



SmartSteps

A ROAD SAFETY PROGRAM FOR EDUCATORS
WORKING WITH CHILDREN AGED 0-8 YEARS

SDERA
EDUCATING FOR SMARTER CHOICES

SAFETY ON WHEELS

Smart Steps: Making safer choices –
Taking smarter steps



**TITLE:**

*Smart Steps: Making safer choices –
Taking smarter steps: Safety on Wheels*

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Smart Steps: Making safer choices – Taking smarter steps is a road safety program for educators working with children aged from birth to eight years of age. The program has been developed by School Drug Education and Road Aware (SDERA) and funded by the Road Trauma Trust Account. Appreciation is expressed to the following people and agencies for their contribution and commitment to its development.

- Authors of the *Smart Steps Facilitator's Guide* (published 2008)
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The author has made a comprehensive effort to sight and credit sources. Any omissions detected are not intentional. The author welcomes information to correct any oversights in subsequent editions.

**SCHOOL DRUG EDUCATION
AND ROAD AWARE (SDERA)**

SDERA is the WA State Government's primary drug and road safety education strategy for all government and nongovernment schools, and early childhood services. SDERA is a cross-sectoral initiative of the Association of Independent Schools of WA (AISWA), the Catholic Education WA (CEWA) and Department of Education (DOE). SDERA is funded by the Mental Health Commission, Road Safety Commission via the Road Trauma Trust Account, and the Department of Education.

SDERA aims to prevent road-related injuries and the harms from drug use in children and young people.

SDERA empowers early childhood and school-based staff, parents and carers, and community groups to implement effective resilience, drug and road safety education approaches within their schools and community, through the provision of professional learning, evidence-based resources, and a state-wide consultancy team.

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WELCOME!

Welcome to the *Smart Steps: Making safer choices – Taking smarter steps* pedestrian safety activities for children aged 0–8 years.

This series of teaching and learning activities is based on the *Smart Steps* program created and first published by SDERA in 2008 and then revised, re-written and re-published in 2011 as the *Smart Steps: Moving there together Presenter's Kit*.

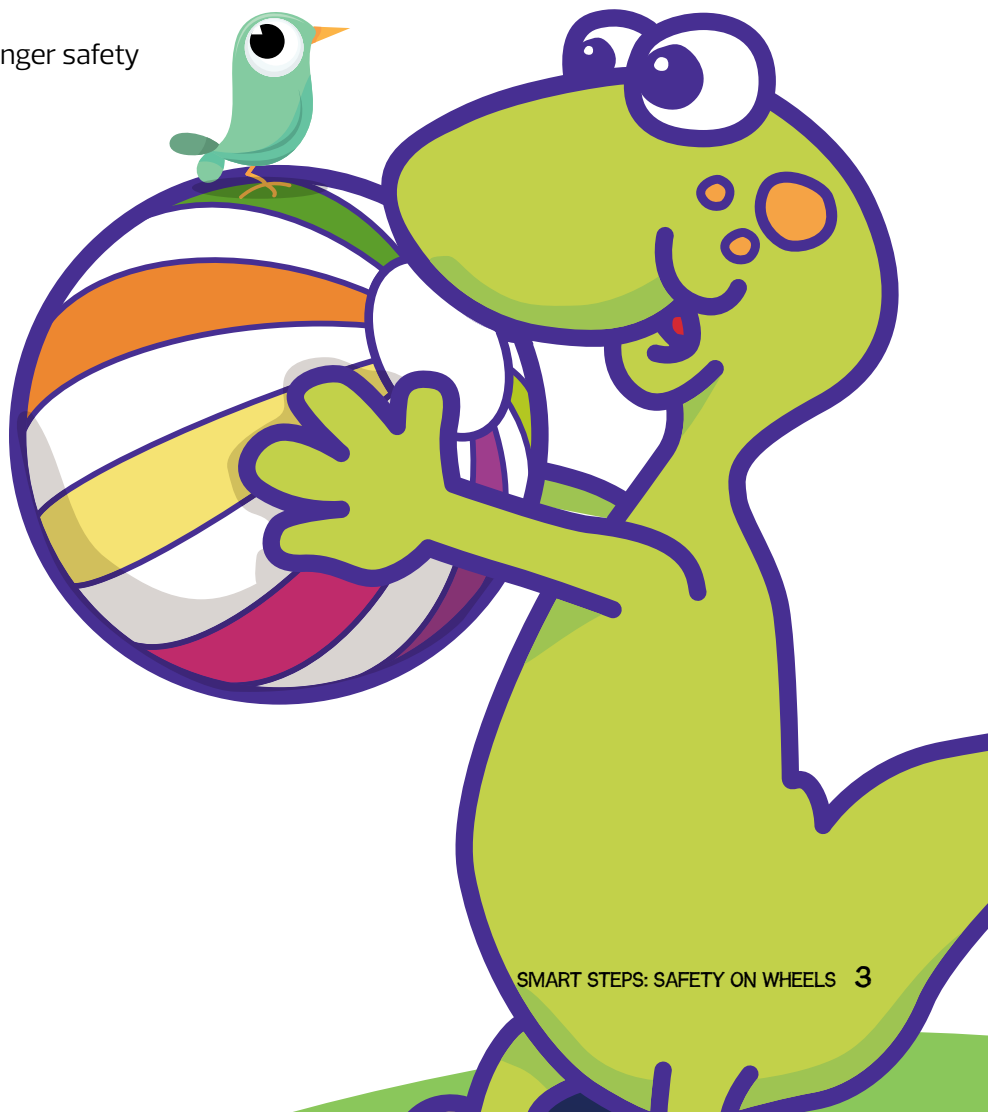
These original *Smart Steps* resources have now been re-written for educators working with children aged 0–8 years to enhance their understanding of the factors that contribute to keeping children safe in the traffic environment.

Smart Steps: Making safer choices – Taking smarter steps focuses on:

- child car restraints and general passenger safety
- safe pedestrian practices
- safe places to play
- safety on wheels
- strategies to embed road safety education into the curriculum.

The *Smart Steps: Making safer choices – Taking smarter steps* resources aim to:

- enhance educators' understanding of the developmental capabilities of young children in the traffic environment
- focus on the key messages to teach children so that they can remain safe in the traffic environment
- provide a range of teaching and learning strategies educators can use with children to build their road safety knowledge and skills.



WHY TEACH CHILDREN HOW TO PLAY SAFELY WHEN IN THE TRAFFIC ENVIRONMENT?

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

- 1 Children focus on one task at a time and ignore, or are unaware of, other things around them. For example, if children are engrossed in a game on the front lawn they are often completely unaware of what traffic is moving up and down their street.
- 2 Children do not have the experience to appreciate what danger surrounds them near traffic.
- 3 Children's hearing is not as well developed as adults, so they may have problems working out the direction of traffic sounds. This is particularly important if children are concentrating on something else such as chasing a ball or riding a scooter.
- 4 Children's peripheral vision is underdeveloped and therefore they are unlikely to see an approaching car unless they turn their heads and look directly in the direction of the oncoming vehicle. This is particularly dangerous when learning to ride or riding on a wheeled device.

- 5 Children can't judge the distance and speed of cars properly. This makes it difficult for them to judge a safe gap in the traffic without adult help.
- 6 Children can't stop quickly and tend to freeze when faced with danger.
- 7 Children's small stature means they can't always be seen by drivers (eg over bushes or parked cars).
- 8 Drivers reversing cars or pulling into driveways cannot see small children, particularly toddlers.
- 9 Play environments chosen by adults are often not fenced, such as front lawns and driveways.
- 10 Adults do not always consider driveways dangerous and allow children to play there without as vigilant supervision.

Children may not have the necessary physical skills or knowledge to handle a wheeled toy or bicycle. For example, children riding a scooter, ride-on or bicycle on a sloped driveway may not have the skills to stop the wheeled vehicle from rolling out onto a road with the added momentum of the slope.



SAFETY ON WHEELS

ACTIVITIES FOR CHILDREN

The following section of the resource includes activities that are suitable for children aged up to eight 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
- 4 within a classroom environment.

The activities have been divided up into age appropriate sections.



NOTE: The activities can be adapted for age-appropriateness and also to meet varying developmental needs. With this adaptation, the activities can be suitable for children up to eight years of age.



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 children.

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SAFETY ON WHEELS ACTIVITIES FOR CHILDREN AGED FROM BIRTH TO TWO YEARS

Learning outcomes

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

PLAY SAFETY

Activity

MUSIC AND MOVEMENT

Safety songs

- Listen to *A safe place to play*.

Resources

- SDERA Smart Steps web page – *A safe place to play* <http://www.sdera.wa.edu.au/programs/smart-steps/smart-steps-resources/>

SAFETY ON WHEELS

Activity

MUSIC AND MOVEMENT

My helmet

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

My helmet

(To the tune of *Pop goes the weasel*)
Round and round the path I go
Riding my bike
I put my helmet on my head
Nice and tight!

Resources



SAFETY ON WHEELS SONG: A SAFE PLACE TO PLAY

A safe place to play

Words and music by
MELISSA PERRIN

With energy (swung quavers) ♩ = 152

D

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

G E A

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

E A D G

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

Em A D/A

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

Adim A7 G7 D7

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

E7 Em7

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

A7

touch the sky! ___ Wee! Wee! Let's Wee!

1. 2. D.S. 3. D

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



SAFETY ON WHEELS ACTIVITIES FOR CHILDREN AGED FROM TWO TO EIGHT YEARS

Learning Outcomes

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

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

PLAY SAFETY

Activity

MUSIC AND MOVEMENT

Safety songs

- Listen to *A safe place to play*. Play the song again and encourage children to mime different ways to play in safer areas while listening to the song eg shake their head when the lyrics say 'No!', 'A-ah!' and 'No way!' and do the actions wiggle, shake, crouch down low and jump so high.

Playing song

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

Kids in the park

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

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

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

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

Resources

- SDERA *Smart Steps* web page – *A safe place to play* <http://www.sdera.wa.edu.au/programs/smart-steps/smart-steps-resources/>



Activity

INDOOR PLAY

Game

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

Questions to ask

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

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

OUTDOOR PLAY

Sandpit

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

Questions to ask

How can you keep safe when playing or riding your bike or scooter outside?

What visible/invisible barriers help you to play/ride safely outside?

Resources

- Coloured blocks or cones
- Several soft balls

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



Activity

LANGUAGE AND LITERACY

Safe boundaries

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

Questions to ask

Tell me some places where you can play safely.

Is it always safe to play in your front yard? (Not near the driveway when cars are coming in or out, or when the lawn is being mowed.)

I wonder what you could do to get your ball back if it rolled onto the road. (Don't go and get it, ask an adult to help; leave it there.)

Resources



SAFETY ON WHEELS

Activity

MUSIC AND MOVEMENT

CD songs

- Listen to *Silly Billy and Silly Gilly* and talk about the unsafe behaviours each character displayed.

Polly put your helmet on

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

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

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

My helmet

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

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

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

Resources

- SDERA Smart Steps web page – *Silly Billy and Silly Gilly* <http://www.sdera.wa.edu.au/programs/smart-steps/smart-steps-resources/>



Activity

OUTDOOR PLAY

Bicycle path

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

LANGUAGE AND LITERACY

Picture talk

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

Questions to ask

Why is it dangerous to ride on the road?

Where else can you ride your bicycle or scooter?

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

Resources

- Safe riding area
- Road safety signs downloaded from the Internet
- Chalk

- *Discussion photo 7: Bikes, helmets and shared paths* from the SDERA Smart Steps web page <http://www.sdera.wa.edu.au/programs/smart-steps/smart-steps-resources/>



Activity

Helmets

- Give each child a copy of *Activity Sheet 1: Helmets*.
- Talk about the picture. Ask children which of the three items at the bottom of the sheet will keep Izzy safe while riding the bicycle.
- Help children cut out the helmet and stick it onto Izzy's head.
- For the older children, create a story or poster about wearing a helmet when riding a bike or another wheeled device. Children may like to use the Izzy image in *Activity sheet 1* for their story or poster.

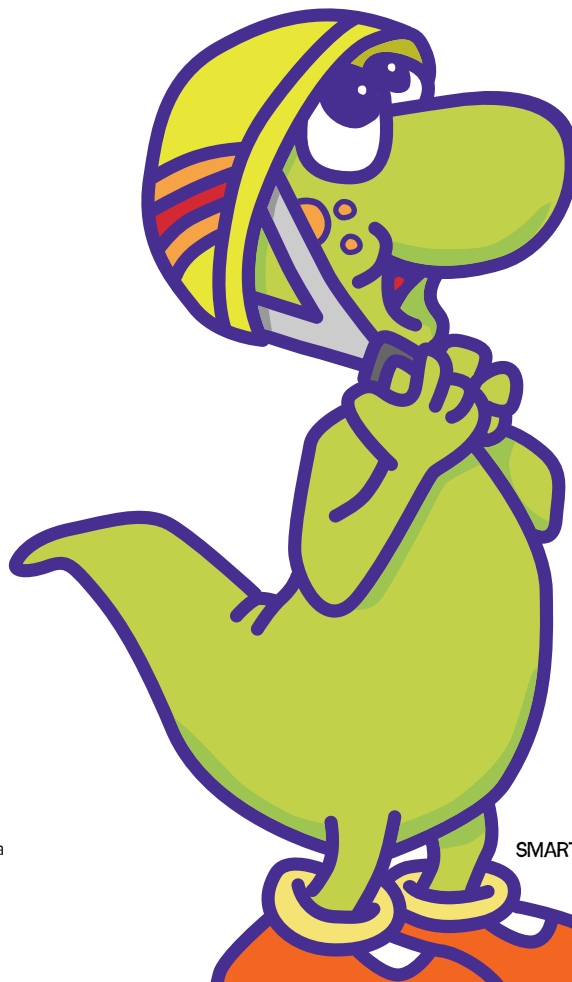
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SAFETY ON WHEELS SONG: A SAFE PLACE TO PLAY

A safe place to play

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

E7 Em7

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

A7

touch the sky! — Wee! Wee! Let's Wee!

1. 2. D.S. 3. D

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SAFETY ON WHEELS SONG: SILLY BILLY AND SILLY GILLY

Silly Billy and Silly Gilly

Words and music by
FRANCISCUS HENRI

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

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

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

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

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

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

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

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

Silly Billy and Silly Gilly has been reproduced with the kind permission of Franciscus Henri, Origin Network Pty Ltd and the NSW Roads and Traffic Authority.



ACTIVITY SHEET 1: HELMETS

**Help keep Izzy safe.
What's missing?**

