

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.

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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 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.

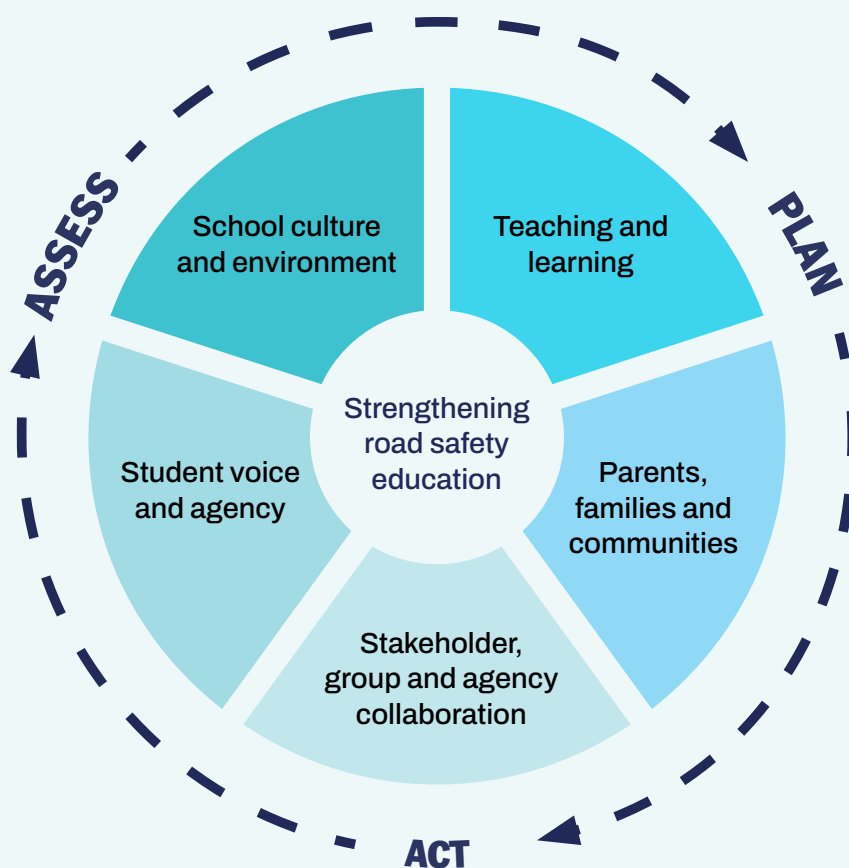
The resource content supports students to make informed decisions that maintain their own safety and that of others. Opportunities are provided for the development of [Personal and Social Capability Skills](#) that allow students to consider influences that form their sense of identity.

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					
Strategies to use when help is needed	●	●	●	●	●
Protective behaviours and communication skills to respond to unsafe situations*					●
Understanding movement					
Strategies and behaviours that promote health and wellbeing				●	
Ways health messages are communicated in the media and how they can influence personal health choices	●				
Actions that keep people safe and healthy	●	●	●	●	●

*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 road safety education, 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 preferred sequential development of road safety content delivered through this resource.

Lesson	Lesson name	Key messages	Parent and carer fact sheets
1	Being a responsible passenger	• Seatbelts and restraints keep us safe. • Using quiet voices helps the driver focus.	Kidsafe WA - Child restraint guidelines
2	What does that sign mean?	• Road signs and signals keep pedestrians, riders, drivers and passengers safe.	
3	Time to cross	• It is safest to hold an adult's hand when you cross the road. • 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. • To stay safe when crossing the road, it is important to stop, look, listen and think.	Kidsafe WA - Pedestrian safety fact sheet
4	Being a safe rider	• Helmets and other safety equipment protect us when we are riding wheeled devices. • It is safer to ride your bike and other wheeled devices on the footpath or away from the road.	Kidsafe WA - Small-wheeled devices fact sheet Kidsafe WA - Bike safety fact sheet
5	Safe road user decisions	• There are people who can help if you find yourself in an unsafe situation. • Positive decisions can help keep you safe as a road user.	Kidsafe WA - Pedestrian safety fact sheet Kidsafe WA - Small-wheeled devices fact sheet Kidsafe WA - Bicycle safety fact sheet

LESSON 1

Being a responsible passenger

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:**
- explain why it's important to wear a seatbelt or restraint every trip
 - identify what type of restraint people of different ages/sizes should use
 - identify ways passengers can avoid distracting the driver.



Key messages

1. Seatbelts and restraints keep us safe.
2. Using quiet voices helps the driver focus.



Activities and required resources

- Introduction:**
Passengers
- Example images of a passenger

- Activity 1:**
Restraints
- Kidsafe WA video - [Make Passenger Safety a Priority](#) (3:03 minutes)

- Activity 2:**
Do not distract the driver
- **Resource 1.2 - Road trip ready**

- Review and assess:**
Think, Pair, Share
- No required resources.



Vocabulary to explicitly teach

Passenger



Incidental vocabulary

Restraint, booster seat, distraction, safety door (back door, closest to the footpath).

LESSON 1

Being a responsible passenger

Teaching and learning experience



Introduction

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.
 - Ask the class for examples of times when they have been a passenger.
-
- Ask the class: What can passengers do to stay safe? (e.g. wear a restraint correctly every trip, do not share a restraint, sit in the back seat, use the safety door and do not distract the driver.)



Activity 1

Restraints (whole class or small groups)

Teacher note: refer to the [Road Safety Commission](#) for information on age appropriate restraints and the safest place for a child to sit in a car.

- Discuss the following questions with the class:
 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 or death when involved in a crash or during sudden stopping of a vehicle.)
 2. What types of restraints do you and other people in the vehicle wear? Are they all the same or are they different? (Different restraints are made for different weights, heights and sizes.)
 3. Where is the safest place for children to sit in the car? (It is safest for children to sit in the back seats of a vehicle.)
-
- Watch rule 1 (0:00 to 0:52) from the video Kidsafe WA video [Make Passenger Safety a Priority](#).
-
- Ask the class: What did you notice about the different types of seatbelts/restraints worn by people of different sizes/ages?



Activity 2

Do not distract the driver (whole class)

- Explain to students that when travelling in a vehicle it is important that the driver is not distracted.
- Ask the students: What could distract a driver?
- Explain that as passengers, it is important that we don't distract the driver.
- Ask the students: What activities could you do when travelling as a passenger that won't distract the driver? Record students' responses on the board.
- Provide each student with a copy of **Resource 1.2 - Road trip ready**.
- Students draw or write their chosen road trip activities inside the backpack.



Review and assess

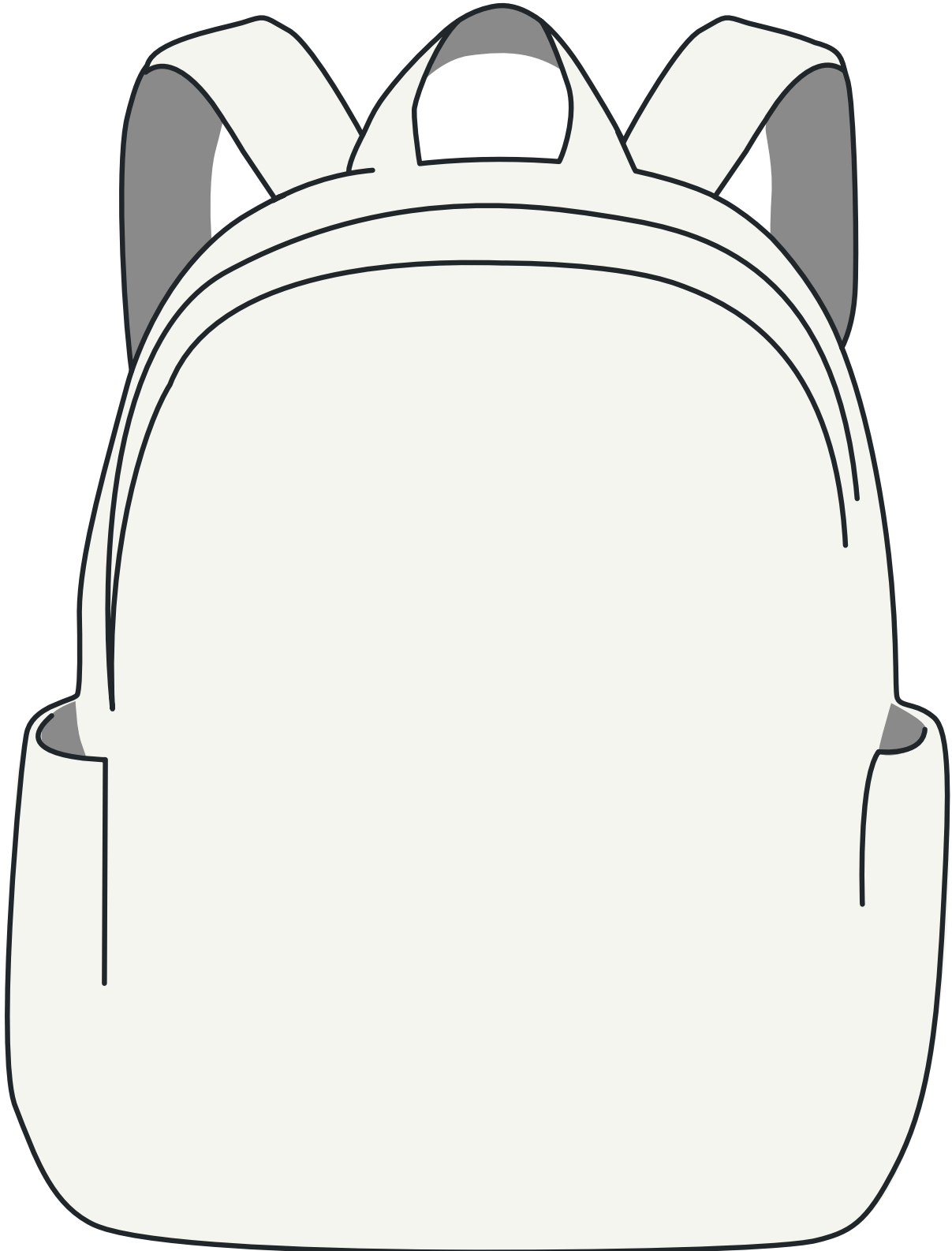
Think, Pair, Share (whole class)

- Using a 'Think, Pair, Share' students discuss the following question:
 1. What are 3 things you could do to stay safe when travelling as a passenger?

Road trip ready

You are going on a road trip. You need to pack some quiet activities that you can do to make sure the driver isn't distracted.

Draw or write activities that you can bring on the road trip.



LESSON 2

What does that sign mean

Teaching and learning overview



Learning intention

We are learning to:

- identify features of the road environment that help keep road users safe.



Success criteria

I can:

- describe features of the road environment
- explain the meaning of different traffic signs
- recognise how traffic signs help keep road users safe.



Key messages

1. Road signs and signals keep pedestrians, riders, drivers and passengers safe in the road environment.



Activities and required resources

Introduction:
Travelling to school

No required resources.

Activity 1:
Features of the road environment

- **Resource 2.1 - Types of roads and streets**

Activity 2:
Where's that sign?

- **Resource 2.2 - Traffic signs**
- **Resource 2.3 - Traffic map**

Review and assess:
4 Corners - Cryptic clues

- **Resource 2.4 - Cryptic clues**



Vocabulary to explicitly teach

Road user



Incidental vocabulary

Pedestrian, pedestrian crossing, road signs, road signals, kerb, street furniture, hazard, road environment, wheeling, walking, riding, driver, passenger.

LESSON 2

What does that sign mean

Teaching and learning experience



Introduction

Travelling to school (whole class)

- Conduct a class survey on how people travel to school.
- Write the responses on separate A4 sheets of paper and spread them around the room.
- Ask students to stand up and sit at the A4 sheet of paper that represents the mode of travel that they use the most when travelling to school.
- Count how many students are at each mode of travel and create a class tally on the board.
- Explain that no matter how they travel to school they are all considered to be 'road users'.



Activity 1

Features of the road environment (whole class)

Show students pictures from **Resource 2.1 - Types of roads and streets**.

- Ask students to: To identify different features they see in the pictures. Students can also add other features they have seen that are not shown in the pictures.
- Possible features may include:

– footpath	– driveway	– laneway	– road
– road sign	– road marking	– kerb	– street vegetation (trees, shrubs)
– pedestrian crossing	– traffic lights	– roundabout	– street furniture (bus shelters, post box benches).
– nature-strip	– fence	– railway crossing	
- Discuss why these items are part of the road environment, e.g. footpaths are built to give pedestrians a safe place to walk/wheel.



Activity 2

Where is that sign? (whole class)

Display **Resource 2.3 - Traffic map** on the board.

- Ask students to identify features on the map that help keep road users safe.
- Display the 3 signs from resource sheet – **Resource 2.2 - Traffic signs**.
- Ask the class:
 1. What does the sign mean?
 2. Can you see the sign on the map?
 3. How does the sign help to keep road users safe?
 4. When the sign appears, are there any other road markings or features that you might see near it? (e.g. when you see a shared path sign, you might also see markings on the path dividing the path into a left- and right-hand side. You may also notice that the colour of the path changes.)
- Explain that the map is missing 3 signs marked out by the x's.
- Go through each of the marked locations on the map and ask students to vote for which sign from **Resource 2.2 - Traffic signs** belongs in each location.
- Ask students to explain why they picked that location.



Review and assess

4 Corners - Cryptic clues (whole class)

- Number each corner of the room 1-4.
- Read out the sign clues from **Resource 2.4 - Cryptic clues**.
- Nominate one of the possible answers for each corner. For question 4 and 5 teachers may wish to display the image of the signs.
- Students will move to the corner that they think represents the correct answer.
- Discuss the answers selected by the class.
- Ask students: Why is it important for all road users to understand what signs and signals in the road environment mean?

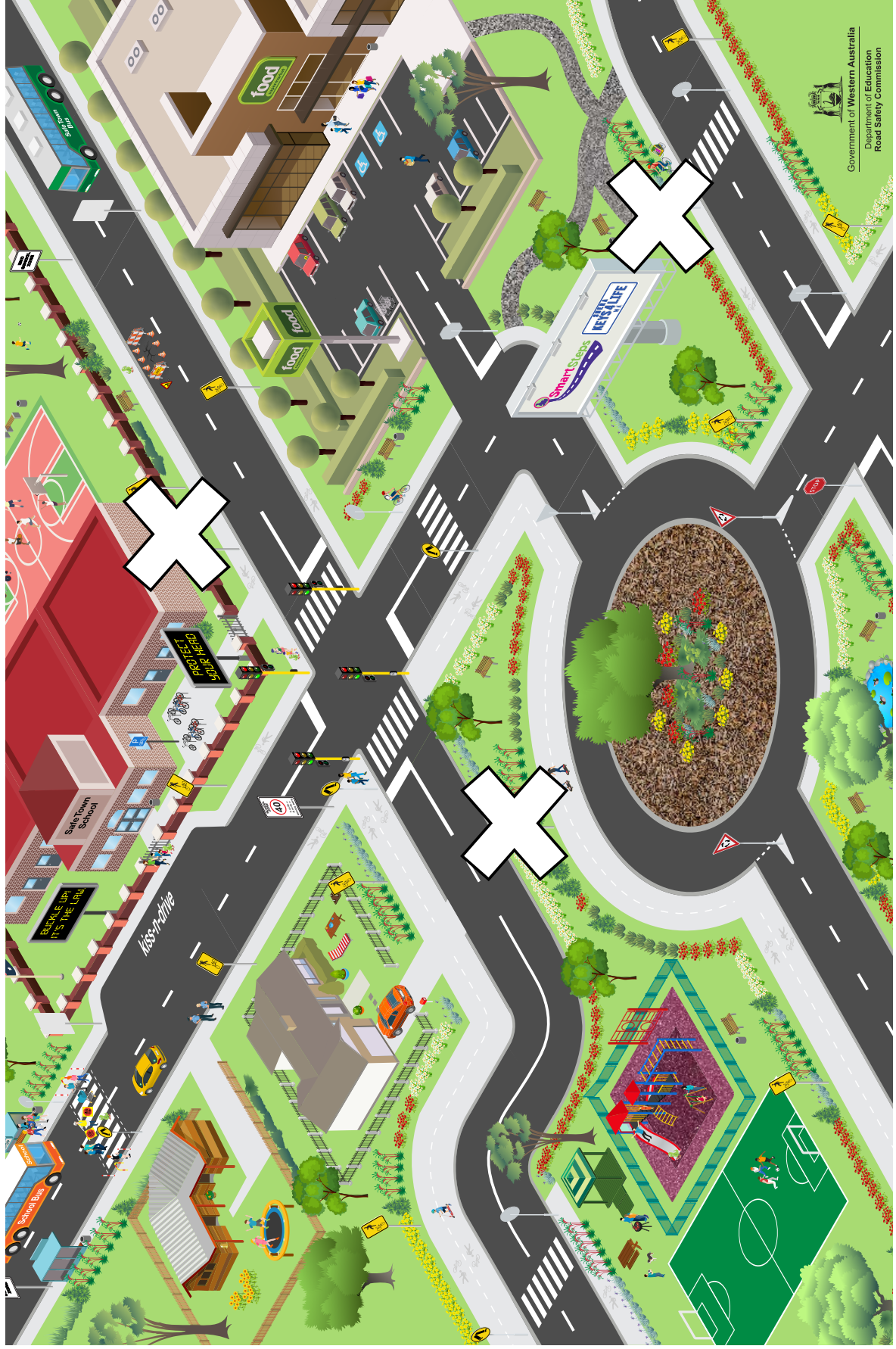
Types of roads and streets



Traffic signs



Traffic map



Cryptic clues

Which feature provides a safe place for pedestrians to walk/wheel?

1. Corner 1: Driveway
 2. Corner 2: Footpath (correct answer)
 3. Corner 3: Kerb
 4. Corner 4: Road
-

Which feature is designed to separate the road from the sidewalk?

1. Corner 1: Driveway
 2. Corner 2: Fence
 3. Corner 3: Kerb (correct answer)
 4. Corner 4: Bike lane
-

Which feature helps pedestrians cross the road safely?

1. Corner 1: Give way sign
 2. Corner 2: Pedestrian crossing (correct answer)
 3. Corner 3: Roundabout
 4. Corner 4: Stop sign
-

Which sign indicates that drivers should be aware of school students nearby?

1. Corner 1: Give way sign
 2. Corner 2: Pedestrian crossing
 3. Corner 3: School zone sign (correct answer)
 4. Corner 4: Stop sign
-

Which sign indicates that riders and pedestrians share the path?

1. Corner 1: Give way sign
2. Corner 2: Pedestrian crossing
3. Corner 3: School zone sign
4. Corner 4: Shared path sign (correct answer)

LESSON 3

Time to cross

Teaching and learning overview



Learning intention

We are learning to:

- identify types of road crossings and how to stay safe when crossing the road.



Success criteria

I can:

- identify different types of road crossings
- describe features that make a crossing safe or unsafe
- explain how to stay safe when crossing the road.



Key messages

1. It is safest to hold an adult's hand when you cross the road.
2. Use a safe place to cross the road such as traffic lights, pedestrian crossings and traffic warden crossings.
3. To stay safe when crossing the road, it is important to 'Stop, Look, Listen and Think'.



Activities and required resources

Introduction:
Travelling to school

- **Resource 3.1 - Types of crossings**

Activity 1:
Crossing the road

- **Resource 3.1 - Types of crossings**

Activity 2:
Getting to school safely

- Access to a map of the school and surrounds

Review and assess:
Think, Pair, Share

No required resources.



Incidental vocabulary

Pedestrian crossing, pedestrian refuge, overpass, underpass, traffic lights, 'Stop, Look, Listen, Think', safe, unsafe, walking, wheeling, riding.

Time to cross

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

Travelling to school (whole class)

- Ask students to consider their journey to school today.
- Ask: How many roads did you cross on your way to school? (For some students, it may only be a crossing in the carpark, or it may be none. For others who walk, wheel or ride to school, they may cross a large number of roads.)
- Allow students to share their responses and record the number of crossings on the board.
- Display pictures of different crossing locations that relate to your context from **Resource 3.1 - Types of crossings** or pictures from around your area.
- Ask students if they know the names of these locations (school traffic warden crossing, pedestrian crossing, traffic lights, underpass, overpass, pedestrian refuge) and if they have seen any of them before.
- Explain the different types of crossings to the class.



Activity 1

Crossing the road (small groups or whole class)

- Divide students into small groups. Alternatively complete this activity as a whole class.
- Assign each group a different type of crossing from resource sheet - **Resource 3.1 - Types of crossings**
- In their groups students will discuss the following questions:
 1. What makes this a safe or unsafe place to cross the road?
 2. Can you see any dangers or risks with this crossing? What are they?
 3. What should you do to stay safe when crossing the road? (e.g. 'Stop, Look, Listen, Think', always hold an adult's hand.)
- Ask groups to present their findings to the class.
- Ask students to vote on which crossing they think is the safest and why.



Activity 2

Getting to school safely (whole class)

- Display a picture or map of the school and its surroundings.
- Highlight key areas, such as entrances, exits and nearby roads.
- Ask the class the following questions:
 1. Where do students cross the road?
 2. Are there designated crossing points near the school?
 3. Are these crossing points safe?
- Take students on a short walk around the school grounds to observe the designated crossing or main entry points (this can be done from inside the school grounds where appropriate).
- Ask students to identify possible improvements or changes that could make it safer for students traveling to and from school.



Review and assess

Think, Pair, Share (whole class)

- Using a 'Think, Pair, Share', students discuss the following questions:
 1. How do you travel to school?
 2. How many and what types of crossings do you use?
 3. What is a different travel choice that you would like to try and why? (e.g. if they travel by car to school, they may want to ride.)
 4. What is 1 thing you will do to stay safe when you are crossing the road?

Types of crossings



Types of crossings



Types of crossings



Types of crossings



Types of crossings



LESSON 4

Being a safe rider

Teaching and learning overview



Learning intention

- We are learning to:**
- identify the importance of wearing helmets when using wheeled devices
 - identify safe places to ride wheeled devices.



Success criteria

- I can:**
- identify different wheeled devices and the safety equipment needed for each
 - explain why wearing a helmet is important
 - describe the correct way to fit a helmet
 - choose safe places to ride wheeled devices in the local area.



Key messages

1. Helmets and other safety equipment protect us when we are riding wheeled devices.
2. It is safer to ride your bike and other wheeled devices on the footpath or away from the road.



Activities and required resources

Introduction:
Circle talk

No required resources.

Activity 1:
Helmets

- True or false statements
- A helmet for demonstrations

Activity 2:
Safe places to ride

- Map of the local area surrounding the school

Review and assess:
I am going for a ride memory game

No required resources.



Vocabulary to explicitly teach

Wheeled device, rider.



Incidental vocabulary

Bike, scooter, skateboard, skates, safety equipment, helmet, enclosed shoes, safe, unsafe, visibility, supervision.

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

Circle talk (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.
- Arrange students into 2 concentric circles (inside and outside), facing each other.
- Ask the following questions, allowing pairs to discuss briefly. After each question the inside circle move one spot to the left to discuss the next question with a new partner.
 1. What wheeled devices have you used?
 2. Who do you ride with?
 3. Where do you ride?
 4. What safety equipment do you wear when riding a wheeled device? (e.g. suitable clothing, bright colours, long pants, enclosed shoes, knee pads, elbow pads, helmets.)



Activity 1

Helmets (whole class)

- Hold up a helmet and ask students to pick out the key features (e.g. hard outer shell, buckle, straps, helmet line, ventilation holes.)

-
- 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 2s' 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.

- Ask students: Who could you ask to check that your helmet is fitted correctly before riding a wheeled device?
- Label one side of the room 'true' and the other 'false'.
- Read out the following statements and ask the class to move to the side of the room that they think is correct.

True or False statements:

- Wearing a helmet stops you from falling off/crashing. (False - Helmets do not stop you from falling off your bike or crashing.)
- A bike helmet protects your head if you have a crash. (True - An undamaged, correctly fitted helmet will protect your head if you have a fall.)
- The law says bike riders must wear a bike helmet. (True - Helmets are compulsory in Western Australia, all bike riders must wear an approved helmet while in motion.)
- It does not matter if your helmet is too big because you can grow into it. (False - Helmets need to be correctly fitted to protect you in a fall.)
- You do not need to buckle up your helmet. (False - Helmets need to be buckled up to protect you in a fall.)

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.

-
- Ask students:
 1. Why is the brain important? What does it do?
 2. Why do we need to protect it?
 3. How does a helmet protect a person's head?



Activity 2

Safe places to ride (whole class)

- Ask students: What else could you do to stay safe when riding wheeled devices other than wearing safety equipment? (e.g. ride with an adult, do not ride on or near the road, only ride during the daylight hours, do a bike safety check.)
-
- Display a map of the local area around the school.
 - Ask students to suggest safe places to ride their wheeled devices in the local area.
 - Encourage students to think about parks, bike paths, playgrounds, and other designated areas.
 - Discuss the features that make these areas safe for riding. (e.g. low traffic areas, designated bike paths or lanes, good visibility, presence of protective barriers, adult supervision.)
 - Ask students what improvements could be made in the local area to make it a safer place to ride wheeled device.



Review and assess

I am going on a ride memory game (small groups)

- Place students into small groups (3-6 students).
- In their groups students play the following memory game.

Round one: Safety equipment

Student 1 says: On Monday morning I rode my bike to school. To stay safe, I wore my _____ (e.g. helmet.)

Student 2 says: On Monday morning I rode my bike to school. To stay safe, I wore my student 1's response and new response (e.g. I wore my helmet and my bright clothes).

The game continues with each student repeating the items already listed and adding a new one. If a student forgets an item, cannot think of any more pieces of safety equipment or say something that is incorrect, they are out for that round.

Round two: Safe places to ride

Student 1 says: On Tuesday I rode my (first student decides the wheeled device). To stay safe, I rode _____ (e.g. in the backyard.)

Student 2 says: On Tuesday I rode my (the device the first student chose). To stay safe, I rode student 1's response and new response (e.g. I rode in the backyard and on a bike path).

- Ask groups to share the safety equipment they wore and the safe places they rode.

LESSON 5

Safe road user decisions

Teaching and learning overview



Learning intention

We are learning to:

- make safe decisions as road users
- use assertive communication to handle unsafe situations.



Success criteria

I can:

- identify and explain unsafe road user behaviours and suggest safer alternatives
- demonstrate using assertive 'I' statements to express concerns in an unsafe road environment
- use a decision-making model to determine the safest choices.



Key messages

1. There are people who can help if you find yourself in an unsafe situation.
2. Positive decisions can help keep you safe as a road user.



Activities and required resources

Introduction:

Road safety messages

No required resources.

Activity 1:

What would you do?

- Videos from Transport for NSW:
 - [Safe places to cross - what would you do? \(0:31 minutes\)](#)
 - [Play safely - what would you do? \(0:36 minutes\)](#)
- **Resource 5.1 - Decision making model**

Activity 2:

Road user behaviours

- **Resource 5.2 - Road user scenarios**

Review and assess:

Sticky note reflection

- Sticky notes - 1 per student



Incidental vocabulary

Road safety, scenario, decision making, assertive communication, 'I' statements, seatbelt, helmet, traffic, wheeled device, crosswalk.

Safe road user decisions

Teaching and learning experience



Introduction

Road safety messages (whole class)

- Ask students to brainstorm the different road safety messages they have learnt throughout the unit (e.g. always wear a helmet when riding wheeled devices, always cross roads near school at the traffic warden, stop-look-listen-think, ride your wheeled device away from the road, hold an adult's hand when crossing the road, always buckle up.)
 - Write student responses on the board.
-
- Ask students:
 1. Is it always easy to make safe decisions in the road environment?
 2. What can make it hard to make safe decisions?
 3. Who can people go to if they find themselves in an unsafe situation?



Activity 1

What would you do? (whole class)

Scenario 1:

- Watch: [Safe places to cross - what would you do?](#)
- Use **Resource 5.1 - Decision making model** to discuss what choices could be made in the scenario.
- Ask students:
 1. When crossing the road what are other things you could do to stay safe? (e.g. hold an adult's hand, 'Stop, Look, Listen, Think'.

Scenario 2:

- Watch: [Play safely - what would you do?](#)
- Explain the term 'safety spot'. This is a place where everyone who is not in a car must stand when cars are leaving and coming into your property to stay safe in the driveway. To explain the safety spot students can watch [Driveway safety - find your safety spot with Izzy](#).
- Use **Resource 5.1 - Decision making model** to discuss what choices could be made in the scenario.
- Ask students:
 1. Where is a safe place to stand when cars are leaving and coming into your property?
 2. Why is this the safest place to stand?



Activity 2

Road user behaviours (pairs)

- Explain that being brave and using assertive communication including 'I' statements such as 'I don't feel comfortable' or 'I don't think that is a safe thing to do', can help students to confidently deal with unsafe situations.
 - Give each pair one of the scenarios from **Resource 5.2 - Road user scenarios**, or alternatively read out the scenarios to the class.
-
- Allow students time to discuss the following questions:
 1. Why would this be unsafe?
 2. What is the safest thing to do?
 3. What could you say? (Encourage students to use assertive responses.)
-
- Bring the class back together and ask groups to share their ideas.

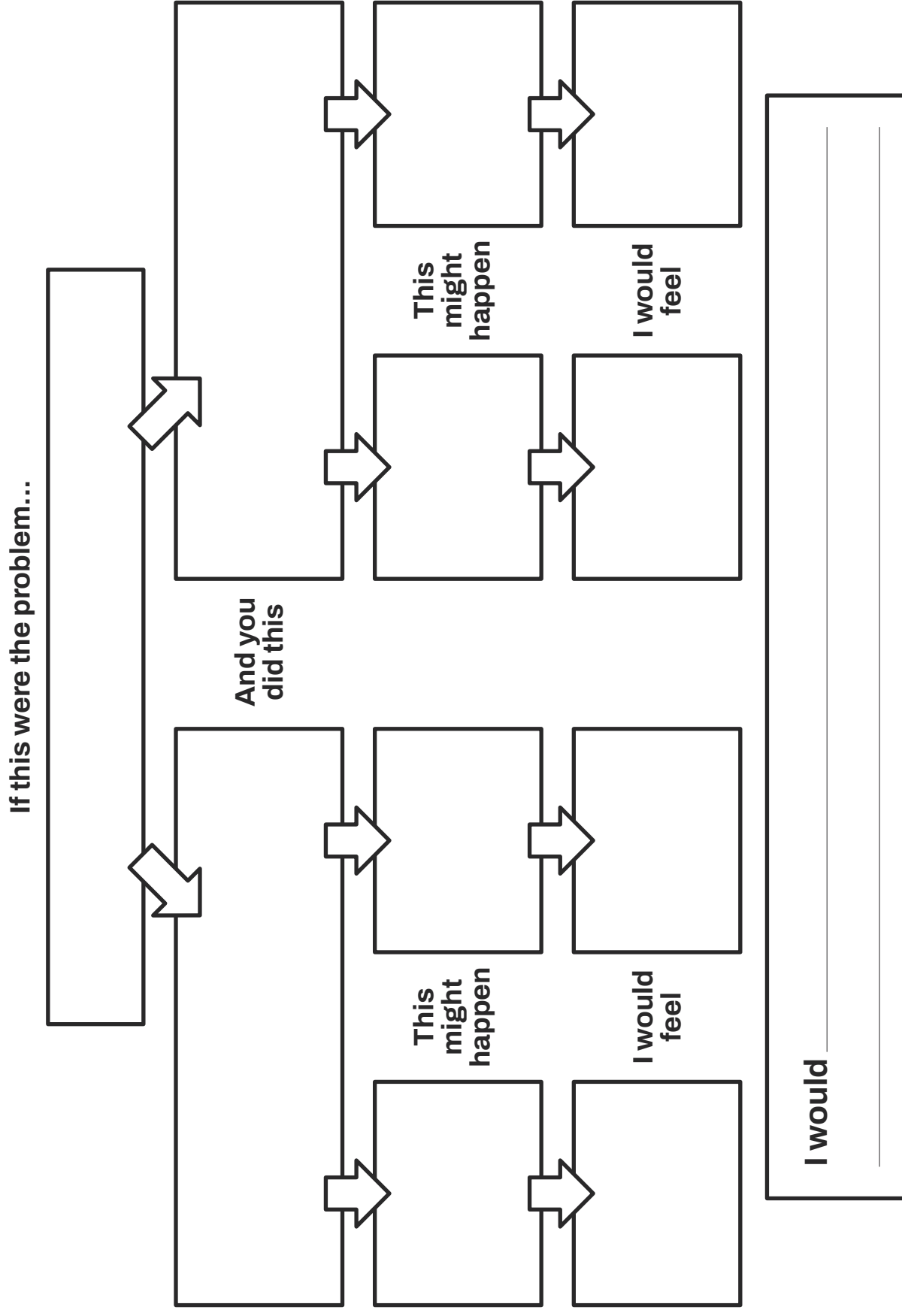


Review and assess

Sticky note reflection (individual)

- Give each student a sticky note
-
- Assign each student a sentence to finish off. Examples could include:
 - I am a safe road user when – finish the sentence using something you have learnt.
 - Key words – list the key words you have learnt about being a safe road user.
 - It really stuck – share one thing you learnt that will stick in your memory about road safety.
 - Students stick completed notes on the wall or classroom door to remind them of all the things they have learnt about road safety.

Decision making model



Road user scenarios

You are walking to school with your older sibling. They say, “Let’s cross the road here, it is quicker than crossing at the pedestrian crossing.”.

1. Why would this be unsafe?
2. What is the safest thing to do?
3. What could you say?

A friend says you can get a lift home from school with their family instead of catching the bus. There is not a spare seat for you.

1. Why would this be unsafe?
2. What is the safest thing to do?
3. What could you say?

You are riding your bike in the park with your friend. They say, “Let’s take a shortcut through the carpark.”

1. Why would this be unsafe?
2. What is the safest thing to do?
3. What could you say?

Your younger sibling is riding their skateboard. They are not wearing a helmet and protective gear.

1. Why would this be unsafe?
2. What is the safest thing to do?
3. What could you say?



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