



Department of
Education



SmartSteps

A ROAD SAFETY PROGRAM FOR EDUCATORS
WORKING WITH CHILDREN IN THE EARLY YEARS

SAFETY ON WHEELS

**Smart Steps: Making safer choices –
Taking smarter steps**



The Department of Education acknowledges Aboriginal and Torres Strait Islander people as the Traditional Custodians of the lands on which our schools are located and where we conduct our business. We pay our respects to ancestors and Elders, past and present. The Department of Education is committed to honour Aboriginal and Torres Strait Islander people's unique cultural and spiritual relationships to the land, sea, skies and waterways and their rich contribution to society.

TRIM: D26/0522256

ISBN: 978 0 7307 4698 0

SCIS: 5575204

© 2026 Department of Education Western Australia

These resources are delivered by the Department of Education under the School Drug Education and Road Aware (SDERA) program. The SDERA program is funded by the Road Safety Commission through the Road Trauma Trust Account and by the Mental Health Commission to deliver road safety and alcohol and other drug education across the Western Australian education sector and systems. The program is supported by Catholic Education Western Australia and the Association of Independent Schools of Western Australia.



[CC BY-NC-ND] (unless "Excluded Material")

<https://creativecommons.org/licenses/by-nc-nd/4.0/>

Except in relation to Excluded Material this licence allows you to:

- Share – copy and redistribute the material in any medium or format, for non-commercial purposes providing you do not modify, adapt, transform or remix the material; and you attribute the Department of Education, Western Australia as the source of the copyright material and retain all acknowledgements associated with the material and attach the above Creative Commons logo.

Excluded Material

The Western Australian Government and Department of Education logos, other logos, student images and work examples, Microsoft content, third party works and trademark protected material are not licensed under a CC BY-NC-ND licence and may not be re-used without permission from the copyright owner.

Contact details

Department of Education

Road Safety and Drug Education

Statewide Services

33 Giles Avenue, Padbury, WA 6025

rsde.rfa@education.wa.edu.au

(08) 9402 6415

CONTENTS – SAFETY ON WHEELS

Why teach rider safety?	4
About the resource	4
Key messages and learning intentions	5
Play safety	6–8
Safety on wheels	9–11
Safety on wheels song: A safe place to play	12
Activity sheet 1: Play safe Izzy	13
Activity Sheet 2: Helmets	14
Activity sheet 3: Helmets hug your head	15

SMART STEPS: MAKING SAFER CHOICES – TAKING SMARTER STEPS

WHY TEACH RIDER SAFETY?

Wheeled devices such as bikes, trikes and scooters offer young children an enjoyable way to stay active. However, these small wheeled devices are also among the leading causes of road-related injuries in children. Alarming, fewer than 5% of children injured while using these devices were reported to be wearing any form of safety equipment at the time of the incident (Waddell, McKenna, & Skarin, 2017).

To safely navigate roads, young riders need the same cognitive abilities required for pedestrian safety; skills that are still developing in children. Several additional factors contribute to their vulnerability, including:

- The fragility of their unprotected bodies
- Limited riding experience, which increases the likelihood of crashes
- Reduced ability to react to sudden or unexpected events, such as a vehicle pulling out unexpectedly, a car traveling faster than anticipated, or losing balance while riding (Hobday & Meuleners, 2018).

Additionally, children without easy access to designated play areas are more likely to play in driveways or on streets, increasing their exposure to traffic hazards. These areas with mixed uses, lead to increased risk of injury (Schwebel, Davis, & O'Neal, 2012).

ABOUT THE RESOURCE

Smart Steps explores:

- Child car restraints and general passenger safety
- Safe pedestrian practices
- Safe places to play
- Safety on wheels
- Strategies to embed road safety education into the curriculum.

Smart Steps aims to:

- Enhance educators' understanding of the developmental capabilities of young children in the traffic environment.
- Focus on the key messages to teach children so that they can remain safe in the traffic environment.
- Provide a range of teaching and learning strategies educators can use with children to build their road safety knowledge and skills.

The resource includes activities that are suitable for children in the early years. They can be used in a variety of environments including:

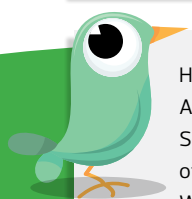
- Within a classroom environment
- In an Early Childhood Education and Care (ECEC) centre with individual children or a small group of children
- As activities for a playgroup
- By parents and carers in the home.

The activities can be adapted for age-appropriateness and to meet varying developmental needs.

Hobday, M., & Meuleners, L. (2018). Child and adolescent pedestrians and cyclists in Western Australia: How safe are they? Curtin–Monash Accident Research Centre.

Schwebel, D. C., Davis, A. L., & O'Neal, E. E. (2012). Child pedestrian injury: A review of behavioral risks and preventive strategies. University of Alabama at Birmingham, Department of Psychology.

Waddell, G., McKenna, J., & Skarin, D. (2017, June). Kidsafe WA childhood injury bulletin research report: Road injuries. Perth, WA: Kidsafe WA.





SAFETY ON WHEELS

KEY MESSAGES AND LEARNING INTENTIONS

Always ride with an adult present.

Choose safe places to ride
such as shared paths and parks.

Ride on the
footpath well away
from traffic.
Check driveways
for vehicles coming
or going.

Always wear a
helmet when using
any wheeled device.

Protect yourself and choose
enclosed shoes, long sleeves, long pants,
and knee and elbow pads.

Use your bell to warn
other path users that
you are near them.

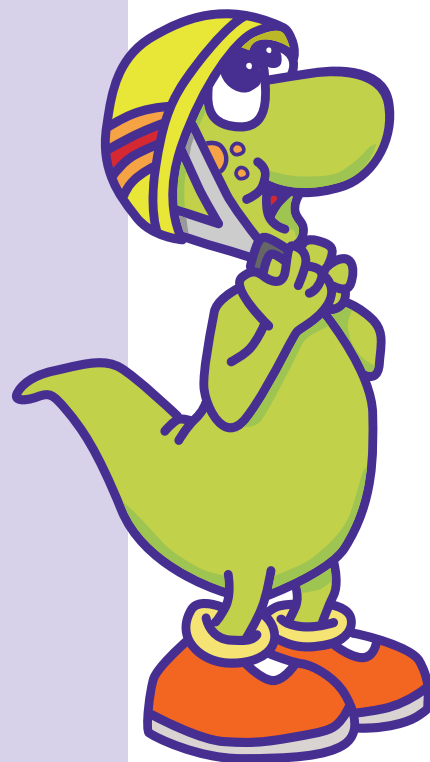
Choose a safe place
to cross the road.
Remember to Stop,
Look, Listen, Think.

**Riders include those
on bicycles, scooters,
skateboards, rollerblades,
rip sticks, hover boards and
other wheeled devices.**

LEARNING INTENTIONS

We are learning to:

- demonstrate the use of seatbelts and restraints through play activities
- choose quiet activities that we can do in the car so they do not distract the driver
- identify and demonstrate using the safety door through role play and construction activities.





PLAY SAFETY

Activity

MUSIC AND MOVEMENT

Safety songs

- Listen to *A safe place to play*.
- Start the song again and encourage children to mime different ways to play in safer areas while listening to the song e.g. shake their head when the lyrics say 'No!', 'A-ah!' and 'No way!' and do the actions wiggle, shake, crouch down low and jump so high.
- Sing the *Kids in the park* song with children.
- Remind children that playing in parks away from roads and traffic is a safe thing to do.

Kids in the park

(To the tune of *The wheels on the bus*)

*The kids in the park play hide and seek,
Hide and seek, hide and seek,
The kids in the park play hide and seek,
But never near the road.*

*The kids in the park throw their balls,
Throw their balls, throw their balls,
The kids in the park throw their balls,
But never near the road.*

*The kids in the park ride round and round,
Round and round, round and round,
The kids in the park ride round and round,
But never near the road.*

Resources

Safety on wheels song:

- A safe place to play (p.g. 12)



PLAY SAFETY

Activity

INDOOR PLAY

Game

- Use coloured blocks or cones to mark out a 'safer' area.
- Ask children to sit in a circle and roll several balls to each other within this area. As soon as a ball goes out of the 'safer' area the children must ask an adult to retrieve it and bring it back so the game can recommence. Children must remain seated during the game.
- Make the boundary smaller and smaller as the game progresses.

Questions to ask

In the game, why did the adults collect the ball?

At home who could collect the ball if it ran onto the road?

OUTDOOR PLAY

Sandpit

- Include plastic fences, animals, houses, cars and trucks in the sandpit.
- Encourage children to make a town or city.
- Talk about 'visible' (fences, barriers) and 'invisible' boundaries (edge of road, edge of driveway).

Questions to ask

How can you keep safe when playing or riding your bike or scooter outside?

What visible/invisible barriers help you to play/ride safely outside?

Resources

- Coloured blocks or cones
- Several soft balls

- Sand pit toys such as houses, cars, trucks, animals and fences



PLAY SAFETY

Activity

LANGUAGE AND LITERACY

Safe boundaries

- Talk to the children about places they have been or seen where people and danger are separated (e.g. animals at the zoo, swimming pools, boom gates at railway crossings, electricity towers).
- Point out that it is not possible to put a fence around all traffic.
- Explain to children that they should play well away from traffic including their own front yards unless it is fenced.
- Discuss safe places to ride or play outside.
- Give each child a copy of Activity sheet 1: Play safe Izzy
- Children can colour in the activity sheet.

Questions to ask

Tell me some places where you can play safely.

Is it always safe to play in your front yard? (Not near the driveway when cars are coming in or out.)

What could you do to get your ball back if it rolled onto the road? (Don't go and get it, ask an adult to help; leave it there.)

Izzy in the Park

- Read the storybook, Izzy in the Park.
- Use the questions in the back of the book to discuss key road safety messages.

Picture talk

- Use Discussion photo: *Safe places to ride* to talk to children about what makes a location safe to play in.

Questions to ask

Why is it dangerous to ride on the road?

Where else can you ride your bicycle or scooter?

Resources

- Activity sheet 1: Play safe Izzy (p.g.13)
- Drawing materials (e.g. textas, crayons and pencils)

- [Izzy in the Park](#)
Hard copy – order through rsde.rfa@education.wa.edu.au

- Discussion photo: Safe places to ride



SAFETY ON WHEELS

Activity

MUSIC AND MOVEMENT

Polly put your helmet on

- Sit children (and parents) in a circle with a bicycle helmet in the middle.
- Sing the *Polly put your helmet on* song substituting the children's name in each verse.
- While others are singing, the child whose name is called takes the helmet and skips around the outside of the circle with the helmet under their arm.
- When the child returns to their place in the circle they should put the helmet back in the middle.
- Younger children can do it with their parent by being held in their arms.

Polly put your helmet on

(To the tune of *Polly put the kettle on*)

*Polly put your helmet on
Polly put your helmet on
Polly put your helmet on
So you can have a ride.*

My helmet

- Encourage children to mime putting on a helmet while singing *My helmet*.

My helmet

(To the tune of *Pop goes the weasel*)

*Round and round the path I go
Riding my bike
I put my helmet on my head
Nice and tight!*

Resources

- Bicycle helmet



SAFETY ON WHEELS

Activity

OUTDOOR PLAY

Bicycle path

- Set up a designated trike/wheeled toy path at the service with a stop sign and pedestrian crossing signs. Use chalk to draw ticks or smiley faces on the left hand side of the path.
- Explain to children that the adult on the path is the 'Helmet Inspector'. As each child rides past this adult, they must have their helmets checked for correct fit.
- Take children for a walk around the path. Explain that this is where the children should ride.
- Point out the road signs on the path and explain what each sign means.
- Encourage children to ride around the path obeying the signs, staying to the left and ringing their bell when near another cyclist or pedestrian.

LANGUAGE AND LITERACY

Picture talk

- Use Discussion photo: *Helmets and other safety equipment* to talk to children about wearing a correctly fitted helmet and closed shoes when riding a wheeled device.

Questions to ask

Why is it dangerous to ride on the road?

Where else can you ride your bicycle or scooter?

What should you do when other people are walking or riding on the path that you are on? (Ride in single file, keep to the left, ring the bell, do what an adult tells you to do.)

Resources

- Trike/wheeled toys and bicycle helmets
- Safe riding area
- Chalk
- Traffic sign pack – order through rsde.rfa@education.wa.edu.au

OR

- Print relevant road safety signs
- Discussion photo: Helmets and other safety equipment



SAFETY ON WHEELS

Activity

Helmets

- Give each child a copy of *Activity Sheet 2: Helmets*.
- Talk about the picture. Ask children which of the three items at the bottom of the sheet will keep Izzy safe while riding the bicycle.
- Help children cut out the helmet and stick it onto Izzy's head.
- Create a story or poster about wearing a helmet when riding a bike or another wheeled device. Children may like to use the Izzy image in *Activity sheet 2* for their story or poster.
- Optional activity: Give each child a copy of *Activity sheet 3: Helmets hug your head* for children to take home and colour.
- Encourage children to talk with their family about why it is important for helmets to fit properly.

Questions to ask

Why is it dangerous to ride on the road?

Where else can you ride your bicycle or scooter?

What should you do when other people are walking or riding on the path that you are on? (Ride in single file, keep to the left, ring the bell, do what an adult tells you to do.)

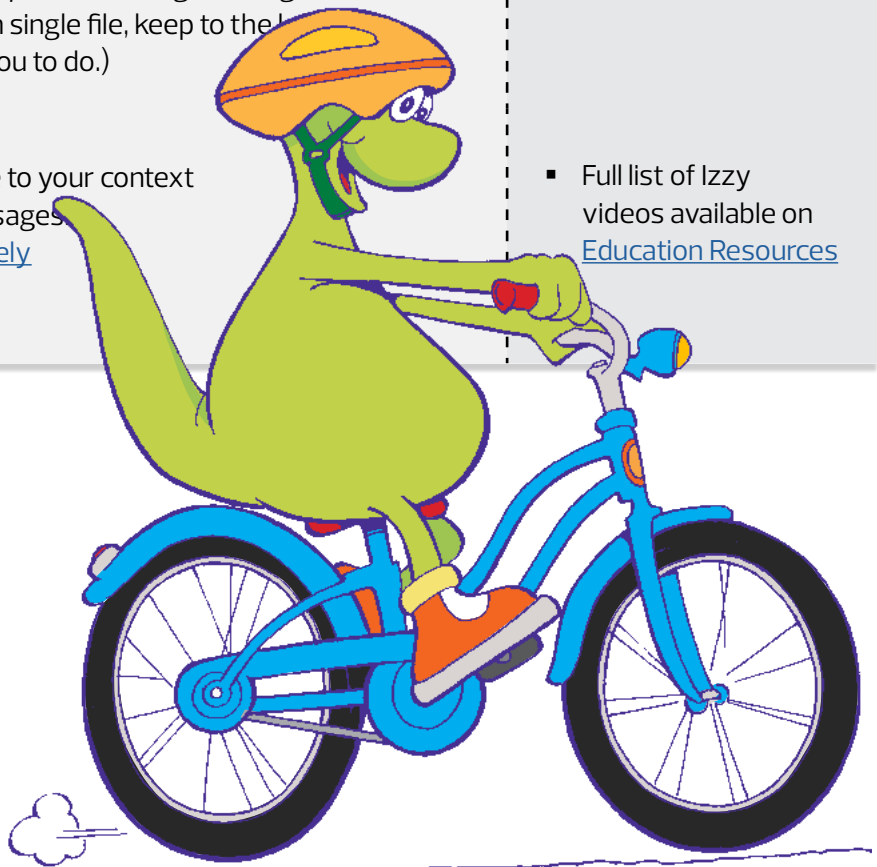
Izzy videos (all ages)

- Watch the Izzy videos that relate to your context and discuss key bike safety messages
- [Izzy's tips for riding your bike safely](#)
- [Let's learn bike safety with Izzy](#)

Resources

- Activity sheet 2: Helmets (p.g. 14)
- Activity sheet 3: Helmets hug your head (p.g.15)

- Full list of Izzy videos available on [Education Resources](#)





SAFETY ON WHEELS SONG: A SAFE PLACE TO PLAY

A safe place to play

Words and music by
MELISSA PERRIN

With energy (swung quavers) ♩ = 152

D

Do you play on the street? (No!) Do you play on the foot - path? (A-ah!)

G E A

Do you play on the drive-way? (No way!) So where, tell me where is a safe place to play?

E A D G

We play in the back - yard and some-times we go to the park.

Em A D/A

We have lots of fun 'cause we've found a place, a

A dim A7 G7 D7

safe place to play! Let's wig-gle, whoa, — and let's shake!

E7 Em7

Let's crouch down low, then jump so high that we

A7

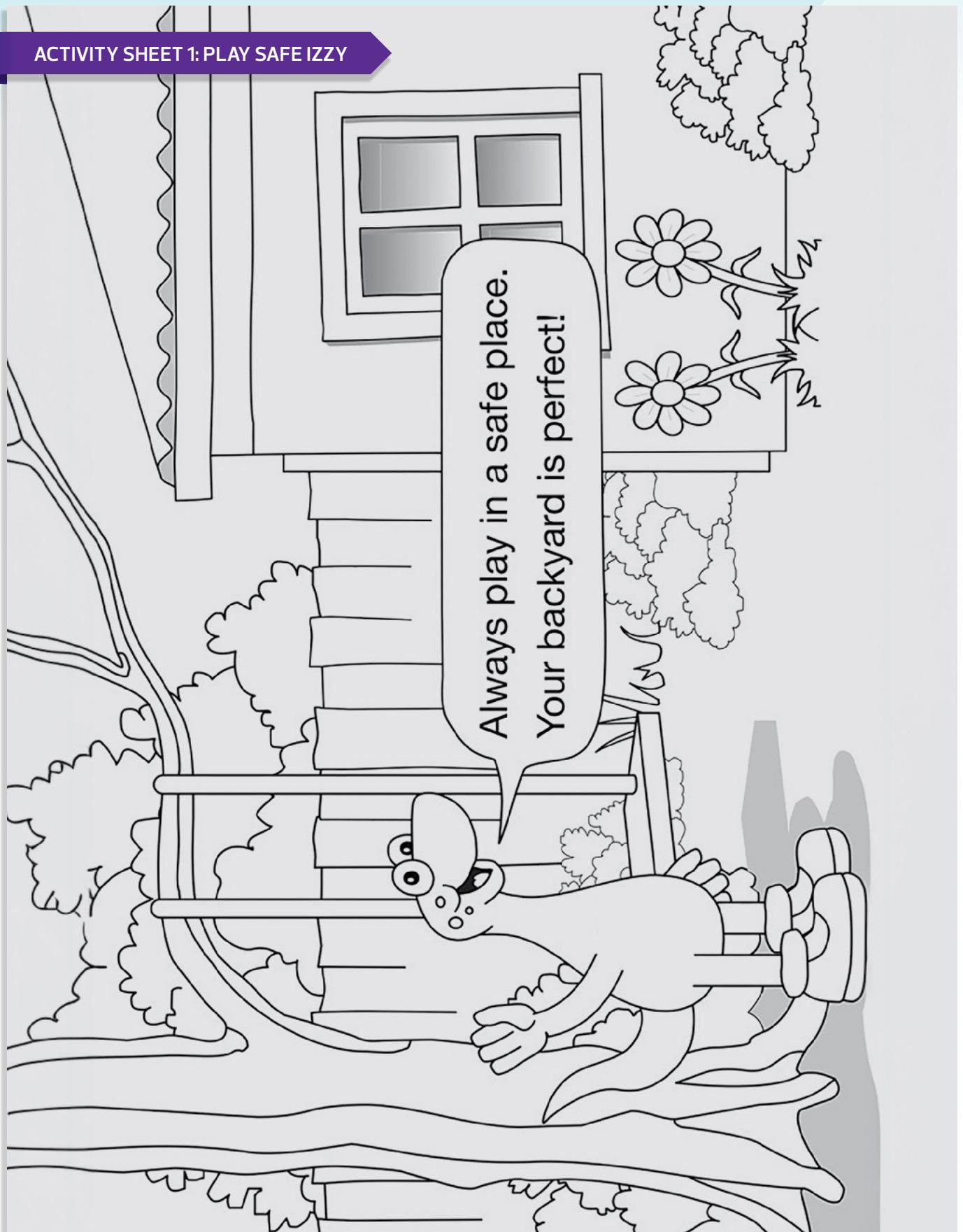
1. 2. D.S. 3. D

touch the sky! — Wee! Wee! Let's Wee!

A safe place to play has been reproduced with the kind permission of Roads Corporation t/as VicRoads 2001 and Melissa Perrin.



ACTIVITY SHEET 1: PLAY SAFE IZZY



ACTIVITY SHEET 2: HELMETS

Help keep Izzy safe.
What's missing?



ACTIVITY SHEET 3: HELMETS HUG YOUR HEAD



HELMETS
HUG
YOUR
HEAD

