! every time they cross the road. Pedestrian messages are dealt with on pp 13–22.

- **Children up to eight years old** should hold an adult’s hand on the footpath, in the car park or when crossing the road.

- **An adult is defined as a parent, caregiver, grandparent, sibling in high school or older, other relative or neighbour, or other adult as advised by the child’s parents/carers.**

- **If an adult’s hand is not available**, the child should hold an adult’s arm, sleeve, bag, pram, trolley etc.

- **Children up to ten years old** should be actively supervised in the traffic environment and should hold an adult’s hand when crossing the road.
Learning experiences

Waiting for the bus

- Read the shared book *Where’s Banjo, Mum?*, asking students to look for the bus stops in the illustrations on pages 3, 4 and 7. Students and their families locate the bus stop nearest their home and bring a sketch, photograph or model of their bus stop to show the class. Using Road Safety Photographs 1, nos 11 and 12, students find similarities and differences among each of the bus stop pictures, including their own bus stops. Students use Post-it notes on the photographs to mark the safest place to wait for the bus. **Students (or teacher) create and attach thought bubbles onto each photograph, showing what each person should be thinking about keeping as safe as possible.**

- Have students who travel to school by bus observe the behaviour of children at the bus stop and report back to the class. (This could also be done by all students during an excursion.) Students record their own or the reported observations on separate sheets by writing or drawing. Students sort all the observations into safe and unsafe behaviour. **Students explain why the safe behaviours are safe and suggest others. The class compiles a list of agreed safe behaviours and discards any unsafe behaviours.**

- Invite the principal to discuss the school bus rules with the class. Pair students with older students and walk to the school bus lines area. Students role-play exactly where and how they should wait for and board the bus. Have older students praise younger students when they observe them demonstrating safe behaviours.

- Students review and practise safe behaviour while waiting for and boarding a bus during school excursions.

On the bus

- Students make a model of the school bus using large packing boxes, cutting out windows and doors and painting the bus in realistic colours. Alternatively students could create a class ‘bus’ by placing their chairs in a bus seat formation. Cut out and fold Worksheet 10, *Bus Passenger Scenario Cards*, p 65, and place them face down in a pile. Students choose a card, enter the class ‘bus’ and mime the passenger behaviour that is on the card. Other students identify the type of behaviour and classify it as safe or unsafe.

- Students select one of the safe bus behaviours from Worksheet 10, *Bus Passenger Scenario Cards*, p 65, and create a sticker to promote it. Publish a selection of students’ work in school newsletters.

- **Students devise a Bus Safety Quiz for members of the school community to test their bus safety knowledge. Publish the quiz in the school newsletter encouraging families to test their knowledge.**
Getting off the bus

- Students listen to *The Bus Song* from Cassette 2, words p 51. Write the words on the board for students to follow as they sing the song. Erase a few words to challenge students' recall as they repeat the song. Announce that you are going to remove the most important line in the song. Erase the line ‘Let’s wait and watch the bus drive away …’ to challenge the students as they sing the song again.

- Display Road Safety Photographs 1, no 12. Students consider the question: ‘Where would the bus be in this picture?’ Continue with questions that lead the children to the understanding that the bus would be nowhere in sight as the subjects in the photograph have waited until the bus has gone before using a safe place to cross.

- Students recall their school bus rules. Using Road Safety Photographs 1, nos 11–13, students make a note of safe behaviour such as grown-ups meeting students at the bus stop, students holding a grown-up’s hand, people waiting for the bus to leave before finding a safe place to cross the road. Following this discussion, the children recall and record the correct procedure for leaving the bus, waiting until the bus has gone, and crossing the road. In groups, they draw each stage of the procedure, then cut out and mix up the illustrations. Each group passes on its set of jumbled illustrations to another group and receives a set that it re-orders into the correct sequence. The students present the finished task to the class, explaining the importance of each stage. Following this, the class devises a quiz based on these stages. Send the quiz home to be completed by family members along with Take Home Note D, *Wait till the bus has gone, then use a safe place to cross the road*, p 74. Students collate quiz results and jointly write a summary to publish in the school newsletter.

- Students draw places where it is safe to cross the road after getting off a bus. From the Stage 2 Pedestrian Safety Photographs 1–10, students copy a range of pedestrian facilities.

- Students consider the idea that the safest place to cross the road can change, for example a marked crossing is not safe if we try to run across it without waiting for cars to stop. Ask students to identify potentially unsafe aspects of the Stage 2 Pedestrian Safety Photographs 1–10.

- Students watch the RTA bus safety video, *Bus Kids, Safe Kids*. The video presentation kit includes support materials for teachers and notes to assist bus company representative.

**Resources**

- Shared book, *Where’s Banjo, Mum?*, recorded Cassette 1, Side A
- Road Safety Photographs 1, nos 11, 12 and 13
- Large boxes
- Worksheet 10, *Bus Passenger Scenario Cards*, p 65
- Song, *The Bus Song*, Cassette 2, Side B, words, p 51
- Take Home Note D, *Wait till the bus has gone, then use a safe place to cross the road*, p 74
- Stage 2 Pedestrian Safety Photographs 1–10
- Video, *Bus Kids, Safe Kids* from School Bus Safety Resource, RTA Primary Resource Catalogue Number 8035 (released 2001). To arrange this video presentation, contact your local bus operator who will come to your classroom or school.
Learning Experiences
Section 3
Safety on Wheels

Contents

1 Always wear your helmet when you ride or skate
2 Ride your bike away from the road
1. Always wear your helmet when you ride or skate

Syllabus Outcomes

A student:
SLES1.13 Demonstrates an emerging awareness of the concepts of safe and unsafe living.
PSES1.5 Seeks help as needed when faced with simple problems.
SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others.
PSS1.5 Draws on past experiences to solve familiar problems.

Indicators

The student, for example:
• Lists some safety steps when preparing to cycle.
• Explains why wearing a helmet is an important safety action.
• Asks an adult to check their helmet fit.
• Identifies protective equipment for cycling and skating.
• Selects from a range of clothing colours that stand out.
• Demonstrates how to fit a helmet correctly.
• Correctly sequence the steps involved in preparing to cycle.

Background notes

■ Until they are ten years old, children should cycle in a safe place off-road away from vehicles and driveways. While children learn certain cycling skills such as pedalling and steering with relative ease, they have not developed the skills and attitudes required to cycle in traffic.
■ The safest places to play on bicycles, scooters, rollerblades and skateboards are those that have a fence and a gate. This will ensure children can avoid cycling onto or falling onto footpath or road.
■ Children between ten and twelve years should cycle away from busy roads.
■ A bicycle helmet should be buckled up firmly every time a child uses a bicycle.
■ 35% of pedal cyclist casualties aged 5–9 years were not wearing a helmet.
■ The helmet should fit firmly without wobbling or slipping to the side. It should be buckled firmly under the chin. The forehead will be protected if the helmet sits on top of the head. A helmet placed towards the back of the head cannot protect the forehead.
■ Helmet fit should be checked by an adult, as should the buckle.
■ A cyclist should be as visible as possible by wearing light-coloured, bright clothing and a brightly coloured helmet.
■ Wearing long pants, a long-sleeved top and closed shoes gives added protection to children playing on bicycles, scooters and skateboards.
■ Children playing on rollerskates, rollerblades, skateboard or scooter should wear elbow and knee pads in addition to a helmet.
■ Cyclists must responsibly observe all laws about riding on footpaths and cycle paths that they share with others.
Learning experiences

Wearing a helmet

- Students drop soft things (e.g., balls, sponges, and pillows) on a hard surface and discuss the result. Consider some items with a hard outer surface such as an egg or watermelon and have students predict what might happen if they were dropped. Students feel their heads and discuss what might happen if they hit their head on a hard surface.

- Ask families to help students collect protective head gear and clothing to bring to class and identify the purpose of each item. Inform families of safety messages when making this request. Students collect as many different types of helmets as possible and ask other classes and school community members to bring in their helmets. Allow students time to handle and compare the different types of helmets. Students consider Road Safety Photographs 1, nos 14 and 15, to identify and talk about similarities and differences in helmets — size, brand, stickers, colour, fit, shape, etc.

- Students listen to and learn *Silly Billy and Silly Gilly Song* from Cassette 2, words p 52, and paint pictures to illustrate the story-line. Students display their artwork next to a copy of the words.

- Invite a community member such as a doctor, nurse, ambulance officer, cycle shop owner, policeman, or cyclist to talk about the importance of wearing a helmet and to demonstrate correct helmet fit and guide students as they practise wearing them.

- Copy Worksheet 11, *Cycling Helmet*, p 66 onto A3 paper. Invite families into the classroom to help children label the picture with the important features of correct helmet fit. Students decorate the helmet picture.

- Students examine the photographs from the Bicycle Safety Photo Story and put them in the correct sequence. Make copies of Photograph 1 on Worksheet 12, *Does Your Cycling Helmet Fit Correctly?*, p 67, leaving space below it for students to write or dictate to a grown-up or older student (who scribes for them) their understanding about fitting and wearing a helmet.
Cover up for safety

Students draw an orange, then rub the orange on rough cement or bitumen. They then draw it again showing how it has changed. Discuss the differences with students. Students feel the skin on their arms, legs and ankles and consider whether their skin is similar to the skin of an orange. They identify what can be done to protect skin from damage when cycling.

From the dressing-up box, the children select clothing that a cyclist would wear and they give reasons for their choices.

The children invite older students to bring their elbow pads, wrist pads and knee pads to class and fit them on each class member.

Photocopy photographs of students and their family members. Have the students cut out the faces, paste them onto blank paper and then draw bodies, dressing them in clothing that is easy to see and suitable for wearing when cycling, skateboarding, rollerskating, rollerblading, or riding a scooter. Students take their drawings home and, together with their families, create a narrative about them. Students read their texts to the class.

Fact Sheet D includes useful background information.

Lead students in a game of ‘Who am I?’ about people who wear protective gear (eg miner, diver, fire officer, cricketer, construction worker, welder, gardener). Give clues such as I wear a rubber suit to protect me and have an air tank on my back and ask students to guess the answers. Discuss with students that in many instances where there is danger or the risk of injury, it is normal for people to dress in protective clothing. Cycling and skating are areas where correct protective gear is needed.

Resources

Soft objects, such as a pillow, sponge or ball, and some objects with a hard outer shell, such as an egg or a watermelon
Road Safety Photographs 1, nos 14 and 15
Silly Billy and Silly Gilly Song, Cassette 2, Side B, words p 52
Worksheet 11, Cycling Helmet, p 66
Bicycle Safety Photo Story
Worksheet 12, Does Your Cycling Helmet Fit Correctly?, p 67
Oranges
Collection of dressing-up clothes
Photographs (or photocopies) of students and their families
Fact Sheet D, Bicycles, Rollerblades, Scooters and Skateboards, p 79
2. Ride your bike away from the road

Syllabus Outcomes

A student:
SLES1.13 Demonstrates an emerging awareness of the concepts of safe and unsafe living.
SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others.
COS1.1 Communicates appropriately in a variety of ways.

Indicators

The student, for example:
• Recognises that it is unsafe to ride on the road.
• Identifies safe places to ride a bike, skateboard or rollerskates/ blades.
• Shows how to test for the correct size of a bike.
• Recounts the steps in a bike safety check.
• Describes ways to enjoy safe cycling using a variety of text types and media.

Background notes

■ Until they are ten years old, children should cycle in a safe place off-road away from vehicles and driveways. While children learn certain cycling skills such as pedalling and steering with relative ease, they have not developed the skills and attitudes required to cycle in traffic.
■ The safest places to play on bicycles, scooters, rollerblades and skateboards are those that have a fence and a gate. This will ensure children can avoid cycling onto or falling onto footpath or road.
■ Children between ten and twelve years should cycle away from busy roads.
■ Children playing on bicycles and wheeled toys require adult supervision.
■ A bicycle should be the right size for the cyclist; that is, when sitting on the seat and holding the handlebars, the cyclist’s feet should be able to touch the ground comfortably.
■ A child requires adult assistance to perform the six-point safety check every time the bicycle is ridden — bell, brakes, reflectors, chain, tyres and pedals.

Learning experiences

Safe places to ride, play on a scooter or skate

■ Using Road Safety Photographs 1, no 15, students consider if and why the family has chosen a safe place to ride.

■ As a whole class, sequence the Bicycle Safety Photo Story photographs and list the features of this setting that make it a safe place to ride (eg adult supervision, away from the road and driveways, enclosed by fence).
Students build a model of a safe place to ride, play on a scooter or skate either in a sandpit or by using construction materials and they describe verbally or with labels the features that make this a safe place to ride.

Students use Worksheet 13, Safe Places to Ride, Play on a Scooter and Skate, p 68, to create a checklist of features of places where it would be safe to ride, play on a scooter or skate. Students take the checklist home, and with their families use it to identify two places at or near their home where it would be suitable to ride, play on a scooter or skate. Students bring the completed worksheet to class and report back on one of the places they have identified as safe to ride, play on a scooter or skate.

Fact Sheet D includes useful background information.

Students draw a picture of their home at the edge of a large sheet of paper. They cut and paste one of the drawings they have made on Worksheet 13, Safe Places to Ride, Play on a Scooter and Skate, p 68, on the far side of the paper. They then fill the space between the two drawings with illustrations of how they could get to the safe riding/skating place using safe behaviour (eg walking their wheeled toy to the park, being supervised by an adult, crossing at a marked crossing, wheeling their bicycle, scooter etc across the marked crossing, holding an adult’s hand).

Finding a safe place to ride, play on a scooter or skate

In picture books from the library, students identify scenes where it would be safe or unsafe to ride or play. Photocopy the scenes and ask students to place ticks and crosses on the safe and unsafe features in the scene. Students could also draw an adult supervising the scene.

Students locate safe places to ride or skate from photocopies of the inside back cover of the shared book, Jeffrey. Using the RTA reward sticker sheet, stock no 2032, students place appropriate stickers on the map to highlight the safe places.

Safety check

Invite families to bring a selection of wheeled toys (such as bicycles, tricycles, scooters, skateboards) of different sizes into the classroom. Students test them out for correct size. They discuss how they know when a bicycle is the correct size and why it is important for a cyclist to have a bicycle that is the appropriate size.

Using the collection of wheeled toys, students reflect on their differing levels of competence with each one and how this affects ways they can use these safely. For example, it is easier and safer for beginning skateboarders to ride on a level surface rather than down a slope. It is safer to ride a bicycle with a grown-up very close than with a grown-up watching from a distance.

Students share their own experiences of when they first learnt to ride, discussing problems they
encountered and the ways they were helped to ride by a grown-up.

- **Use a bicycle to demonstrate and identify its component parts (eg bell, brakes, reflectors, chain, tyres and pedals). Students complete Worksheet 14, *The Six Point Bicycle Safety Check*, p 69 by labelling the parts of a bicycle.**

- **Revise key points about safe cycling, and demonstrate and rehearse with students the six point safety check using Fact Sheet C, *Bicycle Size and Maintenance Check*, p 78.**

- Ask parents/caregivers to help students perform the six-point safety check on their own bicycles at home. Students report back to the class about the home check and any adjustments that had to be made.

- Using art materials, students design ways of increasing the visibility of the bike in Worksheet 14.

### Resources

- Road Safety Photographs 1, no 15
- Bicycle Safety Photo Story
- Worksheet 13, *Safe Places to Ride, Play on a Scooter and Skate*, p 68
- Shared book, *Jeffrey*, recorded on Cassette 2, Side A
- Worksheet 14, *The Six Point Bicycle Safety Check*, p 69
- Fact Sheet C, *Bicycle Size and Maintenance Check*, p 78
- Fact Sheet D, *Bicycles, Rollerblades, Scooters and Skateboards*, p 79
Appendices

Section 4

Contents

1 Songs
2 Worksheets
3 Take Home Notes
4 Fact Sheets
Pedestrian Safety Songs

Hands Are for Holding
Words and music by The Hooley Dooleys

Are you ready to join in?
Here are some things you can do with your hands.

Hands are for clapping,
Hands are for shaking,
Hands are for waving,
But hands are for holding
When you're crossing the road.

Now it's time to use your head.

Heads are for nodding,
Heads are for thinking,
Heads are for turning,
Turning and looking
When you're crossing the road

Now it's time to put all the things together that we use
When we're crossing the road.

Now your legs.

Legs are for jumping .......... boing! boing!
Legs are for stomping,
Legs are for dancing,
But legs are for walking
When you're crossing the road.

Hands are for holding when you're crossing the road.
There has to be somebody who will hold my hand and cross the road.

Somebody, yeah, but not just anybody ...
Somebody ...
Mmm, it needs to be a grown-up ...
Somebody ...
Somebody I know ...
There has to be a grown-up who will hold my hand and cross the road.

It could be my neighbour, it could be my grandma,
It could be my pop – he talks a lot!
It could be my teacher – Yeah!
There has to be a grown-up who will hold my hand and cross the road.

Or in the car park, or on the footpath

It could be my Dad, it could be my Mum,
It could be my big sister … she’s in high school.
It could be my uncle, Yeah!
There has to be a grown-up who will hold my hand and cross the road.

Somebody, yeah, but not just anybody ...
Somebody – it needs to be a grown-up ...
Somebody – somebody I know ...
There has to be a grown-up who will hold my hand and cross the road.

There has to be a grown-up who will hold my hand and cross the road.
We Know

Words and music by The Hooley Dooleys

We know (clap, clap), we know (clap, clap)
To hold on to a grown-up’s hand,
On the footpath, in the car park, we understand.
The road is very busy, so hold a hand.

We know (clap, clap), there are bikes (clap, clap)
They go chicka, chicka, chicka ding! ding!
Trucks go vrrmm, vrrmm, vrrmm and honk! honk!
Cars go brmmm, brmmm, brmmm and beep! beep!
So we hold on tight to a grown-up’s hand.

We know (clap, clap), there are cars (clap, clap),
They go brrmm, brmmm, brmmm and beep! beep!
So we hold on tight to a grown-up’s hand.

We know (clap, clap), there are trucks (clap, clap)
They go vroom, vroom, vroom and honk! honk!
Cars go brmmm, brmmm, brmmm and beep! beep!
So we hold on tight to a grown-up’s hand.

We know (clap, clap), there are buses (clap, clap)
They go psssssssssssssh. All aboard!
Bikes go chicka, chicka, chicka, ding! ding!
Trucks go vrrmm, vrrmm, vrrmm and honk! honk!
Cars go brmmm, brmmm, brmmm and beep! beep!
So we hold on tight to a grown-up’s hand.

They go ding! ding! (clap, clap), honk! honk! (clap, clap)
Beep! Beep! (clap, clap), All aboard!
They go ding! ding! (clap, clap), honk! honk! (clap, clap)
Beep! Beep! (clap, clap), All aboard!

So we hold on tight to a grown-up’s hand.
Pedestrian Safety Songs

In the Car Park
Words and music by The Hooley Dooleys

When you're in the car park,
Walking in the car park,
Hold on to a grown-up's hand,
When you're in the car park.

Now if their hands are busy,
Here's what you can do,
Hold on to the shopping trolley,
That's the thing for you ... Oo! ...

When you're in the car park,
Walking in the car park,
Hold on to a grown-up's hand,
When you're in the car park.

Now if their hands are busy,
Here's what you can do,
Hold on to a bag or pram,
Yes that's the thing for you ... Hoo!

When you're in the car park,
Walking in the car park,
Hold on to a grown-up's hand ... 
Or trolley or clothes or bag or a pram ...

Now if their hands are busy,
Here's what you can do,
Hold on to that grown-up's clothes,
Yes that's the thing for you ... Hoo!!
Passenger Safety Songs

Click Clack
Words and music by Franciscus Henri (Warner/Chappell Music)

What’s that noise? Click Clack Where does it come from Front and back
Boys and girls, Click clack.

Where does it come from? Front and back.
Mums and Dads, Front and back.

How do you make that ‘click clack’ noise? You put your seatbelt on.
How do they make that ‘click clack’ noise? They put their seatbelts on.

Sing it again, Click clack.
Sing it again, Click clack.

Where do you sing it? Front and back.
Where do we sing it? Front and back.

How do you make that ‘click clack’ noise? You put your seatbelt on.
How do you make that ‘click clack’ noise? You put your seatbelt on.

You put your seatbelt on.
You put your seatbelt on.
The Seatbelt Song
Words and music by Franciscus Henri (Warner/Chappell Music)

Daddy’s got to put his seatbelt on
When he’s driving down the road.
Mummy’s got to put her seatbelt on
When she’s driving down the road.
Me I’m in the back seat
Strapped in nice and neat,
I always put my seatbelt on
When I’m driving down the street.

I look out of the window
And what do I see?
People in other cars looking back at me.
They’re all sitting in their seats
Strapped in nice and neat,
They all put their seatbelts on
When they’re driving down the street.

Grandpa’s got to put his seatbelt on
When he’s driving down the road.
Grandma’s got to put her seatbelt on
When she’s driving down the road.
Me I’m in the back seat
Strapped in nice and neat,
I always put my seatbelt on
When I’m driving down the street.

When I’m old enough to steer
When I’m driving down the street,
I’ll always put my seatbelt on
When I’m driving down the street.
I’ll be in the front seat
Strapped in nice and neat,
I’ll always put my seatbelt on
When I’m driving down the street.
The Footpath Side
Words and music by Franciscus Henri (Warner/Chappell Music)

Oh you climb out the car when you’ve been for a ride. But you always climb out on the footpath side. The cars on the road and the motorbikes too might come driving by and crash into you. Open the door and they might hit you.

There are cars and buses on the road, And great big trucks with heavy loads.

The cars on the road and the motorbikes, too Might come driving by and crash into you! Open the door And they might hit you!

Big cars, little cars, speeding by So you always get out on the footpath side, You always get out on the footpath side; You always get out on the footpath side.
The Bus Song

Words and music by Franciscus Henri (Warner/Chappell Music)

My friends and I like riding on the bus, riding on the bus.
My friends and I like riding on the bus, and the wheels go round and round.
When we get off the bus what do we say?
Let’s wait and watch the bus drive away.

When the bus has gone, what do we do?
Find a safe place to cross for me and you.
I only cross the road when Mummy holds my hand,
Daddy holds my hand, an adult holds my hand
I only cross the road when an adult holds my hand
At a place that’s safe for me and you
Safe for me and you.

My friends and I watch the bus drive away,
The bus drive away, the bus drive away.
My friends and I watch the bus drive away,
And the wheels go round and round and round,
And the wheels go round and round.
Safety on Wheels Song

Silly Billy and Silly Gilly Song
Words and music by Franciscus Henri (Warner/Chappell Music)

This is a Silly Billy song
He didn’t have his helmet on,
Silly Billy’s now in bed
With a bandage round his head.

This is a Silly Billy song
He didn’t have his helmet on,
Silly Billy’s now in bed
With a bandage round his head.

This is a Silly Gilly song
She didn’t have her helmet on,
Silly Gilly’s now in bed
With a bandage round her head.

This is a Silly Gilly song
She didn’t have her helmet on,
Silly Gilly’s now in bed
With a bandage round her head.

Billy went for a skateboard ride
Left his helmet home inside,
Didn’t see the fence ahead
Fell off his board and broke his head.

I ride my bike and skateboard too
But I know what I have to do,
Wear my helmet on my head
Or I might end up in bed.

Gilly left her helmet home
Rode her bike and hit a stone,
Hit the ground with a terrible bump
On her head she has a lump.
<table>
<thead>
<tr>
<th>What could hurt me?</th>
<th>What keeps me safe?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw and write about a hazard you have found around your school.</td>
<td>Draw and write about what keeps you safe.</td>
</tr>
</tbody>
</table>

I hold my child’s hand because .................................................................
Worksheet 2

Stop! Look! Listen! Think! Cards

STOP!

LOOK!

LISTEN!

THINK
Worksheet 3 (a)

Hold a Grown-Up’s Hand When You Cross the Road

When I cross the road I hold ..............................................................................................................

because .............................................................................................................................................
Worksheet 3 (b)

Hold a Grown-Up’s Hand When You Cross the Road Using a Marked Crossing

When I cross the road I hold .................................................................
because .................................................................
Worksheet 3 (c)

**Hold a Grown-Up’s Hand When You Cross the Road at Pedestrian Signals**

When I cross the road I hold ................................................................. because .................................................................
Worksheet 3 (d)

Hold a Grown-Up’s Hand …
or Pram, or Bag, or Trolley …
When You Cross the Road

When I cross the road I hold .................................................................
because ......................................................................................................
Worksheet 4

Pedestrian Signals

To construct pedestrian signals carefully cut away the figures, cover with red or green cellophane and shine a torch through.
Worksheet 5

Guide for Pedestrians

MOVE AHEAD
WITH STREET
SENSE

A take home note about safety

From

To

fold

fold
Worksheet 6

Hold a Grown-Up’s Hand When You’re in a Car Park

Pick a car and draw an arrow to show where it might go.
Always Buckle Up in Your Seatbelt

Put yourself in the picture wearing a seatbelt.

I like to wear my seatbelt because

..............................................................................................................................
..............................................................................................................................
Worksheet 8

Click Clack Front ’n’ Back

You are travelling in the back seat of a car with two friends. Everyone is safely buckled up. One of your friends decides to unbuckle their seatbelt. You know that your friend won’t be safe with an unbuckled seatbelt. What could you do? Ask a friend, ask a parent.

What my friends think:

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What my parents think:

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What I think:

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Stage One  Teacher Resource Booklet
Worksheet 9

Safe Passenger Origami Game

Q. What should you wear in the car?
A. A seatbelt and your clothes!

Q. Which side of the car should you get out of?
A. Wait till the bus has gone, then use a safe place to cross the road. Front 'n' back, 'click clack front 'n' back', it says.

Q. Can a seatbelt talk?
A. No WAY – it's no fun without a seatbelt!

Q. What should you do when you get out of the bus?
A. A seatbelt and your clothes!

Q. On a bus, remain seated until …
A. … the bus stops.

Q. Can I take my seatbelt off if I'm playing a game in the car?
A. No! You need all the parts you've got!

Q. Should you wear a seatbelt on a short trip?
A. Yes. Always buckle up in your seatbelt.

Q. What parts of your body are allowed out of the car or bus window?
A. None! You need all the parts you've got!

Q. On a bus, remain seated until …
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A. Yes. Always buckle up in your seatbelt.
## Worksheet 10

### Bus Passenger Scenario Cards

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting onto the bus in a safe and polite way</td>
<td><img src="image1" alt="Image" /></td>
</tr>
<tr>
<td>Sitting quietly in a seat in the bus</td>
<td><img src="image2" alt="Image" /></td>
</tr>
<tr>
<td>Putting school bags and other luggage under the seat or out of the way</td>
<td><img src="image3" alt="Image" /></td>
</tr>
<tr>
<td>Keeping your whole body inside the bus – NEVER putting your hand or head out of the window</td>
<td><img src="image4" alt="Image" /></td>
</tr>
<tr>
<td>Being a quiet passenger and not disturbing the driver</td>
<td><img src="image5" alt="Image" /></td>
</tr>
<tr>
<td>Rushing onto the bus, pushing and shoving</td>
<td><img src="image6" alt="Image" /></td>
</tr>
<tr>
<td>Waving to a friend with your hand out of the window</td>
<td><img src="image7" alt="Image" /></td>
</tr>
<tr>
<td>Jumping up and down on the seats and standing in the aisle</td>
<td><img src="image8" alt="Image" /></td>
</tr>
<tr>
<td>Leaving bags and other luggage in the aisle so others cannot pass</td>
<td><img src="image9" alt="Image" /></td>
</tr>
<tr>
<td>Annoying the driver by being noisy and moving about in the bus</td>
<td><img src="image10" alt="Image" /></td>
</tr>
</tbody>
</table>
Worksheet 11
Cycling Helmet

Label the drawing with points to remember about putting a helmet on correctly. Decorate the helmet so it looks good and stands out.
Worksheet 12

Does Your Cycling Helmet Fit Correctly?

Things to remember when fitting a helmet:

• ..........................................................................................................................
• ..........................................................................................................................
• ..........................................................................................................................
• ..........................................................................................................................
• ..........................................................................................................................
• ..........................................................................................................................
Worksheet 13

**Safe Places to Ride, Play on a Scooter and Skate**

When choosing a safe place to ride, play on a scooter or skate I look for:

- ..............................................................................................................................................
- ..............................................................................................................................................
- ..............................................................................................................................................
- ..............................................................................................................................................

Two safe places where I like to ride, play on a scooter or skate are:
Worksheet 14

The Six Point Bicycle Safety Check

Label the parts to be checked in the six point safety check.
Dear ....................................,

Our class is currently learning about road safety.

We will be learning that we should hold a grown-up’s hand whenever we are:

- on the footpath
- crossing the road
- in a car park.

If a grown-up’s hand is occupied, we should hold onto an adult’s arm, sleeve, bag or shopping trolley, stroller or pram.

Please trace around your hand on one of the coloured pieces of paper and help me trace mine on another piece. We are making a hand-holding display at school. Will you talk to me about road safety while we trace the hands? I will tell you what I’ve learned about the importance of holding a hand whenever I am near traffic.

Signed .............................................

- Children up to eight years old should hold an adult’s hand on the footpath, in the car park or when crossing the road.
- An adult is defined as a parent, caregiver, grandparent, sibling in high school or older, other relative or neighbour, or other adult as advised by the child’s parents/carers.
- If an adult’s hand is not available, the child should hold an adult’s arm, sleeve, bag, pram, trolley etc.
- Children up to ten years old should be actively supervised in the traffic environment and should hold an adult’s hand when crossing the road.
Dear Parents/Caregivers,

On ......................... we will be going on a walking excursion (see attached map) to practise what we have learnt about road safety. We will be looking at a range of features in our local traffic environment, including:

- the school car park
- a wombat crossing
- traffic signs
- a pedestrian crossing
- local footpaths
- traffic signals (lights)
- a busy road
- driveways
- our school crossing
- pedestrian signals (lights)
- a roundabout
- a roundabout
- a roundabout

We will practise crossing the road safely while holding a grown-up’s hand. We will cross at marked crossings and places where there is no marked crossing.

We need ................. grown-ups to accompany our class so that every child can hold a grown-up’s hand. If you can come with our class between ................... (time) and ................... (time) on .................. (day), ................. (date), please indicate on the form below.

Other details

...................................................................................................................................................
...................................................................................................................................................
...................................................................................................................................................

My child ......................... (name) has my permission to attend the road safety walking excursion as indicated on the attached map at ............... (time) on ................. (date).

I will be available/unavailable to accompany the class on the excursion.

............................... Signed (Parent/Caregiver) ................................... Date
Dear Parents and Caregivers,

My class is learning more about road safety and crossing the road. Because I am still very young, please:

- **hold my hand** when we’re on the footpath, crossing the road or in a car park
- **talk with me** about the safe way to cross the road every time we cross
- **practise crossing the road safely with me**
- **practise crossing** at pedestrian crossings and at pedestrian lights
- **tick the box** after we have practised and talked about each STOP! LOOK! LISTEN! THINK! road crossing message outlined below.

### Stop! Look! Listen! Think! Every Time You Cross the Road

#### Some things to talk about and practise

- We stop one step back from the kerb
- Why we always stop
- Stop means stop completely
- We hold hands while we are stopped
- When we stop, we LOOK! LISTEN! THINK!
- We turn our heads both ways to look and listen for traffic
- What we look and listen for
- How long we look and listen
- What things stop us from hearing and seeing?
- We must never be in a hurry to cross the road
- Cars don’t always stop when they are supposed to
- We think about and check all the places from where traffic might come unexpectedly
- Do we have plenty of time to cross?
- Why we think it is safe to cross
- When it is safe to cross, we walk straight across the road – turning our heads both ways to look and listen for traffic
- We hold hands while crossing

**At pedestrian lights we practise:**

- Identifying the red ‘DON’T WALK’ signal and what it means
- Identifying the green ‘WALK’ signal and what it means
- Not leaving the kerb if the red ‘DON’T WALK’ signal is showing
- Only ever starting to cross when the green ‘WALK’ signal is showing
- Pressing the button and waiting for the green ‘WALK’ signal to appear
- Understanding that cars are supposed to stop when the ‘WALK’ sign appears, but sometimes they might not

#### THE MAIN PEDESTRIAN MESSAGE FOR SOMEONE MY AGE IS

**HOLD A GROWN-UP’S HAND**

- We practised crossing the road together.
- We talked about all the things we did to help keep us safe as we crossed.
- We practised using a pedestrian crossing.
- We held hands and spoke about how the traffic doesn’t always stop when it should.
- We practised crossing at pedestrian lights.
- We practised walking safely in a car park.
- Children up to eight years old should hold an adult’s hand on the footpath, in the car park or when crossing the road.
- An adult is defined as a parent, caregiver, grandparent, sibling in high school or older, other relative or neighbour, or other adult as advised by the child’s parents/careers.
- If an adult’s hand is not available, the child should hold an adult’s arm, sleeve, bag, pram, trolley etc.
- Children up to ten years old should be actively supervised in the traffic environment and should hold an adult’s hand when crossing the road.
Stop! Look! Listen! Think!
Every Time You Cross the Road
Dear Parents and Caregivers,

My class is learning more about road safety around buses. Because I am still very young, please:

- always meet me at the bus stop
- hold my hand when we’re on the footpath, crossing the road or in a car park
- talk with me about the safe way to cross the road every time we cross
- practice crossing the road safely with me after I have got off the bus
- tick the box after we have practised and talked about each bus passenger safety message, below.

Wait Till the Bus has Gone, Then Use A Safe Place to Cross the Road

Some things to talk about and practise

- Always meeting at the bus stop
- What to do if there is no-one to meet me at the bus stop
- What to do if I miss the bus or my correct stop
- Waiting until the bus has gone so that we get a clear view of the traffic
- Using the Stop! Look! Listen! Think! routine after the bus has gone
- Turning our heads both ways to look and listen for traffic
- Never being in a hurry to cross the road
- Choosing a safe place to cross the road using a facility such as a pedestrian crossing or pedestrian lights if they are available
- The importance of a place with clear vision
- Even the safest place to cross the road can become unsafe

THE MAIN PEDESTRIAN MESSAGE FOR SOMEONE MY AGE IS

HOLD A GROWN-UP’S HAND

- We practised crossing the road together after getting off the bus.
- We talked about everything we needed to do as we crossed the road safely after getting off the bus.
- We talked about what to do if there is no-one to meet me when I get off the bus, and if I miss the bus or my correct stop.
- Children up to eight years old should hold an adult’s hand on the footpath, in the car park or when crossing the road.
- An adult is defined as a parent, caregiver, grandparent, sibling in high school or older, other relative or neighbour, or other adult as advised by the child’s parents/carers.
- If an adult’s hand is not available, the child should hold an adult’s arm, sleeve, bag, pram, trolley etc.
- Children up to ten years old should be actively supervised in the traffic environment and should hold an adult’s hand when crossing the road.
Get In and Out of the Car on the Footpath Side

A message about keeping child passengers safe
This week we have been learning which is the safest door to use when getting in and out of the car.

The main points we have been talking about are:

- the car door closest to the kerb, gutter or footpath is my Safety Door
- when I am going to go somewhere in the car, I should stand near the Safety Door until someone opens it for me.

Safety Door Sticker

Colour the sticker below or design your own.

Put your sticker or the sticker provided by your school (shown on the right, below) on the safety door window of your car.
Fact Sheet A

Facts about Children and Safety in the Traffic Environment

- We are unable to identify safe places to cross the road.
- Our size makes it difficult for drivers to see us.
- We tend to act inconsistently in the traffic environment.
- We are easily distracted.
- We tend to focus on only one aspect of what is happening.
- But we often think we can do it all by ourselves.
- We are unable to judge speed and distance accurately.
- We are unable to predict accurately the origins of sound.
- We are unable to cope with sudden changes in traffic conditions.
- We are unable to understand abstract ideas - such as traffic safety.

Road user casualties aged 4–10 years, in NSW 1998

- Pedestrian 273 (28%)
- Passenger 586 (60%)
- Pedal Cyclist 103 (11%)
- Other 13 (1%)

Source: RTA, 1999

Underlying causes of accidental death of 5 to 9-year-olds in NSW 1997

- Motor Vehicle
- Other Transport
- Other Accident
- Drowning
- Poisoning
- Falls
- Other

This Fact Sheet can be used as a source of information or as an overhead to convey information to parents and carers at parent meetings. Information from the Fact Sheet can be photocopied for use in school newsletters.
Fact Sheet B

Seatbelt Safety

This Fact Sheet can be used as a source of information or as an overhead to convey information to parents and carers at parent meetings. Information from the Fact Sheet can be used to develop Take Home Notes or photocopied for use in school newsletters.

Child Passenger Safety Is an Important Issue

- In New South Wales in 1998 more than 975 children aged four to ten years were killed or injured on our roads.
- Over one third of children killed in traffic accidents are passengers.

Seatbelts Should Always Be Worn

- It is mandatory for drivers and passengers to wear a seatbelt whenever a seatbelt is available.
- Most accidents occur close to home.
- Seatbelts prevent your children being injured or even killed. Some children need assistance to adjust their seatbelts correctly, and might be reluctant to request assistance — particularly when travelling in friends’ cars.
- Children learn through the example of those around them so make sure that you ‘buckle up’ on even the shortest trip.

Seatbelts Must Be Worn Properly

- No restraint will give protection unless it is properly fitted and adjusted.
- Wearing the wrong-sized restraint or a seatbelt that is poorly adjusted can cause injury to the child in the event of an accident.
- It is the responsibility of the carer to ensure that a child’s restraint is properly fitted and children should be encouraged into adopting the habit of asking an adult to check their seatbelt.
- A lap-sash seatbelt should fit smoothly across the hips (not the stomach), then from the midpoint of the shoulder across the body to the hip.
- The seatbelt webbing must not be twisted and should not touch the neck. The buckle must be at the side, close to the seat.
- A full booster cushion should be used for a child aged 4–8 years. The child should remain in a full booster cushion until his/her shoulders can no longer fit in it. The full booster cushion ensures that the lap-sash belt (designed for adults and older children) fits the young child appropriately. (The child also has a better view out the window.)
- A child safety seat is used to keep a toddler safer in the car. The child’s body is supported by a strap system. The seat gives protection on each side and also for the head.
- An infant restraint is used to keep a young baby safer in the car. The infant is strapped into the restraint which is firmly attached to an anchorage point within the vehicle.
- Further information about seatbelts and restraints for all ages can be obtained from the RTA, phone 1800 042 865 and website http://www.rta.nsw.gov.au

Don’t drive unless everyone’s seatbelt is done up.
Fact Sheet C

Bicycle Size and Maintenance Check

This Fact Sheet can be used as a source of information or as an overhead to convey information to parents and carers at parent meetings. Information from the Fact Sheet can be used to develop Take Home Notes or photocopied for use in school newsletters.

- Always choose a bicycle to meet the cyclist’s specific needs.
- The bicycle 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.
- Every bicycle sold must be equipped with yellow reflectors on the pedals and wheels, a white front reflector and red rear reflector, two brakes and a bell.
- Every cyclist must, by law, wear an approved safety helmet — 35% of pedal cyclist casualties aged 5–9 years were not wearing a helmet.
- A safety pennant, safety vest and light-coloured, bright clothing will assist in making a cyclist visible to others in the traffic environment.
- Adult assistance is required for a child to perform the six point safety check every time the bike is ridden – bell, brakes, reflectors, chain, tyres and pedals.
- Children should ride their bicycles away from roads, vehicles and driveways. While they may learn certain cycling skills such as pedalling and steering with relative ease, they have not developed the skills and attitudes required to cycle in traffic.
- Children require adult supervision when riding a bike or playing on a scooter, skateboard, rollerskates or rollerblades.

Always wear your helmet when you ride, play on a scooter or skate.

Ride your bike away from the road.

Until they are ten years old, children should cycle in a safe place off-road away from vehicles and driveways. While children learn certain cycling skills such as pedalling and steering with relative ease, they have not developed the skills and attitudes required to cycle in traffic.

The safest places to play on bicycles, scooters, rollerblades and skateboards are those that have a fence and a gate. This will ensure children can avoid cycling onto or falling onto footpath or road.

Children between ten and twelve years should cycle away from busy roads. Often the skills, attitudes and understanding of the road rules required to cycle on-road are not developed until early adulthood.
Fact Sheet D

Road Safety for Bicycles, Rollerblades, Scooters and Skateboards

<table>
<thead>
<tr>
<th>Bicycles</th>
<th>Scooters</th>
<th>Skateboards and Rollerblades</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Helmets</strong></td>
<td>All riders of bicycles must wear a helmet displaying a sticker saying the helmet has been approved by Standards Australia.</td>
<td>It’s best to do your scooter riding away from roads because scooters have limited stopping power. Areas designated for scooter riding are best. On the footpath, be careful of pedestrians, especially the elderly.</td>
</tr>
<tr>
<td><strong>Riding on the footpath</strong></td>
<td>Children under 12 and those older riders who are accompanying them may ride their bikes on the footpath unless there are signs that specifically prohibit it. Riders must keep to the left and they must give way to pedestrians.</td>
<td>Until they are 10 years old, children should cycle in a safe place off the road and away from vehicles and driveways. Children between 10 and 12 should do their cycling away from busy roads.</td>
</tr>
<tr>
<td><strong>Riding on the road</strong></td>
<td>Cyclists 12 years and over must not ride on the footpath unless it is signposted as a shared footpath. They should use a cycleway or road. When riding on the road they should use a marked bicycle lane wherever possible. Bicycles must be fitted with working brakes and bell, and if used at night the bike must have front and rear lights and a rear reflector. Bicycles can be fitted with power assistance up to 200W. A vehicle with more power than that has to comply with appropriate registration requirements.</td>
<td>It’s best to ride a skateboard and rollerblades on minor roads (those with no lane lines marked) and can only be done between dawn and dusk.</td>
</tr>
</tbody>
</table>
Move Ahead with Street Sense

Components Include:

Stage I
- Teacher Resource Booklet
- Road Safety Photographs 1
- Bicycle Safety Photo Story
- Pedestrian Safety story books:
  - Hands are for holding when you're crossing the road
  - Where's Banjo, Mum?
- Passenger Safety and Safety on Wheels story book
  - Jeffrey
- Cassette 1:
  - Pedestrian safety stories
  - Pedestrian safety songs
- Cassette 2:
  - Passenger safety and safety on wheels story
  - Passenger safety and safety on wheels songs

Stage II
- Teacher Resource Booklet
- Road Safety Photographs 2
- STOP! ... THINK! Photographs
- Pedestrian Safety Photographs
- Group Activity Board Games:
  - Walking Home Board Game
  - Barrier Game
  - Road Safety Ludo

Stage III
- Teacher Resource Booklet
- Video: GET IT!

CD ROM
The Move Ahead with Street Sense CD ROM includes the Teacher Resource Booklets for Stages One, Two and Three and Picture Packs from Stages One and Two.

Move Ahead with Street Sense is a school road safety education program funded by the Roads and Traffic Authority of New South Wales.

Move Ahead with Street Sense Booklet

Teacher Resource Booklet

Stage One
Incorporating Early Stage One

Pedestrian Safety
Car and Bus Passenger Safety
Safety on Wheels

Move Ahead with Street Sense is a road safety resource to support the Personal Development, Health and Physical Education K-6 Syllabus.