



Department of
Education

Year 5

**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.

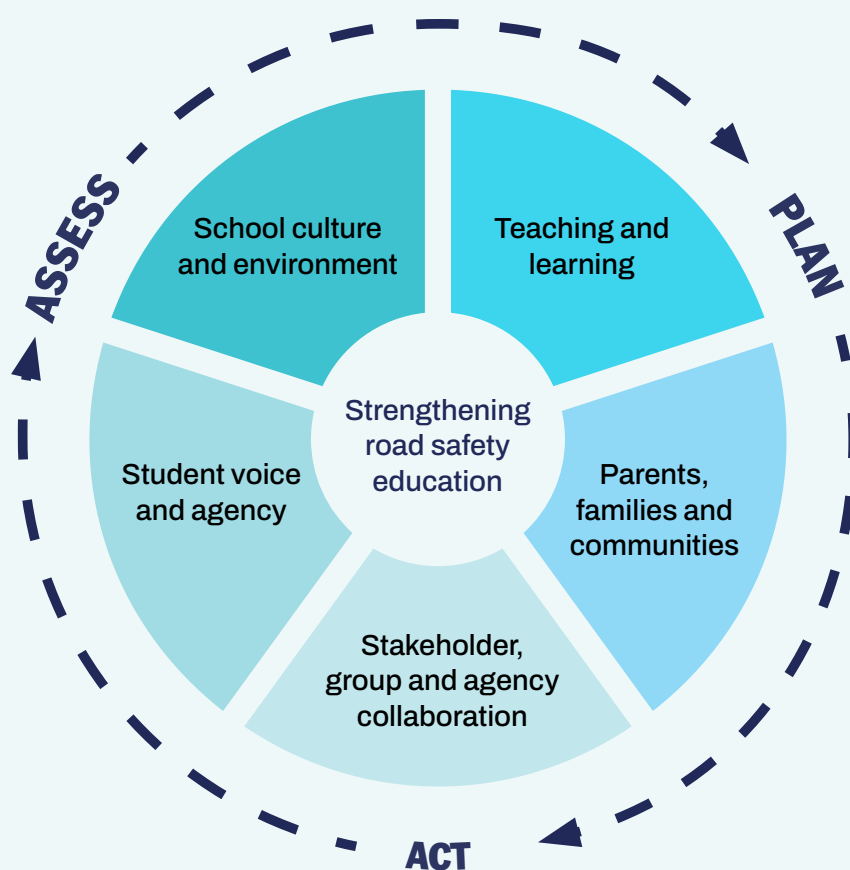
The resource content supports students to make informed decisions that maintain their own safety and that of others. Opportunities are provided for the development of [Personal and Social Capability Skills](#) that allow students to consider influences that form their sense of identity.

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					
Protective behaviours that can be implemented in uncomfortable or unsafe situations *					●
Strategies that promote safety	●	●	●	●	●
Reliable sources of information that inform health and safety decisions	●				
Healthy and active communities					
Strategies that promote a safe, healthy lifestyle	●	●	●	●	●
Health messages that support and maintain an individual's health, safety and wellbeing	●	●	●	●	

*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 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 road safety campaign messages and develop speaking and listening skills through class discussions and role-plays.
- **HASS:** explore road related community rules and laws, analyse local maps, places and infrastructure to identify safe travel routes.

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 responsible passenger	- Distractions can reduce a driver's ability to focus and make safe decisions. - Both passengers and drivers are responsible for reducing distractions.	
2	Can you be seen?	- Everyone using the road - drivers, riders and pedestrians have a responsibility to help keep each other safe. - Having lights, reflectors and wearing bright or reflective clothing increases your visibility to other road users.	Kidsafe WA - Bicycle Safety fact sheet
3	Get active	- Features such as paths, traffic lights, pedestrian crossings and accessibility features help keep people using active travel safe. - Active travel, such as walking, wheeling, riding and using public transport, has many health, wellbeing and environmental benefits.	
4	Assessing risk	- The risks associated with crashes are almost always related to one or more of these three factors: person, environment and vehicle. - There are strategies that can help reduce the risk of crashes.	Kidsafe WA - Pedestrian Safety fact sheet Kidsafe WA - Bicycle Safety fact sheet
5	Staying safe	- Unsafe situations can feel, look or sound different for everyone. Recognising the signs is an important step to staying safe. - Trusted people and safe places are there to help in times of need. Knowing who to turn to is important.	

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:** The outfits designed in Activity 2 can be assessed based on the students' justifications of how each feature increases the safety pedestrians or riders.
 - **Lesson 3:** 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 5:** Students expand on ways young people can access help in unsafe situations by creating a storyboard, comic strip or role play based on an unsafe road related scenario.

LESSON 1

Being a responsible passenger

Teaching and learning overview



Learning intentions

We are learning to:

- identify types of distractions that impact drivers
- describe strategies that passengers can use to help reduce driver distractions.



Success criteria

I can:

- define the term distraction and identify examples of driver distractions
- rank driver distractions from most to least dangerous and explain the reasons for the order
- explain strategies passengers can use to reduce driver distractions
- analyse the messages and effectiveness of road safety campaigns.



Key messages

1. Distractions can reduce a driver's ability to focus and make safe decisions.
2. Both passengers and drivers are responsible for reducing distractions.



Activities and required resources

Introduction Distractions

No required resources.

Activity 1: Distraction ranking

- **Resource 1.1 – Driver distractions**

Activity 2: Passenger safety campaigns

- Access to passenger safety campaigns (see lesson for examples)
- **Resource 1.2 - Road safety campaigns**

Review and assess: Chatterbox

- **Resource 1.3 - Responsible passenger chatterbox**
- **Resource 1.4 - Chatterbox folding instructions**
- **Resource 1.5 - Example responses (for teachers)**



Vocabulary to explicitly teach

Distraction



Incidental vocabulary

Passenger, responsibility, internal distraction, external distractions, campaign, advertisement.

LESSON 1

Being a responsible passenger

Teaching and learning experience



Introduction

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.
-
- As a class discuss the following questions:
 1. When have you been distracted? What caused it? e.g. doing your homework and being distracted by a phone or the television.
 2. Did the distraction affect you negatively? How? e.g. forgetting something important, making a mistake, taking longer to finish a task.
 3. Is it dangerous for drivers to be distracted? Why?
 4. What are some common distractions for drivers?
 - Explain that this lesson will focus on how distractions affect drivers (cars, trucks and buses) and how passengers can reduce distractions to help keep road users safe.



Activity 1

Distraction ranking (small groups)

- Divide the class into small groups and provide each group with a set of cards from **Resource 1.1 – Driver distractions**.
 - As a class discuss different ways that the cards could be categorised e.g. inside/outside the car, internal (self-distracted)/external (distracted by others).
 - Groups then rank the cards from most distracting to least distracting for drivers.
-
- Encourage groups to consider the following questions when completing their ranking:
 1. Why do you think this distraction is more impactful than others?
 2. Are some distractions harder to control than others?
-
- Explain that both the driver and their passengers have a responsibility to make each journey a safe one.
 - Allocate each group one of the distractions.
 - Students are to discuss what they could do as a passenger to reduce the driver distraction.
 - Ask groups to share their ideas with the class.



Activity 2

Passenger safety campaigns (whole class/small groups)

- Ask the class: Have you seen any road safety campaigns or advertisements? What were they about?
- Show students one of the following campaigns that focus on passenger safety. Campaigns could be videos, posters or advertisements.

Examples could include:

- Video: [Make Passenger Safety a Priority – Kidsafe](#) (3:03 minutes)
- [Always wear your safety gear. Belt up. - Road Safety Commission](#)
- [Road Safety Commission campaigns](#)
 - In small groups, students' complete **Resource 1.2 – Road safety campaigns**.
 - Groups share their responses with the class.
- Extension activity: Students create their own campaign that targets primary school aged children and is aimed at achieving one of the lessons key messages.

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



Review and assess

Chatterbox (pairs/small groups)

- Provide students with **Resource 1.3 – Responsible passenger chatterbox**.
- Students use the **Resource 1.4 – Chatterbox instructions** to fold the chatterbox.
- In pairs or small groups, students take turns using the chatterbox to select and ask the responsible passenger questions.
- Students take turns until all the questions have been asked.
- Discuss answers as a class using **Resource 1.5 - Example responses**.

Driver distractions

Texting	Pets in the car	Reading road signs
Roadside advertisements	Looking for items in the car	Scenery
Eating	Drinking	Reaching for items in the back seat
Adjusting the radio	Talking on the phone (handsfree)	Looking at a map
Daydreaming	Talking to passengers	Arguing with passengers
Children crying	Children arguing	Listening to music

Road safety campaigns

Blank box for students to write the campaign name/draw elements of the campaign.

Who is target audience for this campaign?

What are the key messages of the campaign?

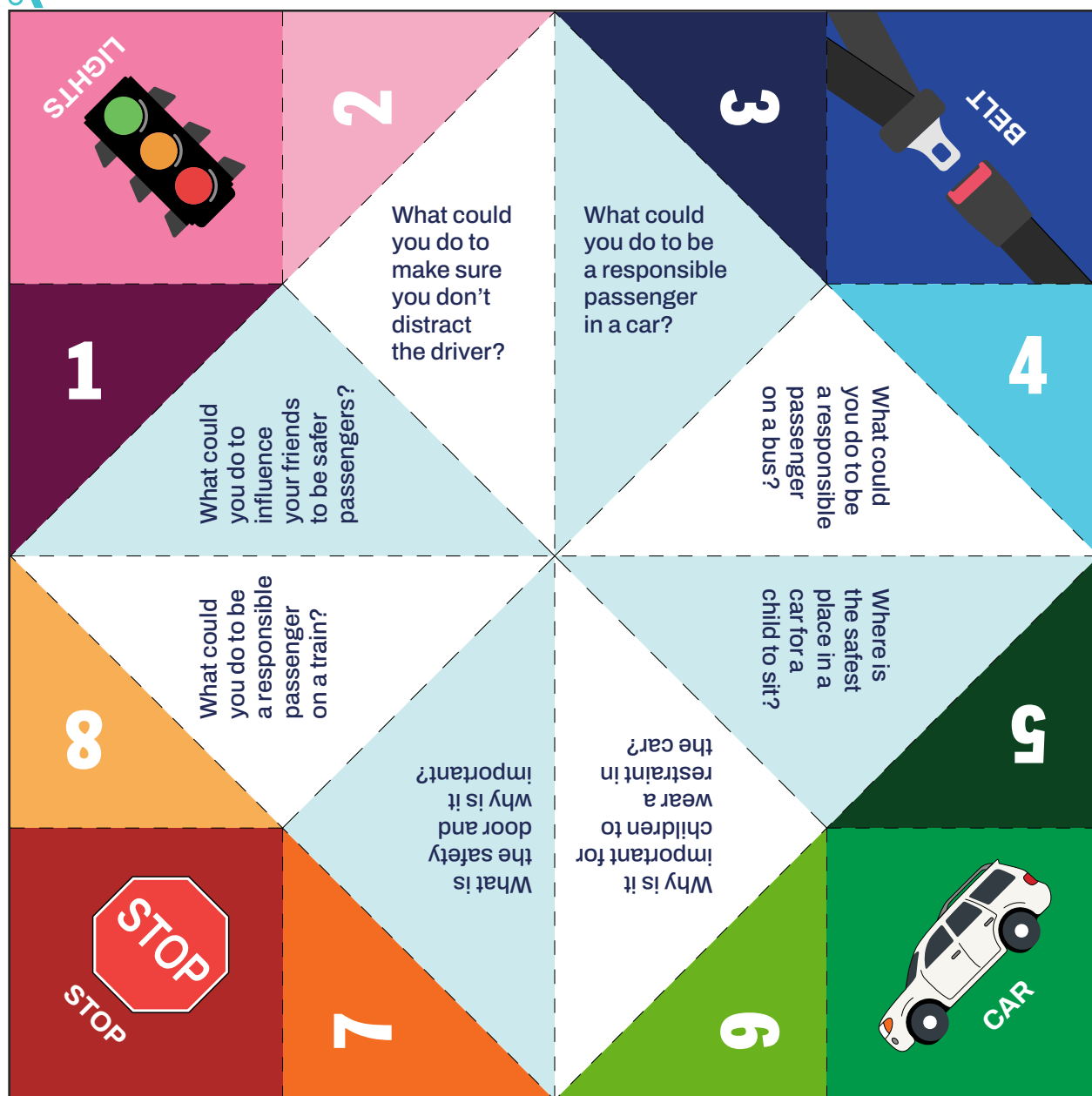
Do you think the campaign is effective? Why or why not?

How could the campaign be improved?

Responsible passenger chatterbox

Instructions:

1. Fold the chatterbox using the instruction sheet.
2. Ask: Pick a colour – Do: Spell the colour out
3. Ask: Pick a number – Do: Count out the number
4. Ask pick a number or object – Do: open up the chatterbox to the number and ask the question
5. Chatterbox



This page has been left blank intentionally

Chatterbox instructions

Step 1

Carefully cut along the outside lines of the square.



Step 2

Place the square on the table with the side containing words facing down.



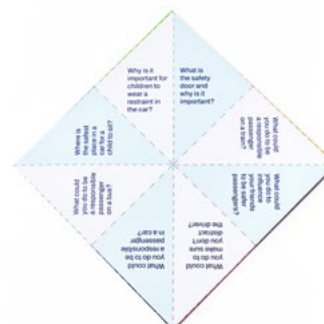
Step 3

Fold all corners into the middle of the square. You should now see images and the numbers.



Step 4

Turn the paper over so that the side with the questions is facing up.



Step 5

Fold all 4 corners into the middle again. You should now see the 8 numbers.



Step 6

Fold the square in half so that the images are on the outside. Open the chatterbox flat, fold in half the other way, ensuring the images are on the outside.



Step 7

Slightly lift the paper along the folds so that your thumbs can fit under the bottom squares and your index fingers fit under the top squares.



Step 8

It should now look like this.



Example responses

Possible responses for questions in the responsible passenger chatterbox:

1. What could you do to influence your friends to be safer passengers?

- Always wear a seatbelt.
- Role model safe behaviours.
- Don't distract the driver.

2. What could you do to make sure you don't distract the driver?

- Play a quiet game.
- Listen to music on your headphones.

3. What could you do to be a responsible passenger when travelling in a car?

- Wear an appropriate restraint.
- Don't distract the driver.
- Keep all parts of the body inside the vehicle.

4. What could you do to be a responsible passenger when travelling on a bus?

- Be respectful and courteous to the driver.
- Don't distract the driver with loud noises.
- Don't throw things on the bus or out the window.
- Don't eat or drink on the bus.
- Stay seated, if available wear a seatbelt.

5. Where is the safest place in a car for a child to sit?

- Back seat in a properly fitted restraint.

6. Why is it important for children to wear a restraint when travelling in the car?

- Reduces the risk of serious injury or death in an accident. The type of restraint depends on the size of the child. [Kidsafe WA](#) - Child Car Restraints Fact Sheet provides information on which restraint to use.

7. What is the safety door and why is it important?

- The door closest to the kerb and away from the traffic. This helps prevent accidents by ensuring that passengers, especially children, do not step out into oncoming traffic.

8. What could you do to be a responsible passenger when travelling on a train?

- Allow passengers to get off the train before you board.
- Avoid blocking doorways and keep items out of aisles and off seats.
- Vacate priority seating for people with disabilities, seniors, pregnant women, or adults with children.

LESSON 2

Can you be seen?

Teaching and learning overview



Learning intentions

We are learning to:

- identify strategies to increase visibility as pedestrians or riders to increase safety on the road.



Success criteria

I can:

- identify factors that can reduce visibility in various scenarios
- analyse strategies to improve visibility based on environmental conditions
- design a visible outfit for pedestrians or riders using appropriate safety features.



Key messages

1. Everyone using the road - drivers, riders, and pedestrians have a responsibility to help keep each other safe.
2. Having lights, reflectors and wearing bright or reflective clothing increases your visibility to other road users.



Activities and required resources

Introduction:
Visibility

- Video: [Ride bright - Road Safety commission](#) (16 seconds)

Activity 1:
Spot the risks

- **Resource 2.1 – Visibility scenarios**

Activity 2:
Dress to be seen

- **Resource 2.2 – Dress to be seen**

Review and assess:
Snowball

- Paper – 1 piece per student



Incidental vocabulary

Visibility, reflective, obstructions, road features, strategies, risk factors, walking, wheeling, riding.

LESSON 2

Can you be seen?

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

Visibility (whole class)

- Watch the Road Safety Commission campaign – [Ride bright](#) (16 seconds).
- Discussion question: What did the Ride Bright campaign show people can do to help other road users see them? (e.g. lights, reflectors, clothes).



Activity 1

Spot the risks (small groups)

- Ask the class, what in the road environment could decrease a driver's ability to see pedestrians and riders? (e.g. time of day, weather conditions, sun glare, curves and hills in the road, obstructions such as trees or parked cars, dirty windscreen).
- Divide the class into small groups.
- Provide each group with a scenario card from **Resource 2.1 - Visibility scenarios**.
- Each group will discuss the scenario and identify what factors in the situation reduce visibility of pedestrians or riders (e.g. poor lighting, weather conditions, road features).
- Groups answer questions under the scenario and brainstorm strategies that would improve visibility in the allocated scenario.
- Groups share their ideas with the class.



Activity 2

Dress to be seen (Individual)

- Using **Resource 2.2 - Dress to be seen**, students design an outfit for a pedestrian or rider that maximises visibility.
- Students can include a range of items such as jackets, helmets, shoes or backpacks.
- Encourage students to incorporate reflective elements, bright colours and consider different weather conditions (e.g. adding reflective rain gear).
- For each item, students write a brief explanation of how the item improves visibility.
- Students share their designs with a partner or the class, explaining their choices.
- Discuss the following questions as a class:
 1. What common elements did we see across designs?
 2. How can we apply these ideas to our own clothing choices?



Review and assess

Snowball (individual)

- Give each student a small piece of paper.
- Ask students to write down one strategy they can use to increase their visibility as a pedestrian or rider. Encourage students to consider the visibility of the environment and surrounds.
- Have students scrunch their paper into a ball and throw it into a designated area (e.g. around the room or into a target zone).
- Each student picks up a new paper ball, reads the strategy and adds a second strategy to it.
- Repeat the toss and swap process once more, with students adding a third strategy to the paper they pick up.
- Collect some of the paper balls and read the strategies aloud to reinforce key ideas.

Visibility scenarios

Scenario 1

A person is on a path next to a road with poor street lighting, it is starting to get dark.

1. What factors prevent the pedestrian being seen?
2. What could a driver do to improve visibility in this scenario?
3. What could the pedestrian/rider do to be seen?

Scenario 2

A person is riding in the late afternoon on a shared path next to a busy street. There are parked cars along the side of the road, the rider is about to cross the road at a pedestrian crossing.

1. What factors reduce visibility of the pedestrian?
2. What could a driver do to improve visibility in this scenario?
3. What could the pedestrian/rider do to improve the ability for other road users to see them?

Scenario 3

A person is on a path along a curvy rural road.

1. What factors reduce visibility of the pedestrian?
2. What could a driver do to improve visibility in this scenario?
3. What could the pedestrian/rider do to improve the ability for other road users to see them?

Scenario 4

It is raining, and a person is crossing the road at a pedestrian crossing.

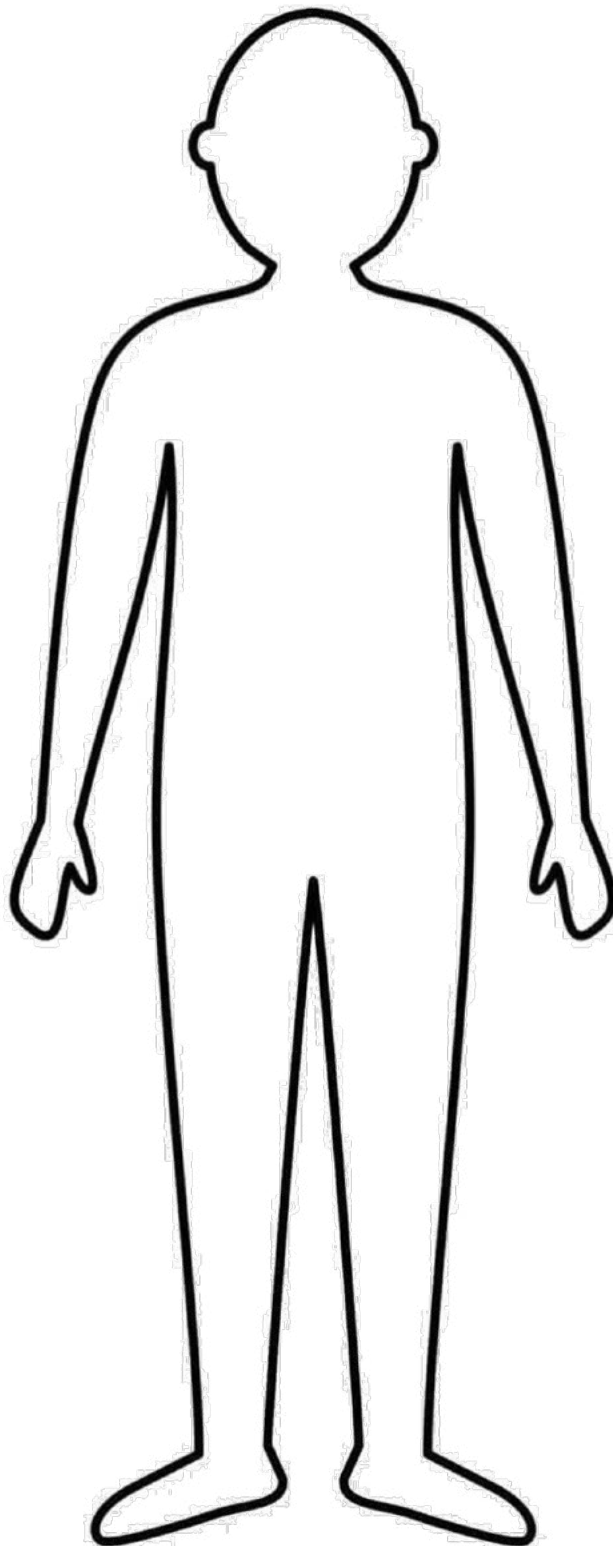
1. What factors reduce visibility of the pedestrian?
2. What could a driver do to improve visibility in this scenario?
3. What could the pedestrian/rider do to improve the ability for other road users to see them?

Visibility scenarios - suggested answers

	Answers question 1	Answers question 2	Answers question 3
Scenario 1	• Low light conditions due to poor street lighting. • The time of day, when visibility is naturally reduced.	• Turn on their headlights. • Drive slower. • Pay extra attention near paths or crossings. • Keep their windscreen clean so they can see better. • Avoid distractions	• Wear bright or fluorescent clothing to stand out. • Use reflective accessories. • Carry a flashlight or wear a headlamp. • Walk or wheel in areas with better lighting
Scenario 2	• Time of day (late afternoon) leading to potential sun glare. • Parked cars obstructing drivers' views of the bike rider. • Heavy traffic increases distractions for drivers.	• Slow down when approaching a crossing. • Watch carefully near parked cars in case someone is crossing or riding. • Be ready to stop at the crossing. • Avoid distractions and look both sides of the road. • Keep their headlights on if it's getting dark.	• Use bike lights (front and rear) and wear reflective gear. • Wear a bright or fluorescent helmet and clothing. • Avoid riding too close to parked cars to stay out of blind spots. • Make eye contact with drivers to confirm they see you before crossing.
Scenario 3	• The curvy nature of the road limits drivers' line of sight. • Potential natural obstructions like trees or bushes. • Low lighting or lack of streetlights in rural areas.	• Slow down when going around bends. • Stay in their lane and avoid cutting corners. • Watch carefully for people walking, wheeling or riding near the edge of the road. • Avoid distractions • Use headlights if visibility is poor.	• Wear reflective and fluorescent clothing to stand out in natural surroundings. • Carry a flashlight or use reflective strips on your backpack. • Walk or wheel on the side of the road facing traffic to increase visibility.
Scenario 4	• Rain reduces overall visibility for both pedestrians and drivers. • Water on windshields and road glare from streetlights or car lights.	• Slow down when approaching crossings. • Turn on headlights so they can be seen better. • Make sure windscreen wipers are working properly. • Stay focused and avoid distractions.	• Wear a brightly coloured or reflective raincoat. • Wait for vehicles to slow down before crossing to ensure drivers see you. • Make eye contact with drivers to confirm they see you before crossing.

Dress to be seen

- Design a safe rider or pedestrian outfit.
- Consider features that make you easier to be seen and equipment that helps to keep you safe.
- Include an explanation for how each item increases visibility or safety.



LESSON 3

Get active

Teaching and learning overview



Learning intentions

We are learning to:

- understand how active travel benefits individuals and the environment
- develop strategies to stay safe when using active travel.



Success criteria

I can:

- identify different types of active travel
- describe the benefits and challenges of various modes of travel
- design a safer travel route including key road safety features, signs and signals
- explain how their design choices improve safety for people using active travel.



Key messages

1. Features such as paths, traffic lights, pedestrian crossings and accessibility features help keep people using active travel safe.
2. Active travel, such as walking, wheeling, riding and using public transport, has many health, wellbeing and environmental benefits.



Activities and required resources

Introduction:

Active travel survey

No required resources.

Activity 1:

Positive, Negative, Interesting (PNI) chart

- **Resource 3.1 - Positive, Negative, Interesting**

Activity 2:

Safe road design

- Map of the local school area

Review and assess:

More people would use active travel if...

No required resources.



Vocabulary to explicitly teach

Active travel



Incidental vocabulary

Modes of travel, environmentally friendly, road features, pedestrian crossings, traffic lights, road signs, walking, wheeling, riding.

LESSON 3

Get active

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

Active travel survey (whole class)

- Conduct a survey of the class to determine how many students came to school by:
 - car
 - bike
 - scooter
 - bus
 - foot (walked)
 - assistive mobility device
 - train
 - add other examples.
- Explain that walking, wheeling, riding and using public transport is known as 'active' travel.
- Discussion question: Why are some modes of travel more popular than others?



Activity 1

PNI chart (small groups)

- Divide the class into small groups.
- Allocate each group one of the modes of travel from the previous activities.
- In groups, students complete **Resource 3.1 - Positive, Negative, Interesting**.

Example: Bike

Positive

- Environmentally friendly
- Good exercise and improves physical health.
- Inexpensive to maintain compared to cars.
- Less traffic.
- Fun and enjoyable outdoor activity.

Negative

- Must own a bike.
- Dependant on weather.
- Limited ability to carry things.
- Requires maintenance.

Interesting

- Can take bikes on trains (during non-peak hours).
- Bikes can be customised for different environments/terrains.

- Groups share their ideas with the class and add any additional ideas.



Activity 2

Safe road design (individual or small groups)

- Explain that when using active travel, it is important to use features such as paths, traffic lights and pedestrian crossings as they help to keep you safe.
- Discussion questions:
 1. What traffic features around the school help people who use active travel stay safe? e.g. pedestrian crossings, traffic lights, school zones, stop signs, speed bumps.
 2. What could be added to increase the safety of people using active travel?
- In small groups or individually, provide students a map of the local school area.
- Students add traffic features to the map to make the journey to school safer.
- Once completed, students present their maps to the class or other groups and explain how the added features help improve safety on the journey to school.



Review and assess

Best Solution for Increasing Active Travel (whole class)

- Number each corner of the room from 1 to 4.
- Explain to students that each corner represents a different solution that could encourage more people to use active travel.
- Ask students to think about which solution would make the biggest difference in increasing active travel in their community.
- Students move to the corner that best matches their opinion.
- Invite volunteers from each corner to explain their reasoning.
- Encourage students to listen respectfully to different viewpoints and consider the advantages of each option.
- Remind students that there is no single correct answer and that communities may need a combination of solutions.
- Example of corner Options: "Which action would make the biggest difference to increasing active travel in your community?"
 1. Better footpaths and bike paths
 2. Lower traffic speeds near schools
 3. More public transport options
 4. Walking school buses and ride groups

Positive, Negative, Interesting

Mode of travel: _____

Positive	Negative	Interesting

LESSON 4

Assessing risk

Teaching and learning overview



Learning intentions

We are learning to:

- identify factors that contribute to road crashes and strategies to reduce risks for road users.



Success criteria

I can:

- identify hazards in a road environment
- classify different factors into the headings of person, environment, and vehicle
- identify the risks in a given scenario
- identify strategies to reduce road user risk.



Key messages

1. The risks associated with crashes are almost always related to one or more of these three factors: person, environment, and vehicle.
2. There are strategies that can help to reduce the risk of crashes happening.



Activities and required resources

Introduction:
Why crashes happen

- **Resource 4.1 – Road environments**

Activity 1:
The Road Use Triangle

- **Resource 4.2 - Road Use Triangle**

Activity 2:
The risk continuum

No required resources.

Review and assess:
Reducing road user risks

- **Resource 4.3 – Reducing road user risks**



Vocabulary to explicitly teach

Road Use Triangle



Incidental vocabulary

Passenger, pedestrian, risk, human factors, vehicle factors and environment factors, continuum.

LESSON 4

Assessing risk

Teaching and learning experience

Note: To ensure students' emotional safety is at the forefront of each lesson, teachers should refer to information on knowing your students and protective interrupting.



Introduction

Why crashes happen (whole class)

- Display a picture of the road environment that relates to your context. For examples refer to **Resource 4.1 - Road environments**.
- Ask the class what rider and pedestrian hazards they can see. Depending on the image chosen, examples could include: no designated path/shared path, no pedestrian crossing, vehicles travelling at fast speeds, high traffic area.



Activity 1

The Road Use Triangle (small groups)

- The Road Use Triangle is a framework that helps us understand why road-related harms occur. It shows that the risk of road-related harm occurring is determined by the combination of three factors: the person, the vehicle and the environment.
- Draw a triangle on the board titled 'The Road Use Triangle'.
- On each side of the triangle write 3 headings: person, vehicle, environment
- As a class, discuss examples of factors that sit under each heading.
 - **Person** e.g. tired, distracted, age, experience
 - **Vehicle** (for this age group, vehicle refers to the factors affecting the mode of travel i.e. walking, wheeling or riding) e.g. condition of wheeled device, condition of protective equipment, size of wheeled device (is it the correct size for the user).
 - **Environment** e.g. weather conditions, road conditions, time of day.



Activity 2

The risk continuum (whole class)

- Draw a new triangle on the board and write the following scenario under each heading:
 - Person: A Year 5 student riding home after school alone
 - Vehicle factors: Bike has no reflectors, wearing no safety clothing/equipment other than a helmet
 - Environment factors: Raining, riding on a path next to a busy road.

Discuss the following questions:

1. What are the risks relating to this scenario?
2. What could be changed to reduce the risk? e.g. wear a reflective raincoat, ride with an adult or older sibling who could help make safer decisions, find an alternative way of getting home, make sure that they are wearing a helmet and other protective clothing, ensure the bike has reflectors and lights.

- Place students into groups of three. Give each person in the group either a Person, Vehicle or Environment card from **Resource 4.2 - Road Use Triangle**.
- Explain that the three cards, when placed together, create a situation involving a road user.
- Ask students to discuss the scenario their cards create and identify things that would reduce the risk for the road users in their situation.
- Discuss scenarios as a class.



Review and assess

Reducing road user risks (pairs)

- Provide each student with a copy of **Resource 4.3 - Reducing road user risks**.
- Students complete the worksheet.
- Ask students to share their responses to question 1 and 2.

Road environments



Road Use Triangle

PERSON 10-year-old who is tired after school	ENVIRONMENT A highway in the city with no crosswalks or overpasses	VEHICLE Walking
PERSON 9-year-old who is feeling frustrated	ENVIRONMENT At a roundabout with cars queued up	VEHICLE Riding a bike with faulty brakes
PERSON 11-year-old with lots of experience riding	ENVIRONMENT A straight stretch of road at night	VEHICLE Riding a scooter, wearing a helmet
PERSON 10-year-old wearing headphones listening to music	ENVIRONMENT A road without a path and red dust everywhere	VEHICLE Riding a skateboard, wearing a helmet
PERSON A 12-year-old wearing dark clothing	ENVIRONMENT A busy main road with cars parked on both sides	VEHICLE Riding a bike that is too big for them
PERSON Two 11-year-olds chatting	ENVIRONMENT A curve on a country road and it is raining	VEHICLE A bike with no lights or reflectors
PERSON A 5-year-old and their older sibling	ENVIRONMENT A railway line where the lights have stopped working	VEHICLE Riding a scooter with no safety equipment
PERSON Two 10-year-olds in an unfamiliar location	ENVIRONMENT A busy shopping centre car park on a foggy morning	VEHICLE Riding a bike without a helmet
PERSON A 7-year-old who is feeling upset	ENVIRONMENT A school crossing on a bright sunny day	VEHICLE Riding a skateboard with no safety equipment

Reducing road user risks

1. A Year 5 student is walking along the path near their school listening to loud music.

What could the student do to make this situation safer?

2. A Year 5 student is riding on the path next to their friend having a conversation about what they did on the weekend.

What could the student do to make this situation safer?

3. What are two things you could do to stay safe next time you are in the road environment as a rider or pedestrian?

LESSON 5

Staying safe

Teaching and learning overview



Learning intentions

- We are learning to:**
- to identify unsafe situations
 - develop strategies to seek help in passenger, pedestrian and rider scenarios, to keep themselves and others safe.



Success criteria

- I can:**
- identify signs that indicate an unsafe situation
 - discuss why certain situations may feel unsafe
 - identify trusted people and places that can provide help in a range of situations.



Key messages

1. Unsafe situations can feel, look or sound different for everyone. Recognising the signs is an important step to staying safe.
2. Trusted people and safe places are there to help in times of need. Knowing who to turn to is important.



Activities and required resources

- Introduction:**
Looks Like, Sounds Like, Feels Like
- No required resources.

- Activity 1:**
Safe actions
- No required resources.

- Activity 2:**
Who can help?
- **Resource 5.1 – Unsafe situations**

- Review and assess:**
Promoting active travel
- Piece of paper – 1 per student



Incidental vocabulary

Unsafe situations, trusted people, safe actions, barriers, scenario.

LESSON 5

Staying safe

Teaching and learning experience

Note: this topic may lead to students sharing sensitive information, teachers should refer to teacher notes on [protective interrupting](#).



Introduction

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

- Complete a class brainstorm:
- What could it look like, sound like and feel like when someone is in an unsafe situation? (e.g. heart racing, feeling scared, hearing raised voices).
- Explain that for everyone unsafe situations can feel, look and sound different, but it is important to be able to recognise the signs of being in an unsafe situation. Consider that students with a disability or varied cultural backgrounds might recognise and respond to unsafe situations differently.



Activity 1

Safe actions (whole class)

- Ask the class to think of situations as a passenger, pedestrian or rider when someone may feel unsafe. Explain that not everyone feels the same levels of being safe/unsafe in the same situations.
- Explain that if you ever find yourself in a situation that feels unsafe, there are a range of people and places you can go to for help.
- As a class, brainstorm a list of trusted people or places to go to for help (e.g. police, parents, teachers, traffic wardens, school classroom).
- Write the ideas on the board and label the list 'safe actions'.



Activity 2

Who can help? (small groups)

- Divide students into small groups and give each group a set of scenario cards from **Resource 5.1 - Unsafe situations** or use examples that were discussed in the introduction.

- For each scenario, students discuss:
 1. Why might someone feel unsafe in this situation?
 2. Who would be the best person or place to go to for help? (Students use the safe actions list from the previous activity)
 3. Why do you think this person or place is the best choice?
- One person from each group then places the scenario's on the safe actions wall under the agreed upon person or place.

- As a class discuss the following questions:
 1. Did any scenarios fit under more than one safe action? Why?
 2. Were there situations where it was hard to decide who to go to for help? What made it challenging?
 3. If there were safe actions that were not chosen - Why do you think certain people were not chosen? Are there any barriers to accessing this help? e.g. fear of getting in trouble.
 4. How would you find the right person or place for help if no one on the safe actions wall is nearby?



Review and assess

3, 2, 1 reflection

- Provide each student with a small piece of paper.
- On the piece of paper students write the numbers 3, 2, 1.
- Ask students the following questions:
 1. What are 3 things someone might notice (feel, hear or see) if a situation is unsafe?
 2. Who are 2 people someone could go to for help if they feel unsafe as a passenger, pedestrian or rider?
 3. What is 1 action someone can take to keep themselves safe?

Unsafe situations

Consider the following questions:

1. Why might someone feel unsafe in this situation?
2. Who would be the best person or place to go to for help?
3. Why do you think this person or place is the best choice?

A Year 5 student is walking to school and arrives at a busy intersection without traffic lights. They are unsure when it is safe to cross.

A Year 5 student gets off the bus at the wrong stop and does not recognise their surroundings.

A Year 5 student is being dared to ride their bike down a steep hill that they have not ridden down before.

A Year 5 student falls off their bike on the way to school and hurts their arm.

A Year 5 student is catching the train and is unsure which stop they need to get off at.



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