

# Focus area 3

## Focus area 3: Playing safely

### Overview

This section provides an overview of the units included in the *Playing safely* focus area and the content related to young children as cyclists and skaters in the traffic environment, and identifying safer places to play and ride.

### Playing safely units

The playing safely units allow all students to take part in learning experiences that demonstrate their knowledge, skills and development of values relating to safer behaviours.

### The following units are included in the *Playing safely* focus area:

#### **Unit 3:1 Helmets, bikes and wheeled recreational devices**

This unit focuses on selecting, fitting and wearing a helmet when riding a bicycle or other wheeled devices (e.g. skateboard, scooter or roller blades) and checking bikes for correct size and safety.

#### **Unit 3:2 Safer places to play and ride**

This unit focuses on identifying safer places to play, riding on and sharing footpaths and cycle paths with pedestrians.

## Focus area 3: Playing safely

### BACKGROUND INFORMATION

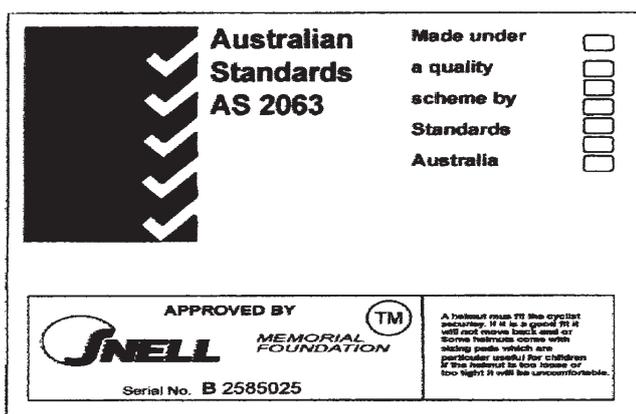
The following information will support teachers when delivering content in this focus area.

#### UNIT 3:1 HELMETS, BIKES AND WHEELED RECREATIONAL DEVICES

- Each year in the NT, approximately 6 children (0-16 years) are killed or hospitalised in incidents involving bicycles (*George Institute 2009*).
- The most common injuries for bike, skateboard, roller blade and scooter riders occur as a result of falls.

##### ► Helmets and safety gear

- Head injury is the most common cause of death among cyclists, accounting for 85% of cyclist deaths. Cyclists who don't wear helmets are three times more likely to suffer head injuries in a crash. Correct use of helmets decreases the risk of head injury by 85%. A helmet that has been damaged or has received a high force impact should not be worn.
- It is the law in NT for cyclists up to 17 years of age to wear a helmet when riding a bicycle on the road, footpath or cycle paths. Children riding bicycles with training wheels or sitting in a baby seat behind an adult must wear a helmet.
- A sticker or label identifies helmets that are Standards Australia approved.



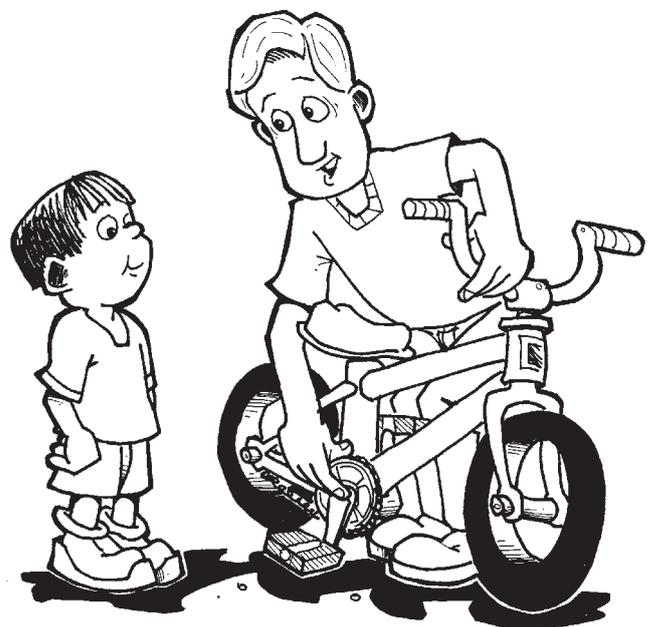
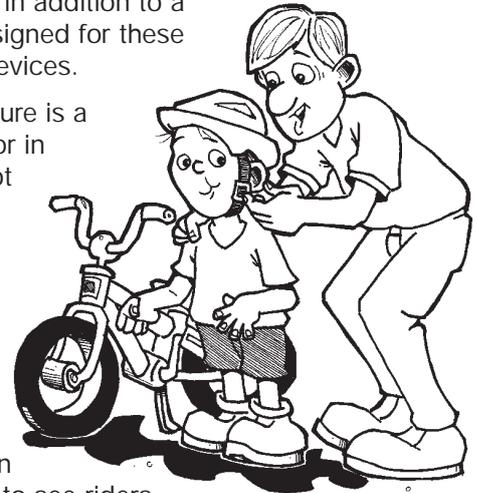
- A helmet must fit and fasten securely to provide adequate protection in a crash. It should not move backward, sideways and/or forward on the head and should not be too tight or loose so that it is uncomfortable.
- Helmets should be a conspicuous colour. A reflective strip is also advantageous as it increases the visibility of cyclists in the traffic environment.
- Children playing on roller blades, in-line skates,

scooters and skateboards should wear elbow and knee pads in addition to a helmet designed for these wheeled devices.

- Peer pressure is a major factor in children not wearing helmets.

##### ► Bicycles

- Bicycle crashes and falls usually occur when drivers fail to see riders. Wearing bright or light-coloured clothing can increase visibility of riders in the traffic environment.
- Bicycles should be:
  - the correct size for a child to enable them to have good control (i.e. when sitting on the seat and holding the handlebars the cyclist's feet should be able to touch the ground comfortably)
  - properly maintained
  - fitted with safety features such as reflectors, brakes and bell.
- A child requires adult assistance to perform the six-point safety check (bells, brakes, reflectors, chain, tyres and pedals) every time the bicycle is ridden.



### UNIT 3:2 SAFER PLACES TO PLAY AND RIDE

#### ► Safer riding places

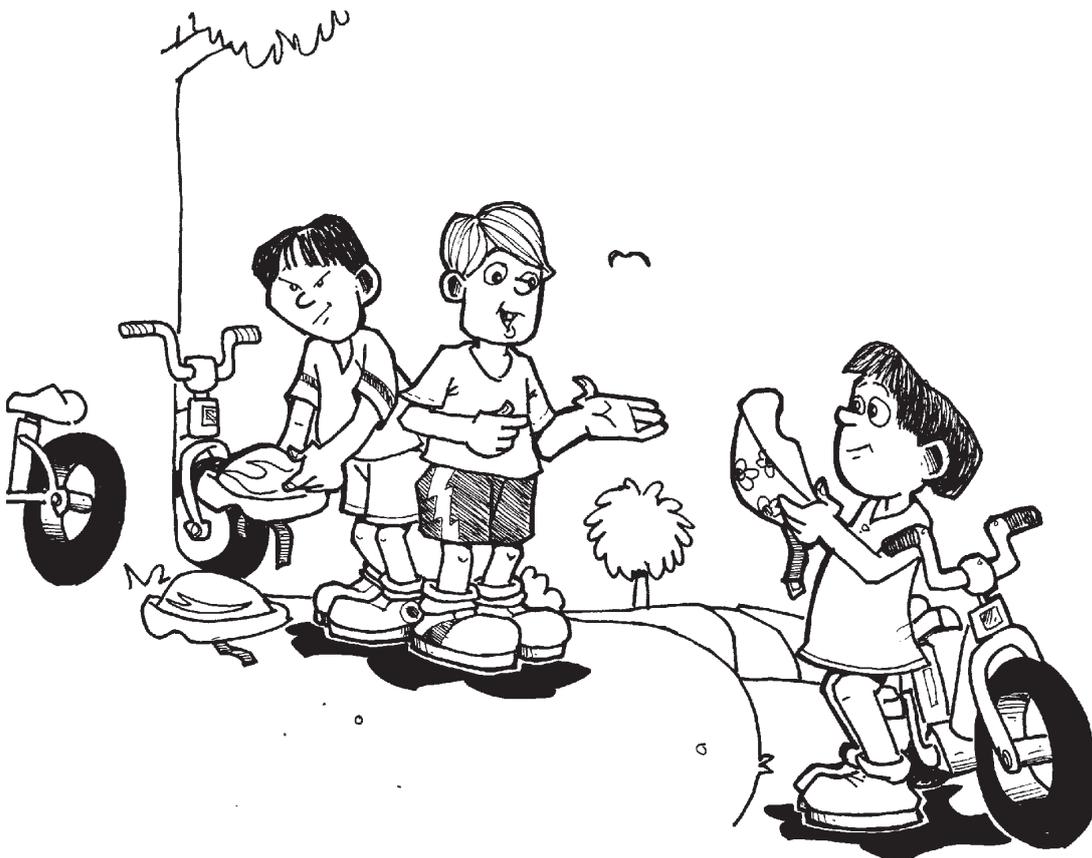
- Children under the age of 12 should not cycle on the road as they are still mastering cycling skills and are not able to respond to problems that arise, as their focus is on the physical skills of riding and not the situations and hazards around them in the traffic environment.
- Safer places for young children to ride are those areas enclosed by a fence and gate. This will help to keep children from riding onto the road.
- Driveways are not a safe place for children to ride, as there is the possibility that they could roll, ride or fall onto the road.
- Children riding on bicycles and wheeled devices in public places (i.e. shared paths and footpaths) require adult supervision.
- Children should be aware of the signs relevant to cyclists (e.g. cycle path and cycle path end).
- Playing in appropriate places such as parks, shared and cycle paths, and skate parks if available.

#### ► Footpaths and shared paths

- Cyclists may ride on any footpath unless a 'no bicycles' sign has been erected.
- Riders must keep left on shared paths and footpaths unless overtaking.
- Riders must give way to pedestrians at all times. Pedestrians include people walking, using motorised and non-motorised wheelchairs, and people on roller blades and skates.
- At paths intersections, you must signal your intention to turn and give way to motor vehicles when entering or exiting an intersecting road.
- Riders must only travel in single file on all paths, though they can travel two abreast on a road.
- Under the Road Traffic Regulations, it is an offence to speed, ride carelessly or recklessly.

#### ► Playing areas

- Many injuries and fatalities occur from children playing in driveways.
- Children should understand the risk of playing on or near driveways.
- Playing in or on vehicles (e.g. tractors, trucks and cars) should be strongly discouraged.



# Helmets & bikes

## Unit 3:1 Helmets, bikes and wheeled recreational devices

### For students:

#### Key understandings

- ▶ Always wear a helmet and other safety gear when riding a bike or any wheeled recreational device.
- ▶ Check that helmets are Australian Standards approved.
- ▶ Check that helmets fit securely and are not damaged in any way.
- ▶ A helmet involved in a crash should be replaced.
- ▶ Helmets should be stored away from the sun or heaters.
- ▶ A bicycle should be suitable for the rider's size.
- ▶ Bicycles and other wheeled devices should be regularly checked.

#### Key skills

- ▶ Practise putting on and clipping up the buckle on a helmet.
- ▶ Practise riding, in areas away from roads and driveways.

## TUNING IN

### BEFORE AND AFTER

#### ▶ Safety gear and helmets

Use the following statements to identify students' current knowledge and attitudes towards riding and safety. Retain the responses for students to use as reflection opportunity at the end of one or several learning experiences in this unit.

*You only need to wear a helmet when you are riding a bike on the road.*

*If a helmet looks okay after a crash you can still wear it.*

*Only adults should have to wear a bike helmet.*

*Your friends can make you choose not to wear a helmet.*

*I think my friends should always wear a bike helmet.*

*Wearing knee and elbow pads protects skateboarders.*

*I think wearing a bike helmet will keep me safer when riding or skating.*

### PICTURE TALK

#### ▶ Helmets

Students share experiences of riding bicycles and other wheeled devices.

Use the discussion photo *Bikes, helmets and shared paths* to talk about wearing helmets in all situations (e.g. on footpaths, on the back of a bike, in the park and on paths). The focus questions can be used to guide the discussion.

## FINDING OUT

### CIRCLE TALK

#### ▶ Safety features

Sit students into two concentric circles so each student is facing a partner. Pose one of the following questions for students to consider then share their thoughts and ideas. Repeat this process with each question.

*Should everyone riding a bike, skateboard, scooter or roller blades wear a helmet? Why or why not?*

*Why might children choose not to wear a helmet?*

*What might encourage children to wear a helmet?*

As a group, invite students to share their opinions about helmet wearing and identify further questions for the group to explore.

### GUEST SPEAKERS

#### ▶ Riding

Write an invitation to a community member (e.g. police officer, doctor, cycle/sport shop owner or road safety officer) to talk about:

- the importance of wearing a helmet
- selecting a helmet that fits correctly
- standards approved helmets
- checking bicycles and scooters for correct size
- maintenance of bicycles and wheeled devices
- safety features (i.e. brakes, bell, reflectors) that must be on bicycles.

# Unit 3:1 Helmets, bikes and wheeled recreational devices

Have students compile a list of questions prior to the visit.

After the session, students can:

- write a letter of thanks to the speaker outlining the information gained from the visit
- write an article for the school newsletter or website
- draw a picture of a cyclist/skateboarder wearing a helmet and write an accompanying safety message
- bring in their helmets from home to complete a safety check.

## SORTING OUT

### MUSIC AND MOVEMENT

#### ► Silly Billy and Silly Gilly song

Listen to and learn the *Silly Billy and Silly Gilly* song using the audio recording and words on *Resource Sheet 1*. Talk about the unsafe behaviours each of the characters displayed.

#### ► My helmet

Learn and sing the song *My helmet*. Students can mime the actions of putting on a helmet by placing hands over their heads.

#### *My helmet*

(Sung to *Pop goes the weasel*)

*Round and round the cycle path,  
I always wear my helmet.  
No matter where I ride my bike,  
I put on my helmet.*

### ARTS IDEAS

#### ► Helmet diagram

Display a selection of bike helmets. Talk about the safety features (e.g. plastic covering, foam insert, chin strap and buckle) and other features (e.g. transfers, logos, air vents, colour) that manufacturers include in helmet designs.

*Why do you think the helmet is shaped this way?*

*What is the padding inside for?*

*How does the chin strap work?*

*Do you think it is important to have a helmet that fits well? Why or why not?*

*Is the colour a safety feature? Why or why not?*

*Which colours might be seen more easily in traffic?*

Ask students to draw and label a diagram of a helmet including the safety features.

#### ► Poster

Students design posters to encourage others to wear a helmet. Suggest that the poster includes important information such as the helmet fitting correctly and checking that it meets Australian Standards, and a safety message (e.g. *Helmets - don't hit the road without one! or Wear a helmet - save your life*).

Display the posters where others can read the safety information and messages or scan the posters and insert in the school newsletter.

#### ► Ready to ride

Students cut out their face from a photograph and paste it onto art paper. Draw on a helmet and body. Dress the body in safe riding clothing that is easily visible to other road users.

Send the riding pictures home for students and their families to create or retell a story about going for a ride.

Share the stories with the class and compile a big book.

## MAKING DECISIONS

### BRAVE TALK

#### ► No helmet

Ask students to consider the following scenario. Use the *Resource Sheet: I feel, I think, I can* (included in the **Making decisions** section) to prompt students to discuss how they would feel and think in this situation then identify choices they could make.

*Your Mum has taken you and your friends to the park for a bike ride. Your friends decide not to wear their helmets. What do you do?*

Use puppets to encourage students to practise brave talk out loud. For example:

*I **feel** worried that Mum will see me without my helmet.*

*I **think** I should wear my helmet even if my friends don't.*

*I **can** tell my friends that Mum will ban me from riding my bike if I don't wear my helmet.*

### DECISION-MAKING MODEL

#### ► No helmet

In groups, students read the scenario on *Resource Sheet 2: No helmet* then identify and write three choices and consequences (both positive and negative) for this situation.

## Unit 3:1 Helmets, bikes and wheeled recreational devices

Share the choices selected by each group and discuss how confident students would be to use these. Ask students if they have been in a similar situation and if so, what they did.

Talk about how choices may not always stay the same and that it is important to consider options and consequences. Suggest to students that having prepared responses can be useful.

Brainstorm a list of responses that students might use in a situation where peers or others were trying to influence their decision to wear a helmet. Some may include:

- *My dad will take my bike off me if he sees me not wearing a helmet.*
- *I don't want to injure my head so I am going to wear my helmet.*
- *You can make your decision and I will make mine.*

### ROLE-PLAY

#### ► Bike ride

Place students in groups of three then read *Resource Sheet 3: Bike ride*. Ask students to think about what Jasmine might choose to do and say. It may help students to use the decision-making model included in the **Making decisions** section of this resource.

Ask each group to perform a role-play using one of the options selected.

After the role-play, ask the class to decide if they would use the option performed and why.

### PLANNING

#### ► Going for a ride

Focus on previous riding experiences and talk about what students did before, during and after the ride.

As a class, devise a checklist that students can use when going for a ride with their family. The checklist might include:

- checking bikes - tyres pumped up, bell and brakes working
- helmets - no twists or frays, buckle does up
- planning a safe route - no roads to cross, cycle way in park
- clothing - protective in case of a fall, bright or light colour to increase visibility in the traffic environment
- rules - who will ride in front/behind, what distance to keep between riders, what to do when a pedestrian is on the path.

Send the checklist home for students to discuss with their family.

## DEVELOPING VALUES

### VALUES CONTINUUM

#### ► Wearing helmets

Place students in pairs and use the thumbs up, thumbs down strategy explained in the **Developing values** section of this resource. Pose the following statements for students to consider.

*Everyone should wear a bike helmet when riding.*

*If you ride carefully you don't need to wear a helmet.*

*You only need to wear a helmet if you are riding on the roads.*

*Manufacturers should make helmets that kids will want to wear.*

*Kids who live in the country don't need to wear a helmet if they are riding a bike or motorbike on their farm.*

As a group, invite students to share their opinions about helmet wearing.

## REAL-WORLD

### PARENT INFORMATION AND AT HOME ACTIVITY

#### ► Helmet check

Send home *At Home Activity Sheets 1 and 2: Helmet safety check* and *Choosing and fitting helmets* to inform parents about the importance of buying a helmet that fits well and how to check a helmet their child may already own.

#### ► Bike check

Send home *At Home Activity Sheet 3: Checking bikes* to help families check bikes for correct size and safety.

## SIMULATED

### HOME CORNER

#### ► Helmets and protective clothing

Collect different types and sized helmets, safety gear (e.g. knee and elbow pads) and bright or light-coloured clothing (e.g. fluoro jackets, white t-shirt) and place in the home corner. Encourage students to select clothing that a cyclist, scooter user or skateboarder would wear and give reasons for their choices. Place the clothing near the outdoor play area for students to wear when riding wheeled devices.

## TECHNOLOGY CHALLENGE

### ► Design a helmet

Show students a helmet and talk about its safety features (e.g. buckle, straps, protective lining and a colour that will be easily seen in the traffic environment).

Provide an assortment of boxes, egg cartons or plastic containers for students to make a helmet that fits a toy.

*What safety features will your helmet have?*

*What shape will your helmet be? Why?*

*How will the helmet stay on the toy's head?*

*What colour will you use? Why?*

Students can draw and write about their helmet using the design and evaluation sheets included in the **Simulated** section of this resource.

### ► Protecting heads

Ask students to guess what might happen if an object (e.g. marshmallow, muffin, egg or orange) was dropped onto a hard surface. Observe each object and talk about the effects on the object.

Discuss what might happen if a person's head hit a hard surface. Relate this discussion to the wearing of helmets and the protection they give to heads.

Repeat the activity with one of the objects after designing a helmet to protect it from the fall. Helmets could be made using egg carton or polystyrene cups, or bubble wrap.

Ask students to share their observations.

## REFLECTING

### UNFINISHED SENTENCES

#### ► Acrostic poem

Ask students to write an acrostic poem, using the word HELMET, to reflect their understanding and attitude about helmets. An example is provided below.

Helmets protect your head

Every helmet should fit well

Look for a bright-coloured helmet

Make sure the buckle clips together

Everyone must wear a helmet

Take care, ride safely!

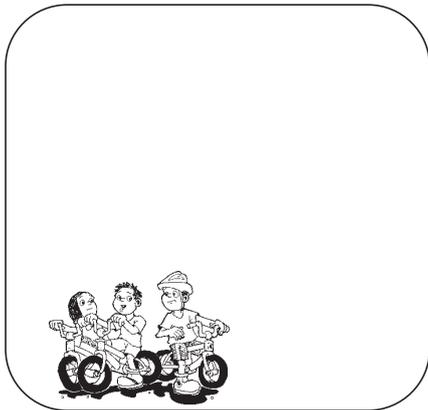
What's happened?



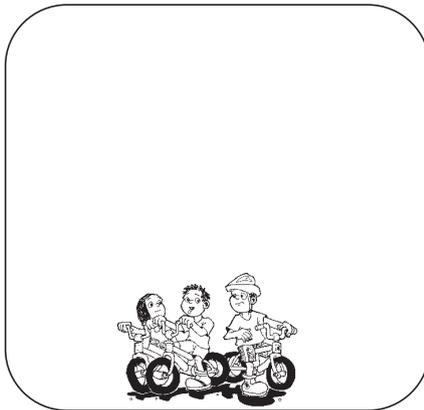
What are you feeling?



What choices do you have?

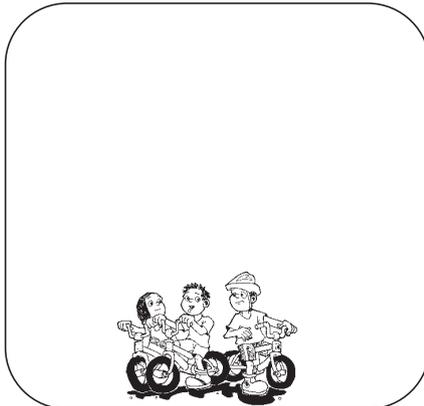
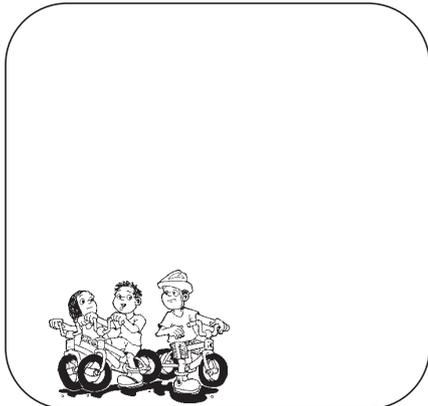
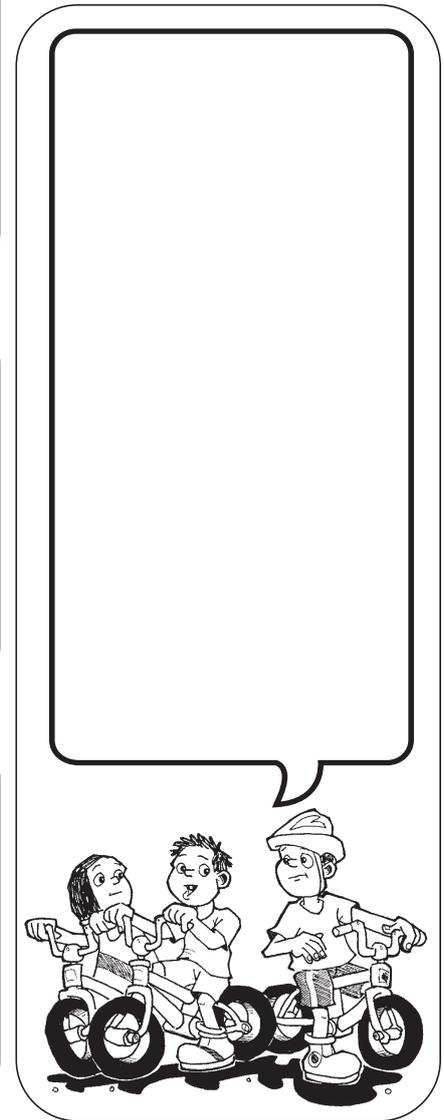
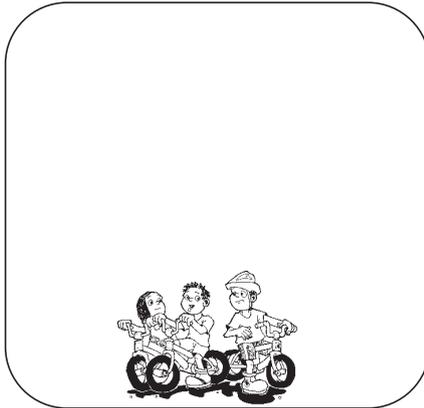
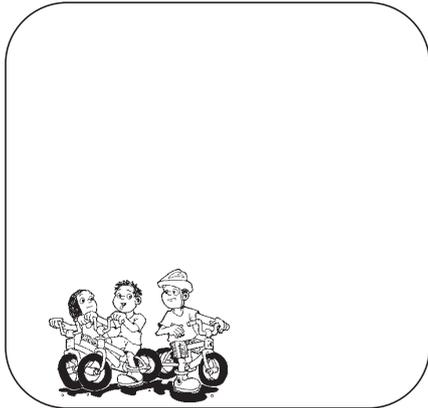


What might the consequences be?



Try the best choice for you.

What will you choose to say and do?



## Bike ride

Jasmine knew it was important to wear a helmet. What could she say or do when her friend Sean suggested not wearing a helmet on their bike ride?

**Read the story then write or draw the ending.**

It was the weekend. Jasmine and her family always went to the park on Saturday to have a picnic and practise riding on the cycle path. Everyone had a helmet to wear, even her baby brother.

While Jasmine was at the park, she saw two of her friends from school. They had their bikes too and were getting ready to have a ride.

'Hi Jasmine! Do you want to go for a ride?' asked Liam.

'That would be great,' said Jasmine, putting on her helmet.

'It's too hot to wear a helmet today. Let's leave them under the tree until we get back,' suggested Sean.



**Explain why you chose this ending.**

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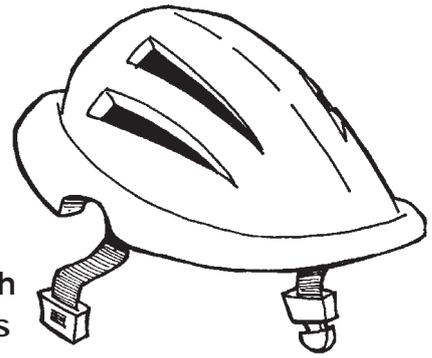
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# Helmet safety check

Dear family

Did you know that current NT legislation states that children under to the age of 17 must wear an approved cycling helmet that meets Australian Standards (AS2063)?



Did you know that head injuries are the main cause of death and disability to cyclists and that the correct use of helmets can decrease the risk of head injury by 85%?

Please take the time to complete this helmet safety check with your child.

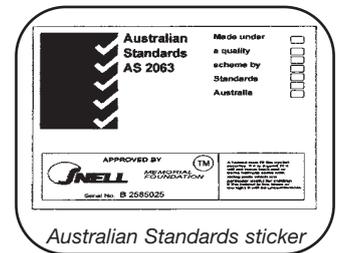
The helmet has an Australian Standards sticker. ☺ ☹

The helmet is not broken or damaged. ☺ ☹

The helmet fits snugly and isn't not too tight or too loose. ☺ ☹

The helmet covers the forehead and temples. ☺ ☹

The chinstrap clip is not broken and fastens firmly. ☺ ☹



Rate your helmet ☆☆☆☆

Explain your rating \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I can put my helmet on and buckle up the clip. ☺ ☹

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

Yours sincerely

Classroom Teacher

Take a photo of your child wearing their helmet and paste here OR...  
your child can draw a picture of themselves wearing a helmet in this space.

This is \_\_\_\_\_ wearing a helmet.

Dear family

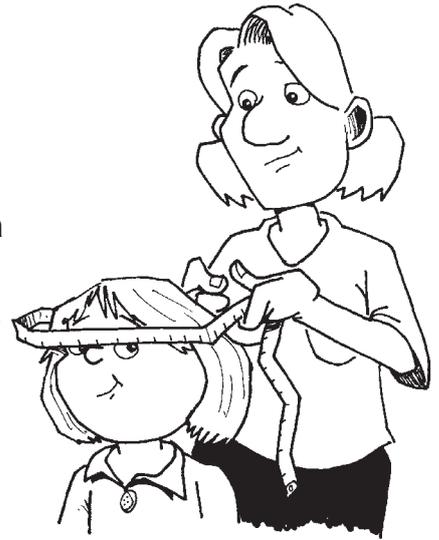


All helmets sold within Australia need to display an Australian Standards label. These helmets have been tested and approved.

Remember not all helmets meet this standard and you should check for the label on the helmet you are going to buy.

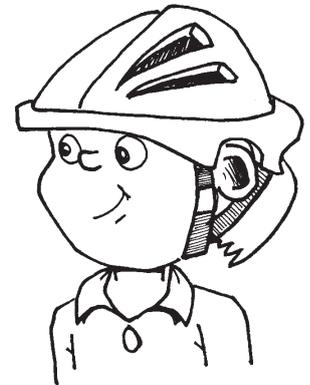
## How do I know what size helmet my child needs?

- Carefully measure your child's head using a tape measure. The tape measure should sit just above their eyes and ears.
- Check the helmet size listed on the display box to find a helmet that best suits your child's head measurement.
- A helmet should fit the head snugly. A helmet that is too small will not protect the head adequately, so within reason purchase the next size helmet.
- Manufacturers provide pads that can be attached to the inside of the helmet. Use the thicker pads to get a snug fit then as your child grows replace these with the thinner pads or purchase helmets which have adjustable rear head locks for a better fit.



## Checking the helmet fit

- Place the helmet on your child's head checking that it fits snugly.
- Test the fit. Adjust the straps and do up the buckle. It should sit straight on your child's head.
- Place your palm under the front of the helmet and push up and back. The helmet should not move.



**Remember – for maximum protection the helmet must be a snug fit and securely fastened. If a helmet is loose it increases the risk of injury.**

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

Yours sincerely

Classroom Teacher

## Checking bikes

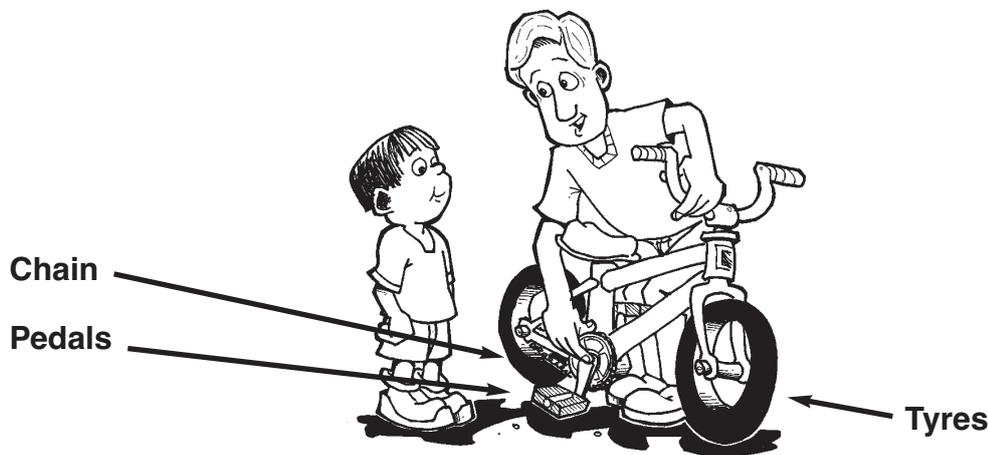
Dear family

Did you know that most cycling crashes usually don't involve another vehicle and the rider simply loses control of the bike? This happens to even the most experienced riders.

It is important that your child's bike fits, just like their helmet. A bike that is too big or small is a safety hazard. The checklist below can be used to check your child's bike is the right size.

The bike is the correct size because the rider can:

- straddle the bike and have at least toes touching the ground on both sides
- reach the handlebars.



Bicycles should be checked before every ride. Help your child check their bike by using the safety check below.

1. The seat is the right height and stable because it does not tip or twist.
2. The wheels do not turn when the brakes are applied and there are no loose or broken spokes.
3. Tyres are hard and no worn patches or bulges can be seen. The valves are straight and capped.
4. Pedals are in good condition and spin freely.
5. Chain works smoothly without sticking and is clean.
6. There is a red reflector on the back of the bike, and yellow reflectors on the wheels.

Did your bike pass the safety check? 😊 😐 😞

Don't forget to practise your riding skills.

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

Yours sincerely

Classroom Teacher

# Safer places to play

## Unit 3:2 Safer places to play and ride

### For students:

#### Key understandings

- A footpath or shared path is the safest place to ride unless a 'no bicycles' sign is on display.
- Always give way to pedestrians.
- Walk bicycles and other wheeled devices across roads, crosswalks or railway crossings.
- When riding on paths, there are rules that need to be followed:
  - keep to the left of the path
  - don't ride too fast or do anything unexpected
  - use a bell or call out to let others know of your approach
  - obey signs along the path
  - ride in single file except when overtaking.

#### Key skills

- Practise riding with an adult in safer places.
- Practise looking behind before making a turn.

### TUNING IN

#### SHARED READING

##### ➤ When Penny was Mum

Listen to or read the story *When Penny was Mum* by Margaret Wild. Talk about the safe places and activities that Penny and her mum were involved in during the day.

### SORTING OUT

#### MUSIC AND MOVEMENT

##### ➤ A safe place to play

Listen to the song and follow the words on *Resource Sheet 1: A safe place to play*. Play the song again and encourage students to mime different ways to play in safer areas while listening and joining in with the song. Prompt students with comments such as:

*I can see someone who is throwing a ball... jumping on a trampoline... flying a kite. This can provide starting points for students who are not sure what to do.*

#### STORY MAP

##### ➤ When Penny was Mum

After reading or listening to the story *When Penny was Mum*, students can draw a story map to show the sequence of play activities Penny and her mum

were involved in during the day. Remind students to include labels and safety messages in each section of the story map.

#### T CHART

##### ➤ Safer and unsafe

Write a list of places where students play and ride.

In small groups, students sort the list into 'safer' and 'unsafe' places using a T chart. Other ideas can be added at this time.

safer	unsafe
park	driveway
backyard verge	
oval road	
school car park	
cycle path	

As a class, talk about how each group has sorted the places. Ask students to determine what makes places safer than others (e.g. the park has a fence around it so you can't accidentally run onto the road).

Design posters that provide information about playing and riding in safer areas. Display the posters in an area where others can read the safety information or show them at an assembly.

## PLANNING

### ► Safer places to ride and play

Students draw a map showing their home and places where they play or ride (e.g. a park, oval or friend's house) then write or draw illustrations to show how they could get to each place using safer behaviours (e.g. being supervised by an adult, holding an adult's hand, walking their bicycle or scooter to the park, crossing at a safe place, wheeling their bicycle or scooter across the crossing).

In small groups, students share their maps and highlight the safer behaviours.

## DEVELOPING VALUES

### VALUES CONTINUUM

#### ► Thumbs up, thumbs down

Place students in small groups then pose one of the following statements. Students can use 'thumbs up' (safe) and 'thumbs down' (unsafe) to represent their opinion.

*It's okay to ride your bike on the footpath without an adult.*

*I play in the front yard because there is more room.*

*A driveway is a great place to kick the football.*

*It's all right to ride your skateboard in the shopping centre car park on the weekend.*

*I can ride my bike across the crosswalk with my mum.*

Allow time for students to share their opinion and listen to others.

## MAKING DECISIONS

### DECISION-MAKING MODEL

#### ► Think about your choices

Ask students to consider the following situation then select which option they would choose.

*Your friends are playing footy in the cul-de-sac near where you live. What can you do?*

Choice 1: Ask your friends to come and play in your backyard.

Choice 2: Go and play with them.

Choice 3: Ask your Mum to take you all to the nearby park.

Choice 4: Tell them that you have to do homework.

Encourage students to explain why they made their choice. Allow time for students to make another choice after listening to the discussion.

Alternatively, use the Resource Sheets: *Think about your choices* and *Choose the one you like best* to prompt students to identify the choices for the situation above and then make a decision. (The sheets are included in the **Making decisions** section.)

## PLACEMAT

### ► What would you do?

In groups, students use the placemat to write or draw their thoughts and what they might say or do if involved in one of the following scenarios.

*A friend wants you to ride your scooter on the road outside their house. What would you do?*

*You would like to have a ride on your friend's bike but you don't have a helmet. What would you do?*

*You want to ride your skateboard but don't have your skin, knee or elbow guards. What would you do?*

*You see two children in your class double dinking on a bike at the local park. What would you do?*

*You want to ride on your neighbour's driveway because it has a slope. What would you do?*

*You're visiting your friend out of town. He has a quad bike and lets you ride it up and down the driveway into the property. What would you do?*

Each group member shares their thoughts and comments before the group chooses the ideas that would be effective and writes these in the middle of the placemat.

As a class, decide if the ideas identified would be safer options. Identify how students can talk and express to others the way they are feeling.

Provide opportunity for students to role-play the scenario and practise expressing their thoughts and feelings. Suggest that students use 'I' sentences such as I think it would be better to ride at the park or I don't feel happy about riding on the road.

## Unit 3:2 Safer places to play and ride

### REAL-WORLD

#### PARENT INFORMATION AND AT HOME ACTIVITY

► **off-road injury** 

Send home *At Home Activity Sheet 1: Off-road injuries*. Ask students to talk with their families about safer places to play and ride on their property and decide on a 'plan' to use when cars are coming in or going out. For example: everyone stands on the verandah or next to the letterbox.

### REFLECTING

#### JOURNAL

► **Reflective writing**

Students write or draw their thoughts and understandings about playing and riding in safer places in a journal. Provide opportunities for students to share journal entries with others or send home to share with their family.

#### SHARING CIRCLE

► **Lets talk about it**

Use the sharing circle for students to reflect on their learning and any problems that may have arisen during the unit on safer places to ride and play.

*What was something important you learnt about riding and helmets?*

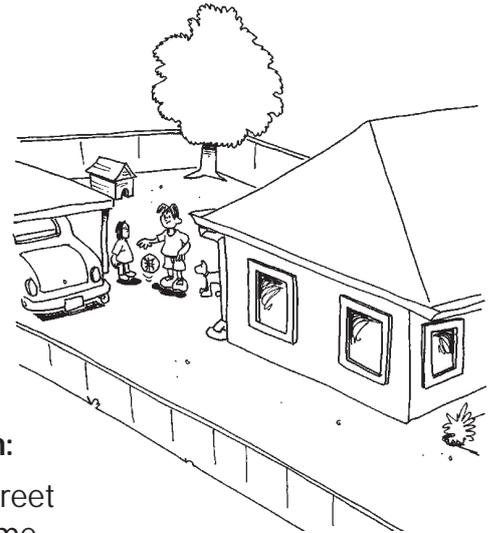
*Why is it important?*



## Dear family

**We don't always think of children being in danger in their own home; however, more than one-third of children aged under six years of age killed in motor vehicle accidents were killed 'off-road'. (Kidsafe 2003)**

Off-road injury occurs on driveways, in car parks, on properties and private roads and involves cars or other vehicles.



## Off-road injuries often result from every day incidents when:

- a child is playing in an unfenced play area or in the street
- a relative or family friend is driving off or returning home
- the car is reversing
- the driver has no idea that a child is behind the vehicle
- the adult who is supervising the child is unaware that the child has moved away.

Parents, family members or friends are usually the drivers when children are injured off-road. Even when drivers use mirrors while reversing, visibility behind the car is limited.

## What can you do to prevent a tragedy?

- ✓ Always supervise your children whenever a vehicle is to be moved. Hold their hands and keep them close to ensure their safety.
- ✓ If you're the only adult at home and need to move a vehicle, even only a small distance, place children securely in the vehicle while you move it.
- ✓ A driveway is actually a small road. Discourage children from using it as a play area.
- ✓ Make access to the driveway from the house difficult for a child, possibly using security doors, fencing or gates.
- ✓ Always ensure your children wear protective clothing and a helmet when riding motorbikes and quad bikes around the property.

## Safer places to play and ride at home

Help your child find places around the home where it is safer to play or ride, then they can draw these in the box.

### Driveway plan

As a family, decide on where your child/ren should stand when cars are coming in or going out of your property. For example, a family rule may be: Everyone stays on the verandah until an adult says it is safe.

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

Yours sincerely

Classroom Teacher

