



Student and parent Road safety workbook Upper 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, caregivers and teachers has been included in the middle of this book. It was created to provide background information for adults about road safety. Parents, caregivers and teachers have an important role in a child's road safety education and can use this information to teach their children about 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 and RAC Little Legends Club®. For further resources, please visit <https://rac.com.au/little-legends/teachers>.



Contents

Curriculum links	2
Passenger safety	
Activity 1: Wear a seatbelt	3
Passenger safety	
Activity 2: Be safe and don't distract the driver	4
Pedestrian safety	
Activity 3: Stop, look, listen, think	5
Parent, caregiver & teacher road safety information	6-9
Pedestrian safety	
Activity 4: Hold hands with an adult	10
Bike safety	
Activity 5: Wear a helmet	11
Bike safety	
Activity 6: Choose a safe place to ride	12
Road sign maths fun	
Activity 7 & 8: Signs tell us things around roads	13-14
Get road safety ready colouring-in	15
Road safety word sleuth	16



Curriculum links

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

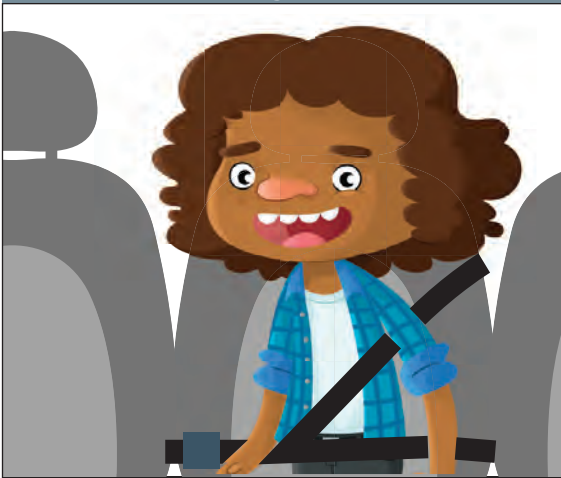
	Strand	Sub strands	Content descriptors	Activity number						
Health and Physical Education	Personal, Social and Community health			1	2	3	4	5	6	7 and 8
		Being healthy, safe and active	Actions in daily routines that promote health, safety and wellbeing	✓	✓	✓	✓			✓
			Strategies that promote a safe, healthy lifestyle	✓	✓	✓	✓	✓	✓	
		Communicating and interacting for health and wellbeing	Choices and behaviours conveyed in health information and messages		✓	✓	✓	✓	✓	✓
		Contributing to healthy and active communities	Ways in which regular physical activity in natural and built environments promotes health					✓	✓	✓
English	Language variation and change	Language	Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning	✓	✓		✓			✓
Mathematics	Statistics and Probability	Data representation and interpretation	Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies							✓



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.

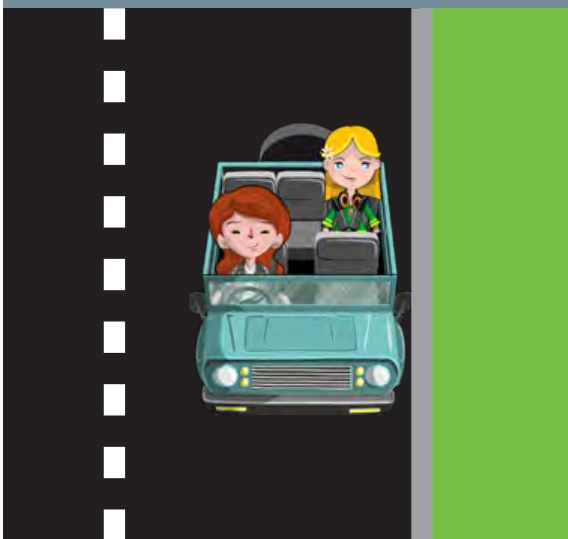
Circle what is wrong with his seatbelt.



Draw yourself in your car seat wearing your seatbelt correctly

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 a good choice to exit the car on the side furthest to the road?

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.

10 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.

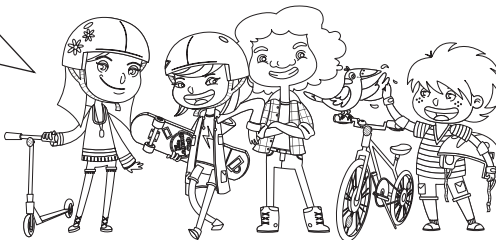


Jack and Mel are being
Safe ☺ or Unsafe ☹ passengers



Jack and Mel are being
Safe ☺ or Unsafe ☹ passengers

Write or draw 3 rules 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

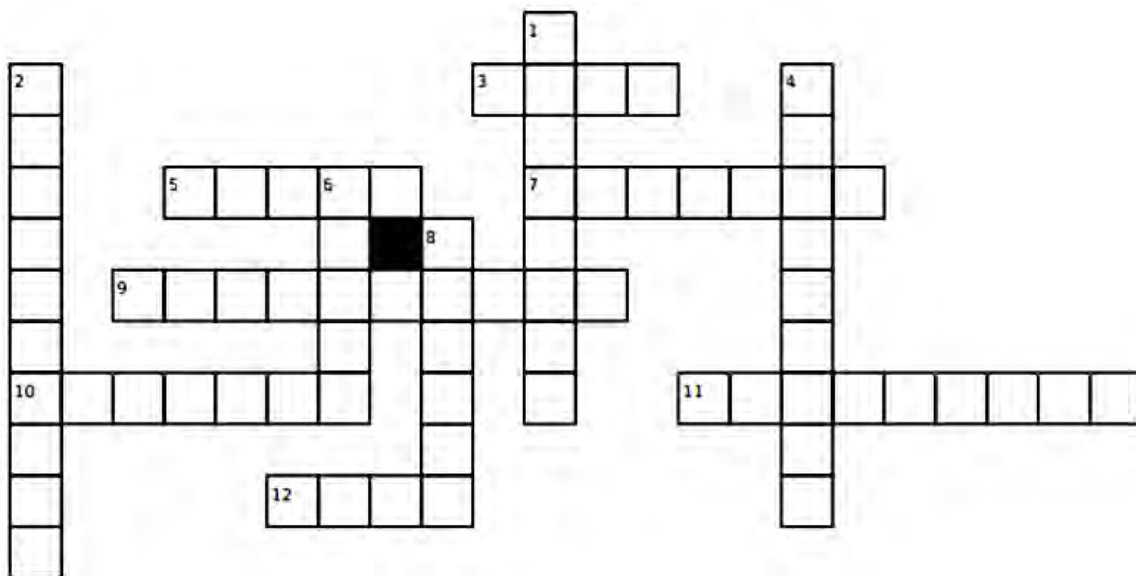


Stop



Listen

Fill in the missing letters for each clue to complete the crossword



Down:

1. Pedestrians should always walk on this
2. A young child is always easily ___ at the road
4. pedestrians need to check down this before crossing the road
6. we might get hurt if we take these
8. all road users should wear ___ clothing when near the roads

Across:

3. young children must ___ hands with an adult
5. when available it is a safe place to cross the road
7. sometimes the ___ lights have pedestrian signals
9. someone who is walking is called a ___
10. we need to make smart ones
11. is a safe place to ride a skateboard
12. you must look right and ___ before crossing

Answers: Down: 1. footpath, 2. distracted, 4. driveways, 6. risks, 8. bright. Across: 3. hold, 5. zebra, 7. traffic, 9. pedestrian, 10. choices, 11. skatepark, 12. left

Parent, caregiver & teacher information

Parents, caregivers and teachers 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 and teachers 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 with younger children;

1. **Hold hands** with your child, 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 that children who do recreational sports like skateboarding and bike riding are more likely to suffer serious head injuries than children who play contact sports 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/student 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

Amazing! You have discovered what **SLLT** means. Unfortunately, your younger friend still doesn't know. Draw them a picture to teach them the key steps to getting across the road safely.

Remember to include **Stop, Look, Listen, Think** and the bonus of holding hands

Take the quiz to check you are still a road safety whiz!

1. A pedestrian must always wait for the ____ to be clear before crossing?
a. Path b. Road c. River
2. It is important to wear bright clothes when walking because ____
a. other road users can see you
b. everyone needs to know you are going to a party
c. they are your favourite colours
3. Driveways are the safest place to play.
a. True b. False

Answers: 1. (b), 2 (a), 3 (b)



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
- chain
- enclosed shoes



Colour
in Chip and
Mel brightly
so cars can
see them

When I ride my bike I always wear my _____



2-4-1! Draw a picture explaining the 2-4-1 guide for checking that your helmet fits correctly. Tip: A reminder is found on page 7.

Bike safety



Activity 6: Choose a safe place to ride your bike

Write or draw six safe and six unsafe places to ride your bike

Safe	Unsafe
<p>A Safe Place to ride my bike near my home is _____</p> <p>Because _____</p> <p>_____</p>	<p>An Unsafe place to ride my bike near my home is _____</p> <p>Because _____</p> <p>_____</p>

Draw a picture of yourself and a friend riding safely in your favourite place. One of you is on a bike and one is on a skateboard. What equipment will you need to stay safe?



Road sign maths fun

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

What's that sign? Fill in the missing word then match the road sign with its meaning by drawing a line.



Cars must _____
on the
line.



There is a _____
ahead so cars
may only drive
up to ____km/hr
at certain times
of the day.



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



People
walking must
stop until the

turns
_____.



People
may _____
the road
now if
safe.

Word List

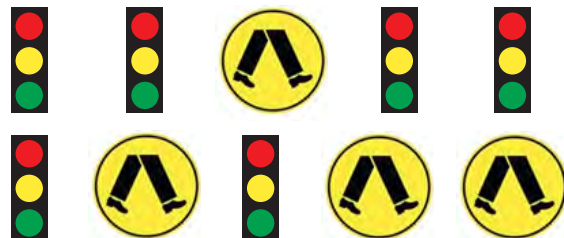
Pedestrian
Figure
stop
40
School
safe
green
cross

Jack is walking to the new park.
He sees eight signs.



What is the probability he must
stop at the traffic lights? _____

How many traffic lights
will Jack see? _____



What is the probability he will see
two sets of traffic lights? _____

Complete this number sentence by filling in the boxes underneath.



X





























=









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 and add in the missing labels.

Graph Title: _____

20				
—				
—				
14				
—				
10				
—				
—				
4				
2				
	Stop Sign	Green Figure	Traffic Lights	Pedestrian crossing

1. How many?  _____  _____  _____  _____
2. How many more  than  ? _____
3. How many signs were there altogether? _____
4. How many more  than  ? _____

Colour Ash in by finding the answer to the math number sentences, then colour the section in using the number code at the bottom.



30 - Black
60 - Dark Green

Road safety word sleuth



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



Scooter	Helmet	Listening
Hazards	Driveway	Cyclist
Footpath	Reflector	Walking
Skateboard	Focus	Looking
Padding	Wheeled	Pedestrian
Protection	Thinking	Seatbelt
Bright	Traffic	Stopping
Safety	Vehicles	Passenger



Notes page



Write any notes or draw a picture you like

A yellow teardrop-shaped graphic containing the text "Contact Us" in white. The word "Contact" is in a smaller, bold, sans-serif font, and "Us" is in a larger, bold, sans-serif font.

**Contact
Us**

Contact the RAC Community Education team:

Call **(08) 9436 4471**

or email **communityeducation@rac.com.au**

