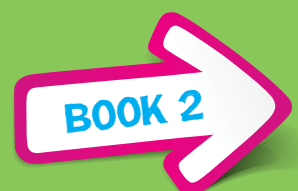




A ROAD SAFETY PROGRAM FOR PARENTS AND
CARERS OF CHILDREN AGED BIRTH TO 4YRS

PASSENGER SAFETY

Smart Steps: Moving there together
Presenter's Kit





ACKNOWLEDGEMENTS

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

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ABOUT SDERA

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

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

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

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

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



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WELCOME

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

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

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

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

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

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

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

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



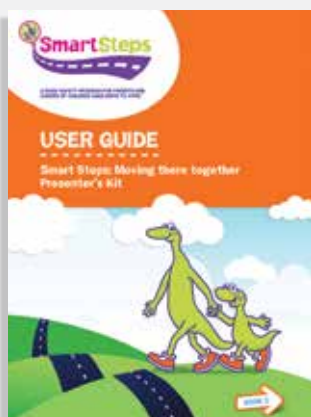
ATTENTION!

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

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

COMPONENTS OF THE PRESENTER'S KIT

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



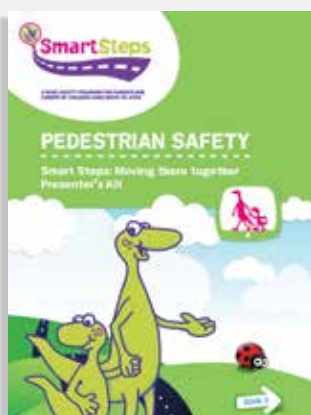
BOOK 1 – USER GUIDE

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



BOOK 2 – PASSENGER SAFETY

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



BOOK 3 – PEDESTRIAN SAFETY

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



BOOK 4 – PLAY SAFETY

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

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

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

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

DIAGRAM 1 – USING THE PRESENTER’S KIT



SDERA SMART STEPS PROFESSIONAL LEARNING WORKSHOPS

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

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

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



MAINTAINING THE INTEGRITY OF THE SMART STEPS PROGRAM

PROTOCOLS

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

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

- 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 65–66.



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

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

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

PARENTS AS ROLE MODELS

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

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

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

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

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

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



PARENTS AS ROLE MODELS: THE CHALLENGES

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

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

- 1

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

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

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

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

CASE STUDY

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

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

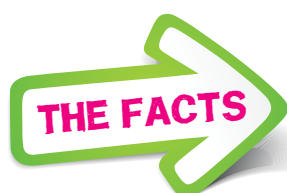
The playgroup that Saffy takes her daughter to recently had a parent *Smart Steps* workshop where the topic was pedestrian safety. It was interesting and Saffy was able to ask questions about the road rules she was unsure of, especially about the rules of crossing at a roundabout

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



PASSENGER SAFETY

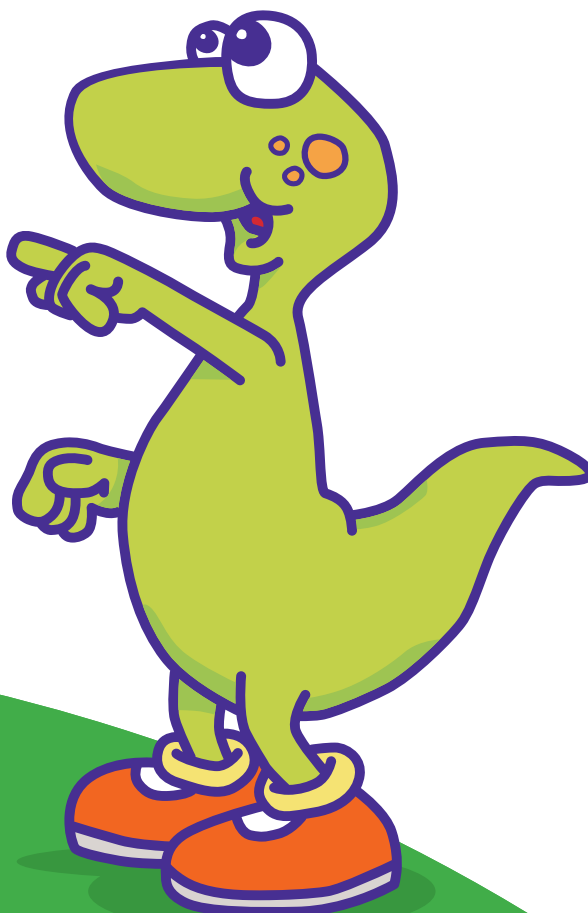
There are a number of specific risks for children as passengers in vehicles. Adults need to understand these and be vigilant in ensuring that best practice passenger road safety behaviours are followed at all times.



- 1 Road traffic injuries are the leading cause of death by injury in Australia and the ninth leading cause of total deaths worldwide (WHO 2007).
- 2 In Australia the leading cause of death for children aged from birth to 14 years is road traffic injuries (WHO 2007).
- 3 In Western Australia in the period between 1995–2004, 22 passengers aged from birth to six years were killed. Of these deaths, 32% was due to the child not wearing a car restraint (Road Safety Council 2006).
- 4 While road trauma represents only a small percentage of annual total injury presentations to a paediatric emergency department, it represents a significant percentage of severe injury or death each year. Road trauma has both a physical and psychological impact, not only for the injured but also for immediate family and witnesses to the road trauma.
- 5 Appropriately fitted child restraints are a proven, effective intervention to reduce the rate of serious injury and death amongst child passengers in motor vehicle crashes. A properly fitted and adjusted child car restraint that is suitable for the size and weight of the child reduces the risk of a serious or fatal injury by an estimated 70% (Kidsafe WA 2005).
- 6 Children aged from two to five years wearing an adult seatbelt, rather than a dedicated child car restraint, are four times more likely to sustain a serious injury in the event of a motor vehicle crash. Further, when child car restraints are not used correctly, the likelihood of injury and severity of injury for the child passenger is increased (The George Institute 2009).
- 7 Despite the proven benefits of child restraints and the burden of death and injury in child passengers on Australian roads, a large proportion of Australian children are not adequately restrained while travelling in motor vehicles (The George Institute 2009).
- 8 The majority of children under one year of age initially use rear-facing and then forward-facing child restraints and this adheres to best practice. However, the rate of appropriate restraint use drops dramatically from age two, where children are either using inappropriate restraints for their age, are not using the restraint correctly or are prematurely graduating to adult seat belts (The George Institute 2009).

OTHER CHILD PASSENGER SAFETY CONCERNS

- 1 Children often move during a trip so that restraints become incorrectly fastened. For example, children will take their arms out of the straps. Parents need to remain vigilant and aware of what their children are doing in the back seat of the car when they are driving. Stopping the car in a safe environment to refit a child and explain the dangers of removing their arms is good practice.
- 2 Children are often not seen by drivers when they are entering or exiting cars due to their smaller stature.
- 3 Children have limited attention spans and may distract the driver while travelling. Children need to be taught correct passenger safety behaviours.
- 4 Children often do not enter and exit a vehicle through the safety door (Elliot 2000).
- 5 Older children can open car doors unless the doors are secured with a child locking system.



REDUCING THE RISK FOR CHILD PASSENGERS

There are a number of strategies that adults can use to reduce the risk of injury for children in a passenger related incident. The *Smart Steps* program encourages parents to talk to their children about how these strategies will keep them safer.

STRATEGIES TO REDUCE THE RISK OF A PASSENGER RELATED INCIDENT

PHYSICAL STRATEGIES

- 1 Make sure that all children from **birth to seven years** of age wear a correctly fitted and adjusted child car restraint at all times – ‘*buckle up, every child, every trip*’.
- 2 Children will often ask to sit in the front seat of a vehicle. Parents need to remain vigilant and ensure that children aged from four to seven years do not travel in the front seat of a vehicle that has a back row or rows of seats unless all the other back seats are occupied by children who are **also under seven years**.
- 3 **All** children should be restrained in the correct restraint for their weight and size **at all times** no matter the length of the trip and whether the child is awake or sleeping.
- 4 **Never** allow a child to be placed on the lap of another person in a moving vehicle even if it is a short trip.
- 5 Place children in the rear of the vehicle (preferably in the middle seat although this may not always be possible due to the contours of the back seat and other children in the rear).
- 6 Store loose items safely in the car as they can become missiles and cause serious injury in the event of a crash or abrupt stop.

- 7 Where possible children should be restrained at least 30cm away from airbags. Toys, blankets and other objects should not be placed between airbags and children as these objects can move towards a child if an airbag inflates (Westmead Child Health Promotion Unit 2010).
- 8 Remove the most mobile child from the car **last**.

EDUCATION STRATEGIES

- 1 Encourage children to **ask** to have their restraint put on.
- 2 Educate children so that they understand the importance of not playing with the fastening mechanism or removing their arms from the restraint while the car is moving.
- 3 Educate children to always enter and exit from the rear door closest to the kerb (the **safety door**) under adult supervision.
- 4 Educate children to keep **all** body parts within the vehicle **at all times**.
- 5 Explain to children why it is important **not to distract the driver**.
- 6 **Praise and encourage** children when safe passenger behaviour is demonstrated.



It is also important that adults are good road safety role models for children by driving safely and courteously and wearing a seatbelt on every trip no matter how short.

ALL ABOUT RESTRAINTS

Further information about car restraints can be found in the two *Smart Steps* brochures in this kit.

- *Smart Steps* – Your guide to child car restraints
- *Smart Steps* – Buckle up every child, every trip



The following information was correct at the time of publication however changes in national and state regulations and standards occur frequently. For the latest information call the Government of Western Australia – Department of Transport on (08) 9216 8000 or visit the School Drug Education and Road Aware website www.sdera.wa.edu.au.

Children need to use different restraints as their bodies grow. They will begin with a rearward-facing child restraint or baby capsule, progress to a forward-facing child restraint and then graduate to a booster seat before using an adult seatbelt when they are tall enough and weigh enough.

Kidsafe WA provides the following information about the current legislative requirements for restraints and their suitability for children aged from birth to seven years on their website.

CHILDREN UNDER SIX MONTHS

- 1 Must not travel in the front seat of a vehicle that has a back row or rows.
- 2 Must use an approved child restraint that is:
 - rearward-facing
 - properly fitted to the vehicle
 - adjusted to fit the child's body correctly.
- 3 Rearward-facing restraints will suit children:
 - from birth to 9kg or 12kg (check the restraint)
 - up to 70cm in length.
- 4 Use either a:
 - baby safety capsule
 - convertible restraint, rearward-facing.



Keep babies in a rearward-facing child restraint until they reach the maximum size limits and can sit by themselves unaided.



CHILDREN AGED SIX MONTHS TO UNDER FOUR YEARS

- 1 Must not travel in the front seat of a vehicle that has a back row or rows of seats.
- 2 Must use EITHER an approved rearward-facing child restraint OR a forward-facing approved child restraint with an inbuilt harness that is:
 - properly fitted to the vehicle
 - adjusted to fit the child's body correctly.
- 3 Forward-facing restraints with an inbuilt harness are suitable for children up to **18kg in weight**.
- 4 Use either a:
 - convertible restraint, forward-facing
 - combination restraint, with in-built harness
 - toddler restraint.



Keep children in a forward-facing child restraint until they reach the weight limit of the restraint (18kg) before moving to a booster seat.

CHILDREN AGED FOUR YEARS TO UNDER SEVEN YEARS

- 1 Must not travel in the front seat of a vehicle that has a back row or rows of seats unless all the other back seats are occupied by children who are also under seven years.
- 2 Must use either:
 - a forward-facing approved child restraint with an inbuilt harness (max 18kg), OR
 - an approved booster seat secured with a properly fastened and adjusted seatbelt, OR a separately purchased child harness.
- 3 Booster seats are suitable for children up to **26kg in weight**.
- 4 Use either:
 - a combination restraint – stow internal harness and use with either a lap/sash seatbelt or child harness once child is over 18kg
 - a booster seat with either an adult lap/sash seatbelt or child harness.



Keep children in a booster seat until they reach the maximum limit of 26kg. If the child is over seven years of age and still fits in a booster seat (up to 26kg) keep using it.

Remember: The weight and size of a child rather than the age is the correct indicator for changing the type of restraint.

WHO CHECKS AND INSTALLS CHILD CAR RESTRAINTS?

TYPE 1 CHILD CAR RESTRAINT FITTERS

There is a network of Type 1 Child Car Restraint Fitters throughout Western Australia who are qualified to check and install child car restraints.

For further information on child car restraints phone the Child Car Restraint Information Line on:

- 1300 780 713
- or visit the website www.childcarrestraints.com.au.

There are also several organisations that provide a car restraint fitting and hiring service, such as Kidsafe WA. Bookings are essential for fitting and checking services at these agencies. Details for these organisations can be found in Appendix 8 of this book.

The Independent Living Centre WA on 1300 885 886 can assist with fitting car restraints for children with disabilities.

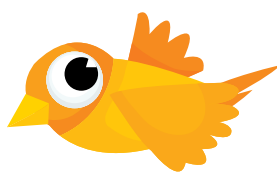
FITTING AND INSTALLING A CHILD CAR RESTRAINT AT HOME

Parents who choose to fit and install a child car restraint themselves should always refer to the vehicle handbook and the instructions from the child car restraint manufacturer.

The vehicle handbook outlines where the vehicle's child car restraint anchor points are positioned and the correct way to attach the tether straps.

WHEN A VEHICLE MODIFICATION IS REQUIRED

To safely use a child car restraint in a vehicle that does not have a manufacturer installed anchorage point, it is necessary to install an after-market anchorage point. For more information call the Government of Western Australia – Department of Transport on 13 11 56, or the Child Car Restraint Information Line on 1300 780 713.



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 passenger safety *Smart Steps* parent workshop. This is the first (Book 2) of three risk factors focused on in the *Presenter's Kit*. The other two risk factors are pedestrian safety (Book 3) and play safety (Book 4).

Presenters can choose to run all sessions included in the passenger safety parent workshop (approx 65 minutes) or just the two compulsory sessions (Session 1 and 5) and any others specific to the needs of the parent group.

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STRATEGIES FOR ENGAGING PARENTS IN ROAD SAFETY EDUCATION

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

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

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



TRY THIS!

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

CUSTOMISING A PARENT WORKSHOP

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

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

CASE STUDY

Through observation Cassandra noted that many of the parents of the children that attend her three-year pre-kindy 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-kindy. 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.

The following case study explores how a child care worker adapted the passenger safety workshop to meet the specific requirements of her parents.

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

- 1

Recognising that parents are time poor, so the workshop was scheduled to run in the evening for just 30 minutes.
- 2

Only including those aspects of the *Smart Steps* passenger safety workshop that were specifically relevant to the topic of 'distracting the driver' (eg *Smart Steps* program overview, key messages about distracting the driver, and a practical activity that clearly demonstrates the key concepts).
- 3

Providing free child care to encourage parents to attend.

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.

15 MINUTES:
Introduction and welcome. About the *Smart Steps*

Program. Role of the parent in road safety education. The evaluation process. This section was taken from Session 1 of the passenger safety workshop outline.

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.

5 MINUTES:
Workshop conclusion and evaluation. This section was taken from Session 4 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.
- 6 Make sure you provide participants with enough time to complete the form.
- 7 Collect all forms.
- 8 Complete all of the details on the **Coversheet for Participant Feedback Forms**. A copy of this form is found in Appendix 6 of this book and also in the accompanying *Smart Steps: Moving there together Presenter's Kit – Resources* CD-Rom.
- 9 On conclusion of the workshop you have seven days to return to SDERA via fax or mail the following documents:
 - the completed **Attendance Register**
 - the completed **Coversheet for Participant Feedback Forms**
 - all of the collected **Participant Feedback Forms**.

Postal address:

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

Facsimile:

(08) 9264 4903

WORKSHOP OVERVIEW

PASSENGER SAFETY

Passenger safety is a vital component of road safety education for children aged from birth to four years. The key messages for passenger safety explored in this workshop include: the importance of children wearing a correctly fitted child car restraint every trip, using the safety door and safety spot, and passenger responsibilities.

LEARNING OUTCOMES

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

- talk about the passenger safety issues for young children
- understand their role in educating young children in appropriate passenger safety behaviours
- talk about and model correct passenger safety behaviours with greater confidence
- use the resources provided.

WORKSHOP WORK PLAN

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

SESSION	CONTENT	TIMING
1. Setting the scene	About SDERA and the <i>Smart Steps</i> program Parents as role models and educators	15 minutes
2. Facts and stats Key road safety messages	Current road safety stats and facts Key passenger safety messages	20 minutes
3. Restraints	Current restraint legislation and requirements Types of restraints	15 minutes
4. Distracting the driver	Key messages for reducing driver distraction Strategies for parents to use	10 minutes
5. Review and evaluation	What has been learnt Evaluating the workshop	5 minutes
TOTAL		65 MINUTES

SELECTING WORKSHOP SESSIONS

Presenters can choose to run the workshop as outlined (approx 65 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 5 will still need to be included as they are compulsory sessions in a *Smart Steps* parent workshop.

EXAMPLE 1

Session 1	Setting the scene	15 mins
Session 2	Stats and facts Key road safety messages	20 mins
Session 5	Review and evaluation	5 mins
TOTAL		40 mins

EXAMPLE 2

Session 1	Setting the scene	15 mins
Session 3	Restraints	15 mins
Session 5	Review and evaluation	5 mins
TOTAL		35 mins

EXAMPLE 3

Session 1	Setting the scene	15 mins
Session 4	Distracting the driver	10 mins
Session 5	Review and evaluation	5 mins
TOTAL		30 mins

EXAMPLE 4

Session 1	Setting the scene	15 mins
Session 2	Stats and facts Key road safety messages	20 mins
Session 4	Distracting the driver	10 mins
Session 5	Review and evaluation	5 mins
TOTAL		50 mins

EXAMPLE 5

Session 1	Setting the scene	15 mins
Session 2	Stats and facts Key road safety messages	20 mins
Session 3	Restraints	15 mins
Session 5	Review and evaluation	5 mins
TOTAL		55 mins

EXAMPLE 6

Session 1	Setting the scene	15 mins
Session 3	Restraints	15 mins
Session 4	Distracting the driver	10 mins
Session 5	Review and evaluation	5 mins
TOTAL		45 mins

WORKSHOP ORGANISATION CHECKLIST

TASK	EXPLANATION	COMPLETED
Consultation	Consult with your organisation's administration and parent body to determine the best time and day for the workshop.	
Venue	Book the venue. Things to consider when booking the venue: size (consider number of participants), ease of accessibility, air conditioning or heating, sufficient parking, close to transport, tea and coffee facilities and rest rooms.	
Childcare	If appropriate, organise childcare for parents so they can attend the workshop with fewer distractions. If tea and coffee are being offered, child minding services are suggested as an added safety precaution.	
Promotion	Promote the workshop through the following: Flyers – a sample workshop flyer is included in Appendix 2 of this book. Placing flyers in a newsletter, on entrance doors and in local community newspapers will raise awareness of the workshop to be held. Flyers can also be handed out to parents or reworked into personally addressed invites. Word of mouth – enlist the support of parent representatives to encourage other parents to attend.	
Numbers	You may need to decide on a minimum number of attendees required to run the workshop. Active promotion of the workshop will assist in achieving numbers. It is suggested that you begin promoting the workshop three weeks before the workshop date.	
Order resources	Resources should be ordered from Northside Logistics three weeks before a workshop. Appendices 3 and 4 of this book contain ordering details.	
Content preparation	Suggest that at least two weeks before the workshop begin preparing by reading through the Workshop work plans to become familiar and confident with the key messages to share. Research local road safety issues and crash statistics as a means of anticipating sensitive issues and difficult questions. Contact SDERA for further support if required.	
Equipment and resource preparation	Use the pre-start checklist on page 32 of this book to assist you in preparing the equipment and resources for the workshop.	
Occupational health and safety	Find out where the exits and emergency assembly areas are and where the appropriate first aid equipment is at your chosen venue.	

RESOURCE LIST CHECKLIST

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

TIPS FOR PRESENTING

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

TIP 1

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

TIP 2

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

TIP 3

Vary the pace and type of activity.

TIP 4

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

TIP 5

Encourage questions and check for understanding.

TIP 6

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

TIP 7

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



TRY THIS!

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

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

ICONS

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

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

PRE-START CHECKLIST

30 MINUTES BEFORE THE WORKSHOP

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

WORKSHOP WORK PLANS





WORKSHOP WORK PLANS

WORK PLAN: SESSION 1 – SETTING THE SCENE

THREE MINUTES

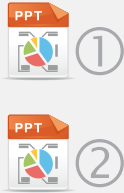
KEY POINTS

- Start on time
- Welcome
- Aims
- Housekeeping

RESOURCES

- PowerPoint
- Laptop
- Data projector and screen

ICONS



TWO MINUTES

KEY POINTS

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

RESOURCES

- PowerPoint
- Laptop
- Data projector and screen

ICONS





Birth to
12 months



12 months
to 2 years



2 years to
4 years



PowerPoint
slide



Discussion
point



Key point



Activity



Explain



Worksheet

KEY TO ICONS

CONTENT

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

Aims

1. To increase the willingness of parents and carers to talk about the passenger safety issues for young children.
2. To understand a parent and carer's role in educating young children in appropriate passenger safety behaviours.
3. To talk about and model correct passenger safety behaviours with greater confidence.
4. To use the resources provided.

Explain where the toilets, refreshments and emergency exits are.

Note: You may also like to ask participants to put their mobiles on 'silent'.

CONTENT

Background

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



WORKSHOP WORK PLANS

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

TEN MINUTES

KEY POINTS

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

RESOURCES

- PowerPoint
- Laptop
- Data projector and screen

ICONS





Birth to
12 months



12 months
to 2 years



2 years to
4 years



PowerPoint
slide



Discussion
point



Key point



Activity



Explain



Worksheet

KEY TO ICONS

CONTENT

Parents as role models and educators

Using the PowerPoint slide as a trigger explain that:

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

Activity – Fist of five values

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

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

Statements

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

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



WORKSHOP WORK PLANS

WORK PLAN: SESSION 2 – FACTS, STATS AND KEY ROAD SAFETY MESSAGES

FIVE MINUTES

KEY POINTS

- Passenger road safety issues and statistics for children aged from birth to four years.

RESOURCES

- Photocopy and cut up *Resource sheet 1: Question cards* (one card per participant)
- Alternative activity –
- Photocopy and cut up *Resource sheet 2: Road safety quiz* (one copy per participant)
- Photocopy and cut up *Resource sheet 2: Road safety quiz – Answers* (one copy)
- Timer
- Whistle or bell (optional)

ICONS



FIFTEEN MINUTES

KEY POINTS

- The key passenger 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
Passenger safety – 8 mins, 4 secs
- DVD player and TV or play the DVD through the computer and data projector (you may need external speakers)
- Paper

ICONS





Birth to
12 months



12 months
to 2 years



2 years to
4 years



PowerPoint
slide



Discussion
point



Key point



Activity



Explain



Worksheet

KEY TO ICONS

CONTENT

Activity – Question cards

This activity may not be suitable for all groups. *Resource sheet 2: Road safety quiz* is an alternative activity. Photocopy the quiz and place on chairs. Ask participants to complete the quiz as soon as they enter the workshop. Get participants to mark their own quiz and process using the question shown below.

- Distribute a card from *Resource sheet 1: Question cards* to each participant.
- Explain participants must find a partner, introduce themselves, and then ask their partner the question on their card. Partners need to guess or state the correct answer before confirming the correct answer which is provided on the bottom of each card.
- Once the correct answer has been revealed, partners swap their cards and move onto another partner.
- A whistle or bell may assist with the movement of participants during the activity.
- Depending on the size of the group you may like to swap the partners again.
- Move participants back into their seats.

Ask participants:

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

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

CONTENT

Activity – Smart Steps DVD

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



RESOURCE SHEET 1: QUESTION CARDS

QUESTION 1

In Australia and Western Australia the leading cause of injury-related death for children aged from birth to 14 years is:

- (a) drowning
- (b) transport crashes
- (c) poisoning

Answer (b) Transport crashes.

Office of Road Safety (2006)

QUESTION 2

Children aged from birth to 16 years are mostly killed or injured in road crashes when they are a:

- (a) passenger in a vehicle
- (b) pedestrian
- (c) cyclist

Answer (a) 56% of WA children killed or injured in road crashes in 2003 were passengers in a vehicle.

Office of Road Safety (2006)

QUESTION 3

If you travel in the front seat of a vehicle your risk of injury or death in the event of a crash is:

- (a) greater than if you were seated elsewhere in the vehicle
- (b) less than if you were seated elsewhere in the vehicle
- (c) the same as sitting anywhere in the vehicle

Answer (a) Greater than if they were seated elsewhere in the vehicle.

QUESTION 4

The safest place for a child to sit in a vehicle is the:

- (a) front passenger seat
- (b) back left hand passenger seat
- (c) back middle passenger seat

Answer (c) In the event of a crash, the back middle passenger seat takes less impact. The back seat is always safer than the front passenger seat.

QUESTION 5

A properly fitted and adjusted restraint that is suitable for the size and weight of the child reduces the risk of a serious or fatal injury by an estimated:

- (a) 20%
- (b) 30%
- (c) 50%

Answer (c) 50%.

Kidsafe WA (2005)

QUESTION 6

Drivers are responsible for all unrestrained passengers in a vehicle regardless of age and are penalised per unrestrained passenger:

- (a) True
- (b) False

Answer (a) True.



RESOURCE SHEET 1: QUESTION CARDS

QUESTION 7

What percentage of child car restraints were found to be correctly fitted when checked by trained Type 1 Child Car Restraint Fitters?

- (a) 75%
- (b) 62%
- (c) 38%

Answer (c) 38% were found to be fitted correctly (most common fault being incorrect anchorage assemblies or not anchored to a permanent anchor bolt).

Kidsafe WA (2005)

QUESTION 9

The rates of all incidents causing harm involving children aged from birth to four years as passengers are highest between:

- (a) birth to one year
- (b) 2 to 3 years
- (c) 3 to 4 years

Answer (c) 3 to 4 years. Rates rise after two years of age, with sharp peaks at 3–4 years.

QUESTION 11

Pedestrian injuries to children usually occur in residential areas on:

- (a) straight sealed and dry roads close to home
- (b) winding and wet roads close to home
- (c) major highways

Answer (a) on straight, sealed and dry roads close to home. Most preschoolers are injured near their homes while playing with other children or alone.

QUESTION 8

An appropriate restraint for a newborn up to 9kg child would be:

- (a) an approved convertible restraint, rearward-facing
- (b) an approved frontward-facing restraint
- (c) a child harness

Answer (a) An approved convertible restraint, rearward-facing.

QUESTION 10

The safest door for children to get in and out of the vehicle is the:

- (a) front passenger door
- (b) rear door closest to the kerb or footpath
- (c) rear door closest to the road

Answer (b) The rear door closest to the kerb, footpath or edge of road. This is called the 'safety door'.

QUESTION 12

Children's peripheral (or side) vision does not develop until they are about:

- (a) five years old
- (b) eight years old
- (c) ten years old

Answer (c) ten years old. Until then children have about one third of the peripheral vision of adults, making it difficult to see oncoming cars.



RESOURCE SHEET 1: QUESTION CARDS

QUESTION 13

Passengers traveling unrestrained in a car are:

- (a) three times
- (b) five times
- (c) eighteen times more likely to be killed in a road crash than those wearing a seatbelt

Answer (c) eighteen times.

QUESTION 14

Pedestrians are allowed to walk on the road edge facing oncoming traffic when:

- (a) they are over 12 years of age
- (b) the traffic is not busy
- (c) there is no footpath provided

Answer (c) when there is no footpath provided.

QUESTION 15

A child should start wearing a correctly fitted helmet when he/she first starts:

- (a) to ride on roads
- (b) to ride to school
- (c) riding their first wheeled toy

Answer (a) riding their first wheeled toy. This will foster positive attitudes to bike helmet use from an early age and protect against head injury.

QUESTION 16

Head injuries are the main cause of death and disability to cyclists. Studies have shown that bicycle helmet use decreases the risk of head injury by:

- (a) 35%
- (b) 55%
- (c) 85%

Answer (c) 85% and brain injury is reduced by 88%.

QUESTION 17

Approximately how many toddlers die from being run over in a driveway each year in Australia?

- (a) 5
- (b) 8
- (c) 12

Answer (c) 12. That's one child every month in Australia.

QUESTION 18

The safest place for pre-school children to play is:

- (a) in an enclosed back yard or fenced park
- (b) in the front yard
- (c) on the footpath

Answer (a) in an enclosed back yard or fenced park.



RESOURCE SHEET 2: ROAD SAFETY QUIZ

CIRCLE THE CORRECT RESPONSE.

- 1** In Australia and WA the leading cause of injury-related death for children aged from birth to 14 years is:
(a) drowning
(b) transport crashes
(c) poisoning
- 2** Children aged from birth to 16 years are mostly killed or injured in road crashes when they are a:
(a) passenger in a vehicle
(b) pedestrian
(c) cyclist
- 3** If you travel in the front seat of a vehicle your risk of injury or death in the event of a crash is:
(a) greater than if you were seated elsewhere in the vehicle
(b) less than if you were seated elsewhere in the vehicle
(c) the same as sitting anywhere in the vehicle
- 4** The safest place for a child to sit in a vehicle is the:
(a) front passenger seat
(b) back left hand passenger seat
(c) back middle passenger seat
- 5** A properly fitted and adjusted restraint that is suitable for the size and weight of the child reduces the risk of a serious or fatal injury by an estimated:
(a) 20%
(b) 30%
(c) 50%
- 6** Drivers are responsible for all unrestrained passengers in a vehicle regardless of age and are penalised per unrestrained passenger:
(a) True
(b) False
- 7** What percentage of child car restraints were found to be correctly fitted when checked by trained Type 1 Child Car Restraint Fitters?
(a) 75%
(b) 62%
(c) 38%
- 8** An appropriate restraint for a newborn to 9kg child would be:
(a) an approved convertible restraint, rearward-facing
(b) an approved frontward-facing restraint
(c) a child harness
- 9** The rates of all incidents causing harm involving children aged from birth to four years as passengers are highest between:
(a) birth to one year
(b) 2 to 3 years
(c) 3 to 4 years
- 10** The safest door for children to get in and out of the vehicle is the:
(a) front passenger door
(b) rear door closest to the kerb, or footpath
(c) rear door closest to the road



RESOURCE SHEET 2: ROAD SAFETY QUIZ

CIRCLE THE CORRECT RESPONSE.

- 11** Pedestrian injuries to children usually occur in residential areas on:
- (a) straight sealed and dry roads close to home
 - (b) winding and wet roads close to home
 - (c) major highways
- 12** Children's peripheral (or side) vision does not develop until they are about:
- (a) five years old
 - (b) eight years old
 - (c) ten years old
- 13** Passengers traveling unrestrained in a car are:
- (a) three times
 - (b) five times
 - (c) eighteen times more likely to be killed in a road crash than those wearing a seatbelt
- 14** Pedestrians are allowed to walk on the road edge facing oncoming traffic when:
- (a) they are over 12 years of age
 - (b) the traffic is not busy
 - (c) here is no footpath provided
- 15** A child should start wearing a correctly fitted helmet when he/she first starts:
- (a) to ride on roads
 - (b) to ride to school
 - (c) riding their first wheeled toy
- 16** Head injuries are the main cause of death and disability to cyclists. Studies have shown that bicycle helmet use decreases the risk of head injury by:
- (a) 35%
 - (b) 55%
 - (c) 85%
- 17** Approximately how many toddlers die from being run over in a driveway each year in Australia?
- (a) 5
 - (b) 8
 - (c) 12
- 18** The safest place for pre-school children to play is:
- (a) in an enclosed back yard or fenced park
 - (b) in the front yard
 - (c) on the footpath



RESOURCE SHEET 2: QUIZ ANSWERS

- 1 (b) Transport crashes.
- 2 (a) 56% of WA children killed or injured in road crashes in 2003 were passengers in a vehicle.
- 3 (a) Greater than if they were seated elsewhere in the vehicle.
- 4 (c) In the event of a crash, the back middle passenger seat takes less impact. The back seat is always safer than the front passenger seat.
- 5 (c) 50%.
- 6 (a) True
- 7 (c) 38% were found to be fitted correctly (most common fault being incorrect anchorage assemblies or not anchored to a permanent anchor bolt).
- 8 (a) An approved convertible restraint, rearward-facing.
- 9 (c) 3 to 4 years. Rates rise after two years of age, with sharp peaks at 3–4 years.
- 10 (b) The rear door closest to the kerb, footpath or edge of road. This is called the 'safety door'.
- 11 (a) on straight, sealed and dry roads close to home. Most preschoolers are injured near their homes while playing with other children or alone.
- 12 (c) ten years old. Until then children have about one third of the peripheral vision of adults, making it difficult to see oncoming cars.
- 13 (c) eighteen times.
- 14 (c) when there is no footpath provided.
- 15 (c) first starts riding their first wheeled toy. This will foster positive attitudes to bike helmet use from an early age and protect against head injury.
- 16 (c) 85% and brain injury is reduced by 88%.
- 17 (c) 12. That's one child every month in Australia.
- 18 (a) in an enclosed back yard or fenced park.



WORKSHOP WORK PLANS

WORK PLAN: SESSION 3 – RESTRAINTS

FIFTEEN MINUTES

KEY POINTS

BIRTH TO 12 MONTHS

- Drive courteously and obey road rules, signs and signals.
- Always wear a seatbelt.
- Never leave a baby unsupervised in a vehicle.
- Restrain babies on every trip.
- Choose the right child car restraint for the baby's size and weight.
- The minimum weight before transferring a baby into a forward-facing restraint is 9kgs and 70cm in length. The baby should also have good neck control.
- If using a convertible child car restraint, check the weight and size limits.
- Some convertibles can restrain an infant up to 12 kg.
- The safest position for a baby capsule or child car restraint is the centre rear seat.
- Put the baby in and out of the car through the safety door.
- Talk to your baby about why you put them in a restraint in the car, pram, or high chair.
- Store loose items safely in the glove box or boot of the car.

RESOURCES

- Photocopy and cut up *Resource sheet 3: Restraint cards* – enough sets for participants to be placed in groups of 4 or 5

ICONS





Birth to
12 months



12 months
to 2 years



2 years to
4 years



PowerPoint
slide



Discussion
point



Key point



Activity



Explain



Worksheet

KEY TO ICONS

CONTENT

Correct use and installation of restraints

Ask participants:

What two things are most important when choosing a restraint for your child? (Weight and size.)
Correct responses if participants do not say the child's weight and size.

- Briefly explain that Western Australia has completed a state-wide study of child car restraints that revealed one third of restraints were deemed unsuitable for a child's weight and size, and over 80% were incorrectly installed or used. The most common installation faults were:
 - incorrect anchorage assemblies
 - restraints not anchored to a permanent anchor bolt
 - placing lap sash belts around restraints (Kidsafe WA 2005).

Activity – Restraint cards

- Distribute a set of *Resource sheet 3: Restraint cards* to each group of 4 to 5 participants.
- Explain that participants must match the question cards with the correct answer card.
- Check that participants have matched the cards correctly. The correct matches are as they appear on the resource sheet.

Ask participants:

Can you think of some instances when parents/carers might be tempted to not put their child in a car restraint? (Short trips, when driving slowly, when child is distressed, when child is asleep, driving on the farm.) Stress that every child should be restrained on every trip no matter how short the distance.

Can you think of some instances when parents/carers may find it difficult to use the safety door? (When a sibling's capsule or booster seat is in the way, when there is shopping in the way, when there is no obvious kerb or footpath, when in a hurry.) Stress the importance of getting a toddler or child in and out on the kerbside or away from oncoming traffic.

Can you think of some instances when parent drivers may get distracted by their baby or toddler? (Baby crying, siblings fighting, toys being thrown.) Stress that it is safest to stop the car and deal with a distraction than trying to sort it out while driving. It is also important to praise children when they are behaving safely in the car.

- Ask participants to share with a partner one thing they have learnt from the DVD or car restraint activity. Alternative – ask the question as a whole group.



WORKSHOP WORK PLANS

WORK PLAN: SESSION 3 – RESTRAINTS ... CONTINUED

FIFTEEN MINUTES

KEY POINTS

12 MONTHS TO 2 YEARS

- Drive courteously and obey road rules and traffic signs.
- Never leave a child unsupervised in a vehicle.
- Restrain every child, every trip.
- Choose the right restraint for the child's size and weight.
- Make sure children keep their arms in the harness.
- Always supervise children getting in and out of a car using the safety door (closest to the kerb and footpath).
- Take the least mobile child out of the car first.
- Talk to children about traffic hazards when getting out of cars and in car parks.
- Talk to children about the importance of wearing a restraint, using the safety door and not distracting the driver.
- Store loose items safely in the glove box or boot of the car.

RESOURCES

- *Smart Steps* Parent booklet
- *A road safety booklet for parents and carers of children 0 to 4 years* (one copy per participant)
- *Smart Steps* Child car restraint brochure
- *Your Guide to Child Car Restraints* (one copy per participant)

ICONS





Birth to
12 months



12 months
to 2 years



2 years to
4 years



PowerPoint
slide



Discussion
point



Key point



Activity



Explain



Worksheet

KEY TO ICONS

CONTENT

Activity – *Smart Steps* Parent booklet and Child car restraint brochure

- Distribute the *Smart Steps* Parent booklet and show participants the passenger safety section and the activity sheets in the back of the booklet, including the safety door sticker.
- Distribute copies of the *Smart Steps* child car restraint brochure.
Encourage participants to identify the correct type of restraint for their children.



WORKSHOP WORK PLANS

WORK PLAN: SESSION 3 – RESTRAINTS ... CONTINUED

FIFTEEN MINUTES

KEY POINTS

2 YEARS TO 4 YEARS (ALSO SEE KEY MESSAGES FOR 12 MONTHS TO TWO YEARS)

- A forward-facing restraint should be used until the child weighs 18kg.
- A child safety harness can be used when a child is 14kg to 32kg either in conjunction with a booster seat or on its own when the child is a bigger size.
- If using a harness with a booster seat the child's eyes should be below the top of the booster seat.
- Encourage children to keep all body parts inside the vehicle and not to distract the driver.
- Encourage children to talk about road safety when they are traveling.

RESOURCES

- *Smart Steps* Parent booklet
- A road safety booklet for parents and carers of children 0 to 4 years (one copy per participant)
- *Smart Steps* Child car restraint brochure
- *Your Guide to Child Car Restraints* (one copy per participant)

ICONS





Birth to
12 months



12 months
to 2 years



2 years to
4 years



PowerPoint
slide



Discussion
point



Key point



Activity



Explain



Worksheet

KEY TO ICONS

CONTENT



RESOURCE SHEET 3: RESTRAINT CARDS



I am under 9kg.
What is the correct
restraint for me?



Check the upper limit of the restraint, 8kgs – 18kgs.
If it is 12 kg the baby can face rearwards until the
baby reaches that weight, as this is the safest
option. If the upper limit is 9kg, the baby will need to
face forward when it has reached this weight.



I am between 8kg
and 18 kg.
What is the correct
restraint for me?



An approved forward facing toddler seat or
convertible restraint. A child over 14kg who can sit
with the top shoulder straps slots more than 25mm
below their shoulders can also use a booster seat
with child harness or lap sash belt.



I am between 14kg
and 26kg.
What is the correct
restraint for me?



A child over 14kg who can sit with the top shoulder
straps slots more than 25mm below their shoulders
can use a booster seat with child harness or lap
sash belt – approximately 3-7 years of age.



RESOURCE SHEET 3: RESTRAINT CARDS



When can I get rid of my booster seat and just wear a normal lap sash belt?



Not until the child's eyes are level with the top of the booster seat and while sitting with their bottom at the back of the seat their knees are bent at the edge of the seat (approximately 26 to 32 kg).



When should a second hand restraint not be used?



If it is more than 10 years old; has stress marks in the plastic mould; frays or tears in the straps; it has been in a crash; or you are unsure about the history of the restraint if parts are missing. It is also regulation that a second hand restraint is accompanied with the manufacturers' instructions.



Who can check whether I have installed my child's restraint correctly?



There is a network of Type 1 Child Car restraint Fitters throughout WA who are qualified to check and install car restraints. For further information see the contact details in your *Smart Steps* Parent Booklet.



WORKSHOP WORK PLANS

WORK PLAN: SESSION 4 – DISTRACTING THE DRIVER

TEN MINUTES

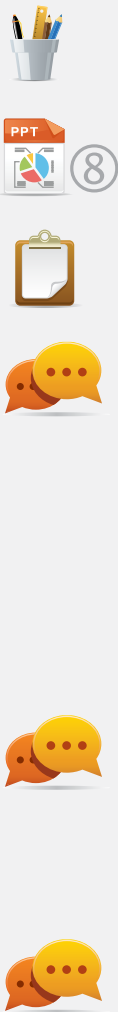
KEY POINTS

- Explain to children the importance of not distracting the driver.
- Praise children for safe behaviour as a passenger.
- Plan activities and snacks to keep children occupied on both short and long trips.
- Ensure children are not hungry, thirsty or in need of the toilet before getting in the car.
- Store loose items safely as they can become missiles and cause serious injury in the event of a crash.

RESOURCES

- Pack of playing cards
- Photocopy and cut up *Resource sheet 4: Role cards* – two copies
- Small table and four chairs
- Soft toy

ICONS





Birth to
12 months



12 months
to 2 years



2 years to
4 years



PowerPoint
slide



Discussion
point



Key point



Activity



Explain



Worksheet

KEY TO ICONS

CONTENT

Activity – Distracting the driver

- Set four chairs up behind a small table to represent the front and back seats of car. One chair will become the driver's seat the other chairs the passenger seats.
- Explain that the activity aims to illustrate how a child can distract a driver and the importance of explaining to children to behave safely in the car.
- Ask for a volunteer 'driver' and two 'passengers' to sit in the chairs. The passengers should sit in the back seat of the 'vehicle'.
- Explain that the driver must sort the cards into separate suits and from highest to lowest. This is simulating the task of driving and concentrating.
- Let the driver have a practise then ask them if this is a relatively easy task (it should be). Get them to focus on how they felt physically, mentally and emotionally. Ask the observers what they noticed.
- Ask the driver to collect and shuffle cards.
- Give the passengers a copy of *Resource sheet 4: Role cards* and ask them to decide which role they will take. Explain that the passengers must do what is written on their role card.
- Explain that the driver must sort the cards but also respond to the 'children's' demands or questions.
- Run the activity for several minutes and encourage the other participants to observe the driver's ability to concentrate.
- On completion of the activity ask the driver if sorting the cards was still a relatively easy task (it should have been more difficult) and how they felt during this process. Once again focus on the emotional, physical and mental aspects of this task (eg their body temperature may rise, they may start to sweat, their heart may race, they may become frustrated, they may forget what they are doing, they may turn around, they may yell or display 'angry' behaviours etc).

Ask participants:

Having seen that some behaviours can affect a driver's concentration and decision making abilities, what could you do to reduce the chances of your child distracting you when you drive?

(Explain why it is important not to distract the driver; praise children when they have been quiet and safe; provide a travel bag of toys/books for children to play with just in the car and change them regularly; sing songs or listen to CDs; make sure children are not hungry, thirsty or in need of the toilet before getting into car; use hand signals to convey the message to be quiet; stop the car to deal with distractions.)



WORKSHOP WORK PLANS

WORK PLAN: SESSION 5 – REVIEW AND EVALUATION

FIVE MINUTES

KEY POINTS

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

RESOURCES

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

ICONS





Birth to
12 months



12 months
to 2 years



2 years to
4 years



PowerPoint
slide



Discussion
point



Key point



Activity



Explain



Worksheet

KEY TO ICONS

CONTENT

Review of workshop

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

Ask participants:

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

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

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

Feedback

- 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*.



RESOURCE SHEET 4: ROLE CARDS

ROLE CARD 1

You are either a young baby needing a feed or a toddler who is bored with being in the car. Your job is to cry and whine from the moment the 'driver' starts to sort the cards. Keep crying and don't stop. Cry loudly and be as distracting as you can.



ROLE CARD 2

You are three years old. As soon as the 'driver' starts sorting the cards again, ask or do the following. Make the questions loud and distracting. Keep asking the questions, don't stop!

What's this thing up my nose Mummy/Daddy?

My finger's stuck in this toy. Look! (Scream loudly.)

Here take this apple. I don't want it any more. (Pretend to pass an apple).

Throw soft toy at the driver.

I can open the door. Look at me!

What's that man doing Mummy/Daddy?

Are we there yet?

Look at me! I can take my arms out. Look Mummy/Daddy.

I need to go to the toilet. Can we go to the toilet?

I want something to eat. What can I eat? I don't like bananas.

Throw soft toy at the driver.

Are we there yet?

Tell my brother/sister to be quiet. Stop crying!

I feel sick.

Let's put some music on. Let's sing a song. Yeah! Hoorah!

Throw soft toy at the driver.

PACK-UP AND REVIEW – AFTER THE WORKSHOP

TASK	COMPLETED
Collect all of the <i>Participant Feedback Forms</i> .	
<p>Read all of the <i>Participant Feedback Forms</i>. Reflect on the responses provided by asking yourself the following questions:</p> <ol style="list-style-type: none">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 <i>Attendance Register</i> by including a tally of numbers attending the workshop.	
Complete the <i>Coversheet for Participant Feedback Forms</i> .	
Pack up all of the equipment and leave the room as it was before the workshop began.	
Fax or post the <i>Attendance Register</i> , the <i>Coversheet for Participant Feedback Forms</i> and the <i>Participant Feedback Forms</i> to SDERA <u>within seven days</u> of workshop completion. These documents are found in Appendices 5, 6, and 7.	

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PART 2:

APPENDICES



PART 2 – APPENDICES

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SDERA REGIONAL CONSULTANTS

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



invites you to attend our

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

WHEN	
TIME	
WHERE	
COST	
CRÈCHE	

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

Join us for a passenger 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 64 of this book decide what you need to order.

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

STEP 7

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

STEP 8

Click on the 'Place order/items' tab.

STEP 9

Click on 'Online order form'.

STEP 10

Choose the items and quantity of resources you require.

STEP 11

Before clicking 'Place order' check the following:

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

Your order will usually be delivered within the week.

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

WHAT RESOURCES TO ORDER

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

RESOURCES FOR PARENTS

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

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

RESOURCES FOR DISPLAY AND OTHER PURPOSES

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

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

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

- 3 *Smart Steps* Safety door stickers.

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



HAVING PROBLEMS ORDERING?

Try either of the following contacts for ordering assistance.

Northside Logistics

Phone: (08) 9370 3522

Fax: (08) 9370 5538

SDERA

Phone: (08) 9264 4743

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

ATTENDANCE REGISTER

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

PARTICIPANT SIGN-IN		PLEASE TICK ALL BOXES THAT APPLY						
The information collected below is <u>only</u> used for evaluating the <i>Smart Steps</i> program. Enter your name and tick all the boxes that apply to you.								
		M	F	Parent	Grandparent	Carer	Aboriginal or Torres Strait Islander	Non-English speaking background
①		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
②		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
③		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
④		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⑤		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⑥		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⑦		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⑧		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⑨		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⑩		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⑪		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⑫		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⑬		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⑭		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⑮		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[illegible]

AGENCY VENUE	
AGENCY CONTACT	
WORKSHOP DATE	
PRESENTER/S	

TOTAL ADULTS	
TOTAL CHILDREN	
TOTAL PARTICIPANTS	

ENTERED ON DATABASE ☐ PRINTED OUT WORKSHOP SUMMARY SHEET ☐



QUESTION

DATE _____

Agree Unsure Disagree




I understand the road safety issues for young children.

1

1

1

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.

1

1

1

I feel confident to use the resources provided in the workshop with young children.

L

7



I have been satisfied with the overall workshop experience.



I would recommend this workshop to others.

1



1

DO YOU HAVE ANY OTHER COMMENTS?

[illegible]

THANK YOU FOR YOUR ATTENDANCE AND FOR COMPLETING THIS EVALUATION.

FURTHER INFORMATION AND SUPPORT

AGENCY

Government of Western Australia
Department of Transport
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.

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.

CONTACT

Ph: (08) 9216 8000

Ph: 1300 885 836
Email: help@ilc.com.au
Web: www.ilc.com.au

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



AGENCY

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.

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.

WALGA RoadWise Program

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

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

CONTACT

Ph: (08) 9323 4688

Email: ors@mainroads.wa.gov.au


Web: www.ors.wa.gov.au

Ph: (08) 9436 4471

Web: www.rac.com.au



Ph: (08) 9216 8000


POWERPOINT PRESENTATION



Smart Steps: Moving there together

Passenger safety parent workshop








Passenger safety parent workshop

Aims


- To highlight passenger safety issues for young children aged from birth to four years.
- To emphasise the role of the parent/carer in educating young children in correct passenger safety behaviours.
- To develop the confidence to talk about and model good passenger safety behaviours.








Parents and road safety educators and role models


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






Fist of five









Correct use and installation of restraints


What two things are the most important when choosing a restraint for your child?






Activity Restraint cards









Can you think of some instances when:


- parents/carers might be tempted not to put their child in a car restraint?
- using the safety door could be difficult?
- parents/carers driving the car would be distracted?






Activity Distracting the driver




Time to think



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

Thank you for attending



PART 3:

**PASSENGER ROAD
SAFETY ACTIVITIES
FOR CHILDREN**



PART 3 – PASSENGER ROAD SAFETY ACTIVITIES FOR CHILDREN

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PASSENGER 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 crèche with individual children or a small group of children
- 3 as activities for a playgroup.

The activities have been divided up into age appropriate sections.



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

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





PASSENGER SAFETY ACTIVITIES FOR CHILDREN AGED FROM BIRTH TO TWO YEARS

Learning outcomes

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

WEARING RESTRAINTS

Activity

MUSIC AND MOVEMENT

Travelling in the car songs

- If present, encourage parents to sing the following songs with their child.
- Select actions to match the lyrics (eg fingers to lips for 'sit quiet and still').
- New verses can be created to reinforce other safer passenger behaviours (eg If you're riding in the truck read a book, If you're riding in the car have a sleep).

Click clack

- Play the song Click clack from the *Smart Steps* CD.
- If parents are present, ask them to do the following actions with their children throughout the song.
 - 'Click' and 'Clack' – clap hands
 - 'Front' – lean forward
 - 'Back' – lean backward
 - 'You put your seatbelt on' – hug tight.Repeat the actions through all verses of the song.

Buckle up tight

- If parents are present, encourage them to sing the following song with their child.
- Each time the words 'buckle up tight' are sung, parents should give their child a hug.

Resources

- *Smart Steps* CD – Road safety songs: Tracks 1–2
- Musical instruments or other items for making noise



The term **restraint** refers to the child car restraint, harness or seatbelt appropriate for the child's size, weight and age.



Activity

Buckle up tight (To the tune of *The wheels on the bus*)

*We sit in the car and buckle up tight,
Buckle up tight, buckle up tight,
We sit in the car and buckle up tight,
Every trip in the car.*

New verses can be sung by changing the name of the vehicle (eg truck, van, ute). For example:

We sit in the ute and buckle up tight ...

We sit in the truck and buckle up tight ...

INDOOR PLAY

Car building

- For the older children, help them to build a car (bus, taxi, truck etc) from boxes, chairs, crates or other materials available that is big enough for them to sit in.
- Help the children to strap in their toys and themselves using ribbons, stockings etc. When they are strapping their toys and themselves into their 'vehicle' talk to them about why they need to be strapped in.

Questions to ask

Where are you going to sit?

Are you buckled up tight?

Is dolly or teddy buckled up tight?

Why do we need to buckle up tight?

LANGUAGE AND LITERACY

Izzy's trip

- In small groups read the story *Izzy's trip* on the back page of the *Passenger safety activity card* in the parent booklet. (If parents are present ask them to help read the story to a small group).

For the older children:

- see if they can answer some of the questions that are asked in the story eg where do you think Izzy is going?
- Ask them what Izzy did to help make sure that he arrived safely at the park (wore his restraint, got safely into the car, stayed with Mum).

Resources

- Boxes, crates, chairs other equipment
- Ribbons, elastic, tape, stockings
- Teddy bear, other soft toys or dolls

- *Smart Steps Parent booklet – A road safety booklet for parents and carers of children 0 to 4 years*



NOT DISTRACTING THE DRIVER

Activity

Resources

MUSIC AND MOVEMENT

CD songs

- If parents are present, ask them to jiggle or bounce their children on their laps as they listen to the following passenger safety songs on the *Smart Steps CD* – *A ride in the car* (Track 1) and *Click clack* (Track 2).

For the older children:

- encourage them to move their bodies to the music
- provide musical instruments (eg tapping sticks) or noise making items (eg rice in ice cream containers, cardboard tubes and lids and wooden spoons to bang) for children to play while listening to the song.

Babies in the car (To the tune of *The wheels on the bus*)

The babies in the car sit quiet as mice (sh)

Quiet as mice (sh)

Quiet as mice (sh)

Sh! Sh! All the way home

OR

Kids in the car (To the tune of *The wheels on the bus*)

The kids in the car are quiet as mice, quiet as mice, quiet as mice,

The kids in the car are quiet as mice,

So Mum (Dad/Gran/Pop) can drive the car.



PASSENGER SAFETY SONG: A RIDE IN THE CAR – TRACK 1

A ride in the car

Words and music by
MELISSA PERRIN

Swing $\text{♩} = 132$

F C7

Vroom, vroom, vroom. Vroom, vroom, vroom. We're go-ing to get in the car. _

F C7

3rd time to CODA ♩

Broom, broom, broom. Broom, broom, broom. We're go-ing to drive _ ve-ry far. _

F Gm7 C7 Gm7

We get in the car on the kerb _ side. _ We don't ev-en step on the street. _

C7 Gm7 C7

1. Gm7

We all hop in and close the doors _ and set-tle in - to our seats. _

C7 Gm7 C7

2. Gm7

ev - 'ry - bo - dy's feel - ing _ hap - py and bright! _

♩ CODA

F G7 F G7 F

We're as happy as we _ can _ be. _ We're as happy as we _ can _ be. _

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

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

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

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



PASSENGER SAFETY SONG: CLICK CLACK –TRACK 2

Click clack

Words and music by
FRANCISCUS HENRI

C

G7

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

C

Am

F6

G

C

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

Verse 2. Sing it again.
Click. Clack.
Where do you sing it?
Front and back.
How do you make that 'click clack' noise?
You put your seatbelt on.

Verse 3. Boys and girls.
Click. Clack.
Mums and Dads.
Front and back.
How do they make that 'click clack' noise?
They put their seatbelts on.

Verse 4. Sing it again.
Click. Clack.
Where do we sing it?
Front and back.
How do you make that 'click clack' noise?
You put your seatbelt on.
You put your seatbelt on.

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PASSENGER SAFETY ACTIVITIES FOR CHILDREN AGED FROM TWO TO FOUR YEARS

Learning outcomes

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

- they need to wear a restraint on every trip
- they need to ask an adult to check their restraint is correctly fitted and fastened every trip
- they need to enter and exit the car using the safety door
- they need to be quiet and not distract the driver.

All of the previous activities introduced for children aged from birth to two years can be adapted, as appropriate, and completed with children in this age group. Additional age-appropriate activities are included below.

WEARING RESTRAINTS

Activity

MUSIC AND MOVEMENT

CD songs

Rolling down the highway

- If parents are present, ask them to listen and join in singing the following passenger safety song on the *Smart Steps CD – Rolling down the highway* (Track 3).

For the older children you could also:

- encourage them to move their bodies to the music
- provide musical instruments (eg tapping sticks) or noise making items (eg rice in ice cream containers, cardboard tubes and lids and wooden spoons to bang) for children to play while listening to the song.

The seatbelt song

- If parents are present, ask them to listen, sing and join in the actions to the following passenger safety song on the *Smart Steps CD – The seatbelt song* (Track 4).
- Parents can mime putting on their seatbelts and then driving the car, and children can mime putting on their seatbelts and then doing a safe passenger activity in the back seat such as 'reading' a book.

Resources

- *Smart Steps CD – Road safety songs – Track 3*
- *Smart Steps CD – Road safety songs – Track 4*



Activity

- For the older children you could also:
- encourage them to move their bodies to the music
 - provide musical instruments (eg tapping sticks) or noise making items (eg rice in ice cream containers, cardboard tubes and lids and wooden spoons to bang) for children to play while listening to the song.

Resources

- Teddy, soft toys and/or dolls
- Ribbon, tape or stockings

INDOOR PLAY

Toy cars

- Encourage children to place their toys (eg teddy or a doll) inside a toy car or truck.
- As they are playing talk to them about what will happen if they bump the car or truck into a wall or into another toy vehicle.
- Ask them how they could make sure teddy or the doll stay in the vehicle.
- Use ribbon, tape or stocking to tie teddy or a doll into the vehicle to simulate a restraint.
- Discuss the importance of using a restraint every trip.

Questions to ask

*What keeps you safe in the car?
Why do we need to wear a restraint?
Who can help you put your restraint on?
What will happen if the car or truck crashed into a wall, another vehicle, or someone else? Will teddy (or the doll) be safe if they are not wearing their restraint?*

Puzzles

- Children can colour *Activity sheet 2: Restraint puzzle*.
- Help them to cut around the jigsaw pieces.
- Help the child to put the puzzle back together talking about and asking the following questions.

Questions to ask

*What sort of restraint can you see in the photo?
Is everyone wearing a restraint?
Why are the restraints different?*

- *Smart Steps Activity sheet 2: Restraint puzzle (one per child)*



Activity

LANGUAGE AND LITERACY

Picture talk

- For the older children, show *Discussion photo 1: Restraints* and talk about the need for children to be in a restraint that fits them properly and is correctly fastened.
- If parents/carers are present, encourage them to talk to their child about the different types of restraints shown on *Activity sheet 1: Restraints*.
- With help, children draw a line matching each person to their appropriate restraint.
- Children may like to colour in the pictures on the resource sheet.

Questions to ask

Why do you need to wear your restraint?

Why is it important that you sit correctly in your restraint?

Who can you help you put on your restraint correctly?

Resources

- *Discussion photo 1: Restraints* from the *Smart Steps Discussion photos flip book*
- *Smart Steps Activity sheet 1: Restraints* (one per child)

USING THE SAFETY DOOR

Activity

MUSIC AND MOVEMENT

CD songs

- Encourage children to listen and move to *The footpath side* (Track 5) on the *Smart Steps CD*.
- Encourage children to listen to *A ride in the car* (Track 1) and mime actions to the different words in the song (ie 'get in the car', 'close the doors' and 'put our seatbelts on').
- Use vocabulary such as kerbside, safety door, seatbelt and buckled up when talking about the meaning of the songs.

Questions to ask

Tell me what you do when you go for a ride in the car.

Which door do you get in?

What do you need to do before mum or dad starts the car?

Show me how you put your seatbelt on.

When the car stops what door do you get out of?

Resources

- *Smart Steps CD – Road safety songs – Track 5*
- *Smart Steps CD – Road safety songs – Track 1*



Activity

INDOOR PLAY

Traffic mat

- Let children play with toy cars or trucks on a *Smart Steps Traffic mat*.
- During the play time, ask children to 'park' the car in different locations and show their parents (if present) where the safety door is on the car.

Questions to ask

Who is in your car?
Where do they get in/out of the car?
Who helps them get in/out of the car?
Why do they get in/out of this door?

Making cars

- Give children a collection of recycled construction materials (eg boxes of different sizes, cardboard tubes, ice cream containers and paper plates) and other craft supplies (eg sticky tape, blunt-nosed scissors and Blu-tak) to make a car (taxi, bus, truck, ute, tractor etc) with their parents.
- Encourage the parents to talk to their child during the making time focusing on the need to have restraints in the car and how they could make them (eg with ribbon, tape etc).
- For the older children, have children show their parents where the safety door is on their car before attaching a safety door sticker.
- Ask parents to explain to their child why this is the safest door to get in and out of the car with an adult's help.

Resources

- *Smart Steps Traffic mat*
- Toy cars
- Collection of recycled construction materials and craft supplies
- *Smart Steps Safety door stickers*



Activity

LANGUAGE AND LITERACY

Picture talk

- For the older children, use *Discussion photo 2: Safety door* to talk to children about getting in and out of cars safely.
- Ensure that parents and children understand the importance of using the safety door (which is the rear passenger door closest to the footpath or kerb).
- Use the key messages and questions on the rear of the photo to guide discussion.

No footpath

- Ask parents to talk with their child about what they might do when they get out of the car and there isn't a footpath or kerb to stand on (eg in a car park at the supermarket or park, on rural roads).

Blocked safety door

- Talk about how sometimes there may be things on the seat next to the safety door (eg shopping or sibling's baby capsule) blocking the child's exit.
- Make sure children understand that they may need to wait while parents remove these items to get out of the safety door or alternatively, climb between the front seats to get out on the kerb side at the front of the vehicle.

Ask the children to imagine the following scenario:

Let's imagine that you are sitting in a car.

I hope you have your seatbelt on.

Now let's imagine that mum or dad has asked you to get out of the car but there's a big bag of shopping near the safety door. I wonder how you would get out of the car. Remember, you have to stay safe.

- Talk about their responses guiding their answers if required.

Resources

- *Discussion photo 1: Restraints* from the *Smart Steps Discussion photos flip book*
- *Smart Steps Activity sheet 1: Restraints* (one per child)



NOT DISTRACTING THE DRIVER

Activity

Resources

MUSIC AND MOVEMENT

Travelling in the car songs

- If present, encourage parents to sing the following songs with their child.
- Select actions to match the lyrics (eg fingers to lips for 'sit quiet and still').
- New verses can be created to reinforce other safer passenger behaviours (eg *If you're riding in the truck read a book; If you're riding in the car have a sleep*).

The children on the bus (To the tune of *The wheels on the bus*)
The children on the bus sit in their seats, in their seats, in their seats,
The children on the bus sit in their seats,
All the way to town.

Other verses
The children on the bus use quiet, quiet voices...
The children on the bus never talk to the driver...

If you're riding in the car
(To the tune of *If you're happy and you know it*)
If you're riding in the car sit quiet and still,
If you're riding in the car sit quiet and still,
If you're riding in the car,
Or on a trip both near and far
If you're riding in the car, sit quiet and still.



Activity

INDOOR PLAY

Toys for the car

- Set up a variety of activities suitable for playing in the car according to the developmental abilities of the group (eg magnetic boards with shapes and letters, Magnadoodle or Etchasketch, felt story books, puppets, colouring-in, CD stories, search-an-object books eg Where's Wally, or music).
- Show children how to use each of the activities.
- If present, explain to parents that children need to be kept busy while travelling in the car, especially on long trips, so they do not distract whoever is driving.
- Give parents some suggestions for items to place in a toy bag or travel bag to keep in the car (eg soft toy or puppet, book, colouring-in book).
- Explain to parents that over time it could become part of a child's responsibility to make sure that they have 'things' in their bag and to change them on a regular basis so that they do not become bored with them. This is a good start for them assuming some responsibility over their behaviour in the car.

LANGUAGE AND LITERACY

Picture talk

- For the older children, show the children *Discussion photo 3: Safer journeys*.
- Talk about activities children can do while travelling in the car that will not distract the driver.
- Use the key messages and questions on the rear of the photo to guide discussion.

Resources

- Selection of games, toys and activities suitable to play in the car

- *Discussion photo 3: Safer journeys* from the *Smart Steps Discussion photos flip book*



PASSENGER SAFETY SONG: A RIDE IN THE CAR – TRACK 1

A ride in the car

Words and music by
MELISSA PERRIN

Swing ♩ = 132

F C7

Vroom, vroom, vroom. Vroom, vroom, vroom. We're go-ing to get in the car.

3rd time to CODA

F C7

Broom, broom, broom. Broom, broom, broom. We're go-ing to drive ve-ry far.

F Gm7 C7 Gm7

We get in the car on the kerb side. We don't ev-en step on the street.

C7 Gm7 C7

1. Gm7

We all hop in and close the doors and set-tle in - to our seats.

C7

2. Gm7 C7

ev - 'ry - bo - dy's feel - ing hap - py and bright!

CODA

F G7 F G7 F

We're as happy as we can be. We're as happy as we can be.

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

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

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

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



PASSENGER SAFETY SONG: ROLLING DOWN THE HIGHWAY – TRACK 3

Rolling down the highway

Words and music by
MELISSA PERRIN

With a rock feel ♩ = 144

C F7 G7

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

C F/G

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

G7 C7 F7

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

G7 C7 F7

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

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

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

C F7 F/G G7 C

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

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PASSENGER SAFETY SONG: THE SEATBELT SONG – TRACK 4

The seatbelt song

Words and music by
FRANCISCUS HENRI

G Bm C D G

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

Bm C D

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

Am Am(maj7) Am7 D

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

G Bm C D G

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

Verse 2. Grandpa's got to put his seatbelt on,
When he's driving down the road.
Grandma's got to put her seatbelt on,
When she's driving down the road.
Me I'm in the back seat,
Strapped in nice and neat.
I always put my seatbelt on,
When I'm driving down the street.

Verse 3. I look out of the window,
And what do I see?
People in other cars
Looking back at me.
They're all sitting in their seats,
Strapped in nice and neat.
They all put their seatbelts on,
When they're driving down the street.

Verse 4. When I'm old enough to steer,
When I'm driving down the street.
I'll always put my seatbelt on,
When I'm driving down the street.
I'll be in the front seat,
Strapped in nice and neat.
I'll always put my seatbelt on,
When I'm driving down the street.

Repeat verse 1

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PASSENGER SAFETY SONG: THE FOOTPATH SIDE – TRACK 5

The footpath side

Words and music by
FRANCISCUS HENRI

C F F/G G7

Oh, you climb out the car when you've been for a ride but you al-ways climb out on the

C

foot - path side. The cars on the road and the mo - tor-bikes too might come

F F/G G7 C C7 F F/G G7 C

driv - ing by and crash in - to you. O - pen the door and they might hit you.

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

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

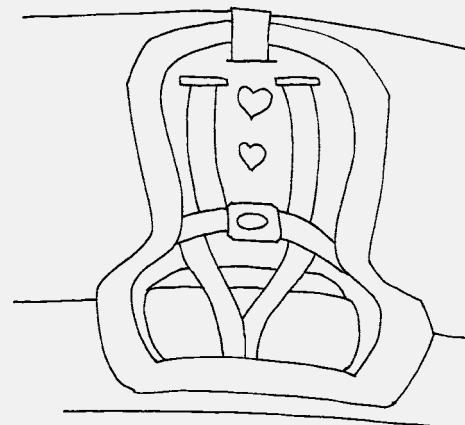
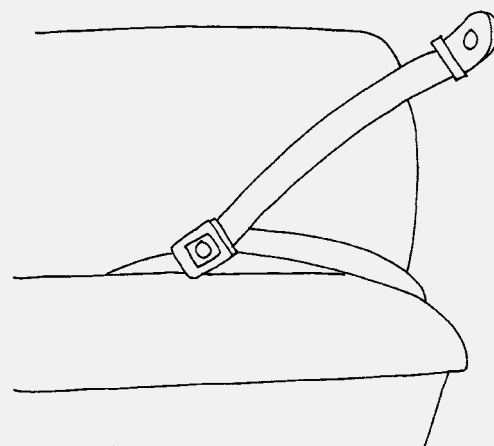
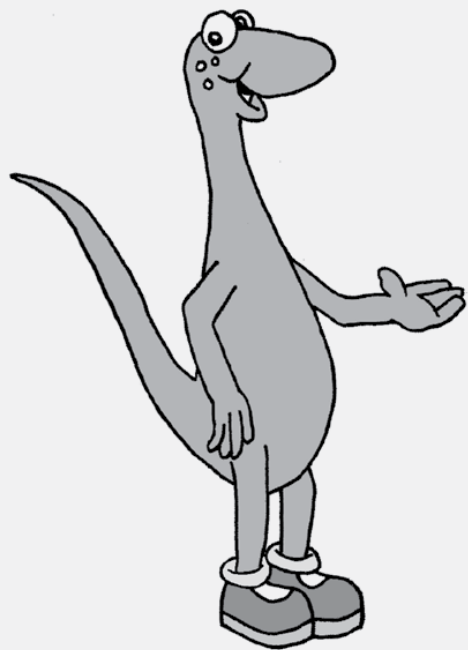
There are cars and buses
On the road,
And great big trucks
With heavy loads.

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

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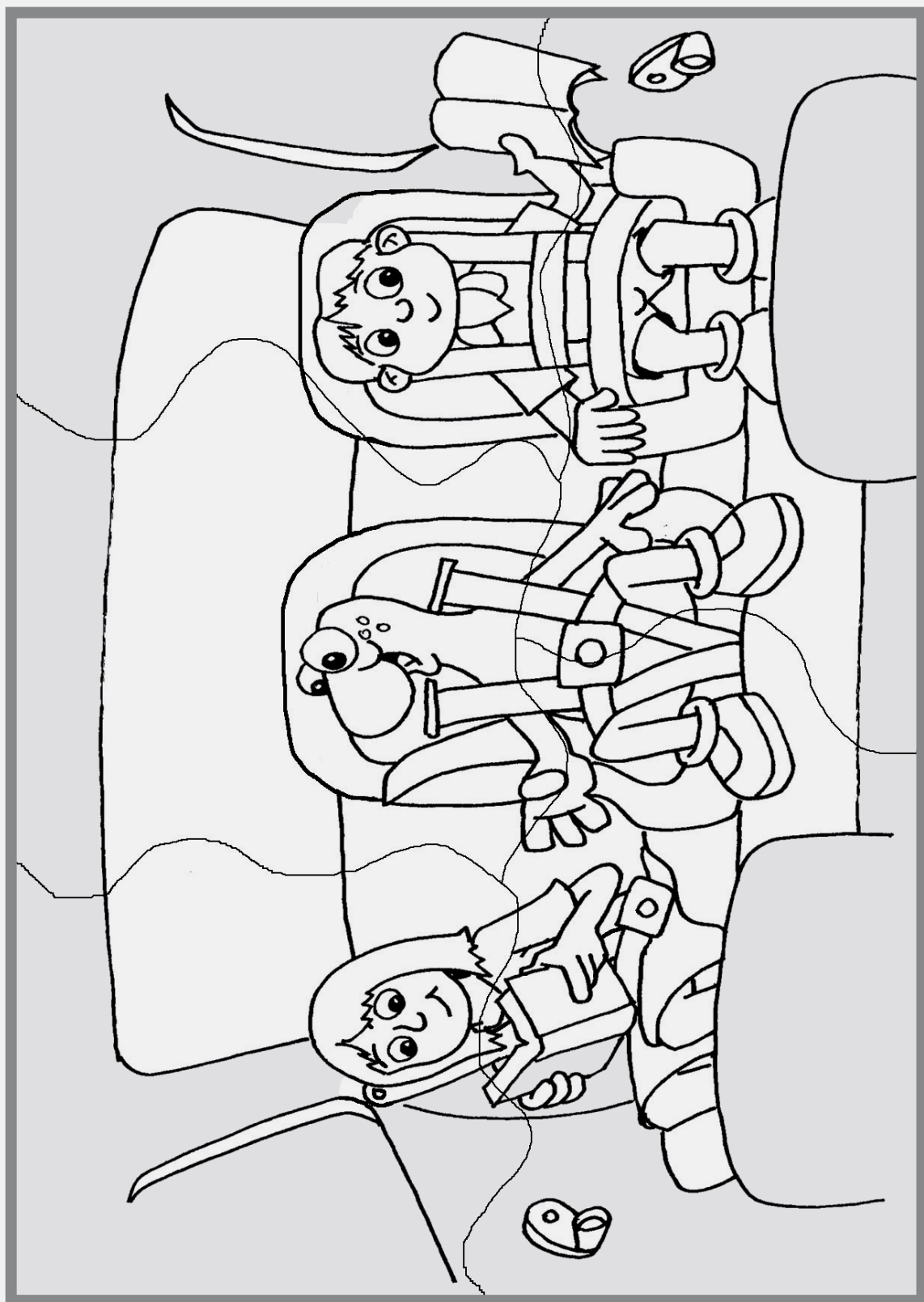


ACTIVITY SHEET 1: RESTRAINTS





ACTIVITY SHEET 2: RESTRAINT PUZZLE





NOTES

**Title:**

Smart Steps: Moving there together
Presenter's Kit
Book 2 – Passenger safety

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