

FOCUS AREA 3

Passenger Safety

INTRODUCTION

This focus area provides the explicit teaching of content and skills related to passenger safety for Year 1 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
- the laws that are applicable to passengers
- using the 'safety door' to enter and exit a vehicle
- making safe decisions when travelling as a passenger.

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.

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 class, group and pair discussions and share experiences.
- Express and share opinions and ideas with others.
- Reflect on knowledge and understandings, attitudes and values.
- Recognise the need to complete tasks within a given time.
- 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

Road crash 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.¹

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.²

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.



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.

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

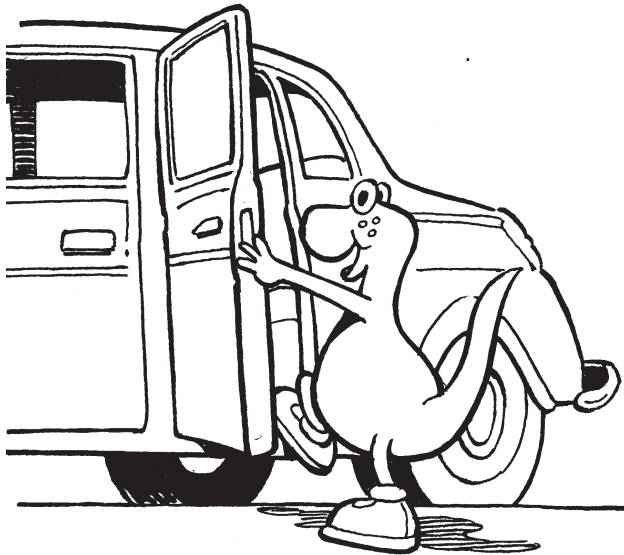
Where children can sit in vehicles

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.

1 Office of Road, WA (website). Retrieved from ors.wa.gov.au/Demographic-Pages/I-am-a-Parent/Child-car-restraints

2 NSW Transport Roads & Maritime Services (website). Retrieved from www.rta.nsw.gov.au/roadsafety/children/childrestraints/childrestraintlaws-faqs.html



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 each 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>

Literature

Click clack, buckled in your booster seat by Danny Katz is available as a free app. Download from iTunes and Google Play (search VicRoads) to watch and listen to this story about wearing a seatbelt.

ACTIVITY 1

Buckle up

Preparation

- ▶ **Activity sheet** *Izzy* (Focus area 3) or **Izzy slideshow** – cue the CD-Rom
- ▶ **Restraints slideshow** – cue the CD-Rom
- ▶ **Activity sheet** *Rolling down the highway* and cue the CD
- ▶ **Activity sheet** *Buckle up everyone* – photocopy one per student
- ▶ **Buckle up every child, every trip brochure** – download one per student
- ▶ Internet access (optional)

- 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.
- Show the slideshow and talk about the different types of restraints. Highlight that each restraint is designed to offer protection to the vehicle occupant. Use the following questions during the discussion.

Ask

Who can be a passenger?

What can you do to make sure you are safe when you are a passenger? (eg wear a restraint correctly; sit in the back seat; don't distract the driver)

Why does a passenger have to wear a restraint? (It is the law. A restraint will stop a passenger from moving around or being thrown out of a vehicle if involved in a crash.)

What type of restraint do you wear?

Why are the children wearing different restraints?
(Restraints are made for different weights, heights and sizes.)

What restraints do people in your family wear?

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

- Distribute *Buckle up everyone* to the class and have the students match the correct restraint to each passenger. The activity could be modelled using the interactive whiteboard. Remind the class that by law all vehicle occupants, including children their age, are required to wear a car restraint at all times.
- Download the *Buckle up every child every trip* child car restraint brochure at <http://www.det.wa.edu.au/sdera/detcms/primary-and-early-childhood/sdera/for-parents/parent-resources.en?oid=MultiPartArticle-id-12378210&tab=Main> and send a copy home for students to share with their family. The brochure is available in several languages and can also be ordered from SDERA. Alternatively insert the website link in the school newsletter and encourage families to download the brochure.
- Download the interactive storybook *Click clack, buckled in your booster seat* as a free app from iTunes or Google Play (search VicRoads).

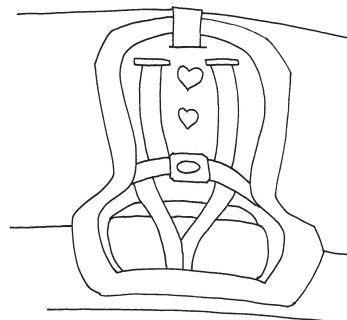
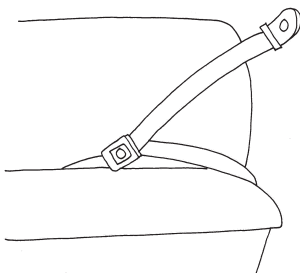
The term 'restraint' can refer to a lap sash seatbelt, baby capsule, booster seat, rearward and forward facing child restraints, and a safety harness.

Izzy

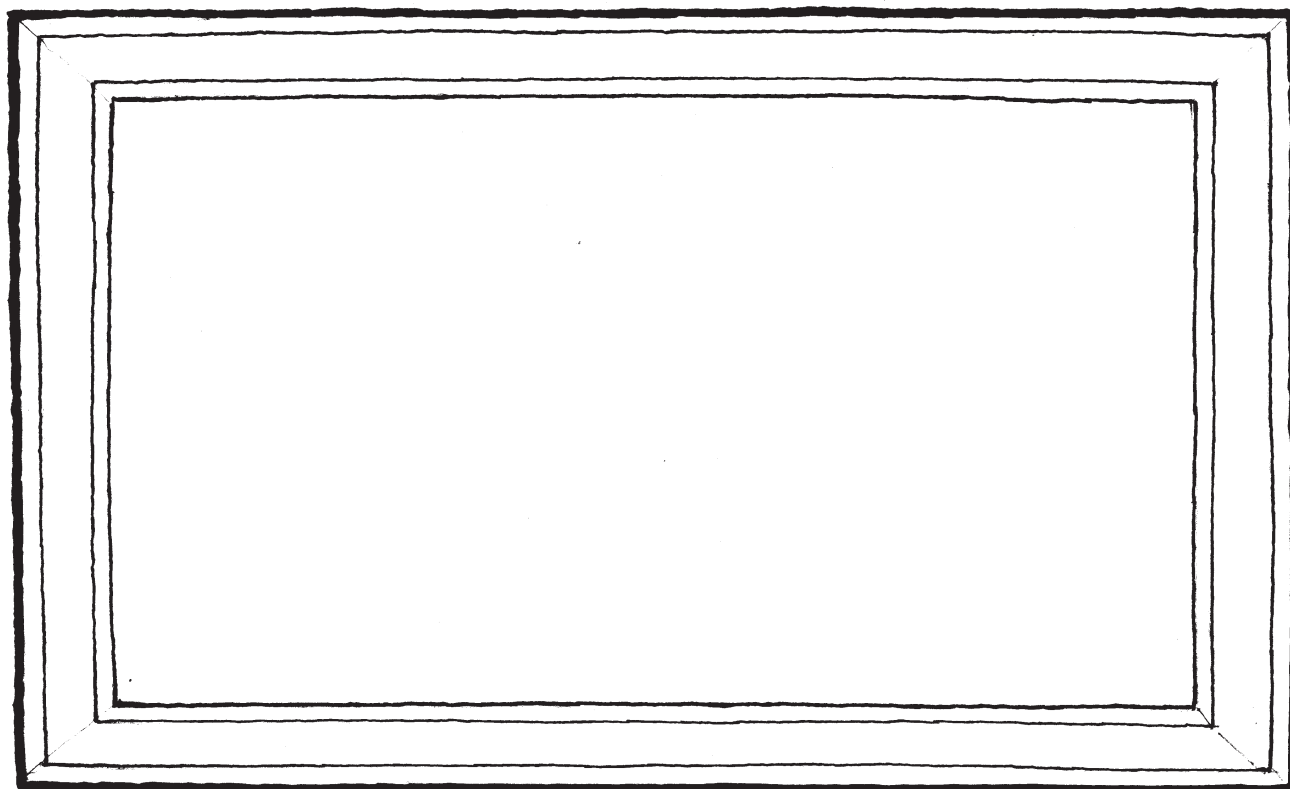


Buckle up everyone

Match each passenger to their restraint.



I am buckled up in my restraint.



ACTIVITY 2



Click clack

Preparation

- ▶ *Click clack* by Danny Katz
- ▶ Paper – one sheet per child
- ▶ **Activity sheet** *Restraints* – photocopy one per student
- ▶ **Activity sheet** *The seatbelt song* and cue the CD
- ▶ **Family information sheet** *Keeping your kids safe in the car* – photocopy one per student

- Conduct a **shared reading** (refer to page 176) using the story *Click clack* by Danny Katz (Wild Dog, 2012). The story is about children travelling as passengers and wearing their car restraint. Show the cover of the book.

Ask

What can you see on the cover of the book?

Can you guess what the title might be?

What makes a 'click clack' sound?

Do you think this will be a true or make believe story? Why?

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

Read the story to the class. Encourage students to click their fingers whenever they see a child wearing a restraint in the story.

Use the following questions to discuss the story.

Ask

What was this story all about?

How did Paul feel when he was sitting in his booster seat? Why?

How do you feel when you sit in your booster seat?

Why were the words 'click clack' written differently?

- Write the word 'restraint' on the board. Talk about the types of restraints that can be used by children of different ages eg capsule, rearward and forward facing child restraint.
- Discuss why the story characters imagined they were in other places when they were buckled into their booster seat (eg to make the trip go faster or because they felt safe in their restraint).

- Place students with a partner. Have students tell their partner the type of car restraint they currently use and how they feel when they are wearing their restraint. For example: *I feel (comfortable, safe, happy) when I sit in my (booster seat, seatbelt).*
- Have students imagine they are sitting in a booster seat then read the following script.

Buckle up your restraint. Make sure the buckle clicks together just like the story – click clack. Now close your eyes. Let's pretend you're going to be a new character in the book we just read. Who will you be? Who else is with you? Where will you travel to? What will you see?

Listen to some of the students' ideas and capture these on the board. Students can write and illustrate a page for a class book titled 'Click clack'.

- Compile the students' stories and read to the class.
- Play *The seatbelt song* then use the following questions to discuss the lyrics and safety messages.

Ask

Who had to wear a seatbelt in the song?

Why did everyone wear a seatbelt? (It is the law and restraints are designed to protect vehicle occupants.)

Where were the children sitting? Why? (It is the law that children up to the age of 7 years must wear an approved car restraint and sit in the rear seat of a vehicle.)

- Give each student a copy of *Keeping your kids safe in the car* to take home. The *Click clack* storybook created by the class could also be sent home for students to read with their family.

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

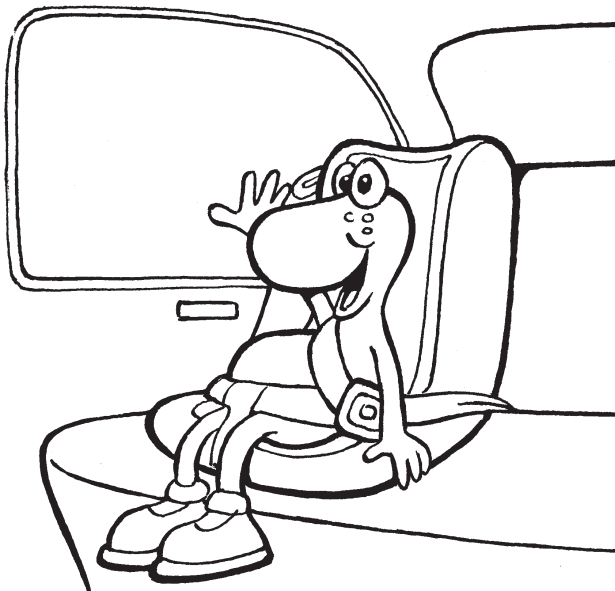
When I'm old enough to steer,
When I'm driving down the street.
I'll always put my seatbelt on,
When I'm driving down the street.
I'll be in the front seat,
Strapped in nice and neat.
I'll always put my seatbelt on,
When I'm driving down the street.

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.



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.

All child car restraints sold in Australia must meet the strict requirements of AS/NZS1754. This symbol certifies that the restraint fully meets the standard.

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 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

- ▶ **Activity sheet** *Izzy in the car* – photocopy one per student
- ▶ **Activity sheet** *Being a responsible passenger* – A3 photocopy per group
- ▶ **Activity sheet** *Click clack* and cue the CD

- Show the *Izzy in the car* story and discuss the illustrations.

Read the story then ask students to identify some of the 'responsible' things Izzy did as a safe passenger (eg sat in the rear seat in a booster seat; didn't distract the driver; used the safety door to get in and out of the car). Write some of these ideas on the board.

- Place students in small groups. Distribute an A3 copy of *Being a responsible passenger* to each group. Explain the **Y chart** (refer to page 177) can be used to record what a responsible passenger would look like, sound like and feel like.

Have groups write at least two ideas in each section of the **Y chart**. Some examples might include:

Looks like – sitting wearing a seatbelt, reading a book, arms and head inside the car

Sounds like – talking quietly, no shouting, 'Can you help me do up my seatbelt please?'

Feels like – safe, happy, comfortable, secure, snug.

Discuss the ideas generated by the class and clarify any questions.

- Choose one of the Y chart ideas and have students predict what might happen if a passenger did not behave this way. For example: A passenger who puts their arm or head out of a car or bus window could be hit by a passing car or an object such as road sign.

- Have students write and illustrate a text persuading others to behave safely and responsibly when travelling as a passenger. Talk about and list a few sentence starters.

Sentence starters

- ⊙ When you go for a ride in the car...
- ⊙ Did you know...
- ⊙ A safe passenger...

Publish the persuasive texts in the school newsletter or compile into a book for the class to share with others.

- Teach students the *Travelling in the car* song.

Travelling in the car

(Sung to the tune of *If you're happy and you know it*)

If you're travelling in the car, buckle up.

If you're travelling in the car, buckle up.

If you're travelling in the car, on a trip both near and far,

If you're travelling in the car, buckle up.

If you're travelling in the car, sit quiet as mice.

If you're travelling in the car, sit quiet as mice.

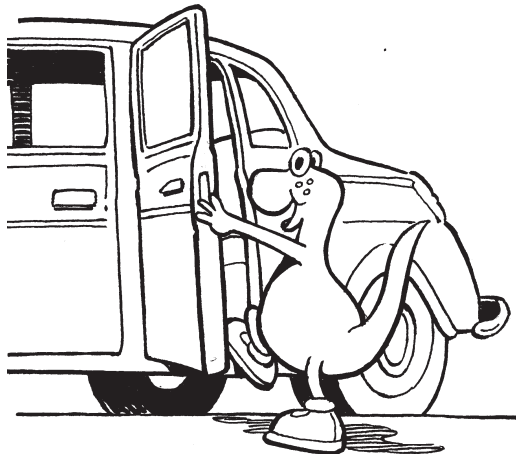
If you're travelling in the car, on a trip both near and far,

If you're travelling in the car, sit quiet as mice.

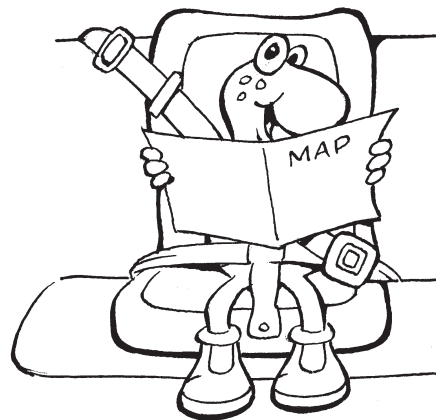
- Teach the *Click clack* song using the activity sheet and audio recording on the CD.
- Send a copy of *Izzy in the car* home with students to read with their family.

Define the term 'responsible' before commencing this activity.

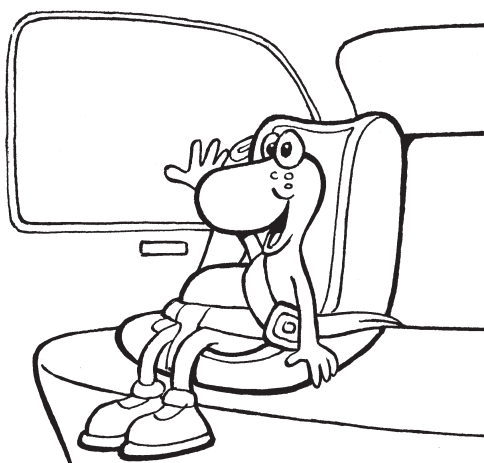
Izzy in the car



Izzy likes riding in the car.



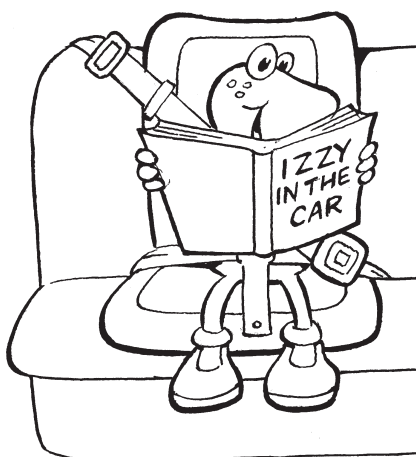
Izzy likes going near and far.



Izzy likes sitting in the back.



Izzy likes hearing 'click' and 'clack'.

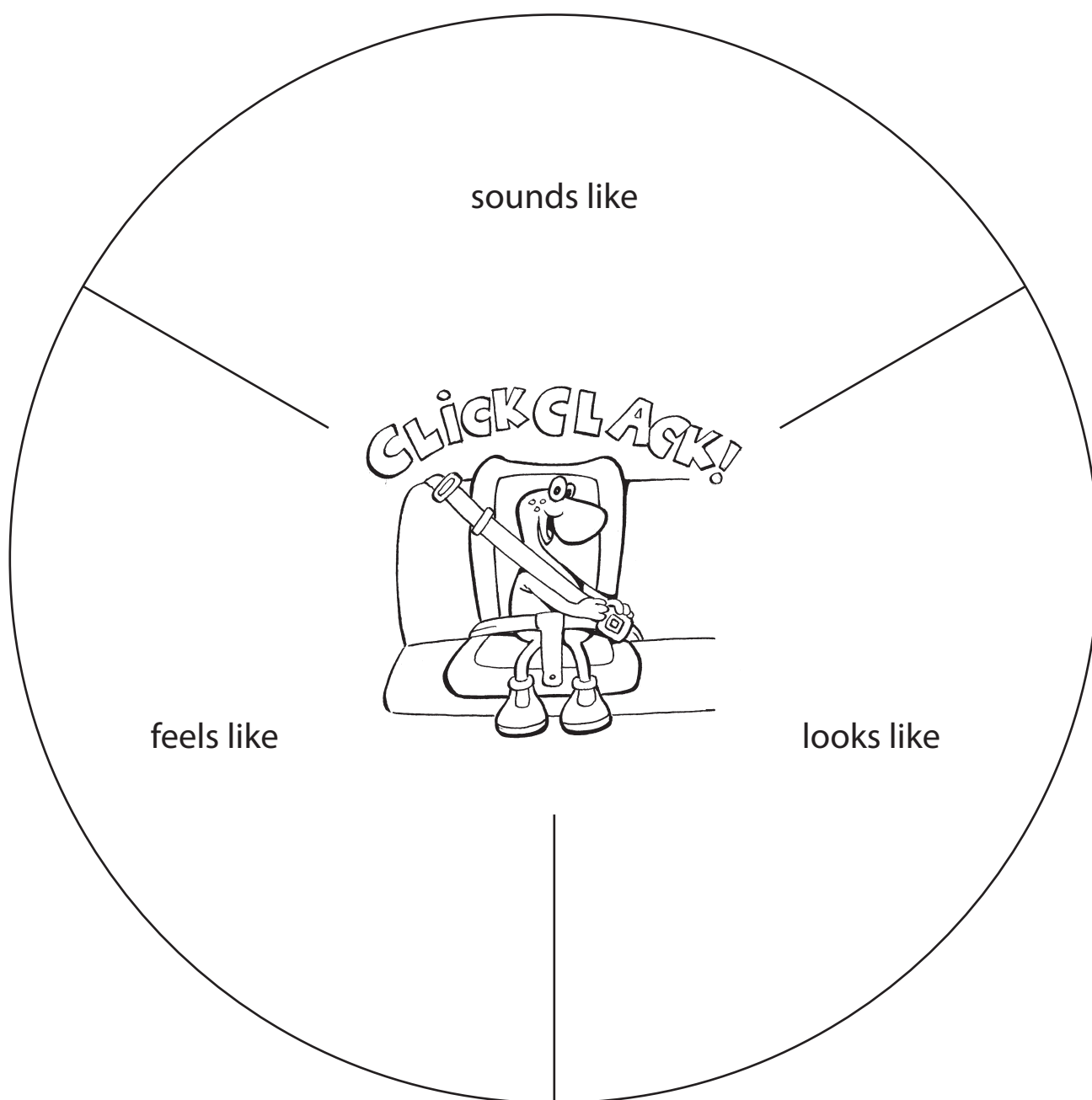


Izzy likes to do what's right.



Izzy likes feeling safe and tight.

Being a responsible passenger



Click clack

Words and music by Franciscus Henri

The musical notation is written on two staves in C major, 4/4 time. The first staff contains the melody for the first line of the song, with lyrics 'What's that noise? Click. Clack. Where does it come from? Front and back.' The second staff contains the melody for the second line, with lyrics 'How do you make that 'click clack' noise? You put your seat - belt on.' Chord symbols (C, G7, Am, F6, G, C) are placed above the notes to indicate the harmonic structure.

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.

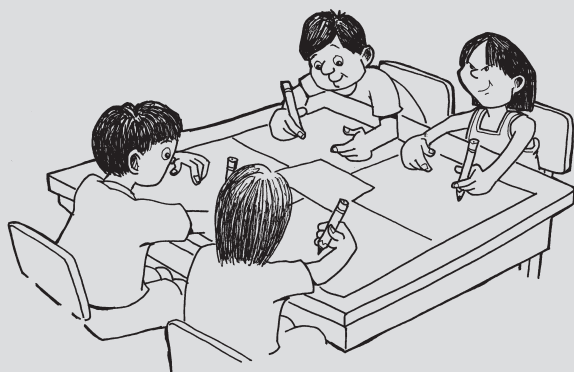
ACTIVITY 4

Rules in the car

Preparation

- ▶ A3 paper – one sheet per group
- ▶ **Activity sheet** *Rolling down the highway* and cue the CD
- ▶ **Activity sheet** *A ride in the car* and cue the CD
- ▶ **Family information sheet** *Car rules* – photocopy one per student

- Write 'rules in the car' on the board. Place students in groups of four. Give each group an A3 sheet of paper. Show the class how to draw a **placemat** (refer to page 173) that is suitable for the size of the group.



Explain that each student is to write the rules their family uses while travelling in the car on the placemat.

Have groups share their ideas and choose two rules to write in the centre of the placemat. Listen to some of the rules generated during the discussion.

Ask

Are there rules that drivers and passengers have to obey?
(Explain there are road rules and laws that drivers and passengers must comply with, such as wearing a restraint and children under 7 years being seated in the rear seat, and in some instances the driver can be fined if the law isn't followed.)

What might happen if no-one obeyed the rules for the road?

What is a rule that you must follow when you are a passenger on a bus?

What is a rule that you must follow when you are a passenger on a train?

- Ask students to write one rule for passengers in the space provided on the family information sheet *Car rules*. Send the sheet home with students to discuss with their family.
- Listen to *Rolling down the highway* and *A ride in the car*. Sing the songs and perform some actions such as putting on a restraint and rolling hands for 'rolling down the highway'.

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.

A ride in the car

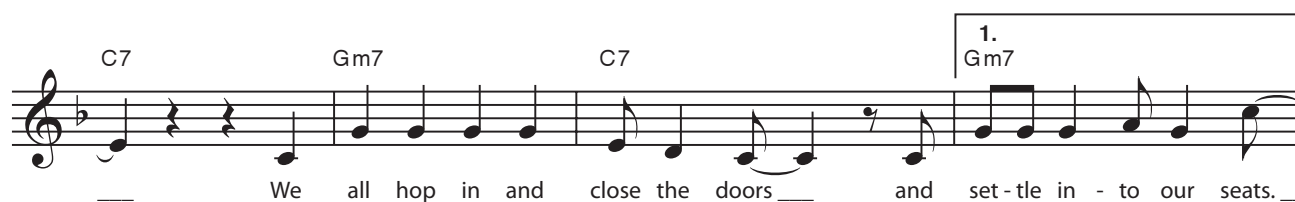
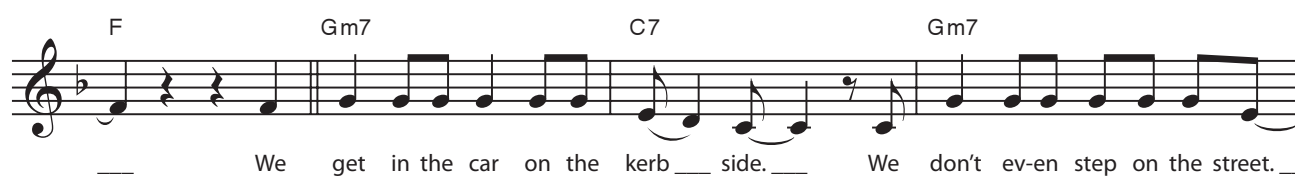
Swing ♩ = 132
F

Words and music by Melissa Perrin

C7



3rd time to CODA
C7



Verse 2

Click, click, click.
Click, click, click.
We all put our seatbelts on.
Tug, tug, tug.
Tug, tug, tug.
Now it fits just where it belongs.

"Has ev'rybody buckled up in the car?" asks Mum.
"Have you all got your seatbelts tight?: (Aha)
Let's start that engine and begin our trip,
While ev'rybody's feeling happy and bright!

Verse 3

Beep, beep, beep.
Beep, beep, beep.
Let's wave to all the people we see.
Zoom, zoom, zoom.
Zoom, zoom, zoom.
We're as happy as can be.
We're as happy as can be.
We're as happy as can be.

A ride in the car has been reproduced with the kind permission of Roads Corporation t/as VicRoads 2001 and Melissa Perrin.



Car rules

When it comes to your child's safety, every rule is a good rule. Your child needs to know that the car rules you have in place as a family are there to keep them safe.

Here are some answers that might help if your child tries to challenge your rules.

Why do I have to put my seatbelt on? We're only going around the corner to the shops.

Everyone has to wear a seatbelt – adults and children – it's the law. People who are not buckled in can be thrown out of the car and get hurt.

When I ride with Kyle's mum, she lets us share a seatbelt because there aren't enough belts for all four kids in the back.

There must be one seatbelt for each person. It's our family rule and it's the law. Buckling up two people, even young children, into one belt could make both get hurt.

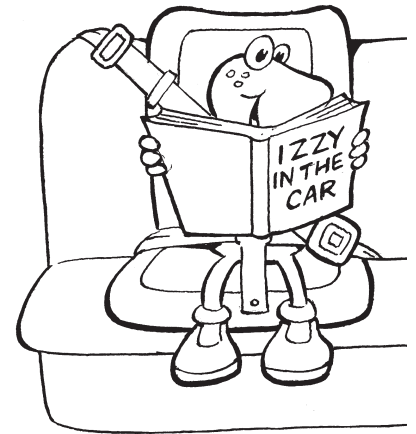
Why can't we sit in the back of the van? There's even space to lie down.

No one – children or adults – can ride in the back of a van, 4WD, ute or station wagon. It's the law. There are no seatbelts and if we have a crash you could get thrown around and hurt.

Please, let me sit up front. Billy keeps bothering me. I'll put on the seatbelt.

No one under the age of 7 is allowed to ride in the front seat. It's the law. If the airbags should open, you could get seriously hurt.

It's important to enforce car safety rules in your family and in your car. It also is important to make sure others who drive your children know and follow these car safety rules.



Here is a passenger rule from your child.

Thank you for playing a vital role in your child's road safety education.

ACTIVITY 5



Crash test

Preparation

- ▶ A small box such as a shoe box – one per group
- ▶ Small toys that fit in the box – one per group
- ▶ Materials suitable for making a restraint such as sticky tape, fabric, string or wool – class set
- ▶ Drawing equipment – class set
- ▶ **Activity sheet** *Crash test* – photocopy one per student
- ▶ **Family information sheet** *Right for me* – photocopy one per student

- Show students a toy car or magazine picture of a car. Talk about and label the various parts of the car (eg bumper, head lights, brake lights).
- Place students in groups and distribute copies of the *Crash test* activity sheet. Explain that each group is to use the materials provided to make a car that will carry a small toy.

When finished, have students draw a picture of the car they have made and label each part.

- Give each group a toy to place in their car. Ask students to predict what might happen to the toy if the car was pushed into a wall or another hard object. Encourage students to use positional words such as near, next to, upside down, in front and behind, in the discussion.

Explain that groups are to 'crash test' their car then write and draw their observations on the activity sheet. If groups have included a restraint in their car, suggest that for this test the toy is not to be restrained. Students can measure the distance the toy moved out of the car.

Ask

*What happened to the toy when your car crashed? Why?
What would stop your toy from moving about or falling out of your car?*

Give students time to make a restraint for their car then repeat the testing procedure. Discuss any differences in the movement of the toy. Talk about the protection that the restraint gave the toys. Relate this discussion to students always wearing their restraint.

Have students write and draw their observations of the second crash test on the activity sheet.

- Send home a copy of *Right for me* with each child to complete the activity with their family.
- Teach students the lyrics and actions for *Click it in*.

Click it in

(Sung to the tune of *Frère Jacques*)

Wear your seatbelt, wear your seatbelt.

In the car or in the bus.

Click it in and check it's tight.

Click it in and check it's tight.

Click clack click!

Click clack click! (Click fingers on the word 'click')

Crash test

Draw a picture of your car. Label each part.



What happened to the toy when your car crashed?

What happened to the toy when it was wearing a restraint?



Right for me



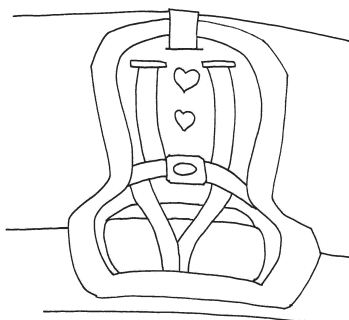
USE YOUR HEIGHT AND WEIGHT
TO FIND OUT WHICH CAR
RESTRAINT IS RIGHT FOR YOU.

I weigh _____ kilograms.

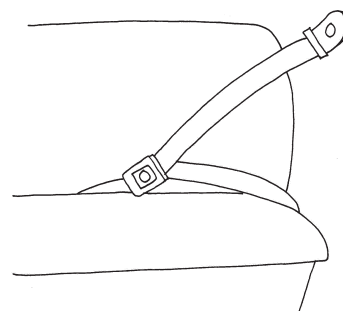
I am _____ centimetres tall.



1

☐

2

☐

3

☐

Tick the car restraint that's right for you.

ACTIVITY 6

Using the safety door

Preparation

- ▶ *Using the safety door* slideshow – cue the CD-Rom
- ▶ **Strategy sheet** *Decision-making model* – A3 photocopy or show on the interactive whiteboard
- ▶ **Activity sheet** *The footpath side* and cue the CD
- ▶ **Activity sheet** *Using the safety door* – photocopy one per student
- ▶ Scissors and glue – enough for the class
- ▶ A4 paper – one sheet per student
- ▶ **Family information sheet** *Getting kids in and out of the car* – photocopy one per student

- Introduce the concept of using the safety door to get in and out of a vehicle by showing students the slideshow. Discuss each slide pointing out the safety practices being demonstrated such as using the 'safety door' or rear passenger door closest to the kerb to get in and out of the car.
- Have the class share the different types of vehicles they travel in and identify where the safety door is in those vehicles.
- Have students **brainstorm** (refer to page 169) situations where it may be difficult to use the safety door and write these as a list on the board. For example, a younger sibling's car restraint may be located on that side of the car or an adult has placed luggage or shopping on the seat near the safety door.

Choose one of the identified situations and work through the **decision-making model** (refer to page 171) with students. Make sure that students talk about the positive and negative outcomes of each of their choices before making a decision.

- Listen to the song *The footpath side* to reinforce the importance of getting in and out of the car on the footpath side using the safety door. The music and lyrics are provided on the activity sheet.

- Give each student a copy of *Using the safety door*. Discuss each illustration and read the sentences. Explain that students are to cut out the illustrations and sentences and paste these in the correct order.

Check students have completed the activity correctly.

- Send home the activity sheet and a copy of *Getting kids in and out of the car* with students to share and talk about with their family.

Only identify two choices if students have not previously used a decision-making model.

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.

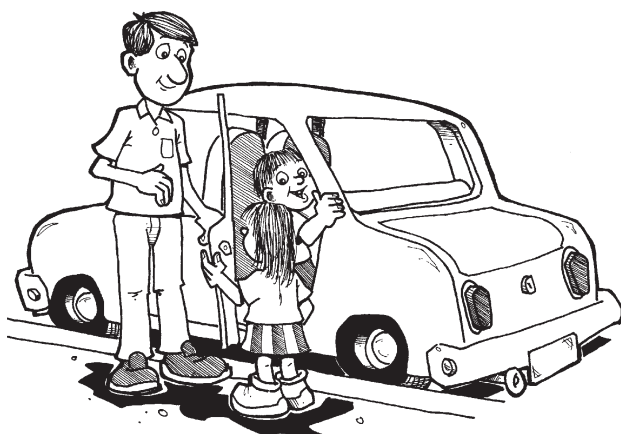
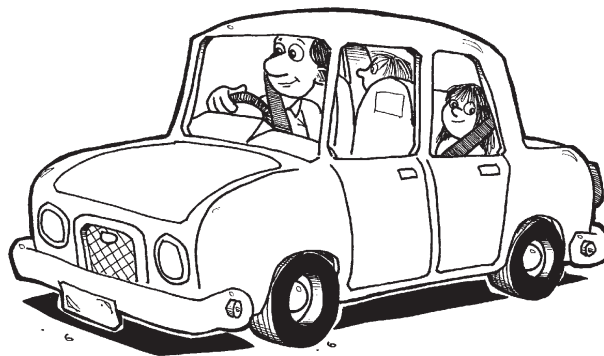
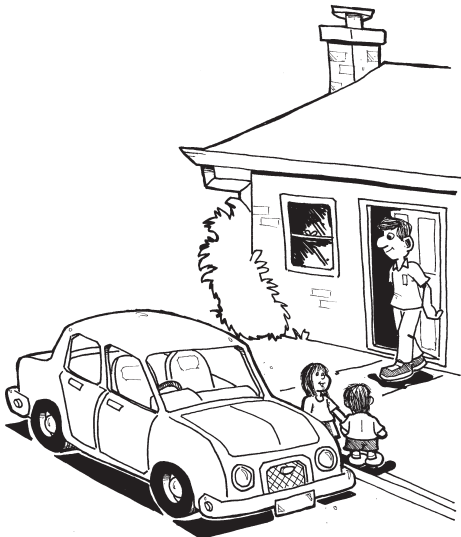
The cars on the road and the motorbikes too,
 Might come driving by and crash into you!
 Open the door
 And they might hit you!

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.

Using the safety door



**'Come on Dad it's time to go!'
we shout.**

**We climb in the safety door.
Click clack!
Our seatbelts are on right.**

**Hooray! We're there.
'Out you get,' says Dad.**

**It's a long way to go
so we play some games.**





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 7

Making decisions about passenger safety

Preparation

- ▶ **Activity sheet** *Safe or unsafe* – photocopy one per student
- ▶ A3 paper – one sheet per pair
- ▶ Glue and scissors – class set
- ▶ Counters – class set
- ▶ **Family information sheet** *I am a safe passenger* – photocopy one per student

- Show students how to draw up a **T chart** (refer to page 177) on a piece of A3 paper then label one column 'safe' and the other 'unsafe'. Discuss the terms 'safe' and 'unsafe' in relation to passenger behaviour. Show one card from the *Safe or unsafe* activity sheet and discuss if a safe or unsafe behaviour is being demonstrated. Paste the card in the appropriate column of the T chart.
- Explain that students are to draw and label their own T chart then decide with their partner where to paste each picture from the activity sheet.

When students have finished sorting the cards, check their responses. Students' answers may differ according to their understanding and experiences of 'risky' or unsafe behaviour. If students identify an unsafe behaviour as safe, talk about this with the class to clarify the perception of the risk in the situation.

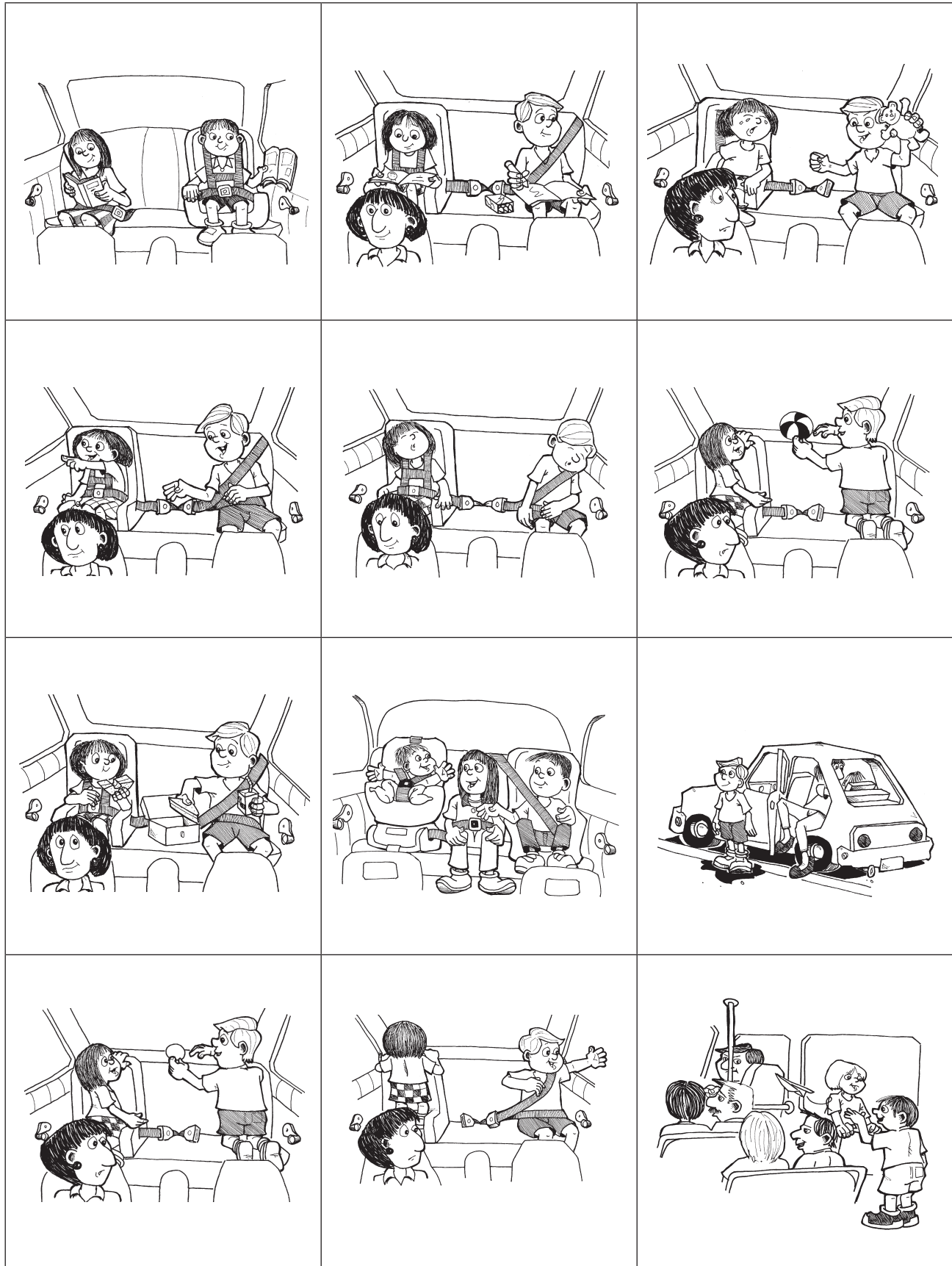
- Select one of the 'unsafe' cards from the activity sheet and **role-play** (refer to page 174) the situation with a helper or student. The role-play should demonstrate how to change the unsafe passenger behaviour.

With a partner, students select one of the situations to role-play. Suggest students plan what they are going to do and say. It may help the role-plays if an adult takes on the role of the driver.

After watching the role-play have the class decide if the situation became safe for the passengers and driver. The decision can be indicated by using **thumbs up, thumbs down** (refer to page 178).

- With a partner, students play a **barrier game** (refer to page 169) using cards from the activity sheet. One student places the T chart on their side of the barrier and puts a counter on one of the cards to describe to their partner. The other student listens to the clues provided by their partner and tries to guess which passenger situation is being described. Play continues until the card is identified then students swap roles and play the game again.
- Give each student a copy of *I am a safe passenger* to take home and complete with their family.

Safe or unsafe





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 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. | | | |



ACTIVITY 8

Sharing my opinion

Preparation

- ▶ Pop sticks – one per student
- ▶ Markers or crayons – class set
- ▶ **Activity sheet** *The bus song* and cue the CD

- Show students how to draw a smiley face on one side of a pop stick and on the other side, a sad face.

Explain that students can use the **pop stick faces** (refer to page 178) to show a partner if they agree (the smiley face) or disagree (the sad face) with a statement. Have students practise using the pop stick faces for the statement 'Apples are better than bananas to eat'. Make sure students take turns and listen carefully to their partner.

Introduce one of the passenger safety statements. Explain that the statement will require students to recall what they have learnt during this focus area.

Passenger safety statements

- ⊙ I know why I need to wear a restraint.
- ⊙ It is a grown-up's job to make sure kids wear their car restraint.
- ⊙ It's okay for kids to take their restraint off if they need to have a sleep.
- ⊙ Kids should be allowed to sit in the front seat of a car.
- ⊙ It doesn't matter which door you use to get out of the car.

After sharing with a partner, invite students to share their opinion with the class. This will give students the opportunity to hear other information and opinions and may choose to change their initial vote.

- A variation to the pop stick voting strategy is to have students make their decision then place their pop stick in an 'agree' hoop or 'disagree' hoop. This will give a visual picture of how the students have voted. It will also provide opportunity to use vocabulary such as more, less and the same.
- Play *The bus song* and have students identify the safe passenger messages included in the lyrics.

Keep the pop stick faces handy in a container to use when the class need to vote or express their opinion on other topics or issues.

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 9



Time to think

Preparation

- ▶ A4 paper – one sheet per student

- Conduct a **circle talk** (refer to page 170) to prompt students to recall their learning during this focus area. After each question, invite students to share their response with the whole class.

Ask

What is the most important thing you learnt about being a passenger?

What activity did you like most? Why?

Why do you need to wear a restraint?

What are you going to do differently when you are a passenger?

- **Brainstorm** (refer to page 169) a list of words and phrases related to passenger safety that has been learnt during this focus area eg seatbelt, restraint, click clack, get in and out of the safety door. Write the list on the board then read through the words.

- Model how to write an acrostic poem for passenger safety using words such as 'safe' or 'restraint'.

For example:

Seatbelts keep me safe.

Always use the safety door.

Find someone to help you check your seatbelt.

Everyone has to wear a seatbelt. It is the law.

Students write an acrostic poem that reflects their understanding of how to stay safe as a passenger.

Place students with a partner to share their poem.

When all poems have been read, ask students to tell the class what they liked about their partner's poem.

Compile the poems into a class book for sharing with other students and families.

