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.

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A road safety resource to support the Personal Development, Health and Physical Education K–6 Syllabus.
Teacher Resource Booklet

Stage Two

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

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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) curriculum.

The road safety learning experiences in this teacher resource booklet enable teachers to assist students in achieving the ‘Safe Living’ outcomes and skills outcomes from Stage Two 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 described 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 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 6.

Stage Two children, particularly up until the age of ten years, require active supervision whenever they are in the traffic environment. 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 in the traffic environment. Safe pedestrian, passenger and cycling practices are key attributes to establish at this stage.

There is a range of developmental limitations that place young children at particular risk in the traffic environment. These are outlined in the picture on page 63.

The safety of young children as pedestrians in the traffic environment is enhanced when they are accompanied and actively supervised by a responsible adult. They 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.
Similarly, when young children are near a bus, active supervision by an adult is important in helping them manage this very complex and potentially dangerous setting.

In relation to seatbelt and 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 or skate and encouragement to be vigilant about the use of appropriate protective gear.

These important road safety messages relevant to Stage Two students 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 document 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, a Take Home Note and Fact Sheets.
Syllabus links

Outcomes

The learning experiences in this document are based on the following Stage Two outcomes from the PDHPE K–6 Syllabus.

Values and Attitudes

A student:
V4 Increasingly accepts responsibility for personal and community health.

Skills

A student:
DMS2.2 Makes decisions as an individual and as a group member.
COS2.1 Uses a variety of ways to communicate with and within groups.
INS2.3 Makes positive contributions in group activities.
PSS2.5 Uses a range of problem-solving strategies.

Knowledge and Understanding

A student:
SLS2.13 Discusses how safe practices promote personal wellbeing.

Subject Matter

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

Pedestrian Safety
• safe crossing procedures using traffic facilities

Passenger Safety
• safe passenger behaviour

Safety on Wheels
• safe places to ride
• safety equipment
Road safety messages

The learning experiences in this booklet emphasise the following eight important road safety messages that research shows are of particular relevance to Stage Two children.

Pedestrian Safety

Use a safe place to cross

Students identify safe places to cross the road near their school and in their local area. They practise the correct procedure for crossing roads and understand that safe places to cross can change and become unsafe.

Hold an adult’s hand when you cross the road

Students recognise the importance of adult supervision in the traffic environment and identify appropriate adults with whom to hold hands when crossing the road. They discuss alternative strategies in cases where an adult’s hand is occupied or unavailable.

Passenger Safety

Click clack front ‘n’ back

Students investigate the importance of wearing a restraint while travelling in a vehicle. They identify appropriate restraints for different ages and sizes and how to use each correctly.

Always buckle up in your seatbelt

Students investigate the meaning of protection and identify some procedures to enhance their safety as a car passenger. These include always wearing a seatbelt and never sharing a seatbelt.

Get in and out of the car on the footpath side

Students recognise the need for safe practices in the traffic environment, in particular the safest way to enter and exit a vehicle. They participate in activities to reinforce safe passenger behaviour while travelling in a vehicle.

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

Students identify safe behaviour when waiting at a bus stop. They recognise that safe practice when leaving the bus involves being met by an adult. They investigate the safest method for crossing the road once the bus has been driven away.
Introduction

Safety on Wheels

Always wear a helmet when you ride or skate

Students investigate the importance of protecting their heads while playing on bicycles, scooters, skateboards, rollerskates or rollerblades. They practise the correct way to wear and fasten a helmet and explore ways to be a conspicuous cyclist.

Ride your bike away from the road

Students identify the safest places to play on bicycles, scooters, skateboards, rollerskates and rollerblades. They recognise the need for adult supervision when riding on wheels. They practise the correct method of maintaining a safe bicycle.
Learning Experiences

Format

Suggested learning experiences and support information is 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.
Learning Experiences

Section 1

Pedestrian Safety

Contents

1  Use a safe place to cross
2  Hold an adult’s hand when you cross the road
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 pedestrian injuries result because children are easily distracted and react impulsively.
- Children should walk on the footpath on the side furthest from the road.
- If there is no marked footpath, children should walk as far from the traffic as possible facing oncoming vehicles.
- 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.
- 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 does not stop. Children should be aware of how situations can change.
- Adults should explain safe road crossing procedures with children as they cross the road. For safe road crossing procedure see page 58.
- Many children are injured when they attempt to cross the road from between, from in front of or from behind parked vehicles.

1. Use a safe place to cross

Syllabus outcomes

A student:

SLS2.13 Discusses how safe practices promote personal wellbeing.

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

V4 Increasingly accepts responsibility for personal and community health.

Indicators

The student, for example:

- Describes safe road crossing procedure.
- Demonstrates the correct use of pedestrian facilities.
- Determines safe places to cross the road.
- Appreciates the importance of always adopting safe behaviour in the traffic environment.
Learning experiences

Crossing roads safely

- Jointly discuss travelling routes to and from school. Use Pedestrian Safety Photographs, nos 1–10, to identify pedestrian facilities you and your students may use on your way to and from school.

- Provide each student with relevant maps so they can work with their families to locate their homes and map their route to and from school, highlighting the road crossing places they use. Students include the routes from home to local transport and to other places they visit such as the local library, supermarket, and movies.

- Use Road Safety Photographs 2, nos 1–4 to raise safety issues about crossing the road. Jointly decide which places are safe to cross and when it is safe to cross. Students indicate all the places on their map that are safe and unsafe to cross by developing a simple key. Students indicate what could change to make a safe crossing unsafe and put them at risk.

- Review safe road crossing procedure with the whole class, referring to information included in Take Home Note 1, Stop! Look! Listen! Think! on p 58. Using the information from the class discussion, have students illustrate and write their own step-by-step safe road crossing procedure. Students create their own symbols for Stop! Look! Listen! Think! and role-play their crossing procedure for the group.

- In small groups, students brainstorm reasons why pedestrians should use pedestrian facilities even if it means walking further to find them, referring to Pedestrian Safety Photographs, nos 1–4. Ask students if they use these or other pedestrian facilities. Students write a questionnaire and ask their family members about their use of pedestrian facilities. They report the results to the class.

- In pairs, students prepare questions to ask invited guests, such as the school-crossing supervisor, about keeping school community members safe when crossing roads. Invite guests to talk to the class about their role in the school community and to answer the students’ questions. Students collate responses, write an information report or article for the school magazine and develop this into safe road crossing information for families.

- Organise a pedestrian excursion in the local area, inviting as many families as possible, and visit a variety of pedestrian facilities to practise safe road crossing pedestrian behaviour. Assist students to identify potential pedestrian hazards and locate them on a map. Students describe or illustrate these hazards and discuss what they need to do to keep safe in these situations.
Safe pedestrian behaviour

- Using photocopies of Road Safety Photographs 2, nos 1–4, students describe and label the safe pedestrian behaviours exhibited by the children and adults.

- Students tell a partner about a time they felt unsafe or thought others were unsafe when crossing a road. Students identify two safe behaviours they practise and two unsafe behaviours they have seen others practise. Students explain why these behaviours are unsafe and their feelings about them. Students interview their siblings or other family members about safe road crossing behaviours they practise and unsafe behaviours they have seen others practise. Students complete and discuss Worksheet 2, Safe Places to Cross the Road, p 47.

- Using the six scenes in Worksheet 1 (a)–(f), Unsafe Places to Cross, pp 40–45, copied onto overhead transparencies (OHT), students work in pairs and note on each scene where and why it is unsafe to cross. Students then redraw the scene on a blank OHT so that it becomes a safe place to cross, explaining to each other or to the whole group why it is now safe.

- Using Worksheet 3, Pedestrian Behaviour: Track a Pedestrian, p 48, students observe and record pedestrian behaviour from a safe vantage point within the school grounds. Students collate their data and suggest strategies for improving pedestrian behaviour. The class writes a letter to the school community recommending these strategies.

- Students take another copy of Worksheet 3 home and repeat the activity on the weekend. With their parents and from a safe vantage point they observe and record pedestrian behaviour and then report their observations to the class.

- Students locate pictures of adults and children in the traffic environment from photographs and magazines. Students cut out speech bubbles of white paper, glue them onto the pictures and insert dialogue between adults and/or children about safe road crossing procedures and strategies. Students take this material home to complete it with their families.

- In small groups, students develop questions to ask family members about road safety and safe pedestrian behaviour, particularly from the driver’s perspective. The questions are about what puts children at risk, and what drivers think are the most hazardous situations for pedestrians. Students collate responses, make recommendations and report back to the whole group. Students generate a report for a school newsletter to share with families.

- Using Stop! ... Think! Photographs, nos 1–4 as a stimulus, the class considers examples of pedestrian hazards and unsafe places to cross the road. Groups of students each consider one pair of photographs. Ask them to look at the first picture (the one in which the child or children are visible) and to assess whether this would be a safe place to cross the road. What could change to make it safer? Ask students to locate the position of the children in the accompanying photographs (taken from the driver’s perspective) and to explain why the children aren't visible. Each group then reports back to the whole class about their pair of photographs. Guide
discussion to include the effects of changing weather conditions on visibility and the ability of drivers to stop.

■ In small groups, students discuss: Why are some roads busier than others? Why are some roads quiet at some times and busy at other times? Using a time-sampling method, students observe a road where the traffic flow changes, either from within the school grounds or at home with families from a safe vantage point, and record on Worksheet 4, The Changing Traffic Environment, p 49.

■ Play the Barrier Games to improve recall of safe pedestrian crossing procedures.

■ In pairs or small groups, students discuss safe road crossing behaviour and develop a procedure using a variety of media, such as posters, OHTs, computer slide show displays, or models. Students make a short presentation to the whole class. Students present their displays of correct road crossing procedures to Stage 1 children, along with explanations of the procedures.

■ Students prepare a debate, A safe place to cross the road is always a safe place to cross the road. Students ask families to help them identify points to support the argument.

Resources

■ Take Home Note, Stop! Look! Listen! Think!, p 58
■ Pedestrian Safety Photographs, nos 1–10
■ Road Safety Photographs 2, nos 1–4
■ Relevant map of the local area
■ Stop! ... Think! Photographs, nos 1–4
■ Worksheet 1 (a), (b), (c), (d), (e), (f) and Answer Sheet, Unsafe Places to Cross, pp 40–46
■ Worksheet 2, Safe Places to Cross the Road, p 47
■ Worksheet 3, Pedestrian Behaviour: Track a Pedestrian, p 48
■ Worksheet 4, The Changing Traffic Environment, p 49
■ Barrier Games, pp 68–78
2. Hold an adult’s hand when you cross the road

**Syllabus outcomes**

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL2.13</td>
<td>Discusses how safe practices promote personal wellbeing.</td>
</tr>
<tr>
<td>PSS2.5</td>
<td>Uses a range or problem-solving strategies.</td>
</tr>
<tr>
<td>V4</td>
<td>Increasingly accepts responsibility for personal and community health.</td>
</tr>
</tbody>
</table>

**Indicators**

The student, for example:

- Identifies adults who can supervise children in the traffic environment.
- Recognises the need to hold hands as a safety strategy.
- Determines strategies for alternatives to hand holding when an adult’s hand is occupied or not available.
- Accepts their role in following safe crossing procedures.

**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.
- If there is no adult supervision, children should cross at a marked crossing or at a place which an adult has told them is the safest available option.
- Safe road crossing places can change because the traffic environment constantly changes.

**Learning experiences**

**Whose hand to hold: WHY and WHEN?**

- Students make large sketches of family and friends who are at high school or older. (Road Safety Photographs 2, nos 1–4 could be used.) Students sort the sketches into groups such as drivers/non-drivers, parents/non-parents and those able to supervise/those too young to supervise children. (Note: as the children have only drawn people in high school or older, all of the pictures should be included in the group able to supervise children).

- Discuss and develop a list of reasons why it is important to hold an adult’s hand. In pairs, students write a letter to a friend explaining why it is important that they hold an adult’s hand when crossing the road.
In pairs, students identify strategies for holding onto an adult when the adult’s hand is occupied or unavailable. They discuss taking responsibility for holding the hand of a younger child while also holding an adult’s hand. Using Worksheet 5, Pedestrian Scenario Cards, p 50, students identify the safety problems presented in each scenario and describe the safest behaviour.

Students place a collection of their belongings on the floor; for example, two umbrellas, four school bags, three raincoats, ten pieces of fruit, lunch boxes. Challenge small groups of students to find a way to carry these belongings from one side of the room to the other while holding each other’s hand. For example, students might wear the raincoats, pack the fruit into the lunch boxes, put the lunch boxes into the school bags and put these on their backs. Students could repeat a similar task with their families at home.

Play the Walking Home Safely Game to identify the places pedestrians cross and the importance of holding an adult’s hand in the traffic environment.

Send Take Home Note, Stop! Look! Listen! Think!, on page 58, for parents and caregivers to discuss the key points with their children. Encourage families to practise correct crossing procedures together in the traffic environment.

Now versus then: a historical comparison of the traffic environment

Students develop ways to illustrate to families and community members how much the traffic environment has changed over time. For example, students interview families and community members about their experiences in situations such as playing ball games in the street, at home or elsewhere; going to the shops; visiting friends; walking home from the school, the shops or friends’ houses; and crossing roads when they were the students’ age. They summarise the responses. Using Worksheet 6, Guidelines for Pedestrians, pp 51–52, students design a pamphlet, contrasting these responses with the need for children today to hold an adult’s hand. Students list three important things to tell their families about keeping children safe in today’s traffic environment. Students take the pamphlet home or it is included in the school newsletter/magazine. Students present their recommendations to a whole-school assembly or display them on a prominent information board. Students produce a classroom or assembly drama item comparing what children encountered on their way to school now with what they encountered in days gone by.

Resources

- Road Safety Photographs 2, nos 1–4
- Worksheet 5, Pedestrian Scenario Cards, p 50
- Worksheet 6, Guidelines for Pedestrians, pp 51–52
- Take Home Note, Stop! Look! Listen! Think!, p 58
- Walking Home Safely Game, pp 66–67
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>Number</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>SLS2.13</td>
<td>Discusses how safe practices promote personal wellbeing.</td>
</tr>
<tr>
<td>V4</td>
<td>Increasingly accepts responsibility for personal and community health.</td>
</tr>
</tbody>
</table>

**Indicators**

- Describes a variety of restraints suitable for family members.
- Describes the correct fitting of a lap-sash belt.
- Appreciates the importance of wearing a seatbelt.

**Background notes**

- It is mandatory for drivers and passengers to wear a seatbelt or restraint whenever one is available.
- The webbing of a lap-sash seatbelt should fit smoothly: across the hips (not the stomach), and 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, very close to the seat.
- An infant capsule is used to keep a young baby safer in the car.
- A child car seat is used to keep a toddler safer in the car.
- A full booster cushion should be used for a child aged 4–8 years. The child should remain in a full booster cushion until their shoulders no longer fit in it.

**Learning experiences**

**The WHO and HOW of ‘Click clack front ’n’ back’**

- Students recall their understanding of the slogan ‘Click clack front ’n’ back’. By surveying family members and neighbours, students investigate how widely the slogan is recognised. Students find pictures of people in cars and use these to develop promotional materials for seatbelt use. They generate slogans similar to ‘Click clack front ’n’ back’ to reinforce buckling up their seatbelts. Incorporating their slogans and using existing RTA stickers as models, students design and make their own stickers on contact or adhesive labels.

- Students review school library books and magazines that have pictures of cars, and check their illustrations for (a) use of seatbelts and (b) appropriate fitting and adjustment of seatbelts. Students develop a bibliography of books that include appropriate images of seatbelts and restraints. They develop a matrix listing the books and magazines reviewed and the criteria used.
in the review. Criteria would include ‘Is a seatbelt shown on the driver/passenger?’, ‘Does the seatbelt webbing fit low across the hip bones?’, ‘Does the seatbelt webbing touch the collar bone and not the neck?’ and ‘Are toddlers shown buckled into a child car seat?’. Students develop an ‘award’ scheme for those books featuring appropriate seatbelt and restraint usage.

- Students develop a sequence of illustrations showing important aspects of seatbelts and restraints and present their illustrations to the younger classes.

- Students assume the role of ‘crash laboratory experts’ and give a mock lecture to their class on the important aspects of seatbelt use. Use Road Safety Photographs 2, nos 5, 6 and 7 to illustrate the main points of correct seatbelt use.

**Resources**

- RTA stickers available through the RTA Primary Resource Catalogue
- School library books, magazines, newspapers
- Road Safety Photographs 2, nos 5, 6 and 7
### Car and Bus Passenger Safety Messages

- **Always buckle up in your seatbelt**
- **Get in and out of the car on the footpath side**
- **Wait till the bus has gone and then use a safe place to cross**

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### 2. Always buckle up in your seatbelt

#### Syllabus outcomes

<table>
<thead>
<tr>
<th>A student:</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLS2.13</td>
<td>The student, for example:</td>
</tr>
<tr>
<td>Discusses how safe practices promote personal wellbeing.</td>
<td>• Identifies procedures to improve the safety of car passengers.</td>
</tr>
<tr>
<td>COS2.1</td>
<td>• States reasons for wearing a seatbelt.</td>
</tr>
<tr>
<td>Uses a variety of ways to communicate with and within groups.</td>
<td>• Relates the importance of a seatbelt for a sleeping passenger.</td>
</tr>
<tr>
<td>DMS2.2</td>
<td>• Uses different mediums to communicate seatbelt safety procedures.</td>
</tr>
<tr>
<td>Makes decisions as an individual and as a group member.</td>
<td>• Provides sound arguments for choosing to wear a seatbelt.</td>
</tr>
<tr>
<td>V4</td>
<td>• Appreciates the importance of always adopting safe behaviour in the traffic environment.</td>
</tr>
<tr>
<td>Increasingly accepts responsibility for personal and community health.</td>
<td></td>
</tr>
</tbody>
</table>

#### Background notes

- A seatbelt must be buckled up on every trip – even the shortest trip.
- It is mandatory for drivers and passengers to wear a seatbelt whenever a seatbelt is available.
- A seatbelt is designed for one person; it cannot protect two people.
- Passengers must remain in a seatbelt even if they fall asleep.

#### Learning experiences

**The WHAT and WHY of wearing a seatbelt**

- View Road Safety Photographs 2, nos 5, 6 and 7 and ask students to think about what the children could be saying to promote seatbelt use. Students create and paste speech or dream bubbles to incorporate their ideas and display them in the classroom or on a school noticeboard.

- Students ask family members to assist in developing supporting arguments to persuade someone of the need to wear a seatbelt. Fact Sheet A, *Seatbelt Safety*, p 59, is a valuable teacher resource to support the argument for seatbelt use.
Students research RTA material and the RTA website to investigate what the law requires from passengers and drivers regarding seatbelt use and safety. Using Worksheet 6, *Guidelines for Pedestrians*, pp 51–52, students develop and publish an illustrated pamphlet explaining why everyone travelling in a car must ‘Click clack front ‘n’ back’. They take the pamphlet home to their families or include its main points in a school newsletter.

Students develop a quick general knowledge quiz for families that covers the most important points about safe seatbelt use. The quiz could also be included in the newsletter.

In small groups, students develop messages to encourage younger children to wear a seatbelt. Using word processing or desktop publishing software, students draft a booklet using these messages and trial it with younger classes or siblings. Students take the finished booklet home or display it in the school or local library.

**Resources**

- Road Safety Photographs 2, nos 5–7
- Fact Sheet A, *Seatbelt Safety*, p 59
- RTA Publications
- RTA website http://www.rta.nsw.gov.au
- Worksheet 6, *Guidelines for Pedestrians*, pp 51–52
3. Get in and out of the car on the footpath side

**Syllabus outcomes**

A student:

- **SLS2.13** Discusses how safe practices promote personal wellbeing.
- **INS2.3** Makes positive contributions in group activities.
- **PSS2.5** Uses a range of problem-solving strategies.
- **V4** Increasingly accepts responsibility for personal and community health.

**Indicators**

The student, for example:

- Describes safe procedures to get in and out of a vehicle.
- Participates in discussions to determine group consensus.
- Identifies safe car passenger behaviours.
- Considers possible solutions to a range of problems and the likely consequences of each alternative.
- Appreciates the importance of behaving safely as a car passenger.

**Background notes**

- As car passengers, students should:
  - get in and out of the car on the footpath side through the rear passenger door
  - remain buckled up at all times
  - remain wholly within the vehicle
  - play quiet games or undertake activities that do not disturb the driver.
- On longer trips, rest breaks should be taken in a suitable place every two hours.
- 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**

**Getting in and out of the car**

- Hold a discussion about the seat students usually occupy in the car. Review with students the reasons why children are safer sitting in the back seat and discuss the use of the passenger door on the footpath side as the safest door to enter and exit a vehicle.
- Students observe which side of a vehicle people use to enter and exit their vehicles in the real traffic environment, on television and/or in the print media, and they record their observations.
with their family over a week. Students present their findings to the class in the form of a table or chart listing, for example, where the behaviour was observed, the door used, the actions taken.

- Students discuss the RTA Safety Door Sticker and then design their own safety logo to inform children about using the passenger door on the footpath side to enter and exit a car. Students discuss and select those logos that communicate the safety door message most effectively and display them on the front gate of the school.

- In pairs, students write or illustrate a procedure which gives directions to a child passenger for safe entry and exit of a vehicle. Have some students provide instructions for entering and exiting a bus and have others focus on entering and exiting a car.

- Have students discuss the reasons why the footpath door is the safest door for passengers to enter and exit a car. Prepare cards using Worksheet 7, Safe Car and Bus Passengers: What happens if …? on page 53. The cards describe situations involving hazards or obstructions that must be negotiated when leaving a car or bus. Distribute different cards to small groups of students who must think of three possible solutions for each situation, consider the likely consequences and report back to the class. Discuss and highlight isolated situations where students might have to leave the car on the right-hand side (e.g., in a one-way street, in a car park, in a driveway) and the safety procedures to be observed in these situations.
Be a safe passenger

Students form five groups, each group having one of the Road Safety Photographs 2, nos 5–9 and a sheet of paper headed with the number of the photograph. Student groups look at the photograph and record one safety feature that they can observe. They write a safety message about this feature. Students then pass their photograph and sheet of paper to the next group. The group then reviews the safety message written by the previous group and adds another. Continue until each group has reviewed each photograph. Each group then reviews the safety messages for one photograph and identifies the features that they rate as being the most important. They then incorporate this in a display by listing relevant keywords and by putting speech bubbles on the photograph.

Students develop questions to ask drivers about driving with child passengers. Is a particular passenger behaviour helpful to the driver, or harmful? Students ask two drivers their questions and record the responses. Using this information, students:

- compare and discuss with a partner the responses they obtained. Students then form into small groups and formulate a list of safe passenger behaviours. Have each group join with another group to compare lists and develop a joint list of safe passenger behaviours. Students then combine to develop a single class list of these behaviours.

- write reasons why these behaviours are helpful or harmful and swap their answers with a partner to compare responses. Each pair develops a presentation based on those behaviours they consider to be most helpful and presents their reasons to the class in the form of a poster, role-play, speech, rhyme, song etc.

Resources

- Safety Door stickers from Safety Door Activity Note, RTA Primary Catalogue stock no 1021
- Worksheet 7, Safe Car and Bus Passengers: What happens if ...?, p 53
- Road Safety Photographs 2, nos 5–9
4. Wait till the bus has gone and then use a safe place to cross

Syllabus outcomes

A student:

SLS2.13 Discusses how safe practices promote personal wellbeing.

COS2.1 Uses a variety of ways to communicate with and within groups.

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

V4 Increasingly accepts responsibility for personal and community health.

Indicators

The student, for example:

- Describes safe behaviour as a bus passenger.
- Demonstrates safe behaviour for boarding and alighting from a bus.
- Describes safe pedestrian behaviour after leaving a bus.
- Discusses school rules about bus safety.
- Designs safety promotion communication strategies.
- Considers a range of information sources when determining key passenger safety issues.
- Appreciates the potential impact of peer pressure on the behaviour of bus passengers.

Background notes

- At the bus stop, students should:
  - wait as far away from traffic as possible
  - play games that do not involve running or using equipment
  - keep play equipment in a string bag so items cannot roll away.

- While on the bus, students should:
  - sit in a seat if possible
  - hold a seat grip or safety bar firmly if standing
  - put bags and materials under the seat or in the luggage area inside the bus
  - keep wholly inside the bus
  - allow the driver to concentrate on driving the bus
  - follow the school’s bus safety rules.

- On leaving the bus, students should:
  - be met at the bus stop by an adult
  - wait until the bus has been driven away before using a safe place to cross the road
  - stand a step back from the footpath
  - watch until the traffic has stopped or it is safe to cross the road, turning in both directions to look and listen for traffic
  - walk straight across the road, holding the adult’s hand.
Many students are not met by an adult at the bus stop – especially on the journey home.

Students need to be constantly reminded to not run onto roads and to STOP! LOOK! LISTEN! THINK! every time they cross the road.

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

### Safety near buses

- Using Road Safety Photographs 2, nos 10–12, introduce students to the topic of safety on and near buses. Students then either draw or write about what would be happening before and after each photograph.

- Students review and record the school’s bus rules. Beside each rule, students write an explanation of its importance. Invite the principal or bus personnel to visit the class to talk about school bus procedures. Using word-processing or desktop publishing software, students design a handout/pamphlet outlining the bus rules and their importance and distribute it at a school assembly.

- Students develop questions to ask car drivers about what they need to consider when driving near buses and what road rules they should obey (eg 40km sign and flashing lights on the back of a bus, speed restrictions near schools). Students locate three drivers from the school community who are prepared to be interviewed in the classroom and who will permit the interview to be taped on video or on audio. Using the taped interview, students summarise the drivers’ responses and design a letterbox leaflet entitled ‘Tips for drivers when near buses’.

- Display Stop! ... Think! Photograph 3(b) and discuss the driver’s perspective of the scene with the class. Discuss what the driver can see when near the bus. Then, using Photograph 3(a), students discuss with their partner what the child’s perspective is when near a bus, what the boy can see, and when and where he should cross the road. Students then discuss their responses as a class. Each student then draws or lists three safe pedestrian behaviours to be practised when crossing the road after leaving a bus, explaining why the behaviours are important.
Safe behaviour in buses

- Using Worksheet 8, Fact or Opinion Card Game, p 54, pairs of students cut their worksheet into cards. Students then discuss and decide which card is a fact and which is an opinion and place them into two groups. Students write six more cards of their own using three facts and three opinions. Students move around the class reading one of their statements to another class member who has to judge whether it is fact or opinion.

- Students watch the RTA Stage Two Bus Safety video, Bus Brothers. Students form small groups, each of which is given one of the scenario cards from Worksheet 9, Bus Safety Scenarios, p 55. They do not show it to anyone else. In turn, each group role-plays to the rest of the class the bus-related scenario on their card. After each role-play, students identify the safety message represented and describe why this behaviour is important.

- Have students develop bus safety questions to ask other students or family members who travel by bus; for example, Are there any unsafe or impolite behaviours you are concerned about when travelling by bus? Students survey the bus travellers and collate their concerns. Students present their results to an assembly of bus travelling students and hold a forum in which students can make suggestions about how to deal with the concerns raised. Students design an advertising campaign to promote safe bus behaviour for the school’s situation.

- Students participate in the Road Safety Ludo to improve their recall and revise their understanding of all aspects of passenger and pedestrian safety.

Resources

- Road Safety Photographs 2, nos 10–12
- Stop! … Think! Photographs 3(a) and (b)
- Worksheet 8, Fact or Opinion Card Game, p 54
- Video, Bus Brothers from Stage Two School Bus Safety Resource, RTA Primary Resource Catalogue Number 8036 (released 2001). To arrange this video presentation, contact your local bus operator who will come to your classroom or school.
- Worksheet 9, Bus Safety Scenarios, p 55
- Road Safety Ludo, pp 79–82
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:

**SLS2.13** Discusses how safe practices promote personal wellbeing.

**PSS2.5** Uses a range of problem-solving strategies.

**V4** Increasingly accepts responsibility for personal and community health.

**Indicators**

The student, for example:

- Identifies reasons for wearing a helmet.
- Lists features of a properly fitting helmet.
- Demonstrates procedure for putting on a helmet.
- Summarises legal requirements regarding wearing a helmet.
- Determines ways of increasing safety.
- Designs checklists to use when evaluating correct helmet use.
- Wears a helmet whenever riding or skating.

**Background notes**

- A child must wear a correctly fitted helmet every time they cycle, skateboard, rollerskate, rollerblade or use a scooter.
- The helmet fit should be checked regularly by an adult. It should:
  - fit on top of the head, protecting the forehead
  - fit firmly without wobbling or slipping to the side
  - be buckled firmly under the chin
  - be light-coloured and bright to help make the cyclist more conspicuous.
- When skateboarding, rollerblading, rollerskating or using a scooter, the child should also wear:
  - elbow pads
  - knee pads.
- Cyclists should be aware of the laws relating to footpaths and pedestrians.
- Light-coloured, bright clothing, reflective safety vests and reflective stickers or tape all assist the cyclist to be more conspicuous.
- Bicycle safety features include:
  - bell or horn
  - brakes
  - front white reflector
  - rear red reflector
  - yellow wheel and pedal reflectors.
- 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.
Learning experiences

A helmet keeps me safe

- Show Road Safety Photographs 2, no 13 and Road Safety Photographs 1, no 13 to the whole class. Briefly identify the features of the helmets pictured and invite individual students to suggest and blu-tak labels onto the pictures indicating the features of a helmet.

- Using Worksheet 10, A Cycling Helmet, p 56, ask students to place labels and arrows to identify safety features of a helmet. Jointly construct a ‘quality helmet’ checklist. Use word processing or desktop publishing software to publish the checklist and make copies for the class to distribute to other students.

- Hold a Helmet Day where students, teachers and parents are encouraged to bring their helmets to school. Collect all the helmets and in a central location display them with their owner’s name. In pairs, use the class’s ‘quality helmet’ checklist to evaluate each helmet. Invite the local bicycle shop owner to assist in demonstrating correctly fitting helmets.

- Divide the class into two teams and sit in a circle alternating team A and team B players. Begin the sentence ‘I like to wear my helmet because …’ and/or ‘My helmet keeps me safe because …’. Each child must finish the sentence with a reason which is different from the other reasons given. Teams may select the order in which they sit and may have five minutes brainstorming time before the game begins. Formulate a class list of positive reasons for wearing a helmet and display this around the school.

- Students nominate their preferred response to someone who tries to encourage them to not wear a helmet. You may find Fact Sheet D, Road Safety for Bicycles, Rollerblades, Scooters and Skateboards, p 62, useful in this activity.

- Display why it is important to protect the brain. Students develop a protective device for an egg, using Worksheet 11, Protecting an Egg, p 57. Discuss what could happen if you don’t wear a helmet.

Wear the hardware

- Form groups of five or six students. Give each group five minutes to brainstorm all the reasons we should wear a helmet. Ask each student to nominate the student’s top three reasons by writing the numbers 3, 2 and 1 next to the reasons, in order of importance. After each group member has written their scores, the group leader adds up the scores for each reason to determine the group’s top three. The group writes down its top three reasons and their scores. As the groups give feedback, facilitate a discussion on the similarities in order to clarify values. Ask the students to survey their family members to find out their top three reasons for wearing a helmet.
Explore the statement, ‘It should be left to the individual to decide whether or not to wear a helmet’. Following this discussion, read out reasons for not wearing a helmet and have two class teams take turns presenting a counter view.

- Have students use publishing software to develop one of the following:
  - a poster describing correct helmet fit – to be displayed in prominent locations in the school
  - a wallet-sized card explaining correct helmet fit – to be distributed to all bike owners in the school community, and copies of the card could be given to the local bike shop for distribution to its customers
  - an ad for helmet wearing that could be included in a cycling magazine.

- Students brainstorm a list of other protective clothing and safety devices that are used when riding a bicycle, using a scooter, rollerblading, rollerskating and skateboarding. Design and draw a range of protective clothing and safety devices for these activities.

**Resources**

- Road Safety Photographs 1, no 13
- Road Safety Photographs 2, no 13
- Worksheet 10, A Cycling Helmet, p 56
- Worksheet 11, Protecting an Egg, p 57
- Fact Sheet D, Road Safety for Bicycles, Rollerblades, Scooters and Skateboards, p 62

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**Safety on Wheels Messages**

- ALWAYS WEAR YOUR HELMET WHEN YOU RIDE OR SKATE
- RIDE YOUR BIKE AWAY FROM THE ROAD
2. Ride your bike away from the road

Syllabus outcomes

A student:

SLS2.13 Discusses how safe practices promote personal wellbeing.

PSS2.5 Uses a range of problem-solving strategies.

V4 Increasingly accepts responsibility for personal and community health.

Indicators

The student, for example:

• Displays an understanding of cycling safety issues affecting children.
• Describes features of a safe off-road cycling place.
• Describes a simple size test for a bicycle.
• Identifies places in the local area that are safe for cycling.
• Appreciates the importance of carrying out a six point safety check with adult assistance before cycling.

Background notes

■ Safe places to ride on bicycles, skateboards, rollerskates, rollerblades and scooters are away from roads, vehicles and driveways. A fence and gate help make a place safer for riding on wheels.

■ The most suitable place to use a scooter, rollerblade, rollerskate or skateboard is an area designed for these activities.

■ Children should obey the signs on footpaths and shared pathways. It is the responsibility of the rider to avoid collisions with pedestrians on pathways.

■ A designated cycle path, if there is one in the area, is the best place for cycling.

■ A simple size test for a bicycle is to have the cyclist sit on the seat and hold the handlebars: the cyclist’s feet should touch the ground comfortably.

■ Children require adult assistance to carry out a six point safety check every time a bicycle is ridden. Items for checking include bell, brakes, reflectors, chain, tyres and pedals.

■ Children require adult supervision when cycling, skateboarding, rollerskating, rollerblading or riding on a scooter.

■ 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.
Learning experiences

Cycling off the road

- Divide the class into small groups and allow two to three minutes for the group to write responses to the question ‘Why is it dangerous for children to ride on the road?’ At the end of the time, each group passes its piece of paper to the next group for them to add different responses. Continue this for three rotations, then formulate a class list.

- Show Road Safety Photographs 2, nos 14, 15 and 16, which show safe places to cycle. Divide the class into two groups, each group to work in pairs. One group makes a list of what makes a safe off-road riding place (eg away from traffic, in a fenced area, close to adult supervision, away from driveways). The other group makes a list of places that are unsafe for off-road bicycle riding (eg car parks, driveways, near parked cars, on footpaths). Present this information in the form of two lists.

- Invite families, the local paper and local council to send in any photographs (or photocopies of photographs) they might have of local places where children could ride away from traffic. Using the two lists from the previous learning experiences, suggest why they are safe or unsafe places to ride their bicycles, skateboards, rollerskates and rollerblades.

- In small groups, ask students to design an area in a park which is specifically designated for bicycles, rollerblades, rollerskates and skateboards, or an off-road cycle track. Use Road Safety Photographs 2, nos 14, 15 and 16 as examples of cycle paths. In small groups, use class construction equipment to make a model of a safe off-road cycle path. Mark all safety features with a small flag or label. Have each group present and describe their model to the class highlighting the safety features.

- Use the Barrier Games to identify safe places to ride and areas that are particularly dangerous for young cyclists. Discuss the range of hazards that the traffic environment can present for cyclists.
Maintaining your bicycle

- Invite a representative from a local cycling shop or club to demonstrate a simple size test and some basic bike maintenance to the class. Each child recalls the demonstration and lists some instructions for maintaining a bicycle and checking that a bicycle is the correct size. Jointly develop a combined check list on an OHT, and duplicate the check list for each student to take home so that parents and students can work together to carry out the bicycle maintenance check on their bikes.

- Compare the poster, *Bicycle Maintenance Guide*, RTA stock no 6014, with the check list developed by the class.

- Use Fact Sheet B, *Bicycle Size and Maintenance Check*, p 60, to develop a pamphlet for parents/caregivers to use as a guide about bicycle maintenance and correct sizing.

Resources

- Road Safety Photographs 2, nos 14–16
- Fact Sheet B, *Bicycle Size and Maintenance Check*, p 60
- Fact Sheet C, *Some Information about Children and Cycling*, p 61
- Construction equipment
- Poster, *Bicycle Maintenance Guide*, RTA Primary catalogue stock no 6014
- *Barrier Games*, pp 68–78
- Fact Sheet D, *Road Safety for Bicycles, Rollerblades, Scooters and Skateboards*, p 62
Appendices

Section 4

Contents

1  Worksheets
2  Take Home Note
3  Fact Sheets
4  Games
Why is it unsafe to cross from between parked cars?
Why is it unsafe to cross on or near a curve in the road?
Worksheet 1 (c)
Unsafe Places To Cross

Why is it unsafe to cross in this situation?
Why is a crest such as this an unsafe place to cross?
Worksheet 1 (e)

Unsafe Places To Cross

Why is it unsafe to cross when a bus is near?
Worksheet 1 (f)

Unsafe Places To Cross

Why it is important for a pedestrian to be seen by drivers when crossing?
Worksheet 1 Answer Sheet

(a) It is unsafe to cross from between parked cars because you cannot see the traffic clearly and the drivers in the traffic cannot see you.

(b) It is unsafe to cross on or near a curve in the road because it is difficult to see approaching traffic. It is also difficult for drivers to see pedestrians. When crossing the road it is important for pedestrians to have a straight line of vision between themselves and approaching vehicles.

(c) It is unsafe to cross in this situation because the roadway has several lanes and is busy. A pedestrian facility is not available and drivers would not expect to see pedestrians crossing the road. They would not have a clear vision of pedestrians.

(d) A crest in the road is an unsafe place to cross because the vision of both pedestrians and drivers is limited. By the time a driver saw a pedestrian, the driver might not have sufficient braking time to avoid the pedestrian.

(e) It is unsafe to cross when a bus is near because the bus might hide the pedestrian from the view of the drivers in the traffic. Drivers might not have sufficient braking time to avoid a collision with the pedestrian. The bus will also obscure the pedestrian’s view of the traffic environment.

(f) It is important for pedestrians to be seen by drivers when crossing so that the drivers have sufficient braking distance to allow the pedestrians to cross the road safely.
Worksheet 2

Safe Places to Cross the Road

1. Fill in the blank spaces using the words from below the box.

The safest place to cross the road is at any marked crossing. If there is no ______ crossing, the safest place will be any ______ where you can see cars and car drivers can see you clearly. The traffic ______ is constantly _______, therefore the safest place to ______ the road can ______. Never assume that ______ will stop because you are on a ______ crossing. Remember to take ______ because cars don’t always ______.

☐ care  ☐ change  ☐ changing  ☐ cross  ☐ environment
☐ marked  ☐ pedestrian  ☐ stop  ☐ place  ☐ traffic

2. Describe two safe places to cross the road in your local area:

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________

3. What could change to make these two safe places unsafe?

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________

4. Describe two unsafe places to cross in your local area:

_________________________________________________________________________________________________________
_________________________________________________________________________________________________________

5. I can make my pedestrian behaviour safe if I

STOP! What for? ________________________________

LOOK! What for? ______________________________

LISTEN! What for? ______________________________

THINK! What about? ______________________________
Worksheet 3

Pedestrian Behaviour: Track a Pedestrian

Select a number of pedestrians in your area and assess their level of safe behaviour.

Your location: _______________________________ Your name: _________________________________

<table>
<thead>
<tr>
<th>PEDESTRIAN</th>
<th>Safest Place To Cross?</th>
<th>Stop?</th>
<th>Look and Listen?</th>
<th>Walk Sensibly?</th>
<th>Safety rating</th>
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</thead>
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<tr>
<td>TOTALS</td>
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</tbody>
</table>

How many pedestrians followed the safest possible crossing procedures?
____________________________________________________________________________________

Think of three things you could do to improve crossing behaviour near your school.

1.__________________________________________________________________________________

2.__________________________________________________________________________________

3.__________________________________________________________________________________
**Worksheet 4**

**The Changing Traffic Environment**

1. Record information from your local traffic environment in the table below.

<table>
<thead>
<tr>
<th>Time</th>
<th>Number of Moving Vehicles</th>
<th>Number of Stationary Vehicles</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

2. Use the information you collected to construct a graph showing number of vehicles at different times of the day.

![Graph](image)

3. Sketch the traffic at this spot at different times of the day.

<table>
<thead>
<tr>
<th>Time:</th>
<th>Time:</th>
</tr>
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<tbody>
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</tbody>
</table>
### Worksheet 5

**Pedestrian Scenario Cards**

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Safety Tip</th>
</tr>
</thead>
<tbody>
<tr>
<td>A father and his three children (aged 3, 5 and 7) want to cross the road. How can they do this and still hold hands?</td>
<td>My baby brother’s stroller is a bit hard to push so Mum can’t let go of the handles. How do I make sure that I stay safe?</td>
</tr>
<tr>
<td>My Dad, sister and I have gone to pick up Aunty Marg from the railway station. Dad is carrying one of Aunty Marg’s suitcases and Aunty Marg is carrying the other. Whose hand or what can I hold to stay safe?</td>
<td>On the way to the shops, my sister and I hold Mum’s hands, but when Mum has her hands full of shopping bags this is not possible. What can I do to stay safe?</td>
</tr>
<tr>
<td>My Mum, Dad, sister Nina and I have cleaned out our cupboards. We have four bags full of old things that we have to carry from our car, through the car park, to the collection bin. How should we do this? What should we be looking out for?</td>
<td>Our school is a short walk from our house. My sister Adele and I hold hands with our older brother Aaron, all the way there. Last week Aaron had to carry a project to school. What do you think we did to keep safe when crossing the road?</td>
</tr>
<tr>
<td>My friends, Darie, Sarah and Jen, have come to visit and we have decided to walk to the park with my mum. What should we do to cross the road safely?</td>
<td>My friends and I like to play tag in my backyard. What should they do to keep safe when they walk home?</td>
</tr>
<tr>
<td>My younger brother Ben sometimes refuses to hold our hands when we walk to school. What can I do to encourage him to do the safest thing?</td>
<td>My big sister and I take our dogs, Spike, Silky and Buster, for a walk every evening. How can we hold the dogs’ leads and still cross the road safely?</td>
</tr>
</tbody>
</table>
# Guidelines for Pedestrians

<table>
<thead>
<tr>
<th>Guidelines for Pedestrians</th>
<th>by</th>
<th>class.</th>
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</thead>
</table>

School Crest
Guidelines for Pedestrians:
Always remember ...

<p>| | | | | |</p>
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</table>

Move Ahead with Street Sense
Worksheet 7  
**Safe Car and Bus Passengers: What happens if ...?**

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Scenario</th>
</tr>
</thead>
<tbody>
<tr>
<td>What happens if you can’t get out of the car on the footpath side because the baby capsule is in the way?</td>
<td>What happens if you are trying to leave a crowded bus and you are wearing a backpack?</td>
</tr>
<tr>
<td>What happens if there are not enough seatbelts in the car for passengers?</td>
<td>What happens if you are catching a bus and you have your bag and a basketball to take home?</td>
</tr>
<tr>
<td>What happens if you are sitting in the car next to the road-side passenger door and you are the only person getting out of the car?</td>
<td>What happens if you are sitting at the back of a crowded bus and you want to get off at the next stop?</td>
</tr>
<tr>
<td>What happens if you have your school bag and shopping bags in the back seat?</td>
<td>What happens if you get onto a crowded bus and you have to stand?</td>
</tr>
<tr>
<td>What happens if your seatbelt is twisted?</td>
<td>What happens if you are taking your little brother home on a crowded bus?</td>
</tr>
<tr>
<td>What happens if the back seat is full?</td>
<td>What happens if you need to cross the road after leaving the bus?</td>
</tr>
<tr>
<td>What happens if there is no-one to meet you at the bus stop?</td>
<td>What happens if your mother is waiting for you across the road from the bus stop?</td>
</tr>
</tbody>
</table>
# Worksheet 8

## Fact or Opinion Card Game

<table>
<thead>
<tr>
<th>Fact</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buses are more fun than cars.</td>
<td>A bus stop can sometimes be a dangerous place for children.</td>
</tr>
<tr>
<td>There is no need to buckle up when you are not going far in the car.</td>
<td>Putting any part of your body outside the bus is dangerous.</td>
</tr>
<tr>
<td>All little kids love ice-cream.</td>
<td>I think babies look cute in a baby restraint.</td>
</tr>
<tr>
<td>To be safe, when you get off the bus you always have to wait until the bus has driven away before using the safest place to cross the road.</td>
<td>Always buckle up. Many accidents happen close to home.</td>
</tr>
<tr>
<td>Wearing a seatbelt protects your body from injury in a car crash.</td>
<td>It is dangerous to leave bags in the bus aisle.</td>
</tr>
<tr>
<td>All drivers of motor vehicles must wear a seatbelt.</td>
<td>School age children are old enough to cross the road alone.</td>
</tr>
</tbody>
</table>
## Worksheet 9

### Bus Safety Scenarios

<table>
<thead>
<tr>
<th>Scenario 1</th>
<th>Scenario 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the bus stop, stand well back from the bus as if you are waiting for it to arrive.</td>
<td>At the bus stop, play a game that does not involve running or using balls.</td>
</tr>
<tr>
<td>Begin inside the bus. When everyone is in place, leave the bus sensibly.</td>
<td>Pretend to be riding on the bus, talking quietly or doing a quiet activity so that you don’t distract the driver.</td>
</tr>
<tr>
<td>Form a line waiting to board the bus. Get on board the bus after the others have left it.</td>
<td>Take a pencil and notepaper with you on the bus. You are an invisible observer. Have a look at what everyone else is doing and note any unsafe practices.</td>
</tr>
<tr>
<td>Take your bags to the bus. Enter the bus and sit down. Put your bags in a safe place.</td>
<td>Pretend there are no seats for you on the bus. Stand inside the bus away from the doors and in a place that will not block the driver’s view. Hold on.</td>
</tr>
<tr>
<td>Pretend you want to cross the road. Stand away from the back of the bus and wait for it to leave.</td>
<td>Pretend you are parents waiting to meet your children. Make sure you are on the same side of the road as the bus stop.</td>
</tr>
</tbody>
</table>
Cut out the circles and stick each one on the picture with an arrow to what it describes.

When correctly worn, the helmet protects your forehead.

The helmet has a shell that protects your head from the impact of a fall or blow.

A bicycle helmet is designed so that the ears are not covered. The cyclist needs to hear the sound of the traffic.

The straps are adjusted so that the helmet can’t move forward or backward.

The chin strap needs to be done up firmly to keep the helmet in place.

When correctly worn, the helmet protects your forehead.

The ventilation holes ensure that your head stays cool.
Worksheet 11

Protecting an Egg

What you need:

- Egg
- Polystyrene cups
- Paper, cardboard, plastic, sticky tape, paper clips
- Bucket of water
- Tray of sand
- Area of grass
- Area of cement

Here’s what to do:

1. Design and make a protective cover for your egg using the materials listed.
2. Drop the covered egg into a bucket of water, onto a tray of sand, onto a patch of grass and onto cement.
3. Complete the table below to indicate what happened to the cover and the egg each time the egg was dropped:

<table>
<thead>
<tr>
<th>Egg cover</th>
<th>Egg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water</td>
<td></td>
</tr>
<tr>
<td>Sand</td>
<td></td>
</tr>
<tr>
<td>Grass</td>
<td></td>
</tr>
<tr>
<td>Cement</td>
<td></td>
</tr>
</tbody>
</table>

Discuss

What could you add to the egg’s cover to provide better protection?
What would happen to the egg if its cover wasn’t properly fastened?
How are the egg’s cover and a bicycle helmet alike?
What might happen to your head if your bicycle helmet wasn’t fitted properly?
Take Home Note

Stop! Look! Listen! Think!

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.

<table>
<thead>
<tr>
<th><strong>Stop! Look! Listen! Think! Every Time You Cross the Road</strong></th>
<th><strong>Some things to talk about and practise</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ We stop one step back from the kerb</td>
<td>❑ When it is safe to cross, we walk straight across the road – turning our heads both ways to look and listen for traffic</td>
</tr>
<tr>
<td>❑ Why we always stop</td>
<td>❑ We hold hands while crossing</td>
</tr>
<tr>
<td>❑ Stop means stop completely</td>
<td><strong>At pedestrian lights we practise:</strong></td>
</tr>
<tr>
<td>❑ We hold hands while we are stopped</td>
<td>❑ Identifying the red ‘DON’T WALK’ signal and what it means</td>
</tr>
<tr>
<td>❑ When we stop, we LOOK! LISTEN! THINK!</td>
<td>❑ Identifying the green ‘WALK’ signal and what it means</td>
</tr>
<tr>
<td>❑ We turn our heads both ways to look and listen for traffic</td>
<td>❑ Not leaving the kerb if the red ‘DON’T WALK’ signal is showing</td>
</tr>
<tr>
<td>❑ What we look and listen for</td>
<td>❑ Only ever starting to cross when the green ‘WALK’ signal is showing</td>
</tr>
<tr>
<td>❑ How long we look and listen</td>
<td>❑ Pressing the button and waiting for the green ‘WALK’ signal to appear</td>
</tr>
<tr>
<td>❑ What things stop us from hearing and seeing?</td>
<td>❑ Understanding that cars are supposed to stop when the ‘WALK’ sign appears, but sometimes they might not</td>
</tr>
<tr>
<td>❑ We must never be in a hurry to cross the road</td>
<td></td>
</tr>
<tr>
<td>❑ Cars don’t always stop when they are supposed to</td>
<td></td>
</tr>
<tr>
<td>❑ We think about and check all the places from where traffic might come unexpectedly</td>
<td></td>
</tr>
<tr>
<td>❑ Do we have plenty of time to cross?</td>
<td></td>
</tr>
<tr>
<td>❑ Why we think it is safe to cross</td>
<td></td>
</tr>
</tbody>
</table>

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

**HOLD AN ADULT’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/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.
Fact Sheet A

Seatbelt Safety

- When travelling in a car, all children should be restrained in an approved seatbelt or restraint.
- In New South Wales in 1998 more than 975 children aged 4-10 years were killed or injured on our roads.
- Over a third of the children killed in traffic accidents are passengers.
- Most accidents occur close to home. A seatbelt must be worn on both short and long trips.
- Seatbelts prevent your children being injured or even killed. Some children need assistance to adjust their seatbelts correctly, and may be reluctant to request assistance – particularly when travelling in friends’ cars.
- No restraint will give protection unless it is properly fitted and adjusted.
- Children learn through the example of those around them so make sure that you ‘buckle up’ on even the shortest trip.
- Wearing the wrong-sized restraint or a seatbelt that is poorly adjusted can cause injury to the child in the event of an accident.
- 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

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.
Fact Sheet B

Bicycle Size and Maintenance Check

- 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 for 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.
- A safety pennant, safety vest and light-coloured, bright clothing will assist in making a cyclist conspicuous 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.
- Children require adult supervision when riding a bike or playing on a skateboard, rollerskates or rollerblades.

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

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Fact Sheet C

Some Information About Children and Cycling

Cycling accidents
- In NSW in the period 1996–98 there were 253 pedal cyclist casualities aged 5–9 years and 686 aged 10–14 years.
- In the 5–9 age group, pedal cyclists account for 11% of the road-related casualities.
- In the 10–14 age group, pedal cyclists account for 21% of the road-related casualties.
- 35% of pedal cyclist casualities aged 5–9 years were not wearing a helmet.
- Hospital figures show that head injuries account for up to 85% of bicycle fatalities.
- For every cyclist killed another 20 are admitted to hospital.
- It is estimated that only 1 in 30 bicycle injuries is reported.
- Males make up over 80% of the cyclist casualties.
- Most bicycle accidents occur because of cyclist error.

Abilities of younger children
- Pedalling and balancing skills are developed rapidly by most children, but many other complex skills are required for on-road cycling.
- A young child’s perceptual abilities are not fully developed.
- Scanning, judging speed and judging distance are not performed efficiently by children.
- The young child often rides with head down, concentrating on pedalling, not on the traffic.
- The young child often behaves unpredictably, reacting to a situation on the spur of the moment without anticipating the consequences.
- The reflexes of a young child are much slower than those of an adult.
- The young child finds braking difficult in an emergency.
- Children under ten years of age have not developed the skills, maturity or attitudes to enable them to cycle on the road.
- Children require on-going assistance from adults to develop these skills gradually in safe, off-road situations.

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## Fact Sheet D
### Road Safety for Bicycles, Rollerblades, Scooters and Skateboards

<table>
<thead>
<tr>
<th>What the law says</th>
<th>Safety advice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bicycles</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Helmets</strong></td>
<td>Helmets must be securely fastened. Make sure your helmet fits you correctly and check it regularly for damage.</td>
</tr>
<tr>
<td>All riders of bicycles must wear a helmet displaying a sticker saying the helmet has been approved by Standards Australia.</td>
<td></td>
</tr>
<tr>
<td><strong>Riding on the footpath</strong></td>
<td>When riding a bike make sure you don’t get in the way of pedestrians. Take extra care so that your cycling isn’t dangerous, especially to older people.</td>
</tr>
<tr>
<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.</td>
<td></td>
</tr>
<tr>
<td>Riders must keep to the left and they must give way to pedestrians.</td>
<td></td>
</tr>
<tr>
<td><strong>Riding on the road</strong></td>
<td></td>
</tr>
<tr>
<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.</td>
<td>Until they are 10 years old, children should cycle in a safe place off the road and away from vehicles and driveways.</td>
</tr>
<tr>
<td>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.</td>
<td>Children between 10 and 12 should do their cycling away from busy roads.</td>
</tr>
<tr>
<td>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>Cyclists should wear a bright helmet and bright clothing and have extra equipment such as flags and reflectors to make themselves more visible.</td>
</tr>
</tbody>
</table>

| Scooters |               |
| Children under 12 may ride a scooter on the footpath unless specifically prohibited by signs. | 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. |
| For scooter riders aged 12 or more, the laws described above for cyclists apply. | Anyone who rides a scooter should wear a helmet and protective gear such as knee pads and elbow pads. |
| Powered scooters cannot be registered and therefore should only be used on private land. |               |

| Skateboards and Rollerblades |               |
| Skateboards and rollerblades may be used on the footpath regardless of the rider’s age, unless there are signs specifically prohibiting them. | It’s best to ride a skateboard and rollerblades in areas set aside and designed for their use. |
| Skateboarding on the road can only be done on minor roads (those with no lane lines marked) and can only be done between dawn and dusk. | Anyone who rides a skateboard or rollerblades should wear a helmet and protective gear such as knee pads and elbow pads. |

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 E

Children’s Limitations in the Traffic Environment

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.
Fact Sheet F (page 1 of 2 pages)

Child Accident Statistics

Underlying Cause of Accidental Death of 5 to 9-year-olds in NSW in 1997
(Source: Australian Bureau of Statistics, 1998)

Underlying Cause of Accidental Death of 10 to 14-year-olds in NSW in 1997
(Source: Australian Bureau of Statistics, 1998)

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 F** (page 2 of 2 pages)

**Child Accident Statistics**

Road User Casualties Aged 4 to 10 Years in NSW in 1998
(Source: RTA, 1999)

Road User Casualties Aged 10 to 12 Years in NSW in 1998
(Source: RTA, 1999)

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.
Games Instructions

Walking Home Safely Game

This game tests pedestrian knowledge as the players travel from school to home. They revise their understanding of safe crossing procedures and discuss pedestrian behaviours that are safe and unsafe.

The teacher:

• constructs a large dice from a photocopy of page 67 of this booklet
• provides a marker for each student
• provides a standard dice for the group.

The game commences with one player throwing a standard dice and moving the number of spaces indicated. When a player lands on a ‘Hold an adult’s hand’ square, the player throws the large dice. If ‘Wait’ is the result, the player goes no further until their turn comes around again. If the result is ‘Hold an adult’s hand’, the player can throw the standard dice again and move forward.

When a player lands on a green or red square they

• describe why the behaviour is safe or unsafe
• move forward or backward as indicated.

The first player to arrive home safely is the winner.
Walking Home Safely Dice

Hold an adult’s hand

Hold an adult’s hand

Wait

Hold an adult’s hand

Hold an adult’s hand

Wait
Barrier Games

The Barrier Games are two different games designed to reinforce students’ understanding of the traffic environment, safe and unsafe places and safe pedestrian behaviour. It is important that teachers provide prior learning opportunities about road safety issues so that students are familiar with various traffic facilities before they attempt the games.

If the games are played in the following order, students will go from simple identification and knowledge to more complex communication, analysis and problem solving.

The games are to be used as part of a teaching and learning sequence and not in isolation. They should stimulate discussion as players help each other to make safe decisions about dealing with the traffic environment.

Game One – Street Sensible

Teachers will need to provide the markers and to cut the cards from photocopies of pages 70–74.

This game can be used in different ways.

- As an activity for the whole class, the teacher or a student reads the questions aloud; each class member has a photocopy of the board upon which they place their markers.
- The game can be played with one copy of the board shared between each pair of players.
- It can be played with one board between two players, with a third player reading the questions in turn to each of the other two players.
- It can be a small-group activity for five to six students; one student reads the cards while each of the other players uses a photocopy of the board.

The following information will assist teachers to direct students to play the game.

What do you need to play Street Sensible?

- Photocopies of the Barrier Game board
- At least two players
- 20 question cards with the answers (pages 70–74)
- 10 markers for each player. A different colour or shape for each player
- Additional items are required depending on the group size.
What is the game about?

The aim of the game is for students to explore safe practices and safe places in and near the traffic environment.

Language that needs to be discussed before playing the game:

car park entrance, signalised crossing, roundabout, pedestrian refuge, pedestrian overpass.

How to play Street Sensible

- The deck of question cards is shuffled and placed face down.
- The players decide who gets the first turn to answer a question by tossing a coin or throwing a dice.
- The question-reader picks up the first card and reads the question aloud. (If there are only two players, they take it in turn to read the questions to each other.)
- The player(s) respond to the question by placing their markers on the board.
- The players check their answers against those on the card.
- If players cannot decide whether an answer is correct, they should discuss it with their teacher.
- The next card is taken from the top of the deck for another question.
- More than one marker may be placed on the same place or people, unless the card says not to do this.
- Some question cards are called ‘bonus cards’. A player gets a free turn if they can answer a bonus card question correctly. The next card from the deck is read to them.
- The game is over when each player has all 10 markers correctly placed on the board.
**Place markers on two places that would NEVER be a good place to cross the road.**

Answers could be:
- across the roundabout
- at the car park entrance
- opposite the car park entrance
- anywhere there is not a clear view of the traffic
- anywhere that you don’t hold an adult’s hand.

**Place markers on three pieces of playing equipment that do not start with the letter ‘S’.**

Answers could be:
- hockey stick
- goals
- basketball
- basketball backboard and ring
- hop scotch square.

**Place markers on two safe places to play away from traffic.**

Answers could be:
- the park with the playground equipment
- on the sporting field with the hockey goals
- in the school grounds
- in the yards of the houses.

**Place markers on two places where people should hold hands to keep safe when using the road, footpath or car park.**

*Do not choose the three places where hand holding is already shown on the board.*

Answers could be:
- pedestrian crossing near the video shop
- children’s crossing near the school
- pedestrian refuge near the houses
- at the bus stop after getting off the bus
- any of the footpaths
- the car park
- any place where someone might decide to cross the road (if you think it is a safe place).
Place markers on two different trucks or vans.
Answers could be:
- the milk van
- the chocolate truck
- the semi-trailer near the video store
- the bones van.

Place markers on two different cars or bicycles.
Answers could be:
- any one of the cars
- the mini-bus in the car park
- the bike on the cycleway.

Place markers on two shops that sell food.
Answers could be:
- butcher
- fruit and vegetable market
- milk bar.

Place markers on two shops that sell things other than food.
Answers could be:
- chemist
- hardware
- video store.
| Place markers on three pieces of playing equipment that start with the letter ‘S’. Answers could be:  
- swings  
- seesaw  
- slippery dip  
- skipping rope. | Place markers on two places where people are shown holding hands to keep safe when using the road, footpath or carpark. Answers could be:  
- outside hardware shop  
- crossing pedestrian overpass  
- walking on the footpath near the milk bar. |

| Bonus Card  
Place a marker on a place where you would stand safely after getting off the bus. Answer  
- The bus stop near the school.  
**Bonus** If the player gets this right give them a free turn and read another question. | Bonus Card  
Place a marker on a person who is wearing a helmet while riding a bicycle. Answer  
- Person riding their bike on the cycle track in the park.  
**Bonus** If the player gets this right give them a free turn and read another question. |
Bonus Card

Place a marker on a group of people who are doing Stop! Look! Listen! Think!
Answer
• Three people outside hardware shop.
Bonus If the player gets this right give them a free turn and read another question.

Bonus Card

Place a marker on one place where you would click clack front 'n' back when travelling. You can't choose one that is already taken by a marker.
Answer
• Choose any one of the cars, buses or trucks shown.
Bonus If the player gets this right give them a free turn and read another question.

Bonus Card

Place a marker on this unsafe place to cross the road. Use these clues:
Your friend called you and your older brother across the road.
The friend said, ‘Hurry up, we need two extra players for hockey.’
You just finished playing hopscotch.
You are standing under a tree.
You think to yourself, ‘No way!’ and you walk down the footpath to the pedestrian crossing.
What is the unsafe place to cross?
Answer
• The unsafe place is the road near the tree and the school sign.
Bonus If the player gets this right tell them to place three markers on the spot.

Bonus Card

Place a marker on a person who is riding their bike safely away from the road.
Answer
• Person riding their bike on the cycle track in the park.
Bonus If the player gets this right give them a free turn and read another question.
**Bonus Card**

**Place a marker on this unsafe place to ride your bike. Use these clues:**
You and your mother are trying to decide where to ride your bikes together.
You are in the unsafe place to ride. There are lots of cars but none of them are moving at the moment.
You decide to go to the park to ride.
You wheel your bikes down the footpath and over the pedestrian overpass to get to the park.
What is the unsafe place to ride your bike?

**Answer**
- The unsafe place is the car park.

**Bonus** If the player gets this right tell them to place three markers on the spot.

**Bonus Card**

**Place a marker on this unsafe place to cross the road. Use these clues:**
You and your father need to get to house number 12 in a hurry.
You are standing looking at the unsafe place to cross.
You can hear lots of barking.
To cross here would be quickest but it is unsafe.
You decide to cross two straight roads instead.
What is the unsafe place to cross?

**Answer**
- At the roundabout.

**Bonus** If the player gets this right tell them to place three markers on the spot.

**Bonus Card**

**Place one marker in a place where you would always buckle up in your seatbelt when travelling. You can’t choose one that is already taken by a marker.**

**Answer**
- Choose any one of the cars, buses or trucks shown.

**Bonus** If the player gets this right give them a free turn and read another question.

**Bonus Card**

**Place one marker near the school would you get in and out of the car on the footpath side.**

**Answer**
- Choose any of the parking places outside the school.

**Bonus** If the player gets this right give them a free turn and read another question.
**Game Two – Street Sense Partners**

Teachers will need to provide the markers and to cut the cards from photocopies of pages 76–78.

**This game can be used in different ways.**

- As an activity for the whole class, the teacher or a student reads the directions aloud; each class member has a photocopy of the board on which they mark their journey.
- The game can be played with two players; each has a photocopy of the board and there is a barrier between them so that they cannot see their partner’s board.
- It can be played with four players, the barrier dividing them into two pairs; each pair works as a team to read the directions to the other pair and to follow their directions.

As a player is guided by their partner and marks their journey, they might also mark out areas for discussion that could later form the basis of a group work or a problem-solving session for the whole class.

The following information will assist teachers to direct students to play the game.

**What do you need to play Street Sense Partners?**

- At least two players.
- One copy of the Barrier Game board for each player.
- A barrier so that partners cannot see each other’s board.
- Five guide cards (pages 76–78).
- One marker for each player or coloured textas for them to mark their journey on their photocopy of the board.

**What is the game about?**

The aim of the game is for players to assist each other to travel safely to difficult places on the board.

**Language that needs to be discussed before playing the game:**

opposite, pedestrian overpass, children’s crossing, pedestrian refuge, reversing.

Discussion is also needed about turning right and left from different directions on the board.

**How two players play Street Sense Partners**

- Each player has a copy of the board. The barrier prevents them seeing their partner’s board.
- They decide who will go first by tossing a coin or throwing a dice.
- The player going first chooses one card from the pack of five cards and places a marker on where the card says they are to wait for their partner. They must not tell their partner what place it is.
- The first player is the guide and reads out the instructions on the card to assist the partner to travel safely to the meeting place.
- Partners have to listen carefully to the directions.
- When the partner arrives at the meeting place, the guide asks them a road safety question about the journey.
- Players swap roles.

When the game is being played as a whole-class activity, the teacher or student reading the directions knows the answer but keeps it secret.

When four people are playing together, one pair acts as one partner and the other pair acts as the other partner.
**CARD 1**

Place your marker at the milk bar. Do not let your partner see where you put the marker.

**GET YOUR PARTNER AND THEIR OLDER BROTHER TO MEET YOU AT THE MILK BAR.**

*Read these instructions to your partner*

- You and your brother are just inside the school gate at the front of the school where the school sign is.
- Walk out the gate and onto the footpath.
- Do not run onto or cross the road.
- Walk towards the bus stop.
- Stay as close to the school fence as possible.
- Stop at the children’s crossing.
- Stop! Look! Listen! Think! because you are going to cross the road.
- Make sure that the road is clear or the traffic has stopped before you cross the road.
- Turn right on the footpath after you have crossed.
- Walk on the footpath past the hockey field on your left.
- Ask your brother if he would buy you something to eat.
- Look for the tall building that has tables and chairs outside it.
- Where am I waiting for you?
  AT THE MILK BAR.

*Now ask your partner this question*

Why did I get you to walk to the children’s crossing instead of crossing the road outside the school gates?

*Answer*

It was safer to walk to the children’s crossing and cross there.

---

**CARD 2**

Place your marker at the dog kennel. Do not let your partner see where you put the marker.

**GET YOUR PARTNER AND THEIR MOTHER TO MEET YOU AT THE DOG KENNEL.**

*Read these instructions to your partner*

- You are waiting with your mother on the footpath near the slippery dip at the park.
- You are waiting as close to the fence as possible.
- Walk on the footpath around the park until you reach the pedestrian overpass.
- Walk up the steps and across the bridge.
- At the end of the bridge turn right.
- Walk on the footpath to the car park entrance.
- Stop at the driveway entrance to the car park to check for cars coming or going (check that milk van behind you!).
- Continue to walk down the footpath.
- Say ‘Hello’ to Joe the butcher.
- Walk past Sal’s Chemist.
- Wait at the corner.
- Stop! Look! Listen! Think! because you are going to cross the road.
- Remember to make sure the road is clear before you cross.
- Cross the road but keep checking the roundabout to your left and the corner to your right. They are dangerous.
- Stop at the place where they are dreaming of bones.
- Where am I waiting for you?
  AT THE DOG KENNEL.

*Now ask your partner this question*

When you crossed the road beside the chemist, why did I ask you to check the roundabout and the corner?

*Answer*

It is safer to cross if there are no cars coming.
### CARD 3

Place your marker at house number 12. Do not let your partner see where you put the marker.

GET YOUR PARTNER AND THEIR FATHER TO MEET YOU AT HOUSE NUMBER 12.

**Read these instructions to your partner**
- You and your father are at the video store.
- Leave the store and walk towards the pedestrian crossing.
- Stop reading that video cover and eating those lollies. Concentrate!
- You are going to use the pedestrian crossing and you will need to Stop! Look! Listen! Think!
- Remember to make sure the traffic has stopped before you cross.
- Watch that truck! Has it stopped?
- Cross the road and continue on the footpath in a straight line after crossing.
- The car park is now on your right.
- Walk on the footpath as close as possible to the car park fence.
- Stop opposite the pedestrian refuge.
- Stop! Look! Listen! Think! before and as you cross the road.
- Remember to make sure the road is clear before you cross.
- Say to yourself that cars do not have to stop at pedestrian refuges, so be careful.
- Keep hold of Dad’s hand as you cross. He might decide to stop in the refuge in the middle of the road if any cars come along.
- Go through the gate at the house whose number is the same as the number of months in a year.
- Where am I waiting for you? AT HOUSE NUMBER 12.

**Now ask your partner this question**

I asked you to stop every time before crossing the road. How far back from the edge of the road did you and Dad stand?

**Answer**
At least one step back.

### CARD 4

Place your marker at the school. Do not let your partner see where you put the marker.

GET YOUR PARTNER AND THEIR OLDER COUSIN TO MEET YOU AT SCHOOL.

**Read these instructions to your partner**
- You and your older cousin are at the hardware store.
- Leave the hardware store.
- Start concentrating.
- Walk up to the traffic lights and stop one step back from the road edge.
- Push the pedestrian button.
- Wait until the green WALK light comes on and all the traffic has stopped.
- Say to your cousin ‘Sometimes cars don’t stop, even when they should’.
- Walk across the pedestrian crossing.
- Look! Listen! Think! even as you cross the road.
- Walk on the footpath between the milk bar and the hockey field.
- Do not cross the road.
- Turn right towards the park.
- Walk along the footpath with the hockey field on your right.
- Stop at the children’s crossing before you get to the park.
- Stop! Look! Listen! Think! before you cross the road. Remember to make sure the road is clear or the traffic has stopped before you and your cousin cross.
- I am waiting inside the gate near the sign that looks backwards and sounds like ‘cool’.
- Where am I waiting for you? AT SCHOOL.

**Now ask your partner this question**

If you got to the pedestrian lights and the red signal was flashing could you have crossed?

**Answer**
No. You can only start to cross when the green WALK signal is on.
CARD 5

Place your marker at the fruit and vegetable market. Do not let your partner see where you put the marker.

GET YOUR PARTNER AND THEIR AUNT TO MEET YOU AT THE FRUIT AND VEGETABLE MARKET.

Read these instructions to your partner

- You and your aunt are at the butcher.
- Turn right when you leave the butcher, so that you are looking at the pedestrian overbridge.
- Stop! Look! Listen! Think! at the entrance to the car park.
- Wait until the cars have left the car park.
- Check that no-one is turning into the car park.
- Walk down the footpath, keeping as far away from the edge of the road as possible.
- Stay on the footpath and walk under the bridge.
- Turn right and follow your nose to the bananas.
- Where am I waiting for you?
  AT THE FRUIT AND VEGETABLE MARKET.

Now ask your partner this question

Why didn’t I ask you to walk through the car park?

Answer

It is safer to stay away from reversing cars as drivers might not see you.
It is safer to walk on footpaths.
Road Safety Ludo

Players have four markers to move from the ‘Stop!’ ‘Look!’ ‘Listen!’ and ‘Think!’ zones, around the board and back. As they move along, they revise their understanding of pedestrian and crossing procedures.

The teacher:

- provides four markers for each student
- provides a dice for the group
- copies and prepares the set of cards from the following pages.

Players take turns to throw the dice and move around the board. A six must be thrown to bring a marker onto the playing board.

When a player lands on a coloured square, the player on their left takes a card from the pile in the centre and reads out the question on it. If the first player gives the correct answer, they move their marker one space forward. If their answer is incorrect, they move their marker two squares back.

The first player to take all of their markers right around the board and return home is the winner.
### Road Safety Ludo Game Cards

<table>
<thead>
<tr>
<th>Q: How do you identify an approved bicycle helmet?</th>
<th>A: It will have a Standards Approved sticker or symbol on it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q: How many people can you protect with one seatbelt?</td>
<td>A: One person only.</td>
</tr>
<tr>
<td>Q: What piece of equipment could save your life in a car crash?</td>
<td>A: A seatbelt or an airbag could save your life in a car crash.</td>
</tr>
<tr>
<td>Q: What would you do if you were skateboarding and came to a pedestrian crossing?</td>
<td>A: You should walk across the pedestrian crossing carrying the skateboard.</td>
</tr>
<tr>
<td>Q: How old should you be before you can ride your bike on the road?</td>
<td>A: You should be at least ten years old before you ride your bike on the road.</td>
</tr>
<tr>
<td>Q: How does a helmet protect your brain?</td>
<td>A: A helmet covers your head and protects it if you fall.</td>
</tr>
</tbody>
</table>

| Q: True or false? Passengers in the back seats of vehicles do not have to wear seatbelts. | A: False. |
| Q: What colours can drivers see easily? | A: Drivers can easily see light bright colours such as yellow, white and fluorescent colours. |
| Q: How does a helmet protect your brain? | A: A helmet covers your head and protects it if you fall. |

| Q: True or false? Your seatbelt should touch your neck. | A: False. |
| Q: Which door of the car should you get in and out of? | A: You should get in and out of the footpath-side door or safety door. |
| Q: How can you tell when you no longer need to use a full booster cushion in the car? | A: When your shoulders no longer fit in the booster cushion, you do not need it any longer. |
| Q: Which door of the car should you get in and out of? | A: You should get in and out of the footpath-side door or safety door. |
| Q: True or false? If you go to sleep in your seatbelt you should stay buckled up. | A: True. |
| Q: Name the parts of a bike that should be checked in the six point safety check. | A: The six parts are: 1. bell or horn 2. brakes 3. reflectors 4. chain 5. tyres 6. pedals |
| Q: Describe the quick test that tells you if your helmet is in the correct position after you’ve strapped it on. | A: The space between your eyebrows and helmet should measure two finger-widths. |
| Q: How would you identify an approved bicycle helmet? | A: It will have a Standards Approved sticker or symbol on it. |

**Road Safety Ludo Game Cards**
<p>| Q: Where would you walk if there was no footpath? | A: Walk on the side of the road where you can see cars driving towards you. |
| Q: How far back from the edge of the road should you STOP! before you LOOK! LISTEN! and THINK! | A: You should STOP! one step back from the edge of the road. |
| Q: Your little brother or sister unbuckles their seatbelt. What do you do? | A: You should tell the driver. |
| Q: To stay safe, what does a person on a skateboard or scooter need to wear? | A: A properly fitted helmet, elbow pads and knee pads. |
| Q: A full booster cushion is always used with what sort of a seatbelt? | A: A full booster cushion is always used with a lap-sash seatbelt. |
| Q: True or false? Cars ALWAYS stop at pedestrian crossings when they should. | A: False. |
| Q: Name a place to ride a bicycle that is away from roads, vehicles and driveways. | A: A safe place to ride could be in my backyard, in the park, in next door’s backyard or in grandma’s backyard. |
| Q: True or false? You should never cross a road from behind or from in front of a bus at the bus stop. | A: True. |
| Q: Why should children cycle in a safe place away from the road? | A: Because cars travel very fast and you can get hurt if you cycle on the road. |
| Q: What can you hold when you want to cross the road safely? | A: You should hold an adult’s hand, bag, sleeve or pram when you want to cross the road. |
| Q: Which is the safer place to cross? • from between parked cars, OR • on a straight road with a clear view of the traffic? | A: On a straight road with a clear view of the traffic. Remember to STOP! LOOK! LISTEN! THINK! |
| Q: You are crossing at the lights. Which signal should you wait for? | A: You should wait for the green ‘WALK’ signal. |
| Q: Which side of the footpath should you walk along? | A: You should walk on the side furthest away from the traffic. |
| Q: What are the four steps to crossing the road safely? | A: The four steps are: STOP! LOOK! LISTEN! THINK! |
| Q: True or false? Pedestrian crossings are ALWAYS safe. | A: False. |</p>
<table>
<thead>
<tr>
<th>Q: True or false? Before we cross, we stand one step back from the edge of the footpath – sometimes cars drive too close to the side of the road.</th>
<th>A: True.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q: Which of the following is the safest for rollerskating, rollerblading, cycling or riding a scooter? • the road • a driveway • a footpath • a shared path in the park?</td>
<td>A: A shared path in the park is the safest place.</td>
</tr>
<tr>
<td>Q: Why should young children hold an adult’s hand when crossing the road?</td>
<td>A: They should hold an adult’s hand to help them cross the road safely.</td>
</tr>
<tr>
<td>Q: Describe how you cross the road after getting off the school bus.</td>
<td>A: Have an adult meet you at the bus stop. Wait till the bus has gone and then find a safe place to cross the road.</td>
</tr>
<tr>
<td>Q: What restraint will keep a newborn baby safest in a car?</td>
<td>A: A baby capsule will keep a newborn baby safest in a car.</td>
</tr>
<tr>
<td>Q: Is it safe to play ball games on the footpath near traffic?</td>
<td>A: No, the footpath is not a safe place to play.</td>
</tr>
<tr>
<td>Q: True or false? Children are sometimes killed in car crashes because their seatbelt is not buckled up.</td>
<td>A: True.</td>
</tr>
<tr>
<td>Q: What does a cyclist need to wear on their head to stay safe?</td>
<td>A: A cyclist needs to wear a properly fitted helmet that has a Standards Approved sticker or symbol on it.</td>
</tr>
<tr>
<td>Q: True or false? A helmet cannot protect your head unless it is properly fitted and buckled.</td>
<td>A: True.</td>
</tr>
<tr>
<td>Q: A driver should have a rest break: • every six hours • every two hours • every thirty minutes?</td>
<td>A: A driver should have a rest break every two hours.</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.

Teacher Resource Booklet

Stage Two

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