

VULNERABLE ROAD USERS

WHY ARE YOUNG CHILDREN CONSIDERED VULNERABLE ROAD USERS?

Young children between 0 and 12 years are considered vulnerable road users as road related trauma is the greatest cause of injury and fatality for this age group. Injuries kill more children than all diseases combined.

Young children involved in road crashes are more likely to:

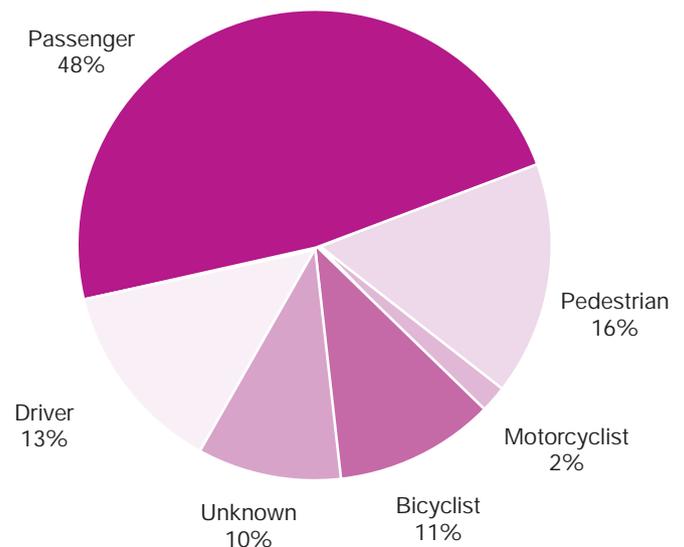
- be injured than killed
- be killed when not wearing a restraint or seat belt
- be killed as a passenger than a pedestrian or a cyclist

WHAT ARE THE MAIN ISSUES FOR YOUNG CHILDREN?

The main issues for young children are:

- passenger safety
- pedestrian safety
- playing and cycling safety.

FATALITIES AND HOSPITAL ADMITTED ROAD CRASHES ON NT ROADS INVOLVING CHILDREN 0-16 YEARS OF AGE, 1999-2008.



(The George Institute, 2009)

Fatalities and hospital admitted road crashes casualties by road user group and gender for children aged 0 – 16 in NT 1999-2008

Road User Group	Metropolitan		Rural		Total	
	Male n	Female n	Male n	Female n	Male n	Female n
Driver	20	16	18	14	38	30
Passenger	38	36	101	73	139	109
Motorcyclist	40	26	11	6	51	32
Bicyclist	7	2	2	1	9	3
Pedestrian	35	13	6	3	41	16
Other	6	6	20	20	26	26
Total	146	99	158	117	304	216

Focus area 1

Focus area 1: Passenger safety

WHY ARE YOUNG PASSENGERS AT RISK?

Passengers in this age group are at risk because they:

- do not wear restraints or wear incorrectly fitted restraints
- are not seen by drivers when they are entering or exiting cars due to their smaller stature
- may distract the driver or engage in some other inappropriate behaviour while travelling
- do not think about what they are doing or the consequences of their actions
- often do not know how to enter and exit a vehicle safely or how to use a restraint properly.

WHAT ARE THE RISKS?

- Almost one in every two children killed on the road is a passenger travelling in a motor vehicle (*Injury deaths (Australia) Children aged 5-14 years of age, 1990-1997. Source: NISU National Data Set (Injury Surveillance) Cause Categories 1999*).

- Passengers travelling unrestrained in a car are ten times more likely to be killed in a road crash than those wearing a seatbelt (*Data Analysis Australia 2000*).
- In the Northern Territory (between 1999-2008), 44 young passengers aged 0 to 16 years of age were killed and 476 were hospitalised (*George Institute 2009*).
- Passengers sometimes travel in the back of a utility (ute) or open load space. This is illegal and exceptionally dangerous. They are much more likely to suffer injury or death in a crash or rollover due to non-restraint usage.
- In a crash, children carried in another passenger's arms will most likely be propelled forward as the person will not be able to hold onto the child.
- Crash studies indicate that the force of a crash at 40 km/h with a power pole or parked car is like being dropped from a two-storey building onto concrete. The force at the point of impact will be equivalent to 20 times the child's own weight (i.e. 600 kg if the child weighs 30kg).
- Of children and adolescents aged 0 to 16 years killed or injured in car crashes 32% were found not to be wearing a restraint in the Northern Territory (*The George Institute, 2009*).

Fatalities and Hospitalised Motor Vehicle occupants by Restraint Use and Gender for Children Aged 0 to 16 Years in the Northern Territory, 1999 to 2008

Restraint Use	Metropolitan		Rural		Total		
	Male n	Female n	Male n	Female n	Male n	Female n	
Number in accidents drivers or passengers	58	52	119	87	177	139	316
Seatbelt or restraint worn	54	47	57	57	111	104	215
Not worn	4	5	62	30	66	35	101
% not worn	7%	10%	52%	34%	37%	25%	32%

Involved in Accidents
 drivers 68
 passengers 248
 TOTAL 316

(The George Institute, 2009)

PROTECTIVE PASSENGER BEHAVIOURS

HOW CAN YOUNG PASSENGERS REDUCE THE RISK?

Young children can reduce the risk by:

- wearing a correctly fitted and adjusted restraint
- sitting in the rear seat of a vehicle
- entering and exiting from the rear door closest to the kerb using the safety door
- travelling without distracting the driver or other passengers
- keeping all body parts within the vehicle
- acting under adult supervision when entering and exiting a vehicle, and while in places such as car parks.

RESTRAINTS

► What are some facts about seatbelts?

- Restraints have been found to be particularly effective at minimising injury in single vehicle crashes (*ARRB Transport Research 1999*).
- Restraints are most effective if they are worn properly. A properly fitting restraint is firm fitting and worn flat (without any twists). The sash section of a seatbelt should cross the sternum (or bony section) of the chest. A lap belt should be positioned across the hips (below the abdomen).
- 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 50%.
- In the event of a crash, it is safer to be restrained than to be thrown clear from a vehicle. Serious injuries can result from occupants being thrown from a vehicle and landing on a hard surface such as a road. Rates of injury and death are reduced if occupants are held securely by a restraint.
- Rear seat passengers need to be restrained for their own safety as well as the safety of others in the vehicle. In the event of a crash, this can reduce by half, the risk of serious injury to themselves and people in the front of the vehicle. An unrestrained body or object propelled in the motor vehicle at the time of impact can injure or kill other vehicle occupants.

RESTRAINT LAWS FOR PASSENGERS AND DRIVERS

Every person travelling in a motor vehicle must use an appropriate Standards Australia approved restraint where one is available.

Drivers are responsible for ensuring that all passengers under 16 years are wearing their seat belts when riding in a vehicle fitted with seat belts.

Penalties apply to drivers and passengers who fail to wear seat belts.

► Selecting an appropriate child car restraint

Child and infant car restraints offer crash protection appropriate for the weight and height of the child. Age is not an indicator for changing the type of restraint.

Birth to 6 months up to 9kg

For a child of this weight an approved rearward facing baby seat must be used.

6 months to 4 years up to 18kg

For a child of this weight an approved rearward or forward facing safety seat should be used.

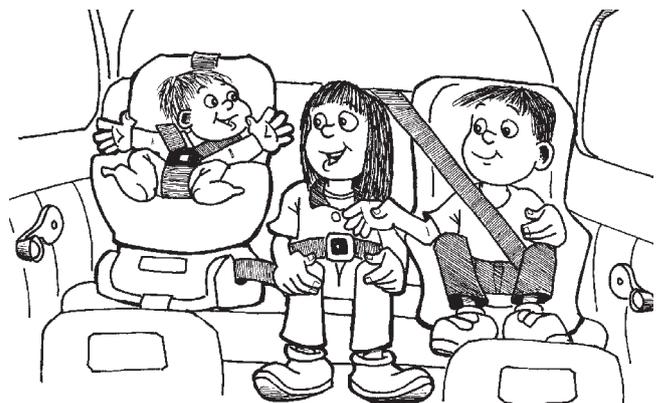
4 years to 7 years up to 26 kg

For a child of this weight, a forward facing child safety seat or booster seat should be used. As a general rule it is safer to use a rigid booster seat with a back, side wings and sash guide to keep the belt in place.

26 kg to 32 kg

For children that have grown to the size where his or her eyes are at the same level as the top of the back of the booster seat (or 26 kg to 32 kg), a lap-sash belt can be used.

When using lap-sash belts, it is important to tighten the belt and remove the slack. A lap-sash belt offers more protection than a lap only belt.



Focus area 1: Passenger safety

Who checks and installs restraints?

Information relating to the installation of child restraint devices can be found at your nearest Motor Vehicle Registry (MVR) telephone 1300 654 628 or refer to the website www.mvr.nt.gov.au

For further information contact Kidsafe or AANT or refer to the websites www.kidsafe.com.au/carseats.htm or www.aant.com.au

Which door should children use when entering and exiting a vehicle?

It is dangerous for children to get out of a vehicle on the traffic side as they may be directly in the path of oncoming traffic.

When exiting and entering a vehicle, children should:

- use the rear door on the kerb side (the safety door)
- wait beside the car under adult supervision.

USING PUBLIC TRANSPORT

BUSES

► What are the risks?

- Child pedestrians are more likely to be involved in crashes at or around bus stops than while travelling by bus.
- Between 1996 and 2000, 31 children aged 0-12 years of age received injuries associated with bus travel in Australia (*Adams & Cercarelli 2003*).

► What safer behaviours should children demonstrate while travelling on a bus?

- Stand well away from the roadside and wait for the bus to stop.
- Wait for all passengers to get off before getting onto the bus.
- Board and alight the bus in an orderly manner.
- Move quickly to an available seat.
- If a seat is not available, hold onto straps or handles provided.
- Do not stand near the doorway or lean against the doors.

- Store bags underneath the seat.
- Do not place any part of the body outside the bus.
- Avoid distracting the driver and other passengers.
- When getting off, remain seated until the bus has completely stopped.
- Move quickly to the exit doors.
- Wait on the roadside until the bus has moved away before attempting to cross the road with adult supervision.

TRAINS

► What safer behaviours should children demonstrate while travelling on a train?

- Stand on the platform well clear of the approaching train until it has stopped.
- Wait for all passengers to get off before boarding.
- Choose a seat if one is available.
- Do not stand near the doorway or lean against the doors.
- When alighting, move to the exit doors and wait for these to open when the train has stopped.



Pedestrian safety

Focus area 2: Pedestrian safety

WHY ARE YOUNG PEDESTRIANS AT RISK?

Young children are considered vulnerable road users, as up to the age of approximately ten years they may not be developmentally ready (i.e. they do not have the physical and cognitive skills) to make safe judgments and choices of their own about traffic.

► Pedestrians in this age group are at risk because physically they have:

- **developing peripheral vision**

Children are less likely to notice objects not directly in front of them as their peripheral vision is still developing. Unless they turn their heads they may not notice vehicles to their right or left.

- **developing directional hearing**

Children may often have problems working out where sounds are coming from and may expect traffic to come from the wrong direction.

- **a smaller stature**

Because of their size it is often difficult for drivers to see children, especially when standing between parked cars.

► Pedestrians in this age group are at risk because cognitively they have:

- **limited sense of perception**

Children have trouble judging how fast a vehicle is coming towards them or just how far away a vehicle is. They may let a slow vehicle pass and then cross in front of a fast one.

- **poor search behaviour and do not take sufficient time to look when crossing the road**

Children like to keep moving! As a result they may not wait for stoplights to change, for cars to stop at crosswalks or give enough time to complete a thorough search procedure before they step out onto the road.

- **a short concentration span or think about one thing at a time and ignore other things around them**

- **unpredictable behaviour, and do not consider the consequences of their actions**

Children often have trouble stopping at the kerb especially if they are excited or are chasing a ball, and may dart out onto the road without thinking.

- **a tendency to be easily distracted**

Children tend to focus only on the things that interest them most. They are easily distracted in the company of friends and cannot be relied upon to use safe behaviour consistently.

- **limited ability to respond quickly to a sudden change in traffic conditions**

They may be able to say when the road is clear and safe to cross but a sudden change in traffic conditions can cause confusion and panic.

- **difficulty seeing a situation from another's viewpoint**

Children often think that if they can see a car approaching them that the driver must be able to see them too.

- **an unwillingness to change from a direct route even if it is dangerous**

- **limited sense of vulnerability**

► They may also be at risk because of their:

- lack of knowledge and skills to deal safely with the traffic environment
- responsiveness to peer pressure
- parents or other adults over-estimating their ability
- possible lack of road-side training by parents
- presence on the road not being anticipated by drivers
- lack of experience dealing with different traffic situations (i.e. rural children interacting with city traffic situations).

WHAT ARE THE RISKS FOR YOUNG PEDESTRIANS?

- In Australia, pedestrian injury is the leading cause of death among five to nine year old children (*Al Yaman, Bryant & Sargeant 2002*).
- In 1999–2000 in Australia, there were 1,144 hospitalisations of children aged 0–14 years for pedestrian injuries (*Al Yaman, Bryant & Sargeant 2002*).
- Among children aged 1–14 years, hospitalisation rates decreased with age and were lowest for those aged 10–14 years (*Al Yaman, Bryant & Sargeant 2002*).
- Between 1999 and 2008, 83 pedestrians aged 0 to 16 were fatally injured or hospitalised in the Northern Territory. Of these 51 were male and 32 were female; 66 were in the metropolitan area and 17 were rural.
- In Australia (April 2004 to March 2005) 20 pedestrians aged between 0 and 16 years of age were killed (*ATSB, Road Deaths Bulletin March 2005*).
- Males are twice as likely to be injured as a pedestrian than females.

Focus area 2: Pedestrian safety

► When are young pedestrians involved in crashes?

Research has found:

- children are more likely to be hit by a car when crossing mid block
- studies show that children as pedestrians are most vulnerable when they are tired: 'Children are more likely to be involved in a road accident after 3pm' (George Institute, 2009).

PROTECTIVE PEDESTRIAN BEHAVIOURS

HOW CAN YOUNG PEDESTRIANS REDUCE THE RISK WHEN CROSSING ROADS?

To reduce the likelihood of injury while crossing the road, children should be supervised by an adult and always use the **systematic search strategy** described below.

- Step 1** Choose the safest place to cross.
- Step 2** Ask an adult for help to cross the road.
- Step 3** **Stop** back from the kerb and road.
- Step 4** **Look** in all directions for traffic.
- Step 5** **Listen** for traffic.
- Step 6** **Think** about when it is safe to cross.
- Step 7** When the road is clear and all traffic has stopped, walk straight and quickly across the road, holding an adult's hand.
- Step 8** Keep checking the road by looking, listening and thinking about traffic while crossing.

WHERE ARE SAFER PLACES TO CROSS?

Children have difficulty identifying and selecting places to cross the road safely. They tend to assume that all places are safe as long as no vehicles are visible nearby.

► Pedestrian facility

It is important to use a pedestrian facility when there is one available, even it means walking some extra distance, as they can help reduce the risk when crossing roads. Pedestrian facilities include:

- traffic lights with pedestrian phasings
- pedestrian footbridge
- "zebra" crossings
- traffic lights with a parallel pedestrian crossing
- underpass and overpass
- roads with a median strip.



If a pedestrian facility is not available, encourage children to cross where they have a clear view of traffic in every direction and drivers can see them waiting to cross.

► Railway level crossings

Pedestrians should:

- always use the maze crossing or pedestrian facility
- use the systematic search strategy, looking and listening for trains
- not cross until the lights have stopped flashing, the bells have stopped ringing and the boom barriers are raised or open, even if a train cannot be seen approaching
- wait until the train has moved away before crossing.

► Crossing at traffic lights

It is safer to use the systematic search strategy described above when the green light or 'walk man' flashes. However, children should be reminded not to presume that traffic will stop and to check the traffic before stepping onto the road.

► Crossing between parked cars

It is dangerous for children to cross between parked cars; however, when this is the only choice:

- select a gap between two cars which have no drivers
- make sure the gap is not big enough for a car to park
- walk to the outside corner of the car and stop where drivers can see the pedestrian and the pedestrian can see the traffic (i.e. in line with the outside edge of the cars)
- use the systematic search strategy to cross the road.

► In a car park

A car park can be a dangerous place for pedestrians, especially young children not supervised by an adult. Drivers are focused on driving into or out of parking bays and do not always search for pedestrians.

Young children should:

- always be supervised by an adult
- stay close to an adult and hold their hand
- select the safest route by looking for a footpath or shortest route
- be aware of sights (e.g. exhaust smoke, reversing lights) and sounds (beepers, slamming doors)
- look and listen for vehicles driving in and out of parking bays.

► Walking where there is no footpath

Where possible, pedestrians should use footpaths; however, when these are not available:

- walk on the road verge as far away from the road as possible and face oncoming traffic
- walk on the edge of the road if no verge is accessible and face oncoming traffic
- move off the road edge until the oncoming vehicle has passed.

► Boarding a bus

Pedestrians waiting to board a bus should stay on the footpath or road verge until the bus has stopped and then move.

► Crossing after a bus has left

Pedestrians should wait until the bus has moved away and the road is clear before crossing using the systematic search strategy.

HOW CAN PEDESTRIANS INCREASE THEIR VISIBILITY IN THE TRAFFIC ENVIRONMENT?

Drivers involved in crashes with young pedestrians frequently report that they did not see the child, or that the child rushed out and there was no time to stop. Children's size compared to the size of various vehicles also makes it difficult for drivers to see child pedestrians.

► What to wear

There are several ways to increase visibility of pedestrians in the traffic environment including:

- wearing light, brightly coloured or reflective clothing (e.g. a jacket, cap or sneakers) especially at times of poor visibility (i.e. dusk or wet weather)
- carrying a bag that has reflective strips or stickers.

Focus area 3

Focus area 3: Playing safely

WHY ARE YOUNG CHILDREN AT RISK

Children under the age of ten may not have the necessary skills and knowledge to choose safer places to play. The following places are dangerous play areas for young children:

- roads
- roadsides
- driveways
- footpaths
- railway lines.

WHAT ARE THE RISKS FOR YOUNG CHILDREN PLAYING IN DRIVEWAYS?

- More than one-third of children killed in motor vehicle accidents were killed in driveways, car parks and other off-road in yards (*Kidsafe 2003*).
- Children aged one to two years are the most likely to be killed or injured in home driveways. The vehicle is usually only moving slowly and is often being driven by a parent, relative or friend (*Kidsafe 2003*).
- Most driveway accidents occur at the child's home where both the parent and the child may feel that the child is safer (*Kidsafe 2003*).
- The majority of the vehicles involved in driveway accidents are large 4WD passenger vehicles, utility vehicles, delivery vans and heavy trucks as there is reduced visibility in these vehicles particularly when reversing (*Kidsafe 2003*).
- The highest proportion of driveway fatalities occur on weekdays in the early morning between 8 am and 10 am and in the late afternoon between 4 pm and 6 pm (*Kidsafe 2003*).
- Most accidents occur in fine weather and bright conditions (*Kidsafe 2003*).

WHY ARE YOUNG CHILDREN AT RISK WHEN PLAYING?

- **While playing, children at this age are at risk because they:**
- do not think about the consequences of their actions (e.g. they may dart out onto the road without thinking)
- are not being anticipated by drivers

- have not developed an effective search behaviour and may not look for long enough when scanning traffic
- do not realise the dangers of playing on the road or driveway
- often forget safety rules when playing
- respond to peer pressure
- lack knowledge and skills to deal with the traffic environment
- have parents who over-estimate their ability
- have a limited concept of danger.

PROTECTIVE BEHAVIOURS

- **How can young children reduce the risk when playing?**

Young children can reduce the risk by:

- playing in appropriate areas (e.g. backyard, enclosed front yard and parks)
- not playing on or near roads or driveways
- not playing on or in vehicles
- asking an adult to retrieve balls from the road
- being aware of other dangers such as gravel, overhanging trees and ditches.

RIDING

A significant number of injuries to children happen as a direct result of using bikes. Children and adults need to understand that cycling skills develop over time with practice in a safe environment. Children under ten years of age generally have not developed the necessary cycling and traffic skills to ride safely in traffic. They need to be closely supervised by an adult at all times.

It is safer for children under 12 years of age to ride on footpaths or on other off-road locations such as shared paths or parks. Law requires that children under the age of 17 wear a helmet when cycling.

WHAT ARE THE RISKS FOR YOUNG RIDERS?

- Between 1999 and 2008, 57 cyclists aged between 0 and 16 years of age were killed or hospitalised (*George Institute 2009*).
- Most cycling injuries don't involve another vehicle but occur when children fall off their bikes after crashing into a pole, kerb or fence (*Kidsafe Bicycle Safety*).

- In Australia, injuries through scooter riding are on the increase. Two out of three of those injured are under 14 years of age. The most common serious injuries are fractures to the arm/wrist usually as the rider puts out a hand as they fall (*Kidsafe Bicycle Safety, NT 2003*).
- Injuries to the face and head are less frequent but are potentially more serious (*Kidsafe NT, Bicycle Safety, NT 2003*).

WHAT INJURIES OCCUR THROUGH SKATEBOARDS, ROLLER BLADES AND ROLLER SKATES, AND IN-LINE SKATES?

- The most common injuries associated with these boarders and skaters are to the hand, wrist and elbow, the knees and to the head.
- Head injuries occur when riders, not wearing helmets, are unable to break their fall or hit objects. They are less common than other injuries but are usually the most serious.
- Injuries are most common in riders who are young and just learning.
- Children most at risk are those 6 to 14 years old.
- Most falls are the result of simple loss of control.
- The majority (73%) of injuries occur either at home, on the roads or on a footpath/bike path, not in a skating or recreation area.

WHAT ARE THE RISKS FOR CHILDREN RIDING IN RURAL AREAS?

Children riding in rural areas are just as likely to lose control of their bicycles as city children. They also have to deal with a range of road conditions such as gravel, potholes and slippery surfaces. There are often no footpaths and as traffic can travel at greater speeds in some rural areas, the risk is increased for young children learning to ride.

SKATEBOARDS, ROLLER BLADES AND SCOOTERS

Using skateboards, roller blades and scooters can result in crashes leading to serious injuries. Many of these are caused by user error such as losing control or acting in an unpredictable way. Children are most likely to be injured when first learning to use these small wheeled toys or when learning a new skill. Children and adults need to understand that necessary skills for using a skateboard, roller blades or scooter develop over time and with practice in a safe environment.

Children should know safer places to skate such as skate parks, playgrounds and bicycle paths.

PROTECTIVE RIDING BEHAVIOURS

► How can young children reduce the risk when riding?

The risks associated with riding can be reduced if children:

- avoid roadways, paths or other areas that are used by motor vehicles
- wear an approved helmet at all times
- avoid large hills, kerbs, cobblestones, grates and other rough or discontinuous surfaces
- never ride beside more than one person on a bicycle or scooter
- before each use, check that there are no loose or missing parts.

WHAT IS A SHARED PATH?

In the Northern Territory, all paths are shared paths unless signs indicate otherwise. When riding on a shared path you must keep to the left and give way to any pedestrian. Shared paths include all paths around the river, along the beach, through parks and open areas. They are sometimes referred to as bike paths or cycle paths. Shared paths are designed to cater for all potential users, including bikes, and are generally wider and built to a better standard than footpaths.

Children should be encouraged to ride on the shared paths as they are generally off-road and away from traffic. When the shared path crosses a road, those on the path need to give way and watch out for turning traffic.

► Courtesy on shared paths

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 when approaching others
- give way to pedestrians
- obey signs along the path
- ride in single file especially on dual paths
- ride in pairs only when the path is wide enough and when it is safe.

Focus area 3: Playing safely

HELMETS

HOW CAN YOUNG RIDERS REDUCE THE RISK?

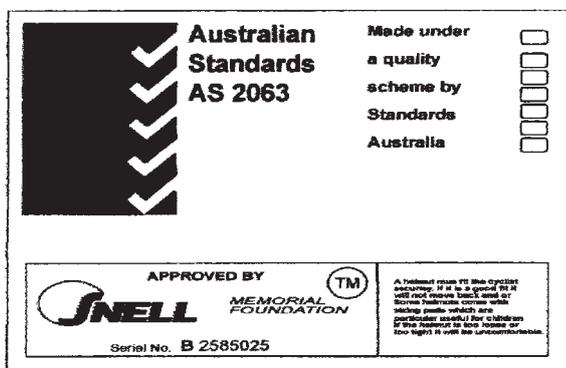
- Studies have shown that bicycle helmet use decreases the risk of head injury by 85% and brain injury by 88% (*The George Institute, 2009*).

The protective effect of helmets during a crash or fall are increased by:

- the helmet being properly worn (sitting at the front of the head)
- the retention straps being tight and fastened. This prevents the helmet from moving or coming off and the risk of head injury being reduced during a crash
- the helmet being fitted properly. Improperly fitted helmets can double the risk of head injury.

WHAT SAFETY FEATURES DO HELMETS HAVE?

- Look for the Australian Standards Mark AS 2063.2 or AS/NZS 2063 certification label. This is usually displayed on and in the helmet. The label ensures that the helmet has passed safety tests and meets the standard required by Australian State road laws. Not all helmets meet this standard.
- Young children require a helmet that provides extra neck support.
- Where possible, a bright or fluoro coloured helmet should be selected to increase visibility in the traffic environment.
- Ensure the helmet has adequate venting to keep the child's head cool.



HOW TO SELECT AND FIT A HELMET?

► Correct size

Check head size by using a tape measure placed just above the eyes and ears. Match this with the helmet sizes listed on the display box to find a helmet that covers this measurement.

- Helmets are designed to protect the wearer against possible impact. For maximum protection a helmet must be a good fit (i.e. snug to the head) and securely fastened.
- If a helmet is too small, it will not give adequate coverage and protection.
- If a helmet is too large, it may move on the head and not provide the protection intended.

► Fitting a helmet

Helmets come with fitting instructions; however, the following points will be appropriate for most styles:

- Place the helmet on the child's head and use the pads supplied to ensure a snug fit.
- Test the fit by grasping the helmet and attempt to move it to the front and back of the head.
- Adjust the straps so that the side adjustor forms a 'Y' shape below the ears and the buckle is positioned well under the chin.
- Attempt to move the helmet backwards and forwards once on the head and straps have been fastened correctly.
- Make further adjustments if necessary as a loose helmet can increase the risk of injury.

HELMET CARE

- Extreme heat can damage the shell and weaken the helmet. This is usually visible when 'bubbling' occurs on the surface of the helmet shell. Avoid leaving the helmet outside in the weather, near a heater or on the back ledge of the car.
- Substances (i.e. petrol, paint adhesives and cleaning agents) can damage helmets. Clean helmets with mild soap and water, rinse then dry with a cloth.

REPLACING HELMETS

- Helmets are essentially manufactured for single impact protection. They absorb the impact and protect the head. When a helmet has been subjected to a severe blow it should be replaced even if it appears undamaged.
- Replace a helmet when it shows obvious signs of wear or no longer fits the head correctly.

BICYCLES

HOW TO SELECT A CORRECT SIZED BICYCLE?

Riding a bicycle that is too big or too small can cause a child to lose control and may result in injury. Choosing a bicycle for a child to 'grow into' is dangerous. There should be about 3 cm clearance between the crossbar of the frame and the rider when they are standing with feet flat on the ground. On BMX and mountain bicycle the clearance should be 5-10 cm.

When seated, the riders arms should be slightly bent when holding the handle grips and their knees should not hit the handlebar.

BICYCLE CARE

A simple safety check should be carried out regularly. Brakes and tyres should be checked each time before riding.

► The seat

- This should sit flat and be in line with the bicycle.
- It should not tilt or move from side to side.
- Look for damage such as cracks or broken springs.
- The seat stem should not be above the maximum height mark.

► Brakes

- Apply the brakes and check that the wheels do not turn.
- Check that there is a gap between the brake levers and the handlebar.

► Wheels and tyres

- Look for loose wheel nuts or broken spokes.
- Check that wheels spin freely.
- Check tyres are not worn and are fully inflated. The correct tyre pressure is usually written on the tyre wall.

► Bell

- A bell is a legal requirement and should be loud and in working order.

► Lights

- Check reflectors are fitted at the front and rear and on pedals and wheels.
- Check that the white headlight and red taillight are working.

► Pedals

- Check for wear and damage and make sure they spin freely.
- Check the crank is tight.

► Chain

- The chain should be clean and move freely.
- Keep the chain oiled.

► Handlebars

- Handlebars should be covered and the handgrips secure.
- The handlebar should not be loose.
- When seated, the rider should be able to reach the handlebars.

Focus area 4

Focus area 4: Sensing traffic

ROAD SIGNS, SIGNALS AND MARKINGS

Children encounter many different signs and road markings in the traffic environment. Most of these are designed to inform drivers of their responsibilities; however, it is important that children develop an understanding of the safety meaning of these signs and road markings.

STOP SIGN

Stop signs are placed at intersections where it may be difficult to see approaching traffic. It is important to come to a complete stop at the stop line, or the edge of the intersecting road if there is no stop line. Give way to any vehicle approaching from any other direction before continuing.



SPEED LIMIT SIGN

These signs show the maximum speed limit on a road; however, sometimes, due to pedestrian activity, other traffic, weather and road conditions, it is safer to travel at a slower speed.



CYCLE PATH

These paths are for use by bicycles as shown on signs or markings; however, skaters, bladders and wheelchairs may use them provided they give way to bicycles.



SHARED PATH

This sign means an area open to the public that is designated for use by both riders and pedestrians. A sign is placed at the path beginning and ending at the nearest of the following:

- an end shared path sign
- a no bicycles sign
- a no bicycles road marking
- a bicycle path sign
- a carriageway
- the end of the path.



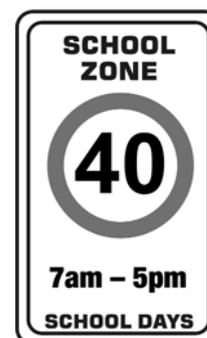
GIVE WAY SIGN

Give way signs are installed at intersections to clarify which traffic has right of way. Slow down or stop and give way to any vehicle approaching from any other direction before continuing.



SCHOOL ZONE SIGN

These signs are installed at the beginning and end of a school zone. Drivers must not exceed the 40 km/h speed limit during the stipulated times.



SCHOOL CROSSING

These signs are located near each end of a school crossing.



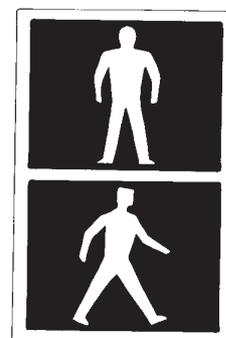
PEDESTRIAN CROSSING

These signs are located near each end of a pedestrian crossing.



PEDESTRIAN LIGHT

A pedestrian light is a device designed to illuminate at different times. For example, a flashing red pedestrian or the words 'don't walk' illuminated in red indicates that pedestrians should not proceed. A flashing green pedestrian light or the word 'walk' illuminated in green indicates that pedestrians may proceed.



ROAD LAWS

Road laws have been designed in the interest of promoting a safer community. The Northern Territory *Traffic Act* clearly defines the responsibilities of all road users. Fines and penalties apply for failure to comply with road laws. Further information about the traffic regulations is available on the Northern Territory Government's website www.transport.nt.gov.au.

PASSENGERS AND THE LAW

Every person travelling in a motor vehicle must use an appropriate Standards Australia approved restraint where one is available. Drivers are responsible for ensuring that all passengers under 16 years are wearing their seat belts when riding in a vehicle fitted with seat belts. For children under 12 months of age a driver must ensure the child is restrained in an approved child restraint.

PEDESTRIANS AND THE LAW

The risks for pedestrians may be reduced if they understand and comply with laws relating to pedestrian behaviour. Some of these include:

► Using the footpath

- Pedestrians should use the footpath or nature strip where possible, as it is an offence not to (unless it is impractical to do so).
- If there is no footpath, pedestrians must travel, where practical, on the right side of the road facing the oncoming traffic. If it is not practical to travel on the right side then the pedestrian must use the left of the road and immediately move off the road when a vehicle approaches from behind.
- Pedestrians may walk on the left or right side of the road, keeping as far left as practicable. It is safer to use the right hand edge of the road facing oncoming traffic.
- Pedestrians cannot walk more than two abreast on the road unless overtaking.
- Drivers must give way to pedestrians and child cyclists on the footpath when entering or exiting a driveway.
- If a driver is turning left or right or making a U-turn, the driver must also give way to any pedestrian at or near the intersection on the road or part of the road the driver is entering.

► Crossing the road

- Pedestrians should use and obey traffic lights and signals.

- Pedestrians must use a marked crossing if they are within 20 metres of the crossing.
- Pedestrians must follow the directions of a traffic attendant when using a children's crossing.

CYCLISTS AND THE LAW

Cyclists need an understanding of road laws and traffic behaviour in addition to riding skills to be safe on the road. Bicycles are classified as vehicles and riders have the same rights and responsibilities as drivers.

► The important points for child cyclists to remember are:

- Cyclists may ride on the footpath provided they keep to the left and give way to pedestrians.
- Wear an approved safety helmet carrying the Australian Standards Mark (AS2063), properly adjusted and fastened.
- Warn pedestrians when riding past on a shared path or footpath by using a bell or calling out.
- Cyclists must walk their bikes across pedestrian crossings and at traffic signal crossings (unless there is a bicycle crossing light).
- On a path dedicated for the exclusive use of bicycles - cyclists have the right of way.
- Marked bike lanes should be used wherever practicable.
- Drivers must give way to pedestrians and cyclists on the footpath when entering or exiting a driveway.

► Bicycle offences

Apart from the risk of being killed or seriously injured, there are fines for not wearing a helmet. It is a traffic offence for children up to the age of 17, to ride a bicycle; without a helmet, and/or without the helmet securely fastened. A Traffic Infringement Notice may be issued for \$25.

WHEELED RECREATIONAL DEVICES AND THE LAW (INCLUDING SCOOTERS, SKATEBOARDS, ROLLER BLADES/SKATES AND IN-LINE SKATES)

► What is a wheeled toy or device?

The definition of a wheeled toy includes child's pedal car, tricycle and scooter. A wheeled recreational device is a wheeled vehicle that has been built to transport a person, is propelled by human power or gravity and is ordinarily used for recreation or play. In addition to scooters, it includes in-line skates, skateboards, roller skates and unicycles.

Focus area 4: Sensing traffic

► Where can you legally ride, skate or scoot?

You can ride a scooter or skate on footpaths and shared paths, provided you keep to the left and give way to pedestrians.

The following laws apply:

- Riders or skaters must keep to the left and give way to pedestrians on a shared path or footpath.
- Scooters are not permitted on any road that has a median strip or line marking, on a one-way street with more than one marked lane or any road with a speed limit of more than 60 km/h.
- Scooters are not allowed on any road during hours of darkness.
- If riding on a permitted road which has a separate section for pedestrians and bicycles, and is marked accordingly, you must ride on the section dedicated for bicycles, give way to cyclists and keep to the left.
- If riding on a footpath, you must give way to pedestrians.
- For further information on local skating restrictions contact the Local Council.

► Helmet use and protective gear

While not compulsory, helmets are highly recommended. Protective gear such as elbow and kneepads are also recommended.

► What kinds of behaviour are not allowed when riding a scooter or skating?

- Games such as jumping off kerbs are not allowed on any part of a road.
- Scooter riders cannot be towed by another vehicle (including a bike). This applies to both the scooter rider attaching themselves to a vehicle and the driver (rider) of the vehicle allowing them to do so.

RULES RELATING TO WHEELED RECREATIONAL DEVICES WITH MOTORS

It is currently legal to use unregistered motorised scooters of any output on private property in the Northern Territory. This ruling also applies to other wheeled recreational devices such as skateboards that have motors attached as well as bicycles with motors of greater than 200 watts and pocket motorbike racers.

MINIBIKES, QUADS AND OFF-ROAD VEHICLES

The rider or driver of any motor vehicle or motorbike must be aged 16 years or over and hold the appropriate driver's licence or permit. However some

children younger than 17 have access to minibikes, quads, trail bikes and other off-road vehicles which may be driven on off-road tracks with adult supervision and appropriate safety equipment.

Riding these vehicles can result in crashes leading to serious injuries. Children up to ten years of age may not have the necessary sensory, physical and cognitive skills to ride these vehicles safely.

It is safest to choose a bike of a suitable size and with an engine capacity no greater than 80 cc. It is important for children to be aware of the power of the bike and potential hazards when riding.

Children are most likely to be injured when first learning to ride or when learning to operate a new vehicle.

SKILLS FOR SAFER ROAD USE

WHAT SELF-MANAGEMENT AND INTERPERSONAL SKILLS DO YOUNG CHILDREN NEED TO BE SAFER ROAD USERS?

Young children need to practise and develop planning and communication skills to assist them in managing situations related to being a safer road user. There are a few important elements about communication skills outlined below.

► Assertive communication

In developing assertive communication, students should be encouraged to use 'I' statements to express their feelings. For example, 'I feel unsafe when this happens'. 'I' statements are assertive messages as they directly convey feelings or intent. When communicating assertively, students should also be encouraged to make eye contact with the person to whom they are speaking, stand up straight, speak in a firm voice and stay calm. Apologising, whispering, looking scared, and becoming angry are all actions to avoid.

► Tips for assertive behaviour

To communicate assertively:

- look the other person straight in the eye
- look confident and stand strong
- speak firmly and stay calm
- say how you feel

Avoid:

- speaking softly
- looking guilty, scared or intimidated
- getting angry or being a bully.

SELF-MANAGEMENT SKILLS

REVIEWING THE SITUATION

Young children should not be unsupervised in the traffic environment; however, situations may arise where they need to assess the risk and make decisions. This will require them being able to identify what the issue or problem is, and determine if they can do anything or if they require help from others, to reduce the likelihood of harm to themselves and other road users.

They may also need to seek help from adults other than their parents, carers or family. Students need to know who they can trust to help them in the road environment (e.g. traffic attendants and police).

Managing situations as a passenger may involve:

- choosing to use a seatbelt and/or booster seat
- choosing not to distract the driver
- choosing to enter and exit a vehicle using the rear passenger door closest to the kerb.

Managing situations as a pedestrian may involve:

- choosing safer places to walk, cross and play
- planning a safer route to walk in the local area
- choosing to walk with an adult and hold their hand
- not crossing when and where others say.

Managing situations as a cyclist may involve:

- always riding wearing a helmet
- always riding away from roads
- always riding with the supervision of an adult.

PLAN BEFORE DECIDING

Planning involves being able to set realistic, specific and measurable goals in the short, medium and long term. Young children will need to develop planning skills to plan for getting to and from school safely, going on long journeys and going on a bicycle ride.

Students need to be aware of the process of planning. The following questions may help students when planning.

- What is the goal to be achieved?
- When do I need to achieve the goal?
- Who can help achieve the goal?
- What steps do I need to take and in what order?
- How will I know if I have been successful?

Young children need to be provided with relevant information about planning and opportunities to practise the planning process. They also require effective communication skills to carry out their plans and convey them to others. A planning model, provided below, may assist students when planning and setting goals. The table below gives an example of planning a trip to the beach.

BEFORE	DURING	AFTER
<ul style="list-style-type: none"> • Pack some things to do in the car on the way to the beach. • Put my bag and beach gear in the boot. • Wait for mum/dad to help me get in the car. • Ask mum/dad to check my seatbelt. 	<ul style="list-style-type: none"> • Sit quietly and don't distract mum or dad. • Don't put my head or hands outside of the car. • Wait until mum/dad says I can get out of the car. • Stay beside the car until mum/dad says it's time to move. • Ask mum/dad to check my seatbelt. 	<ul style="list-style-type: none"> • Wait until the car has stopped and mum/dad tells me to take my seatbelt off. • Wait until mum/dad opens the safety door for me.

Background information

DECIDING AND ACTING

Being able to make informed decisions by considering the positive and negative consequences of actions and selecting the most appropriate option is an important skill for maintaining personal health and safety.

Young children will need to make many decisions about their own and others' safety on the road. Examples of the decisions young children will be required to make may include selecting a safer route to walk and places to cross roads, and choosing to wear a seatbelt or helmet when others are not.

Equipped with relevant facts and positive attitudes, young children are more likely to make informed and safer decisions about their road user behaviour.

MAKING DECISIONS

In order to make informed decisions, young children need to understand how a decision is made and be provided with opportunities to practise the decision making process. The process involves stating the problem or issue, gathering the necessary information, examining the options, considering the consequences of each option and finally deciding and evaluating the decision.

Self-efficacy will impact the decisions young children make, their ability to communicate assertively and their beliefs and attitudes. Self-efficacy can be described as a person's feelings of self-worth and esteem. A young child with a strong sense of self-worth and self-efficacy is more likely to value safety and make decisions that will promote safety for themselves and others. They are also more likely to be able to communicate their decision or opinion assertively.

Decision-making skills related to young children include:

THE DECISION-MAKING PROCESS	APPLIED TO ROAD SAFETY
Think for a moment about what is happening	Identify the decision to be made in the particular situation (e.g. Will I cross the road with others when I believe it is unsafe?)
Determine how safe or dangerous a situation is	Identify who and what are contributing to a potential risk and the effects of risk taking on individuals (e.g. How much can I trust this person? Are they old enough to help me cross the road?)
Think about what the outcome will be	Identify a range of alternative actions in a situation (e.g. Can I ask another adult to help me?)
Decide what is right for you	Evaluate options according to the outcome sought. This involves predicting and reflecting on the impact of decisions on oneself, others and wider community; identifying 'safety nets' or harm minimisation strategies (e.g. What will the consequences be to myself and others if we cross the road?)
Seek advice if you need to	Identify strategies for communicating the decision and dealing with peer (or other) pressure (e.g. How will I tell this person I'm not going to cross the road with him/her?)
Act on your decision	Evaluate the decision. (e.g. Did I make the right decision? Would I make the same decision next time?)

DECISION-MAKING MODEL

The decision-making model (refer to the **Making decisions** section) will allow students to consider and explore a range of alternatives before making a decision. The model below shows the decision-making process for considering two options.

Students should understand that there is the potential for a decision to have positive and negative consequences and that predicting outcomes can be difficult. Learning how to make more accurate predictions requires practice.

ATTITUDES ABOUT ROAD SAFETY

WHAT FACTORS DETERMINE AND INFLUENCE A YOUNG CHILD'S ATTITUDE TOWARD ROAD SAFETY?

The development of positive attitudes is paramount to a lifetime of safer driving and road use. Children participating in a road safety education program begin to consider their beliefs, values, attitudes and behaviours about a range of road safety issues.

Young children may have some existing attitudes about road safety and road safety situations. While young children lack the essential life experience that shape an individual's attitudes, they are subject to a range of factors that will determine and influence their beliefs, attitudes and intentions with respect to riding a bicycle, walking or being a passenger. Factors that determine and influence such attitudes include knowledge, personal experience, personality, family, peers, media and society. These are described in more detail below.

► Personal experience

The majority of children involved in road safety education will have had some prior experiences interacting with the traffic environment under the supervision of an adult. They would have had some experiences walking in and around their local area, to and from school, travelling in a vehicle and possibly riding bicycles or other small wheeled devices (i.e. scooters, skateboards and roller blades). These experiences will have contributed toward their knowledge and attitudes about road use.

► Personality traits

Young children will be affected by their personality traits including their propensity for risk taking, ability to manage emergencies and stressful situations and the degree to which their behaviour is affected by emotions.

► Family (role models)

Parents, family members and significant others influence a young child's attitudes and knowledge about road use. Parents are recognised as the primary role models of road safety behaviour for their children and as such their role in road safety education is crucial. Children as passengers observe their parents as drivers and are likely to imitate their behaviour. Research has shown that children of parents with adverse driving histories are more likely to demonstrate these behaviours themselves (*Ferguson et. al. 2001*).

► Peers

Friends, peer group and acquaintances can influence a young child's road-user attitude and behaviour. This influence may be positive or negative. Everyone acts differently depending on who they are with and young children are no different.

► Media

The media can have a very powerful influence on young children's attitudes. The media often glamorises taking risks while riding scooters and skateboards, speeding and dangerous driving.

► Society and culture

Different societies and cultures have different views on personal safety and the safety of others. Societal views on acceptable and unacceptable road-user behaviours can reinforce an individual's attitudes toward road safety.

Background information

THE IMPORTANCE OF SAFETY IN THE TRAFFIC ENVIRONMENT

For young children to engage safely in the traffic environment they will need to develop a positive attitude towards safer road safety practices. This can be developed by:

- understanding the benefits of gaining road-crossing practice in a variety of locations including traffic attendant crossings, signal-controlled crossings and on straight stretches of road
- understanding the benefits of always wearing a restraint or seatbelt and not distracting the driver
- having the necessary knowledge and skills to undertake systematic search practice to cross the road successfully with the assistance of an adult
- having opportunities to talk and practise on-road tasks with a parent.

PERSONAL SAFETY AND THE SAFETY OF OTHER ROAD USERS

An inherent belief in the safety of self and others contributes towards a young child becoming a safer road user. Developing attitudes of respect and tolerance towards other road users and a commitment to personal safety and the safety of others while travelling as a passenger, pedestrian or cyclist are key aspects of being a safer road user. By valuing safety for all, a young child is more likely to participate in road safety practices, avoid risk and comply with road rules.

ROAD SAFETY AGENCIES AND RELEVANT WEBSITES

AGENCY	CONTACT DETAILS	INFORMATION AVAILABLE
Transport Safety, Northern Territory Government	www.nt.gov.au/transport/safety/road/ Darwin Ph: 8924 7019 Alice Springs Ph: 8951 5354	This site has a link to Hector the Cat who has advice for using roads sensibly and safely. It also has links to campaigns and information on restraints.
Australian Redcross Northern Territory	Ph: 8924 3900 www.redcross.org.au	First aid and community training.
St John Ambulance	Ph: 8922 6200 www.stjohnnt.com.au	First aid training and first aid kits.
TravelSmart	www.nt.gov.au/transport/	Go to Transport Policy and Planning and then the link to TravelSmart to get involved in reducing dependency on motor cars.
AANT	Ph: 8925 5901 www.aant.com.au	motoring safety magazine NT motor
Safer Road Use	www.saferroaduse.nt.gov.au	NT road safety reports and statistics

AUSTRALIAN WEBSITES	INTERACTIVE	FOR CHILDREN	FOR PARENTS	FOR TEACHERS
www.nt.gov.au/transport/ Information for parents and teachers on road safety. Interactive site for kids to use at home and school.	✓	✓	✓	✓
www.nt.gov.au/transport/safety/road Information for parents and teachers on road safety. Interactive site for kids to use at home and school.	✓	✓	✓	✓
www.sdera.wa.edu.au Information for parents and teachers on road safety. Interactive site for kids to use at home and school.	✓	✓	✓	✓
www.kidsandtraffic.mq.edu.au Information for parents and teachers on road safety including resources, fact sheets, information for families, FAQs and useful links.	✓	✓	✓	✓
www.healthinonet.ecu.edu.au/related-issues/road-safety Provides quality information and resources about Indigenous road injury.				✓
www.giddygoanna.org Resources covering a variety of safety issues for parents and teachers to order.	✓		✓	✓
www.kidsafent.com.au Fact sheets covering a variety of safety issues including road safety.	✓	✓	✓	✓
www.roadsafety.net Interactive web-based resource covering all issues of road safety including games for children and fact sheets for parents/teachers.	✓	✓	✓	✓
www.officeofroadsafety.wa.gov.au Fact sheets on road safety issues.	✓		✓	✓

INTERNATIONAL WEBSITES	INTERACTIVE	FOR CHILDREN	FOR PARENTS	FOR TEACHERS
www.roadsense.co.nz Interactive web-based resource covering road safety issues for New Zealand primary schools.	✓	✓	✓	✓
http://talesoftheroad.direct.gov.uk/ Interactive web-based resource covering road safety issues and current programs for UK schools.	✓	✓	✓	✓
www.safekidscanada/ Information for parents and teachers about various safety issues for primary and secondary school aged children.	✓	✓	✓	✓
www.bmweducation.co.uk Interactive web-based resource covering road safety issues for UK primary schools.	✓	✓	✓	✓
www.kidstravelfun.com/games Interactive web-based resource for parents, teachers and children. Games available for children to play on-line.	✓	✓	✓	✓
http://www.trafficclub.co.uk/ The Children's Traffic Club is a fun interactive program for 3 & 4 year olds.	✓	✓	✓	✓
http://www.dft.gov.uk/think/?whoareyou_id= Interactive web-based resource	✓	✓	✓	✓

Parent information sheet

Dear family

Your child is about to begin a **road safety education program** called **Safer Roads** which aims to promote healthy safer lifestyles by:

- developing an understanding of the importance of health and safety issues and practices
- developing skills necessary to make decisions that may affect their health and safety
- fostering positive health and safety attitudes and behaviours that can enhance the quality of their own and other people's lives
- involving and supporting parents and community agencies in health and physical education to reinforce the same health and safety messages.

The program involves school-based lessons and take-home activities. At school your child will be learning how to be a safer and responsible passenger, pedestrian and cyclist.

To help your child learn road safety skills, it is important that you encourage your child to think and talk about road safety issues, especially when you are both on or near roads. Talk to your child about what you do when crossing roads and explain why. This will help your child to learn to identify safe and dangerous traffic situations.

As you undertake the at home activities, you and your child will be able to talk about the particular safety issues. Your child will be involved in practising safety skills and you will be able to talk to them about their progress.

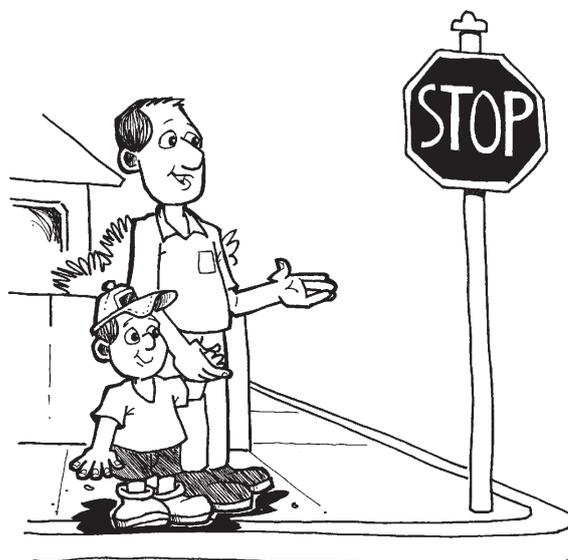
It is very important to understand that children of this age are still learning road safety skills. They are often inconsistent in their behaviour and may behave safely today and unsafely tomorrow. Involvement in this program will not mean that your child will immediately have good skills or will always use them. Please continue to supervise your child closely and to teach them about road safety.

If you have any questions about this program, please contact me. I look forward to working in partnership with you on this important learning program.

Yours sincerely

Class Teacher

Date



GLOSSARY

Air bag	A large nylon bag which inflates and deflates rapidly during certain types of collisions.
Bicycle	A two or three-wheeled vehicle designed to be propelled solely by human power, or a two or three-wheeled vehicle that is a power-assisted pedal cycle.
Bicyclist	A person riding a bicycle. Includes passengers.
Casualty	A person killed, admitted to hospital, or injured requiring medical attention as a result of a road crash. Excludes injured persons who do not require medical attention.
Child restraint	A device used for restraining a child travelling in a motor vehicle (e.g. baby capsule, baby seat, booster seat).
Crash	Any apparently unpremeditated collision reported to the police which resulted from the movement of at least one road vehicle on a road open to and used by the public, and involving death or injury to any person or property damage. Any one crash can involve more than one road vehicle and result in more than one death or injury.
Crash severity	Derived from the most serious injury in a crash, or if no injury, from the dollar value of property damage. The six levels are: <ol style="list-style-type: none"> 1. fatal crash 2. injury crash requiring hospitalisation 3. injury crash requiring medical treatment 4. injury crash requiring no medical treatment (i.e. minor injury or extent of injury unknown) 5. major property damage - over \$1,000 6. minor property damage - under \$1,000.
Driver	Any person in control of a car, truck, tractor or bus. Includes person in control of a motorised wheelchair. Does not include persons in control of a motorcycle, moped or bicycle (see Rider).
Fatal crash	A road crash where at least one person died within 30 days of a crash as a result of injuries sustained in the crash. The crash must occur on a road, open to and used by the public, and involve a vehicle which was in motion. It cannot be an 'Act of God', an act of deliberate intent, or as a result of a prior event such as heart attack.
Fatality	A person who dies from injuries sustained in a road crash, within 30 days of the road crash.
Helmet	A protective device worn on the head to prevent injuries in the event of a crash. Child bicyclists under the age of 17 are required by legislation to wear a helmet that meets Australian Standards.
Hospitalisation	A person admitted to hospital as a result of a road crash and who does not die from injuries sustained in the crash within 30 days of the crash.
Killed	A person who died from injuries sustained in a road crash within 30 days of the crash.
Lap-sash belt	See Restraint.
Passenger	A person other than the driver, travelling in or on a car, truck or bus. Does not include motorcyclists or bicyclists.
Pedestrian	A person on foot or a person on skates, child's tricycle, wheelchair, roller blades, scooter, or other unpowered vehicles (not including bicycles). Includes a person who has just alighted from a vehicle. Does not include a skateboarder.
Restraint	A device designed to hold a person within the body of a vehicle and limit movement during a crash, thereby reducing severity of injury. Includes inertia reel and fixed lap or sash seat belts, and child restraints such as a rearward facing baby seat, forward facing toddler seat, booster or normal car seat. The device must meet the relevant Australian Vehicle Design Rules and the Australian Standards. Drivers and passengers of vehicles must wear restraints.
Rider	Any person in control of a motorcycle, moped, bicycle or animal.
Road toll	Count of fatalities resulting from road crashes.
Road user	Includes driver, passenger, motorcyclist, bicyclist and pedestrian.
Seat belt	See Restraint.
Serious casualty	A person killed or hospitalised as a result of a road crash.
Serious crash	A road crash which results in a fatality or hospitalisation.
Vehicle	Device upon which any person or property may be transported or drawn upon a road. Includes bicycles, skateboards and animal transport such as horses.
Wheeled device	Device other than a bicycle, e.g. scooter, skateboard, in-line skates.

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WEBSITES

- <http://www.kidsafewa.com.au/welcometoroadsafety.html>
- <http://www.kidsafewa.com.au/bicyclesandotherdevices.html#helmets>
- <http://www.kidsafewa.com.au/factsheets.htm>
- <http://www.kidsafewa.com.au/factsheets/Skateboarding%20Rollerblading%20&%20Rollerskating.pdf> (facts and information about skateboarding, roller blading and roller skating)
- <http://www.atsb.gov.au/road/stats/pdf/mrf032005.pdf> (ATSB Road Deaths Bulletin March 2005)
- www.maa.nsw.gov.au/campaigns
- www.nrma.com.au/reversing (results of a reversing visibility index study in relation to Australian cars and wagons)
- www.roadwise.asn.au Western Australian Local Government Association (RoadWise program and in particular Safe Routes to Schools)