

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.

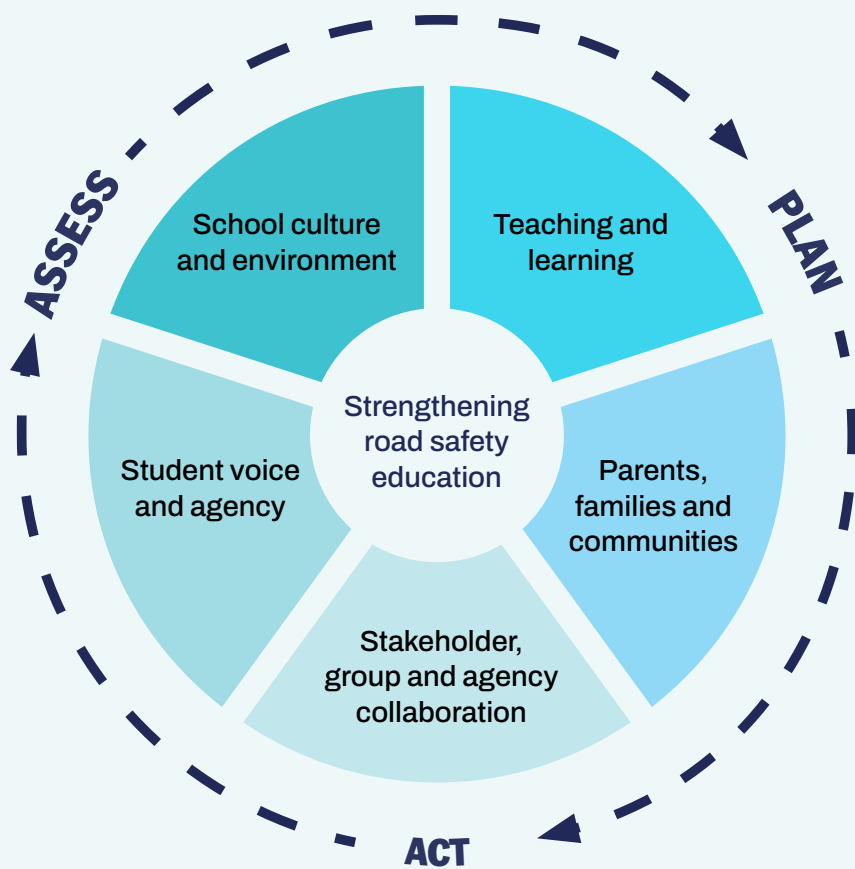
The resource content supports students to make informed decisions that maintain their own safety and that of others. Opportunities are provided for the development of [Personal and Social Capability Skills](#) that allow students to consider influences that form their sense of identity.

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 unit 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 – Parent 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 that promote safety	●	●	●		●
Healthy and active communities					
Strategies that promote a safe, healthy lifestyle	●	●			●
Criteria that can be applied to sources of information, including online, to assess their credibility				●	
Actions that promote and maintain community health, safety and wellbeing		●			●
Interacting with others					
Situations in which emotions can influence decision making: • in peer groups • with friends • with family.			●		

*These lessons cover topics related to protective strategies, but they are not a substitute for the protective behaviours program. Department of Education staff can refer to [protective behaviour's resources on Ikon](#) for illustrations of practice in child abuse prevention education.

Cross curriculum links

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

For example:

- **Maths:** run surveys on travel choices and represent the data in tables or graphs. Students can practise locating positions and pathways on 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 and their importance in keeping communities safe, analyse local maps, places and infrastructure to identify safe travel routes.
- **The arts (Media arts)** investigate how media messages are constructed to influence behaviour. They deconstruct advertising techniques and create their own road safety campaigns using visual and persuasive elements.

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	Keeping riders safe	- Road safety is influenced by multiple factors including the person, the vehicle and the environment. - Performing regular safety checks on your wheeled device can help keep riders safe.	Kidsafe WA - Bicycle Safety fact sheet
2	Overcoming barriers to active travel	- Active travel, such as walking, wheeling, riding and using public transport, has many health, wellbeing and environmental benefits. - There can be barriers to using active travel, these can be overcome with thoughtful strategies and planning.	Kidsafe WA - Pedestrian Safety fact sheet
3	Making safe decisions	- Assertive communication is the most effective style of communication for promoting safety and resolving conflicts. - Influence can be both positive and negative and comes from various sources such as friends, peers, emotions and media.	
4	Credible sources of information	- Assertive communication is the most effective style of communication for promoting safety and resolving conflicts. - Influence can be both positive and negative and comes from various sources such as friends, peers, emotions and media.	
5	Road safety campaigns	- Small actions by individuals can collectively enhance road safety. - Road safety campaigns can effectively promote safe road behaviours.	Road Safety Commission

Assessment

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

- **Formative assessments** such as 'in the moment observations' and posing questions are used during a lesson to assess students understanding of the topic.
- **Summative assessments** can be created by expanding on lesson topics and activities, for example:
 - **Lesson 2:** Students write a persuasive text to encourage students at their school to use active to travel to get to and from school.
 - **Lesson 3:** 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 5:** Students expand on the road safety campaign slogans by designing a road safety campaign targeted at students their age.

LESSON 1

Keeping riders safe

Teaching and learning overview



Learning intentions

We are learning to:

- understand factors that contribute to crashes when riding wheeled devices
- identify strategies to reduce the risk of crashes when riding wheeled devices.



Success criteria

I can:

- explain how different factors (person, vehicle, environment) influence road safety
- identify and suggest strategies to reduce the risk of crashes
- recall the ABC bike safety check.



Key messages

1. Road safety is influenced by multiple factors including the person, the vehicle and the environment.
2. Performing regular ABC safety checks on your wheeled device can help keep riders safe.



Activities and required resources

Introduction

Road Use Triangle

No required resources.

Activity 1:

Avoiding crashes

- A3 sheet of paper – 1 per group

Activity 2:

Bike safety check

- Picture of a bike to display or bring in a bike for the day
- Video: [ABC Bike Check - Department of Transport and Major Infrastructure](#) (1:32 minutes)

Review and assess:

Reflection

No required resources.



Incidental vocabulary

Road Use Triangle, distraction, experience, environment, safety equipment, safety check, wheeled device.

LESSON 1

Keeping riders safe

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 Use Triangle (whole class)

- 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.
- Discuss the following question as a class - What causes crashes to occur when people are riding wheeled devices?
- Draw a triangle on the board titled 'The Road Use Triangle'.
- On each side of the triangle write 3 headings:
 - Person e.g. distraction, age, experience, speed.
 - Vehicle: e.g. condition of wheeled device, size of wheeled device (is it the correct size for the user).
 - Environment e.g. weather conditions, road conditions, time of day.



Activity 1

Avoiding crashes (small groups)

- Place 6 large sheets of paper around the room with these headings:
 - Person - Increase risk
 - Person - Decrease risk
 - Vehicle - Increase risk
 - Vehicle - Decrease risk
 - Environment - Increase risk
 - Environment - Decrease risk
- As a class, brainstorm an example for each heading (see table below for examples).
- Allocate small groups of students one of the pieces of paper.
- In groups, students write down additional ideas. After 2 minutes they rotate to another piece of paper.

Person		Vehicle		Environment	
Increase risk	Decrease risk	Increase risk	Decrease risk	Increase risk	Decrease risk
• Distracted (friends, phones etc) • Inexperienced • Riding too fast • Not knowing or following road rules • No helmet or safety equipment/condition of safety equipment • Taking risks • Riding alone	• Well rested • Experienced • Knowledge of road rules • Following road rules • Wearing a helmet and other safety equipment • Wearing bright clothing • Riding with other people	• Having more than one person riding the wheeled device • Bike seat/handlebars not at the correct height • No reflectors/lights • No bell	• Well maintained • Brakes working • Tyres pumped up • Correct size for the user • Bike is fitted with reflectors and lights	• Potholes/uneven surfaces • Poor weather • Lack of streetlights • Lack of bike paths • Busy roads	• Clear weather • Bike paths present • Safe places to stop • Pedestrian crossings • Presence of a refuge in the middle of the road

- Discuss the groups' responses, focusing on factors that reduce crash risks.
- Emphasise the importance of knowing which factors we can control and how this helps us make safer decisions when riding wheeled devices.

LESSON 1

Keeping riders safe

Teaching and learning experience



Activity 2

Bike safety check (whole class)

- Display a picture of a bike, or if possible, bring in a bike for the day.
 - Ask the class to identify parts of the bike that they think need to be checked every time they go for a ride.
 - Write the letters ABC on the board.
-
- Ask the students to guess what they think the letters stand for in relation to a bike safety check.
 - A. Air: Make sure the tyres are pumped up and are not soft.
 - B. Brakes: Squeeze the brakes and make sure it stops the wheels.
 - C. Chain: Make sure the chain is on, can go around freely and is not rusted.
-
- Watch the video [ABC Bike Check - Department of Transport and Major Infrastructure](#) (1:32 minutes).
 - Ask the class if there are any other things they should check before riding a bike or other wheeled device e.g. seat, handlebars, gears, bell, lights etc.
 - Teachers can also teach the ABCDEQ bike check. For further information visit West Cycle - [ABCDEQ Bike Check](#).



Review and assess

Reflection (whole class)

- As a class complete a think, pair, share: What can you do to stay safe when riding wheeled devices?

LESSON 2

Overcoming barriers to active travel

Teaching and learning overview



Learning intentions

We are learning to:

- understand what active travel is
- explore ways to reduce or remove barriers to active travel.



Success criteria

I can:

- identify types of active travel and explain the benefits of using it
- identify strategies to overcoming barriers to active travel
- develop action plans for how to manage difficult situations.



Key messages

1. Active travel, such as walking, wheeling, riding and using public transport, has many health, wellbeing and environmental benefits.
2. There can be barriers to using active travel, these can be overcome with thoughtful strategies and planning.



Activities and required resources

Introduction:

Active travel survey

No required resources.

Activity 1:

Overcoming barriers

- **Resource 2.1 - Barriers**

Activity 2:

Action plans

- **Resource 2.2 - Action plans**

Review and assess:

Thought shapes

- **Resource 2.3 - Thought shapes**



Vocabulary to explicitly teach

Active travel, barriers, perceived barriers.



Incidental vocabulary

Overcome, sustainable, independent, community, social benefits, environmental benefits, health benefits, wheeling.

LESSON 2

Overcoming barriers to active travel

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)

- Write 'Active travel' on the board and ask students to explain what they think active travel means. "Finding more active ways to get around, including walking, wheeling, riding or catching public transport" – [Department of Transport and Major Infrastructure](#).
- Survey the class on the following questions. Record student responses on the board.
 1. How do you usually get to school? If you travel using different methods, choose the one that you use the most. Options could include car, walk, wheel, cycle, skateboard, bus, train, carpool. Write the active travel modes in a different colour to the non-active travel modes.
 2. Why do you usually travel to school this way? Write the reasons chosen under each mode of travel. Examples could include:

– Too far to walk, wheel or ride to school	– Too much traffic	– Only option available	– Barriers for students with sensory sensitivities (e.g. traffic noise, crowded public transport).	– Limited wheelchair-accessible paths or crossings
– Too many things to carry to school	– Safety	– To be independent		
– Not allowed to travel to school alone	– The weather	– Good for the environment		
	– Most convenient	– To be healthier		
	– Fastest			
 3. What are some of the benefits of using active travel? Consider social, environmental, health and wellbeing benefits. .



Activity 1

Overcoming barriers (small groups)

- Explain the terms barriers and perceived barriers.
- Ask students to identify what barriers exist when choosing to use active travel, to travel to and from school e.g. too far to walk/wheel/ride, safety, too many things to carry, the weather.
- Place students into small groups and provide each group with a copy of **Resource 2.1 - Barriers**.
- Allocate each group one of the barriers to choosing active travel.
- In their groups students brainstorm what could be done to remove/reduce the barrier.
- Encourage students to consider things the individual, school, community or Government could do.
- Groups present their ideas to the class.



Activity 2

Action plans (small groups)

- Ask students:
 1. Will the way you travel to school change when you move to high school?
 2. What problems might you encounter when travelling to school? E.g. miss the bus.
- In pairs or small groups students' complete **Resource 2.2 - Action plans**.
- Once completed, discuss responses as a class.

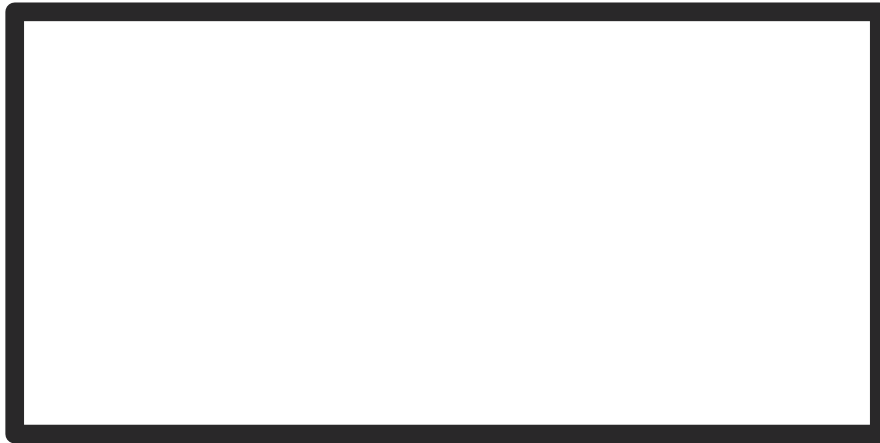


Review and assess

Thought shapes (Individual/small groups)

- Give each student one of the shapes from **Resource 2.3 - Thought shapes**.
- Display the questions for each shape on the board. Students answer the question of the shape they have been allocated.
 - What do you think is the biggest benefit to using active travel?
 - △ What is one thing you will do to use active travel more often?
 - ☆ What are 2 safety tips you should keep in mind while using active travel?
 - ◇ What is 1 way you could encourage others to use active travel?
- Once answered, students form groups of 4 with people of the other shapes.
- Discuss their ideas as a group.

Barriers



Action plans

Next year you may start travelling to school in different ways than you have before.

This may be walking, wheeling, riding or catching public transport, either by yourself or with friends.

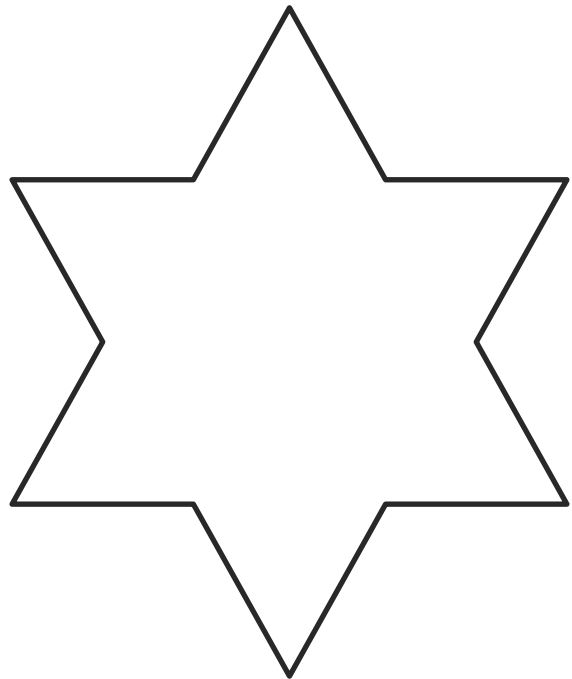
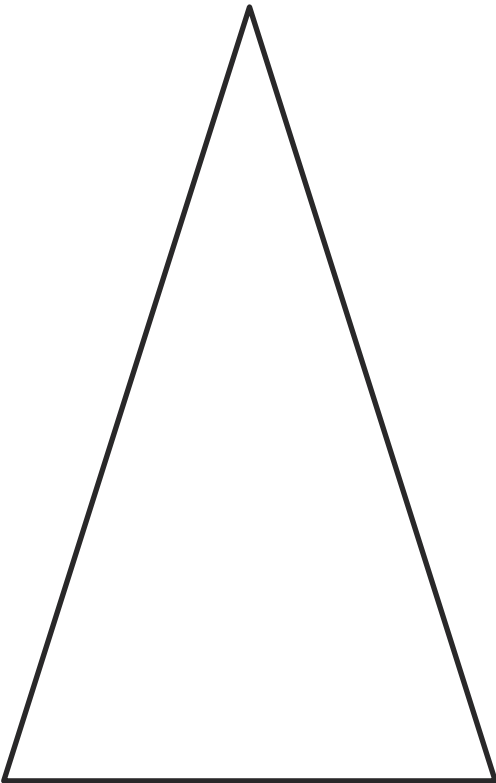
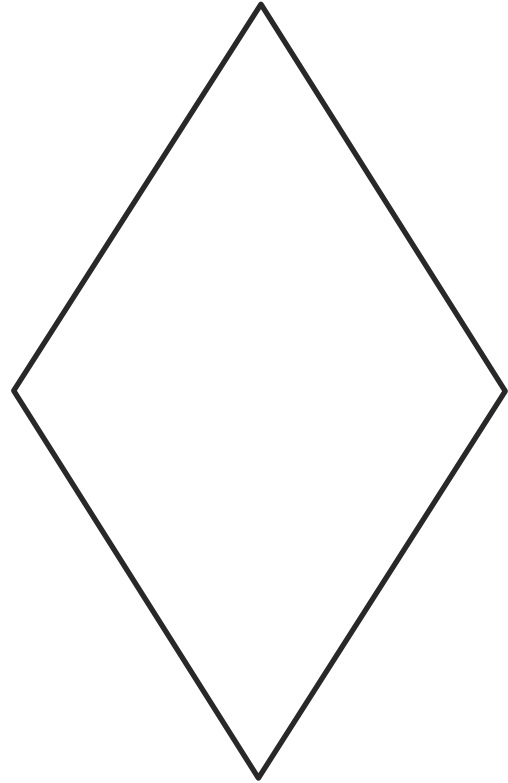
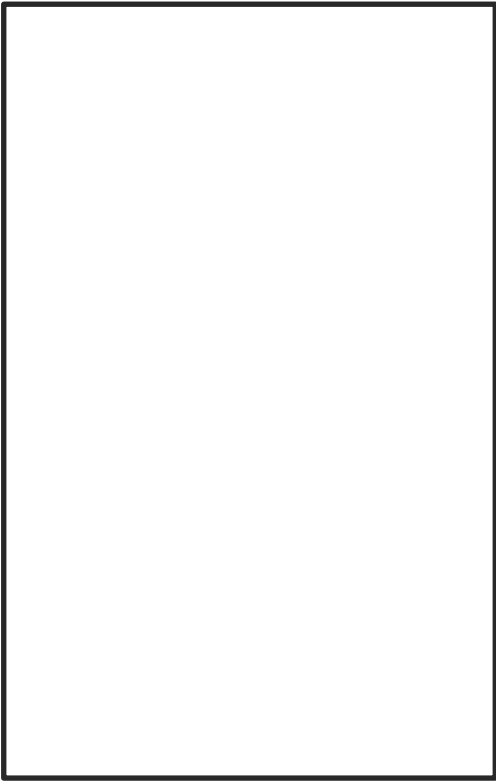
No matter how you travel to and from school, it is important to get there safely. However, sometimes things do not go to plan. That is why it is helpful to plan for how you might deal with the unexpected.

Work in pairs to come up with a solution to each of the problems below. See if you can think of 3 more and a solution for each of these.

Top tip: visit Transperth [Safety and Security](#) for helpful tips on staying safe on public transport.

What may not go to plan on your way to school?	My solution
Miss the bus in the morning	
Get off at the wrong stop or station	
You lose your Smartrider	
Your bike gets a flat tyre	

Thought shapes



LESSON 3

Making safe decisions

Teaching and learning overview



Learning intentions

We are learning to:

- identify who or what can influence decision-making in road safety contexts
- understand strategies to communicate assertively to promote safe behaviours.



Success criteria

I can:

- identify factors that influence road safety
- apply the decision-making model to identify safe decisions in a road related scenario
- differentiate between assertive, aggressive and passive communication
- create role plays demonstrating assertive communication in road safety scenarios.



Key messages

1. Assertive communication is the most effective style of communication for promoting safety and resolving conflicts.
2. Influence can be both positive and negative and comes from various sources such as friends, peers, emotions and media.



Activities and required resources

Introduction: Influence

No required resources.

Activity 1: Decision making

- **Resource 3.1 - Decision making model**
- **Resource 3.2 - Road safety scenarios**

Activity 2: Acting assertively

No required resources.

Review and assess:

Acting assertively
role play

No required resources.



Vocabulary to explicitly teach

Influence, assertive, aggressive, passive.



Incidental vocabulary

Communication, verbal, non-verbal, decision making.

LESSON 3

Making safe decisions

Teaching and learning experience

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



Introduction Influence

- Write the word 'influence' on the board and discuss what the word means.
- Ask the following question: 'Who or what can influence people as passengers, pedestrians or riders?' (e.g. friends, peers, emotions, road safety campaigns, your knowledge of road safety, your values and attitudes).
- Explain that influences can be both positive or negative.
- Explore how the influences identified in the previous question might lead someone to make either safe or unsafe choices.



Activity 1 Decision making (whole class/small groups)

- Display the **Resource 3.1 - Decision making model** and explain its purpose: to evaluate a situation and identify a decision by considering alternative solutions.
- Demonstrate the model with an example such as deciding whether to go to bed early or late, to show how to use the model.
- Place students into small groups.
- Provide each group with a copy of the model and a scenario from **Resource 3.2 - Road safety scenarios**.
- In their groups students work through the decision-making model discussing the possible decisions that could be made.
- Each group decides on the safest decision and writes it at the bottom of the worksheet.



Activity 2 Acting assertively (small groups)

- Explain that there are 3 types of communication – assertive, aggressive and passive.
- Explain that communication can be both verbal and non-verbal.
- Ask students for examples of each type of communication in a road safety context.
- Explain that the style of communication a person uses can greatly influence the outcome of an interaction with others and that usually assertive communication has the best outcome for all.
- Using the scenario and the final decision made from activity 1, students write an example of an assertive response that could be used in the situation.



Review and assess Acting assertively role play (small groups/whole class)

- In their groups students create a role play of the scenario using the assertive response from activity 2. Alternatively, students could create a story board or comic strip of the situation.
 - Groups share their role play with the class.
 - Time permitting students could also role play the other communication types for discussion.
-
- After each role play discuss the following questions as a class:
 1. How did the assertive response help solve the problem?
 2. What alternative actions could have been taken to stay safe?
 3. How did the emotions of the characters affect their decisions in the scenario?
 4. What might have happened if an assertive response was not used?

Decision making model

If this were the problem...

who or what is trying to influence their behaviour?



CHOICE 1

What choices
could be made?



What could
happen



What could
happen



How could
this make
someone feel?



How could
this make
someone feel?

I would

Road safety scenarios

A Year 6 student is walking with a friend who says, "Let's just cross here. It's quicker than walking to the lights." Cars are approaching but seem far away.

At the park, someone teases another person for wearing a helmet, saying, "Why bother? You're not even going fast."

A Year 6 student is riding their bike home. A friend asks for a lift and says, "Just let me sit on your handlebars, it's only a short distance."

A Year 6 student and their friend are running late for the bus. They can see it approaching on the other side of a busy road. There is a set of traffic lights up a bit further but if they cross at the traffic lights they will miss the bus. The friend says, "quick let's just cross here."

A Year 6 student is walking home. Their older sibling rides past on their eScooter and tells them to get on. They know it is unsafe and against the law to have more than one person on an eScooter.

A Year 6 student is on the bus travelling to a school excursion. The bus is fitted with seatbelts and the teacher has told them to put them on. Their friend is sitting behind them and tells them to take their seatbelt off so they can turn around and talk to each other.

LESSON 4

Credible sources of information

Teaching and learning overview



Learning intentions

- We are learning to:**
- identify credible sources of information, to assist them to make informed road safety decisions.



Success criteria

- I can:**
- explain why it is important to use credible sources of information
 - identify credible sources and justify why they are credible.



Key messages

1. Not all information is credible. It is important to verify the accuracy and reliability of sources.
2. Using credible information is especially important for making informed decisions about health and safety.



Activities and required resources

- Introduction:**
Fact vs opinion
- Examples of facts and opinions (provided in lesson outline).

- Activity 1:**
Credible sources of information
- Examples of credible resource (see lesson outline).

- Activity 2:**
Credible information jigsaw
- Students will require access to the internet
 - **Resource 4.1 - Jigsaw questions**
 - **Resource 4.2 - Credible sources of information**

- Review and assess:**
True or false
- **Resource 4.3 - Jigsaw answers**



Vocabulary to explicitly teach

Opinion, credible.



Incidental vocabulary

Bias, accuracy, currency, fact.

LESSON 4

Credible sources of information

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

Fact vs opinion (whole class)

- Write the words 'fact' and 'opinion' on the board. As a class discuss the meanings of the 2 words.
- Read out fact and opinion statements. Examples could include:
 - Wearing a seatbelt can save lives in a car crash – Fact
 - Dogs are better than cats – Opinion
 - Using a mobile phone while driving is dangerous – Fact
 - Summer is the best season – Opinion
 - Reflective clothing makes pedestrians more visible at night – Fact
 - The earth orbits the sun – Fact
 - Riding a bike is more fun than a scooter – Opinion
- As a class, decide if the statement belongs under fact or opinion.
- Optional activity: Students create their own fact or opinion statements to share and discuss as a class.



Activity 1

Credible sources of information (whole class)

- Explain that sometimes we believe something to be true because we have heard it many times or it seems logical. However, not everything we think is a fact actually is. It is important to carefully assess information to ensure it is accurate and credible, especially when making decisions that might affect your safety.
- Ask the class:
 1. Where do people find their information on road safety? e.g. websites, books, friends, teachers, parents/carers, social media, artificial intelligence.
 2. What does the word credible mean?
 3. Why is it important to use credible sources of information, especially for decisions about health and safety?
- Display an example of a credible resource on the board e.g.
 - [Road Safety Commission](#)
 - [Department of Transport and Major Infrastructure](#)
 - [KidSafe WA](#)
- Using the example website, introduce key characteristics of credible sources:
 - Purpose: is the purpose to inform, sell or entertain?
 - Author: who wrote it, are they experts, is there any bias?
 - Accuracy: does it have facts or statistics? Is it facts or is it opinions?
 - Currency: when was the information written or updated?



Activity 2

Credible information jigsaw (small groups)

- Split the class into 5 groups. This will be referred to as their 'home' group.
- Assign each person in the 'home' group one of the questions from **Resource 4.1 - Jigsaw questions**.
- Students leave their home group to find students assigned the same question. This will be referred to as their 'expert' group.
- Give each student a copy of **Resource 4.2 - Credible sources of information**.
- In their 'expert' groups students research the question.
- Groups work together to complete the 'how do I know it is credible' questions (each student must complete a worksheet).



Review and assess

True or false (small groups)

- Students return to their 'home' group.
- One at a time, students read out the question that they researched.
- Groups discuss what they think the answer is.
- The person who asked the question tells the group the correct answer along with any supporting information.
- Compare correct student answers with **Resource 4.3 - Jigsaw answers**
- As a whole class, finish by discussing the following question: Why is it important to check that you are using credible information, especially for road safety?

Jigsaw questions

**1. On a shared path, who has right of way?
The pedestrian or bike rider.**

2. What is the legal age to ride an eScooter in WA?

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

4. What safety equipment is legally required when riding a wheeled device?

5. Can a pedestrian be fined for crossing on a red light at an intersection (jaywalking)?

6. Can you ride a skateboard on a road with a speed limit of 60km/hour or over?

Credible sources of information

Question:

Answer

What further information could you give to someone asking this question?

Where did you find the information (e.g. name of the organisation)?

- How do I know it is credible?

- Purpose: is the purpose to inform, sell or entertain?

- Author: Who wrote it, are they experts?

- Accuracy: does it have facts or statistics? Is it facts or is it opinions?

- Currency: when was the information written or updated?

Jigsaw answers

1. Pedestrians, including mobility scooters and motorised wheelchair users, always have right of way (Department of Transport and Major Infrastructure 2026).

2. Only people aged 16 or over are allowed to use eRideables (Road Safety Commission 2025).

3. The rear centre seating position as the preferred position for children (Kidsafe WA 2019).

4. An approved helmet (Road Safety Commission 2024a).

5. Yes, \$50 (Road Safety Commission 2024b).

6. No, you can be fined (Road Safety Commission 2024b).

LESSON 5

Road safety campaigns

Teaching and learning overview



Learning intentions

- We are learning to:**
- identify strategies to promote safe behaviours in the road environment.



Success criteria

- I can:**
- explain how different stakeholders (individuals, community, government) can promote road safety
 - identify and explain positive road user behaviours
 - develop and present a road safety campaign aimed at primary school-aged students.



Key messages

1. Small actions by individuals can collectively enhance road safety.
2. Road safety campaigns can effectively promote safe road behaviours.



Activities and required resources

- Introduction:**
Think, pair, share
- Access to: [Road Safety Commission - All road users can drive change](#)

- Activity 1:**
Road safety messages
- **Resource 5.1 - Road safety key messages**

- Activity 2:**
Road safety slogan
- No required resources.

- Review and assess:**
Road safety pledge
- Sticky note – 1 per person



Incidental vocabulary

Road safety, campaign, community, government, model, target audience.

LESSON 5

Road safety campaigns

Teaching and learning experience



Introduction

Think, pair, share (whole class)

- Display the Road Safety Commission campaign – [All road users can drive change](#).
- Complete a think, pair, share where students consider things they do to keep themselves and others safe in the road environment e.g. wear a helmet, use the pedestrian crossing, walk/wheel/ride on the path.
- Write students responses on the board.
- Explain that by everyone doing small things it helps to keep road users safe.



Activity 1

Road safety messages

- Display a range of road safety campaigns. Examples can be found through the [Road Safety Commission](#).

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

- Explain that campaigns focus on promoting positive behaviours e.g. 'Always wear your safety gear', 'Ride bright', 'Be a wheel mate'.
- Split the class into groups of 3. Give each group a copy of **Resource 5.1 - Road safety key messages**.
- Conduct a placemat activity where each group member focuses on one road user type (passenger, pedestrian, rider) and lists key positive behaviours, such as:
 - Passenger: Always wear a seatbelt/restraint, sit quietly and avoid distracting the driver, always use the safety door.
 - Pedestrian: Use pedestrian crossings, follow the Stop, Look, Listen, Think strategy.
 - Rider: Wear a helmet, use bike lanes, and ensure visibility with lights or reflective and bright clothing.
- Complete a gallery walk for students to review and add ideas to their placemat.



Activity 2

Road safety slogan

- Groups choose one key message from their placemat.
- Using the chosen key message, groups develop a catchy slogan for a campaign.
- Groups share their campaign with the class.

If time permits:

- In their groups, students create a campaign using their slogan, aimed at making primary school aged students safer road users.
- The campaign can be presented in any format e.g. video, poster, animation. but must meet the target audience of primary aged students.
- Provide students with criteria such as, it must include a slogan, key message and is appropriate for the target audience.
- Students present their campaign to the class.



Review and assess

Road safety pledge

- Provide each student with one sticky note.
- Encourage students to consider the entire road safety unit.
- On their sticky note, students' write one road safety pledge e.g. "I will always wear my helmet when riding my bike" or "I will remind my family to use pedestrian crossings."
- Create a 'Road safety wall' in the classroom. Students add their pledge to the wall as a reminder to their commitments.

Road safety key messages

Rider	Passenger	Pedestrian



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