



Department of
Education

Pre-primary

**Teacher
resource**

Challenges and Choices

Primary Road Safety

A resilience approach to
road safety education



The Department of Education acknowledges Aboriginal and Torres Strait Islander peoples 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 peoples' unique cultural and spiritual relationships to the land, sea, skies and waterways and their rich contribution to society.

TRIM: D26/0472787
ISBN: 9780730746935
SCIS: 5574581

© 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")

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 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
Statewide Services**

Road Safety and Drug Education

Phone: 9402 6415

email: rsde.rfa@education.wa.edu.au

Table of contents

Teacher notes	4
Introduction to road safety	4
Know your students	5
Protective interrupting	5
Strengthening road safety education	6
Support information	7
Resources	7

Parent/carer communication template	8
--	----------

Curriculum alignment	9
Western Australian Health and Physical Education	9

Early Years Learning Framework (EYLF)	10
--	-----------

Lesson sequence	11
------------------------	-----------

Lesson 1 - Being traffic wise	12
--------------------------------------	-----------

Lesson 2 - Being a safe pedestrian	16
---	-----------

Lesson 3 - Safety in the car	18
-------------------------------------	-----------

Lesson 4 - Playing safe	22
--------------------------------	-----------

Lesson 5 - Being a safe rider	30
--------------------------------------	-----------

References	35
-------------------	-----------

Teacher notes

Introduction to road safety

Children represent an important, yet vulnerable road user group. They are passengers, pedestrians and riders of wheeled devices (i.e. bicycles, skateboards, scooters). In Australia, road trauma is the leading cause of death for children aged 1 - 14 years and the third most frequent cause of hospitalisation for children aged 5 - 15 years (AIHW, 2023; AIHW, 2024).

As pedestrians, children under 10 years of age, are more likely to be involved in a collision, compared to adults. These crashes primarily occur on residential streets, in close proximity to a child's home, of which 90% of children are unaccompanied by an adult at the time of injury (Stevenson et al, 2015; Oxley et al, 2008). Research suggests this is a result of children commencing independent, unsupervised travel at a time when their road safety skills and strategies have not yet fully developed (Muir et al, 2010; Congiu et al, 2008).

Child pedestrian injuries are the result of a complex combination of factors that change as

children develop. For younger children, their small stature, less developed cognitive and perceptual skills make it difficult for them to identify and judge the speed and distance of oncoming vehicles (Clarkson et al, 2012; Schwebel et al, 2012). They also find it more difficult to evaluate risk, tend to be more impulsive and have a shorter attention span. Whilst older children (adolescents) are more prone to risk taking behaviours and engaged in distracted walking (World Health Organization, 2015).

Child road traffic injuries can be prevented. A safe system approach provides a holistic framework to improve the

safety of all road users. It aims to address the risk factors and interventions related to road users, vehicles and the road environment via an integrated approach to minimise serious injury and death (World Health Organization, 2013).

Education is seen as an essential component of the safe system and one of the key aspects of teaching children the skills to interact safely with the road environment (Stevenson et al, 2015). Parents/carers also play a crucial role in road safety education. They act as important role models who can reinforce safety messages and behaviours in real life situations (Muir et al, 2010).



Note for Catholic Education Western Australia (CEWA) and Association of Independent Schools Western Australia (AISWA): Schools operating under CEWA or AISWA should ensure that practices relating to safe and inclusive environments, accessibility, and guest speakers are consistent with their sector's policies and procedures.

Know your students

Prior to commencing road safety education, educators should undertake a consistent approach to advising parents/carers of the unit content. It is important that educators are aware of the students in their class who have had either direct or indirect contact with road trauma. These students may need to be given prior warning about the content of road safety activities and/or be exempted if required.

Culturally responsive approaches in road safety education provide an opportunity to strengthen local relationships, partnerships and to embed cultural safety. Where appropriate, an Aboriginal and Islander Education Officer (AIEO) should be consulted on how to create a culturally safe learning experience. This may include developing an understanding of grief and mourning through a differing cultural lens, e.g. Sorry Business.

It is important to be aware that safety is a subjective notion that may be perceived and applied differently by each student.

To ensure students' emotional, psychological and cultural safety is at the forefront of each lesson, check in to identify potential triggers or emotional stressors.

Protective interrupting

Consider the possibility that a student may have been involved in a traumatic experience relating to road safety.

Effective teachers implement the [protective interrupting](#) technique when required, to prevent students sharing information that may place them at risk in front of other students.

If staff need to protectively interrupt during teaching and learning, it is important that a follow up occurs with the student as soon as possible.

Child road traffic injuries can be prevented.

Strengthening road safety education

School based road safety education plays an important role in promoting safe road user behaviour. By adopting a culturally responsive and targeted approach, educators can help students to develop knowledge, skills, attitudes and values to increase students' ability to make safe choices in the road environment.

This resource provides educators with contemporary, age-appropriate activities designed to enhance the effectiveness of prevention education.

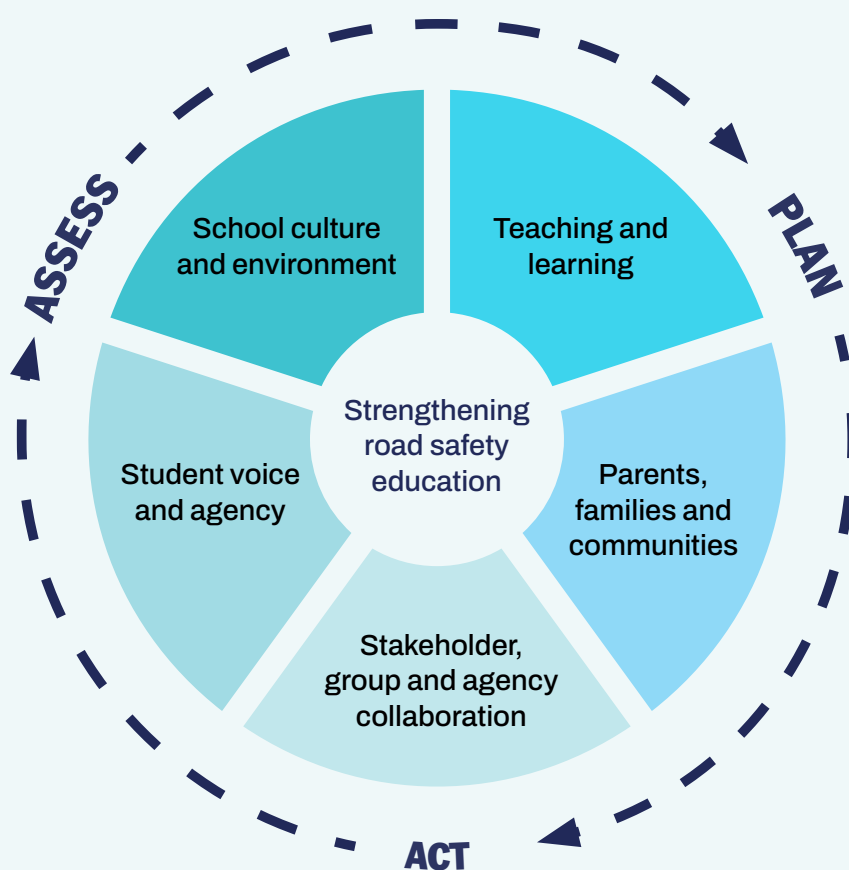
The resource content supports students to make informed decisions that maintain their own safety and that of others. Opportunities are provided for the development of [Personal and Social Capability Skills](#) that allow students to consider influences that form their sense of identity.

This approach strengthens a sense of belonging and connectedness to both school and the broader community, while working to reduce the harms associated with road injuries.

Parents/carers play an important role in enhancing their children's resilience and supporting road safety education messages promoted in schools. Educators should engage with parents and carers prior to delivering lessons on road safety. Use the [parent/carer](#)

[communication template](#) to share details about the upcoming road safety content, and invite parents and carers to actively participate in their child's learning journey through sharing the suggested fact sheets.

For further information on implementing an integrated approach to road safety at your school [access resources here](#).



Support information

The Department of Education supports public, Catholic, and Association of Independent Schools of Western Australia (AISWA) by providing resources, professional learning opportunities, and consultancy services focused on road safety and alcohol and drug prevention education.

For support with Challenges and Choices resources and to deliver road safety education, access consultancy and professional learning:

Department of Education Road Safety Drug Education:

9402 6415 or rsde.rfa@education.wa.edu.au

For help-seeking supports for students and staff:

Department of Education Western Australia

Staff support:

Employee Assistance program

PeopleSense:

1300 307 912 or
reception@peoplesense.com.au

Student support:

Student services
(available through the school)

Catholic Education Western Australia

Staff Support:

Wellbeing services 1300 66 77 00

Student support:

Psychology, Safety and
Wellbeing Team 6380 5200

Association of Independent Schools of Western Australia Staff and student support:

9441 1600 or
reception@ais.wa.edu.au

13YARN

Aboriginal and Torres Strait
Islander Crisis Support:
13 92 76

Road Trauma Support WA Support for people affected by road trauma:

1300 004 814

Resources

For the most up to date information and statistics about road safety, road rules and crashes:

Road Safety Commission

www.wa.gov.au/organisation/road-safety-commission

Department of Transport and Major Infrastructure

www.transport.wa.gov.au

For additional resources and information:

Education Resources

<https://myresources.education.wa.edu.au/>

Kidsafe WA

www.kidsafewa.com.au

Public Transport Authority

www.pta.wa.gov.au

Your Move

www.yourmove.org.au

Parent and carer communication template

Schools are encouraged to use the parent/carers communication template to share details about the upcoming road safety content, and to invite parents and carers to actively participate in their child's learning journey.

Dear parents and carers,

This term, students will be learning about road safety. These lessons aim to teach students essential skills for staying safe as pedestrians, passengers, and riders of wheeled devices.

Students will engage in various activities designed to help them understand the importance of road safety, and develop practical skills to make safer choices.

We encourage you to talk with your child about what they are learning and to reinforce these important messages at home.

Pedestrian safety

- When crossing the road, it is important to Stop, Look, Listen, and Think.
- Use a safe place to cross such as traffic lights, pedestrian crossings and traffic warden crossings.
- Hold an adult's hand when crossing the road.

Passenger safety

- All car passengers must wear correctly fitted seatbelts or restraints.
- Always use the safety door when entering and exiting vehicles. The safety door is the back door, on the footpath side.
- Wait until the bus has pulled away and then use a safe place to cross the road.

Rider safety

- Always wear a correctly fitted helmet and other protective equipment when using wheeled devices.
- It is safer to ride wheeled devices on the footpath or away from the road.

For additional resources and information, refer to [Kidsafe WA - Road Safety Resources](#)

Thank you for your support.

Kind regards,

[Your Name]

Curriculum alignment

Western Australian Health and Physical Education

Lesson	1	2	3	4	5
Staying safe					
Protective behaviours and help-seeking strategies to keep safe*		●			●
Trusted people in the community who can help individuals feel safe		●	●		●
Actions that promote safety in a range of situations	●	●	●	●	●
Understanding movement					
Rules when participating in physical activities				●	●

*These lessons cover topics related to protective strategies, but they are not a substitute for the protective behaviours program.

Department of Education staff can refer to [protective behaviours resources on Ikon](#) for illustrations of practice in child abuse prevention education.

Cross curriculum links

Road safety education provides meaningful opportunities to integrate learning across many subject areas.

For example:

- **English:** songs, rhymes, storybooks and oral discussions with road safety themes allow children to explore written text and build vocabulary in an engaging and familiar context.
- **Maths:** explore shape recognition through traffic signs.
- **Science:** investigate how the size and shape of objects affect movement, linking to concepts like vehicle motion and safe play.
- **HASS:** explore features in their local environment, such as crossings, signs, and paths, that help keep people safe.

This cross-curricular approach connects classroom learning with real-world safety skills, making road safety education both relevant and engaging.

Early Years Learning Framework (EYLF)

By integrating the practices of the EYLF into this road safety program, educators can create meaningful, culturally responsive and developmentally appropriate experiences. These experiences will support children's sense of belonging, being and becoming, while aligning with the learning outcomes and principles of the EYLF.

Belonging, Being and Becoming – Practices

Holistic, integrated and interconnected approaches

When planning road safety education, educators should consider the whole child. This includes connecting prior experiences as passengers, pedestrians, or riders with key safety messages. This approach supports their physical, personal, social, and cognitive development, thereby fostering meaningful and relevant learning opportunities.

Learning environments

Educators create inclusive and stimulating learning environments, both indoor and outdoor. These environments encourage children to explore and understand road safety messages through meaningful play. By engaging with the local community, families, and carers, educators can foster a shared commitment to safe practices in the broader environment, thereby encouraging meaningful learning experiences.

Responsiveness to children

Responsive road safety education reflects children's strengths, interests, and prior knowledge. Educators make meaningful decisions to embed road safety into daily learning, therefore extending children's knowledge and ensuring relevant, engaging experiences.

Play-based learning and intentionality

Through deliberate, purposeful and thoughtful play-based learning, educators create supportive environments where children can explore, imagine, and engage in conversations, therefore promoting key road safety messages. Play-based experiences can expand their thinking and deepen their understanding of road safety concepts.

Cultural responsiveness

Educators implement culturally inclusive road safety education that respects the diversity of children, their families, and the community. By embedding cultural perspectives, educators honour varied experiences and promote a shared understanding of safe practices on Western Australian roads.

Continuity of learning and transitions

Educators use transitions as valuable opportunities to embed road safety education. They reinforce consistent safety messages and link prior learning to new experiences. In partnership with children, families and the local community, educators ensure these daily movements become teachable moments for promoting safe road user behaviours.

Assessment and evaluation for learning, development and wellbeing

Educators use ongoing observation, reflection and collaboration with children and families to assess and evaluate children's understanding of road safety. This process informs future learning by tracking development, engagement with complex ideas, and the application of knowledge in practical situations.

Lesson sequence

This is an example of the sequential development of road safety content delivered through this resource.

Lesson	Lesson name	Key messages	Parent and carer fact sheets
1	Being traffic wise	Look and listen for all types of vehicles when in the traffic environment.	
2	Being a safe pedestrian	- The safest place for a pedestrian is on the footpath. Where there is no footpath pedestrians should be away from the road edge, facing oncoming traffic. - It is safest to hold an adult's hand near traffic and crossing roads. - To stay safe when crossing the road, it is important to 'Stop, Look, Listen, Think.'	Kidsafe WA - Pedestrian safety fact sheet
3	Safety in the car	- Seatbelts and restraints keep us safe. - It is safest to use the safety door (back door on the footpath side) to get in and out of the car.	Kidsafe WA - Child restraint guidelines
4	Playing safe	- It is safer to play away from driveways and roads. - The safety spot is the safest place to stand when watching cars enter and leave your home.	Kidsafe WA - Parents Guide to Kidsafe Roads fact sheet
5	Being a safe rider	Correctly fitted helmets and other protective equipment help keep us safe when using wheeled devices.	Kidsafe WA - Bicycle safety fact sheet

LESSON 1

Being traffic wise

Teaching and learning overview



Learning intentions

We are learning to:

- understand the importance of looking and listening when in the traffic environment.



Success criteria

I can:

- recognise different types of vehicles and the sounds that they make
- describe what traffic is and why listening to traffic sounds is important
- explain why knowing about vehicles and traffic sounds helps keep us safe.



Key messages

1. Look and listen for all types of vehicles when in the traffic environment.



Activities and required resources

Introduction:
Traffic

- **Resource 1.1 - Izzy the road safety lizard**
- Images of traffic

Activity 1:
Vehicles

Images of a range of vehicles e.g. cars, buses, trains, trucks, motorbikes, bicycles.

Activity 2:
Traffic sounds

- Cut the sheet up to create cards for each sound – **Resource 1.2 - Traffic sounds**
- You will need enough copies for each student/group of students to have 5 cards

Review and assess:
Class discussion

No required resources.



Vocabulary to explicitly teach

Traffic



Incidental vocabulary

Vehicles, sounds, road, street, pedestrian, kerbs, footpaths, traffic lights, pedestrian crossings.

LESSON 1

Being traffic wise

Teaching and learning experience



Introduction

Traffic (whole class)

- Introduce Izzy the road safety mascot to the class - see **Resource 1.1 - Izzy the road safety lizard.**
 - Explain that Izzy knows how to stay safe when out walking, wheeling, riding, travelling in a car, bus or train, and that Izzy is going to help the class learn how to stay safe around roads and traffic.
-
- Say the word 'traffic' and display an image of traffic on the board.
 - Explicitly teach the class what the word means.
Traffic: vehicles and wheeled devices moving along a route.



Activity 1

Vehicles (whole class)

- Explain that there are many different types of vehicles (e.g. buses, cars, trucks).
Vehicle: anything that has wheels and travels on the road.
-
- Display images or watch a video that include a range of vehicles: cars, buses, trains, trucks, motorbikes, bicycles, then ask the following questions:
 1. What types of vehicles have you seen or experienced?
 2. What vehicles travel on the road, on farms, in the air and on the water?
 3. Do the big vehicles/small vehicles near your house go fast or slow? (These questions are to help students understand that the size of a vehicle does not indicate the speed at which it might travel. Children may believe that red cars or sporty looking cars can travel faster than other vehicles).
 4. Can you think of any other vehicles that may travel on the road?



Activity 2

Traffic sounds (whole class)

- Play/make a range of sounds or show pictures from **Resource 1.2 - Traffic sounds.**
 - When students hear a sound or see an image related to traffic (car, horn, bike bell) they bob down. If the sound or image is not related to traffic (bouncing ball, dog barking) they stay standing.
- Note:** When working with students who are deaf or hard of hearing, explore what they may feel e.g. vibrations, when in the traffic environment. Additionally, discuss electric vehicles with students, highlighting their low noise levels.

- Ask students:
 1. What would you see, hear or feel when you are in the traffic environment? (e.g engine, vehicle, vibration).
 2. Why is it important to use see, hear or feel when in the traffic environment?
 - Place students into small groups.
 - Explain that they will be playing a game of traffic sounds bingo using cards from **Resource 1.2 - Traffic sounds.**
 - Give each group 5 cards and 5 counters (some groups will have the same cards).
 - Show the class one of the cards. Ask the students to make the sound that the image on the card makes.
 - Students then look at their cards to see if they have the card, if they do, they mark it off.
 - Repeat for all the cards until a winner is revealed. The winner is the group who has all cards covered first and calls out 'bingo' or 'stop'.
- Alternative activity**
- Traffic sounds concentration: you will need 2 sets of **Resource 1.2 - Traffic sounds** per group. All cards are placed face down and one student turns over two cards. When a student successfully turns over a matching traffic sound card, they must make the noise that the card makes. If the cards do not match, they turn the card face down in the original position.

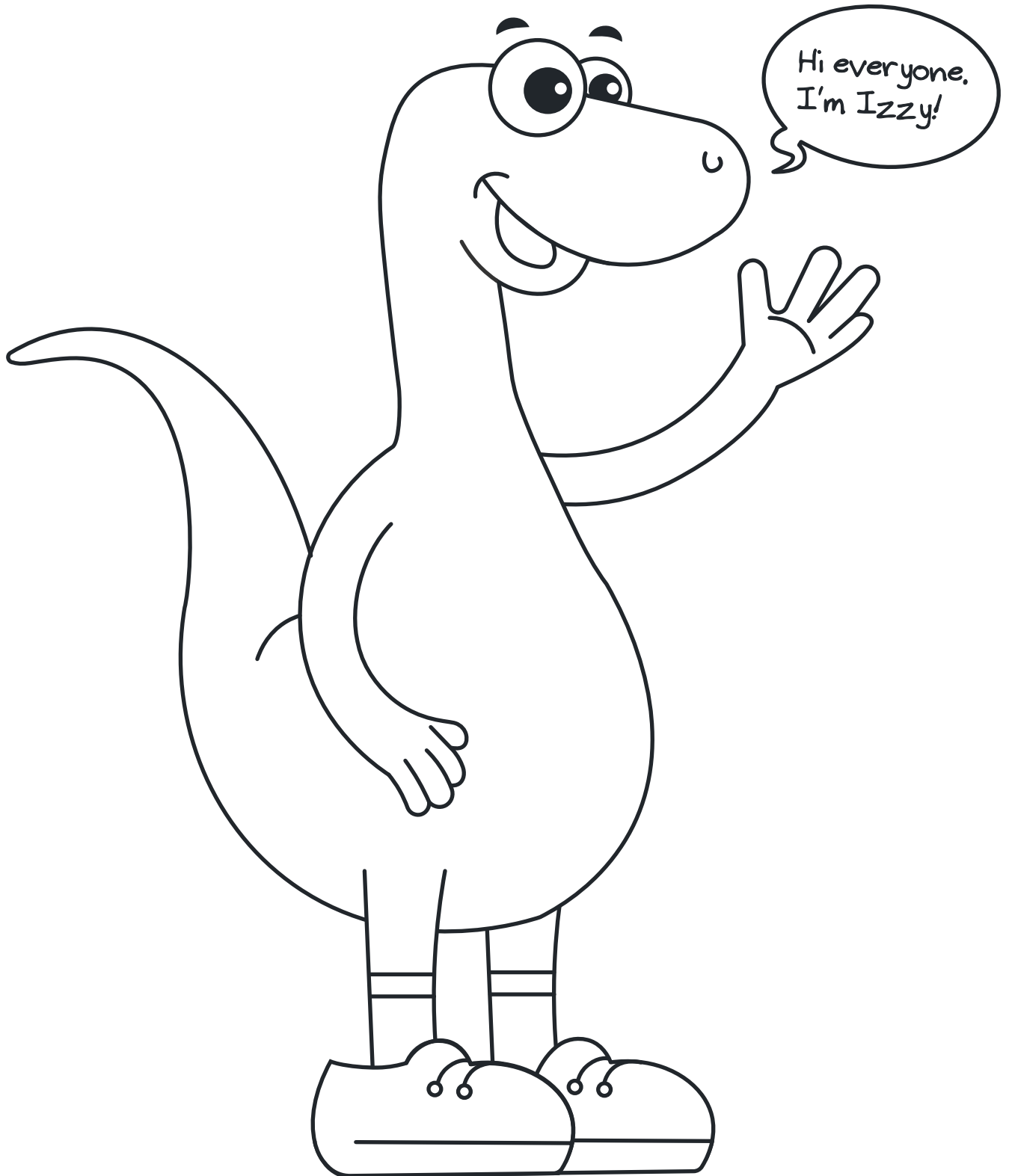


Review and assess

Class discussion (whole class)

- At the end of the day or lesson discuss the following questions as a class:
 1. What did you learn about vehicles today?
 2. Why is it important to know traffic sounds?
 3. What else can you do to stay safe in the traffic environment?

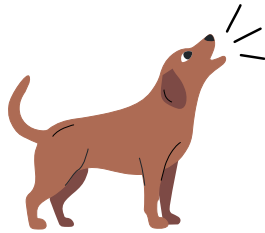
Izzy the Road Safety Lizard



Traffic sounds



People Walking



Dog barking



Bus



Car brakes



Car



Bike bell



School bell



School crossing whistle



Rubbish truck



Railway crossing



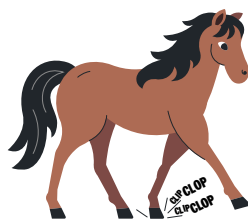
Train



Pedestrian crossing



Truck reversing



Horse



Ice-cream van



Bouncing ball



Motorbike



Car horn



Fire engine



Police car

LESSON 2

Being a safe pedestrian

Teaching and learning overview



Learning intentions

We are learning to:

- describe strategies to help pedestrians cross the road safely.



Success criteria

I can:

- define who can be a pedestrian
- give examples of when I have been a pedestrian
- recall the strategy of 'Stop, Look, Listen, Think' for crossing the road safely
- describe the importance of holding an adult's hand when crossing the road.



Key messages

1. The safest place for a pedestrian is on the footpath. Where there is no footpath pedestrians should be away from the road edge, facing oncoming traffic.
2. It is safest to hold an adult's hand near traffic and crossing roads.
3. To stay safe when crossing the road, it is important to 'Stop, Look, Listen, Think.'



Activities and required resources

Introduction:
What is a pedestrian?

- Example picture of a pedestrian (i.e. people walking, people using a wheelchair or walking aid)

Activity 1:
Stop, Look, Listen, Think

- Video: [Izzy's guide to crossing the road in a metropolitan area](#) (2:24 minutes)
- Video: [Izzy's guide to crossing the road in a rural area](#) (2:26 minutes)

Activity 2:
Stop, Look, Listen, Think chant

No required resources.

Review and assess:
Izzy says

No required resources.



Vocabulary to explicitly teach

Pedestrian, walking, wheeling



Incidental vocabulary

Traffic light, footpath, kerb, traffic sign, 'Stop, Look, Listen, Think'.

LESSON 2

Being a safe pedestrian

Teaching and learning experience



Introduction

What is a pedestrian? (whole class)

- Say the word 'pedestrian' and display an image on the board. Explicitly teach the class what the word means.
Pedestrian: A pedestrian is someone who travels on foot or uses a wheelchair or mobility aid.
- Tell the students examples of who can be pedestrians (i.e. people moving on foot or people using a wheelchair or mobility aid).
- Ask the students: When have you been a pedestrian? e.g. walking or wheeling to school or the park.



Activity 1

Stop, Look, Listen, Think (whole class)

- Watch a video [Izzy's guide to crossing the road in a metropolitan area](#) or [Izzy's guide to crossing the road in a rural area](#).
- After the video, discuss the following questions:
 1. Why is it important to hold an adult's hand when crossing the road?
 2. What are the four steps that Izzy uses to cross the road safely? (Stop, Look, Listen and Think.)
 3. Why does Izzy and their adult friend stop at the road before they cross? (Pedestrians need to stop back from the road edge and check for traffic coming in all directions.)
 4. What is Izzy looking for? (Traffic can come in all directions, so pedestrians need to look all around.)
 5. What is Izzy listening for? (Pedestrians need to listen for sounds that tell us that traffic is nearby or approaching, e.g. emergency sirens and reversing beeps from trucks.)
 6. What might Izzy be thinking? (Is the road clear in all directions? Can the drivers and other people see me? Is there a better place to cross the road? Can I get all the way across the road safely? Is there somewhere to wait if I need to stop halfway? Is it safe to cross now?)



Activity 2

Stop, Look, Listen, Think chant (whole class)

- Create actions for each step of Stop, Look, Listen, Think.
- Teach the students the Stop, Look, Listen, Think chant adding in actions for each step.

Stop:	Teacher says: Where do we stop?	Students say: A big step from the road.
Look:	Teacher says: What are we looking for?	Students say: Vehicles big and small.
Listen:	Teacher says: What are we listening for?	Students say: Noises quiet and loud.
Think	Teacher says: What are we thinking about?	Students say: Is it safe to cross?



Review and assess

Izzy says

- Mark out a line on the ground to represent the edge of the road.
- Students stand behind the line.
- Play a game of 'Izzy says' where the teacher says 'Stop, Look, Listen or Think'. Students complete the action and the chant.
- The class practises the crossing procedure while saying each step out aloud.

LESSON 3

Safety in the car

Teaching and learning overview



Learning intentions

We are learning to:

- identify strategies to keep ourselves and others safe when travelling in a car/vehicle.



Success criteria

I can:

- define the word passenger
- identify different types of restraints
- explain how wearing a seatbelt helps keep passengers safe.



Key messages

1. Seatbelts and restraints keep us safe.
2. It is safest to use the safety door (back door closest to the footpath) to get in and out of the car.



Activities and required resources

Introduction:
What is a passenger?

- Pictures of students being passengers

Activity 1:
Passenger safety

Access to storybook:

- [Storybook - Izzy on Holiday](#)

Activity 2:
Buckled up

- **Resource 3.1 - Buckled up**
- Images of different types of seat belts or restraints

Review and assess:
Class discussion

No required resources.



Vocabulary to explicitly teach

Passenger



Incidental vocabulary

Restraint, seatbelt, passenger, road safety, vehicle, kerb, footpath, safety door (back door closest to the footpath).

LESSON 3

Safety in the car

Teaching and learning experience

Optional room display, considering image permissions and your context: Prior to the lesson contact parents/carers and ask them to bring in or email a picture of when the student has been a passenger (car, bus, train, plane etc.). Display the pictures around the room and allow students to complete a gallery walk. Alternatively, students or the teacher can provide any pictures related to passengers.



Introduction

What is a passenger? (whole class)

- Say the word 'passenger' and display an image on the board. Explicitly teach the class what the word means.
Passenger: Someone who travels in a vehicle but is not operating it. You can be a passenger in a car, bus, train, plane, boat, truck etc.



Activity 1

Passenger safety (whole class)

- Conduct a shared reading using the story [Izzy on Holiday](#).
Note: A hard copy version can be ordered by contacting rsde.rfa@education.wa.edu.au.
- Read the story to the class then discuss the following questions:
 1. Why is Nana Sue putting Izzy's seatbelt on?
 2. Who else is wearing a seatbelt?
 3. Does Nana Sue need to put her seatbelt on?
 4. Do you need to wear a seatbelt/restraint?



Activity 2

Buckled up (whole class)

- Display pictures of different types of restraints.
Note: For information on restraints access [Kidsafe WA](#) - Child restraint guidelines.
- As a class discuss the following questions:
 1. Why is it important for all passengers to wear a restraint/seatbelt? (It is the law. A restraint will stop a passenger from moving around and decreases the chance of injury if involved in a crash.)
 2. What types of restraints do you and your family wear? Are they all the same or are they different? (Different restraints are made for different weights, heights and sizes.)
- Provide each student with a copy of **Resource 3.1 - Buckled up**.
- Students draw a picture of themselves sitting in a booster seat with their seatbelt/restraint buckled up.
- Students draw a seatbelt/restraint or use ribbon/string to represent the restraint.



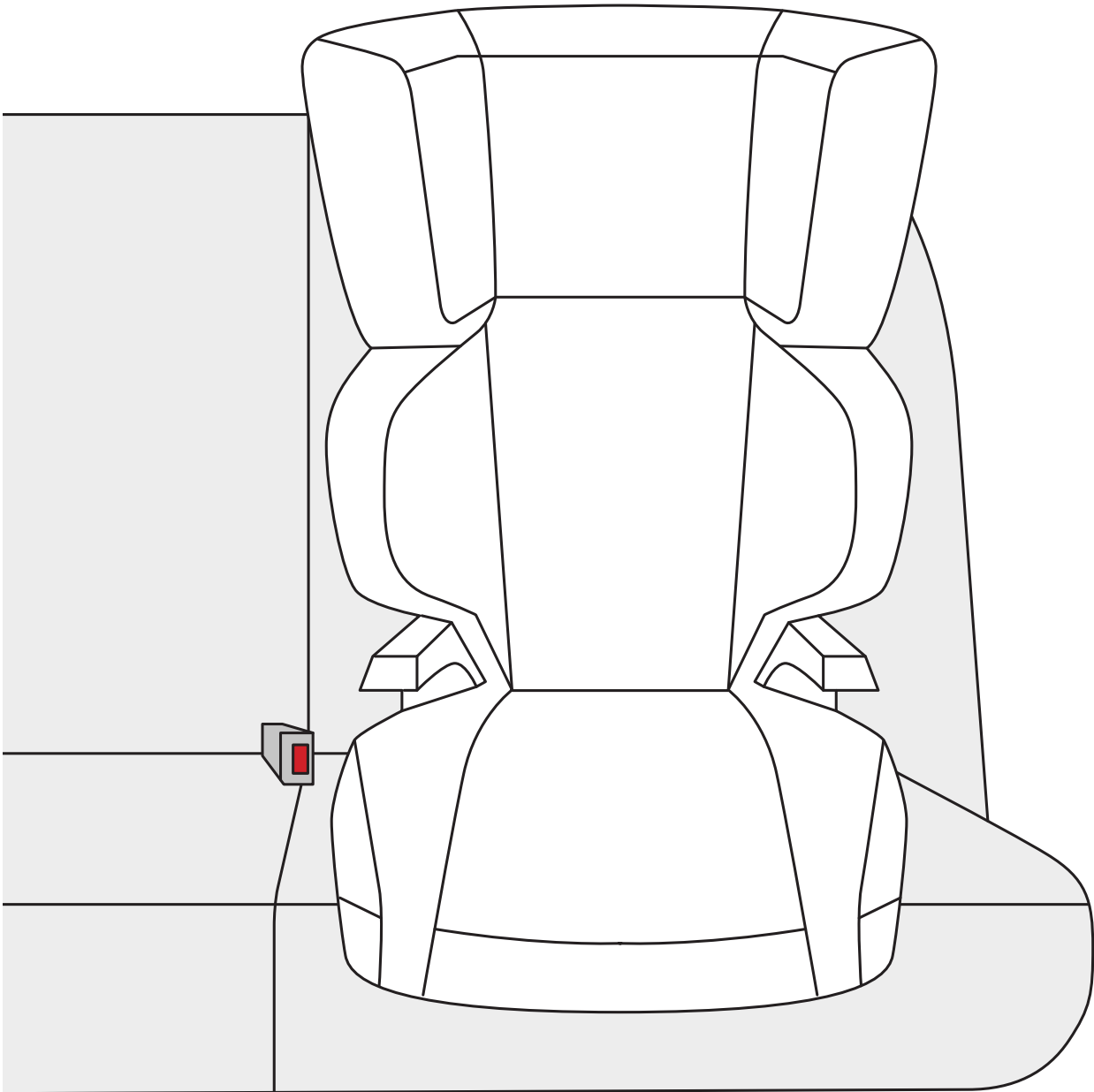
Review and assess

Class discussion (whole class)

- At the end of the day or lesson discuss the following questions as a class:
 1. What have you learnt today about how to be a safe passenger?
 2. What do you do as a passenger to keep yourself and others safe? (All car passengers and driver must wear correctly fitted seatbelts or restraints, passengers should use the safety door when getting out of a car, one seatbelt per person, do not distract the driver.)

Buckled up

Draw a picture of yourself buckled up in the booster seat.



EMBEDDING ROAD SAFETY EDUCATION EARLY SUPPORTS CHILDREN IN LEARNING LIFELONG SKILLS TO STAY SAFE



LESSON 4

Playing safe

Teaching and learning overview



Learning intentions

We are learning to:

- identify safe places to play and ride.



Success criteria

I can:

- choose whether locations are safe or unsafe places to play
- name safe and unsafe places to play near my home
- identify the safety spot near a driveway.



Key messages

1. It is safer to play away from driveways and roads.
2. The safety spot is the safest place to stand when watching cars enter and leave your home.



Activities and required resources

Introduction:
Safe places to play

No required resources.

Activity 1:
Can I play here?

- **Resource 4.1 - Places to play**
- **Resource 4.2 - Safe**
- **Resource 4.3 - Unsafe**
- **Resource 4.4 - Unsure**

Activity 2:
Driveway dangers

- Image of a driveway to display
- Dot stickers - 1 per student
- Video: [Driveway safety – find your safety spot with Izzy](#) (1:44 minutes)

Review and assess:
Think, Pair, Share

No required resources.



Vocabulary to explicitly teach

Safety spot



Incidental vocabulary

Driveway, safe, unsafe, danger, ride, shared path.

LESSON 4

Playing safe

Teaching and learning experience



Introduction

Safe places to play (whole class)

- As a class, brainstorm places where students play and ride wheeled devices.
- Say the word 'safe' and explicitly teach students what it means.



Activity 1

Can I play here? (whole class)

- Ask the following questions:
 1. Why are some places safer for children to play and ride than others? (The park might be safer because it has a fence around it stopping children from chasing balls onto the road. Backyards may be safer than driveways because there are not any cars coming in or going out.)
 2. Where are some safe places to play?
 3. Where are some unsafe places to play?
- Display the pictures from **Resource 4.1 - Places to play**. If possible use pictures from the local area.
- Place the safe, unsafe and unsure labels from **Resource 4.2 – Safe**, **Resource 4.3 – Unsafe** and **Resource 4.4 – Unsure** around the room.
- After the picture has been displayed, students move to the corner of the room that they think is correct. Alternatively, ask students to show their understanding using gestures, e.g. thumbs up and thumbs down, ticks or crosses on mini whiteboards.
- Ask students to explain why they think it is safe or unsafe.
- Explain what makes the environment safe or unsafe. (Fences, closed gates, paved pathways for riding.)



Activity 2

Driveway dangers (whole class)

- Introduce the term 'safety spot'.
Safety spot: a place where everyone must stand when cars are leaving and coming into your property to stay safe in the driveway.
- Watch the video [Driveway safety – find your safety spot with Izzy](#).
- On the board, display a picture of a driveway.
- Give each student a dot sticker and ask them to come up one at a time and place their sticker where it would be safe to stand.
- Review the locations of the dots and explain why they are or are not good safety spots.



Review and assess

Think, Pair, Share (whole class)

- Complete a Think, Pair, Share where the teacher asks the class the following questions:
 1. What is one safe place where you can play?
 2. What is one place where it is not safe to play?
 3. What is something interesting that you have learnt in this lesson?

Places to play

Driveway



Backyard



Places to play

Busy road



Quiet street



Places to play

Shared path



Playground



Safe



Unsafe



Unsure



LESSON 5

Being a safe rider

Teaching and learning overview



Learning intentions

- We are learning to:**
- understand and apply strategies to stay safe when riding wheeled devices.



Success criteria

- I can:**
- name key safety equipment needed for riding wheeled devices
 - describe the correct way to wear a helmet
 - identify who to ask for help in unsafe situations.



Key messages

1. Correctly fitted helmets and other protective equipment help keep us safe when riding wheeled devices.



Activities and required resources

- Introduction:**
Who wears this helmet?
- Example images of a range of different helmets, e.g. bike helmet, skate helmet, full face motorbike helmet, cricket helmet, firefighter helmet, astronaut helmet.

- Activity 1:**
Izzy at the park
- [Storybook - Izzy at the park](#)

- Activity 2:**
Helmets protect your head
- **Resource 5.1 - Helmet positions**
 - A bike helmet (if available - from school set or children can bring their own)

- Review and assess:**
Izzy on wheels
- **Resource 5.2.1 - Izzy's helmet**
 - **Resource 5.2.2 - Izzy needs a helmet**



Vocabulary to explicitly teach

Wheeled device, helmet, rider.



Incidental vocabulary

Scooters, balance bike, rip-sticks, skateboards, skates, buckle, straps, ventilation holes.

LESSON 5

Being a safe rider

Teaching and learning experience

This lesson could be enhanced by having helmets. Prior to the lesson you could contact parents/carers and ask them to bring in their child's bike helmet for the day. Alternatively, use a school set or your own helmet.



Introduction

Who wears this helmet? (whole class)

- Hold up or display the images of a range of different helmets, e.g. bike helmet, skate helmet, full face motorbike helmet, cricket helmet, firefighter helmet, astronaut helmet.
- For each image, tell the students:
 1. Who wears this helmet.
 2. How the helmet helps keep the person safe.

Note: the recommended helmet for riders of all wheeled devices is a bike helmet. Skate helmets are not recommended for bike use.



Activity 1

Izzy at the park (whole class)

- Conduct a shared reading using the story [Izzy at the Park](#).

Note: A hard copy version can be ordered by contacting rsde.rfa@education.wa.edu.au.

- Read the story to the class then discuss the following questions:
 3. Why did Nana Sue make Izzy put a helmet on?
 4. Why did Izzy ride in the park and not on the road?
 5. Why did Nana Sue go with Izzy to the park?
 6. What protected Izzy when the big bike crashed into them?



Activity 2

Helmets protect your head (whole class)

- Explain that when riding a wheeled device, you move a lot quicker than walking. If we fall, a helmet and other protective clothing can help keep us safe. It is important to wear a correctly fitted helmet and other protective clothing.
- Hold up a helmet and ask students to pick out the key features. (Hard outer shell, buckle, straps, helmet line, ventilation holes).
- Display the images of the 3 helmet positions from **Resource 5.1 - Helmet positions**. Alternatively, demonstrate the 3 helmet positions using the helmet.
- Ask students which position they think is correct and why.
- Explain the 'Three 2s' method to check if your helmet is correctly fitted. Children can try this using real helmets if available.
 - 2 fingers above the eyebrows - Can you fit 2 fingers between your eyebrows and the helmet?
 - 2 ear clips under the ears - Are the straps free from twists and do they join in a 'v' just below the ears?
 - 2 fingers under the chin strap - Can you fit 2 fingers between the strap and your chin? Can you yawn easily?
- Ask students: Who could you ask to check that your helmet is fitted correctly before riding a wheeled device?



Review and assess

Izzy on wheels (small groups)

- Prepare enough copies of **Resource 5.2.1 - Izzy's helmet** and **Resource 5.2.2 - Izzy needs a helmet** Teachers may choose to pre-cut out the helmets for students, or assist them to carefully cut out during the activity.
- In groups, students place Izzy's helmet in the correct position on Izzy's head. With assistance, students glue the helmet in the correct position.

Helmet positions

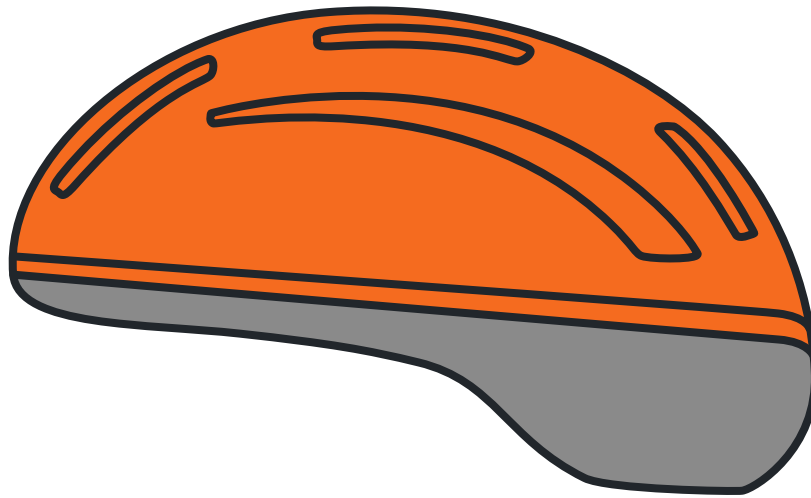
Circle the correct helmet position.



Who can check your helmet before you go riding?

Izzy's helmet

Cut out the helmet and glue it onto Izzy's head in the correct position.



Izzy needs a helmet

Put the helmet onto Izzy's head in the correct position.





References

Australian Institute of Health and Welfare. *Deaths in Australia*. Canberra, Australia: Australian Institute of Health and Welfare; 2023 [cited 2024 Jun 4]. Available from: <https://www.aihw.gov.au/reports/life-expectancy-deaths/deaths-in-australia/contents/leading-causes-of-death>

Australian Institute of Health and Welfare. *Injuries in Children and Adolescents 2021-22*. Canberra, Australia: Australian Institute of Health and Welfare; 2024 [cited 2024 Jun 4]. Available from: <https://www.aihw.gov.au/reports/injury/injuries-in-children-and-adolescents-2021-22/contents/causes-of-injury>

Clarkson, E., Linder, H., Waters, S., Baker, S., & Bruce, K. (2012). *Development of Evidence-Based Practices for Early Childhood Road Safety Education*. Australasian Road Safety Research, Policing and Education Conference. Wellington, New Zealand.

Congiu, M., Whelan, M., Oxley, J., Charlton, J., D'Elia, A., & Muir, C. (2008). *Child Pedestrians: Factors Associated with Ability to Cross Roads Safely and Development of a Training Package*. Monash University Accident Research Centre Report. Report 283, Melbourne, Victoria.

Muir, C., Devlin, A., Oxley, J., Kopinathan, C., Charlton, J., & Koppel, S. (2010). *Parents as Role Models in Road Safety*. Monash University Accident Research Centre Report. Report 302, Melbourne, Victoria.

Oxley, J., Congiu, M., Whelan, M., D'Elia, A., & Charlton, J. (2008). *Teaching Young Children to Cross the Road Safely*. 52nd AAAM Annual Conference Annals of Advances in Automotive Medicine. San Diego, California.

Schwebel, D.C., Davis, A.L., & O'Neal, E.E. (2012). *Child Pedestrian Injury: A review of Behavioural Risks and Preventative Strategies*. American Journal of Lifestyle Medicine, 6(4), 292-302.

Stevenson, M., Sleet, D., & Ferguson, R. (2015). *Preventing Child Pedestrian Injury: A Guide for Practitioners*. American Journal of Lifestyle Medicine, 9(6), 442-450.

Waters, S., Baker, S. & Bruce, L. (2012). *National Practices for Early Childhood Road Safety Education*. Perth. Australia: Edith Cowan University, Child Health Promotion Research Centre.

World Health Organization. (2013). *Pedestrian Safety: A Road Safety Manual for Decision-Makers and Practitioners*. World Health Organization. Geneva, Switzerland.

World Health Organization. (2015). *Ten Strategies for Keeping Children Safe on the Road*. World Health Organization. Geneva, Switzerland.

Funded by the
Road Trauma Trust Account

