

FOCUS AREA 3

Passenger Safety

INTRODUCTION

This focus area provides the explicit teaching of content and skills related to passenger safety for Foundation students. It focuses on:

- how car restraints, when properly worn and correctly fitted, can reduce passenger injuries in a crash
- the types of restraints suitable for different aged people
- entering and exiting a vehicle using the 'safety door'
- identifying distractions that can affect a driver's concentration.

Key understandings

- All vehicle occupants must wear a restraint.
- A restraint that is worn correctly and is the appropriate size for the vehicle occupant is designed to reduce injuries in a crash.
- Children up to the age of 7 are legally required to wear an approved child car restraint or booster seat, and sit in the rear seat of a vehicle.
- Restraints must be worn at all times, even when the passenger is asleep.
- The 'safety door' is the rear passenger door closest to the kerb or the door which is away from traffic and should be used when getting in and out of a vehicle.
- Distracting a driver can cause a crash.

Key skills to practise



















- Identify situations that may be unsafe when travelling as a passenger.
- Make responsible decisions to ensure their own safety and the safety of others.
- Listen for specific things such as the details of a story and an answer to a given question.
- Listen to, remember and follow simple instructions.
- Participate in pair, group and class discussions and share experiences.
- Cooperate and communicate effectively with others.
- Participate in informal situations, for example play-based experiences which involve the imaginative use of spoken language.
- Express and share opinions and ideas with others.
- Reflect on knowledge and understandings, attitudes and values.
- Work with a partner or in small groups using strategies such as waiting and taking turns, staying on task and sharing resources.

General capabilities








The general capabilities comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to become successful learners, confident and creative individuals, and active and informed citizens.

The content and activities in this focus area provide teachers with the opportunity to explicitly teach some of the general capabilities. The table below outlines how this resource addresses these capabilities.

Addressing the General Capabilities through Challenges and Choices

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Key

-  Literacy
-  Numeracy
-  Information and communication technology (ICT) capability
-  Critical and creative thinking
-  Ethical understanding
-  Personal and social capability
-  Intercultural understanding

TEACHER NOTES

Passenger injuries

Every year many Western Australian children are fatally injured or hospitalised as a result of injuries sustained in car crashes. In many instances these injuries could have been prevented by the correct purchase, installation and use of properly fastened and appropriate child car restraints.

The types of serious injuries sustained by children and infants who are not properly restrained include head and spinal cord injuries, strangulation and impact injuries when the child impacts with the vehicle's interior. There is also the risk of a child going through the windscreen if the driver has to brake suddenly.

Children up to seven years are at least four times more likely to sustain a head injury in a crash when sitting in an adult seatbelt, compared with when they are using a child restraint or booster seat.



Child car restraint laws

To better protect children from serious injury, all Western Australian children up to the age of seven years must be secured in an approved child restraint or booster seat when travelling in vehicles. These road safety laws came into effect on 1 October 2010.

The laws aim to reduce the risk of injury caused by the use of unsuitable restraints for a child's size by specifying the type of restraint to be used at different ages and where children must be seated in a vehicle.

The law requires children from:

- Birth to under 6 months to be seated in a properly fastened and adjusted, rear-facing approved child restraint (eg infant capsule).
- 6 months to under 4 years to be seated in a properly fastened and adjusted, rear-facing or forward facing approved child restraint with an in-built harness.
- 4 years to under 7 years to be seated in a properly fastened and adjusted, forward facing approved child restraint with an in-built harness or an approved booster seat with a lap-sash seatbelt.
- 7 years and over to be restrained in an adult seatbelt or booster seat.

Note: This resource will use the term 'restraint' which refers to rear-facing, forward-facing, booster seats, lap-sash belt and in-built harness. If students relate more to the term 'seatbelt' then interchange this with restraint.

What are the Australian Standards?

All child car restraints sold in Australia must meet the strict requirements of AS/NZS1754 which sets the minimum requirements for materials, design, construction, performance, testing and labeling of child restraint systems. The symbol shown here certifies that the restraint fully meets the Australian Standard.

Restraints bought in other countries often do not meet the Australian Standard. It is illegal to use these restraints in Australia.

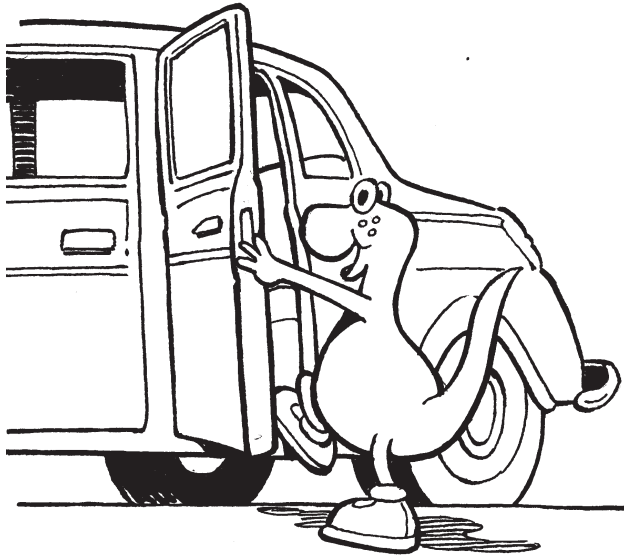
Where children can sit in vehicles

The laws related to where children can sit in vehicles are as follows:

- If a car has two or more rows of seats, children under four years must not travel in the front seat.
- If all rear seats are being used by children under seven years, children aged four years to under seven years may travel in the front seat, provided they use an approved booster seat.

Driver responsibility

The driver of a vehicle is responsible for ensuring all passengers are restrained, regardless of age. A fine will be issued of \$500 for one person unrestrained and an additional \$100 per additional unrestrained passenger and the loss of four demerit points. (Correct at time of publication, 2013.)



Safety door

Getting in and out of a vehicle on the traffic side is extremely dangerous as drivers are often given no warning that the door is being opened and the child is stepping out into oncoming traffic.

Parents need to be informed about the dangers of this practice and encouraged to make sure that their children get in and out of the vehicle using the 'safety door'.

The term 'safety door' refers to the rear passenger door closest to the kerb and/or away from the flow of traffic.

Safer journeys

Driver distraction often contributes to road crash deaths and serious injuries. Drivers can sometimes be distracted by an object, event or activity to such an extent that they are no longer able to allocate sufficient attention to the driving task. When this happens driving performance is compromised and road safety issues arise.

While some level of distraction when driving is unavoidable, passengers and especially young children, can take the driver's attention away from the task of driving. It is important for children to understand that as a passenger they can contribute to the safe outcome of a journey.

Useful websites

For more information on the changes to the laws and restraints suitable for different aged children refer to these websites.

- KidSafe WA
<http://www.kidsafewa.com.au/childcarrestraints.html>
- RAC
<http://rac.com.au/Advocacy/Child-car-restraints.aspx>
- WALGA RoadWise
<http://www.childcarrestraints.com.au/>
- SDERA
<http://www.det.wa.edu.au/sdera/detcms/primary-and-early-childhood/sdera/for-parents/parent-resources.en?oid=MultiPartArticle-id-11190210&tab=Main>

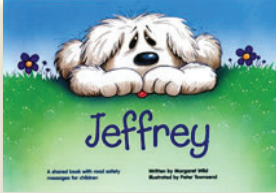
For road crash statistics, refer to:

- Office of Road Safety
www.ors.gov.au/Statistics

ACTIVITY 1

Staying safe in the car

Preparation



- ▶ *Jeffrey* by Margaret Wild
 - ▶ *Click clack* – cue the song on the CD
 - ▶ Small toy car or ball – one per group
 - ▶ **Activity sheet** *Restraint messages* – photocopy one per student
 - ▶ **Activity sheet** *Click clack* and cue the CD
 - ▶ **Family information sheet** *I'm a safe passenger* – photocopy one per student
- Conduct a **shared reading** (refer to page 167) using the story *Jeffrey*. Show the cover of the book.

Ask

What can you see on the cover?
Can you guess what the story might be about?
Do you think this will be a true or make believe story? Why?

Flick through the book without reading any of the words (this is called picture walking).

Ask

What characters did you see in the illustrations?
What were the children doing?
Did the story have a happy ending? How did you know?

Read the story to the class then use the following questions to focus students on the need for all occupants to wear a restraint in a vehicle.

Ask

How was Jeffrey feeling at the start of the story?
Why was Jeffrey feeling sad?
Why wasn't Jeffrey allowed to go in the car with the family?
What might have happened to Jeffrey if he went in the car without his restraint?
Does everyone have to wear a restraint when they are a passenger?
Does your restraint look like Jeffrey's?
What might happen if you didn't wear your restraint?

Read the story again. Have students mime putting on a restraint and click their fingers when the words 'click clack, front and back' appear in the text.

- Sit students in a circle. Ask each student to think of other ways they can stay safe when travelling in a car, bus or train. Start the discussion by rolling the car to a student who must share their idea then roll the car to another student in the circle. This process continues until all students have had an opportunity to share their idea.
- Show students how to guess the missing words on the activity sheet *Restraint messages*. This can be modelled on an A3 copy or by showing the activity sheet on an interactive whiteboard. Scribe the students road safety messages if they require support.

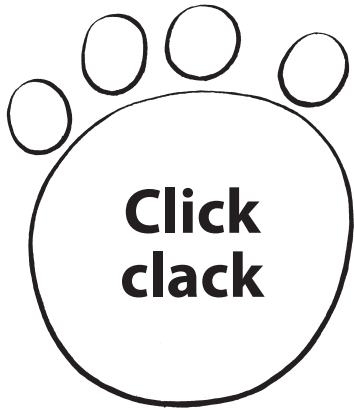
Have students check their answers and road safety messages with a partner.

- Listen to the song *Click clack*. Show students some actions to accompany the song eg click fingers for the words 'click clack' and lean forward and backwards to the words 'front and back'. Play the song several times so students can join in singing and doing the actions.
- Give students a copy of *I'm a safe passenger* to take home and complete with their family.

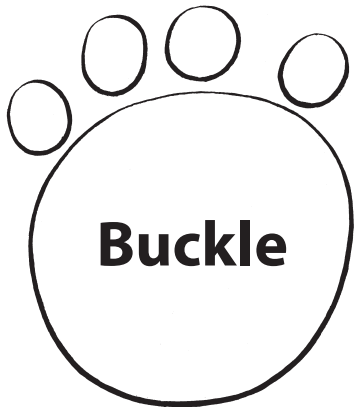
Jeffrey was distributed with the first edition of *Challenges and Choices*. An audio recording of *Jeffrey* is included on the CD with this resource.

Restraint messages

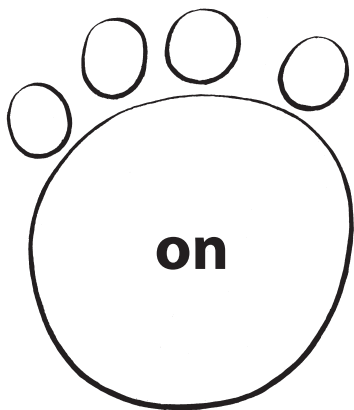
Jeffrey needs some help to finish his safety messages.



— — — — — up
your restraint.



Keep your restraint — — .



— — — — —
front and back.



Write a road safety message for Jeffrey.

Click clack

Words and music by Franciscus Henri

The musical notation is written on two staves. The first staff begins with a treble clef and a common time signature (C). It contains two measures of music, each with a whole note. The first measure is labeled with a 'C' chord above it, and the second measure is labeled with a 'G7' chord above it. The lyrics 'What's that noise? Click. Clack. Where does it come from? Front and back.' are written below the notes. The second staff also begins with a treble clef and a common time signature. It contains two measures of music, each with a whole note. The first measure is labeled with a 'C' chord above it, and the second measure is labeled with an 'Am' chord above it. The lyrics 'How do you make that 'click clack' noise? You put your seat - belt on.' are written below the notes. The final measure of the second staff is a whole rest, labeled with a 'C' chord above it.

C G7

What's that noise? Click. Clack. Where does it come from? Front and back.

C Am F6 G C

How do you make that 'click clack' noise? You put your seat - belt on.

Verse 2

Sing it again.
Click. Clack.
Where do you sing it?
Front and back.
How do you make that 'click clack' noise?
You put your seatbelt on.

Verse 3

Boys and girls.
Click. Clack.
Mums and Dads.
Front and back.
How do you make that 'click clack' noise?
They put their seatbelts on.

Verse 4

Sing it again.
Click. Clack.
Where do we sing it?
Front and back.
How do you make that 'click clack' noise?
You put your seatbelt on.
You put your seatbelt on.

Click Click has been reproduced with the kind permission of Origin Network Pty Ltd,
Franciscus Henri (lyricist/composer) and the NSW Roads and Traffic Authority.



I'm a safe passenger

Our class have been learning how to stay safe as a passenger. Please read each sentence with your child and help them to decide which face to colour in.

Over the next few weeks watch your child and praise them when they are behaving safely. You might like to put a circle around the 'always' face when you notice a change in the way they behave in the car.

	ALWAYS	SOMETIMES	NEVER
I use the safety door (the rear door closest to the kerb) to get in and out of the car.			
I wear my restraint.			
I sit quietly in the back seat of the car.			
I don't distract the driver.			
I make sure I keep my hands, arms and head inside the car.			
I don't play with the windows or door handles.			
I keep my restraint on until the car has stopped.			
I wait next to the car until a grown-up gives me instructions.			

THANK YOU FOR
PLAYING A VITAL ROLE
IN YOUR CHILD'S ROAD
SAFETY EDUCATION.



REMEMBER! CHILDREN
ARE ALWAYS WATCHING AND
COPYING WHAT GROWN-UPS DO,
SO WEAR YOUR SEATBELT TOO.
EVERY TRIP, EVERY TIME.

ACTIVITY 2



Wear your restraint

Preparation

- ▶ **Activity sheet** *Izzy or Izzy slideshow* – cue the CD-Rom
- ▶ **Restraints slideshow** – cue the CD-Rom
- ▶ **Activity sheet** *The seatbelt song* and cue the CD
- ▶ **Activity sheet** *Wear your restraint* – photocopy and cut out one card per student
- ▶ *Izzy's road safety games* at www.sdera.wa.edu.au
- ▶ Tape measure or height chart
- ▶ Scales
- ▶ **Family information sheet** *Keeping your kids safe in the car* – photocopy one per student

- Introduce Izzy the road safety mascot to the class by using the activity sheet or slideshow. Explain that Izzy knows how to stay safe when he goes out walking, riding his bike or scooter, and travelling in a car or bus, and that he is going to help the class learn how to stay safe around roads and traffic.

Ask the class to explain the word 'restraint'.

- Use the slideshow to talk about the different types of approved car restraints for children. The following questions can be used to guide the discussion.

Ask

Why are the children wearing restraints?

Are the children wearing the same restraint? (Height, weight and age will determine the type of restraint that is appropriate for a child.)

What restraint do you wear?

Is your restraint the same as a grown-up's? Why not?

- Write a list of the passenger words students generated during the discussion. Add the following words to the list if students have not identified these – seatbelt, car seat, restraint, booster seat, front and back seat, passenger, driver, buckle. Draw a small illustration with each word to help students 'read' the words and use in other writing activities.
- Distribute one card from *Wear your restraint* to each student. Identify the characters shown on the cards. Explain students are to listen to the lyrics of *The seatbelt song* and hold their card up if the character is mentioned eg grandpa, grandma.

Ask

Who put their seatbelt on in the song? (The lyrics mention grandpa, grandma, mum, dad, people in other cars, and the little boy or girl.)

Why were the children sitting in the back seat of the car? (It is the law and a safer position to sit in a vehicle.)

Who is allowed to sit in the front seat? (Adults and children over 7 years of age are allowed to sit in the front seat.)

Ask those students holding a card that was not mentioned in the lyrics of the song to decide if that person would also need to wear a restraint in a vehicle.

Play the song several times so students can join in singing and miming the action of putting on their restraint.

- Access Izzy's road safety games at http://www.det.wa.edu.au/ccm-ldn-theme-assets/_ccm_/themes-prod/sdera/flash/road_safety_games/index.html. Show students how to play *Which restraint?*
- Attach a tape measure or height chart on a wall. Have students put their name on the tape or chart after measuring their height. Talk about the type of restraint each child should wear according to their height and weight. (Most children at this age will be using either a forward-facing restraint or booster seat.)
- Give each student a copy of *Keeping your kids safe in the car* to take home and share with their family.

Teachers should be aware and sensitive to those children who come from families that do not always comply with restraint laws. However it is still important that these children understand that it is safer to sit in the back seat of a car and wear a restraint.

Izzy



The seatbelt song

Words and music by Franciscus Henri

G Bm C D G

Dad-dy's got to put his seat-belt on___ when he's driv-ing down the road.

Bm C D

Mum-my's got to put her seat-belt on___ when she's driv-ing down the road.

Am Am(maj7) Am7 D

Me, I'm in the back-seat strapped in nice and neat. I

G Bm C D G

al - ways put my seat - belt on___ when I'm driv - ing down the street.

Verse 2

Grandpa's got to put his seatbelt on,
When he's driving down the road.
Grandma's got to put her seatbelt on,
When she's driving down the road.
Me, I'm in the back seat,
Strapped in nice and neat.
I always put my seatbelt on,
When I'm driving down the street.

Verse 3

I look out of the window,
And what do I see?
People in other cars
Looking back at me.
They're all sitting in their seats,
Strapped in nice and neat.
They all put their seatbelts on,
When they're driving down the street.

Verse 4

When I'm old enough to steer,
When I'm driving down the street.
I'll always put my seatbelt on,
When I'm driving down the street.
I'll be in the front seat,
Strapped in nice and neat.
I'll always put my seatbelt on,
When I'm driving down the street.

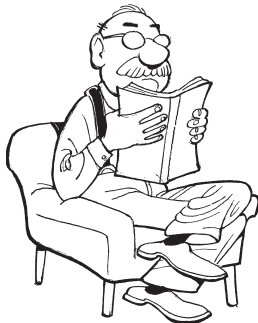
The seatbelt song has been reproduced with the kind permission of Origin Network Pty Ltd,
Franciscus Henri (lyricist/composer) and the NSW Roads and Traffic Authority.



Wear your restraint



grandma



grandpa



young boy



young girl



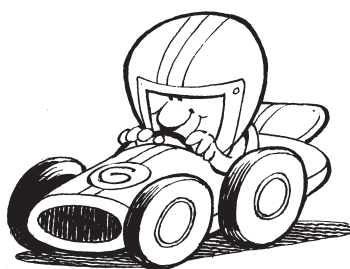
Izzy



dog



teenager



racing car driver



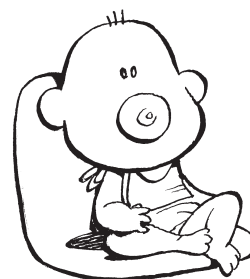
police officer



ambulance driver



footy player



baby





Keeping your kids safe in the car

Did you know that every child under 7 years must be seated in a child car restraint or booster seat when travelling in a motor vehicle in Western Australia?

- Children from birth to under 6 months must be seated in a properly fastened and adjusted, rear-facing approved child restraint.
- Children from 6 months to under 4 years must be seated in a properly fastened and adjusted, rear-facing or forward-facing approved child restraint with an in-built harness.
- Children from 4 years to under 7 years must be seated in a properly fastened and adjusted, forward facing approved child restraint with an in-built harness or an approved booster seat with a lap-sash seatbelt.
- Children 7 years and over must be restrained in an adult seatbelt or booster seat.

Where are children allowed to sit?

- If a car has two or more rows of seats, children under 4 years must not travel in the front seat.
- If all of the rear seats are being used by children under 7 years, children aged 4 years to under 7 years may travel in the front seat, provided they use an approved booster seat.

Some important things to talk about with your child

- Why they have to sit in the correct restraint for their size and always buckle up.
- Why they are safer sitting in the back seat. (The back seat is safer than the front seat in a front impact crash, which is the most common type of crash.)

If you want more information on child car restraints go to:

- Kidsafe WA
<http://www.kidsafewa.com.au/childcarrestraints.html>
- RAC
<http://rac.com.au/Advocacy/Child-car-restraints.aspx>
- WALGA RoadWise
<http://www.childcarrestraints.com.au/>
- SDERA
<http://www.det.wa.edu.au/sdera/detcms/primary-and-early-childhood/sdera/for-parents/parent-resources.en?oid=MultiPartArticle-id-11190210&tab=Main>



ACTIVITY 3

Being a responsible passenger

Preparation

- ▶ *Izzy on holiday* storybook (SDERA, 2012)
- ▶ Pillow slip (or soft bag) and four or five toys or games suitable for playing in the car
- ▶ **Activity sheet** *My travel bag* – photocopy one per student
- ▶ **Activity sheet** *Rolling down the highway* – cue the CD
- ▶ **Family information sheet** *Making trips safer* – photocopy one per student

- Conduct a **shared reading** (refer to page 167) using the story *Izzy on holiday*. Show the cover then flick through the book and show the illustrations.

Ask

*What can you see on the cover?
Can you guess what the story might be about?
What characters are in the story?*

Read the story then ask students to identify some of the 'responsible' and safe things Izzy did to have a safe trip in the car. For example, Izzy sat in the rear seat, didn't distract Nana Sue, entered and exited the car using the safety door, and was wearing a restraint.

- Place students with a partner. Have students share their experiences with travelling short and long distances as a passenger.

Ask

*When you go for a trip in the car, what does mum/dad have to do to make sure everyone stays safe? (Some examples could include: steer the car, concentrate, follow signs and traffic lights, drive safely and stay within the speed limit, stop to have a rest and get something to eat or drink.)
What do you do to get ready for a trip in the car?
Why did Nana Sue want Izzy not to interrupt her while she was driving? (Driver distractions can contribute to road crashes.)
What might make your mum/dad have trouble concentrating on their driving? (eg getting tired, passengers being noisy, mobile phone, children crying.)*

- Students can draw one part of the story that illustrates Izzy being a responsible passenger. Scribe each student's stories to accompany their drawing.

- Introduce the 'feely bag' which can be a pillow slip or soft bag that has several toys inside eg soft toy, small book, colouring in pencils, puzzle and play dough. Explain that students are going to take turns to guess what is in the feely bag. Invite a student to place their hand inside the bag and describe one of the objects to the others in the group. The object cannot be removed at this point. Use questions to prompt the student. For example: *What size is it? Is it bigger than your hand? Is it soft or hard? Does it make any noise? What shape is it?*

When the student has offered several descriptions, have the group try to guess the object before taking it out of the feely bag. Repeat this procedure until all objects in the feely bag have been described and revealed.

Ask

*Would these things be safe to play with when you travel in the car?
What wouldn't be safe to play with in the car?
What do you take when you go on long trips in the car?*

- Distribute the activity sheet *My travel bag*. Have students write or draw objects that would be suitable to put into the travel bag.

Conduct a **circle talk** (refer to page 164) for students to share their ideas with a partner. Have the students standing in the outside circle move after sharing with their partner. This will enable the students to hear a range of ideas.

- Play a few oral games, such as 'I spy'.
- Listen to the song *Rolling down the highway*. Identify and discuss the safety messages for passengers contained in the song lyrics.
- Give each student a copy of *Making trips safer* to take home and share with their family. Ask students to bring their travel bag to school to share with their class.

The term 'responsible' may need to be defined before commencing this activity.

Rolling down the highway

Words and music by Melissa Perrin

With a rock feel ♩ = 144

C F7 G7

Here we go in our car to-day ___ driv-ing a-long the high - way. ___

C F/G

Sit - ting in our seats just watch - ing the view. But be - fore we start the car here's ___

G7 C7 F7

what we ___ do. We put our seat - belt on. We put our har - ness on.

G7 C7 F7

We put our car seat on be - fore we start the car, ___ then we're

F/G 1. C 2. C F/G

rol-ling down the high - way. ___ Then we're rol-ling down the high - way. _

C F7 F/G G7 C

___ Then we're rol - ling down the high - - - way. _____

Rolling down the highway has been reproduced with the kind permission of Roads Corporation t/as VicRoads 2001 and Melissa Perrin.

My travel bag

Izzy is ready to go. What else will you put in your travel bag?





Making trips safer



Children can easily become bored or unhappy when they go for a short or long ride in the car. When this happens you may find it hard to concentrate on your driving.

Here are some tips that can make your trips more enjoyable and safer.

1 Make sure your child has things to keep them busy – especially on long trips.

- Help your child to make a 'travel bag'. This could be an old pillow slip, shopping bag or backpack. Let your child choose some play things to put in their bag that can be used safely in the car and won't distract you from your driving eg card games, puzzles, colouring in books, audio stories and songs, and books. Keep the travel bag for long trips.
- Play car games such as 'I spy' or 'Spot'.

2 Make sure your child is not hungry, thirsty or in need of the toilet before getting in the car.

- Pack snacks and drinks to have along the way.
- Plan ahead and decide where the rest breaks for your trip will be. Tell your child where you will be stopping so they can check distance signs along the way.

3 If there is a problem with your child while you are driving – stop the car and solve it.

4 Let your child know when they are behaving safely in the car and congratulate them for not distracting you while driving.

5 Check that your child is wearing their restraint at all times – even when they need to have a sleep.



ACTIVITY 4

The safety door

Preparation

- ▶ **Safety door slideshow** – cue the CD-Rom
- ▶ **Strategy sheet** *Decision-making model* – A3 photocopy or show on the interactive whiteboard
- ▶ **Activity sheet** *The safety door* – one per student
- ▶ Scissors, sticky tape and drawing materials – class set
- ▶ Five chairs
- ▶ Shopping bags packed with empty food containers, a back pack, sport equipment, suitcase
- ▶ **Activity sheet** *The footpath side* and cue the CD
- ▶ Internet access
- ▶ **Family information sheet** *Getting kids in and out of the car* – photocopy one per student

- Use the *Safety door* slideshow to talk about the importance of entering and exiting a vehicle through the rear passenger door closest to the kerb and away from traffic. This door is referred to as the 'safety door'.
- Distribute a copy of *The safety door* to each student. Show students how to cut out the safety door then attach it to the car door on the 'hinge' side using sticky tape. Have students open the door and draw a picture of themselves on the back.



- Sing the *The safety door* or *The footpath side* song. Have students open the safety door on their activity sheet when they hear the lyrics 'This is the way I get out of the car' or 'on the footpath side'.

Working with a partner, students can take photos of each other, then print them and attach under the safety door flap of their car.

The safety door

(Sung to the tune of *Here we go round the mulberry bush*)

The safety door is next to the kerb,
next to the kerb, next to the kerb.
The safety door is next to the kerb,
away from other traffic.

This is the way I get out of the car,
out of the car, out of the car.
This is the way I get out of the car,
using the safety door.

Now I'm out and ready to go,
ready to go, ready to go.
Now I'm out and ready to go,
holding hands with (insert the name of a family member such as mum, grandpa, noni, opa etc).

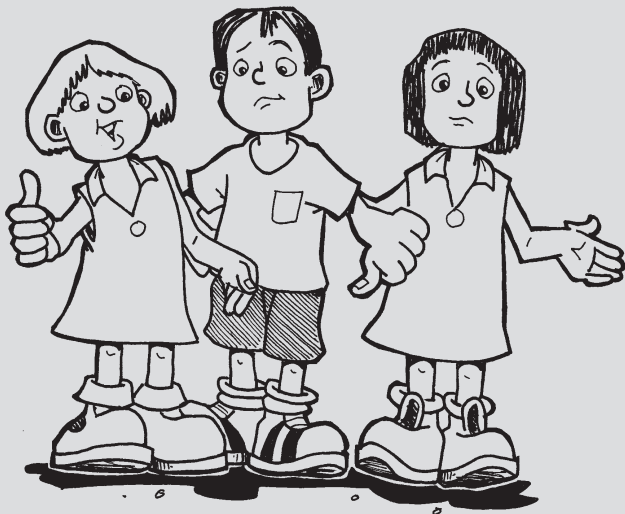
- Talk about situations when it may be difficult for students to use the safety door (eg a sibling's car restraint is located there or luggage has been placed on the seat).

Read the following scenario to the class.

Scenario

- Tahni's mum has parked the car outside her school. Tahni wants to use the safety door but her Mum's laptop and books are on the seat. Her mum is running late for work and tells Tahni to hurry up. What should Tahni do?
- Using the **decision-making model** (refer to page 164), have students brainstorm the choices Tahni could make. Write and number the choices on the model. Some answers could include:
 - ◉ Climb over the front seat and get out using the front door closest to the kerb.
 - ◉ Ask Mum to move the laptop and books then get out.
 - ◉ Climb over the laptop and books and use the safety door.
 - ◉ Get out of the car using the door on the road side.
 - ◉ Ask Mum to come around to the safety door and lift her over the laptop and books.

Point out to students that choices may have both positive and negative outcomes and that these need to be considered when making a decision. Discuss some of the outcomes for each choice. Have the class vote on which decision they would make.



Have students indicate the choice they think Tahni should make using **thumbs up, thumbs down** (refer to page 169). Students may decide on more than one choice.

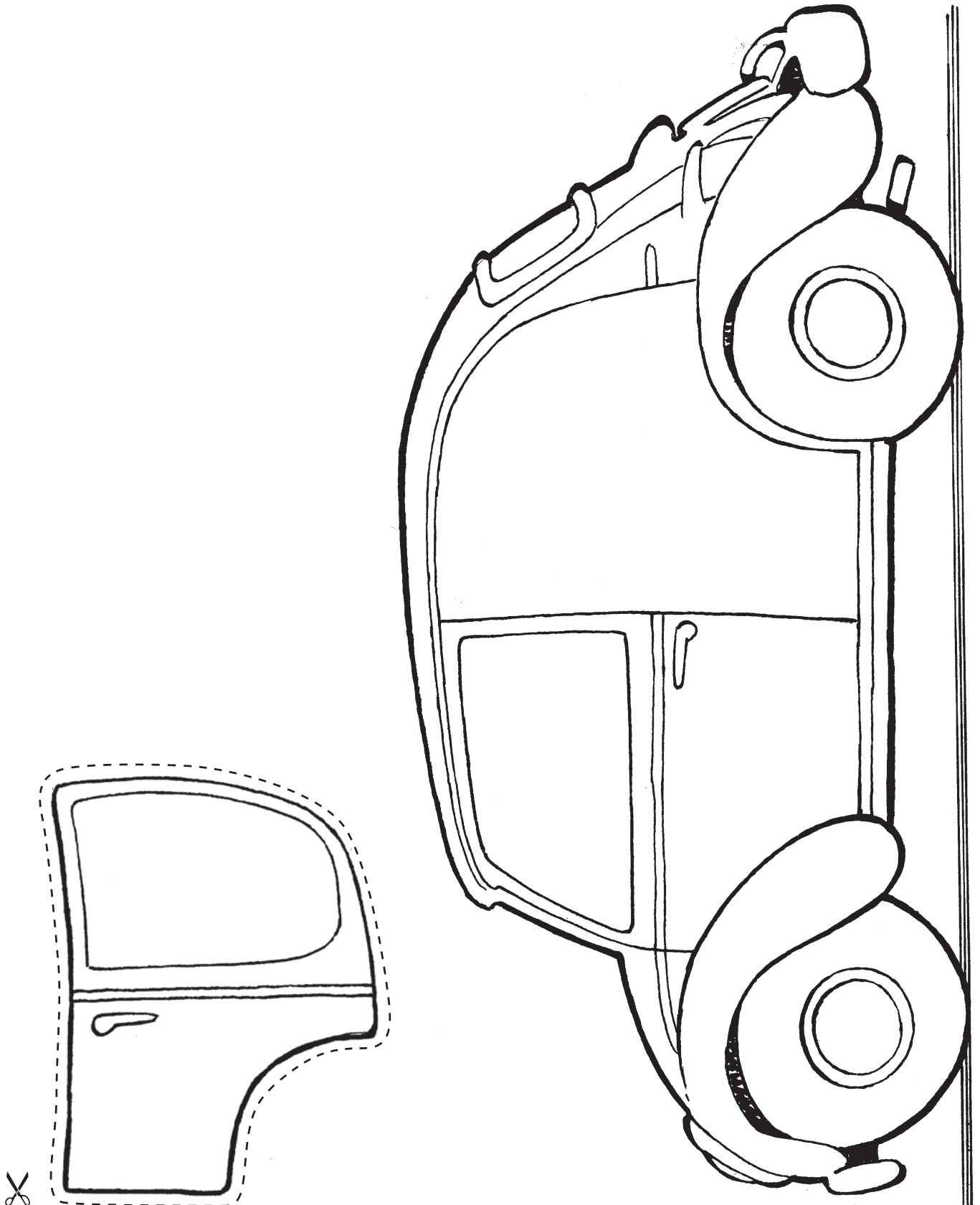
- Leave the car set up in the home corner along with a selection of shopping bags and other luggage. Encourage students to role-play travelling in the car, packing luggage in the boot, wearing seatbelts etc. Street directories and maps could also be used to 'plan' a long trip.
- Show students how to enter the *Izzy road safety games* site on the SDERA website www.sdera.wa.edu.au and listen to the story *Izzy's trip*.
- Send home a copy of *Getting kids in and out of the car* with each student to share with their family. Leave extra copies in areas where other parents may access this information or insert the safety messages in the school newsletter.
- Set up a 'car' by placing two chairs in front and three chairs behind. Place shopping bags on the chair next to the safety door. **Role-play** (refer to page 165) Tahni's safety door problem with the help of another adult. This will enable students to see if the decision they made was appropriate for the situation. If students thought getting out through the door on the road side was the choice Tahni should make, talk about why this would not be the safest option.
- Place students in groups of two or three to role-play a situation where the safety door is not accessible. Watch each group perform their role-play. Have the class decide if the strategy used to deal with the problem would be useful or not. (It should also be acknowledged that a parent's decision may be difficult for a young child to influence eg if Mum says 'get out of this side of the car' the child may not feel comfortable explaining their reason for not wanting to do this.)

Contact SDERA to order a class set of safety door stickers.



The safety door

Cut out and stick the safety door onto the car.



The footpath side

Words and music by Franciscus Henri

The musical score is written on three staves in treble clef with a common time signature (C). The melody is simple, using mostly quarter and eighth notes. Chords are indicated above the staff: C, F, F/G G7, C, C7, F, F/G G7, C. The lyrics are written below the staff, aligned with the notes.

Oh, you climb out the car when you've been for a ride but you al-ways climb out on the
 foot - path side. The cars on the road and the mo - tor-bikes too might come
 driv - ing by and crash in - to you. O - pen the door and they might hit you.

Oh, you climb out the car,
 When you've been for a ride,
 But you always climb out
 On the footpath side.

The cars on the road and the motorbikes too,
 Might come driving by and crash into you!
 Open the door
 And they might hit you!

There are cars and buses,
 On the road,
 And great big trucks
 With heavy loads.

Big cars, little cars, speeding by,
 So you always get out on the footpath side,
 You always get out on the footpath side,
 You always get out on the footpath side.

The footpath side has been reproduced with the kind permission of Origin Network Pty Ltd,
 Franciscus Henri (lyricist/composer) and the NSW Roads and Traffic Authority.



Getting kids in and out of the car

When your children get in or out of the car they should always use the 'safety door'. This is the rear side door of the car that is away from traffic.



Keep your children in the car until you are ready to watch them get out through the safety door.

Try to park your car with the safety door next to the kerb or footpath – don't double park.



Your oldest child should be the first one you put in the car and the last one you get out. Why? They are more mobile and may stray away from your supervision while you get other siblings out of the car.



You can order a safety door sticker by emailing sdera.co@education.wa.edu.au

Place the sticker on the rear left hand side window to remind your child which door to use when getting in and out of the car.



ACTIVITY 5

Promoting restraint use

Preparation

- ▶ *Jeffrey* by Margaret Wild
- ▶ Art paper – one sheet per student
- ▶ Painting equipment – class set
- ▶ Coloured strips of paper, crepe paper, tin foil or fabric – class set
- ▶ **Activity sheet** *The bus song* and cue the CD
- ▶ **Activity sheet** *Izzy's puzzle* – photocopy one per student
- ▶ Scissors – class set
- ▶ Envelopes or small snap lock bags – one per student
- ▶ *Izzy's road safety games* at www.sdera.wa.edu.au

- Read the story *Jeffrey* to the class. Encourage students to join in and click their fingers when they see or hear the words 'click clack front and back'. Remind students that a restraint will help to protect passengers in a crash if they are worn correctly and the restraint is the right size for each passenger.

Show students the illustration on page 14 of *Jeffrey* sitting in the car wearing his restraint. **Brainstorm** (refer to page 163) what *Jeffrey* might be thinking in this part of the story and write the ideas on the board.

Read through the list. Select those that encourage restraint use and rewrite these while the students watch. For example: *Buckle up your seatbelt or Stay safe – buckle up!*

- Have students paint pictures of *Jeffrey*, *Izzy* or other people travelling in a vehicle. Add restraint straps to the passengers by gluing on strips of paper, crepe paper or fabric.

Encourage students to choose one of the restraint messages and write this in a speech bubble to display with their painting. Scribe the messages for students who require support with writing.

- Teach the song *Buckled up tight*. When students are familiar with the lyrics, brainstorm a list of other vehicles and use these to replace the word 'car' (eg ute, van, truck).

Buckled up tight

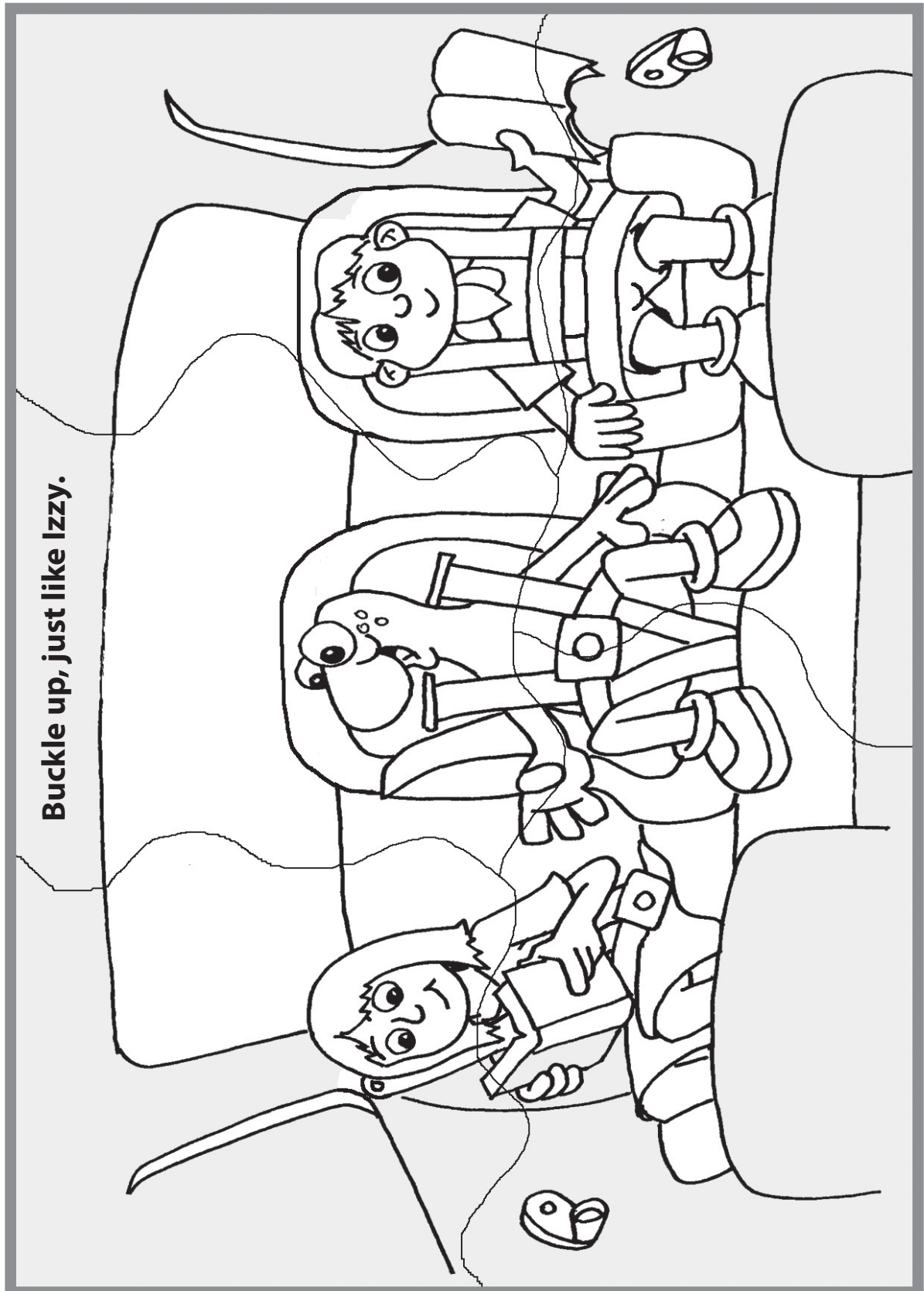
(Sung to the tune of *The wheels on the bus*)
The seatbelts in the car get buckled up tight,
buckled up tight, buckled up tight.
The seatbelts in the car get buckled up tight,
Every time we go for a ride.

- Listen to *The bus song* and talk about the passenger safety messages found in the lyrics.
- Show students how to locate the *Izzy road safety games* site on the SDERA website www.sdera.wa.edu.au. Listen and join in singing *I'm a little seatbelt* and solve the buckle up jigsaw puzzle.
- Give each student a copy of *Izzy's puzzle* to colour and cut out. Place the puzzle pieces in an envelope or small snap lock bag and send home with students to share and discuss with their family.

Jeffrey was distributed with the first edition of *Challenges and Choices*.

lizzy's puzzle

Solve the puzzle and find out who is being a safe passenger.



The bus song

Words and music by Franciscus Henri

My friends and I like rid - ing on the bus, rid - ing on the bus,

rid - ing on the bus, My friends and I like rid - ing on the bus, and the

wheels go round and round and round. And the wheels go round and round. 2. My 3. I

[Spoken]

When we get off the bus what to we say?
Let's wait and eatch the bus drive away.

Verse 2

My friends and I watch the bus drive away,
The bus drive away, the bus drive away.
My friends and I watch the bus drive away,
And the wheels go round and round and round,
And the wheels go round and round.

[Spoken]

When we get off the bus what to we do?
Find a safe place to cross fo rme and you.

Verse 3

I only cross the road when Mummy holds my hand,
Daddy holds my hand, an adult holds my hand.
I only cross the road when an adult holds my hand,
At a place that's safe for me and you,
Safe for me and you.

*The footpath side has been reproduced with the kind permission of Origin Network Pty Ltd,
Franciscus Henri (lyricist/composer) and the NSW Roads and Traffic Authority.*

ACTIVITY 6

Sharing opinions about passenger safety

Preparation

- ▶ Pop stick – one per student
- ▶ Markers or pencils – class set

- Distribute a pop stick to each student. Show the class how to draw a smiley face on one side of their pop stick and a sad face on the other side.
- Place students with a partner. Explain students can use the **pop stick faces** (refer to page 169) to show their partner if they agree (smiley face) or disagree (sad face) with a statement.

Practise the pop stick face strategy using a simple statement such as 'Cats are better pets than dogs.' When students have shown their partner the face of the pop stick that best indicates their opinion, allow time for discussion. Remind students to listen carefully and look at their partner.

Continue the activity using the passenger safety statements. Change the groupings to allow students to listen to a range of opinions and practise sharing with others.

Statements

- ⦿ Kids always wear their restraints in the car.
- ⦿ I feel safe when I wear my restraint in the car.
- ⦿ It's okay to take your restraint off when you have a sleep.
- ⦿ Only people who sit in the front seat of a car should have to wear a restraint.
- ⦿ It's a grown-up's job to check that children are wearing a restraint.

Process the activity using the following questions.

Ask

*How did you know your partner was listening to you?
Did your partner always show the same pop stick face as you?
Did you want to change your pop stick face after listening to your partner? Why/ why not?*

Store the pop stick faces in a jar or container and use in other values activities.



ACTIVITY 7

Feelings and actions

Preparation

- ▶ **Activity sheet** *Make a decision* – photocopy one scenario card per group
- ▶ **Strategy sheet** *I feel, I think, I can* – photocopy one set of cards per group
- ▶ **Strategy sheet** *Shark and dolphin thoughts* – photocopy one set
- ▶ Paper plate – one per student

- Explain the **I feel, I think, I can** cards (refer to page 165) to students. 'I feel' is used to prompt students to identify how someone might feel in a situation. 'I think' is used to identify the positive and helpful thoughts someone could use in a situation. 'I can' is used to identify what someone could do in a situation.

Display the *I feel, I think, I can* cards and use these to prompt the students when working through one scenario from the activity sheet *Make a decision*. Remind students to identify the helpful thoughts (dolphin thoughts) for each character.

Process this activity using the following questions.

Ask

Why was it important to decide how the character was feeling? (Identifying your feelings and emotions before acting is a self-awareness skill that needs to be practised.)

If the character has too many shark thoughts would they have done the same thing? (Unhelpful thinking or negative thoughts can alter a person's decision and therefore their behaviour. Students need to understand that looking at a situation positively will usually have a better outcome for themselves and sometimes others.)

Use helpers or students from buddy classes to conduct this activity in small groups.

- Have each student draw their face on a paper plate. Write 'me too' on the board and ask students to copy or write the words on their paper plate.

Use these statements for students to consider and then indicate if they agree by showing the group their 'me too' face.

Statements

- ⊙ I feel worried when my dad/mum drives fast.
- ⊙ I feel happy sitting in my restraint.
- ⊙ I feel important knowing how to be a safe passenger.
- ⊙ I always use dolphin thoughts to help me solve a problem.
- ⊙ I sometimes have shark thoughts even though I know dolphin thoughts are helpful.
- ⊙ I ask my mum/dad/ friend for help when I have a problem.
- ⊙ I can usually solve my own problems.

Introduce **shark and dolphin thoughts** (refer to page 168) if students have not previously used this helpful and unhelpful thinking strategy.



Make a decision

Scenario 1

Troy and Jack are getting a lift to soccer practice. When they get to the oval Jack is very excited and starts to open the car door which is on the traffic side. Troy shouts at Jack to 'shut the door' because he knows it isn't safe to get out that side. Jack starts to cry and tells Troy that he doesn't want to be his friend any more.

How would Troy feel?

What could Troy say to himself?

What could Troy do?

Scenario 2

Adam's family are driving home after a holiday in Broome. Adam's big brother Mark is tired and takes his seatbelt off to lie down on the back seat. Adam tells his Mum. Mark pinches him and looks cross.

How would Adam feel?

What could Adam say to himself?

What could Adam do?

Scenario 3

Mitchell is getting a lift home from school with his best friend Lucy. Mitchell doesn't live far from the school. Lucy says to Mitchell, 'Buckle up your seatbelt.' Mitchell tells Lucy to stop being a bossy boots.

How would Lucy feel?

What could Lucy say to herself?

What could Lucy do?



ACTIVITY 8

Time to think

Preparation

- ▶ Toy car – one per pair
- ▶ **Activity sheet** *Time to think* – photocopy one per student

- Give each student a copy of *Time to think*. Read through the activity sheet and then have students draw or write their answers. Scribe sentences for students who require support.
- Place students with a partner and conduct a **circle talk** (refer to page 164). Give each pair a toy car and explain that the person holding the car will be the first speaker. The car gives students a visual reminder of whose turn it is to talk. Alternatively, the student sitting in the inside circle can be asked to start the discussion.

Use the following questions for the circle talk. Remind students to refer to their activity sheet responses.

Ask

Tell your partner what you have learnt about being a safe passenger.

Tell your partner why it is important to wear a restraint.

Tell your partner how you will stay safe when you are a passenger in a car.

Ask students to thank their partner for sharing.

Model the strategy if students have not previously learnt how to participate in a circle talk. Start with student in pairs then as students become familiar with the strategy, the circle can be increased to groups of four or six.

Time to think

