



Department of
Education

Year 3

**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.

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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: 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.

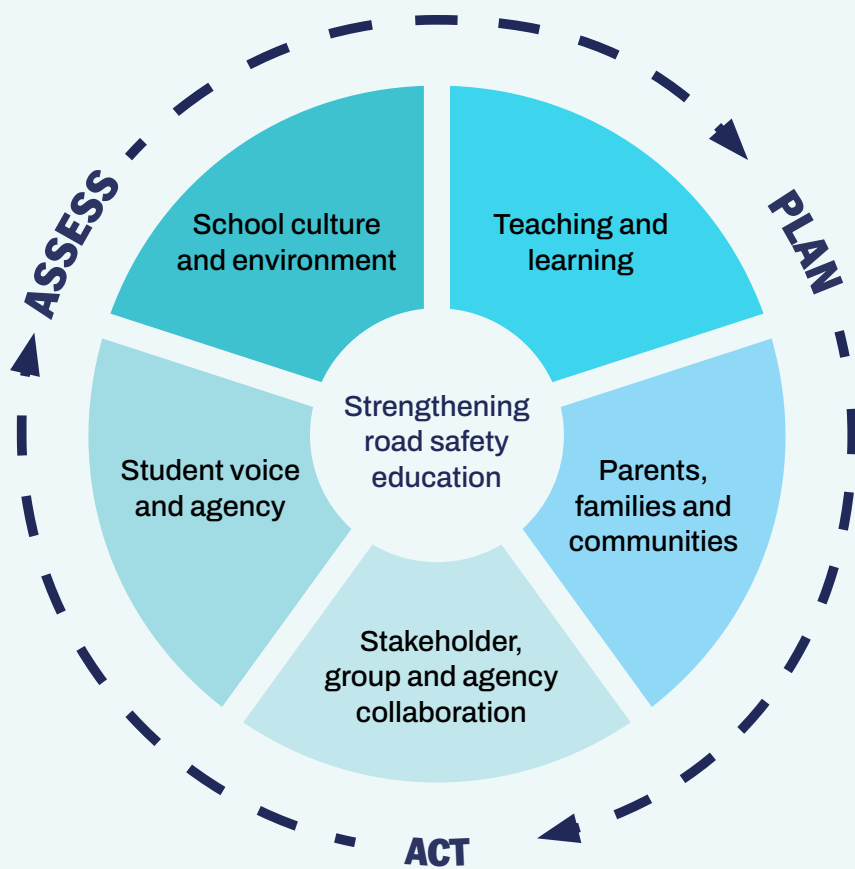
The resource content supports students to make informed decisions that maintain their own safety and that of others. Opportunities are provided for the development of [Personal and Social Capability Skills](#) that allow students to consider influences that form their sense of identity.

This resilience approach to injury prevention 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 invite parents and carers to actively participate in their child's learning journey.

Consider if this method of communication is the most effective for your context and adapt the template as needed.

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.
- Maintain focus and avoid distractions when in the traffic environment.

Passenger safety

- Always use the safety door when entering and exiting vehicles. The safety door is the back door on the path side.
- All car passengers must wear correctly fitted seatbelts or restraints.
- It is important to sit quietly and not distract the driver or other people in the vehicle.

Safety on wheels

- Always wear a correctly fitted helmet and other protective equipment when using wheeled devices.
- It is safer to ride bikes and other wheeled devices on the path or away from the road.
- Wearing reflective and bright clothing increases visibility to vehicles and other pedestrians.

For additional resources and information, refer to [Kidsafe WA Road Safety Resources](#) and [Transperth – Parents and Caregivers](#).

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 communication skills to respond to unsafe situations*					●
Healthy and active communities					
Actions in daily routines that promote health and wellbeing.	●	●	●	●	●
Choices and behaviours conveyed in health information and messages.	●			●	

*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-curricular links

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

For example:

- **Maths:** run surveys on travel choices such as how classmates travel to school and represent the data in tables or graphs. Students can practise locating positions and pathways on simple maps of familiar locations and plan safe routes to and from school.
- **English:** explore road safety media messages by analysing how language and visual elements shape meaning. Students can practise persuasive writing by creating health campaign messages and develop speaking and listening skills through class discussions and role-plays. The topic also supports the extension of technical and subject-specific vocabulary.
- **HASS:** explore road related community rules and laws, analyse local maps and places to identify safe travel routes and investigate changes in transport and safety over time.

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

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	Safe travel	• Seatbelts and restraints keep us safe. • It is safest to use the safety door (back door, on the path side) to get in and out of the car. • Using quiet voices helps the driver focus.	Kidsafe WA - Child restraint guidelines
2	Safe journeys to school	• 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. • When crossing the road, it is important to Stop, Look, Listen and Think, and to hold an adult's hand whenever possible. • Using active travel to school is beneficial for health and wellbeing, traffic reduction and the environment. • Always walk, wheel and ride using a route that allows you to cross the road safely.	Kidsafe WA - Pedestrian safety fact sheet
3	Safe places to ride	• It is safer to ride your bike and other wheeled devices on the path or away from the road. • Positive informed decisions can help keep you safe as a road user.	Kidsafe WA - Small-wheeled devices fact sheet Bicycle safety fact sheet
4	Keeping road users safe	• Road signs and signals help road users make safer decisions. • Media can provide important health messages that help keep road users safe.	
5	Making safer road decisions	• Using 'I' statements can help you say 'no' to peer pressure. • Strong and assertive decisions and choices can help keep you safe as a road user.	

Assessment

The Challenges and Choices program offers a variety of assessment opportunities:

- **Formative assessments** such as 'in the moment observations' and posing questions are used during a lesson to assess students understanding of the topic.
- **Summative assessments** can be created by expanding on lesson topics and activities, for example:
 - **Lesson 2:** Students design a safe streetscape of the school and nearby roads. For each safety feature included, students explain how it enhances safety for those traveling to and from school.
 - **Lesson 4:** Students expand on the road safety campaign slogans created in lesson 4 by designing a road safety campaign targeted at students their age.

LESSON 1

Safe travel

Teaching and learning overview



Learning intentions

We are learning to:

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



Success criteria

I can:

- describe what safe passenger behaviour looks like, sounds like, and feels like
- explain what can distract a driver
- identify safe passenger behaviours.



Key messages

1. Seatbelts and restraints keep us safe.
2. It is safest to use the safety door (back door on the path side) to get in and out of the car.
3. Using quiet voices helps the driver focus.



Activities and required resources

Introduction
Distractions

No required resources.

Activity 1:
Don't distract the driver

- **Resource 1.1 - Passenger questions**
- **Resource 1.2 - Road signs**

Activity 2:
Safe passenger
Y chart

No required resources.

Review and assess:
Stand up, hand up,
pair up

No required resources.



Vocabulary to explicitly teach

Distraction



Incidental vocabulary

Passenger, safe, restraint, safety door, path

LESSON 1

Safe travel

Teaching and learning experience



Introduction

Distractions (whole class)

- Write the word 'distraction' on the board. Ask the class what they think the word means.
- As a class, create a definition. e.g. a distraction is anything that takes your focus away from what you are doing or supposed to be doing.
- Complete a Think, Pair, Share to answer the following questions:
 1. When have you been distracted?
 2. What caused it? e.g. doing your homework and being distracted by a sibling or the TV.



Activity 1

Don't distract the driver (whole class)

- Ask the class: What can distract a driver? (e.g. phones, surroundings, radios, passengers)
 - Set up five chairs to represent a car: two in front, three in back, with a desk for the driver.
 - Select volunteers to act as the driver, front passenger and back seat passengers.
 - Give the driver two sets of **Resource 1.2 - Road signs** and the front passenger a copy of **Resource 1.1 - Passenger questions**.
 - Explain that the driver must quickly pair the road sign cards without pausing.
 - Let the driver practise once without distractions. The class observes their speed and method.
 - Repeat the activity, but this time:
 - The front passenger asks questions from their sheet.
 - The back passengers make noise (e.g. sing or play a loud game).
 - The driver must keep sorting cards and answer the questions.
 - Appoint a spotter to count how many questions the driver answers.
 - Run the activity, then lead a class discussion.
-
- Ask the driver:
 1. Was it easy to sort the cards when your passengers were being noisy?
 2. Did you answer all of the questions? (Check with the spotter)
 3. How well could you concentrate?
 4. How did you feel when everyone was distracting you?
-
- Ask the class:
 1. What did you notice about the driver?
 2. Would a driver be able to concentrate if their passengers were noisy or asking lots of questions?
 3. What might happen if a driver wasn't able to concentrate on driving?
 4. What can you do to make sure you don't distract the driver (car or bus)?



Activity 2

Safe passenger Y chart (whole class)

- Draw a Y-chart on the board, labelled: Looks like, Sounds like and Feels like.
- 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, using the safety door (back door on the path side), reading a book, quiet activities, arms and head inside the car.
 - Sounds like: Talking quietly, not playing loud music or games.
 - Feels like: Safe, happy, comfortable, relaxed, calm.

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



Review and assess

Stand up, hand up, pair up (pairs)

- Students stand up and put one hand in the air.
- Students then walk around the classroom.
- Call out 'pair' and have students pair up with the student they are standing closest to.
- Students that have found partners will put their hands down. Any other students who have not found partners will keep their hands raised until they find a partner.
- Ask students to share one thing they will do next time they are a passenger to keep everyone safe.
- Repeat the process, this time students will share one quiet activity they can do in the car that won't distract the driver.

Passenger questions

How old are you?

When is your birthday?

Do you own a pet?

How many days are in a week?

What's your favourite food?

What are you going to do after school today?

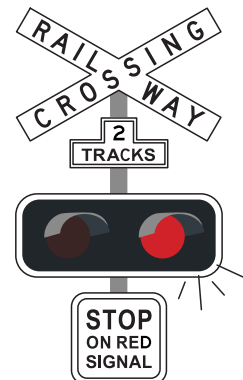
Have you ever been in a plane?

What number comes after 13?

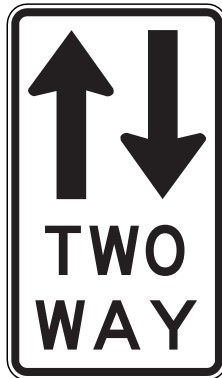
What is your favourite sport?

What is your favourite ice-cream flavour?

Road Signs



Road Signs



LESSON 2

Safe journeys to school

Teaching and learning overview



Learning intentions

- We are learning to:**
- identify strategies to stay safe when walking, wheeling or riding in different types of road environments.



Success criteria

- I can:**
- identify the main features of different types of roads
 - explain the safest places to walk, wheel, ride and cross the road
 - identify potential risks in various road situations and how to avoid them
 - identify the safest path to travel to school.



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. When crossing the road, it is important to Stop, Look, Listen and Think.
3. Using active travel to get to school is beneficial for health and wellbeing, traffic reduction, and the environment.
4. Always choose a route that allows you to cross the road safely.



Activities and required resources

- Introduction:**
Types of vehicles and roads
- **Resource 2.1 - Road types**
-
- Activity 1:**
Risky road situations
- **Resource 2.2 - Risky road situations**
-
- Activity 2:**
Safe journeys to school
- Access to online mapping (e.g. Google Maps)
-
- Review and assess:**
My safe journey
- Map of local area around school - 1 per pair



Incidental vocabulary

Residential street, freeway, journey, highway, unsealed road, pedestrian, active travel, pedestrian crossing, route, wheeling, walking, riding

LESSON 2

Safe journeys to school

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

Types of vehicles and roads (whole class)

- Introduce the concept that there are different types of vehicles and roads that have different looks, speeds and amount of traffic flow.
 - Show the class different images of road types from **Resource 2.1- Road types** or other images that relate to your context.
-
- Ask students the following questions about each image:
 1. What are the main features of this road?
 2. Who mainly uses this type of road?
 3. Do vehicles drive fast or slow on this road (how do you know)?
 4. How much traffic uses this road (a lot or a little)?



Activity 1

Risky road situations (whole class/small groups)

- Discuss the safest place to walk/wheel/ride and cross the road.
- Brainstorm things students need to watch out for when they are a pedestrian (e.g. vehicles, things that restrict vision such as parked cars, curves, hills, objects blocking the path, other road users such as bike riders, in rural areas if there are no pedestrian facilities).
- Split the class into small groups and allocate each group an image from **Resource 2.2- Risky road situations**.
- Each group discusses the risk in their image and how to avoid it.
- Groups present their findings to the class.



Activity 2

Safe journeys to school (whole class)

- Ask students:
 1. How do you usually travel to school?
 2. Why might students choose to walk/wheel/ride/bus/train to school? (Consider the use of active transport as not only a means to increase physical activity but also to decrease the amount of traffic around the school grounds and reduce the environmental impact from vehicle emissions).
 3. Is it always safe to walk/wheel/ride/bus/train to school? What could you do to make it safer? (e.g. be accompanied by a trusted adult, always Stop, Look, Listen and Think when crossing the road, use designated paths, use pedestrian crossings, if the distance is too far, park a few streets away from school and then walk/wheel/ride).
-
- Display a map of the school and the roads surrounding the school.
 - Discuss the major roads and intersections near the school that students may see or pass when they travel to and from school.
 - Identify places where it would be safer for students to walk/wheel/ride and cross roads.



Review and assess

My safe journey (pairs)

- Provide each pair of students with a copy of the map from activity 2.
 - As a class, select a house at least 3 road crossings away from the school.
 - Students draw the safest route to travel from the house to school. Explain that the safest way may not be the shortest or quickest.
 - Students circle any existing safety features (e.g. footpaths, pedestrian crossings, traffic warden, traffic lights, paths that include ramps for accessible crossings).
 - When students have finished their map ask them to share their map with another pair.
-
- Discuss the following questions as a class:
 1. Did the other group select the same route as yours?
 2. Would the route you choose to take always be the same? What may affect it?

Road types



Risky road situations



LESSON 3

Safe places to ride

Teaching and learning overview



Learning intentions

We are learning to:

- identify safe places to ride wheeled devices and the features that make these places safe
- identify strategies to make safe decisions in wheeled device scenarios.



Success criteria

I can:

- identify different places where people ride wheeled devices
- rank places from most safe to least safe based on safety features
- explain why certain places are safer to ride than others
- choose the safest decision in various riding scenarios.



Key messages

1. It is safer to ride your bike and other wheeled devices on the path or away from the road.
2. Positive decisions can help keep you safe as a road user.



Activities and required resources

Introduction:

Places people ride

- Video: [Transport Victoria - Different Places to Ride Your Bike](#) (1:49minutes)

Activity 1:

Safe places ranking

- **Resource 3.1 - Places to ride** (1 copy per group)

Activity 2:

Making safe decisions

- **Resource 3.2 - Making safe decisions**

Review and assess:

Stand up, hand up,
pair up

No required resources



Incidental vocabulary

Safe, unsafe, road signs, pedestrian, rider, traffic, helmets, knee guards, elbow pads, reflective clothing, rider.

LESSON 3

Safe places to ride

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

Places people ride (whole class)

- On the board write the phrase 'Places people ride'.
- Ask the class to brainstorm places that people ride wheeled devices (bike, scooter, skateboard, adaptive bikes/trikes).
- Watch the video [Different Places to Ride Your Bike](#) (Transport Victoria).



Activity 1

Safe places ranking (small groups)

- Divide the class into small groups.
- Distribute a copy of **Resource 3.1 - Places to ride** to each group.
- Students cut out the cards then rank the places from most safe to least safe.
- As a group, students discuss what makes the location safe or unsafe.
- Once ranked, students complete a gallery walk to compare their ranking with other groups. Groups then have an opportunity to change their ranking.
- Ask groups to share with the class what location they ranked the safest and least safe and why.
- Ask the class: What else can you do to stay safe when riding? (e.g. wear a helmet, wear reflective and bright clothing, knee guards/elbow pads, wear enclosed shoes, check your bike is well maintained, ride with an adult).



Activity 2

Making safe decisions (whole class)

- Number each corner of the room from 1-4.
- Read or display the scenarios and the 4 possible decisions from **Resource 3.2 - Making safe decisions**.
- Ask students to move to the corner that matches the decision they believe is the safest. Alternatively, students can hold up the number of fingers that corresponds to their chosen decision.
- After each scenario ask the following questions:
 1. Why did you select this decision?
 2. What could happen if one of the other decisions was made?



Review and assess

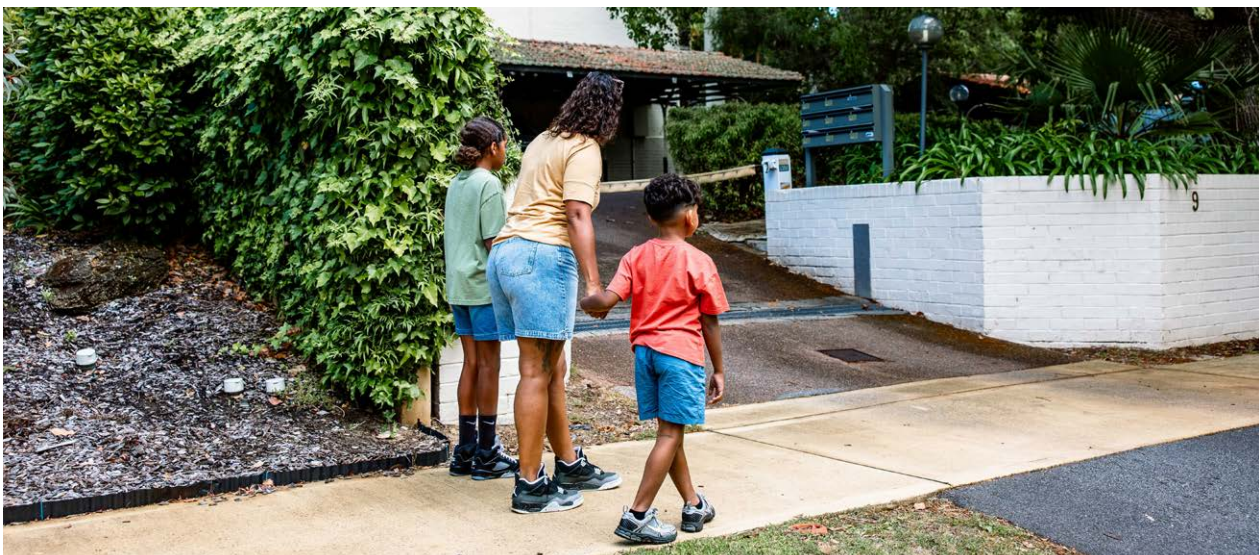
Stand up, hand up, pair up (pairs)

- Students stand up and put one hand in the air.
- Students then walk around the classroom.
- Call out 'pair' and have students pair up with the student they are standing closest to.
- Students that have found partners will put their hands down. Any other students who have not found partners will keep their hands raised until they find a partner.
- Ask students to share a place where they could ride safely.
- Repeat the process, this time students will share one other thing they can do to stay safe when riding wheeled devices.

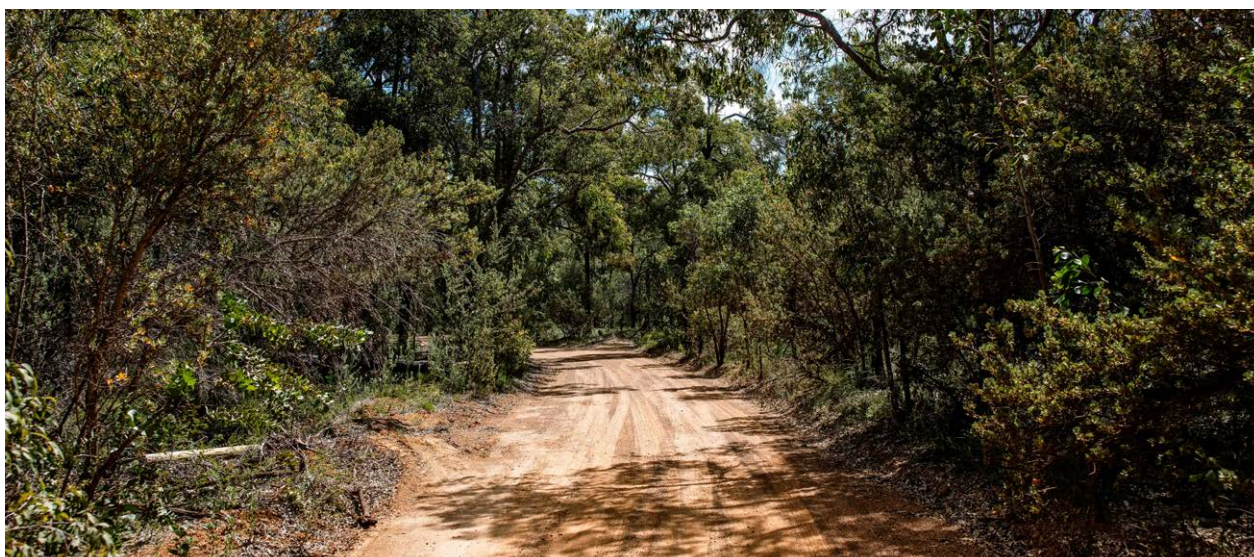
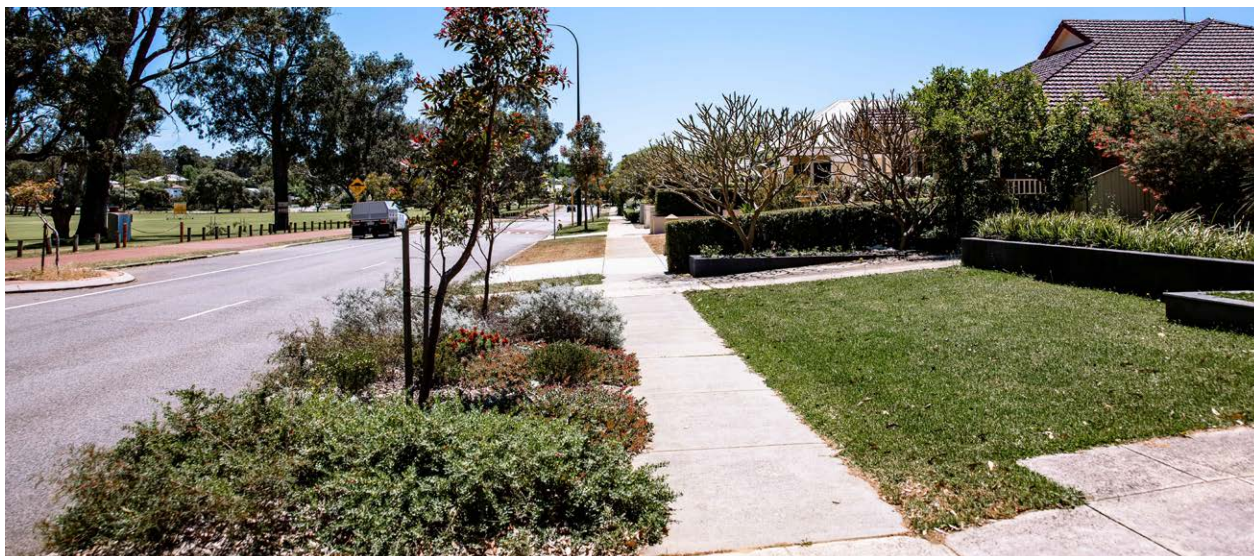
Places to ride



Places to ride



Places to ride



Places to ride



Making safe decisions

Scenario 1

You are riding to school with your older sibling. They say, “Let’s go through the carpark, it’s a shortcut.”

You could:

1. Follow them through the carpark.
2. Let them go through the carpark while you go a safer way.
3. Tell your parents what they did when you get home.
4. Stay on the bike path meaning you will be late for school.

Scenario 2

You and your friends are riding in a park. One of your friends suggests racing down a steep hill that you haven’t gone down before.

You could:

1. Agree and race down the hill as fast as you can.
2. Suggest finding a flatter path to race on.
3. Decide not to race and stay at the top of the hill.
4. Watch your friends race but ride down the hill carefully at your own pace.

Scenario 3

You are riding on a path and approaching a driveway where a car is pulling out.

You could:

1. Speed up to pass the driveway before the car exits.
2. Yell at the driver to stop and wait for you to pass.
3. Slow down, make eye contact with the driver, and if acknowledged proceed carefully.
4. Ride behind the car as it backs out, hoping the driver sees you.
5. Wait in a safe location until the driver has finished reversing.

LESSON 4

Keeping road users safe

Teaching and learning overview



Learning intentions

We are learning to:

- understand why young people are more vulnerable as road users
- understand how road signs, signals and safety campaigns help people make safe decisions in the road environment.



Success criteria

I can:

- identify reasons why young people are vulnerable road users
- match road signs with their descriptions
- discuss the key messages of road safety campaigns and how they promote safer decisions.



Key messages

1. Road signs and signals help road users make safer decisions.
2. Media can provide important health messages that help keep road users safe.



Activities and required resources

Introduction:

Young people are vulnerable road users

No required resources.

Activity 1:

Road signs and signals

- **Resource 4.1 - What's that sign?**

Activity 2:

Road safety in the media

Access to road safety campaigns, for example:

- Video: [Road Safety Commission - Seatbelts - safety gear cricket](#) (15 seconds)
- Video: [Road Safety Commission - Ride bright](#) (16 seconds)

Review and assess:

Road safety slogan

- **Resource 4.2 – Billboard**



Vocabulary to explicitly teach

Vulnerable



Incidental vocabulary

Pedestrian, passenger, hazard, distraction, road signs, signals, campaign, advertisement.

LESSON 4

Keeping road users safe

Teaching and learning experience



Introduction

Young people are vulnerable road users (small groups)

- Write the word 'vulnerable' on the board. Explicitly teach the class what the word means.
- Ask students: Why do you think young people are more vulnerable as road users than adults? Examples could include:
 - Height – a smaller stature may reduce visibility to drivers.
 - Less experience and understanding of road rules.
 - Impulsiveness and distraction (e.g. playing, using devices).
 - They overestimate their road safety skills/road crossing skills.
- Record students' responses on the board:



Activity 1

Road signs and signals (whole class/small groups)

- Explain that signs and signals in the road environment provide important information to road users, helping them to make decisions that keep them safe.
- From **Resource 4.1 - What's that sign?**, give each student either:
 - a picture of a road sign
 - a description of the road sign
- Students move around the room until they have found their match (road sign with the matching description).
- Once they have found their match, students discuss the following questions:
 1. Who does this sign keep safe? (e.g. riders, passengers, pedestrians, drivers. It may be more than one type of road user.)
 2. How does this sign keep them safe?



Activity 2

Road safety in the media (whole class)

- Explain that signs and signals help road users make safe decisions. Advertisements and campaigns encourage people to make safer decisions in the road environment.
- Show examples of road safety advertisements/campaigns from TV, online videos, or posters.
- Examples could include:
 - [Road Safety Commission - Seatbelts - safety gear cricket](#) (15 seconds)
 - [Road Safety Commission - Ride bright](#) (16 seconds)

Note: It is important for teachers to view the campaign prior to the lesson to ensure it is contextually appropriate.

- Discuss the following questions as a class:
 1. What is the main message of the advertisement or campaign?
 2. How does this message help people to make safer decisions on the road?



Review and assess

Road safety slogan (individual/small group)

- Explain that students will create a slogan for a campaign that aims to protect young people on the road.
- Encourage students to focus on one of the factors that make young people vulnerable, from the introduction activity.
- In small groups or individually, ask students to create a slogan aimed at either passengers, pedestrians or riders.
- Students share their slogans with the class.
- If time permits, students can write their slogan on **Resource 4.2 - Billboard**.

What's that sign?



**This path is shared
by both pedestrians
and riders.**



**There is a pedestrian
crossing coming up.**

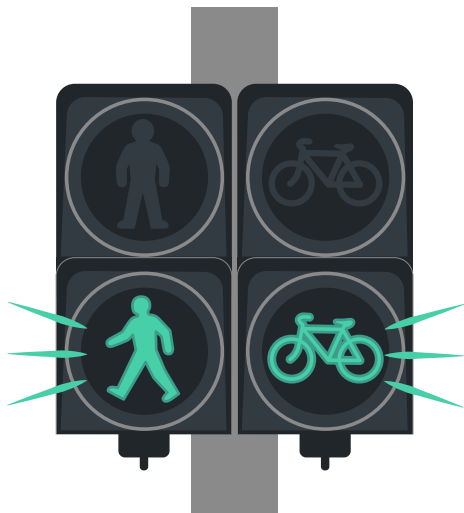


**There is a roundabout
coming up.**

What's that sign?



**Workers are fixing the road or path ahead.
Be careful.**



When the light turns green pedestrians and riders on paths can cross the road.

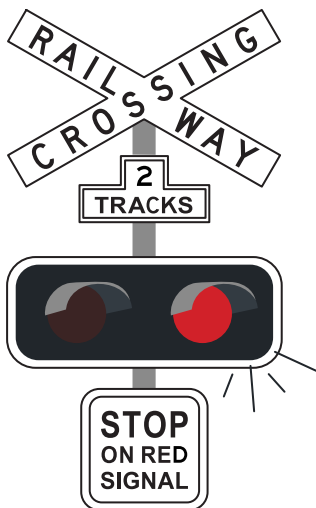


Slow down at the line and stop until it is safe to go.

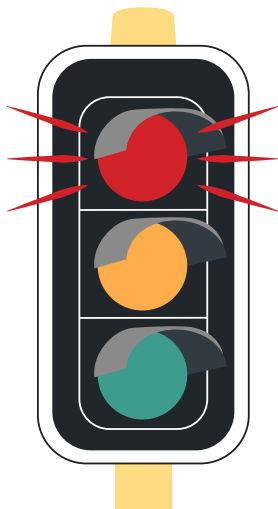
What's that sign?



There are children crossing the road in this area.

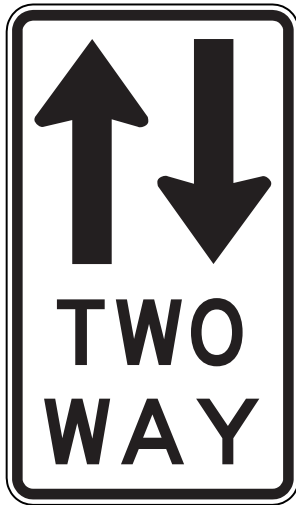


Don't cross, there is a train coming.



Drivers and bike riders on the road must stop here until the light turns green.

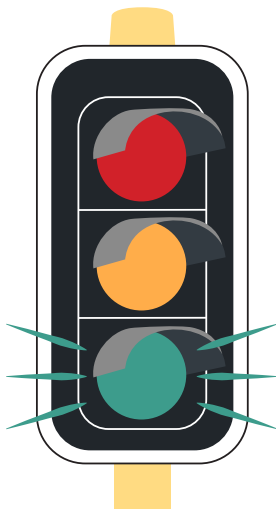
What's that sign?



**Traffic is travelling
in both directions.**

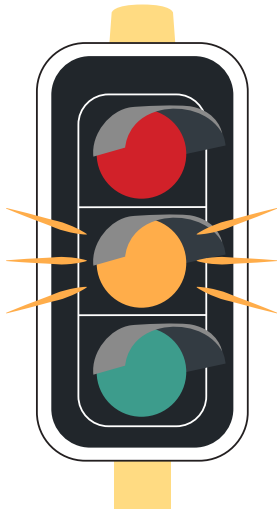


**Slow down traffic lights
are coming up.**

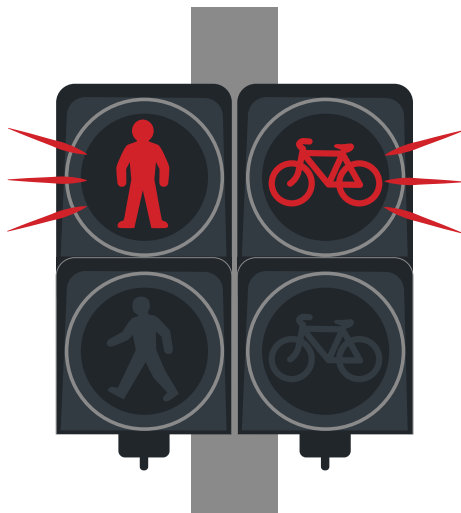


**Drivers and bike riders
on the road can go.**

What's that sign?

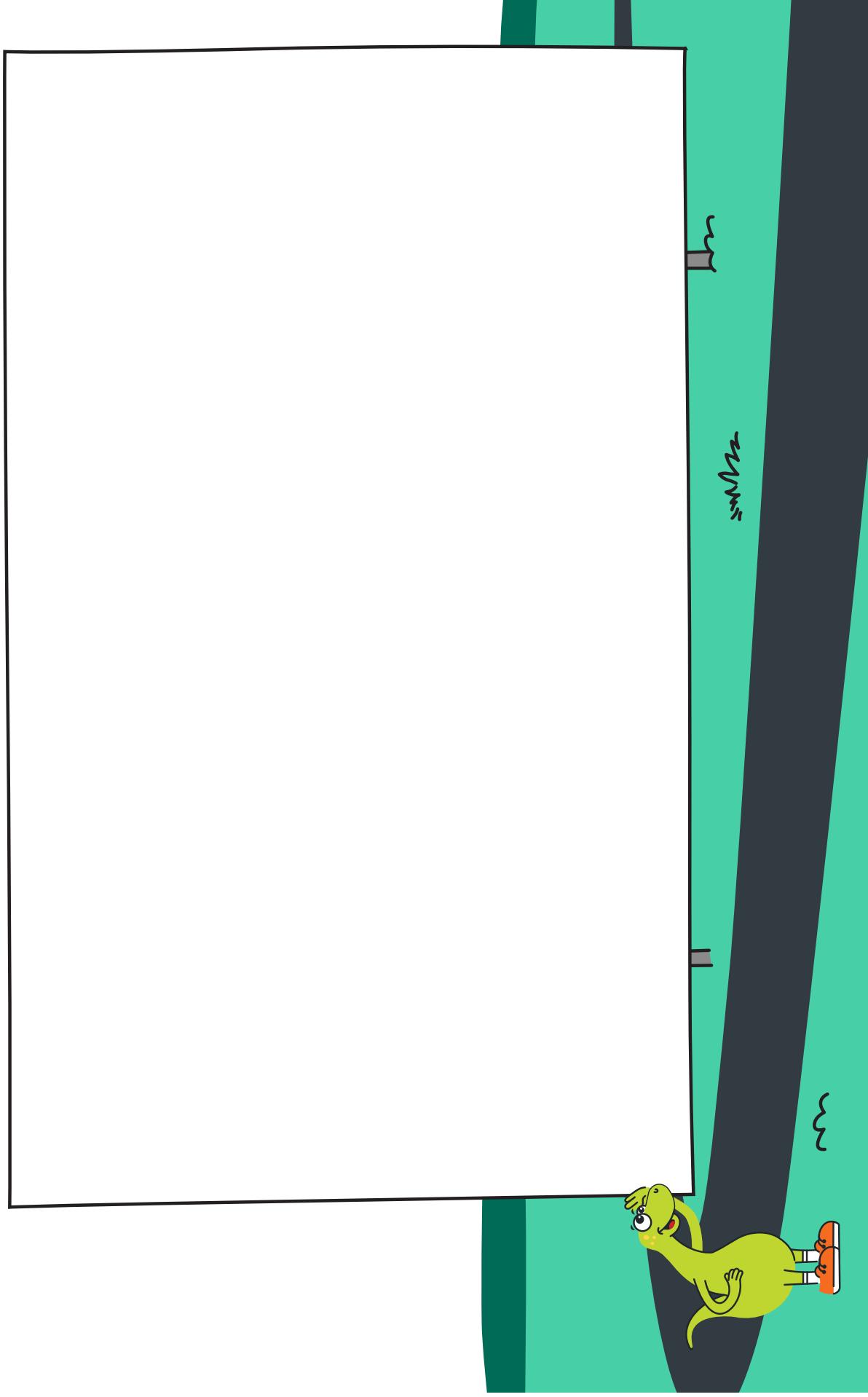


Drivers and bike riders on the road must slow down as the lights are about to turn red.



When the light is red pedestrians and riders on paths must stop.

Billboard



LESSON 5

Making safer road decisions

Teaching and learning overview



Learning intentions

We are learning to:

- identify strategies that help people make safe decisions
- understand how to use assertive communication to handle unsafe situations.



Success criteria

I can:

- identify situations where I need to make safe decisions
- describe what it looks like, sounds like, and feels like to be brave.
- apply the decision-making model to choose the safest decision in various scenarios



Key messages

1. Using 'I' statements can help you say 'no' to peer pressure.
2. Strong assertive decisions and choices can help keep you safe as a road user.



Activities and required resources

Introduction:

Decisions

No required resources.

Activity 1:

Looks like, sounds like,
feels like

No required resources.

Activity 2:

What would you do?

- **Resource 5.1- Decision making model**

Review and assess:

Circle talk

No required resources.



Incidental vocabulary

Influence, brave, I-statements, decision, assertive, choice, risk, safe, unsafe.

Making safer road decisions

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

Decisions (whole class)

- Ask students to think about a decision they have had to make in the past that could affect their safety as a road user. Examples could include:
 - Walking further up the road to use the pedestrian crossing.
 - Getting out of the car on the path side, away from traffic.
 - Wearing a helmet when riding a wheeled device to protect their head if they fell.
-
- Discuss the following questions as a class:
 1. Is it always easy to make a safe decision? Why/why not?
 2. What or who might influence the decisions you make?
 3. Who could help you know what is the safest decision to make if you are unsure?



Activity 1

Looks like, sounds like, feels like

- Introduce using 'I' statements such as 'I don't feel comfortable' or 'I don't think that is a safe thing to do'.
- Explain that being brave and using assertive/strong communication including 'I' statements can help students to confidently deal with unsafe road situations.
- Draw a Y chart on the board and ask students to identify what it looks like, sounds like and feels like to be 'brave' in the context of standing up for what you believe is right, in situations where students might feel unsafe. Alternatively, read out the below examples and ask students what heading it belongs under.

Note: Educators should consider that courage/bravery is demonstrated and expressed differently. Explain to students that there are many ways to be brave.

Examples could include:

Looks like

- Standing tall and confident.
- Helping a friend who is scared or in trouble.
- Speaking up when something doesn't feel right.
- Walking away from a dangerous situation.
- Telling a teacher or adult about a problem.
- Using sign language or communication devices to express concerns.

Feels like

- Feeling proud for making a safe choice.
- Feeling relieved after taking action to stay safe.
- Feeling strong and responsible for helping others.
- Feeling a sense of achievement after speaking up.

Sounds like

- Saying, "I need help with this."
- Telling a friend, "Let's go somewhere safe."
- Asking an adult for advice or assistance.
- Saying, "No, I don't want to do that."
- Calmly explaining why something is unsafe.

LESSON 5

Making safer road decisions

Teaching and learning experience



Activity 2

What would you do?

- Explain to students that as a road user it is important to always consider what the safest decision is.
- Display **Resource 5.1 - Decision making model** on the board. Explain that each of the steps in the model will help students to identify a situation, predict the outcomes of several choices, and finally make a decision.
- Ask students for an example of a road safety decision that they have had to make in the past or use one of the below examples:
 - You're riding your scooter and your helmet strap comes loose.
 - You're playing in the front yard and your ball rolls onto the road.
 - You want to use the safety door, but there are things blocking the way.
- Work through the decision-making model as a class.



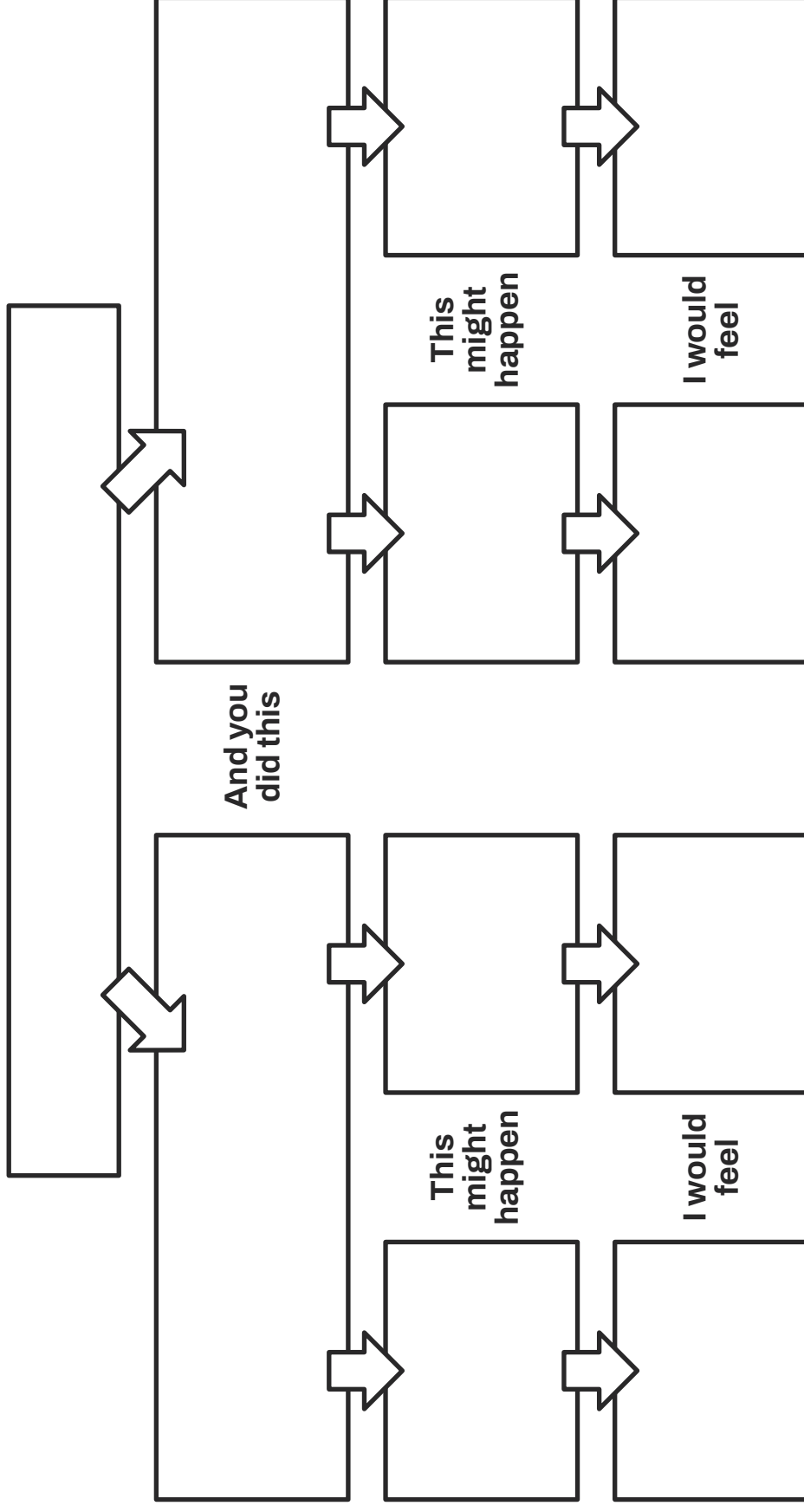
Review and assess

Circle talk

- Set up a circle talk with an inside and outside circle.
- Students discuss the following questions with the person standing across from them.
- After each question the outside circle moves around to a new partner.
 1. What are some things or people that make it harder to make safe road decisions?
 2. What is an example of something you could say if you are feeling unsafe in a road situation?
- Discuss answers as a class.

Decision making model

If this were the problem...



I would _____



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