



# Student and parent Road safety workbook Lower Primary

Student name: .....

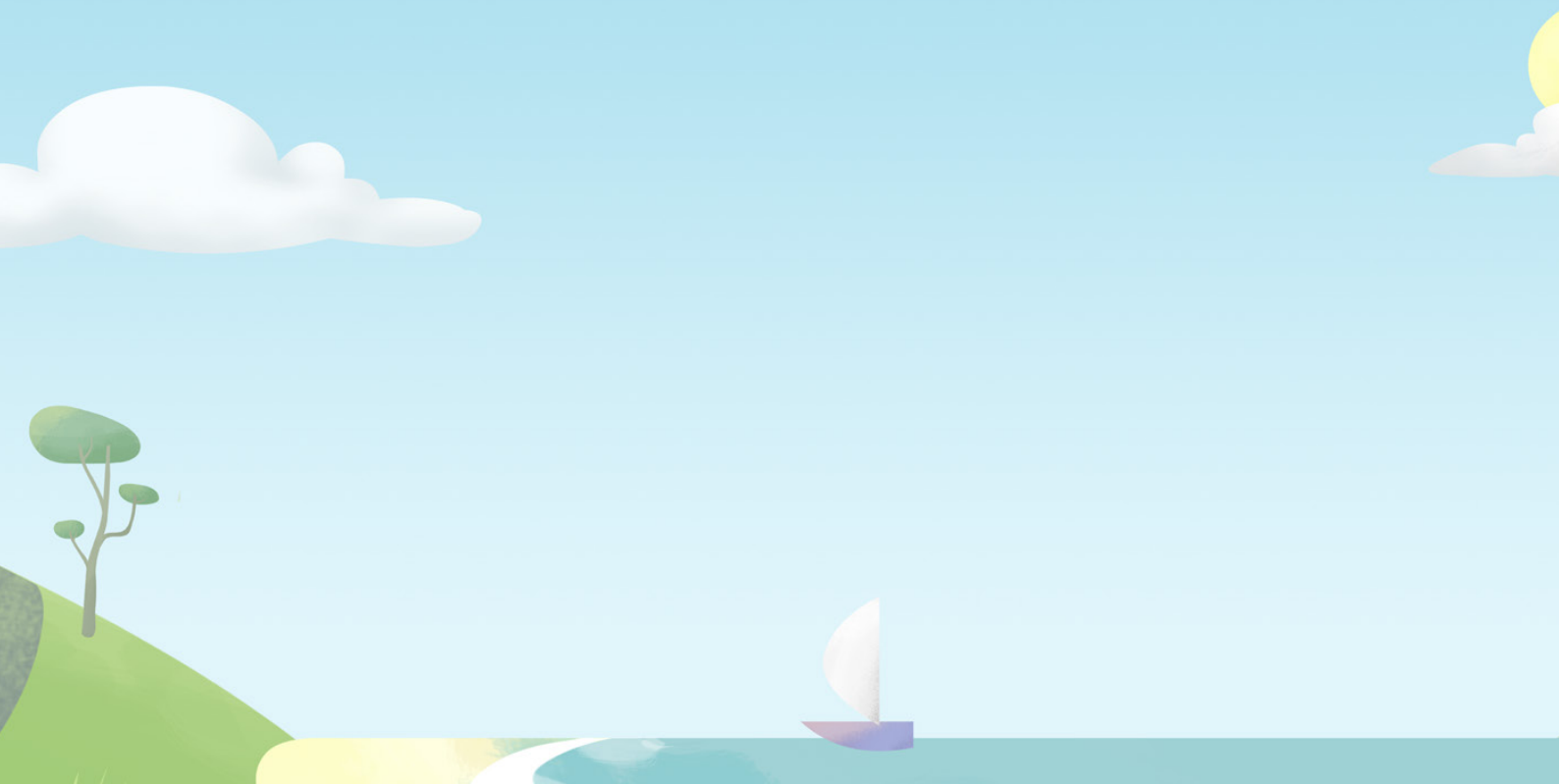


# How to use this book

This book is intended to support road safety education for WA students both in the classroom and at home. It is comprised of curriculum-aligned, road safety activities for students to complete. This book covers three main topics of passenger, pedestrian and bike safety. Under these three topics, each page in this book has an activity number and specific focus area identified at the top, with activities to support road safety learning within that focus area.

To support road safety education at home, an information section for parents and caregivers has been included in the middle of this book. It was created to provide background information for adults about road safety. Parents and caregivers have an important role in their child's road safety education and can use this information to teach their child about, and encourage, safe behavior around the roads.

To reinforce road safety messages, this book can be used in conjunction with other free road safety resources, lessons and activities from RAC Community Education.



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# Curriculum links

The activities in this book are aligned to the Western Australian Curriculum

|                               | Strand                                | Sub strands  | Content descriptors   | Activity number |   |   |   |   |   |         |
|-------------------------------|---------------------------------------|--|---|-----------------|---|---|---|---|---|---------|
| Health and Physical Education | Personal, Social and Community health |  |   | 1               | 2 | 3 | 4 | 5 | 6 | 7 and 8 |
|                               |                                       | Being healthy, safe and active                         | Strategies to use when help is needed, such as reading basic safety signs   | ✓               | ✓ |   | ✓ |   |   | ✓       |
|                               |                                       |  | Recognise situations and opportunities to promote health, safety and wellbeing.   | ✓               | ✓ | ✓ | ✓ | ✓ |   |         |
|                               |                                       | Communicating and interacting for health and wellbeing | Positive ways to react to their own emotions in different situations such as seeking help.  |                 |   | ✓ | ✓ | ✓ |   | ✓       |
|                               |                                       | Contributing to healthy and active communities         | Physical activities that can take place in natural and built settings in the local community  |                 |   | ✓ | ✓ | ✓ | ✓ | ✓       |
| English                       | Language variation and change         | Language   | Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate |                 |   |   |   |   |   | ✓       |
| Mathematics                   | Statistics and Probability            | Data representation and interpretation                 | Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays.  |                 |   |   |   |   |   | ✓       |



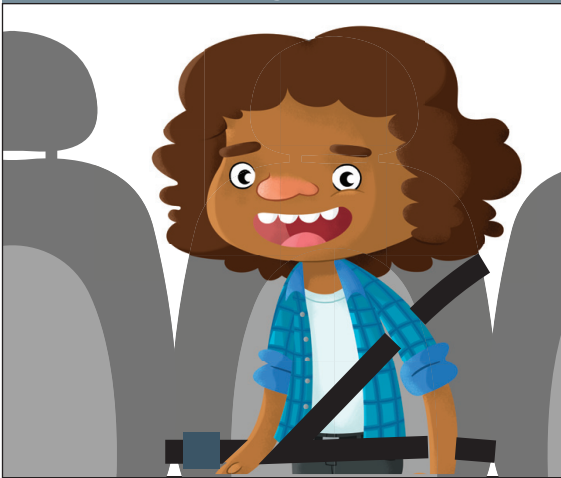
# Passenger safety

## Activity 1: Wear a seatbelt to keep you safe

This book is intended to support road safety education for WA students both in the classroom and at home.

**Oh no! Jack is not wearing his seat belt correctly.**

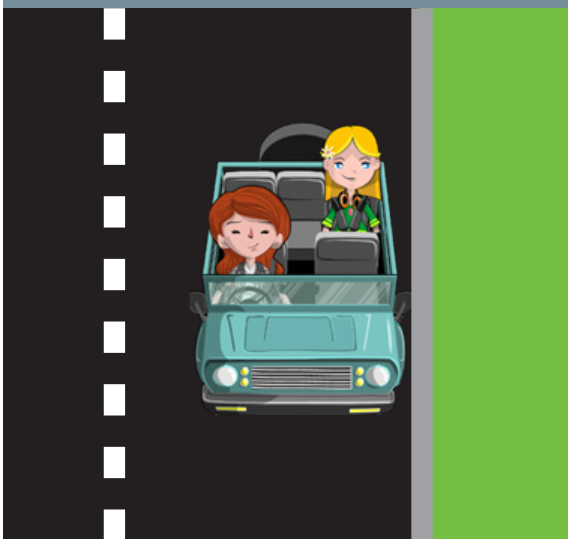
Circle what is wrong with his seatbelt.



**Draw yourself** in your car seat wearing your seatbelt correctly over your shoulder and lap.

**Where should Mel exit the car?**

Put a tick on the safety door side.



**Draw yourself** getting out of the car using the safety door.

Why is it unsafe to exit the car on the side nearest the road?

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# Passenger safety



## Activity 2: Be safe and don't distract the driver

It can be very dangerous to distract your driver. Make a list of things that can distract your driver and what you can do in the car that won't distract your driver.

| Things that can distract my driver | Things to do that won't distract my driver |
|------------------------------------|--|
| eg. Arguing with others            | eg. Read a book                            |
|                                    |  |

Which one of these pictures shows safe passengers? Colour the 😊 or ☹️ face below. Circle all the things that are unsafe and tick all the things that are safe.

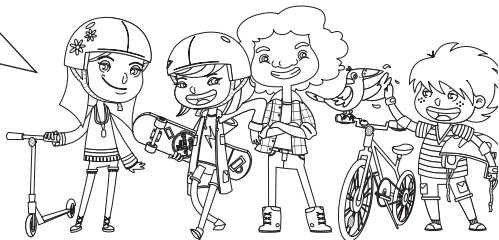


Jack and Mel are being  
Safe 😊 or Unsafe ☹️ passengers



Jack and Mel are being  
Safe 😊 or Unsafe ☹️ passengers

Write or draw a rule to stay safe in the car







# Pedestrian safety

## Activity 3: Stop, look, listen and think when you cross the road

The steps to crossing the road are mixed up! Can you write 1, 2, 3 or 4 in the boxes below so they are in the correct order?



Look



Think



Stop



Listen

Fill in the missing letters for each step of crossing the road and draw a picture of you doing this. Circle the part of your body you use.

|  |  |
|--|--|
| <p><b>S _ _ P!</b></p><br><br><br><br><br><br><br><br><br><br><p>I <b>stop</b> with my      feet/ eyes</p>       | <p><b>_ O O _!</b></p><br><br><br><br><br><br><br><br><br><br><p>I <b>look</b> with my      hands/ eyes</p>    |
| <p><b>L _ _ T E _!</b></p><br><br><br><br><br><br><br><br><br><br><p>I <b>listen</b> with my      feet/ ears</p> | <p><b>_ _ I N _!</b></p><br><br><br><br><br><br><br><br><br><br><p>I <b>think</b> with my      brain/ feet</p> |

# Parent & caregiver information

Parents and caregivers play a key role in teaching children about road safety. These pages have been designed to provide information about road safety so that parents and caregivers are able to have conversations with and teach children to be safe around the roads.

## Pedestrian safety

Crossing the road is an important task that is comprised of many different skills including; choosing a safe place to cross, judging gaps in traffic, avoiding distraction, responding to hazards or complex traffic situations, judging time taken to cross the road and controlling impulses (Congiu et.al.,2008).

Children between the ages of 6-10 have 4 times the risk of collision as pedestrians compared to adults (Congiu et.al.,2008). Children may show risky behaviour when crossing the road due to inexperience, lack of judgement and inattention, as their brain is not yet fully developed to process all of the information and skills required when crossing the road. For example, they may have difficulty judging the speed and distance of vehicles and younger children especially can be easily distracted. Many of these skills do not develop until children are much older, even into their teenage years (Foot et.al, 1999). This is why **children should not cross the road independently until at least 10 years of age.**

Parents and caregivers are best placed to support their child in learning to cross the road. If you model good behaviour around the roads and talk about safe crossing with your

child you can support them in developing safe road crossing skills. Selection of a safe place to cross the road is important to discuss and practice with children; for example highlighting that crossing in between two cars is an unsafe choice, but a pedestrian crossing or pedestrian traffic light is a safer choice.

### When crossing the road;

1. **Hold hands** with your child, especially younger children, and tell them what you're doing as you do it.
2. **Stop** - select a safe place to cross the road and stop at the edge of the footpath.
3. **Look** - both ways for oncoming traffic (continue to look for vehicles when crossing).
4. **Listen** - can you hear anything coming?
5. **Think** - is it safe to cross?
6. If it is safe, then **walk** across the road.

Do this every time you cross. The more your child practices these skills, the safer they will be around the roads.



## Bike safety

### Helmets

Wearing a helmet can help protect a cyclist from serious injury if they fall off their bike and hit their head. It is the law for all cyclists to wear a bike helmet in WA. Helmets should be AS/NZA 2063 standard to ensure that they offer effective protection. The helmet must also be fitted correctly to ensure maximum comfort and protection and must be fitted without a hat or any other obstruction on your head. The 2-4-1 guide (Figure 1) can assist in ensuring your child's helmet fits correctly. Children can be taught how to fit their own helmet correctly using this simple guide. If a helmet has been in a collision it may not be used again and must be replaced.



**Figure 1: 2-4-1 guide to fitting your helmet**

Image sourced from: Penny, T. (2015). Bicycle safety in Canada it should not hurt [slides] Retrieved from <https://www.slideshare.net/TerryPenney/bicycle-safety-canada-it-should-not-hurt>

### Where to ride

Cyclists of all ages are able to ride on the footpath in WA. When riding on the footpath or a shared pathway, cyclists must ride single file and give way to pedestrians and others using the paths. Cyclists may also ride on cycle paths, which are to be ridden on exclusively by bikes. Always look out for vehicles when

riding, particularly those that may be entering and exiting driveways. Cyclists should always signal their intentions of stopping or turning by using hand signals, and ring their bell when intending to overtake pedestrians.

### Riding at night

Bikes are required by law to have a red rear reflector (usually found under the seat) and yellow side reflectors on the wheels and pedals at all times to ensure maximum visibility. If riding at night or in conditions with poor visibility, bikes must also have a white front light visible for 200m in front of the bicycle and a solid or flashing red rear light visible for 200m behind the bike. It is also recommended that bright or reflective clothing be worn when riding to ensure maximum visibility.

### Safe bicycles

Before you go out for a ride, do a quick bike safety check to ensure your bike is in good condition to ride. Encourage children to perform this check prior to riding. The check can be simplified to an 'ABC (D)' check where;

**A= Air.** Check that the tyres are pumped up before going out; show children how to squeeze the tyre to determine if it is adequately filled with air (it should feel like an inflated basketball). Children can learn how to inflate the tyre using a bike pump if required.

**B= Brakes.** Ask children to check the brakes are in good working order by rolling the bike forward and putting on the brakes so that the bike stops completely. The brake pads should be in good repair and contact only the steel rim of the wheel.

**C= Chain.** Have a look over the chain to make sure there's nothing caught in it or obstructing it. If possible, push the pedals around backwards to ensure that the chain is running smoothly. If you are unable to do this then lift

the back wheel off the ground and push the pedals around a few times to ensure that the chain is running smoothly. Children may need assistance in doing this.

**(D) Drop test.** If you choose to you can also do the drop test. Lift the bike approximately 10cm off the ground and gently drop it. It should not make any unusual noises or have any parts fly away or move about. The seat should stay in place. This should only be done with adult assistance.

## Scooters and skateboards

Perth Children's Hospital contributes to the ongoing research into childhood head injuries. Research has revealed that children who do recreational sports like skate boarding and bike riding are more likely to suffer serious head injuries than children who play contact sport like Australian rules football or rugby.

To ensure your child's safety, here are some tips to stay safe while riding wheeled devices:

- » Always wear a helmet when riding to help protect the head in case of a fall.
- » Ensure that the product your child is riding is of good quality and has effective braking mechanisms and locks.
- » Padding such as wrist pads can offer extra support and protection to the wrists, which are often put out to break a fall.
- » Knee and elbow pads can also give additional support and protect these frequently hit areas during falls.
- » Dress to be seen; wear high visibility clothing and bright colours
- » Keep left on the paths and look out for any hazards, such as vehicles entering and exiting driveways.
- » Excessive speeds on small wheeled devices can become dangerous; ensure children are not riding too fast and that they maintain control when riding.



## Passenger safety

When driving every person must be correctly restrained in a car seat and wear a seat belt, with only one person per restraint. Children need to be in a child car seat or booster seat that is correct for their age. If you would like to check which restraint is a best fit for your child, visit KidsafeWA (<http://www.kidsafewa.com.au/child-car-restraints-road>). By law, children under the age of 7 must sit in the back of the car unless there are younger children filling all the seats in the back. It is recommended, however, that children under the age of 12 do not sit in the front of the car as they can be injured in a crash from airbag deployment.

### Safety door

Identify and use the 'safety door' with your child. It is the door that opens away from the road when parallel parked (usually behind the passenger seat). This means that children are not exiting the vehicle directly onto the road. When picking up or dropping off your child for school always let them out via the safety door. Park on the same side of the road as the school entrance or school bus stop whenever possible.

## Car park safety

Car parks can be dangerous places, especially for young children. Ensure that your child always holds your hand in the car park (a trolley or clothes if your hands are full) and discuss the dangers of the car park with them, including that cars can reverse out at any time and may drive through at dangerous speeds.

## Driveway safety

Talk with your child about the importance of checking driveways, especially if they are walking or cycling on the footpath. One child in Australia dies every week in their own driveway (CARRS-Q, 2011). Some ways to keep your child safe include walking around the back of the car before getting in to check that the path is clear before driving off, not allowing your child to play in the driveway and taking care when reversing.

## References

- Waddell, G, McKenna, J, Skarin D. Kidsafe WA Childhood Injury Bulletin Research Report: Road Injuries. Perth (WA): Kidsafe WA (AU); 2017 June. Kidsafe WA . 2016. Small-wheeled Devices [fact sheet]. Retrieved from <http://www.kidsafewa.com.au/fact-sheets-road>
- Congiu, M., Whelan, M., Oxley, J., Charlton, J., D'Elia, A., Muir, C. (2008). Child pedestrians: factors associated with ability to cross roads safely and development of a training package. Monash University Accident Research Centre. Report number 283.
- Foot, H., Tolmie, A., Thompson, J., McLaren, B., & Wheelan, K. (1999). Recognising the hazards. The Psychologist. 12(8), 400-402.
- CARRS-Q. State of the road: Driveway runovers fact sheet, 2011
- Perth Children's Hospital. Research examining childhood head injuries. Retrieved from <http://pch.health.wa.gov.au/Research/Our-research/Serious-sporting-head-injuries>



# Pedestrian safety

## Activity 4: Hold hands with an adult when crossing the road

**Trace around your hand** in the space below. Write the name of an adult who you can cross the road with in each finger.

Draw a picture of you and an adult safely crossing the road in your palm.

**Fill in the missing words** using the Word Bank below for these safety tips to be revealed

1. Hold **h** \_ \_ \_ \_ with an adult when you cross the **r** \_ \_ \_
2. A safe place to cross the road is a **z** \_ \_ \_ \_ crossing
3. **S** \_ \_ \_ at the side of the road
4. **L** \_ \_ \_ with your eyes for **c** \_ \_ \_
5. **L** \_ \_ \_ \_ \_ with your ears for traffic sounds
6. **T** \_ \_ \_ \_ , is it safe to cross?

### Word Bank

zebra  
road  
look  
stop  
think  
listen  
cars  
hands



# Bike safety



## Activity 5: Wear a helmet when you ride

Label the parts of Chip and his bike that keep him safe;

- bell
- brake
- reflector
- bright clothes
- helmet
- elbow pad

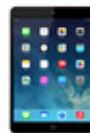


Colour  
in Chip and  
Mel brightly  
so cars can  
see them

When I ride my bike I always wear my \_\_\_\_\_



**Circle 3 things** that will protect Mel while she is riding her scooter:



# Bike safety



## Activity 6: Choose a safe place to ride your bike

**Write or draw** some safe and unsafe places to ride your bike

| Safe  | Unsafe   |
|---|--|
| <div></div>   | <div></div>  |
| <div>A Safe Place to ride my bike is the<br/>Park Road<br/>Because <div></div><div></div></div> | <div>An Unsafe place to ride my bike is the<br/>Driveway Footpath<br/>Because <div></div><div></div></div> |

Draw yourself riding safely in your favourite place

Someone who I can ride my bike with is:





# Road sign maths fun

## Activity 7 & 8: Signs tell us a lot of things around the roads

**What's that sign?** Match the road sign with its meaning by drawing a line.



Cars must stop here



There is a school so cars may only drive up to 40km/hr at certain times of the day.



Pedestrian/zebra crossing here. It is a safe place to cross the road



People walking must stop until the figure turns green.

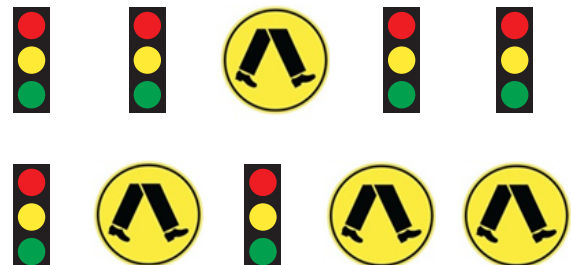


People may cross the road now if safe

Circle the **stop signs**.



Circle the **traffic lights**.



Complete this number sentence by filling in the boxes underneath.
































+

=

# Road sign maths fun



Ash went skateboarding and recorded all the signs she saw around the roads. Use her graph below to answer the questions.

|    |   |   |   |   |
|----|---|---|---|---|
| 10 |   |   |   |    |
| 9  |   |   |   |    |
| 8  |   |    |   |    |
| 7  |    |    |   |    |
| 6  |   |   |   |   |
| 5  |  |  |   |  |
| 4  |  |  |   |  |
| 3  |  |  |  |  |
| 2  |  |  |  |  |
| 1  |  |  |  |  |
|    | Stop Sign   | Green Figure  | Traffic Lights  | Pedestrian crossing   |

1. How many?



2. Which Sign had the most? \_\_\_\_\_

3. Which sign had the least? \_\_\_\_\_

4. How many more  than  ? \_\_\_\_\_

# Get road safety ready



Colour Ash in bright colours so she can be seen by other road users



# Road safety word sleuth



Can you find all the road safety words in the word sleuth?



Stop

Look

Listen

Think

Car

Seatbelt

Helmet

Bike

Scooter

Kneepad

Safety

Footpath



# Notes page



Write any notes or draw a picture you like

A yellow teardrop-shaped logo with the words "Contact" and "Us" in white. "Contact" is in a bold, sans-serif font, and "Us" is in a larger, bolder, sans-serif font.

**Contact  
Us**

Contact the RAC Community Education team:

Call **(08) 9436 4471**

or email **[communityeducation@rac.com.au](mailto:communityeducation@rac.com.au)**

