

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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Table of contents

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

Parent/carers communication template	8
---	----------

Curriculum alignment	9
Western Australian Health and Physical Education	9

Cross-curricular links	9
-------------------------------	----------

Lesson sequence	10
------------------------	-----------

Lesson 1 - Being a safer rider	11
---------------------------------------	-----------

Lesson 2 - Distractions	15
--------------------------------	-----------

Lesson 3 - Bus and train safety	19
--	-----------

Lesson 4 - Being a safe road user	29
--	-----------

Lesson 5 - Coping with unsafe situations	38
---	-----------

References	43
-------------------	-----------

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.

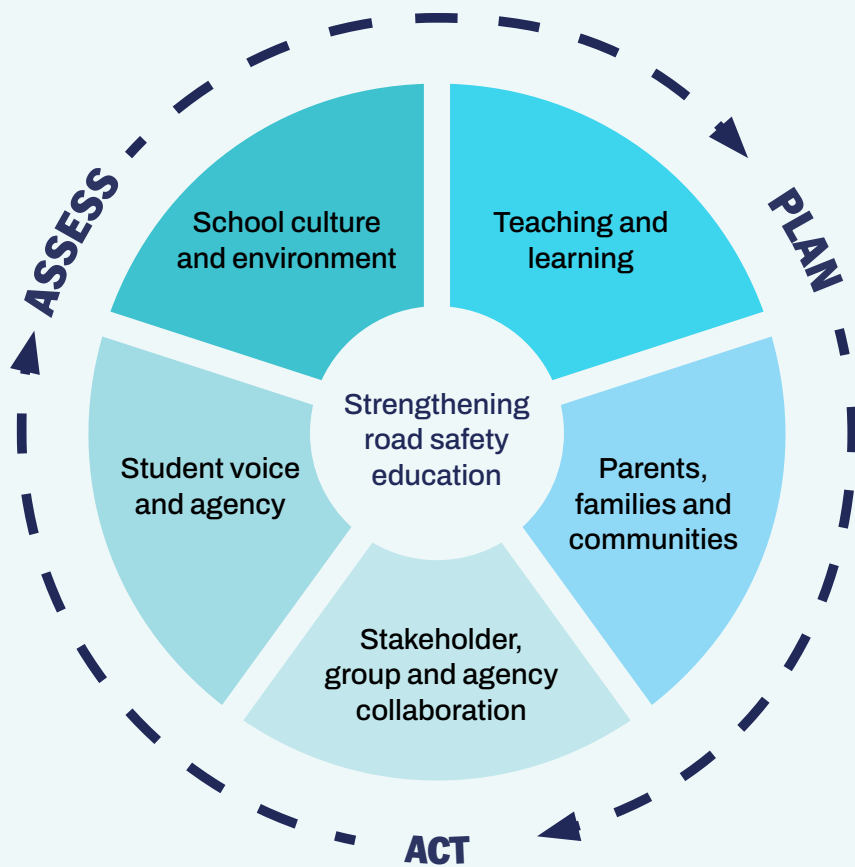
The resource content supports students to make informed decisions that maintain their own safety and that of others. Opportunities are provided for the development of [Personal and Social Capability Skills](#) that allow students to consider influences that form their sense of identity.

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 ensure safety at home and at school	●	●	●	●	●
Healthy and active communities					
Ways in which health information can influence health decisions and behaviours	●			●	
Interacting with others					
Strategies to cope with adverse situations and the demands of others.		●	●		●

*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 and investigations such as the effect distractions have on reaction time 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.
- **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.
- **Science:** complete an inquiry the effect distraction has on reaction time and apply this to road related scenarios.

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	Being a safe rider	• Helmets and other safety equipment protect us when we are riding wheeled devices. • There are rules that help to keep riders of wheeled devices safer.	Kidsafe WA - Pedestrian Safety fact sheet
2	Distractions	• To stay safe as a pedestrian or rider, always pay attention and try to avoid distractions. • As a passenger, you can help keep everyone safe by not distracting the driver.	
3	Bus and train safety	• Following safety rules keeps everyone safe when using buses and trains. • Wait until the bus has gone and then use a safe place to cross the road. • Stand back from the tracks when waiting for the train.	Transperth - Parents and Caregivers
4	Being a safe road user	• Road rules, signs and signals help road users stay safe.	Kidsafe WA - Pedestrian Safety fact sheet
5	Coping with unsafe situations	• Peers, friends and family can influence road safety decisions and attitudes. • Using assertive communication can help you stand up for your safety and make safer decisions.	

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 4:** Traffic signs created in Activity 2 can be assessed based on the students' justifications of how each sign increases the safety of road users.

- **Lesson 5:** Students expand on assertive communication and decision making by creating a storyboard, comic strip or role play displaying assertive communication and decision making in road related scenarios.

LESSON 1

Being a safer rider

Teaching and learning overview



Learning intentions

We are learning to:

- understand the importance of wearing helmets
- understand reasons behind safety rules for riders of wheeled devices.



Success criteria

I can:

- explain how helmets protect riders and why wearing one is important
- identify how to correctly wear a helmet
- discuss how different rules could affect people's safety when riding wheeled devices.



Key messages

1. Helmets and other safety equipment protect us when we are riding wheeled devices.
2. There are rules that help to keep riders of wheeled devices safer.



Activities and required resources

Introduction

Wheeled device poll

No required resources.

Activity 1:

Helmets

- **Resource 1.1 - True or false**
- Video: [Transport for NSW - Helmet Safety](#) (2.35 minutes)

Activity 2:

Rules that keep you safe

- **Resource 1.2 - Positives, Negatives, Interesting**

Review and assess:

Snowball

- Piece of paper - 1 per student



Incidental vocabulary

Helmet, rider, wheeled device, consequence, law, safe, safety, Australian standard, responsibility.

LESSON 1

Being a safer 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 device poll (whole class)

- Engage students in a survey to find out the number of students who ride a bike, skateboard, scooter, rip-stick, motorbike, BMX, adaptive bike/trike or other wheeled devices.
- Record the information on the board.
- Complete a think, pair, share for the following questions:
 1. How do people stay safe when riding wheeled devices? Group students responses into 'rules' or 'not rules'
 2. How do helmets help to keep you safe?
 3. What could you do to encourage people to wear a helmet?
- Discuss some of the possible consequences (with the law, money, their health, friends and family) of not wearing a helmet, (e.g. injury to the brain, fined by police, in trouble with parents).



Activity 1

Helmets (whole class)

- Label one side of the room 'True' and the other side of the room 'False'.
- Read 4-5 questions from **Resource 1.1 - True or false** along with other relevant questions.
- Students move to either side of the room. Alternative methods to reduce movement could include using whiteboards, heads/tails, thumbs up/thumbs down.
- Allow time for students to share their opinion with the class. Clarify any student misconceptions about helmet and cycling rules.
- Watch the video: [Transport for NSW - Helmet Safety](#) (2.35 minutes).
- Discuss the key messages from the video and the questions from the true or false activity.



Activity 2

Rules that keep you safe (small groups)

- Place students into small groups.
- Explain that the statements you are going to read are not real laws, just possible suggestions. Allow students to include their own suggestions of rules for people riding wheeled devices.
- Discuss how different families have rules for their family that may differ from your own. Discuss respect for difference as opposed to another person's action being wrong or right.
- Allocate each group one of the statements.
- Groups conduct a Positive, Negative, Interesting (PNI) chart using **Resource 1.2 - Positives, Negatives, Interesting** based on their allocated statement.
- Example statements
 - Helmets made optional for all riders of wheeled devices over 12 years old.
 - Riders who do not follow the road rules will have their wheeled device confiscated (taken off them).
 - All riders of wheeled devices must complete a safety course before being allowed to ride in public areas.
 - All riders of wheeled devices must wear knee and elbow pads in addition to helmets.
 - There are no penalties for not following road rules while riding wheeled devices.
- Ask groups to share their responses with the class and whether they believe the suggestion would increase or decrease the safety of riders of wheeled devices.
- Discuss the following questions as a class:
 1. Why is it important to have road rules?
 2. Are road rules easy or hard to follow? Why?
 3. Who's responsibility is it to know and follow the rules?



Review and assess

Snowball (individual)

- Provide each student with a small piece of paper.
- Ask each student to write a response to: 'the most important thing I learnt about rider safety is...' and then crumple their piece of paper into a ball.
- Students toss their crumpled balls at an identified target in the room.
- Each student collects a random snowball.
- Select students to share what was written on their snowball.
- Alternatively, students could respond to the question through a think, pair, share activity.

True or false

Statement	Answer	Explanation
You only have to wear a bike helmet when you ride on the road.	False	Helmets are compulsory in Western Australia, and all bike riders must wear an approved helmet while in motion.
You only have to wear a bike helmet until you get to high school.	False	Helmets are compulsory in Western Australia, and all bike riders must wear an approved helmet while in motion.
You don't have to wear a bike helmet in your own backyard.	True	This is true according to law but explain to students that injuries can still occur in your backyard, so it is recommended that you still wear a helmet.
You don't have to wear a bike helmet when you are riding in the park or out in the bush where there are no cars.	False	You must wear a helmet in any public place.
It is okay to put your bike helmet on over the top of your cap.	False	A helmet should be level and cover your forehead. Wearing a hat can push the helmet higher on your head leaving the forehead exposed.
Riders are only allowed to ride single file on the path or shared path.	True	Bike riders of all ages may ride on paths in WA. Bike riders must be in a single file. Bike riders should use their bell to alert other shared path users that they are approaching.
It is safe to use a helmet that has a crack in it.	False	A crack in the helmet compromises its protection.
To test if the straps on your helmet are tight enough, you should be able to fit your hand between the straps and your chin.	False	You should only be able to fit 2 fingers between the strap and the chin.
eScooters can only be ridden by people over the age of 16	True	eScooter riders must be a minimum of 16 years old.

Department of Transport, 2025

Positives, Negatives, Interesting

Statement	
Positive	
Negatives	
Interesting	

If this was a rule, would it make
riders of wheeled devices safer?

☐ Yes ☐ No

Why?

LESSON 2

Distractions

Teaching and learning overview



Learning intentions

We are learning to:

- understand the impact of distractions on road safety for different types of road users
- identify strategies to minimise road user distractions.



Success criteria

I can:

- identify and categorise different types of distractions for each road user group
- explain how distractions affect safety and reaction times
- assess scenarios to determine if they are safe or unsafe and recommend specific strategies to reduce or eliminate distractions.



Key messages

1. To stay safe as a pedestrian or rider, always pay attention and try to avoid distractions.
2. As a passenger, you can help keep everyone safe by not distracting the person driving.



Activities and required resources

Introduction:

Road user distractions

No required resources.

Activity 1:

Distraction detectives

- **Resource 2.1 – Distraction detectives**

Activity 2:

Reaction time

- Rulers – 1 per group

Review and assess:

Inside outside circles

No required resources.



Vocabulary to explicitly teach

Distraction



Incidental vocabulary

Passengers, pedestrians, riders, reaction time, safety.

LESSON 2

Distractions

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

Road user distractions (whole class)

- Write the word 'distraction' on the board.
- Ask the class: What do you think this word means?
- As a class create a class definition e.g. A distraction is anything that takes your focus away from what you are doing or supposed to be doing.
- Write the words passenger, pedestrian and rider on the board.
- As a class, brainstorm types of distractions for each road user category. Explain that the passenger group relates to what passengers do that can distract drivers.
- Write students' answers on the board (keep these on the board for the review and assess activity).



Activity 1

Distraction detectives (whole class)

- Explain to students that distractions affect all types of road users.
- Play a game of distraction detectives using **Resource 2.1 – Distraction detectives**.
- Instructions:
 - Hold up a road user card, followed by a distraction card. Include any additional distractions mentioned in the introduction discussion.
 - Students decide whether the scenario created by the cards is safe or unsafe. They can respond using thumbs up/thumbs down, moving to opposing sides of the room, etc.
 - Combine different cards to make new scenarios.
- After each scenario ask the students:
 1. Why do you think this scenario is safe or unsafe?
 2. How could the situation be made safer?



Activity 2

Reaction time (small groups)

- Explain that distractions affect road user reaction times.
- Explain that reaction time is how quickly you respond when something unexpected happens.
- Place students into small groups. Each group requires a ruler.
- Each group will do the 'ruler test':
 - One person will be the 'dropper', and the other will be the 'catcher'.
 - The dropper holds a ruler at the top, with the 0cm mark at the bottom.
 - The catcher places their hand open and ready near the 0cm mark but not touching the ruler.
 - Without warning, the dropper lets go of the ruler.
 - The catcher tries to grab the ruler as quickly as possible after it starts to fall.
 - Look at the number on the ruler where the catcher grabbed it.
 - A lower number (e.g. 10cm) means a faster reaction time.
 - A higher number (e.g. 20cm) means a slower reaction time.
- Once everyone has completed the task, repeat the task adding in distractions e.g. answering questions, looking away briefly. Ask the class the following questions:
 1. How did your reaction time change when distractions were added in?
 2. How could a slower reaction time impact your safety as a:
 - bike rider
 - pedestrian
 - passenger?
 3. What strategies could you use to stay focused and reduce distractions when using the road?



Review and assess

Inside outside circles (whole class)

- Students pick one distraction from the list created during the introduction. Students write this distraction on a sticky note or a piece of paper.
- Set students up into inside and outside circles facing one another.
- In pairs, students discuss the following questions. Ask one question, then rotate the outside circle.
 1. How could this distraction affect your safety as a road user?
 2. How could you help a friend or family member avoid this distraction?

Pedestrian

Rider

Passenger

Distraction detectives – distractions

Listening to music through headphones	Texting
Talking to a friend	Playing loud music through a speaker
Arguing with a friend/sibling	Eating
Drinking water	Sports equipment
Singing out loud	Reading a book

LESSON 3

Bus and train safety

Teaching and learning overview



Learning intentions

We are learning to:

- identify how to travel safely and responsibly using public transport
- understand appropriate behaviour when using public transport.



Success criteria

I can:

- identify safe and unsafe passenger behaviours
- describe similarities and differences in safety practices for buses, trains and cars
- explain what to do before, during, and after a journey to stay safe
- discuss scenarios to decide on the safest actions.



Key messages

1. Following safety rules keeps everyone safe when using buses and trains.
2. Wait until the bus has gone and then use a safe place to cross the road.
3. Stand back from the tracks when waiting for the train.



Activities and required resources

Introduction: Safe or unsafe

- **Resource 3.1 - Safe/unsafe**
- **Resource 3.2 - Bus and train passenger behaviours**

Activity 1: Positive, Negative, Interesting

No required resources.

Activity 2: Before, during and after

- **Resource 3.3 - Before, during and after**
- **Resource 3.4 - Example responses**

Review and assess: Safe decisions

- **Resource 3.5 - Bus and train scenarios**



Incidental vocabulary

Safety, public transport, behaviour, scenario, brainstorm, Venn diagram, comparison, handrail, bus stop, platform, seatbelt, signal.

Bus and train safety

Teaching and learning experience



Introduction

Safe or unsafe (whole class)

- Label each side of the room using **Resource 3.1 - Safe or unsafe**
- Read out the statements from **Resource 3.2 - Bus and train passenger behaviours**.
- Students will vote whether they think the statement is safe or unsafe. Voting methods may include moving to either side of the room, whiteboards, stand up/sit down, thumbs up/thumbs down.
- Ask students to share why they chose safe or unsafe.



Activity 1

Positive, Negative, Interesting (whole class)

- Display an image of a bus, train and a car. For students who may not have accessed public transport, consider showing additional videos or images to provide context.
-
- Ask the following questions:
 1. Who has travelled on a bus or a train before?
 2. Was it the same as riding in the car? What was the same? What was different?
 3. What are the benefits of using the bus or train?
 - Complete a whole-class Positive, Negative, Interesting (PNI) brainstorming activity on the board about using public transport.



Activity 2

Before, during and after (small groups/whole class)

- Divide the class into small groups.
 - Give each group one of the sheets (either bus, train or car) from **Resource 3.3 - Before, during, after**.
 - Students brainstorm the things they need to do to stay safe at each point of the journey.
 - Ask groups to provide feedback to the class.
-
- Alternative activity: Provide students with the cut-out cards from **Resource 3.4 - Example responses** for either bus, train or car.
 - Students place them under before, during or after heading.



Review and assess

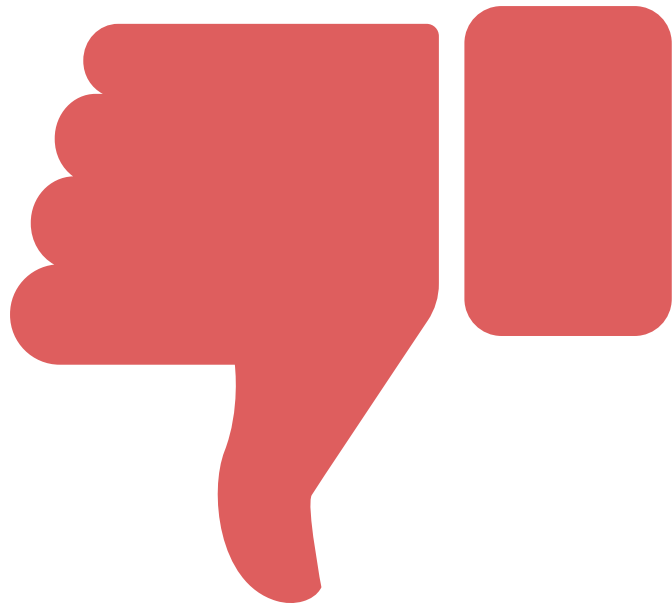
Safe decisions (group)

- Allocate each group a scenario from **Resource 3.5 - Bus and train scenarios**.
- As a group students discuss the scenario and answer the 3 questions.
- Ask groups to share their answers with the class.

Safe



Unsafe

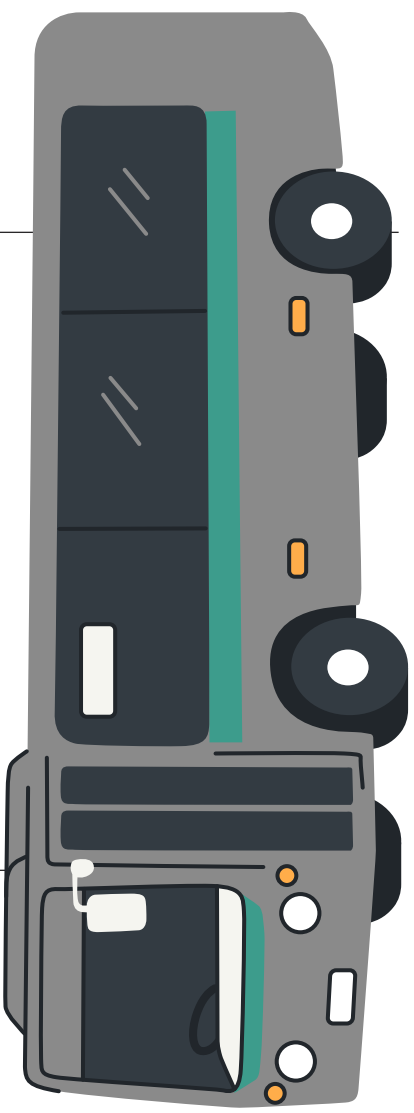


Bus and train passenger behaviours

Sitting and talking quietly to your friend on the bus. Safe	Throwing the ball with your friend at the bus stop or train station. Unsafe
Sitting on your knees, turned around, and talking to your friend on the bus. Unsafe	Waiting for the bus to pull away before crossing the road. Safe
Moving down the train away from the doors to keep the area clear. Safe	Standing up while the bus is still moving. Unsafe
Waiting for people to exit the bus or train before you get on. Safe	Leaving your bag in the aisle of the train or bus. Unsafe

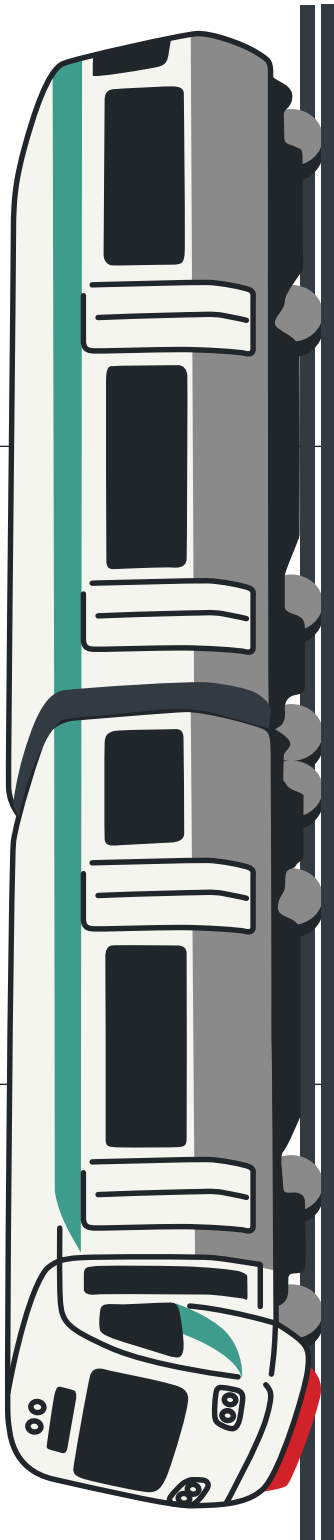
Bus - Before, during and after

Before	During	After



Train - Before, during and after

Before	During	After

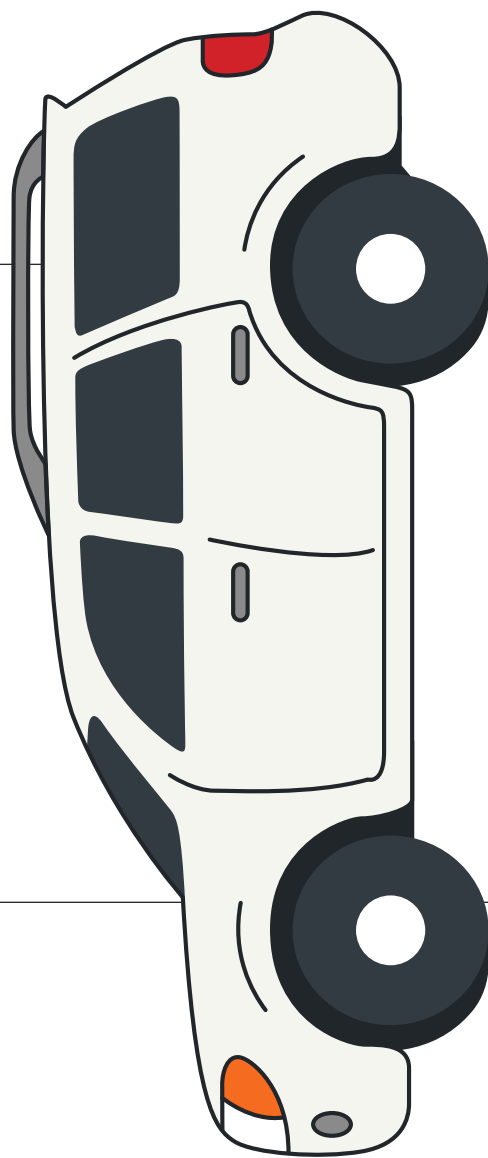


Car - Before, during and after

Before

During

After



Example responses

Before	During	After
Bus		
• Stand away from the kerb. • Stay with a friend or an adult. • Stand quietly, waiting for the bus. • Check the bus schedule with an adult ahead of time. • Wait for the bus to come to a complete stop before approaching. • Let other passengers get off before getting on. • If using a wheelchair, wait until the ramp has lowered to the kerb before entering the bus.	• Stay seated and use a seatbelt if available. • Sit facing forward. • Keep your belongings out of the aisle. • Talk quietly and don't distract the driver. • Press the stop button before you reach your stop.	• Wait for the bus to come to a complete stop before standing up. • Use the handrail when stepping off the bus. • Thank the driver. • Wait for the bus to leave before crossing. • Stop, Look, Listen and Think before crossing the road. • Stay aware of your surroundings. • Cross at designated crosswalks.
Train		
• Stand behind the yellow line. • Stay with a friend or an adult. • Stand back from the platform edge and wait for the train. • Don't run or play near the platform edge. • Check the train schedule with an adult ahead of time. • Wait for the train to come to a complete stop before approaching. • If vision-impaired, navigate train station using tactile ground surface indicators (TGSIs)	• Stay seated or hold onto a handrail if standing. • Keep your belongings out of the aisle. • Talk quietly and respect other passengers. • Pay attention and listen to announcements for your stop. • Keep doors clear for people getting on and off. • If using a wheelchair, move to the clearly marked spaces for wheelchairs near the doors and apply the brake.	• Follow the signs to exit safely. • Wait for the train to come to a complete stop before standing up. • Use the handrail when stepping off the train. • Be aware of other passengers and give them space. • Stay aware of your surroundings.
Car		
• Enter using the safety door (back door on the path or kerb side) so that you're not close to traffic. • Put your seatbelt/restraint on. • Make sure all items are secure.	• Stay seated with your seatbelt fastened. • Don't distract the driver. • Keep hands/arms inside the car • Follow the driver's instructions	• Wait until the car has completely stopped before unbuckling your seatbelt. • Use the safety door (back door on the path side) to exit the car. • Check for oncoming traffic before stepping out.

Bus and train scenarios

Scenario 1

A group of students is waiting at the train station with their teacher for an excursion.
One student gets curious and walks close to the edge of the platform to look down the tracks.
They call their friend over to come and look.

What is unsafe about this situation?

What is the safest way to wait for a train at the station?

What could the friend say or do to stay safe?

Scenario 2

A student catches the bus to school each day.
Their parent has parked the car on the other side of the road from the bus stop to pick them up.
The student gets off the bus, walks around the front of the bus and starts to cross the road.

What is unsafe about this situation?

What is the safest way to cross the road after getting off the bus?

What could the student say or do to stay safe?

LESSON 4

Being a safe road user

Teaching and learning overview



Learning intention

We are learning to:

- describe road rules, signs and signals that help keep road users safe.



Success criteria

I can:

- explain the purpose the purpose of traffic signs and explain how they increase safety for road users
- match traffic signs with the correct definitions
- create a traffic sign that addresses a road safety hazard in the community.



Key messages

1. Road rules, signs and signals help keep road users safe.



Activities and required resources

Introduction:
Think, Pair, Share

- Access to the Road Safety Commission campaign - [All road users can drive change.](#)

Activity 1:
Traffic sign bingo

- **Resource 4.1 - Traffic signs and signals bingo**
- **Resource 4.2 - Traffic signs and signals descriptions**

Activity 2:
Design your own traffic sign

- **Resource 4.3 – Design your own traffic sign**

Review and assess:
4 corners

No required resources.



Incidental vocabulary

Traffic signs, traffic signals, traffic features, pedestrian, hazard, intersection, walking, wheeling, riding.

LESSON 4

Being a safe road user

Teaching and learning experience



Introduction

Think, Pair, Share (whole class)

- Display the image from the Road Safety Commission campaign - [All road users can drive change](#)
- Using a think, pair, share, ask the class the following questions:
 1. What do you think this campaign means for young people?
 2. What could young people do to 'drive change'?
 3. Do you think it is important for young people to learn pedestrian and rider road rules and signs? Why/why not?



Activity 1

Traffic sign bingo (individual)

- Provide each student with a copy of activity sheet - **Resource 4.1 – Traffic signs and signals bingo.**
- Read out the **Resource 4.2 – Traffic signs and signals descriptions.**
- If students have the sign, they cross it off.
- After each sign briefly discuss the answer including the purpose of the sign and whether students have seen the sign before.
- Continue until someone has Bingo.



Activity 2

Design your own traffic sign (individual)

- Discuss examples of road hazards (e.g. busy intersections, narrow roads, roads with no path, areas without pedestrian crossings).
- Ask students to brainstorm hazards or safety needs in their community. Write ideas on the board.
- Using **Resource 4.3 – Design your own traffic sign**, individually or in small groups, students create a sign that they think will help to reduce a hazard identified during the brainstorm.
- Students write a short paragraph explaining:
 - The sign's purpose.
 - How it will improve safety for pedestrians, riders, or drivers.
- Students present their signs and explanation to the class.



Review and assess

4 corners (whole class)

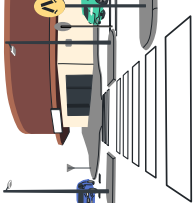
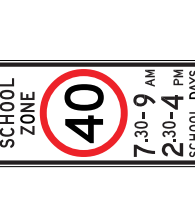
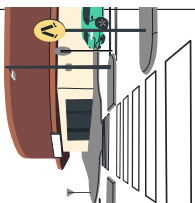
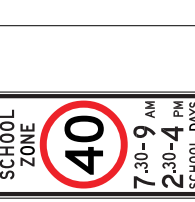
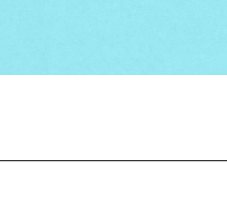
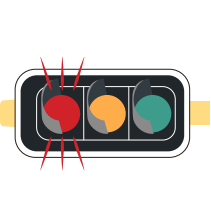
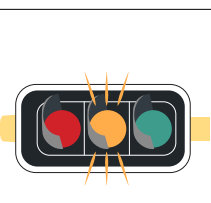
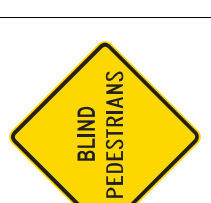
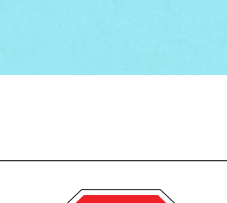
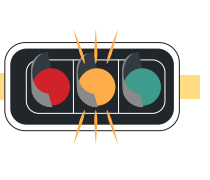
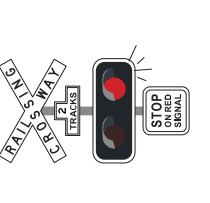
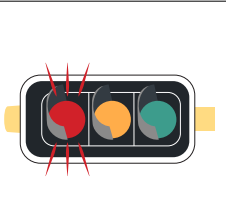
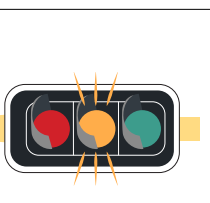
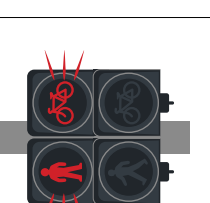
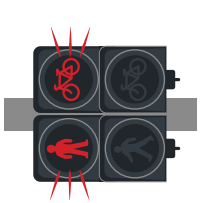
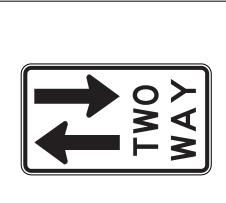
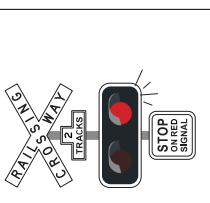
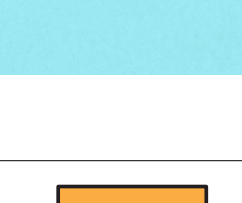
- Number each corner of the room from 1 – 4.
 - Explain to the class that this activity is about opinions, there is no right or wrong answer. Emphasise the importance of respecting other people's opinions.
 - Explain that you are going to read out 4 statements, starting with 'Young people would be safer if...'
 - Students move to the corner of the option that they think would make the biggest difference to keeping young people safe in the road environment.
 - Once students have moved to a corner, allow students to explain why they picked that corner.
 - Ask students to think of other suggestions that could keep young people safe when using the roads.
-
- Examples of corner options: "Young people would be safer on or around roads if..."
 1. Drivers slowed down and paid more attention.
 2. There were better walking and riding facilities.
 3. Young people made safer choices around roads.
 4. More road safety education was provided.

Traffic signs and signals bingo

Cut the cards down the dotted line to make 2 separate cards.

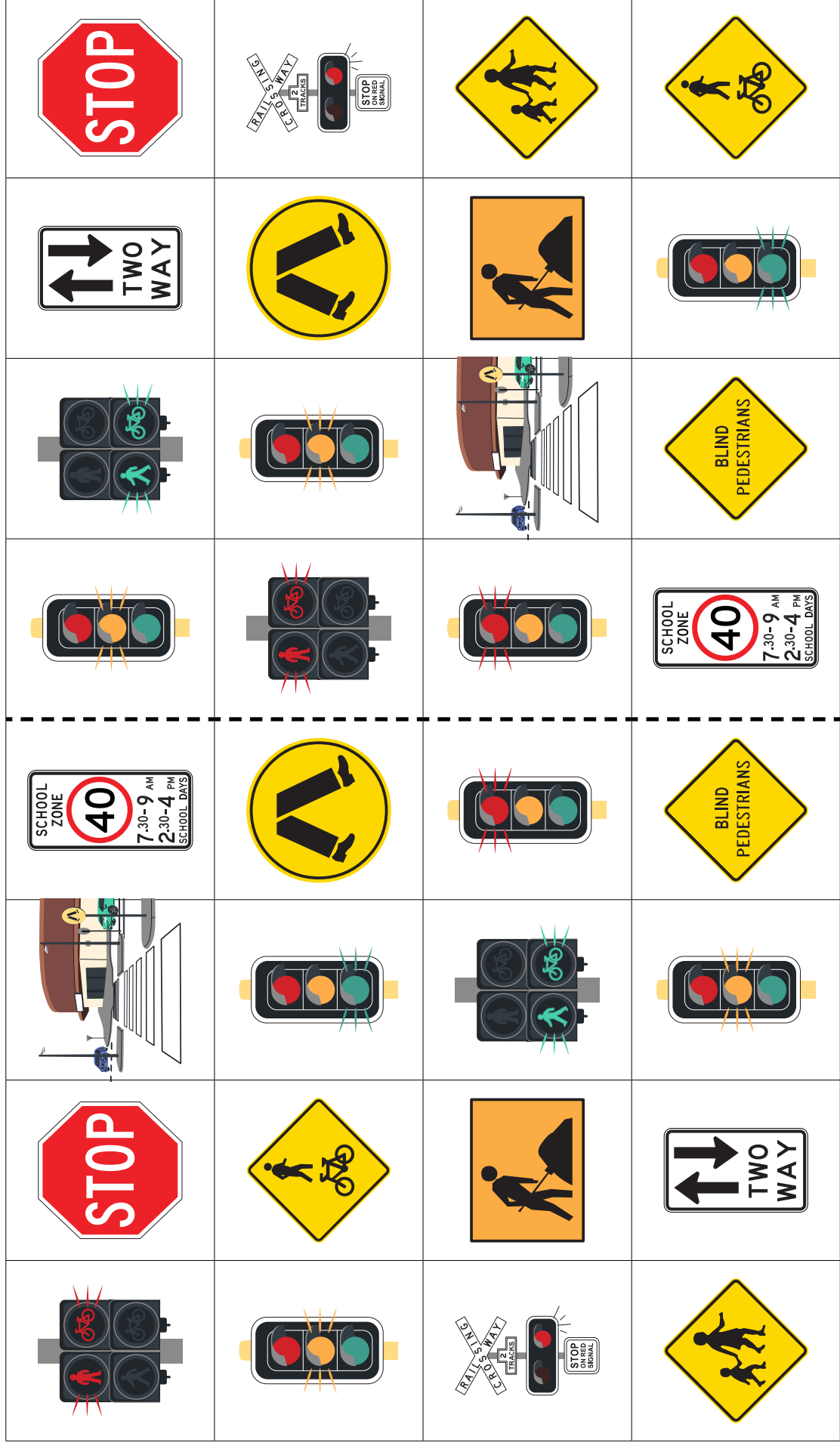
Traffic signs and signals bingo

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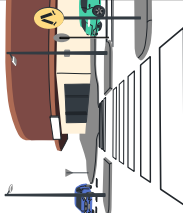
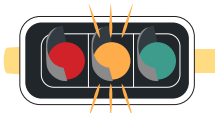
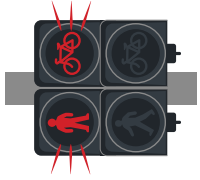
								
								
								
								

Traffic signs and signals bingo

Cut the cards down the dotted line to make 2 separate cards.

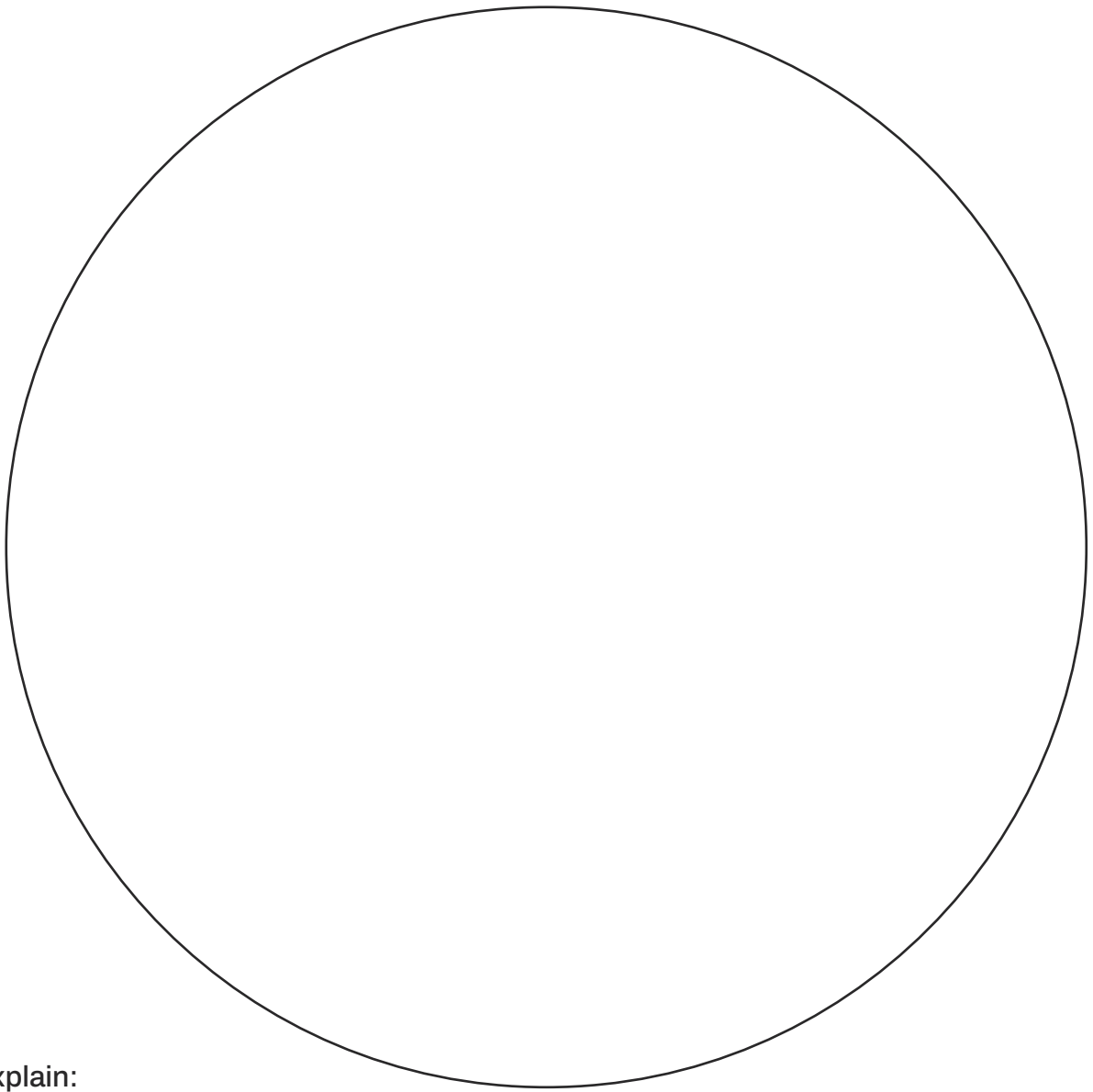


Traffic signs and signals descriptions

 This path is shared by both pedestrians and riders.	 Drivers and bike riders on the road can go.	 Drivers and bike riders on the road need to be careful, there are children crossing the road.	 Workers are fixing the road or path ahead. Be careful.
 Drivers slow down, there is a pedestrian crossing coming up.	 Markings on the road where pedestrians should cross.	 Look out, there is a train crossing coming up.	 When the light turns green, pedestrians and riders on paths can cross the road.
 Drivers and bike riders on the road must slow down, the light is about to turn red.	 When the light is red pedestrians and riders on paths must stop.	 Drivers and bike riders on the road must stop here until the light turns green.	 Stop at the line and wait until it is safe to go.
 Drivers be aware - people with a vision impairment crossing the road.	 Traffic is travelling in both directions.	 Slow down, there is a school close by.	

Design your own traffic sign – Design 1

Name your sign: _____

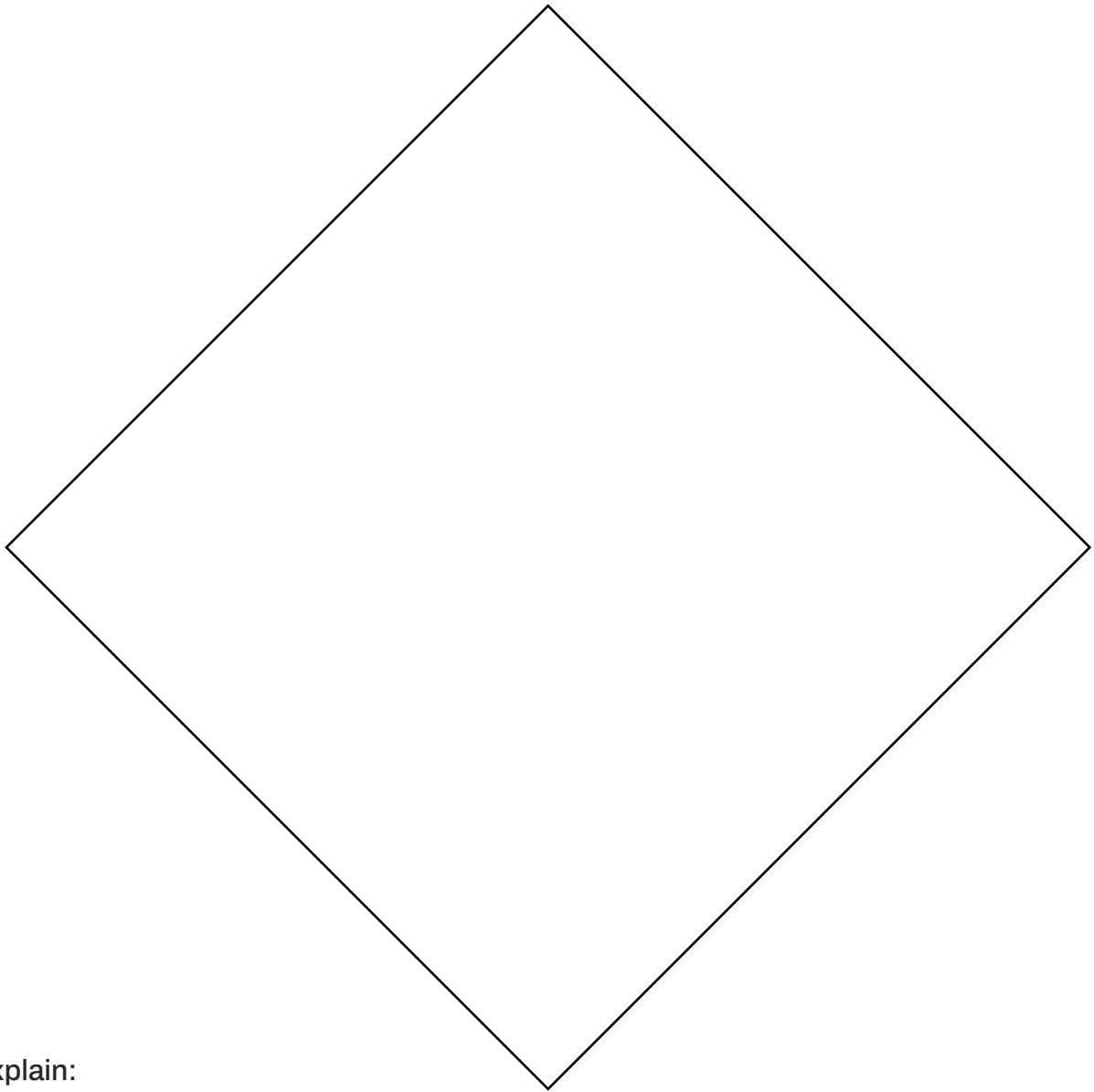


Explain:

- The purpose of the sign.
- How the sign will improve safety for pedestrians, riders or drivers.

Design your own traffic sign – Design 2

Name your sign: _____

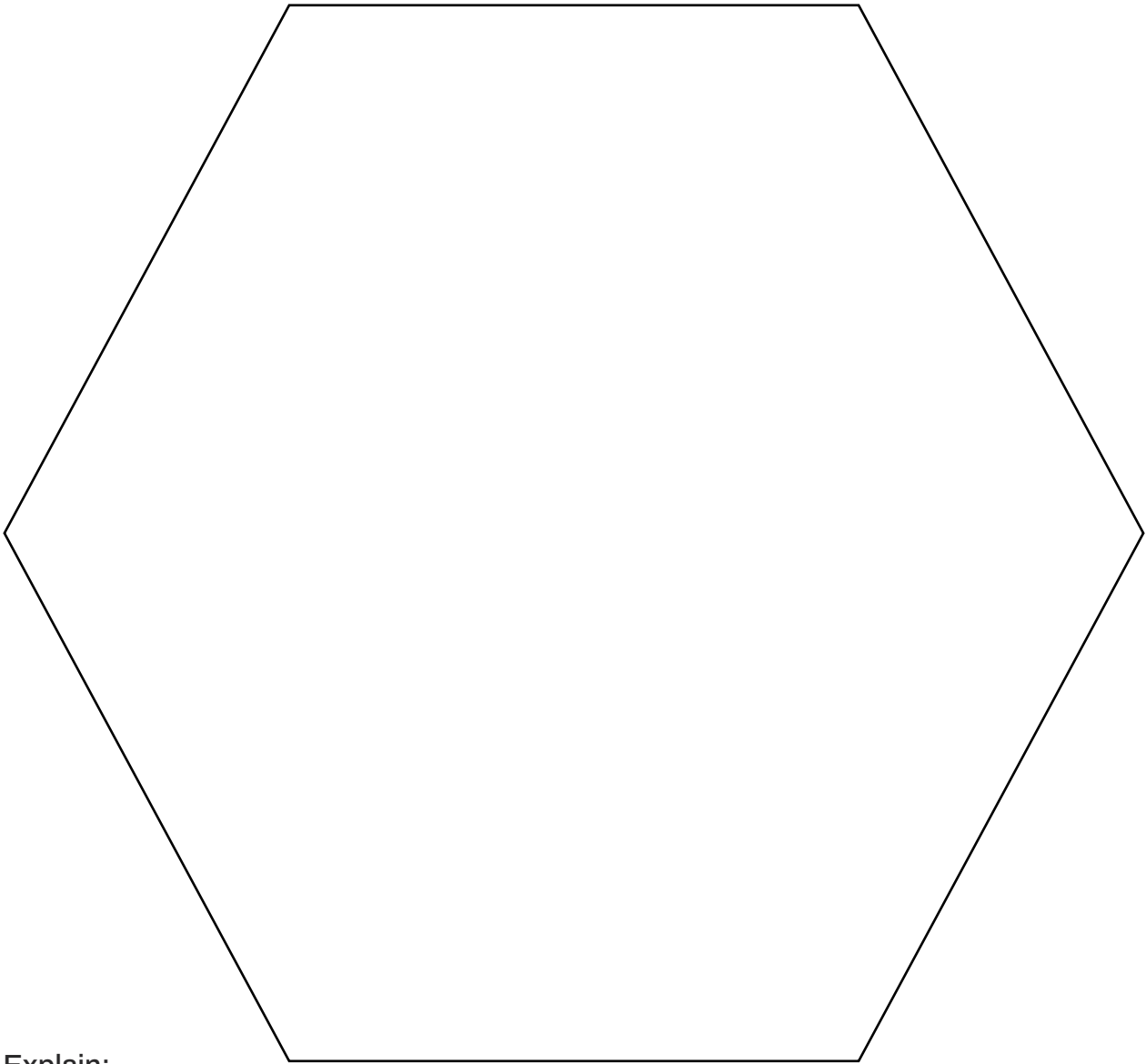


Explain:

- The purpose of the sign.
- How the sign will improve safety for pedestrians, riders or drivers.

Design your own traffic sign – Design 3

Name your sign: _____



Explain:

- The purpose of the sign.
- How the sign will improve safety for pedestrians, riders or drivers.

LESSON 5

Coping with unsafe situations

Teaching and learning overview



Learning intentions

- We are learning to:**
- understand how peers can influence decision-making
 - explain how to use assertive communication to stay safe.



Success criteria

- I can:**
- identify positive and negative ways peers can influence decision making
 - demonstrate assertive communication strategies
 - create assertive responses to various situations.



Key messages

1. Peers, friends and family can influence road safety decisions and attitudes.
2. Using assertive communication can help you stand up for your safety and make safer decisions.



Activities and required resources

Introduction:
Who influences us? No required resources.

Activity 1:
How peer influence impacts decision making

- Sticky note - one per student

Activity 2:
Assertive communication

- **Resource 5.1 - Being assertive**

Review and assess:
Practising assertive communication

- **Resource 5.2 - Speaking out**



Vocabulary to explicitly teach

Influence, passive, aggressive, assertive.



Incidental vocabulary

Conflict, communication, verbal, non-verbal.

LESSON 5

Coping with unsafe situations

Teaching and learning experience



Introduction

Who influences us? (whole class)

- As a class define the word influence.
-
- Discuss the following questions as a class:
 1. Who or what can influence the decisions you make relating to road safety? e.g. peers, family, social media.
 2. What road safety behaviours could be influenced by peers?
 3. Categorise the students' examples from question 2 into positive or negative influence.



Activity 1

How peer influence impacts decision making (whole class)

- Read the following scenario to the class, or create your own scenario related to your context.
 - A person is riding their skateboard on the path near their home and notices some of their friends skateboarding on the road. Their friends yell out to come join them on the road.
-
- Give each student a sticky note.
 - Draw a T-chart on the board with two columns: "Does want to" and "Doesn't want to".
 - Divide the class into two groups.
 - One group thinks of reasons why someone might not want to skateboard on the road (e.g. afraid of getting hurt, knows it is unsafe, might get in trouble).
 - The other group thinks of reasons why someone might want to skateboard on the road (e.g. it looks fun, wants to impress others, does not want to be left out).
 - Each student writes one reason on their sticky note and places it in the correct column on the chart.
 - Review and discuss the class's ideas together.
-
- Reflect on this activity using the following discussion questions:
 1. What could the person say in this situation to stay safe?
 2. Is it easy to tell friends that you don't want to do something that you think might be unsafe? Why?
 - Explain that peer influence can be both positive or negative.

Coping with unsafe situations

Teaching and learning experience



Activity 2 Assertive communication (whole class)

- Explain that one thing that can help deal with peer influence is to use assertive communication.
- Explain that there are 3 different types of communication: Assertive, aggressive and passive.
- Using the scenario from Activity 1, as a class, discuss examples of what each style of communication could look like.
- Explain that if someone finds themselves in a situation that is potentially dangerous, assertive communication is the best way to deal with the situation.
- Display **Resource 5.1 - Being assertive**.
- Brainstorm what being assertive looks like, sounds like and feels like and write these on their activity sheet. Explain that being assertive can be through both verbal and non-verbal behaviours.

Note: What assertiveness looks like, sounds like, feels like is dependent on the cultural backgrounds and beliefs of students and their families. It is important for educators to tailor this to the local context and model to students that it may look different for different people.

Some examples may include:

Looks like

- Standing still
- Feet solidly planted
- Relaxed (or feels like)
- Walking or wheeling away
- Getting help from a friend or adult
- Ignoring the pressure
- Confident (or feels like)

Sounds like

- Clear and confident voice
- Reasonable tone
- Firm voice
- Not changing their mind
- Speaks from their own viewpoint
- Using "I" statements

Feels like

- Strong
- Calm
- In control
- Doing what you think is right
- Positive
- Sometimes a little scary
- Standing up for what you value or believe

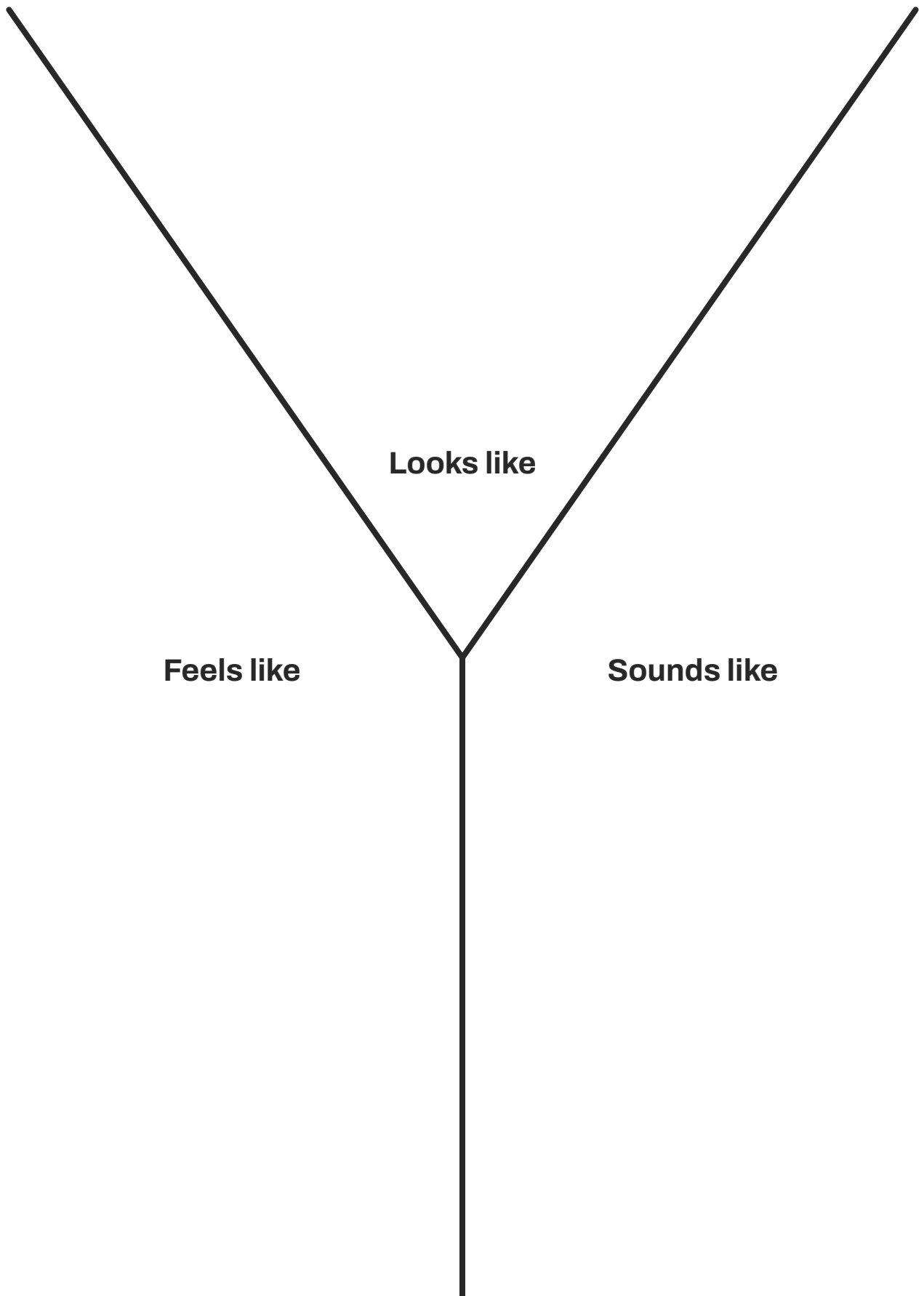


Review and assess Practising assertive communication (individual)

- Distribute copies of **Resource 5.2 - Speaking out**.
- For each scenario, students write down an example of an assertive response that could be used to make sure they stay safe.
- Discuss the responses as a class.
- Explain that having a few assertive responses in our invisible backpack is very useful, however, it is only with practise that these responses will become easier to say in pressure situations.



Being assertive



Speaking out

For each scenario write down an example of an assertive response that could be used to make sure the person stays safe.

Scenario	Assertive response
Passenger	
A Year 4 student is in a car with friends. The friends start playing loud music and joking around, distracting the driver.	
Pedestrian	
A Year 4 student is waiting to cross the road at the traffic lights. Their friends are yelling at them from the other side to come across even though the pedestrian light is red.	
Bike riders	
A Year 4 student is riding their bike with friends. Their friends suggest riding on the busy road instead of the bike path.	



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