



A ROAD SAFETY PROGRAM FOR PARENTS AND
CARERS OF CHILDREN AGED BIRTH TO 4YRS

PLAY SAFETY

Smart Steps: Moving there together
Presenter's Kit





ACKNOWLEDGEMENTS

Smart Steps is a road safety program for parents and carers of children aged from birth to four years. The program is developed by School Drug Education and Road Aware (SDERA) and funded by the Road Trauma Trust Account.

Appreciation is expressed to the following people and agencies for their contribution and commitment to the development of the *Smart Steps: Moving there together Presenter's Kit*.

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The developers of the *Smart Steps: Moving there together Presenter's Kit* acknowledge the contribution of the authors of the *Smart Steps Facilitator's Guide* in the development of this kit.





ABOUT SDERA

School Drug Education and Road Aware (SDERA) is the Western Australian State Government's primary drug and road safety education strategy.

SDERA works with schools, the community and government agencies to provide best practice road safety, resilience and drug education aimed at keeping young people safer.

Through the provision of professional learning opportunities and support resources, SDERA aims to empower school-based staff and community agencies to develop effective drug and road safety education programs within their schools and the wider community.

The road safety initiatives of SDERA are funded by the Road Trauma Trust Account. They form part of the Western Australian road safety strategy *Towards Zero: Getting There Together 2008–2020*. This state-wide strategy is designed to progress the vision of eliminating road crashes as a major cause of death and disability in Western Australia.

SDERA is committed to providing a state-wide, coordinated and sustainable program to assist all schools, and health and community stakeholders, to implement road safety initiatives for parents and care givers of children and young people aged from birth to 18 years.



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WELCOME

Welcome to the *Smart Steps: Moving there together Presenter's Kit*.

This kit is based on the *Smart Steps* program created and first published by SDERA in 2008. *Smart Steps* is a parent and carer road safety education program that enhances understanding of the factors that contribute to keeping children safe in the road environment. The program focuses on the use of:

- 1 child car restraints and general passenger safety
- 2 safe pedestrian practices
- 3 safe places to play.

This version of the *Smart Steps* program has been developed for community groups and organisations to:

- 1 increase the road safety knowledge and skills of those working with children aged from birth to four years
- 2 provide a resource that can be used to facilitate parent and carer workshops on passenger, pedestrian and play safety
- 3 provide specific road safety ideas and activities for children aged from birth to four years.

AIM OF THE SMART STEPS: MOVING THERE TOGETHER PRESENTER'S KIT

The *Smart Steps: Moving there together Presenter's Kit* aims to develop the ability of parents and carers to be positive road safety role models through:

- 1 enhancing their understanding of the developmental capabilities of young children in the road environment
- 2 focusing on the risk factors that can impact on young children in the road environment
- 3 highlighting correct road safety behaviours and providing them with the skills to teach these behaviours in a variety of real world situations.



ATTENTION!

From this point forward in the *Smart Steps: Moving there together Presenter's Kit* the:

- term **PARENT/S** will be written to include carers, foster carers, relative carers, stepfamilies, grandfamilies, and others who have a direct full time, part time or occasional parenting role
- term **RESTRAINTS** will refer to child car restraints, harnesses and seatbelts
- **KIT** will be referred to as the *Presenter's Kit*
- **SDERA HALF-DAY SMART STEPS: MOVING THERE TOGETHER PROFESSIONAL LEARNING WORKSHOP** will be referred to as the SDERA *Smart Steps* professional learning workshop.

COMPONENTS OF THE PRESENTER’S KIT

The *Presenter's Kit* consists of a series of four books.



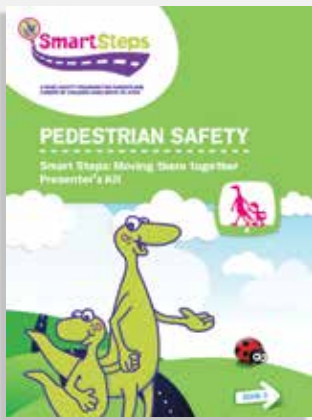
BOOK 1 – USER GUIDE

This book contains information about the *Smart Steps* program and provides an overview of the resources and information included in the *Presenter's Kit*.



BOOK 2 – PASSENGER SAFETY

The second book in this kit introduces key passenger safety messages and includes a step-by-step process for presenters facilitating a passenger safety workshop for parents.



BOOK 3 – PEDESTRIAN SAFETY

Key messages for pedestrian safety are found in this book. All of the resources required to run a parent workshop on pedestrian safety are also included.



BOOK 4 – PLAY SAFETY

The last book in this kit focuses on play safety. It introduces key messages and all of the resources to run a parent workshop on play safety.

HOW THE SMART STEPS PROGRAM CAN BE DELIVERED USING THE PRESENTER'S KIT

According to the needs of individual community groups and organisations the *Smart Steps* program can be delivered using the *Presenter's Kit* in a variety of ways. These are shown

below in Diagram 1 – Using the *Presenter's Kit*. Organisations may decide to use a mixture of options to target their needs.

DIAGRAM 1 – USING THE PRESENTER'S KIT

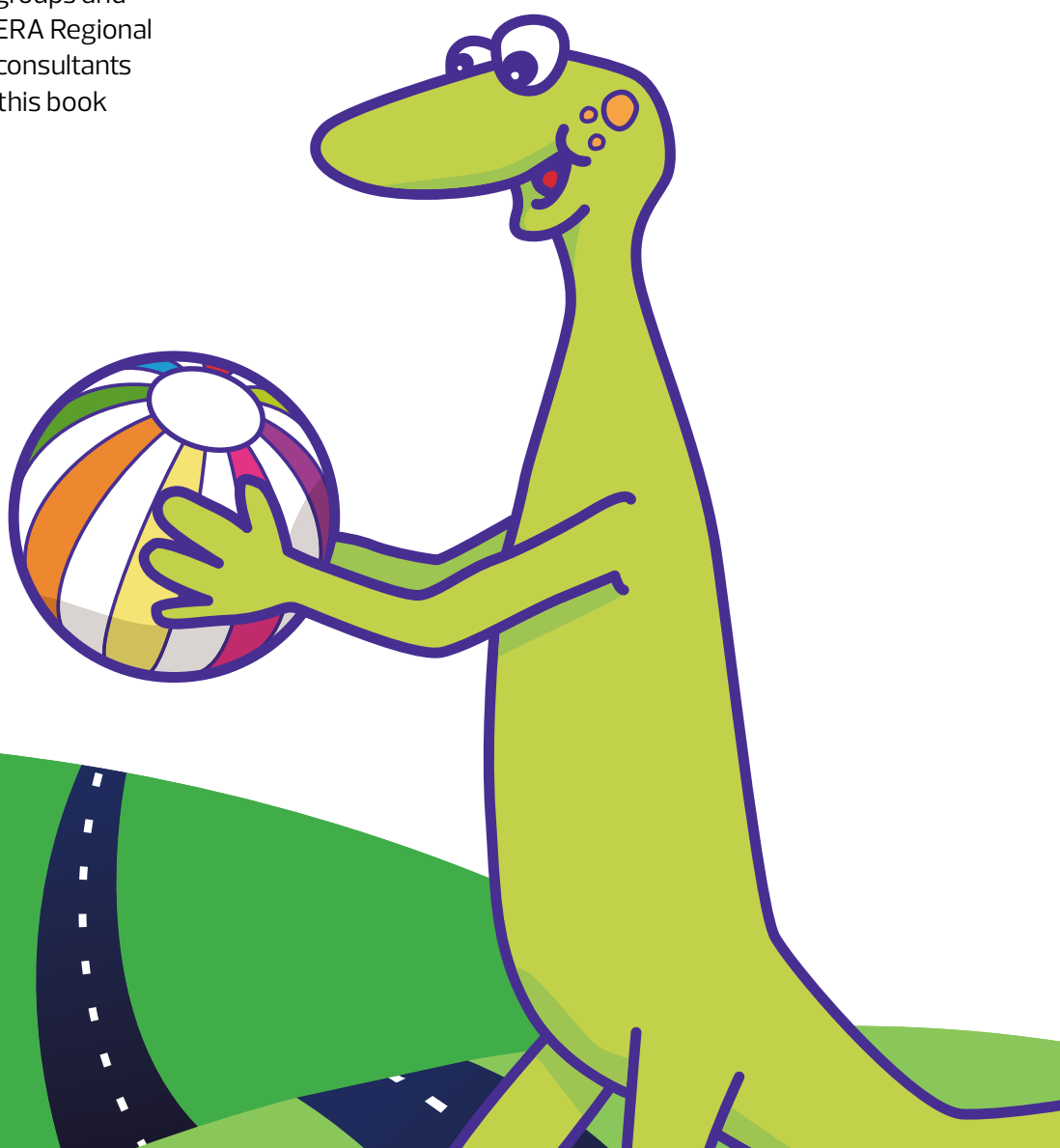


SDERA SMART STEPS PROFESSIONAL LEARNING WORKSHOPS

Ideally SDERA would like all presenters of *Smart Steps* parent workshops to attend a half-day SDERA *Smart Steps* professional learning workshop. However, as this is not always possible, options (as shown in Diagram 1 on page 7) have been provided.

Details of when the SDERA *Smart Steps* professional learning workshops are held in the metropolitan area can be found on SDERA's website www.sdera.wa.edu.au or by calling direct to SDERA on (08) 9264 4743.

In regional areas, community groups and organisations can contact SDERA Regional Consultants. Details of these consultants can be found in Appendix 1 of this book or on SDERA's website.



MAINTAINING THE INTEGRITY OF THE SMART STEPS PROGRAM

PROTOCOLS

To maintain the quality and integrity of the *Smart Steps* program a number of protocols need to be observed.

- 1 Only those individuals that participate in a half-day SDERA *Smart Steps* professional learning workshop are able to conduct a *Smart Steps* parent workshop and/or train their colleagues to deliver a workshop.
- 2 Only those individuals that participate in a half-day SDERA *Smart Steps* professional learning workshop are able to run in-house workshops to increase the road safety knowledge and skills of their colleagues.

Suggestions for *Smart Steps* in-house workshops.

- Include a *Smart Steps* training session in the induction process for new employees.
- Conduct in-house *Smart Steps* workshops for colleagues during professional development days.
- Regularly include a *Smart Steps* information session in team meetings.
- Focus on one risk factor (passenger, pedestrian or play safety) and complete in-house training for all colleagues.

- 3 At the SDERA *Smart Steps* professional learning workshop participants will receive a *Presenter's Kit* for use by their community group or organisation.

- 4 After attending the workshop additional *Smart Steps* resources will be sent to the community group or organisation of the participant who attended the workshop. Access will also be provided to ordering *Smart Steps* resources online. Details of ordering requirements can be found on page 67.



LOOK!

Only one, free of charge, *Smart Steps* full kit (*Presenter's Kit* and additional resources) will be provided to each community group or organisation.

WHY ROAD SAFETY EDUCATION FOR PARENTS?

More children are killed on the road than in any other type of accident. Many of these deaths could be avoided by improving education, making drivers take more responsibility for the safety of young passengers and pedestrians, and better design of vehicles and roads.

(OECD 2004)

Every day there is potential for very young children to find themselves in hazardous traffic situations. However, traditionally road safety education has focused on school-based programs.

Compelling evidence indicates that the most effective time to get involved in good road safety practices is early childhood, including the ante-natal period (Elliot 2000). It is therefore critical that parents of children aged from birth to four years understand that they are primarily responsible for what their children learn about road safety, both positive and negative, in this age group.

In WA, road-related trauma is the greatest cause of injury and fatality for children aged from birth to 12 years (Road Safety Council 2002). In Elliot's (2000) analysis of road crash statistics he states that parents, if they had been assisted to be better informed and motivated, could have protected their child from being injured or killed.

Elliot further acknowledges that parents are both direct and indirect educators. Indirectly children observe and model adult behaviours (both positive and negative). Directly parents do play the role of major educator in the road system. Therefore, the *Smart Steps* program aims to increase parents' awareness and knowledge of the main road safety risk factors for children aged from birth to four years and emphasises a parent's responsibility as a role model.

PARENTS AS ROLE MODELS

Educators need to explain to parents that they need to explicitly teach their children how to safely use the road system.

Early education impacts on the safer behaviours of children aged from birth to four years, through their school years and beyond.

A child's brain development before the age of one is more rapid and extensive than previously realised (Begley 1996). They are listening, watching and copying the behaviours of people who take care of them from a very young age. Given this evidence parents need to understand the important role they have in modelling best practice road safety behaviours.

A parent who continuously models correct road safety behaviours for their child assists in establishing a foundation for appropriate road safety behaviours into the future.

Parents are well placed to be role models and educators of road safety information.

On a daily basis parents engage in the road environment. Parents need to be provided with support and instruction on the appropriate modelling behaviours and teaching points for road safety education. Many parents, for instance, overestimate their child's ability to recognise dangerous situations yet underestimate their child's ability to learn in the road environment.



PARENTS AS ROLE MODELS: THE CHALLENGES

Working in partnership with parents will assist in achieving the aims of the *Smart Steps* program.

The following key findings of research conducted by the Child Health Promotion Unit at Edith Cowan University (2003) may be useful for presenters of *Smart Steps* parent workshops in understanding parents' rationales and concerns about being a role model in the road environment.

- 1

Parents have varying attitudes, confidence, and understanding of the risks in the road environment. This can impact on their ability to educate their child effectively on road safety.
- 2

Many parents overestimate their child's ability to recognise dangerous traffic situations.
- 3

A parent's role as a road safety model is often undervalued. Parents mostly think of rules and instructions and rarely of their own child's observations and imitation when considering road safety education.
- 4

Parents are often anxious about providing opportunities for their children to practise safe road behaviours. Increasing parents' knowledge, understanding and skills will increase their level of confidence to provide these real world experiences.

CASE STUDY

Saffy was born in Madagascar and immigrated to Australia three years ago. In Madagascar the roads and traffic conditions are very different. Saffy does not have a driver's licence and walks and uses public transport with her daughter Adaeze. She is not confident that she knows all of the road rules and wants Adaeze to understand when it is safe to cross the road and the dangers of traffic. In particular Saffy wants

to understand, and then model for Adaeze, when and how to cross safely at a roundabout as there are several on their walking routes.

The playgroup that Saffy takes her daughter to recently had a parent *Smart Steps* workshop where the topic was pedestrian safety. It was interesting and Saffy was able to ask questions about the road rules she was unsure of, especially about the rules of crossing at a roundabout

safely. Saffy is now much more confident when she is using the road system as a pedestrian. She models good behaviours and is able to explain to Adaeze the dangers and hazards on, and around, the road. She also has a list of people and organisations she can contact if she wants further information and a number of posters and worksheets that she can complete with Adaeze to reinforce correct road safety behaviours.



RISKS FOR CHILDREN WHILE PLAYING

There are numerous risks for children playing outside on or near driveways and roads. Many of these risks are similar to the risks for children as pedestrians and are included below. Some of these risks are specific to driveways, playing in unfenced areas and riding wheeled devices.

- 1 Children focus on one task at a time and ignore, or are unaware of, other things around them. For example, if children are engrossed in a game on the front lawn they are often completely unaware of what traffic is moving up and down their street.
- 2 Children do not have the experience to appreciate what danger surrounds them near traffic.
- 3 Children's hearing is not as well developed as adults, so they may have problems working out the direction of traffic sounds. This is particularly important if children are concentrating on something else such as chasing a ball.
- 4 Children's peripheral vision is underdeveloped and therefore they are unlikely to see an approaching car unless they turn their heads and look directly in the direction of the oncoming vehicle.
- 5 Children can't judge the distance and speed of cars properly. This makes it difficult for them to judge a safe gap in the traffic without adult help.
- 6 Children can't stop quickly and tend to freeze when faced with danger.
- 7 Children's small stature means they can't always be seen by drivers (eg over bushes or parked cars).
- 8 Drivers reversing cars or pulling into driveways cannot see small children, particularly toddlers.
- 9 Play environments chosen by adults are often not fenced, such as front lawns and driveways.
- 10 Adults do not always consider driveways dangerous and allow children to play there without as vigilant supervision.
- 11 Children may not have the necessary physical skills or knowledge to handle a wheeled toy or bicycle. For example, children riding a scooter, ride-on or bicycle on a sloped driveway may not have the skills to stop the wheeled vehicle from rolling out onto a road with the added momentum of the slope.

REDUCING RISKS FOR CHILDREN IN THE PLAY ENVIRONMENT

Adults can reduce the risk of children being injured in their play environment by ensuring the child:

- 1 is supervised at all times when playing, in the road environment and near driveways. Supervision means being in vision and within audible distance
- 2 plays in a backyard, fenced park or recreational area rather than near roads, car parks, footpaths or driveways
- 3 wears an approved bicycle helmet and enclosed shoes from the moment they start riding their first wheeled toy to reduce the chance of head and other injuries and to create positive attitudes towards helmet wearing. Bicycle helmets have reduced the number of head injuries to cyclists by 40% (Kidsafe WA 2005)
- 4 has a correctly fitted bicycle helmet, sitting two child finger widths above the child's eyebrows and not too loose or too tight
- 5 is supervised when riding a wheeled toy or bicycle in the traffic environment. Children and adults need to understand that cycling skills develop over time, with practice in a safe environment
- 6 avoids large hills, kerbs, cobblestones, grates and other rough or discontinuous surfaces when riding
- 7 rides well away from traffic in a park or on a bicycle/shared path. It is safer for children under twelve years of age to ride on footpaths, as allowed under the Road Traffic Code 2000 (WA), or in other off-road locations such as shared pathways or parks
- 8 understands courtesy rules for shared paths such as giving way to pedestrians, using a bell when approaching, and riding single file by the age of four
- 9 uses elbow, wrist guards and bicycle helmets if using a scooter or skateboard.



It is important to talk to children from birth onwards about dangers in the road environment and how the behaviours above will keep them safer.

Adults also need to remember the vital role that they have as role models. This means wearing a bicycle helmet and obeying all of the road rules applicable to cyclists.

DRIVEWAY SAFETY

More than one third of children under six years of age killed in motor vehicle accidents were killed 'off road' in yards, car parks and driveways (Kidsafe WA 2005). Tragically one child is accidentally run over in their own driveway every week in Australia (Kidsafe WA 2005).

Toddlers are the most likely to be killed or injured in home driveways as they are old enough to be mobile but are too small to be easily visible from the driving position when close to a vehicle. In driveway accidents the vehicle is usually only moving slowly and is often being driven by a parent, relative or friend. A slow moving vehicle reversing down a driveway can trap a child, causing fatal crush injuries. Children who survive are often left with severe long-term injuries.

We don't think of children as being in danger in such a familiar environment, but they are.

WHY ARE CHILDREN AT RISK IN THE DRIVEWAY?

The following information explains why children are at risk in driveways.

- 1 Young children are naturally inquisitive and want to see what is going on.
- 2 Young children move surprisingly fast and can run into the path of a moving vehicle without warning.
- 3 In the time it takes for the driver to say goodbye and start the car, a child can move from a 'safe' position onto the driveway and into the path of the vehicle leaving.
- 4 Toddlers, in particular, can be impossible to see from inside a car, especially if they are directly behind it.
- 5 Small children on 'ride-ons' are in even more danger (they would be smaller in size and could be moving faster than a walking or running pace).
- 6 Most drivers are aware of their car's 'blind spots'. However the rear vision of a number of popular cars has been tested and results show that there is in fact a large 'blind space' behind most cars, particularly when reversing.
- 7 Even if cars have parking sensors or a video camera fitted, drivers may not notice a small child until it is too late to stop.

(Kidsafe WA, extracted and modified Feb 12, 2011)

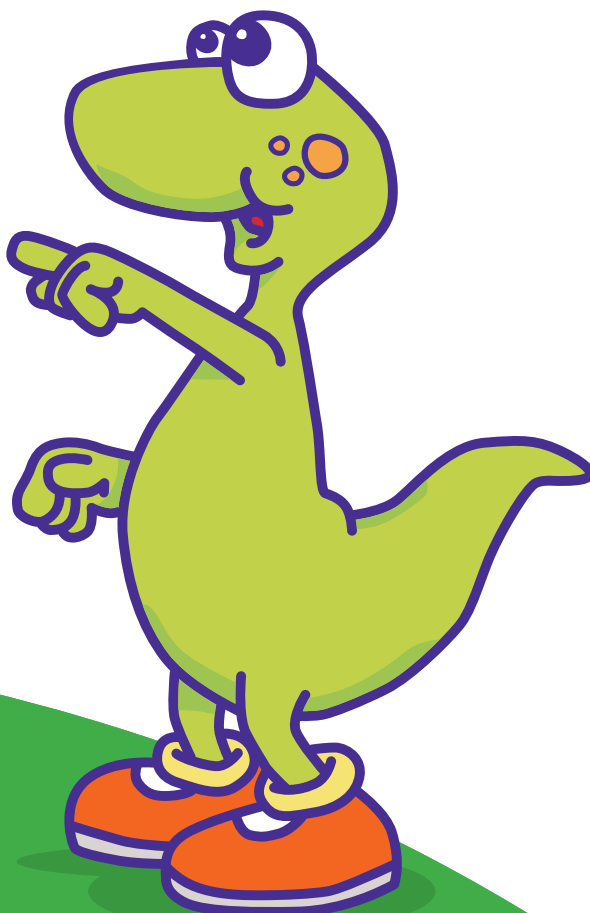
SAFETY STEPS TO PREVENT DRIVEWAY INCIDENTS

There are a number of strategies that can be used to ensure the safety of children in and around driveways. Some of these are included below.

- 1 Always supervise children attentively when visitors are arriving or leaving the home in a vehicle. Hold their hand or hold them close to keep them safe. The *Smart Steps* program recommends having a **safety spot** where children are always to stand with a parent when cars are moving.
- 2 Don't let children use the driveway as a play area. Create safe play areas instead.
- 3 Make access to the driveway from the house difficult for young children, by using security doors, fencing or gates.

- 4 When moving a vehicle place all children securely in the vehicle while it is being moved even if it is just a small distance (for example, moving the car from the garage to the front lawn to wash it).

Further information about driveway safety including a downloadable pamphlet called *Safety in the driveway* can be found at the Kidsafe WA website www.kidsafewa.com.au.



BICYCLE SAFETY

In 2003, 535 children presented at Princess Margaret Hospital for Children as a result of bicycle injuries (Kidsafe WA 2005). The majority of these injuries occurred on public roads where children had fallen off their bicycle after crashing into a pole, kerb or fence.

For young cyclists, a footpath or shared path is the best place to cycle, unless a **No Bicycles** sign is on display. *The Road Traffic Code 2000 (WA)* allows children under 12 to ride on footpaths on wheeled devices (for example bicycle, scooter, skate board, or inline skates).

CHOOSING THE CORRECT BICYCLE

Choosing the correct sized bicycle is very important. Riding a bicycle that is too big or too small may cause a child to lose control. Choosing a bicycle for a child to 'grow into' is dangerous.

Tips for choosing the correct bicycle include:

- there should be about 3cms clearance between the crossbar of the frame and the rider when they are standing with feet flat on the ground
- when seated, the rider's arms should be slightly bent when holding the handle grips and their knees should not hit the handlebar
- the child should be able to reach and operate the brake levers
- ask for advice from the bicycle shop.

BICYCLE SAFETY CHECKLIST

Before children ride a bicycle the following checklist should be completed.

- 1 **BRAKES:** if the bicycle has brakes make sure that the brake blocks are not worn down and are fitted correctly.
- 2 **CHAIN:** the chain should be frequently oiled and not be too loose.
- 3 **TYRES:** look for bald spots, bulges and cuts. Tyres should not 'squash' when firmly squeezed. Tyres at the correct air pressure will provide a smoother 'ride' for the child.
- 4 **PEDALS:** need to spin freely. Check to make sure that pedals are not broken as this could lead to an accident.
- 5 **BELL or HORN:** every bicycle must have a bell that is loud enough for others to hear.
- 6 **REFLECTORS and LIGHTS:** all bicycles need reflectors and a light which are secure, properly aligned, clean and working. Children aged from two to four years should not ride a bicycle in the evening even with adult supervision.
- 7 **SEAT:** the height of the seat should be correctly adjusted so that the rider can sit on the seat with their toes able to reach the ground.

BICYCLE HELMETS SAVE LIVES

Head injuries are the main cause of death and disability to cyclists. Bicycle helmets help reduce injury. After the introduction of mandatory helmet wearing for cyclists, there was a 40% reduction in head injuries to cyclists (Kidsafe WA 2005).

Bicycle helmets are designed to protect the wearer against possible impact. For maximum protection a helmet must be a good fit (snug to the head) and securely fastened. If a helmet is too small it will not give adequate coverage and protection and if it is too large it may move on the head and not provide the protection intended.

Parents should look for the Australian Standards Mark AS 2063.2 or AS/NZS 2063 certification label when purchasing a bicycle helmet. This is usually displayed on and in the helmet. The label ensures that it has passed safety tests and meets the standard required by Australian State road laws. **Not all helmets available for purchase currently meet this standard.**

An approved bicycle helmet that weighs under 350gms is best for young children. Where possible, a bright or fluoro coloured helmet should be selected to increase visibility in the traffic environment with adequate air flow to keep the child's head cool.

CORRECT SIZE

When purchasing a new bicycle helmet check the child's head size by using a tape measure placed around the head and just above the eyes and ears. Match this with the helmet sizes listed on the display box to find one that covers this measurement.

Children up to the age of six should wear purpose built children's bicycle helmets not adult sized ones.

FITTING A BICYCLE HELMET

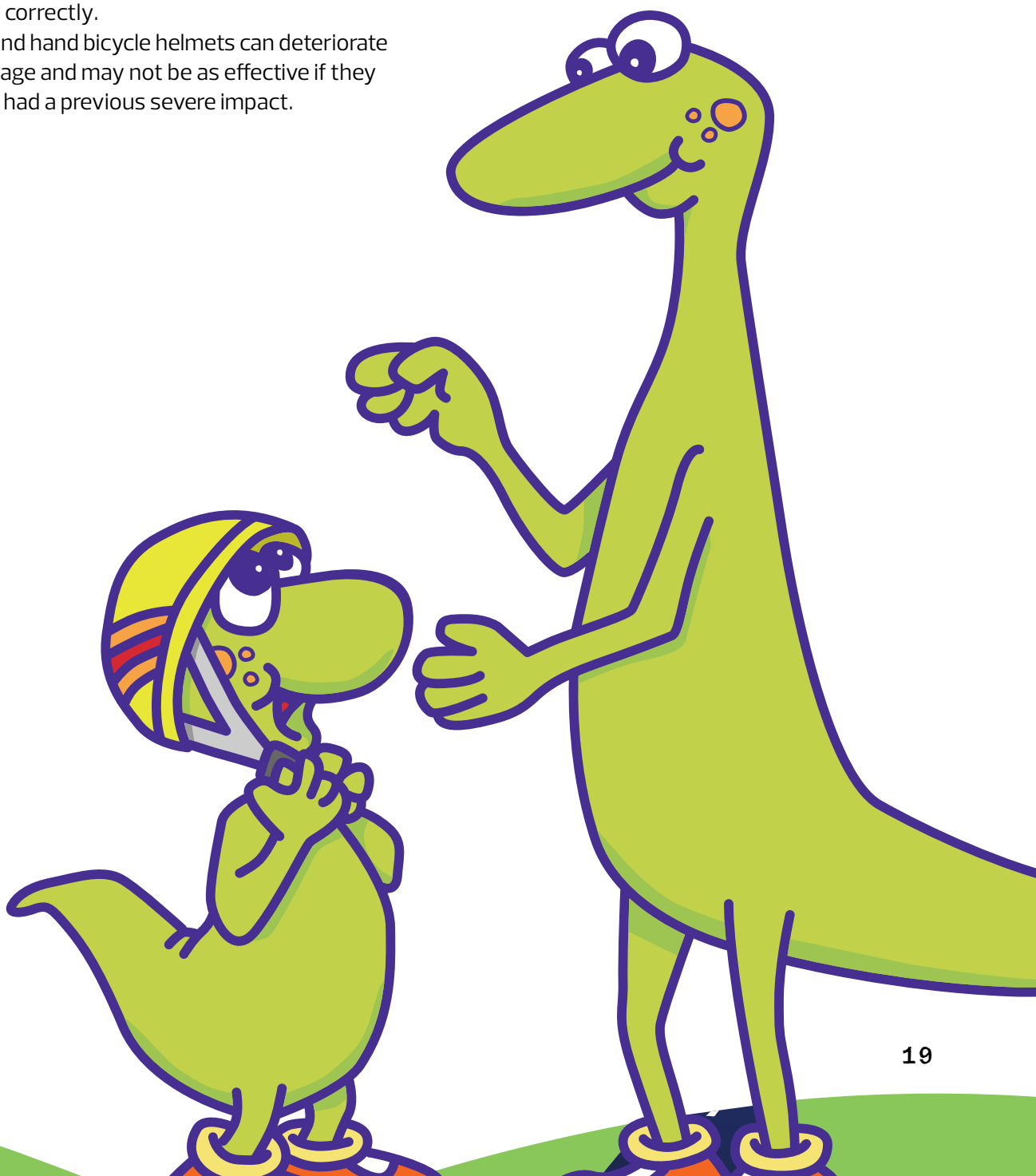
Bicycle helmets will come with fitting instructions however the following points will be appropriate for most styles.

- Place the bicycle helmet on the child's head and use the pads supplied to ensure it is a snug fit.
- Test the fit by grasping the bicycle helmet and attempt to move it to the front and back of the head.
- Adjust the straps so that the side adjustor forms a 'Y' shape below the ears and the buckle is positioned well under the chin.
- Attempt to move it backwards and forwards once the straps have been fastened correctly.
- Make further adjustments if necessary as a loose bicycle helmet can increase the risk of injury.

REPLACING BICYCLE HELMETS

Bicycle helmets are essentially manufactured for single impact protection. They absorb the impact and protect the head. When a helmet has been subjected to a severe blow it should be replaced even if it appears undamaged.

- Replace a bicycle helmet when it shows obvious signs of wear or no longer fits the head correctly.
- Second hand bicycle helmets can deteriorate with age and may not be as effective if they have had a previous severe impact.



RIDING A BICYCLE WITH A CHILD AS A PASSENGER

The following information about parents riding a bicycle with a child as a passenger has been taken from the Kidsafe WA website www.kidsafewa.com.au.

Children's bicycle seats and trailers that attach to a parent's bicycle provide easy transportation of young children, while parents enjoy all the benefits of riding.

When is my child ready?

Your child's neck and back must be strong enough to support their head and the extra weight of a bicycle helmet while riding. They must also be able to cope with the additional forces experienced when speeding up, slowing down and bouncing over bumps or potholes. Kidsafe WA recommends against taking a child under 12 months on a bicycle or in a bicycle trailer.

By law, your child must wear a properly fitted bicycle helmet when on a bicycle seat or in a trailer. In the event of a crash, the helmet protects your child's head from impact with the ground and the bicycle, bicycle seat or trailer frame. The helmet must not force the child into an uncomfortable position. If it does force the child's head forward, they may be too young.

SAFETY RULES

- 1 Ensure the seat or trailer is securely fixed to the bicycle before putting the child in the seat. If you are not sure, get a bicycle shop to install the carrier.
- 2 Make sure the bicycle is stable before putting the child in, or taking them out of, a rear or front mounted seat.
- 3 Never leave a child unattended in a bicycle-mounted child seat.
- 4 Make sure the child wears a properly fitted bicycle helmet and harness at all times.
- 5 Ride conservatively to take account of the longer braking distances and reduced manoeuvrability due to the extra weight.
- 6 Make sure you have full control of the bicycle and child before riding in public areas. Test ride before you take the bicycle into busy areas.
- 7 Don't use a baby backpack or sling while riding your bicycle. These make you less stable and, if you crash, the child has much further to fall and you might fall on them.
- 8 Always look for bicycle seats, carriers and bicycle helmets that carry an Australian Standard.
- 9 Be a good role model by observing all of the road rules.

SCOOTERS

Currently, many children aged two to four years ride scooters. Whilst they are often thought of as toys, they are wheeled devices and therefore there are a number of safety concerns for children riding them in the road environment.

- 1 The small wheels and low clearance make the rider more likely to lose control on an uneven surface. Scooters with larger wheels and pneumatic rubber tyres are more stable.
- 2 Scooters can 'pick up' speed on slopes and children riding them could be in danger of losing control and falling off or panicking and not braking in enough time to avoid rolling onto the road.
- 3 The braking system is intended to work by downward pressure applying friction to the back wheel. This often does not work, especially in cheaper models, and relies on the child rider being able to anticipate that they need to brake in enough time to stop safely.

- 4 Two wheel scooters require a degree of balance and concentration. Children who are concentrating on their balance are often unaware of other things around them including traffic.
- 5 Children should wear a properly fitted child's bicycle helmet when riding a scooter. Additional protection in the form of knee and elbow pads is also recommended.





NOTES

PART 1:

ALL ABOUT THE PARENT WORKSHOP



PART 1 – ALL ABOUT THE PARENT WORKSHOP

The following section of this book provides guidelines and the resources to successfully run a pedestrian safety *Smart Steps* parent workshop. This is the third (Book 4) of three risk factors focused on in the *Presenter's Kit*. The other two risk factors are passenger safety (Book 2) and pedestrian safety (Book 3).

Presenters can choose to run all sessions included in the play safety parent workshop (approximately 45 minutes) or just the two compulsory sessions (Session 1 and 4) and any others specific to the needs of the parent group.

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STRATEGIES FOR ENGAGING PARENTS IN ROAD SAFETY EDUCATION

Below are some strategies for engaging parents in road safety education workshops.

- 1 Parent workshops that offer practical learning opportunities in easily accessible, familiar and non-threatening environments are the most successful.
- 2 Varying workshop times between day and early evening and rotating venues can offer more opportunities for parents to attend.
- 3 Open, personal invitations can maximise parent involvement.
- 4 Involving fathers is paramount. Workshops are more successful if they accommodate fathers' schedules and recognise a father's important role in educating their child (Elliot 2002).
- 5 Using existing parent groups is the most effective method of delivering road safety information to parents because the level of trust and respect already held by the existing group makes the messages being delivered more credible.
- 6 Providing childcare or child minding facilities can improve attendance.

- 7 Ensuring presenters are knowledgeable and supportive of parents' needs and are able to adapt information to suit these needs.
- 8 Using informal and interactive strategies with possible take-home applications. Lecture style talks or compulsory sessions with too much writing are the least engaging for parents.



TRY THIS!

Encourage those grandparents who provide care for their grandchildren to attend *Smart Steps* parent workshops and become positive road safety role models and educators.



CUSTOMISING A PARENT WORKSHOP

The workshops in this kit have been designed to achieve specific learning outcomes. However, presenters may find that some groups have slightly different learning needs. In these circumstances the content and timing of the workshop may need to be adjusted.

The case study below shows how an early childhood teacher targeted the specific needs of her parent group in the development of a *Smart Steps* play safety workshop.

CASE STUDY

Renata noted that three of the four children that attend her home day care arrive and leave on scooter. She also noticed that none of these children wear a bicycle helmet or other protective gear.


When attending the half-day SDERA *Smart Steps* professional learning workshop Renata became aware of the potential for serious injury if any of the children fell off their scooter. Renata wanted to communicate this information to the parents of the children who attend her home day care program.

Using Book 4 of the *Presenter's Kit* Renata planned a 15 minute discussion circle with her parents one afternoon at collection time. She gave parents lots of forward notice and organised snacks and extra activities for the children and refreshments for the parents.

The brief discussion included the following topics: risks for children in the road environment, parents as role models and educators, the importance of children wearing an Australian Standards

bicycle helmet and additional protective gear (knee and elbow pads) when riding a scooter.

The information Renata provided the parents with was well received. In particular parents were happy to get the *Smart Steps* parent road safety booklet – *A road safety booklet for parents and carers of children aged 0 to 4 years*. This gave them some practical road safety activities that they could do with their children to reinforce correct road safety messages.

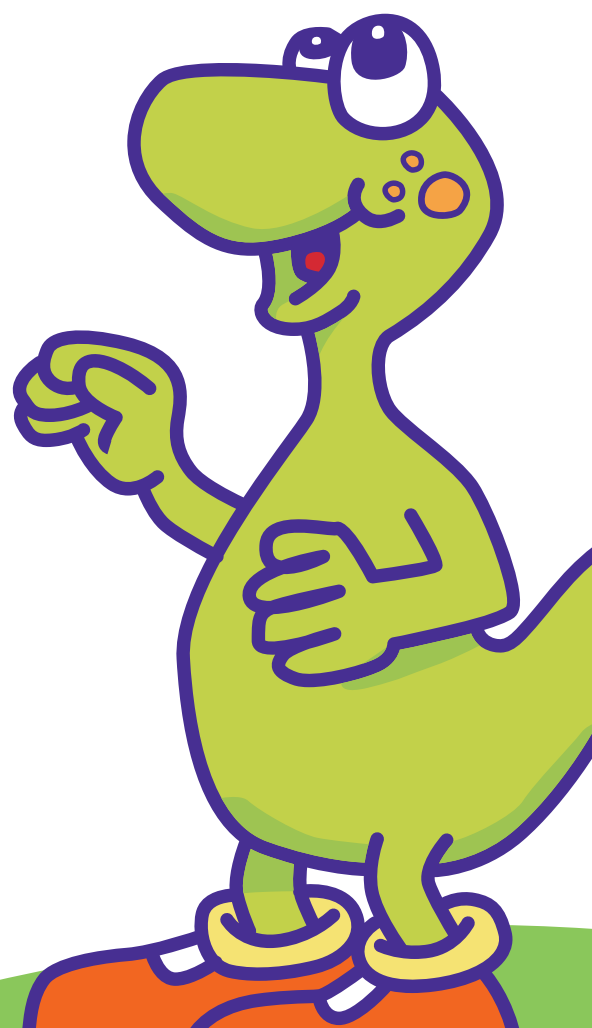


You can see from the case study that Renata has addressed the needs of her parent group through:

- 1 Recognising that parents are time poor. Scheduling the discussion at collection time suited her target audience.
- 2 Only including those aspects of the *Smart Steps* play safety workshop that were specifically relevant to the topic of 'riding a wheeled device safely' (eg *Smart Steps* program overview, key messages about riding a scooter safely, and protective equipment for use when riding a scooter).
- 3 Providing free child care and refreshments to encourage parents to attend.



Further assistance in customising workshops can be provided by contacting SDERA on (08) 9264 4743.



ADMINISTRATION PROTOCOLS FOR RUNNING A PARENT WORKSHOP

A number of protocols need to be observed in the delivery of *Smart Steps* parent workshops. The protocols have been established to maintain the integrity and quality of the *Smart Steps* program.

ATTENDANCE REGISTER

An **Attendance Register** will need to be completed for each parent workshop.

You are required to ask participants to sign in at the start of the workshop. Placing the register at the entrance to the room on a 'sign-in' table with a few pens is always a good idea. At the end of your workshop it is recommended that you check that all participants have 'signed-in' and encourage those that haven't, to do so.

You will then need to fill in the total attendance number information and return the **Attendance Register** to SDERA within seven days of workshop completion.

A copy of the **Attendance Register** is included in Appendix 5 of this book.

PARTICIPANT FEEDBACK

All of SDERA's programs are evaluated to determine their effectiveness and the evaluation data is used to:

- 1 review, re-adjust and re-develop professional learning materials
- 2 improve the future planning and implementing of our professional learning offerings
- 3 determine the extent to which professional learning objectives have been achieved.

On conclusion of each *Smart Steps* parent workshop you are requested to ask participants to evaluate the workshop using the **Participant Feedback Form**.

These tips for conducting the evaluation process at the end of your workshop may be helpful.



TIPS FOR THE WORKSHOP EVALUATION PROCESS

- 1 Photocopy a **Participant Feedback Form** for each of your participants. It is also a good idea to have a few extras.
- 2 Make sure that you have some spare pens in case participants don't bring one with them.
- 3 At the start of your workshop let the participants know that you will be asking them to evaluate the workshop when it concludes. Explain to participants that SDERA is keen to find out their thoughts on the program with a view to:
 - review, re-adjust and re-develop the *Smart Steps* Program, and
 - determine the extent to which workshop objectives have been achieved.
- 4 When the workshop finishes hand out the **Participant Feedback Forms** and ask participants to complete them.
- 5 Carefully observe to see if any participants need further assistance with completing the form. Offer assistance, if required, in an unobtrusive and supportive manner.
- 6 Make sure you provide participants with enough time to complete the form.
- 7 Collect all forms.
- 8 Complete all of the details on the **Coversheet for Participant Feedback Forms**. A copy of this form is found in Appendix 6 of this book and also in the accompanying *Smart Steps: Moving there together Presenter's Kit – Resources* CD-Rom.
- 9 On conclusion of the workshop you have seven days to return to SDERA via fax or mail the following documents:
 - the completed **Attendance Register**
 - the completed **Coversheet for Participant Feedback Forms**
 - all of the collected **Participant Feedback Forms**.

Postal address:

Smart Steps
School Drug Education and Road Aware
151 Royal Street
East Perth
WESTERN AUSTRALIA 6004

Facsimile:

(08) 9264 4903

WORKSHOP OVERVIEW

PLAY SAFETY

Play safety is a vital component of road safety for children aged from birth to four years. This module will explore the key messages for play safety including: choosing safer places to play, keeping children safe in driveways and riding bicycles and scooters safely.

Learning outcomes

At the end of this module participants will be able to:

- talk about the play safety issues for young children
- understand their role in educating young children in appropriate play safety behaviours
- use the resources provided.

WORKSHOP WORK PLAN

The following is a work plan outlining the sessions, content and timing.

SESSION	CONTENT	TIMING
1. Setting the scene	About SDERA and the <i>Smart Steps</i> program Parents as role models and educators	15 minutes
2. Off road injuries and safety on wheels	Off road injuries Key messages – Safety on wheels	10 minutes
3. Key messages – Play safety	Where to play How to play safely The role of the parent	15 minutes
4. Review and evaluation	What has been learnt Evaluating the workshop	5 minutes
TOTAL		45 MINUTES

SELECTING WORKSHOP SESSIONS

Presenters can choose to run the workshop as outlined (approximately 45 minutes) or just deliver one or two of the sessions that are most relevant to the specific needs of the parent

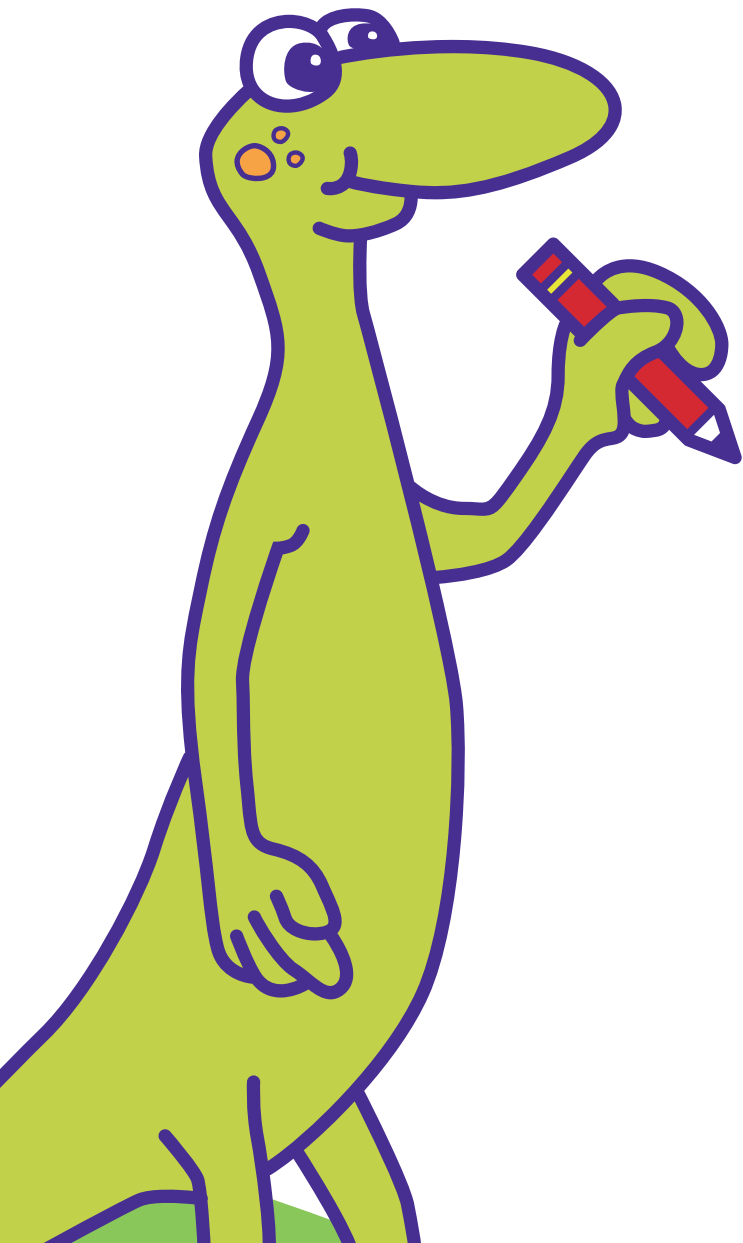
group. If this option is chosen, **Session 1 and 4 will still need to be included as they are compulsory sessions** in a *Smart Steps* parent workshop.

Example 1

Session 1	Setting the scene	15 mins
Session 2	Off road injuries and Safety on wheels	10 mins
Session 4	Review and evaluation	5 mins
TOTAL		30 mins

Example 2

Session 1	Setting the scene	15 mins
Session 3	Key messages – Play safety	15 mins
Session 4	Review and evaluation	5 mins
TOTAL		35 mins



WORKSHOP ORGANISATION CHECKLIST

TASK	EXPLANATION	COMPLETED
Consultation	Consult with your organisation's administration and parent body to determine the best time and day for the workshop.	
Venue	Book the venue. Things to consider when booking the venue: size (consider number of participants), ease of accessibility, air conditioning or heating, sufficient parking, close to transport, tea and coffee facilities and rest rooms.	
Childcare	If appropriate, organise childcare for parents so they can attend the workshop with fewer distractions. If tea and coffee are being offered, child minding services are suggested as an added safety precaution.	
Promotion	Promote the workshop through the following: Flyers – a sample workshop flyer is included in Appendix 2 of this book. Placing flyers in a newsletter, on entrance doors and in local community newspapers will raise awareness of the workshop to be held. Flyers can also be handed out to parents or reworked into personally addressed invites. Word of mouth – enlist the support of parent representatives to encourage other parents to attend.	
Numbers	You may need to decide on a minimum number of attendees required to run the workshop. Active promotion of the workshop will assist in achieving numbers. It is suggested that you begin promoting the workshop three weeks before the workshop date.	
Order resources	Resources should be ordered from Northside Logistics three weeks before a workshop. Appendices 3 and 4 of this book contain ordering details.	
Content preparation	Suggest that at least two weeks before the workshop begin preparing by reading through the <i>Workshop work plan</i> to become familiar and confident with the key messages to share. Research local road safety issues and crash statistics as a means of anticipating sensitive issues and difficult questions. Contact SDERA for further support if required.	
Equipment and resource preparation	Use the pre-start checklist on page 36 of this book to assist you in preparing the equipment and resources for the workshop.	
Occupational health and safety	Find out where the exits and emergency assembly areas are and where the appropriate first aid equipment is at your chosen venue.	

RESOURCE LIST CHECKLIST

ITEM	NOTES	COMPLETED
Attendance register	One <i>Attendance Register</i> needs to be printed off and made available to participants on the sign-in desk. Appendix 5 is the <i>Attendance Register</i> . This form needs to be returned to SDERA <u>within seven days</u> of workshop completion.	
Directional signs	Create and put up a few directional posters to show where the workshop is being held.	
Stationery	Blu tac, pens, whiteboard markers, spare paper.	
Name tags	Make up name tags for attendees or leave blank name tags and a marker pen on the sign-in desk for participants to fill out. Have a few spare name tags available.	
Audio visual equipment	TV and DVD, data projector and screen, laptop computer, extension cord and power board, CD player (or you can use the computer).	
Audio visual resources	<i>Smart Steps</i> DVD – On the road to safety. <i>Smart Steps</i> CD – Road safety songs.	
Print resources	Road safety posters, pamphlets, banners and booklets (see Appendix 3 and 4 for details on how and what to order).	
Photocopies	Photocopy any resource sheets and activity sheets required for the workshop.	
Evaluation	<ol style="list-style-type: none">1. Photocopy one copy of the <i>Coversheet for Participant Feedback Forms</i> (Appendix 6). This is to be completed in full and returned, attached to <i>Participant Feedback Forms</i>, <u>within seven days</u> of workshop completion.2. Photocopy a <i>Participant Feedback Form</i> for each participant as well as a few extras. A copy of the <i>Participant Feedback Form</i> can be found in Appendix 7 of this book.	
Tea and coffee	Tea and coffee equipment as required.	
Time management equipment	Use a clock or timer to keep to the timing suggested in the <i>Workshop work plan</i> . Use a whistle or bell to gain attention as required.	

TIPS FOR PRESENTING

The tips below have been developed to guide you in conducting a successful workshop. It is important that you read these before you begin your workshop.

Tip 1

Be mindful of potentially sensitive issues as some participants may have direct or indirect experience with road trauma.

Tip 2

Stay on task and follow the Workshop work plan. Keeping to time is appreciated by audiences.

Tip 3

Vary the pace and type of activity.

Tip 4

Allow time for personal reflection throughout the workshop not just at the end.

Tip 5

Encourage questions and check for understanding.

Tip 6

When answering questions it is useful to remember the aim of the workshop. Don't get sidetracked.

Tip 7

If one person is dominating the discussions, remind them of the aim of the workshop, praise their interest and enthusiasm and suggest that they discuss their questions/comments with you after the workshop.



TRY THIS!

Being prepared well in advance contributes to a credible, comfortable and friendly atmosphere. Identifying and planning for situations that may arise such as locked rooms, equipment failure, no catering and consequences of inclement weather, will enable you to welcome and focus attention on the participants, rather than fixing last minute details.

Reflecting on the success of the workshop, and your role as a presenter, is an important part of the workshop evaluation process.

ICONS

Throughout the *Presenter's Kit* a number of icons have been used. These icons are consistent across books 2, 3 and 4.

ICON	ICON TITLE	ICON EXPLANATION
	Birth to 12 months	Highlight age appropriate key messages and activities.
	12 months to two years	
	Two years to four years	
	Passenger safety	Represent passenger, pedestrian or play safety.
	Pedestrian safety	
	Play safety	
	Discussion question	Introduce a discussion question. You are encouraged to engage your participants in active discussion throughout the workshop. Ideas for how to do this are supplied throughout the kit.
	Activity	Introduce activities in the workshop.
	Key point	Highlight key points.
	PowerPoint slide	Prompt you to use a supplied PowerPoint slide.
	Explain	Highlight the main concepts in the workshop.
	Worksheet	Introduce a worksheet to be used in the workshop.

PRE-START CHECKLIST

30 MINUTES BEFORE THE WORKSHOP

TASK	COMPLETED
Set up all audio visual equipment and check that it is all working.	
Place signs around the venue directing attendees to the room.	
Move chairs into a semi-circle. This layout is more conducive to small group discussions.	
If required and available, use dividers in the room to make the size of the room appropriate for the number of attendees.	
Set up your presenter's table with the Workshop work plan and any resources that you will need.	
Set up a sign-in desk near the front of the room with the <i>Attendance Register</i> , two pens, and the name tags.	
Display relevant posters and resources in the room. A pin-up board or a resource table could be used.	
Check that the room temperature is comfortable.	
Set up tea and coffee facilities so that they are available prior to and after the workshop.	
Welcome the participants as they enter. Introduce yourself and direct them to complete the <i>Attendance Register</i> and collect a name tag.	

WORKSHOP WORK PLANS





WORKSHOP WORK PLANS

WORK PLAN: SESSION 1 – SETTING THE SCENE

THREE MINUTES

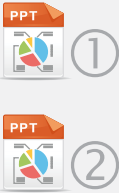
KEY POINTS

- Start on time
- Welcome
- Aims
- Housekeeping

RESOURCES

- PowerPoint
- Laptop
- Data projector and screen

ICONS



TWO MINUTES

KEY POINTS

- *Smart Steps* is an initiative of School Drug Education and Road Aware (SDERA).
- *Smart Steps* is funded by the Road Trauma Trust Account.

RESOURCES

- PowerPoint
- Laptop
- Data projector and screen

ICONS





Birth to
12 months



12 months
to 2 years



2 years to
4 years



PowerPoint
slide



Discussion
point



Key point



Activity



Explain



Worksheet

KEY TO ICONS

CONTENT

- Welcome participants. Introduce yourself and explain your role.
- Present a 'big picture' overview of the aims of the workshop.

Aims

1. To increase the willingness of parents and carers to talk about the passenger safety issues for young children.
 2. To understand a parent and carer's role in educating young children in appropriate passenger safety behaviours.
 3. To talk about and model correct passenger safety behaviours with greater confidence.
 4. To use the resources provided.
- Explain where the toilets, refreshments and emergency exits are.
Note: You may also like to ask participants to put their mobiles on 'silent'.

CONTENT

Background

- Briefly explain the background to School Drug Education and Road Aware (SDERA) and the *Smart Steps* program. This is found on pages 2 and 5–9 of this book.
- Explain that trained staff from a range of health and community stakeholder groups, such as their organisation, have been enlisted to deliver this state-wide initiative.



WORKSHOP WORK PLANS

WORK PLAN: SESSION 1 – SETTING THE SCENE ... CONTINUED

TEN MINUTES

KEY POINTS

- Role modeling of safer road practices starts from birth.
- Parents may overestimate their child's ability to recognise danger and underestimate their child's ability to learn in the traffic environment.
- Parents are better road safety educators when they have positive attitudes towards their involvement.

RESOURCES

- PowerPoint
- Laptop
- Data projector and screen

ICONS





Birth to
12 months



12 months
to 2 years



2 years to
4 years



PowerPoint
slide



Discussion
point



Key point



Activity



Explain



Worksheet

KEY TO ICONS

CONTENT

Parents as role models and educators

Using the PowerPoint slide as a trigger explain that:

- **No one is born knowing how to use the road system safely.** Just as parents teach their child to walk and speak, road safety education needs to begin at birth. A child's brain development before the age of one is more rapid and extensive than previously realised. They are listening, watching and copying the behaviours of people who take care of them.
- Young children 'internalise' their parents' values (ie what they can and can't do). The problem is, what they learn about road safety may not be what they should or need to learn.
- Parents are well placed to be role models and educators of road safety information for their child because they are involved in one-to-one real world road environments with them every day. However, many parents overestimate their child's ability to recognise dangerous situations yet underestimate their child's ability to learn in the road environment.
- Parents become better road safety educators when they hold positive attitudes towards their involvement in their child's road safety education and understand that child road injuries are not a result of fate or an accident.

Activity – Fist of five values

Explain that the following activity asks participants to consider their own attitudes to road safety.

- Read out one statement from the list provided.
- Ask participants to consider the statement and then 'vote' using their hand to indicate their feeling or opinion. A fist indicates 'strongly disagree', three fingers indicates 'agree' up to five fingers for 'strongly agree'. Use the PowerPoint slide to show the hand positions.
- Ask volunteers to comment on the reasons for their voting. Correct any misinformation as it arises.
- Repeat this process with two other statements allowing time for participants to share their opinions with the group.

Statements

1. Because a child views his/her parents as their primary role models, children will always copy what they see their parents doing.
2. Role modeling is the only effective way to teach safe road practices to very young children.
3. My child is more at risk as a passenger, rather than a pedestrian or cyclist.
4. It's important to choose the correct car restraint for my child's size and weight.
5. My child won't remember the times I don't wear a seatbelt. All that matters is that they wear theirs.
6. It's okay not to use a child car restraint if the trip is a very short one.

Highlight that teaching and role modeling safer road user behaviours to their child will not only safeguard them now but will also establish positive road user attitudes that they will carry into adulthood.



WORKSHOP WORK PLANS

WORK PLAN: SESSION 2 – OFF ROAD INJURIES AND SAFETY ON WHEELS ... CONTINUED

TEN MINUTES

KEY POINTS

Birth to 12 months

- Choose a fenced park or yard for children to play in and supervise them at all times (supervision means being in vision and audible distance).
- Ensure children do not play in driveways.
- In rural situations, children should play away from where vehicles or farm machinery may be moving.
- Know where children are before any vehicle leaves the property.
- Talk to children about why it is important not to play in driveways, on footpaths or near cars.
- Always stand on a designated 'safety spot' with your child when saying goodbye to family members or visitors leaving in a vehicle.

RESOURCES

- PowerPoint
- Laptop
- Data projector and screen

ICONS



5



6





Birth to
12 months



12 months
to 2 years



2 years to
4 years



PowerPoint
slide



Discussion
point



Key point



Activity



Explain



Worksheet

KEY TO ICONS

CONTENT

Off road injuries – especially home driveways

Use the following points to introduce off road injuries.

- Nationally, one child per week is killed and many others injured in the driveway of their own home.
- Children aged one to two years are most likely to be killed or injured in home driveways.
- Over one third of children under six years of age killed in motor vehicle crashes are killed 'off road'.
- 'Off road' crashes usually occur in driveways, car parks and farms. They often result from everyday incidents when:
 - a child is playing in an unfenced play area or in the street
 - a relative or family friend is driving off or returning home
 - the car is reversing
 - the driver has no idea that a child is behind the vehicle
 - the adult who is supervising the child is unaware that the child has slipped away.
- Reinforce that it is important to hold a child's hand or hold them close. Even out the front of their own home, young children always need an adult to be with them.

Ask participants:

What did you learn about the road safety issues for children?

- Highlight that parents and families are the best people to teach road safety to their children and that this process can start from birth.

Safety on wheels

Use the following points to introduce safety on wheels.

- Studies have shown that bicycle helmet use decreases the risk of head injury by 85% and brain injury by 88%.
- The majority of riding injuries occur on public roads and don't involve another vehicle but occur when children fall off their bicycles after crashing into a pole, kerb or fence.
- It is important to insist on a correctly fitted bicycle helmet and enclosed shoes from the moment a child first starts to ride a wheeled toy. This will reduce the chance of head and other injuries and create positive attitudes towards helmet wearing and safer riding behaviours.
- As with all aspects of road safety it is important to talk to children about why safe riding behaviours are important and involve them in making decisions about safe places to ride. This should start at an early age.

Ask participants:

What three key messages about playing safely do you need to remember when your child is playing outside or riding a bicycle or wheeled toy?

- Hear some of the messages from the group. It may be helpful to write these on a board.



WORKSHOP WORK PLANS

WORK PLAN: SESSION 2 – OFF ROAD INJURIES AND SAFETY ON WHEELS ... CONTINUED

TEN MINUTES

KEY POINTS

**12 months to 2 years
(also see key messages
for Birth to 12 months)**

- Ensure children wear an approved and correctly fitted bicycle helmet, and enclosed shoes. This should start as soon as children begin riding their first wheeled toy to foster safer riding attitudes.
- A correctly fitted bicycle helmet should sit two child finger widths above the child's eyebrows. It should not be too loose or too tight.
- Talk to children about why these safe riding behaviours are important.

RESOURCES

ICONS





Birth to
12 months



12 months
to 2 years



2 years to
4 years



PowerPoint
slide



Discussion
point



Key point



Activity



Explain



Worksheet

KEY TO ICONS



CONTENT





WORKSHOP WORK PLANS

WORK PLAN: SESSION 2 – OFF ROAD INJURIES AND SAFETY ON WHEELS ... CONTINUED

TEN MINUTES

KEY POINTS

**2 years to 4 years
(also see key messages
for 12 months to 2 years)**

- Choose safe areas for children to ride such as parks and shared paths. Avoid areas that have large hills, kerbs, cobblestones, grates and other rough or discontinuous surfaces.
- Children up to the age of 12 are allowed to ride on footpaths with adult supervision.
- Ensure children are always supervised when riding.
- Gradually introduce courtesy rules for shared paths such as giving way to pedestrians, using a bell when approaching, and riding single file.
- Children should use elbow, wrist guards and bicycle helmets if using a scooter.

RESOURCES

ICONS





Birth to
12 months



12 months
to 2 years



2 years to
4 years



PowerPoint
slide



Discussion
point



Key point



Activity



Explain



Worksheet

KEY TO ICONS

CONTENT



WORKSHOP WORK PLANS

WORK PLAN: SESSION 3 – KEY MESSAGES – PLAY SAFETY

FIFTEEN MINUTES

KEY POINTS

Birth to 12 months

- Choose a fenced park or yard for children to play in and supervise them at all times (supervision means being in vision and audible distance).
- Ensure children do not play in driveways.
- In rural situations, children should play away from where vehicles or farm machinery may be moving.
- Know where children are before any vehicle leaves the property.
- Talk to children about why it is important not to play in driveways, on footpaths or near cars.
- Always stand on a designated 'safety spot' with your child when saying goodbye to family members or visitors leaving in a vehicle.

12 months to 2 years (also see key messages for Birth to 12 months)

- Ensure children wear an approved and correctly fitted bicycle helmet, and enclosed shoes. This should start as soon as children begin riding their first wheeled toy to foster safer riding attitudes.
- A correctly fitted bicycle helmet should sit two child finger widths above the child's eyebrows. It should not be too loose or too tight.
- Talk to children about why these safe riding behaviours are important.

RESOURCES

- PowerPoint
- Laptop
- Data projector and screen
- *Smart Steps DVD – On the road to safety* cued at the Introduction section
- DVD timing
 - Introduction – 4 mins, 12 secs
 - Play safety – 4 mins, 53 secs
- DVD player and TV or play the DVD through the computer and data projector (you may need external speakers for this option)
- Paper

ICONS





Birth to
12 months



12 months
to 2 years



2 years to
4 years



PowerPoint
slide



Discussion
point



Key point



Activity



Explain



Worksheet

KEY TO ICONS

CONTENT

Activity – *Smart Steps* DVD

- Ask participants to watch the DVD and write down the play safety messages they hear or see.
- Play the **Introduction** and **Play safety** sections of the *Smart Steps* DVD.
- Allow time for participants to complete their lists.
- Ask for volunteers to share their safer play safety messages on their list. Other participants should listen and tick each message if it is on their list.
- Ask for two to three more participants to contribute. Add any messages not spoken about.



WORKSHOP WORK PLANS

WORK PLAN: SESSION 3 – KEY MESSAGES – PLAY SAFETY ... CONTINUED

FIFTEEN MINUTES

KEY POINTS

2 years to 4 years (also see key messages for 12 months to two years)

- Choose safe areas for children to ride such as parks and shared paths. Avoid areas with large hills, kerbs, cobblestones, grates and other rough or discontinuous surfaces.
- Children up to the age of 12 are allowed to ride on footpaths with adult supervision.
- Ensure children are always supervised when riding.
- Gradually introduce courtesy rules for shared paths such as giving way to pedestrians, using a bell when approaching, and riding single file.
- Children should use elbow, wrist guards and bicycle helmets if using a scooter.

RESOURCES

- PowerPoint
- Laptop
- Data projector and screen
- *Smart Steps DVD – On the road to safety* cued at the Introduction section
- DVD timing
 - Introduction – 4 mins, 12 secs
 - Play safety – 4 mins, 53 secs
- DVD player and TV or play the DVD through the computer and data projector (you may need external speakers for this option)
- Paper

ICONS



TEN MINUTES

KEY POINTS

RESOURCES

- Photocopy and cut up *Resource sheet 7: Play safety cards* (one card per group of two)
- *Smart Steps Parent booklet – A road safety booklet for parents of children aged 0 to 4 years* (one per participant)

ICONS





Birth to
12 months



12 months
to 2 years



2 years to
4 years



PowerPoint
slide



Discussion
point



Key point



Activity



Explain



Worksheet

KEY TO ICONS

CONTENT

Activity – Smart Steps DVD

- Ask participants to watch the DVD and write down the play safety messages they hear or see.
- Play the **Introduction** and **Play safety** sections of the *Smart Steps* DVD.
- Allow time for participants to complete their lists.
- Ask for volunteers to share their safer play safety messages on their list. Other participants should listen and tick each message if it is on their list.
- Ask for two to three more participants to contribute. Add any messages not spoken about.

CONTENT

Activity – Circle talk

- Arrange participants in two concentric circles (one inside the other) so everyone is facing a partner.
- Give each person in the inner circle a card from *Resource sheet 7: Play safety cards*. Hand the card question side up and ask participants not to look at the answer on the other side until after they have talked with their partner.
- Ask the person with the card to read out the question. As a pair, partners then discuss the possible answers. Allow about one minute for discussion then get the pairs to read the answer on the back.
- Ask the people in the inner circle to hand their question card to their right and ask the people on the outer circle to move one place to their right, so each pair has a new partner and a new question.
- Allow time for participants to clarify or share thoughts about the information gained from this activity.
- Show participants the *Play safety* section of the *Smart Steps* Parent booklet and the corresponding activity sheet included in the back of the booklet.



WORKSHOP WORK PLANS

WORK PLAN: SESSION 3 – KEY MESSAGES – PLAY SAFETY ... CONTINUED

FIFTEEN MINUTES

KEY POINTS

- Statues are the size of an 18-month old child, the typical age group most at risk in driveways.
- A child up to 10 metres away (and further than this in some vehicles) from a reversing vehicle may not be seen by the driver.
- Visibility may be even worse if the child is bending down, sitting on a wheeled toy or running quickly behind the vehicle.

RESOURCES

- *Smart Steps*
Driveway safety kit

ICONS





Birth to
12 months



12 months
to 2 years



2 years to
4 years



PowerPoint
slide



Discussion
point



Key point



Activity



Explain



Worksheet

KEY TO ICONS

CONTENT

Additional activity – Driveway safety

This demonstration requires a large area that is safe and secure away from all traffic, including cars intending to park. If your setting doesn't meet these safety standards, DO NOT run this activity.

Before the demonstration

- Read through the instruction manual included in the *Smart Steps* Driveway safety kit.
- Ensure the display is set up in advance in a safe and secured site.
- Park the display vehicle at one end of the display site with the handbrake on.
- Erect each statue by sliding the base of the statue into the slot on the foot plate. The statues are the size of an 18 month old child, the typical age group most at risk in driveways.
- Using a tape measure, position the statues at 2.5m, 5m, 7.5m and 10m. Mark the distances with chalk.
- Look in the rear vision mirror to test the effectiveness of the display. Depending on the slope of the site and the type of vehicle, the statues may need to be moved slightly or the rear middle adjustable head rest may need to be raised to maximise the effectiveness.

Demonstration of the Driveway safety kit

- Explain that the activity aims to illustrate to participants the difficulty that drivers have seeing small children, especially when reversing vehicles.
- Ask participants to look at the statues and predict which statues they would be able to see in the rear vision mirrors of the vehicle.
- Encourage participants to take turns sitting in the driver's seat to check if their guess was accurate. When looking in the rear vision mirror, many adults can only see the top of the head of an 18 month old child at 10 metres behind the vehicle.
- Emphasise that young children always need close and active supervision, even at home.



RESOURCE SHEET 7: PLAY SAFETY CARDS

1

What things could you do to encourage your child to wear a helmet and closed shoes every time he or she rides on a bike or wheeled toy?

2

What are some things to consider when you buy your child their first bike helmet?

3

What are some things to consider when you buy your child their first bike?

4

What things could you do to your child's bike to make sure it is well maintained?





RESOURCE SHEET 7: PLAY SAFETY CARDS

2. Answers

- Look for the Australian Standards label.
- Choose a bright or fluoro coloured helmet.
- Check head size by using a tape measure around the head just above the eyes and ears. Match this with the helmet sizes listed on the display box to find a helmet that covers this measurement.
- The buckle should position well under the chin and the helmet should fit about two child finger widths above the eyebrows and not be too tight or too loose.
- The helmet should not be too heavy for the child's head and neck to support. An approved helmet that weighs under 350gms is best.

1. Answers

- Insist that they wear them from when they first ride a wheeled toy.
- Wear them yourself when you ride.
- Point out cyclists wearing them when you are out.
- Praise your child every time they wear their helmet without you reminding them.
- Explain why they are worn.

4. Answers

- Check the seat is flat and in line with the frame of the bicycle.
- Check the wheels don't turn when the brakes are applied and that there is a gap between the brake levers and the handle bar.
- Check the tyres are fully inflated and not worn. The correct tyre pressure is usually written on the tyre wall.
- A bell is a legal requirement. Check that it is loud and in working order.
- Check reflectors are fitted at the front and rear and on the pedals and wheels.
- Check the crank on the pedals is tight.
- Check the chain is clean and lightly oiled and moves freely.

3. Answers

- Riding a bicycle that is too big or too small may cause a child to lose control.
- Choosing a bicycle for a child to 'grow into' is dangerous.
- There should be about 3cms clearance between the crossbar of the frame and the rider when they are standing with feet flat on the ground.
- When seated, the rider's arms should be slightly bent when holding the handle grips and their knees should not hit the handle bar.
- The child should be able to reach and operate the brake levers.





RESOURCE SHEET 7: PLAY SAFETY CARDS

5

How could you help ensure that your child remains safe when visitors or family are entering and leaving your property in a vehicle?

6

Where are some fenced parks or playgrounds in your area that would be safer for you to take your child to play?

7

Where is the safest area for your child to play outside at home? Why is it safer or how could you make it safer?

8

What are some simple rules or commands you could repeat to your child to help them understand about the dangers of playing near traffic?





RESOURCE SHEET 7: PLAY SAFETY CARDS

6. Answers

- Share some local fenced parks or recreational areas with your partner.

5. Answers

- Insist that your child does not play in the driveway and explain the reasons why it is dangerous.
- Ask visitors/family to always check to see if your child is with you when they leave.
- Praise your child when they stay with you when visitors or family members leave.
- Choose a 'safety spot' for you and your child to stand on when waving goodbye to visitors and family members.

8. Answers

- 'Don't play in the driveway.'
- 'Always play in the backyard.'
- 'Always stand on the safety spot when someone leaves our house in the car.'
- 'Never follow your ball or toys on to the road.'

7. Answers

- Safer areas are backyards, enclosed outdoor areas where you can easily supervise your child. You might consider fencing off areas of your yard so your child can't access the driveway.





WORKSHOP WORK PLANS

WORK PLAN: SESSION 4 – REVIEW AND EVALUATION

TEN MINUTES

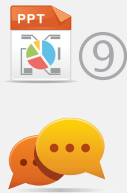
KEY POINTS

- Importance of parents and carers as road safety role models and educators.
- There are road safety issues for young children that can be addressed by parents and carers.
- Explaining, practising and modeling safer road practices are important and can assist children to stay safer now and in the future.

RESOURCES

- Photocopy *Participant Feedback Form* (one per participant)
- Photocopy *Attendance Register* (one copy)
- Photocopy *Coversheet for Participant Feedback Forms* (one copy)
- Tea and coffee
- *Smart Steps Parent booklet – A road safety booklet for parents and carers of children 0 to 4 years* (one per participant)

ICONS





Birth to
12 months



12 months
to 2 years



2 years to
4 years



PowerPoint
slide



Discussion
point



Key point



Activity



Explain



Worksheet

KEY TO ICONS

CONTENT

Review of workshop

- Ask participants to make a pair and share their answers to the following questions.

Ask participants:

What is/are the most important thing(s) you have learnt today/tonight? How are you feeling about being your child's road safety role model? Educator?

- Hear some feedback and answers.
- Remind participants that the aim of the workshop was to increase:
 - awareness of the important role they play as educators and models of road safety behaviour for their child
 - knowledge of road safety issues in the areas of passenger safety
 - the frequency of them explaining, practising and modeling safer road practices for their child.

Note: If time is short this can be completed as a group task.

Evaluation

- Thank participants for taking such an active, positive and important role in their child's road safety and the road safety of generations to come.
- Remind participants of the resources in the *Smart Steps* Parent booklet and that the websites listed in the booklet can be used to gain further information.
- Ask participants to complete their *Participant Feedback Form*.
- Invite participants to chat over a tea or coffee.
- Collect the *Participant Feedback Forms*.

PACK-UP AND REVIEW

– AFTER THE WORKSHOP

TASK	COMPLETED
Collect all of the <i>Participant Feedback Forms</i> .	
Read all of the <i>Participant Feedback Forms</i> . Reflect on the responses provided by asking yourself the following questions: <div><div>1</div>Was the aim of the workshop achieved? <div>2</div>Was the workshop completed on time? <div>3</div>Were participants on-task and involved? <div>4</div>Did participants have a chance to ask questions and share their views? <div>5</div>What part of the workshop went particularly well? <div>6</div>What might you do differently in the next workshop? <div>7</div>What have you learnt from this presentation?</div>	
Complete the <i>Attendance Register</i> by including a tally of numbers attending the workshop.	
Complete the <i>Coversheet for Participant Feedback Forms</i> .	
Pack up all of the equipment and leave the room as it was before the workshop began.	
Fax or post the <i>Attendance Register</i> , the <i>Coversheet for Participant Feedback Forms</i> and the <i>Participant Feedback Forms</i> to SDERA <u>within seven days</u> of workshop completion. These documents are found in Appendices 5, 6, and 7.	

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Organisation for Economic Co-operation and Development (2004). *Keeping children safe in traffic*. OECD.

Road Safety Council (2002). *Road Safety Policy for Infants, Children and Young People in WA* *Child Development and the aims of road safety education. Executive summary*. Department for Transport.



NOTES

PART 2:

APPENDICES





PART 2 – APPENDICES

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SDERA REGIONAL CONSULTANTS

REGION	ADDRESS	TEL/FAX
Albany	Albany Local Education Regional Office 85 Serpentine Road ALBANY WA 6330	Ph: (08) 9841 0341 Mob: 0428 855 579
Bunbury	Dalyellup College Wake Drive DALYELLUP WA 6231	Ph: (08) 9795 2000 Mob: 0427 424 986
Esperance	Esperance Primary School PO Box 150 ESPERANCE WA 6450	Mob: 0428 855 593
Goldfields	Kalgoorlie Primary School Dugan Street KALGOORLIE WA 6430	Mob: 0429 887 378
Kimberley	Kimberley Education Regional Office 10 Coghlan Street BROOME WA 6725	Ph: (08) 9192 0806 Mob: 0429 117 643
Midlands	Wheatbelt Education Regional Office 297 Fitzgerald Street NORTHAM WA 6401	Ph: (08) 9622 0200 Mob: 0427 279 781
Midwest	Catholic Education Office 1 Maitland Street GERALDTON WA 6530	Ph: (08) 9920 0206 Mob: 0429 104 920
Narrogin	Narrogin Local Education Office Homer Street NARROGIN WA 6312	Ph: (08) 9881 0000 Mob: 0428 855 595
Peel	Peel Local Education Office 24 Sutton Street MANDURAH WA 6210	Ph: (08) 9550 2528 Mob: 0427 426 790
Pilbara	Pilbara Education Regional Office Welcome Road KARRATHA WA 6714	Ph: (08) 9185 0111 Mob: 0428 855 594
Warren-Blackwood	Cape Naturaliste College 30 Vasse-Yallingup Siding Road VASSE WA 6280	Ph: (08) 9750 2609 Mob: 0428 942 587



invites you to attend our

— — — — —

**SMART STEPS: MOVING THERE TOGETHER
PLAY SAFETY WORKSHOP FOR PARENTS
AND CARERS**

— — — — —

WHEN	
TIME	
WHERE	
COST	
CRÈCHE	

Are you a parent/carer of a child aged from birth to four years?
Would you like to know more about how to make your child a safer road user now and into the future?

Join us for a play safety information and activity workshop.

Registration is essential. Please respond by: _____

Please call _____ for more workshop details.

HOW TO ORDER RESOURCES

Once you have attended a half-day SDERA *Smart Steps* professional learning workshop you can order *Smart Steps* resources online. The following procedure explains how you create a password and user name and then order resources.

Step 1

Log on to www.northsidelogistics.com.au

Step 2

To register find 'Not a member'.
Choose 'Click here to Register'.

Step 3

Click the tab 'Register for Other'.

Step 4

Complete the following:

- type in your contact details
- choose '*Smart Steps*' as the client.
- click 'Submit'.

Step 5

Northside Logistics will email you your user name and password usually within 48 hours.

Step 6

Using the 'What resources to order' information on page 68 of this book decide what you need to order.

Once you have your user name and password from Northside Logistics:

Step 7

Login to Northside Logistics at www.northsidelogistics.com.au using your user name and password.

Step 8

Click on the 'Place order/items' tab.

Step 9

Click on 'Online order form'.

Step 10

Choose the items and quantity of resources you require.

Step 11

Before clicking 'Place order' check the following:

- that you have ordered all of the resources you require and in the right quantity
- if you want the resources sent to an alternative address make sure you click the 'Alternative address' box and complete the details
- add any notes about required delivery dates in the 'Notes' section.

Your order will usually be delivered within the week.

If you require more resources than the order form permits, contact SDERA (08) 9264 4743.

WHAT RESOURCES TO ORDER

All resources are free and it is recommended that they are ordered at least three weeks before the planned *Smart Steps* parent workshop.

RESOURCES FOR PARENTS

Order one of each of the following resources for every parent who is attending the *Smart Steps* parent workshop.

- 1 *Smart Steps* Parent booklet – A road safety booklet for parents of children 0 to 4 years.
- 2 *Smart Steps* Brochure – Your guide to child car restraints.
- 3 *Smart Steps* DVD – On the road to safety.
- 4 *Smart Steps* CD – Road safety songs.

RESOURCES FOR DISPLAY AND OTHER PURPOSES

The following resources can be ordered and displayed at a *Smart Steps* parent workshop. Maximum amounts that can be ordered are indicated on the online ordering form.

- 1 *Smart Steps* Posters
 - Buckle up every child every trip
 - Driveway safety
 - Hold my hand
 - Safety door
 - Stop, look, listen, think
 - Helmets hug my head.

- 2 *Smart Steps* Stickers – 12 per sheet (1 or 2 stickers per child).

- 3 *Smart Steps* Safety door stickers.

A *Smart Steps* Driveway safety kit is also available (refer to *Book 1: User Guide* p23). In the metropolitan area you can loan a kit via the online ordering system at Northside Logistics. In regional areas you can access the kit through the SDERA Regional Consultants. Details of these consultants are included in Appendix 1 of this book.



HAVING PROBLEMS ORDERING?

Try either of the following contacts for ordering assistance.

Northside Logistics

Phone: (08) 9370 3522

Fax: (08) 9370 5538

SDERA

Phone: (08) 9264 4743

Email: sdera.co@det.wa.edu.au

ATTENDANCE REGISTER

WORKSHOP PARTICULARS	
WORKSHOP DATE	
AGENCY CONTACT	
VENUE (FULL ADDRESS)	
PRESENTER/S	

PARTICIPANT SIGN-IN		PLEASE TICK ALL BOXES THAT APPLY						
The information collected below is <u>only</u> used for evaluating the <i>Smart Steps</i> program. Enter your name and tick all the boxes that apply to you.								
		M	F	Parent	Grandparent	Carer	Aboriginal or Torres Strait Islander	Non-English speaking background
①		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
②		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
③		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
④		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⑤		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⑥		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⑦		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⑧		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⑨		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⑩		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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⑬		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⑭		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⑮		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NUMBER OF ADULTS WHO ATTENDED								
NUMBER OF CHILDREN WHO ATTENDED								



AGENCY VENUE	
AGENCY CONTACT	
WORKSHOP DATE	
PRESENTER/S	

TOTAL ADULTS	
TOTAL CHILDREN	
TOTAL PARTICIPANTS	

ENTERED ON DATABASE ☐ PRINTED OUT WORKSHOP SUMMARY SHEET ☐

PARTICIPANT FEEDBACK FORM

WORKSHOP PARTICULARS

ORGANISATION	
VENUE	
DATE	

PLEASE TICK THE BOX THAT BEST FITS YOUR THOUGHTS ABOUT THE WORKSHOP

	Agree	Unsure	Disagree
I understand the road safety issues for young children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand my role as an educator and role model of correct road safety behaviour for young children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel more confident to talk about and model correct road safety behaviours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel confident to use the resources provided in the workshop with young children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have been satisfied with the overall workshop experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would recommend this workshop to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DO YOU HAVE ANY OTHER COMMENTS?

THANK YOU FOR YOUR ATTENDANCE AND FOR COMPLETING THIS EVALUATION.

FURTHER INFORMATION AND SUPPORT

AGENCY

Kidsafe WA

Provides a range of child injury prevention information sessions for parents and caregivers on request. A minimum number of attendees are required.

A child car restraint checking service is available to assist those who are unsure about how to fit their child's car seat or just want to check that they have fitted the seat correctly. Bookings are essential.

A child car restraint hiring service is available offering a range of baby capsules, convertibles and booster seats for hire. Bookings are essential.

A free child restraint information line is available offering child car restraint information and operating between 9am and 4pm Monday to Friday on 1800 802 244.

Kidsafe WA's website provides a range of fact sheets and resources highlighting road safety issues such as bicycle safety, pedestrian safety and safety in the driveway.

Office of Road Safety

The Office of Road Safety (ORS) is responsible for research and policy which helps develop road safety strategies. It also manages road safety education campaigns, partnership programs and community consultation. The office supports the Road Safety Council (RSC) and helps coordinate the road safety effort for the State.

Government of Western Australia

Department of Transport

Contains up-to-date information on car restraint legislation.

WALGA RoadWise Program

Coordinate the Child Car Restraint Information Line (1300 780 713) that provides advice on issues regarding child car restraints plus information about scheduled fitting and checking stations occurring across the state.

The Child Car Restraint website www.childcarrestraints.com.au includes Type 1 Child Car Restraint Fitters contact details (people who are trained to fit and check child car restraints); legislation and consumer information on child car restraints; and a schedule of child car restraint fitting stations occurring across the state.

CONTACT


Ph: (08) 9340 8509
Child Restraint Information Line:
1800 802 244
Email: kidsafe@kidsafewa.com.au
Web: www.kidsafewa.com.au

Ph: (08) 9323 4688
Email: ors@mainroads.wa.gov.au
Web: www.ors.wa.gov.au

Ph: (08) 9216 8000



Ph: (08) 9213 2066
Child Car Restraint Information Line:
1300 780 713
Email: roadwise@walga.asn.au
Web: www.roadwise.asn.au


POWERPOINT PRESENTATION



Smart Steps:
Moving there together

Play safety parent workshop


 




Play safety parent workshop

Aims


- To increase the willingness of parents and carers to talk about the play safety issues for young children.
- To talk about the risks for children playing near roads.
- To emphasise the role of the parent/carer in educating young children to choose safer places to play.
- To use the resources provided












Parents and road safety educators and role models


- No one is born knowing how to use the road system safely.
- Young children 'internalise' their parents' values.
- Parents are well placed to be role models and educators of road safety.
- Parents become better road safety educators when they hold positive attitudes.






Fist of five









ROAD RELATED INJURIES


- Nationally, one child per week is killed and many others are injured in the driveway of their own home.
- Children aged one to two years are most likely to be killed or injured in home driveways.
- More than one third of children under six years of age killed in motor vehicle crashes are killed 'off road'.
- 'Off road' crashes usually occur in driveways, car parks and farms. They often result from everyday incidents when:
 - ❖ a child is playing in an unfenced play area or in the street
 - ❖ a relative or family friend is driving off or returning home
 - ❖ the car is reversing
 - ❖ the driver has no idea that a child is behind the vehicle
 - ❖ the adult who is supervising the child is unaware that the child has slipped away.






Safety on wheels


- Bicycle helmet use dramatically decreases the risk of head injury.
- Riding injuries occur when children fall off their bikes after crashing into a pole, kerb or fence.
- Children must wear a correctly fitted helmet and enclosed shoes when riding a wheeled device.
- It is important to talk to children about why safe riding behaviours are important and involve them in making decisions about safe places to ride. This should start at an early age.






Activity


What are the most important play safety messages from the DVD?







Activity


Circle talk








Time to think



- 3 facts you have learnt
- 2 things you need to try
- 1 question

Thank you for attending





NOTES

PART 3:

PLAY SAFETY ACTIVITIES FOR CHILDREN



PART 3 – PLAY SAFETY ACTIVITIES FOR CHILDREN

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PLAY SAFETY ACTIVITIES FOR CHILDREN

The following section of the resource includes activities that are suitable for children aged up to four years. They can be used in a variety of environments including:

- 1 by parents and carers in the home
- 2 in a day care centre or crèche with individual children or a small group of children
- 3 as activities for a playgroup.

The activities have been divided up into age appropriate sections.



Children all go through developmental stages. Science proves that human development follows a predictable pattern. For example, children learn to stand before they learn to walk.

Due to a vast array of personalities and environmental factors, all children at the same age will not have the exact same language or social skills. Their motor development and cognitive skills will not be equal and they will mature at different rates. Therefore the following children's activities are to be used as a guide only. They can be adapted accordingly to meet the specific needs of your children.





PEDESTRIAN SAFETY ACTIVITIES FOR CHILDREN AGED FROM BIRTH TO TWO YEARS

Learning outcomes

These activities will provide opportunities for young children to develop age appropriate understandings of correct road safety behaviours.

PLAY SAFETY	
Activity	Resources
<div>MUSIC AND MOVEMENT</div> <div>CD songs</div> <ul style="list-style-type: none">Listen to <i>A safe place to play</i> (Track 8) from the <i>Smart Steps CD</i>. Children can sit on their parent's lap and jiggle and move to the music.	<ul style="list-style-type: none"><i>Smart Steps CD – Road Safety Songs – Track 8</i>
SAFETY ON WHEELS	
Activity	Resources
<div>MUSIC AND MOVEMENT</div> <div>My helmet</div> <ul style="list-style-type: none">Encourage parents and children to mime putting on a helmet while singing <i>My helmet</i>. <div>My helmet</div> <div>(To the tune of <i>Pop goes the weasel</i>)</div> <div>Round and round the path I go</div> <div>Riding my bike</div> <div>I put my helmet on my head</div> <div>Nice and tight!</div>	



PLAY SAFETY SONG: A SAFE PLACE TO PLAY – TRACK 8

A safe place to play

Words and music by
MELISSA PERRIN

With energy (swung quavers) ♩ = 152

D

Do you play on the street? (No!) Do you play on the foot - path? (A-ah!)

G E A

Do you play on the drive-way? (No way!) So where, tell me where is a safe place to play?

E A D G

We play in the back - yard and some-times we go to the park.

Em A D/A

We have lots of fun 'cause we've found a place, a

Adim A7 G7 D7

safe place to play! Let's wig-gle, whoa, — and let's shake!

E7 Em7

Let's crouch down low, then jump so high that we

A7

touch the sky! —

1. Wee! 2. Wee! D.S. 3. D Let's Wee!

A safe place to play has been reproduced with the kind permission of Roads Corporation t/as VicRoads 2001 and Melissa Perrin.



PLAY SAFETY ACTIVITIES FOR CHILDREN AGED FROM TWO TO FOUR YEARS

Learning Outcomes

These activities will provide opportunities for young children to develop an understanding of why:

- they need to play away from roads and driveways
- they should ride their bicycle or scooter on the footpath not on the road or in a driveway
- they have to be aware of traffic all around them when they are playing outside.

PLAY SAFETY

Activity

MUSIC AND MOVEMENT

CD songs

- Listen to *A safe place to play* (Track 8) from the *Smart Steps CD*. Play the song again and encourage children to mime different ways to play in safer areas while listening to the song.
- Younger children can be held by their parents who should shake their head when the lyrics say 'No!', 'A-ah!' and 'No way!' and do the actions wiggle, shake, crouch down low and jump so high.

Playing song

- Sing the *Kids in the park* song with children reminding them that playing in parks and away from roads is a safe thing to do.

Kids in the park

(To the tune of *Wheels on the bus*)

*The kids in the park play hide and seek,
Hide and seek, hide and seek,
The kids in the park play hide and seek,
But never near the road.*

*The kids in the park throw their balls,
Throw their balls, throw their balls,
The kids in the park throw their balls,
But never near the road.*

*The kids in the park ride round and round,
Round and round, round and round,
The kids in the park ride round and round,
But never near the road.*

Resources

- *Smart Steps CD – Road safety songs – Track 8*
- Musical instruments for making noise



Activity

INDOOR PLAY

Game

- Use coloured blocks or cones to mark out a 'safer' area.
- Ask children to sit in a circle and roll several balls to each other within this area. As soon as a ball goes out of the 'safer' area the children must ask an adult to retrieve it and bring it back so the game can recommence. Children must remain seated during the game.
- Make the boundary smaller and smaller as the game progresses.

Questions to ask

In the game, why did the adults collect the ball?

At home who could collect the ball if it ran onto the road?

OUTDOOR PLAY

Sandpit

- Include plastic fences, animals, houses, cars and trucks in the sandpit.
- Encourage children to make a town or city.
- Suggest that parents talk about 'visible' (fences, barriers) and 'invisible' boundaries (edge of road, edge of driveway) while playing with their child.

Resources

- Coloured blocks or cones
- Several soft balls

- Sand pit toys such as houses, cars, trucks, animals and fences



Activity

LANGUAGE AND LITERACY

Safe boundaries

- Talk to the children about places they have been or seen where people and danger are separated (eg animals at the zoo, swimming pools, boom gates at railway crossings, electricity towers).
- Point out that it is not possible to put traffic in a cage or put a fence around.
- Explain to children that they should play well away from traffic including their own front yards unless it is fenced.
- Encourage parents to talk about safer places to play in and around their own homes.

Questions to ask

Tell me some places where you can play safely.
Is it always safe to play in your front yard? (Not near the driveway when cars are coming in or out, or when the lawn is being mowed.)
I wonder what you could do to get your ball back if it rolled onto the road. (Don't go and get it, ask an adult to help; leave it there.)

Resources



SAFETY ON WHEELS

Activity

MUSIC AND MOVEMENT

CD songs

- Listen to *Silly Billy and Silly Gilly* (Track 9) on the *Smart Steps* CD and talk about the unsafe behaviours each character displayed.

Polly put your helmet on

- Sit children (and parents) in a circle with a bicycle helmet in the middle.
- Sing the *Polly put your helmet on* song substituting the children's name in each verse. While others are singing, the child whose name is called takes the helmet and skips around the outside of the circle with the helmet under their arm.
- When the child returns to their place in the circle they should put the helmet back in the middle.
- Younger children can do it with their parent by being held in their arms.

Polly put your helmet on (To the tune of *Polly put the kettle on*)

*Polly put your helmet on
Polly put your helmet on
Polly put your helmet on
So you can have a ride.*

My helmet

- Encourage parents and children to mime putting on a helmet while singing *My helmet*.

My helmet (To the tune of *Pop goes the weasel*)

*Round and round the path I go
Riding my bike
I put my helmet on my head
Nice and tight!*

Resources

- *Smart Steps* CD –
Road safety songs –
Track 9



Activity

OUTDOOR PLAY

Bicycle path

- For the older children, set up the designated trike/wheeled toy path at the centre with a stop sign and pedestrian crossing signs from the *Smart Steps* Road signs.
- Explain to children that the adult on the path is the 'Helmet Inspector'. As each child rides past this adult, they must have their helmets checked for correct fit.
- Take children for a walk around the path. Use chalk to draw ticks or smiley faces on the left hand side of the path. Explain that this is where the children should ride.
- Point out the road signs on the path and explain what each sign means.
- Encourage children to ride around the path obeying the signs, staying to the left and ringing their bell when near another cyclist or pedestrian.

LANGUAGE AND LITERACY

Picture talk

- For the older children, use *Discussion Photo 7: Bikes, helmets and shared paths* to talk to children about wearing a correctly fitted helmet and closed shoes when riding a bicycle and scooter.

Questions to ask

Why is it dangerous to ride on the road?

Where else can you ride your bicycle or scooter?

For older children: *What should you do when other people are walking or riding on the path that you are on?* (Ride in single file, keep to the left, ring the bell, do what an adult tells you to do.)

Resources

- Safe riding area
- *Smart Steps* Road sign pack
- Chalk

- *Discussion photo 7: Bikes, helmets and shared paths* from the *Smart Steps Discussion photos* flip book



Activity

Helmets

- Give each child a copy of *Activity Sheet 5: Helmets*.
- Talk about the picture. Ask children which of the three items at the bottom of the sheet will keep Izzy safe while riding the bicycle.
- Help children cut out the helmet and stick it onto Izzy's head.

Questions to ask

Why is it dangerous to ride on the road?

Where else can you ride your bicycle or scooter?

For older children: *What should you do when other people are walking or riding on the path that you are on?* (Ride in single file, keep to the left, ring the bell, do what an adult tells you to do.)

Resources



PLAY SAFETY SONG: A SAFE PLACE TO PLAY – TRACK 8

A safe place to play

Words and music by
MELISSA PERRIN

With energy (swung quavers) ♩ = 152

D

Do you play on the street? (No!) Do you play on the foot - path? (A-ah!)

G E A

Do you play on the drive-way? (No way!) So where, tell me where is a safe place to play?

E A D G

We play in the back - yard and some-times we go to the park.

Em A D/A

We have lots of fun 'cause we've found a place, a

Adim A7 G7 D7

safe place to play! Let's wig-gle, whoa, — and let's shake!

E7 Em7

Let's crouch down low, then jump so high that we

A7

touch the sky! —

1. Wee! 2. Wee! D.S. 3. D Let's Wee!

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PLAY SAFETY SONG: SILLY BILLY AND SILLY GILLY – TRACK 9

Silly Billy and Silly Gilly

Words and music by
FRANCISCUS HENRI

This is a Sil - ly Bil - ly song, he did - n't have his hel - met on.

Sil - ly Bil - ly's now in bed with a ban - dage round his head.

Billy went for a skateboard ride
Left his helmet home inside,
Didn't see the fence ahead
Fell off his board and broke his head.

This is a Silly Gilly song
She didn't have her helmet on,
Silly Gilly's now in bed
With a bandage round her head.

Gilly left her helmet home,
Rode her bike and hit a stone,
Hit the ground with a terrible bump
On her head she has a lump.

This is a Silly Billy song
He didn't have his helmet on,
Silly Billy's now in bed
With a bandage round his head.

I ride my bike and skateboard too
But I know what I have to do,
Wear my helmet on my head
Or I might end up in bed.

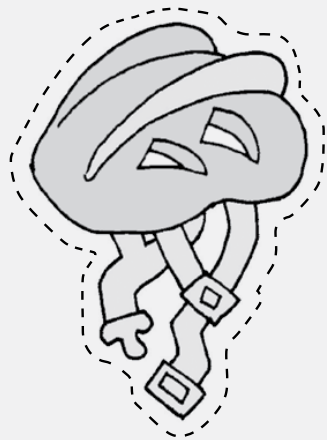
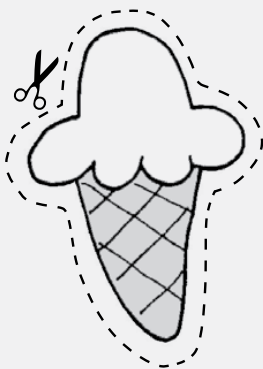
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She didn't have her helmet on,
Silly Gilly's now in bed
With a bandage round her head.

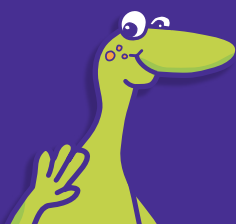
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ACTIVITY SHEET 5: HELMETS

Help keep Izzy safe.
What's missing?



**Title:**

Smart Steps: Moving there together
Presenter's Kit
Book 4 – Play safety

SCIS Number: 1537881

ISBN: 9780730743927

Funded by the Road Trauma Trust Account.

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Western Australia, 2011.

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ISBN-13 978-0730743927



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