



Department of
Education

Year 1

**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: D26/0472814
ISBN: 9780730746911
SCIS: 5574578
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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.



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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 whole school 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.

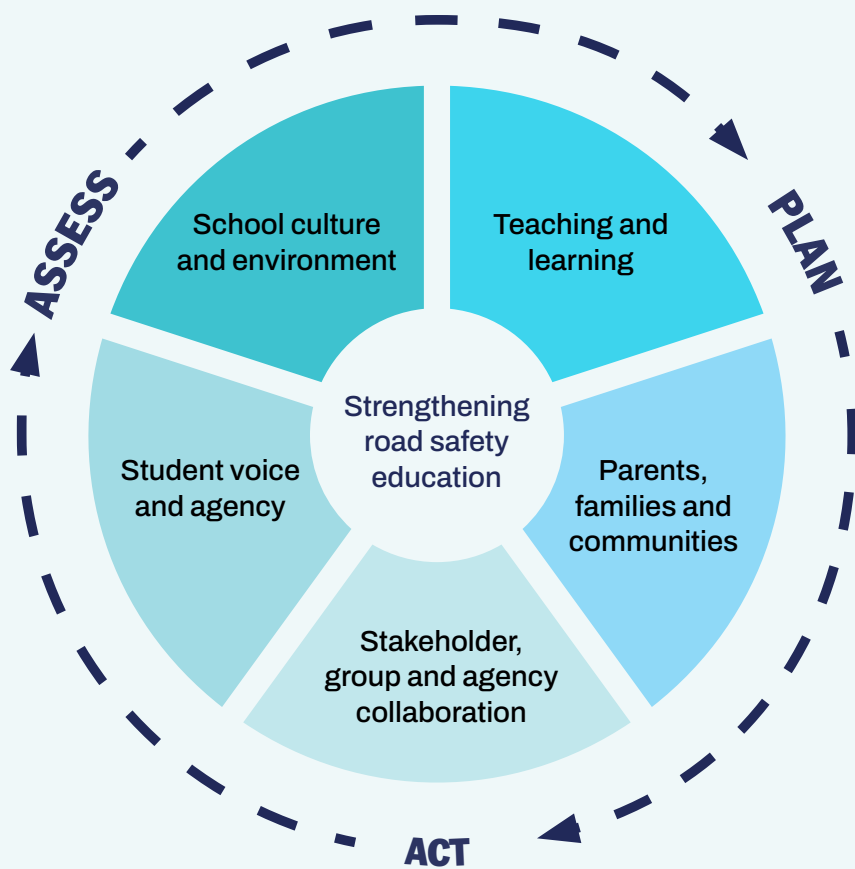
The resource content supports students to make informed decisions that maintain their own safety and that of others. Opportunities are provided for the development of [Personal and Social Capability Skills](#) that allow students to consider influences that form their sense of identity.

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

Personal, social and community health

Lesson	1	2	3	4	5
Staying safe					
Strategies to use when help is needed	●	●	●	●	●
Protective behaviours and help-seeking strategies to keep safe *	●				●
Healthy and active communities					
Actions that support a safe and inclusive environment	●	●	●	●	
Ways health messages are communicated in the media					●
Interacting with others					
Positive ways to react to their own emotions in different situations					●

*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 behaviour's 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	Passenger safety	• Seatbelts and restraints keep us safe. • It is safest to use the safety door (back door, closest to the footpath) to get in and out of the car.	Kidsafe WA - Child car restraints factsheet
2	Pedestrian safety	• It is safest to hold an adult's hand near traffic and when crossing roads. • To stay safe when crossing the road, it is important to stop, look, listen and think.	Kidsafe WA - Pedestrian safety fact sheet
3	Being safe around traffic	• Use a safe place to cross the road such as traffic lights, pedestrian crossings, traffic warden crossings or when they are not available, where the road is straight and easy to see vehicles approaching. • Always travel the way that allows you to cross the road safely.	Kidsafe WA - Pedestrian safety fact sheet
4	Being a safe rider	• It is safer to ride your bike and other wheeled devices on the footpath or away from the road. • Helmets protect our heads when we are using wheeled devices. • To stay safe when crossing the road, it is important to stop, look, listen and think.	Kidsafe WA - Small-wheeled devices fact sheet Kidsafe WA - Pedestrian safety fact sheet
5	Being a safe road user	• Recognising feelings of being unsafe and knowing how to respond by stopping, thinking, and acting helps us make safer choices.	Kidsafe WA - Pedestrian safety fact sheet Kidsafe WA - Small-wheeled devices factsheet Kidsafe WA - Bicycle safety fact sheet

LESSON 1

Passenger safety

Teaching and learning overview



Learning intention

We are learning to:

- identify strategies and behaviours to stay safe when travelling as a passenger.



Success criteria

I can:

- identify examples of safe passenger behaviours
- describe how being a safe passenger looks, sounds, and feels
- identify the safety door.



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:
Safe passengers

- Storybook - [Izzy on Holiday](#).
- Image of a passenger (include a person on foot and in a wheelchair).

Activity 1:
Looks like, Sounds Like, Feels Like

- **Resource 1.1 - Looks like, Sounds like, Feels like**

Activity 2:
Always use the safety door

- **Resource 1.2 - Safety door stickers**

Review and assess:
Which door is the safety door?

- **Resource 1.3 - Safety door**



Vocabulary to explicitly teach

Passenger, safety door (back door closest to the footpath).



Incidental vocabulary

Safe, unsafe, seatbelt, restraint, booster seat, distraction.

LESSON 1

Passenger safety

Teaching and learning experience



Introduction

Safe passengers (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.

- Read the story [Izzy on Holiday](#). A hard copy version of the storybook can be ordered by contacting rsde.rfa@education.wa.edu.au.
- After the story ask students: What did Izzy do to stay safe as a passenger? (e.g. wearing a seatbelt/restraint, using the safety door, not distracting the driver).



Activity 1

Looks like, Sounds Like, Feels Like (whole class)

- Display **Resource 1.1 - Looks like, Sounds like, Feels like** or draw the Y - chart on the board.
- Ask students to provide examples of what being a safe passenger looks like, sounds like, and feels like. Record their answers on the chart.
 - **Looks like:** Sitting with a restraint/seatbelt on, reading a book, arms and head inside the car/bus, using the safety door.
 - **Sounds like:** Talking quietly, "Can you help me do up my seatbelt please?"
 - **Feels like:** Safe, happy, comfortable, secure, snug.



Activity 2

Always use the safety door (whole class)

- Introduce the term 'safety door': **Resource 1.2 - Safety door sticker** and explain the concept of using the safety door (back door closest to the footpath) for entering and exiting vehicles. Stickers to send home can be ordered by contacting rsde.rfa@education.wa.edu.au.
- Discuss the following questions:
 1. Do you know what this sticker is for?
 2. Where on a car do you think this sticker should be placed?
 3. Why is it important to always use the safety door?
 4. Why is it important for an adult to help young people get in and out of a vehicle?

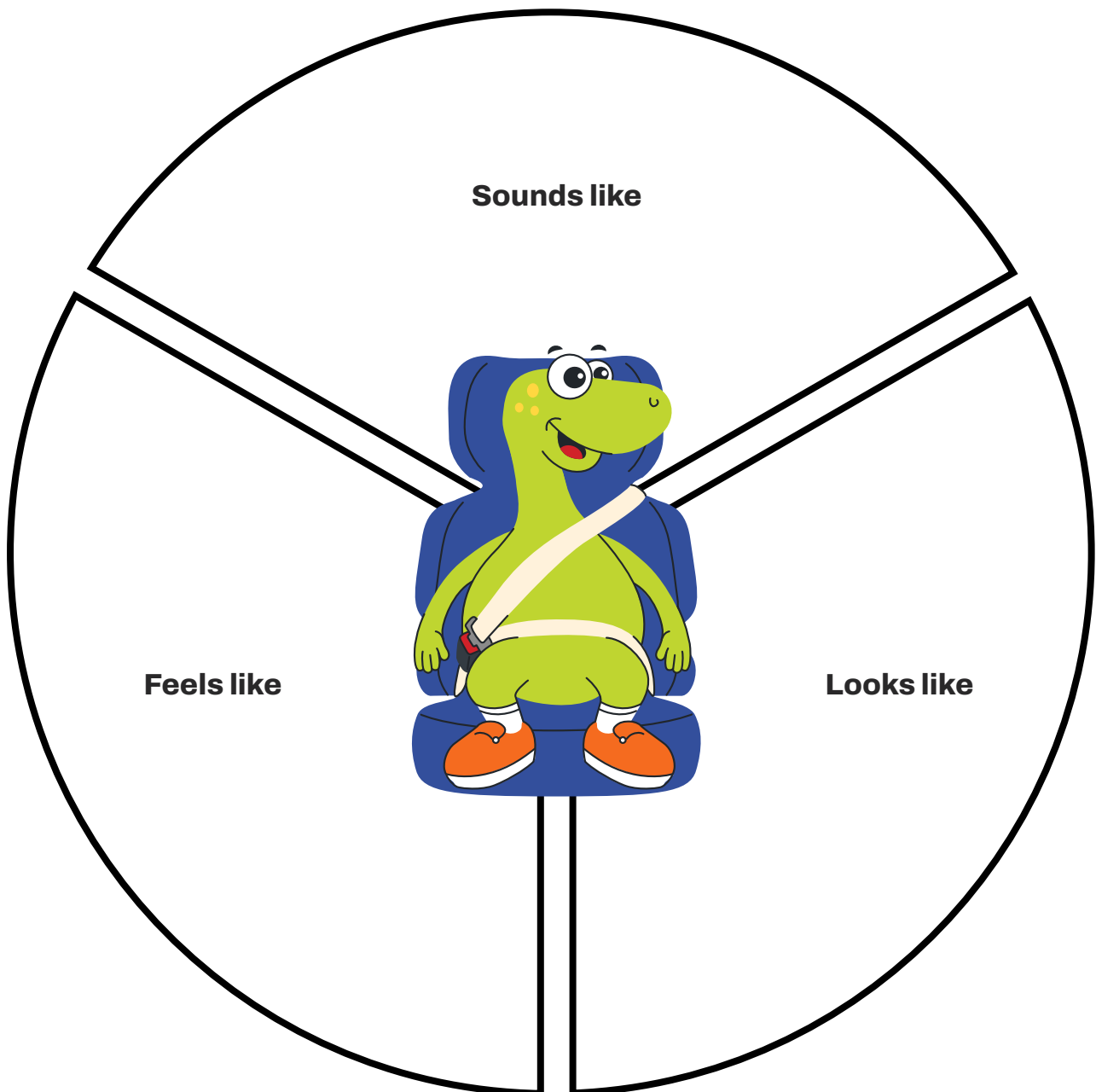


Review and assess

Which door is the safety door? (individual)

- Distribute a copy of activity sheet - **Resource 1.3 - Safety door**.
- Students show the safety door using a marker or small dot sticker.
- Students draw themselves in the window.

Looks like, sounds like, feels like

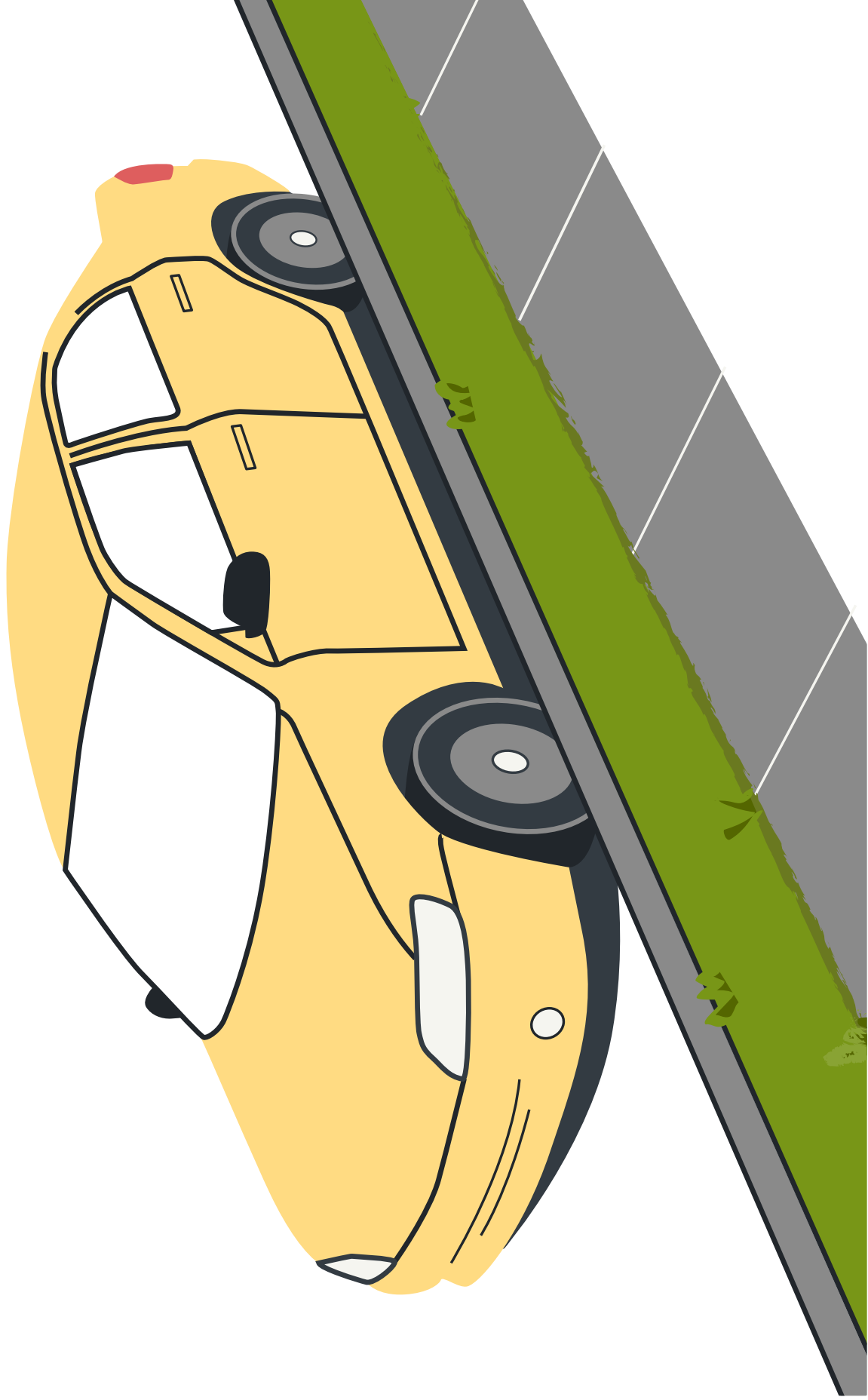


Safety door stickers

Stickers can be ordered by contacting
rsde.rfa@education.wa.edu.au



Safety door



LESSON 2

Pedestrian safety

Teaching and learning overview



Learning intention

- We are learning to:**
- identify strategies to help pedestrians cross the road safely.



Success criteria

- I can:**
- define the term 'pedestrian' and identify who can be a pedestrian
 - explain when and why it is important to hold an adult's hand in the road environment
 - recall and demonstrate the 'Stop, Look, Listen, Think' process for crossing the road or train tracks.



Key messages

1. It is safest to hold an adult's hand near traffic and when crossing roads.
2. To stay safe when crossing the road, it is important to stop, look, listen and think.



Activities and required resources

- Introduction:**
Pedestrians
- Example image of a pedestrian (include a person on foot and in a wheelchair).

Activity 1:
Holding hands
with an adult

- Choose one Izzy video appropriate to your context:
 - Video: [Izzy's guide to crossing the road in a metropolitan area](#) (2:25 minutes)
 - Video: [Izzy's guide to crossing the road in a rural area](#) (2:27 minutes)
 - Video: [Izzy's guide to crossing the train track in a rural area](#) (2:20 minutes)
 - Video: [Izzy's guide to crossing the train tracks in a metropolitan area](#) (1:55 minutes)
- **Resource 2.1 - Hands are for holding**

Activity 2:
Stop, Look,
Listen, Think

- **Resource 2.2 - Stop**
- **Resource 2.3 - Look**
- **Resource 2.4 - Listen**
- **Resource 2.5 - Think**

- Review and assess:**
Izzy says
- No required resources.



Vocabulary to explicitly teach

Pedestrian, 'Stop, Look, Listen, Think'.



Incidental vocabulary

Road safety, crosswalk, footpath, car park.

LESSON 2

Pedestrian safety

Teaching and learning experience



Introduction

Pedestrians (whole class)

- Say the word 'pedestrian' and display an image on the board. Explicitly teach the class what the word means. A pedestrian is someone who travels on foot or uses a wheelchair or mobility aid.
-
- Give the students examples of who can be pedestrians.
 - Ask the students:
 1. When have you been a pedestrian? (e.g. walking to school or the shops).
 2. Why is being a pedestrian fun? (e.g. using active travel to reach destinations is healthy, we see different things along the route taken, more time with friends and family).
 3. What can you do to stay safe when you are a pedestrian? (e.g. holding an adult's hand, walk on the footpath).



Activity 1

Holding hands with an adult (whole class/individual)

- Watch one of the following videos about crossing the road or train tracks: [Izzy's guide to crossing the road in a metropolitan area](#), [Izzy's guide to crossing the road in a rural area](#), [Izzy's guide to crossing the train track in a rural area](#) or [Izzy's guide to crossing the train tracks in a metropolitan area](#)
-
- After the video, ask the following questions:
 1. What are the 4 steps to crossing the road safely? ('Stop, Look, Listen, Think')
 2. When is it important to hold an adult's hand in the road environment? (e.g. crossing the road, crossing the train tracks, in the carpark).
 3. Why is it important to hold an adult's hand?
 4. Whose hand could a young person hold when crossing the road or train tracks? (e.g. a trusted adult. This is a good opportunity to discuss the topic of [trusted adults](#)).
 - Hand out a copy of - **Resource 2.1 - Hands are for holding**.
 - Students trace their hand over the hand with fingers overlapping to represent holding hands.
 - Students then complete the sentence using examples from question 4 above.



Activity 2

Stop, Look, Listen, Think (whole class/individual)

- Write the numbers 1 - 4 on the top of the board.
- Use the cards from **Resource 2.2 - Stop**, **Resource 2.3 - Look**, **Resource 2.4 - Listen**, and **Resource 2.5 - Think**
- As a class, stick the cards onto the board in the correct order from 1 - 4.
- Discuss what each of the steps mean:
 - **Stop**: Explain that this means stopping at the edge of the kerb or road. Discuss why it's important to stop.
 - **Look**: Look both ways to check for oncoming traffic. Practise looking right, left and right again using a whole-body turn.
 - **Listen**: Listen for any sounds of vehicles that might be approaching, including cars, bikes and trains.
 - **Think**: Is it safe to cross? Are there vehicles? If so, are they going fast? How far away are the vehicles?
- As a class create actions related to each word e.g. hand to ear for 'listen.'



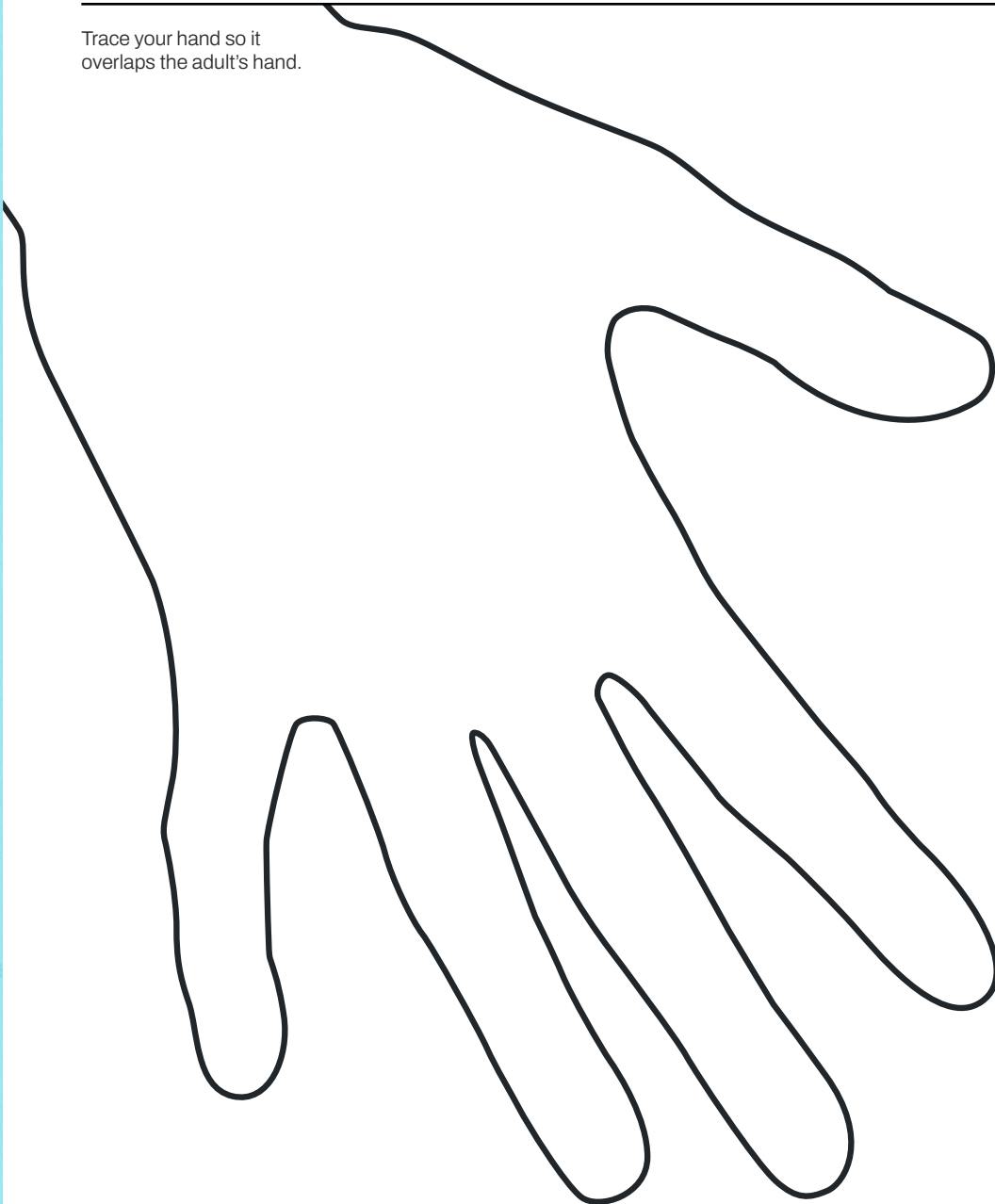
Review and assess

Izzy says (whole class)

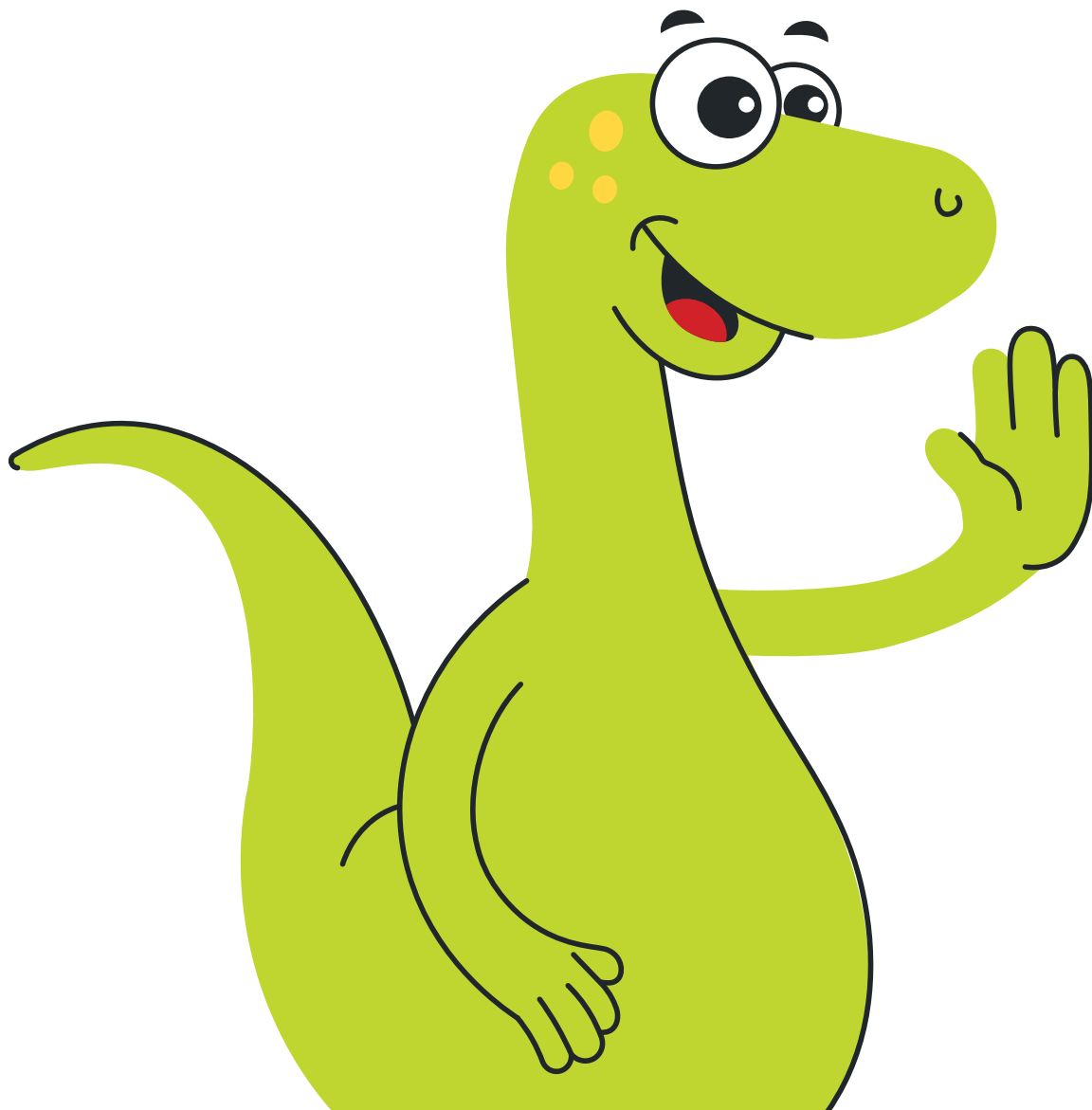
- Mark out a line on the ground to represent the edge of the road.
- Have students stand behind the line.
- Play a game of 'Izzy says' where the teacher holds up one of the 'Stop, Look, Listen, Think' cards and students do the action related to that card.
- Have the class practise the crossing procedure while saying each step out aloud. Use the cards as a prompt.

Hands are for holding

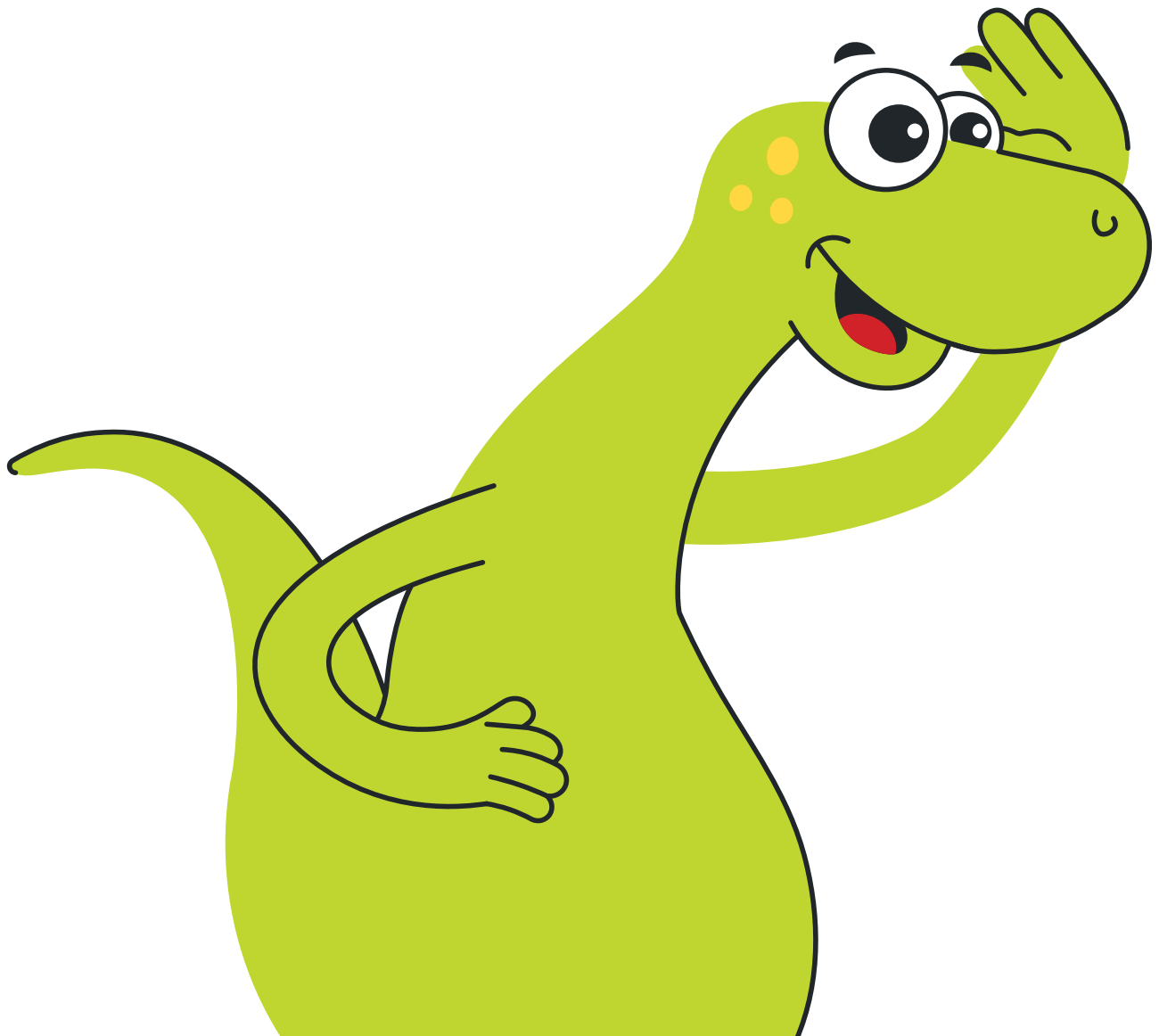
Trace your hand so it overlaps the adult's hand.



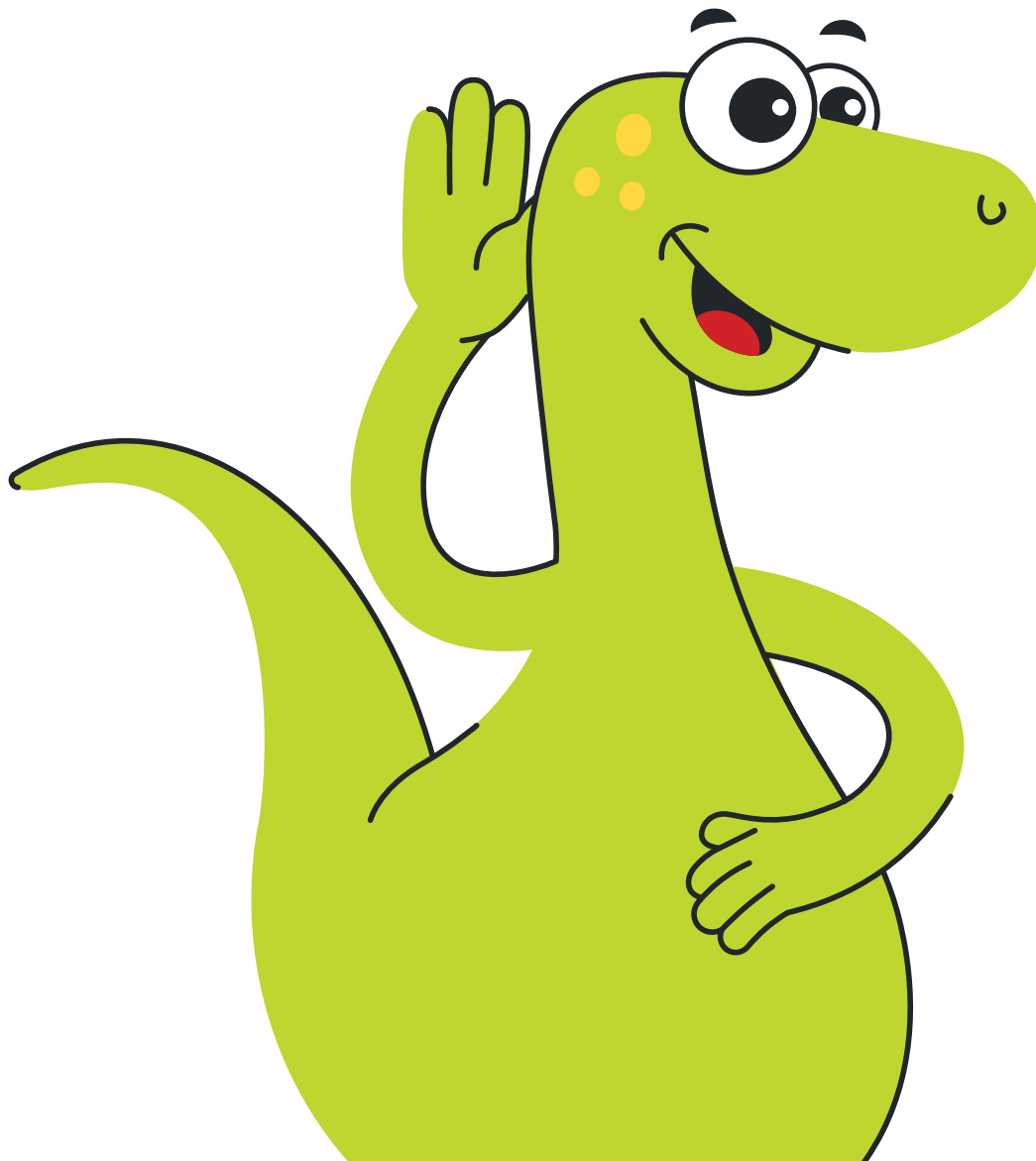
To be safe, I hold my _____ hand when I cross the road.



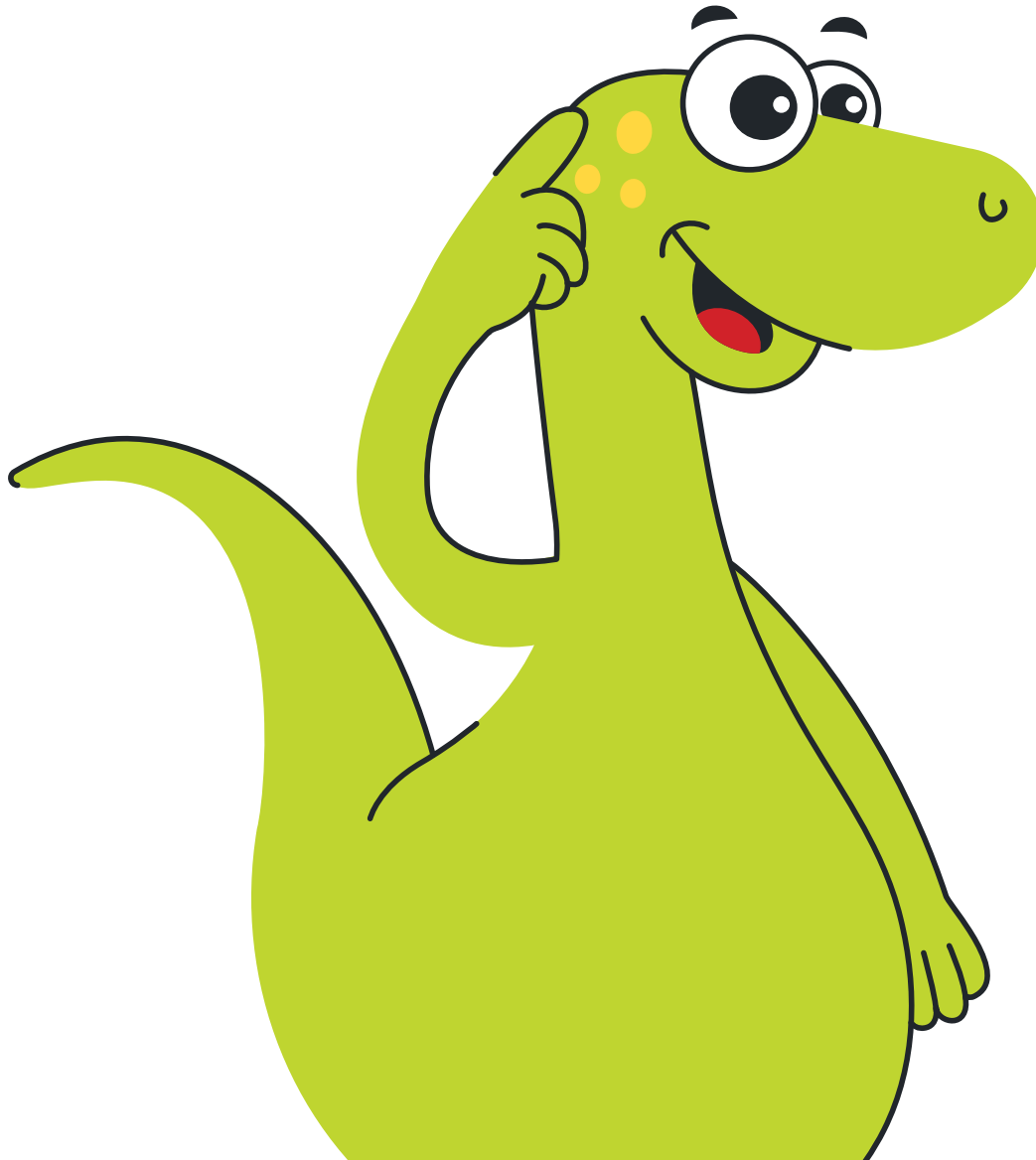
Stop



Look



Listen



Think

LESSON 3

Being safe around traffic

Teaching and learning overview



Learning intention

We are learning to:

- identify road signs, signals and features that help keep people safe in the road environment.



Success criteria

I can:

- explain the meanings of various road signs and how they increase safety
- identify different types of road crossings
- look at safe and unsafe places to cross on a map and explain where the safest spot to cross is.



Key messages

1. Use a safe place to cross the road such as traffic lights, pedestrian crossings, traffic warden crossings or when they are not available, where the road is straight and easy to see vehicles approaching.
2. Always travel the way that allows you to cross the road safely.



Activities and required resources

Introduction:
Signs and signals

- Examples of common traffic signs

Activity 1:
What's that sign?

- **Resource 3.1 - Traffic map**
- **Resource 3.2 - Traffic signs**

Activity 2:
Types of crossings

- **Resource 3.1 - Traffic map**

Review and assess:
Think, Pair, Share

No required resources.



Vocabulary to explicitly teach

Pedestrian, traffic signs



Incidental vocabulary

Pedestrian crossing, supervised crossing, kiss and drop zones, stop, roundabout, shared path, school zone, community.

LESSON 3

Being safe around traffic

Teaching and learning experience

Optional activity at the beginning or end of the day: If your school has a traffic warden, coordinate with them to arrange a suitable time for a visit. The traffic warden can explain to the students how to safely use the crossing.



Introduction

Signs and signals (whole class)

- Recap from the previous lesson what the word 'pedestrian' means. Explain that when they are a pedestrian or a rider, they may see different types of traffic signs and it is important to know what they mean.
- Display pictures of a range of traffic signs around the room or outside (e.g. stop, give way, children crossing, school zone, pedestrian crossing, shared path). A pack of traffic signs can be ordered by emailing rsde.rfa@education.wa.edu.au.
- Allow time for the class to complete a gallery walk providing students opportunities to share if they have seen the sign before, where they have seen it and if they know what the sign means.



Activity 1

What's that sign? (whole class or small groups)

- Display **Resource 3.1 - Traffic map** on the board.
- Hold up each traffic sign from **Resource 3.2 - Traffic signs**, or use the corflute sign pack and discuss the following questions:
 1. What is this sign?
 2. What does the sign mean?
 3. How does this sign make the road environment safer for pedestrians?
 4. Where on the map can you see this sign?
 5. How many times can you see the sign on the map?

Repeat for all the signs. Note: not all school zones are the same. Access the correct school zone sign for your school from [Speed Zones | Main Roads Western Australia](#)



Activity 2

Types of crossings (whole class)

- Display **Resource 3.1 - Traffic map** on the board.
- Ask the students what types of crossings they can see on the map (e.g. traffic lights, pedestrian crossing, supervised crossing.).
 1. What should you think about when selecting a safe place to cross the road? (e.g. pedestrian signs, traffic lights, crosswalks, pedestrian bridges, underpasses, or when they are not available, where the road is straight and easy to see vehicles approaching, avoiding crossing between parked cars, and waiting for the bus to leave before finding a safe spot to cross with an adult).
 2. Are these crossings always safe? Why might they not be? (e.g. time of day, weather conditions).
 3. What else can you do to cross the road safely? (e.g. hold a trusted adult's hand, arm, bag, clothes or the pram, stop-look-listen-think).
- As a class identify the following locations on the map: school, shop, playground and house.
 1. What is the safest way to get from the school to the playground?
 2. What is the safest way to get from the playground to the shops?
 3. What is the safest way to get from the shops to the school?



Review and assess

Think, Pair, Share (individual)

- Complete a Think, Pair, Share, students discuss the following question:
 1. Which traffic signs or signals can you look for when you need to cross the road?



Traffic signs



LESSON 4

Being a safe rider

Teaching and learning overview



Learning intention

We are learning to:

- stay safe when riding wheeled devices.



Success criteria

I can:

- identify different types of wheeled devices
- describe safety equipment used with wheeled devices and explain how it helps keep people safe
- identify safe places to ride wheeled devices.



Key messages

1. It is safer to ride your bike and other wheeled devices on the footpath or away from the road.
2. Helmets protect your head when you are using wheeled devices.
3. To stay safe when crossing the road, it is important to 'Stop, Look, Listen and Think'.



Activities and required resources

Introduction:
Wheeled devices

No required resources.

Activity 1:
Safety equipment

- Video: [Let's learn bike safety with Izzy](#) (2:01 minutes)
- A helmet to display to class (if available)

Activity 2:
Safe places to ride

No required resources.

Review and assess:
Let's go riding

- **Resource 4.1 - Places to ride**



Vocabulary to explicitly teach

Wheeled device



Incidental vocabulary

Helmet, pedestrian, reflectors, visibility, bike lane, traffic, safety gear, intersection, supervision, rider.

LESSON 4

Being a safe rider

Teaching and learning experience

Note: eRideables - Children under the age of 16 are not legally allowed to use eRideable devices such as eScooters. Refer to the [Road Safety Commission](#) for more information.



Introduction

Wheeled devices (whole class)

- Explicitly define the term 'wheeled device' and clearly distinguish it from wheelchairs, mobility aids and motorised mobility scooters.
Wheeled device: a human powered item or toy with wheels, for example scooters, bikes, tricycles, skateboards, roller skates or roller blades.
 - Brainstorm what wheeled devices students use.
-
- Ask the class the following questions:
 1. What do people wear when riding wheeled devices to stay safe? (e.g. helmets, elbow pads, knee pads, bright clothing, enclosed shoes).
 2. How does this equipment/clothing keep people safe when they are using wheeled devices?



Activity 1

Safety equipment (whole class/individual)

- Watch the video [Let's learn bike safety with Izzy](#).
- Ask students: What features did you see on Izzy's bike that increased safety?
- Explain that when riding a wheeled device, you move a lot quicker than walking. To protect ourselves if a fall happens, 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 (e.g. hard outer shell, buckle, straps, foam shell, ventilation holes, Australian standard helmet sticker).
- Demonstrate different helmet positions (too far forward, too far back, buckle undone, straps twisted, correct position).
- With each new position ask students if it is correct and why.
- Explain the 'Three 2's' method to check if your helmet is correctly fitted:
 - 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? Can you yawn easily?
 - 2 fingers under the chin strap - Can you fit 2 fingers between the strap and your chin?

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



Activity 2

Safe places to ride (whole class)

- Ask the class the following questions:
 1. Where do people go riding?
 2. Why do you think a grown up should ride with someone your age?
- As a class discuss what features of a location make it safe or unsafe? In the discussion encourage students to consider features such as:
 - Amount of traffic in the area.
 - Is there a designated bike path or lanes?
 - Good visibility - ability for vehicles to see rider and rider to see vehicles.
 - Presence of protective barriers.
 - Adult supervision and guidance.



Review and assess

(individual)

- Display images from **Resource 4.1 - Places to ride**.
- After each image students vote if the location is safe or unsafe to ride. Students could vote through methods such as thumbs up/down, ticks or crosses on mini whiteboards, moving to either side of the room.

Places to ride

Driveway



Backyard



Places to ride

Bike path



Path next to road with barriers



Places to ride

Park



Footpath



Places to ride

Skatepark



Carpark



LESSON 5

Being a safe road user

Teaching and learning overview



Learning intention

We are learning to:

- identify strategies and behaviours that keep road users safe.



Success criteria

I can:

- identify road safety messages in the media
- recognise how my body might feel when I feel unsafe
- describe the steps of 'Stop, Think, Act' and apply them to different scenarios.



Key messages

1. Recognising feelings of being unsafe and knowing how to respond by stopping, thinking, and acting helps us make safer choices.



Activities and required resources

Introduction:
Road users

No required resources.

Activity 1:
Road safety in the media

- Example of road safety campaign material (videos or posters, e.g. [Road Safety Commission - Ride Bright](#))

Activity 2:
Feeling safe

- **Resource 5.1 - Stop, Think, Act**
- **Resource 5.2 - Road user scenarios**

Review and assess:
Izzy on wheels

- **Resource 5.3 - Road user decision**



Vocabulary to explicitly teach

Safe, unsafe



Incidental vocabulary

Road user, decision-making, trusted adults, 'I' statements, walking, wheeling, riding, pedestrian, passenger, driver.

LESSON 5

Being a safe road user

Teaching and learning experience



Introduction

Road users (whole class)

- To reflect on the key messages learnt in previous lessons, use thumbs up to represent safe behaviours and thumbs down to represent unsafe behaviours.
- Read out the below statements and ask students to respond:
 - Wearing a seatbelt or child restraint when travelling in a car – safe.
 - Using the door closest to the footpath (safety door), away from the traffic when getting out of the car – safe.
 - Using stop, look, listen and think steps before crossing the road – safe.
 - Wearing a helmet when riding a bike or wheeled device – safe.
- Ask students:
 1. How do you know that these behaviours are safe?
 2. Where do you see or hear information about how to be a safe road user? (e.g. TV, the internet, posters, signs, parents, teachers).



Activity 1

Road safety in the media (whole class)

- Show students a short video or poster relevant to students' context on road safety. Example could include [Road Safety Commission - Ride Bright](#).
- After viewing the poster or video clip, discuss the following questions as a class:
 1. What was the road safety message in the video or poster?
 2. What did the characters/person do to stay safe?
 3. Why is it important to follow this safety message?



Activity 2

Feeling safe (whole class)

Note: Before completing this activity, it is recommended that students have received education on [protective behaviours](#). This activity may lead to students sharing sensitive information. Teachers should refer to teacher notes on protective interrupting.

Explain to students that everyone can sometimes feel unsafe in certain situations as a road user. Explain that it's important to recognise these feelings and know what to do next.

- Ask students: How might someone's body feel when they feel unsafe? (e.g. tummy feels funny, heart beats fast, sweaty, shaking).
- Explain that our bodies might give us warning signs to stop and think about whether something is safe.
- These warning signs are a prompt that something might not be quite right. We may have to change something to be and feel safe.
- Explain that when we notice these feelings, we can take action to protect ourselves, including talking to a trusted adult and using strong, clear "I" statements to say how we feel. Note: This is a good opportunity to discuss the topic of [trusted adults](#).
- Use the traffic lights from **Resource 5.1 - Stop, Think, Act** to introduce the concept of 'Stop, Think, Act'.
 - Stop (red light): Pause and think - is this safe?
 - Think (yellow light): What could I do to make this feel safer? What could I do next?
 - Act (green light): Decide what to do. For example, move away, ask for help, speak up.
- Read out the scenarios from **Resource 5.2 - Road user decision** or use scenarios that relate to your students context. Alternatively in small groups, students could role play the scenarios.
- After each scenario, hold up the traffic lights and ask the corresponding question:
 1. Stop (hold up red light) – Is this safe?
 2. Think (hold up the yellow light) – What choices could make this safer?
 3. Act (hold up green light) – What should the person in the scenario say or do?



Review and assess

Izzy on wheels (small groups)

- Provide each student with a copy of resource sheet - **Resource 5.3 - Road user decision**
- Students complete the sentence – When we (student writes how they travel to school) to school, we always make sure we (student inserts a road safety message). For example:
 - When we ride to school, we always make sure we wear a helmet.
 - When we drive to school, we always make sure we wear a seatbelt/restraint.
 - When we walk to school, we always make sure we hold an adult's hand - when we wheel to school, we always keep left on the path.
 - When we wheel to school, we always keep left on the path.
- Students can then draw a picture of them travelling to school safely.

Stop, Think, Act



Stop



Think

Cut out the traffic lights to use to introduce the Stop, Think, Act concept.



Act

Road user scenarios

Scenario 1 (Pedestrian Safety):

A Year 1 student is leaving school, and their parent/carer is parked across the road and waves for them to cross on their own.

1. **Stop (red light):** Is this safe?
 - Guide students to think about whether it's safe to cross the road without using the crosswalk, supervised crossing, checking for traffic or holding an adult's hand.
2. **Think (yellow light):** What choices could make this situation safer?
 - Encourage ideas such as waiting for a trusted adult to help cross, using a crosswalk or supervised crossing, asking a trusted adult for help to cross the road.
3. **Act (green light):** What should the student in the scenario do?
 - Students might suggest waiting, telling the adult they should cross the road at a safe place, or asking a teacher or other trusted adult to help.
 - Example of an 'I' statement could include: 'I feel unsafe crossing here without an adult. I need someone to help me cross the road safely.'

Scenario 2 (Passenger Safety):

A Year 1 student is being driven home, and the driver is driving very fast.

1. **Stop (red light):** Is this safe?
 - Discuss why speeding is dangerous and how it makes the person feel unsafe.
2. **Think (yellow light):** What choices could make this situation safer?
 - Suggestions could include asking the driver to slow down or telling a trusted adult how they feel.
3. **Act (green light):** What should the person in the scenario say or do?
 - Encourage responses like, 'Can you please slow down? It makes me feel scared,' or 'I feel unsafe when you drive fast.'

Scenario 3 (Safety on Wheels):

A Year 1 student is at the park with their bike, their friend and their parents. The friend tells them they do not need to wear a helmet.

1. **Stop (red light):** Is this safe?
 - Help students recognise that riding without a helmet is not safe.
2. **Think (yellow light):** What choices could make this situation safer?
 - Ideas could include choosing to wear the helmet or telling the friend that helmets protect their heads.
3. **Act (green light):** What should the person in the scenario do?
 - Responses could include saying, 'I am going to wear my helmet because it keeps me safe' or 'I feel safer with my helmet on.'

Road user decision

Draw yourself traveling to school.

When we _____ to school, we make sure we



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Funded by the
Road Trauma Trust Account

