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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Department of Health
Kidsafe WA
Meerilinga
Ngala
Playgroup WA
WALGA RoadWise Program

Authors of the Smart Steps Facilitator’s Guide
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 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 developments 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.
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**

1. **Attend a Half-Day SDERA Smart Steps: Moving There Together Professional Learning Workshop**

2. **Choose Your Options for Presenting Your Smart Steps Workshop**
   - **Option 1** Participants who attend the workshop prepare and then deliver Smart Steps parent workshops on behalf of their community group or organisation.
   - **Option 2** Participants who attend the workshop train their colleagues on how to run Smart Steps parent workshops.
   - **Options 3** Participants who attend the workshop use the Presenter’s Kit to up-skill their colleagues during professional learning days, team meetings etc.

You can choose one or choose several of these options to target specific organisational needs.

3. **Receive Your Free Smart Steps: Moving There Together Presenter’s Kit**

   All participants attending a SDERA Smart Steps: Moving there together professional learning workshop will receive a Smart Steps: Moving there together Presenter’s Kit for use by their community group or organisation.

   After attending the half-day SDERA Smart Steps: Moving there together professional learning workshop, additional Smart Steps program 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.

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

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 57.

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.

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 in 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.

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.

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

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.

PEDESTRIAN SAFETY

OVERVIEW
On average five children die as pedestrians every year. This is about a quarter of the number of children who die on the roads (Office of Road Safety 2007). Child pedestrian deaths increase with age, as children begin school and travel independently.

In Australia, while most child pedestrians are injured or killed in traffic, approximately 12 toddlers a year (one a month) are run over in driveways, typically by reversing cars (Kidsafe WA 2005). Boys are twice as likely to be involved in pedestrian crashes as girls (Road Safety Council 2006) and most pedestrian crashes are the result of child error (Elliot 2000).

A pedestrian struck by a car travelling at 30 km/h has a 95% chance of surviving, a 60% chance when struck at 50 km/h and only a 20% chance at 70km/h. Australian research shows that a 5 km/h reduction in vehicle speeds would prevent one in three pedestrian deaths. If all vehicles kept to the speed limit, fatal pedestrian crashes would fall by 12% (Kidsafe WA 2005). A 5 km/h reduction in vehicle speeds would decrease the chance of survival from 95% to 70% for a child struck by a car travelling at 30 km/h. Australian research shows that a 5 km/h reduction in vehicle speeds would prevent one in three pedestrian deaths. If all vehicles kept to the speed limit, fatal pedestrian crashes would fall by 12% (Kidsafe WA 2005).

The highest proportion of ‘pedestrian’ injury presentations were for children aged between one and four years. (Princess Margaret Hospital for Children, Emergency Department 2010)

WHEN ARE CHILD PEDESTRIANS INVOLVED IN CRASHES?
Research (Office of Road Safety 2006, Kidsafe WA 2005, Elliot 2000) has found that:

1. Toddlers are more likely to be injured in non-traffic locations such as driveways, car parks and mostly in the company of adults.

2. Pre-schoolers are more likely to be hit by a car when crossing mid-block (a point between two intersections)

3. Most injuries to pre-schoolers occur near their homes while playing with other children or alone.

4. Injuries usually occur in residential areas in the morning, in the middle of the day and in the later afternoon.

STATISTICS IN WESTERN AUSTRALIA
Between July 2005 and June 2009 there were 230 injury presentations to Princess Margaret Hospital Emergency Department in Western Australia that were coded as ‘pedestrian injuries’ (an average of 57 presentations per year).

Injuries coded as ‘pedestrian’ are those that occur in a transport related event in which the child is on foot. Commonly these accidents occur when children are hit by:

- A car reversing out of a driveway
- A car or other vehicle while trying to cross the road.
Walking is an important part of children’s lives as it: contributes to their health and fitness; assists in orienting them in their neighbourhood; and encourages them to be more independent (Kidsafe WA 2005). Providing opportunities for children to engage in the road environment in safe and controlled situations is important for their ongoing development and understanding of the road system.

This skill development and real world practice is very important given that young children are at risk in the road environment due to a number of developmental factors. These factors include:

1. Children focus on one task at a time and ignore, or are unaware of, other things around them.

2. Children do not have the experience to appreciate what danger surrounds them near traffic. They do not have the ability to evaluate a traffic situation and behave without consideration for the dangers and hazards.

3. Children’s directional hearing is not as well developed as adults and they can experience some difficulty working out which direction cars are coming from. And, in fact they often think it is coming from the wrong direction.

4. Children’s peripheral vision is underdeveloped and therefore they are unlikely to see an approaching car. Children up until the age of 10 may have as little as one-third of an adult’s field of vision. Unless children turn their heads they may not notice vehicles to their right or left.

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. They can also move out of safety and into danger in an instant.

7. Children’s small stature means they can’t always be seen by drivers (eg over bushes or parked cars).

8. Due to their size child pedestrian injuries are likely to be more severe.

9. Children have a strong sense of independence and from the age of about one year they may not want to hold an adult’s hand near traffic.


### Why are child pedestrians at risk in the road environment?

The Smart Steps program recognises these developmental stages.

A variety of activities to support the development of correct road safety knowledge and skills and the promotion of positive road safety attitudes and values are included in the program.

#### Case Study

Peter was at the shops with his Mum. He was carrying the balloon he had been given in a store give-away in one hand and was holding onto the shopping trolley with the other as he walked to the car.

Peter accidentally let the balloon go and chased after it through two parked cars straight into the path of an oncoming car. The driver didn’t see Peter over the top of the cars until it was too late.

In this situation tying the balloon to the trolley or to Peter’s wrist would have significantly reduced the likelihood of the scenario playing out as detailed.
HOW CAN ADULTS REDUCE THE RISKS FOR CHILD PEDESTRIANS?

Adults can reduce the risk for children in the road environment by ensuring that they:

1. are always supervised when walking in and around traffic
2. always hold an adult’s hand
3. walk on the side that is furthest away from the traffic or hazard
4. never run ahead
5. use a footpath when available
6. can identify safe places to cross (e.g., where pedestrian facilities such as traffic lights, pedestrian crossings, and medium strips exist or where there is a clear view of traffic in every direction and drivers can see them waiting to cross)
7. are praised and encouraged when safe pedestrian behaviour is shown
8. participate in making decisions about when and where it is safe to cross
9. understand that the traffic environment is dangerous
10. understand that pedestrians must comply with road signs and signals (e.g., crosswalks and traffic signals with pedestrian phases).

STOP, LOOK, LISTEN AND THINK BEFORE CROSSING ROADS (SYSTEMATIC SEARCH STRATEGY)

By preschool, children can begin practicing the skills of crossing roads with an adult. The steps are described below.

Step 1
Encourage the child to help find the safest place to cross the road.

Step 2
Stop back from the road or kerb.

Step 3
Look in all directions for traffic.

Step 4
Listen for traffic and decide what direction it is coming from.

Step 5
Think about when it is safe to cross.

Step 6
When the road is clear of all traffic OR the traffic has come to a complete standstill, walk quickly straight across the road holding an adult’s hand.

Keep checking the road for danger by looking, listening, and thinking about the traffic while crossing.

It is important for parents to talk to their children from birth about correct road safety behaviours.

It is also important for adults to:
- be good role models and choose safer places to cross; stop or check driveways for traffic; and obey pedestrian road signs and traffic signals.
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 second (Book 3) of three risk factors focused on in the Presenter’s Kit. The other two risk factors are passenger safety (Book 2) and play safety (Book 4).

Presenters can choose to run all sessions included in the pedestrian safety parent workshop (approx 50 minutes) or just the two compulsory sessions (Sessions 1 and 4) and any others specific to the needs of the parent group.

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 delivered more credible.

5. Using existing parent groups is the most successful. Workshop times between day and early evening and rotating venues can offer more opportunities for parents to attend.

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.

TRY THIS!
Encourage those grandparents who provide care for their grandchildren to attend Smart Steps parent workshops and to 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.

CASE STUDY

Through observation Cassandra noted that many of the parents of the children that attend her three-year pre-kindergarten program were unsure about the recent changes to restraint legislation. In fact, there was a great deal of discussion occurring about this and Cassandra had been asked about the requirements a number of times.

After attending the half-day SDERA Smart Steps professional learning workshop Cassandra was aware of the resources and support available in the community. She planned a parent workshop using the Smart Steps materials to focus on the use of child car restraints. Using the Smart Steps online ordering system she made available to parents the following pamphlets:

1. Smart Steps – Your guide to child car restraints
2. Smart Steps – Buckle up every child, every trip (available in multiple languages).

The last pamphlet was extremely useful for the grandparents of two of the children in her group as they regularly drop-off and collect their grandchild from pre-kindergarten. English is their second language and being able to access a pamphlet written in their native language helped them greatly to understand their responsibilities when transporting their grandchild.

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

CASE STUDY

Becky had been working with the children in her two to three-year-old group on drawing pictures and making models of cars using boxes, pipe cleaners, jar lids and paint. During the creation process Becky was asking the children where they sat in the car and why, and what they did when they were being driven by mum or dad, or someone else. What Becky heard concerned her. The children mentioned that they fight with their siblings, ask the driver to pass things, cry and yell and generally display behaviours that would distract the driver.

On discussion with her colleagues and a selection of parents, Becky decided to run a short parent workshop on ‘distracting the driver’. Becky knew that many of the parents of the children were time-poor so she chose to run an evening session of 30 minutes. Child minding was offered free of charge along with refreshments.

Becky used the second book in the Presenter’s Kit, Smart Steps: Moving there together – Passenger safety, to develop her workshop. She made sure she ordered resources for the parents and then set about using these to create a more targeted workshop.

Below is a brief outline of her workshop.

1. 15 MInUTES: Introduction and welcome. The evaluation process. This section was taken from Session 1 of the passenger safety workshop outline.
2. 10 MInUTES: Key messages for not distracting the driver. Activity – Distracting the driver. Discussing ways to reduce the likelihood of children distracting the driver. This section was taken from Session 4 of the passenger safety workshop outline.
3. 5 MInUTES: Workshop conclusion and evaluation. This section was taken from Session 5 of the passenger safety workshop outline.
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 (Appendix 7).

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
PEDESTRIAN SAFETY

All children need to learn how to behave safely in the road environment. Understanding the road rules, where to and how to cross safely as well as identifying dangers on the road are key components of this pedestrian safety workshop.

Learning outcomes
At the end of this workshop participants will be able to:
- talk about the pedestrian safety issues for young children
- understand their role in educating young children in appropriate pedestrian safety behaviours
- talk about and model correct pedestrian safety behaviours with greater confidence
- use the resources provided.

WORKSHOP OVERVIEW

SELECTING WORKSHOP SESSIONS
Presenters can choose to run the workshop as outlined (approximately 50 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
<table>
<thead>
<tr>
<th>Session</th>
<th>Content</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Setting the scene</td>
<td>15 mins</td>
</tr>
<tr>
<td>Session 2</td>
<td>Why young children are at risk in the road environment</td>
<td>15 mins</td>
</tr>
<tr>
<td>Session 4</td>
<td>Review and evaluation</td>
<td>5 mins</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>35 mins</td>
</tr>
</tbody>
</table>

Example 2
<table>
<thead>
<tr>
<th>Session</th>
<th>Content</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Setting the scene</td>
<td>15 mins</td>
</tr>
<tr>
<td>Session 3</td>
<td>Systematic Search Strategy</td>
<td>15 mins</td>
</tr>
<tr>
<td>Session 4</td>
<td>Review and evaluation</td>
<td>5 mins</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>35 mins</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>SESSION</th>
<th>CONTENT</th>
<th>TIMING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Setting the scene</td>
<td>About SDERA and the Smart Steps program</td>
<td>15 minutes</td>
</tr>
<tr>
<td></td>
<td>Parents as role models and educators</td>
<td></td>
</tr>
<tr>
<td>2. Why young children are at risk in the road environment</td>
<td>Key risks for young children as pedestrians in the road environment</td>
<td>15 minutes</td>
</tr>
<tr>
<td>3. Systematic Search Strategy</td>
<td>Key steps in the process</td>
<td>15 minutes</td>
</tr>
<tr>
<td>4. Review and evaluation</td>
<td>What has been learnt Evaluating the workshop</td>
<td>5 minutes</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>50 MINUTES</td>
</tr>
</tbody>
</table>

Example 1
- Session 1: Setting the scene — 15 mins
- Session 2: Why young children are at risk in the road environment — 15 mins
- Session 4: Review and evaluation — 5 mins

Example 2
- Session 1: Setting the scene — 15 mins
- Session 3: Systematic Search Strategy — 15 mins
- Session 4: Review and evaluation — 5 mins
### WORKSHOP ORGANISATION CHECKLIST

<table>
<thead>
<tr>
<th>TASK</th>
<th>EXPLANATION</th>
<th>COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultation</td>
<td>Consult with your organisation’s administration and parent body to determine the best time and day for the workshop.</td>
<td></td>
</tr>
<tr>
<td>Venue</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Childcare</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Promotion</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Numbers</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Order resources</td>
<td>Resources should be ordered from Northside Logistics three weeks before a workshop. Appendices 3 and 4 of this book contain ordering details.</td>
<td></td>
</tr>
<tr>
<td>Content preparation</td>
<td>Suggest that at least two weeks before the workshop begin preparing by reading through the Workshop work plan 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.</td>
<td></td>
</tr>
<tr>
<td>Equipment and resource preparation</td>
<td>Use the pre-start checklist on page 32 of this book to assist you in preparing the equipment and resources for the workshop.</td>
<td></td>
</tr>
<tr>
<td>Occupational health and safety</td>
<td>Find out where the exits and emergency assembly areas are and where the appropriate first aid equipment is at your chosen venue.</td>
<td></td>
</tr>
</tbody>
</table>

### RESOURCE LIST CHECKLIST

<table>
<thead>
<tr>
<th>ITEM</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Register</td>
<td>One Attendance Register needs to be printed off and made available to participants on the sign-in desk. Appendix 5 is the Attendance Register. This form needs to be returned to SDERA within seven days of workshop completion.</td>
</tr>
<tr>
<td>Directional signs</td>
<td>Create and put up a few directional posters to show where the workshop is being held.</td>
</tr>
<tr>
<td>Stationary</td>
<td>Blu tac, pens, whiteboard markers, spare paper.</td>
</tr>
<tr>
<td>Name tags</td>
<td>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.</td>
</tr>
<tr>
<td>Audio visual equipment</td>
<td>TV and DVD, data projector and screen, laptop computer, extension cord and power board, CD player (or you can use the computer).</td>
</tr>
<tr>
<td>Audio visual resources</td>
<td>Smart Steps DVD – On the road to safety. Smart Steps CD – Road safety songs.</td>
</tr>
<tr>
<td>Print resources</td>
<td>Road safety posters, pamphlets, banners and booklets (see Appendix 3 and 4 for details on how and what to order).</td>
</tr>
<tr>
<td>Photocopies</td>
<td>Photocopy any resource sheets and activity sheets required for the workshop.</td>
</tr>
<tr>
<td>Evaluation</td>
<td>1. Photocopy one copy of the Coversheet for Participant Feedback Forms (Appendix 6). This is to be completed in full and returned, attached to Participant Feedback Forms, within seven days of workshop completion. 2. Photocopy a Participant Feedback Form for each participant as well as a few extras. A copy of the Participant Feedback Form can be found in Appendix 7 of this book.</td>
</tr>
<tr>
<td>Tea and coffee</td>
<td>Tea and coffee equipment as required.</td>
</tr>
<tr>
<td>Time management equipment</td>
<td>Use a clock or timer to keep to the timing suggested in the Workshop work plan. Use a whistle or bell to gain attention as required.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>ICON</th>
<th>ICON TITLE</th>
<th>ICON EXPLANATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>🐥</td>
<td>Birth to 12 months</td>
<td>Highlight age appropriate key messages and activities.</td>
</tr>
<tr>
<td>🐰</td>
<td>12 months to two years</td>
<td></td>
</tr>
<tr>
<td>🐰</td>
<td>Two years to four years</td>
<td></td>
</tr>
<tr>
<td>🚕</td>
<td>Passenger safety</td>
<td>Represent passenger, pedestrian or play safety.</td>
</tr>
<tr>
<td>🚕</td>
<td>Pedestrian safety</td>
<td></td>
</tr>
<tr>
<td>🏐</td>
<td>Play safety</td>
<td></td>
</tr>
<tr>
<td>📚</td>
<td>Discussion question</td>
<td>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.</td>
</tr>
<tr>
<td>🎨</td>
<td>Activity</td>
<td>Introduce activities in the workshop.</td>
</tr>
<tr>
<td>🎨</td>
<td>Key point</td>
<td>Highlight key points.</td>
</tr>
<tr>
<td>🎨</td>
<td>PowerPoint slide</td>
<td>Prompt you to use a supplied PowerPoint slide.</td>
</tr>
<tr>
<td>🎨</td>
<td>Explain</td>
<td>Highlight the main concepts in the workshop.</td>
</tr>
<tr>
<td>🎨</td>
<td>Worksheet</td>
<td>Introduce a worksheet to be used in the workshop.</td>
</tr>
</tbody>
</table>
### PRE-START CHECKLIST
**30 MINUTES BEFORE THE WORKSHOP**

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

WORK PLAN: SESSION 1 – SETTING THE SCENE

**KEY POINTS**
- Start on time
- Welcome
- Aims
- Housekeeping

**RESOURCES**
- PowerPoint
- Laptop
- Data projector and screen

**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’.

**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**

**CONTENT**
- 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.
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 – WHY YOUNG CHILDREN ARE AT RISK AS PEDESTRIANS

<table>
<thead>
<tr>
<th>KEY POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children are at risk in the road environment because:</td>
</tr>
<tr>
<td>▪ They are small in stature.</td>
</tr>
<tr>
<td>▪ Their peripheral vision is not as well developed as an adult’s.</td>
</tr>
<tr>
<td>▪ They are impulsive and don’t understand fully the dangers of the road environment.</td>
</tr>
<tr>
<td>▪ Their directional hearing is not fully developed.</td>
</tr>
<tr>
<td>▪ They can’t judge the speed and distance of cars.</td>
</tr>
<tr>
<td>▪ They expect that if they can see the driver the driver can see them.</td>
</tr>
<tr>
<td>▪ They have a short attention span and can move out of safety into the path of danger in an instant.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smart Steps Parent booklet</td>
</tr>
<tr>
<td>A road safety booklet for parents and carers of children 0 to 4 years (one copy per participant)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ICONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Icon" /></td>
</tr>
<tr>
<td><img src="image2.png" alt="Icon" /></td>
</tr>
</tbody>
</table>

### CONTENT

Activity – Reasons why young children are at risk as pedestrians

Ask participants:

*Why do you think young children are at risk as pedestrians?*

▪ Write down all of the responses on a whiteboard as a brainstorm or alternatively break parents into groups of 3–4 and ask them to respond to the question and then share their ideas as a group.

▪ Use pages 1, 6 and 7 of the Smart Steps Parent booklet to reinforce participants’ suggestions and check if any risk factors were missed.
**KEY POINTS**
- The key pedestrian safety messages for children from birth to four years.

**RESOURCES**
- Smart Steps DVD – On the road to safety cued at the Introduction section
- DVD timing:
  - Introduction – 4 mins, 12 secs
  - Pedestrian safety – 6 mins, 49 secs
- DVD player and TV or play the DVD through the computer and data projector (you may need external speakers)
- Paper

**ICONS**
- 

**CONTENT**

**Activity – Smart Steps DVD**
- Explain that the pedestrian safety section of the Smart Steps DVD they are about to watch will show some key pedestrian safety messages for young children.
- Ask participants to watch the DVD and write down the safer pedestrian messages they hear or see.
- Play the Introduction and Pedestrian safety sections of the Smart Steps DVD.
- Allow time for participants to complete their lists.
- On conclusion of the DVD ask participants to share the key messages they received from the DVD content. Discuss these and add any others that have been missed out.
- Explain that as with passenger safety, young children from a very early age can learn about pedestrian safety. Children are always listening, watching and copying the behaviours of people who take care of them from birth, so talking about these pedestrian safety messages and modelling them is important.
- Highlight that it is important that all family members and carers give the same pedestrian safety messages (eg grandparents, other relatives, babysitters etc).

**Ask participants:**
What did you learn about the pedestrian road safety issues for children?

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

WORK PLAN: SESSION 3 – SYSTEMATIC SEARCH STRATEGY

KEY POINTS

Birth to 12 months
- Obey road rules and traffic signs.
- Choose safe places to cross.
- Talk to children when walking near traffic to help them build an understanding of the dangers. Explain and model crossing procedures. Use consistent words such as STOP and WAIT, LOOK, LISTEN.

RESOURCES
- PowerPoint
- Laptop
- Data projector and screen
- Photocopy and cut up Resource sheet 5: Stop, look, listen, think (enough for one set per group)
- Smart Steps Parent booklet A road safety booklet for parents and carers of children 0 to 4 years (one copy per participant)

ICONS

CONTENT

The Systematic Search Strategy (STOP, LOOK, LISTEN and THINK before crossing the road quickly holding an adult’s hand).
- Explain that the most important message for young children is to hold an adult’s hand at all times when in or near traffic, and that between three to four years it is appropriate to talk to children about, and get them to practise, a Systematic Search Strategy when crossing the road.
- Research has shown that young children can easily learn drills or rules such as STOP and WAIT, LOOK and LISTEN but either fail to implement it in dangerous situations or recite it without understanding. Learning this rule has merit if it is accompanied by roadside training so that children, under the guidance and supervision of an adult, can help to make decisions about where, when and how to cross a road.

Activity – Stop, look, listen and think before you cross a road
- Move participants into small groups.
- Distribute cut up sets of Resource sheet 5: Stop, look, listen, think to each group and explain that these are the steps involved in the Systematic Search Strategy.
- Participants must place the steps in the correct order (as they appear on the uncut resource sheet). Give a prize to the first group to complete this task successfully and confirm correct order for all groups.
- Reinforce that it is important for parents to:
  - explain to their child that every situation and journey can present new and different dangers, such as the actions of other road users. Knowing the Systematic Search Strategy makes your child safer, not safe
  - praise and encourage their child when they demonstrate safe pedestrian behaviours such as holding hands or not running ahead
  - encourage their child to participate in decisions about when, where and how to cross a road safely, rather than always making these decisions yourself.
- Show participants the pedestrian safety section of the Smart Steps Parent booklet and the activity sheet in the back of the booklet.

Ask participants:
What did you learn about the pedestrian road safety issues for children?

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

12 months to 2 years
- Obey road rules and traffic signs.
- Choose safe places to cross.
- Talk to children when walking near traffic to help them build an understanding of the dangers. Explain and model crossing procedures. Use consistent words such as STOP and WAIT, LOOK, LISTEN.
- Insist children hold hands with an adult (or when not available, hold a pram, bag or clothes) at all times in traffic. Explain why this is important.
- Be aware that children are easily distracted and can easily let go of an adult’s hand.
- Insist children do not run ahead to ensure safe supervision.
- Praise and encourage children when they demonstrate safe pedestrian behaviour.

RESOURCES
- PowerPoint
- Laptop
- Data projector and screen
- Photocopy and cut up Resource sheet 5: Stop, look, listen, think (enough for one set per group)
- Smart Steps Parent booklet: A road safety booklet for parents and carers of children 0 to 4 years (one copy per participant)

ICONS

CONTENT

The Systematic Search Strategy (STOP, LOOK, LISTEN and THINK before crossing the road quickly holding an adult’s hand).
- Explain that the most important message for young children is to hold an adult’s hand at all times when in or near traffic, and that between three to four years it is appropriate to talk to children about, and get them to practise, a Systematic Search Strategy when crossing the road.
- Research has shown that young children can easily learn drills or rules such as STOP and WAIT, LOOK and LISTEN but either fail to implement it in dangerous situations or recite it without understanding. Learning this rule has merit if it is accompanied by roadside training so that children, under the guidance and supervision of an adult, can help to make decisions about where, when and how to cross a road.

Activity – Stop, look, listen and think before you cross a road
- Move participants into small groups.
- Distribute cut up sets of Resource sheet 5: Stop, look, listen, think to each group and explain that these are the steps involved in the Systematic Search Strategy.
- Participants must place the steps in the correct order (as they appear on the uncut resource sheet). Give a prize to the first group to complete this task successfully and confirm correct order for all groups.
- Reinforce that it is important for parents to:
  - explain to their child that every situation and journey can present new and different dangers, such as the actions of other road users. Knowing the Systematic Search Strategy makes your child safer, not safe
  - praise and encourage their child when they demonstrate safe pedestrian behaviours such as holding hands or not running ahead
  - encourage their child to participate in decisions about when, where and how to cross a road safely, rather than always making these decisions yourself.
- Show participants the pedestrian safety section of the Smart Steps Parent booklet and the activity sheet in the back of the booklet.

Ask participants:
What did you learn about the pedestrian road safety issues for children?

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

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

- Encourage children to participate in making decisions about when, where and how it is safe to cross (e.g., at pedestrian facilities such as traffic signals, pedestrian crossings, medium strips or where there is a clear view of traffic in every direction and drivers can see pedestrians waiting to cross.)
- Help children identify dangers in a car park (e.g., moving and reversing vehicles) and show them how to check if a vehicle is about to move (e.g., reversing alarms, reverse lights illuminated and exhaust emissions).
- Help children to understand speed, distance and direction by asking them to say whether vehicles are fast, slow, near or far, and travelling towards or away.
- Point out road signs, traffic lights and road markings and explain what these mean.
- Help children to understand that the traffic environment is dangerous.
- At around four years of age, children can practise making decisions about crossing the road with an adult.

**RESOURCES**

- PowerPoint
- Laptop
- Data projector and screen
- Photocopy and cut up Resource sheet 5: Stop, look, listen, think (enough for one set per group)
- Smart Steps Parent booklet: A road safety booklet for parents and carers of children 0 to 4 years (one copy per participant)

**ICONS**

- Key point

**CONNECTIONS**

The Systematic Search Strategy *(STOP, LOOK, LISTEN and THINK before crossing the road quickly holding an adult’s hand).*

- Explain that the most important message for young children is to hold an adult’s hand at all times when in or near traffic, and that between three to four years it is appropriate to talk to children about, and get them to practise, a Systematic Search Strategy when crossing the road.
- Research has shown that young children can easily learn drills or rules such as STOP and WAIT, LOOK and LISTEN but either fail to implement it in dangerous situations or recite it without understanding. Learning this rule has merit if it is accompanied by roadside training so that children, under the guidance and supervision of an adult, can help to make decisions about where, when and how to cross a road.

**Activity – Stop, look, listen and think before you cross a road**

- Move participants into small groups.
- Distribute cut up sets of Resource sheet 5: Stop, look, listen, think to each group and explain that these are the steps involved in the Systematic Search Strategy.
- Participants must place the steps in the correct order (as they appear on the uncut resource sheet). Give a prize to the first group to complete this task successfully and confirm correct order for all groups.
- Reinforce that it is important for parents to:
  - explain to their child that every situation and journey can present new and different dangers, such as the actions of other road users. Knowing the Systematic Search Strategy makes your child safer, not safe
  - praise and encourage their child when they demonstrate safe pedestrian behaviours such as holding hands or not running ahead
  - encourage their child to participate in decisions about when, where and how to cross a road safely, rather than always making these decisions yourself.
- Show participants the pedestrian safety section of the Smart Steps Parent booklet and the activity sheet in the back of the booklet.

**Ask participants:**

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

- Highlight that teaching and role modeling safer road safety behaviours to their child will not only safeguard them now but will also establish good road user attitudes that they will carry into adulthood.
## WORKSHOP WORK PLANS

### WORK PLAN: SESSION 4 – REVIEW AND EVALUATION

#### 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 modelling 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

#### ICONS
- PowerPoint slide
- Activity Key point
- Discussion point
- Explain
- Worksheet

### 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 modelling 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**

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

**RESOURCE SHEET 5: STOP LOOK LISTEN THINK**

**Encourage** the child to help find the safest place to cross.

**Stop** back from the kerb and road.

**Look** in all directions for traffic.

**Listen** for traffic and decide what direction it is coming from.

**Think** about when it is safe to cross.

When the road is clear or all traffic has come to a complete standstill, **walk straight and quickly across the road holding an adult’s hand.**

**Keep checking** the road by looking, listening and thinking about the traffic while crossing.
REFERENCES


Edith Cowan University (2003). Phase one of the formative evaluation for the Road Aware Program, Child Health Promotion Unit, Edith Cowan University, Perth, Australia.


Elliott, B. (2000). Review of Good Practice: Children and Road Safety Education. Western Australian Department of Transport, Office of Road Safety, Perth.


PART 2: APPENDICES
<table>
<thead>
<tr>
<th>REGION</th>
<th>ADDRESS</th>
<th>TEL/FAX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albany</td>
<td>Albany Local Education Regional Office</td>
<td>Ph: (08) 98410341</td>
</tr>
<tr>
<td></td>
<td>85 Serpentine Road</td>
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<td>ALBANY WA 6330</td>
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<td>Bunbury</td>
<td>Dalyellup College</td>
<td>Ph: (08) 9795 2000</td>
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<tr>
<td>Esperance</td>
<td>Esperance Primary School</td>
<td>Ph: (08) 928 855 593</td>
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<td>Goldfields</td>
<td>Kalgoorlie Primary School</td>
<td>Ph: (08) 9192 0806</td>
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<tr>
<td>Kimberley</td>
<td>Kimberley Education Regional Office</td>
<td>Ph: (08) 9622 0200</td>
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<td>10 Coghlan Street</td>
<td>Mob: 0427 279 781</td>
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<td>BROOME WA 6725</td>
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<tr>
<td>Midlands</td>
<td>Wheatbelt Education Regional Office</td>
<td>Ph: (08) 9920 0206</td>
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<td></td>
<td>297 Fitzgerald Street</td>
<td>Mob: 0428 104 920</td>
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<td>NORTHAM WA 6401</td>
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<td>Midwest</td>
<td>Catholic Education Office</td>
<td>Ph: (08) 9881 0000</td>
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<td>1 Mallard Street</td>
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<td>GERALDTON WA 6530</td>
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<td>Narrogin</td>
<td>Narrogin Local Education Office</td>
<td>Ph: (08) 9550 2528</td>
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<td>Homer Street</td>
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<td>Peel</td>
<td>Peel Local Education Office</td>
<td>Ph: (08) 9185 0111</td>
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<td>24 Sutton Street</td>
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<td>MANDURAH WA 6210</td>
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<tr>
<td>Pilbara</td>
<td>Pilbara Education Regional Office</td>
<td>Ph: (08) 9750 2609</td>
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<td>Welcome Road</td>
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<td>KARRATHA WA 6714</td>
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<tr>
<td>Warren-Blackwood</td>
<td>Cape Naturaliste College</td>
<td>Ph: (08) 9750 2609</td>
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<td>30 Vasse–Yallingup Siding Road</td>
<td>Mob: 0428 942 587</td>
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A ROAD SAFETY PROGRAM FOR PARENTS AND CARERS OF CHILDREN AGED BIRTH TO 4YRS

WHEN
TIME
WHERE
COST
CRECHE

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 pedestrian 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 58 of this book decide what you need to order.

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.

SMART STEPS: MOVING THERE TOGETHER PRESENTER’S KIT 57
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.

STOP

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

The information collected below is only used for evaluating the Smart Steps program.

If you would prefer to mark the ‘Participant sign-in’ column with an ‘X’ that is acceptable but it is important that you do complete the other details.

Please tick all boxes that apply:

- M
- F
- Parent
- Grandparent
- Care
- Aboriginal or Torres Strait Islander Background
- Non-English speaking background

NUMBER OF ADULTS WHO ATTENDED
NUMBER OF CHILDREN WHO ATTENDED
## Coversheet for Participant Feedback Forms

### Workshop Particulars

<table>
<thead>
<tr>
<th>AGENCY VENUE</th>
<th>AGENCY CONTACT</th>
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### Total Participants Booked to Attend the Workshop

### Actual Attendance Numbers

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### Comments

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### Administration Use Only

- ENTERED ON DATABASE
- PRINTED OUT WORKSHOP SUMMARY SHEET

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## Participant Feedback Form

### Workshop Particulars

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### Please Tick the Box That Best Fits Your Thoughts About the Workshop

- I understand the road safety issues for young children.
- I understand my role as an educator and role model of correct road safety behaviour for young children.
- I feel more confident to talk about and model correct road safety behaviours.
- I feel confident to use the resources provided in the workshop with young children.
- I have been satisfied with the overall workshop experience.
- I would recommend this workshop to others.

### Do You Have Any Other Comments?

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THANK YOU FOR YOUR ATTENDANCE AND FOR COMPLETING THIS EVALUATION.
**FURTHER INFORMATION AND SUPPORT**

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<tr>
<th>AGENCY</th>
<th>CONTACT</th>
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| **Government of Western Australia**  
Department of Transport | Ph: (08) 9216 8000  
Contains up-to-date information on car restraint legislation. |
| **Independent Living Centre WA (ILCWA)**  
ILCWA is a not for profit organisation staffed by qualified and experienced health professionals who provide customers with personalised assistance to find the best assistive equipment solution for their needs, that will maximise their quality of life. The ILCWA keeps a database of information on assistive equipment available, including children’s equipment, such as child car restraints. The ILCWA does not sell any equipment, but will refer people to appropriate suppliers and services. The ILCWA has a display centre in Nedlands, where a large range of equipment for people with disabilities can be viewed and trialled, together with advice from a health professional, by booking an appointment. A hire service is also available, where equipment can be hired for short term use or trial, including equipment for children with disabilities. | Ph: 1300 885 836  
Email: help@ilc.com.au  
Web: www.ilc.com.au |
| **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. | Ph: (08) 9340 8509  
Child Restraint Information Line: 1800 802 244  
Email: kidsafe@kidsafewa.com.au  
Web: www.kidsafewa.com.au |
| **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. | Ph: (08) 9323 4688  
Email: ors@mainroads.wa.gov.au  
Web: www.ors.wa.gov.au |
| **RAC Community Education**  
Provides information and advice to parents and carers about choosing, installing and fitting child restraints. Education Officers regularly visit local shopping centres, community groups and childcare centres providing free advice and checks. The RAC also provides information sessions about child restraints for childcare centres and other community groups, covering legal requirements, types of restraints, anchorage points and accessories. | Ph: (08) 9436 4471  
Web: www.rac.com.au |
| **WA LGA 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. | Ph: (08) 9213 2066  
Child Car Restraint Information Line: 1300 780 713  
Email: roadwise@walga.asn.au  
Web: www.roadwise.asn.au |
PART 3: PEDESTRIAN ROAD SAFETY ACTIVITIES FOR CHILDREN

POWERPOINT PRESENTATION

Smart Steps: Moving there together
Pedestrian safety parent workshop

- To highlight pedestrian safety issues for young children aged from birth to four.
- To understand the role of the parent/carer in educating young children in correct pedestrian safety practices.
- To identify the confidence to talk about and model good pedestrian safety behaviours.

STOP, LOOK, LISTEN AND THINK (Systematic search strategy)

Step 1
Encourage the child to help find the safest place to cross the road.

Step 2
Stop back from the road or kerb.

Step 3
Look in all directions for traffic.

Step 4
Listen for traffic and decide what direction it is coming from.

Step 5
Think about when it is safe to cross.

Step 6
When the road is clear of all traffic OR the traffic has come to a complete standstill, walk quickly straight across the road holding an adult’s hand. Keep checking the road for danger by looking, listening and thinking about the traffic while crossing.

First of five Points to remember when teaching pedestrian safety:

- Explain to your child that every situation and journey can present new and different dangers.
- Use praise and encouragement.
- Encourage your child to participate in decisions about when, where and how to cross a road safely (when age appropriate).

Time to think:

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

Thank you for attending

Appendix 9

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.
PART 3 – PEDESTRIAN ROAD SAFETY ACTIVITIES FOR CHILDREN

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PEDESTRIAN ROAD 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 creche 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 an understanding of why:
- they need to be aware of the dangers in the road environment.

### HOLDING HANDS

**Activity**

**MUSIC AND MOVEMENT**

**Walking rhyme**
- Have parents hold their child while saying the rhyme and gently ‘walking’ their fingers up the child’s arm, over the head and down the other arm.
- Repeat while the child remains interested.

**Hand is walking**
Hand is walking, (Walk fingers up one arm of the child.)
Hand is walking, Walking up and over the top, (Walk fingers over child’s head.)
Hand is walking, (Walk fingers down the child’s other arm.)
Hand is walking, And now hand has to STOP! (Hold fingers still on child’s tummy.)

**STOP!**

**Activity**

**MUSIC AND MOVEMENT**

**When the music stops**
- Invite parents to jiggle or bounce their children on their lap to the beat of the music.
- For the older children they can move/dance around the space while the music is being played.
- When the music or song stops encourage the children to adopt a frozen position and to remain in that position until the music starts again. Parents are to hold their children still on their laps when the music stops.
- Continue to play while the children’s interest is maintained.

**Resources**
- Any music that the children like

---

PEDESTRIAN 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 always need to hold an adult’s hand when walking and crossing the road (or when not available hold a pram, bag or shopping trolley)
- they should stop, look, listen and think before crossing the road
- they should always stay close to an adult and hold their hand (pram, bag, shopping trolley) in a car park
- when an adult says STOP in the road environment they should stop straight away.

**HOLDING HANDS**

**Activity**

**MUSIC AND MOVEMENT**

**Songs about holding hands**
- Encourage children to hold hands with a partner or their parent and listen, move or sing to the song on the Smart Steps CD – The hold my hand rap (Track 6).
- Encourage children to use body percussion and any movements suggested in the songs.

**Pedestrian songs**
- If there’s enough room, encourage children to move around the room holding hands while singing the following songs together. If parents are present, ask them to hold their child’s hand and sing the song together.

**Resources**
- Smart Steps CD – Road safety songs – Track 6
- Musical instruments for making noise
### Activity

#### If you want to cross the road
(To the tune of If you’re happy and you know it)
If you want to cross the road, hold my hand,
If you want to cross the road, hold my hand,
Here’s something you should know
If you want to cross the road, hold my hand.

#### Hold hands tightly
(To the tune of Frère Jacques)
Hold hands tightly,
Hold hands tightly,
With your Mum (substitute other adults in following verses),
With your Mum,
When you go out walking,
When you go out walking,
Hold hands tight, yes that’s right!

### Resources

#### InDooR PlAy

**Drawing**
- Give children a range of drawing materials to create a picture of themselves crossing the road holding an adult’s hand.
- When children have finished drawing, ask parents to say the words ‘hands are for holding’ as they write this phrase on their child’s picture.

**Hand shapes**
- If present, ask parents to trace around their child’s hand on a piece of paper. While they are doing this, parents should talk with their child about adults who can hold their hand in traffic and write the names of five adults on their child’s hand outline – one on each finger and the thumb.
- Children can add colour or draw faces for each name.

#### OUTDooR PlAy

**Making a road**
- Set up a road in a clear, flat area either by using a sheet of black plastic or laying down ropes or hoses.
- Children can practise crossing the road holding hands with their parent (or another adult).
- Ask parents to talk with their child about other adults (known to the child) who can hold their hand and help them cross roads.
- Use this time to also practise the Systematic Search Strategy – stop, look, listen and think before crossing.

**Questions to ask**
- When we get to the edge of the road what do we need to do?
- Why do we do this?

### LANGUAGE AND LITERACy

**Picture talk**
- For the older children, use Discussion Photo 4: Hands are for holding to talk to children about the importance of always holding an adult’s hand near roads.

**Questions to ask**
- Why do we need to hold an adult’s hand when we are crossing the road, in a car park or walking on the footpath?
- What could happen if we don’t?
- If we can’t hold an adult’s hand what else could we hold?

### Resources

#### InDooR PlAy

- Drawing materials (eg paper, textas, crayons and pencils)
- Paper

#### OUTDooR PlAy

- Ropes, hoses or black plastic

- Discussion Photo 4: Hands are for holding from the Smart Steps Discussion photos flip book
### Activity

**STOP!**

#### MUSIC AND MOVEMENT

**When the music stops**
- Invite the children to move/dance around the space while the music is played. Younger children can be held by their parents.
- When the music or song stops encourage the children to adopt a frozen position and to remain in that position until the music starts again.
- Continue to play while children’s interest is maintained.

**Stop right now**
- Encourage children (and parents) to sing the following song while moving around the room. Explain to children that they must stand still as soon as they hear the word ‘stop’.

**Stop right now (To the tune of Three blind mice)**
Stop right now, stop right now,
When you hear me call, when you hear me call,
At the side of the road or out on the street
Make sure you stop and don’t move your feet
It keeps you safe so do as I say
And stop right now!

**Questions to ask**
Why do you need to STOP straight away when an adult tells you to when you are near a road or in a car park?

#### INDOOR PLAY

**Stop on the spot**
- Mark out an area for children to move within.
- Ask children to skip around inside the designated area until they hear the word STOP. Tell children that STOP means stand still as quickly as possible. (In this activity parents will need to accompany younger children.)
- Repeat the activity with children moving in different ways and speeds to enable them to understand why it is easier to stop when moving slowly.

**Questions to ask**
Why do you need to STOP straight away when an adult tells you to when you are near a road or in a car park?

### Resources

- Any music that the children like
- Markers (e.g., ice cream containers, beanbags, skipping ropes, witch’s hats)
- Smart Steps Road signs pack

### Questions to ask

- Show me what you look like when you have ‘stopped’. Is it hard to stop straight away when you are skipping very fast?
- Why might adults ask you to stop when you are near cars, buses or trucks?
- Is it a good idea to run along the footpath? What about in car parks or across the road?
- Repeat the activity using the stop sign which is included in the road sign kit. Tell children to skip around the area. When the stop sign is held up high children must stop as quickly as possible.

### LANGUAGE AND LITERACY

**Picture talk**
- For the older children, use Discussion Photo 5: Crossing the road to talk with children about the importance of stopping back from the kerb when deciding if it is safe to cross the road.
- Also ensure children understand that in the traffic environment they need to stop immediately when an adult says ‘stop’.
- Use the questions on the back of the discussion photo to stimulate discussion.

**Questions to ask**
Why do we need to Stop, Look, Listen and Think before crossing the road?
When you stop at the side of the road, what are you looking for? Who can help you cross the road safely?

### Resources

- Discussion Photo 5: Crossing the road from the Smart Steps Discussion photos flip book
**STOP LOOK LISTEN THINK BEFORE YOU CROSS THE ROAD**

**Activity**

**MUSIC AND MOVEMENT**

**Crossing the road songs**
- Listen to the Smart Steps CD song – Before we cross the street (Track 7) on the CD.
- Encourage parents and children to mime the actions for ‘look all around’, ‘listen’, ‘hold on tight’ and ‘use our head’.
- Parents can do the actions for their younger children

**Traffic light songs and poems**
- If children have made a traffic light, encourage them to point to the corresponding colours while singing the song or saying the poem.

**Twinkle, twinkle, traffic light**
(To the tune of Twinkle, twinkle, little star)
Standing on the corner bright,
When it’s green it’s time to go.
When it’s red it’s stop you know.
Twinkle, twinkle, traffic light,
Standing on the corner bright

**Traffic light**
Red says STOP.
Green says GO.
Amber says WAIT.
You’d better go slow.
When I reach a crossing place,
To the left and right I turn my face.
I walk, not run, across the street,
And use my head to guide my feet.

**Resources**
- Smart Steps CD – Road safety songs – Track 7

**INDOOR PLAY**

**Stop look listen think**
- Give each child (and their parent if present) a copy of Activity sheet 3: Stop look listen think.
- Remind them of the Systematic Search Strategy: STOP – stand still; LOOK – turning head from left to right; LISTEN – hand to ear turning and looking left and right; and THINK – finger to head.
- Ask children to find the matching picture for each step of the strategy as they are discussed and then copy the actions or create their own.
- Children can colour in the activity sheet.

**Senses used when crossing the road**
- Discuss the body parts and senses used in each of the steps when crossing roads. For example:
  - **feet**: stopping back from the edge of the road
  - **eyes (sight)**: looking and checking traffic
  - **ears (sound)**: listening and sensing traffic noises and direction
  - **brain**: thinking if it is safer to cross
  - **hands (touch)**: holding hands with an adult.
- It may help to show the cards on Activity sheet 3: Stop look listen think when talking about the parts of the body.

**Actions/questions to ask children to do/answer**
Show me how you stop before you cross the road with an adult.
Show me how you turn your head to look for traffic.
If you can see a car coming is it safe to cross the road?
What do we use to listen for traffic?
Show me how you cross the road?
Why don’t we skip or run across the road?
What do we do when we are crossing the road?
Activity

Where’s the sound?
- Ask children (and parents if present) to sit in a circle with their eyes closed.
- Move quietly around the outside of the circle and give a child or parent a bell to ring.
- Children open their eyes and try to guess who was ringing the bell.
- Highlight the importance of listening to try to determine the direction of traffic (this is an underdeveloped skill in the birth to four year age group and is a development risk in traffic).

Traffic lights
- For the older children, hand out Activity sheet 4: Traffic lights.
- Point to each light as you read the rhyme.
- Explain that the red tells traffic to STOP, amber is asking the traffic to PREPARE to stop, and a green light tells the traffic to GO.
- Ask children to join in saying the rhyme.
- Encourage children to colour the lights in correctly. They can use crayons, textas, pencils or even (with the help of an adult) cut around the circle for the traffic light and stick a piece of appropriately coloured cellophane in its place.

Questions to ask
Why do you need to understand what the traffic lights are for?
Where do you see traffic lights?

Practising crossing the road
- Take children and parents to the side of a quiet road to practise crossing safely using the ‘stop look listen think’ steps.
- Remind parents that they are responsible for their child.
- Encourage parents to explain each step as they and their child practise stopping, looking, listening and thinking before crossing (eg I can’t see any cars. Do you think it is safe to cross?).
- Ask parents to praise and give feedback to their child.
  For example, ‘I like the way you looked both ways for traffic’.

Resources

- Bell or a sound maker (sealed ice cream container filled with a cup of rice or two spoons to tap together)
- Smart Steps Activity sheet 4: Traffic light (one per child)
- Crayons, textas and pencils – red, green and yellow
- Scissors, glue, sticky tape and cellophane

Activity

Road signs
- For older children, show children the signs relevant to pedestrians from the Smart Steps Road signs pack (eg stop, children’s crossing, pedestrian and don’t walk/walk signs).
- Encourage them to tell you about the signs and what they might mean before giving them a simple explanation.
- Place these signs around the wheeled toy/trike track or pathways in the centre or area where children can walk and ride safely.
- Encourage children to obey the signs while walking or riding on the paths.

Resources

- Smart Steps Road signs pack
The hold my hand rap

Words and music by MELISSA PERRIN

Spoken in a rap style \( \text{\#} = 132 \)

Hey Mummy, Daddy, got a message for you. If you want to cross the road you've got to know what to do. We stand on the kerb and see if traffic is there, and if it's all clear then we can cross with care. But wait! That's not all of my job for you. There's one important thing left for you to do. It's really very easy when you have a go, and I'll sing it very loud so that you will know.

Chorus

(sung) I said hey! Hey! You've got to hold my hand. I said hey! Hey! Make sure you hold my hand. Now listen all you grown-ups, I hope you understand, to cross the road with me you've got to hold my hand. I said hold my hand. To cross the road with me you've got to hold my hand. Yeah!

Before we cross the street

Words and music by MELISSA PERRIN

Brightly \( \text{\#} = 76 \)

Before we cross the street, what do we need to use? Before we cross the street, We need to use our eyes. Our eyes will look around for traffic. Look all around. Look around for traffic. Look all around. Look around for traffic. Look all around. Our eyes will look around for cars.

2. Before we cross the street, what do we need to use? Before we cross the street, We need to use our ears. Our ears will listen for traffic. Listen. Listen. Listen. Listen. Listen. Our ears will listen for traffic.

3. Before we cross the street, what do we need to use? Before we cross the street, We need to use our ears. Our ears will listen for traffic. Listen. Listen. Listen. Listen. Listen. Our ears will listen for traffic.

4. Before we cross the street, what do we need to use? Before we cross the street, We need to use our hands. Our hands will hold on tight. Yours. Mine. Hold on tight. Yours. Mine. Our hands will hold on tight.

5. Before we cross the street, what do we need to use? Before we cross the street, We need to use our heads. Our heads will check if it is safe. Think. Think. Is it far to cross? Think. Think. Is there time to cross? Think. Think. Our heads will check if it is safe.

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Before we cross the street has been reproduced with the kind permission of Roads Corporation t/as VicRoads 2001 and Melissa Perrin.
Activity Sheet 3: Stop Look Listen Think

Stop

Look

Listen

Think

Activity Sheet 4: Traffic Lights

'Stop' says the red light.

'Go' says the green light.

'Wait' says the amber light, coming in between.