

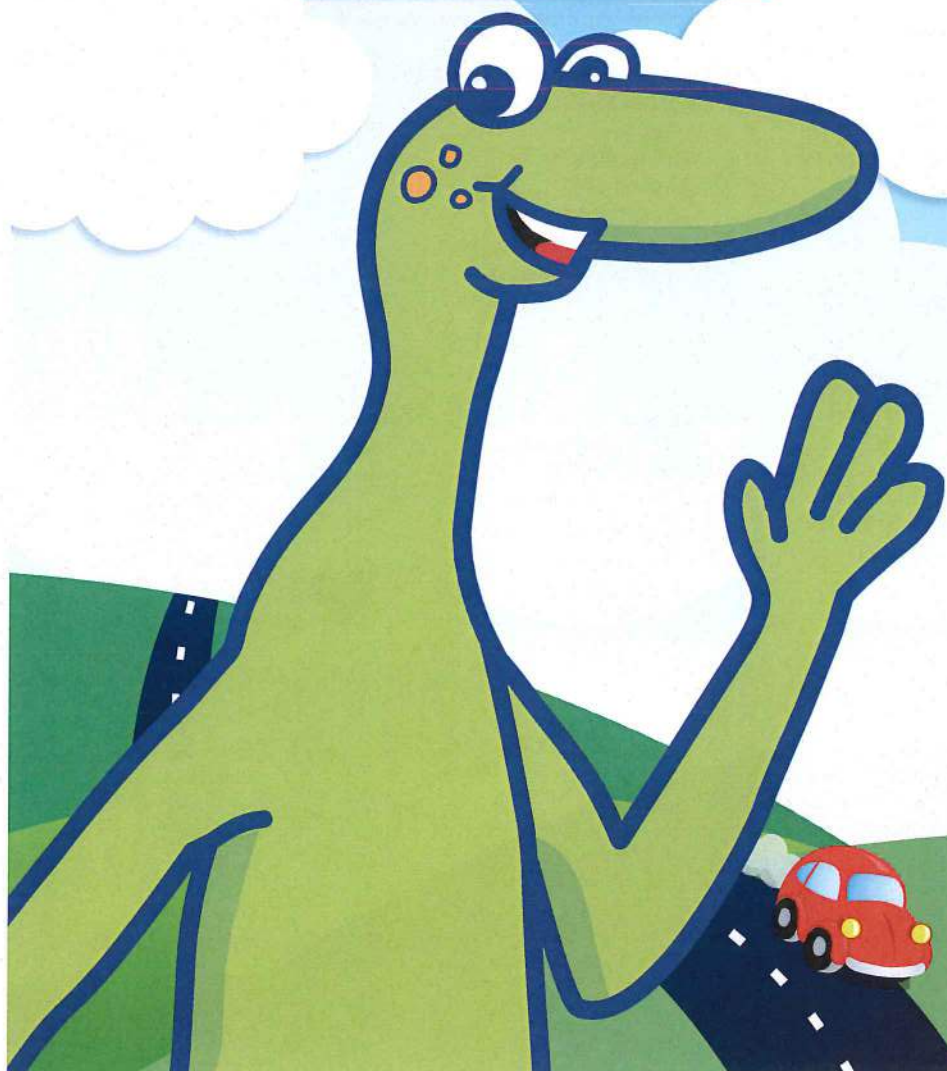


SDERA
EDUCATING FOR SMARTER CHOICES

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

PASSENGER SAFETY

Smart Steps: Making safer choices –
Taking smarter steps





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The author has made a comprehensive effort to sight and credit sources. Any omissions detected are not intentional. The author welcomes information to correct any oversights in subsequent editions.



SCHOOL DRUG EDUCATION AND ROAD AWARE (SDERA)

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

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

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

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WELCOME!

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

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

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

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

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

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

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



HOW CAN WE REDUCE THE RISK FOR CHILD PASSENGERS?

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

STRATEGIES TO REDUCE THE RISK OF A PASSENGER RELATED INCIDENT

Physical strategies

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

- 6 Store loose items safely in the car as they can become missiles and cause serious injury in the event of a crash or abrupt stop.
- 7 Where possible children should be restrained at least 30cm away from airbags. Toys, blankets and other objects should not be placed between airbags and children as these objects can move towards a child if an airbag inflates (Westmead, 2010).
- 8 Remove the most mobile child from the car **last**.

Education strategies

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



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

Westmead Child Health Promotion Unit. (2010). Safety Fact Sheet: Airbags. Available http://www.chw.edu.au/parents/kidshealth/safety_factsheets/pdf/alrbags.pdf. Retrieved 20 April 2011.

PASSENGER ROAD SAFETY ACTIVITIES FOR CHILDREN

The following section of the resource includes activities that are suitable for children aged up to eight years. They can be used in a variety of environments including:

- 1 by parents and carers in the home
- 2 in a day care centre or crèche with individual children or a small group of children
- 3 as activities for a playgroup
- 4 within a classroom environment.

The activities have been divided up into age appropriate sections.



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



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

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

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PASSENGER SAFETY ACTIVITIES FOR CHILDREN AGED FROM BIRTH TO TWO YEARS

Learning outcomes

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

WEARING RESTRAINTS

Activity

MUSIC AND MOVEMENT

Travelling in the car songs

Click clack

- Play the song *Click clack*.
 - If parents are present, ask them to do the following actions with their children throughout the song. If parents are not present, sing the song and encourage children to do the actions they can do.
 - 'Click' and 'Clack' – clap hands
 - 'Front' – lean forward
 - 'Back' – lean backward
 - 'You put your seatbelt on' – hug tight.
- Repeat the actions through all verses of the song.

Buckle up tight

- If parents are present, encourage them to sing *Buckle up tight* with their child.
- Each time the words 'buckle up tight' are sung, parents should give their child a hug.
- When parents are not present, encourage children to hug themselves tight when the words 'buckle up tight' are sung.

Resources

- SDERA *Smart Steps* web page – *Click Clack rap* <http://www.sdera.wa.edu.au/programs/smart-steps/smart-steps-resources/>



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



Activity

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

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

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

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

INDOOR PLAY

Car building

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

Questions to ask

Where are you going to sit?
Are you buckled up tight?
Is dolly or teddy buckled up tight?
Why do we need to buckle up tight?

LANGUAGE AND LITERACY

Izzy's trip

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

For the older children:

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

Resources

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

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



NOT DISTRACTING THE DRIVER

Activity

music and movement

CD songs

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

For the older children:

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

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

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

Quiet as mice (shh)

Quiet as mice (shh)

Sh! Sh! All the way home

OR

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

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

The kids in the car are quiet as mice,

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

Resources

- SDERA *Smart Steps* web page – *Click Clack rap* and *A ride in the car* <http://www.sdera.wa.edu.au/programs/smart-steps/smart-steps-resources/>
- Musical instruments or other noise-making items



PASSENGER SAFETY SONG: A RIDE IN THE CAR

A ride in the car

Words and music by
MELISSA PERRIN

Swing ♩ = 132

F C7

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

F C7

3rd time to CODA

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

F Gm7 C7 Gm7

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

C7 Gm7 C7

1. Gm7

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

C7

2. Gm7 C7

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

⊕ CODA

F G7 F G7 F

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

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

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

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

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





PASSENGER SAFETY SONG: CLICK CLACK

Click clack

Words and music by
FRANCISCUS HENRI

The musical notation consists of two staves. The first staff has a treble clef and a common time signature (C). It contains two measures of music. The first measure is marked with a 'C' chord and contains the lyrics 'What's that noise?'. The second measure is marked with a 'G7' chord and contains the lyrics 'Click. Clack. Where does it come from? Front and back.'. The second staff also has a treble clef and a common time signature. It contains two measures of music. The first measure is marked with a 'C' chord and contains the lyrics 'How do you make that'. The second measure is marked with an 'Am' chord and contains the lyrics ''click clack' noise? You put your seat - belt on.'. The third staff has a treble clef and a common time signature. It contains two measures of music. The first measure is marked with an 'F6' chord and contains the lyrics 'You put your seat - belt on.'. The second measure is marked with a 'G' chord and contains the lyrics 'on.'. The third staff has a treble clef and a common time signature. It contains two measures of music. The first measure is marked with a 'C' chord and contains the lyrics 'on.'. The second measure is marked with a 'C' chord and contains the lyrics 'on.'.

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

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

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

Click clack has been reproduced with kind permission of Origin Network Pty Ltd, Franciscus Henri (lyricist/composer) and the NSW Roads and Traffic Authority.



PASSENGER SAFETY ACTIVITIES FOR CHILDREN AGED FROM TWO TO EIGHT YEARS

Learning outcomes

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

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

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

WEARING RESTRAINTS

Activity

MUSIC AND MOVEMENT

CD songs

Rolling down the highway

- Encourage children to sing the passenger safety song - *Rolling down the highway*.

For the older children you could also:

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

The seatbelt song

- Encourage children to listen, sing and join in the actions to the following passenger safety song – *The seatbelt song*.
- Educators/adults can mime putting on their seatbelts and then driving the car, and children can mime putting on their seatbelts and then doing a safe passenger activity in the back seat such as 'reading' a book.

Resources

- SDERA *Smart Steps* web page - *Rolling down the highway* <http://www.sdera.wa.edu.au/programs/smart-steps/smart-steps-resources/>
- Musical instruments or other noise-making items
- SDERA *Smart Steps* web page - *The seatbelt song* <http://www.sdera.wa.edu.au/programs/smart-steps/smart-steps-resources/>



Activity

For the older children you could also:

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

INDOOR PLAY

Toy cars

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

Questions to ask

What keeps you safe in the car?

Why do we need to wear a restraint?

Who can help you put your restraint on?

What will happen if the car or truck crashed into a wall, another vehicle, or someone else? Will teddy (or the doll) be safe if they are not wearing their restraint?

Puzzles

- Children can colour *Activity sheet 1: Restraint puzzle*.
- Help them to cut around the jigsaw pieces (if required).
- Help the child to put the puzzle back together talking about and asking the following questions.

Questions to ask

What sort of restraint can you see in the photo?

Is everyone wearing a restraint?

Why are the restraints different?

Resources

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

- *Smart Steps Activity sheet 1: Restraint puzzle* (one per child) (page 22)



Activity

LANGUAGE AND LITERACY

Picture talk

- For the older children, show *Discussion photo 1: Restraints* and talk about the need for children to be in a restraint that fits them properly and is correctly fastened.
- Discuss the different types of restraints shown on *Activity sheet 2: Restraints*.
- With help, children draw a line matching each person to their appropriate restraint.
- Children may like to colour in the pictures on the resource sheet.

Questions to ask

Why do you need to wear your restraint?

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

Who can you help you put on your restraint correctly?

Resources

- *Discussion photo 1: Restraints* from the SDERA Smart Steps web page <http://www.sdera.wa.edu.au/programs/smart-steps/smart-steps-resources/>
- *Smart Steps Activity sheet 2: Restraints* (one per child)

USING THE SAFETY DOOR

Activity

MUSIC AND MOVEMENT

Safety songs

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

Questions to ask

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

Which door do you get in?

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

Show me how you put your seatbelt on.

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

Resources

- SDERA Smart Steps web page – *The footpath side* song <http://www.sdera.wa.edu.au/programs/smart-steps/smart-steps-resources/>
- SDERA Smart Steps web page – *A ride in the car* song <http://www.sdera.wa.edu.au/programs/smart-steps/smart-steps-resources/>



Activity

INDOOR PLAY

Traffic mat

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

Questions to ask

Who is in your car?

Where do they get in/out of the car?

Who helps them get in/out of the car?

Why do they get in/out of this door?

Making cars

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

Resources

- *Smart Steps Traffic mat*
- Toy cars

- Collection of recycled construction materials and craft supplies
- *Smart Steps door stickers* – order through SDERA www.sdera.wa.edu.au



Activity

LANGUAGE AND LITERACY

Picture talk

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

No footpath

- Discuss what children might do when they get out of the car and there isn't a footpath or kerb to stand on (eg in a car park at the supermarket or park, on rural roads).

Blocked safety door

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

Ask the children to imagine the following scenario:

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

I hope you have your seatbelt on.

Now let's imagine that mum or dad has asked you to get out of the car but there's a big bag of shopping near the safety door.

I wonder how you would get out of the car. Remember, you have to stay safe.

- Talk about their responses guiding their answers as required.

Resources

- *Discussion photo 1: Restraints* from the SDERA *Smart Steps* web page <http://www.sdera.wa.edu.au/programs/smart-steps/smart-steps-resources/>



NOT DISTRACTING THE DRIVER

Activity

music and movement

Travelling in the car songs

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

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

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

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

Resources



Activity

INDOOR PLAY

Toys for the car

- Set up a variety of activities suitable for playing in the car according to the developmental abilities of the group (eg magnetic boards with shapes and letters, Magnadoodle or Etchasketch, felt story books, puppets, colouring-in, CD stories, search-an-object books eg *Where's Wally*, or music).
- Show children how to use each of the activities.
- Remind children that they need to keep busy while travelling in the car, especially on long trips, so they do not distract whoever is driving.
- Suggest to children that they could make up a travel bag to keep in the car (eg soft toy or puppet, book, colouring book etc) and change the items regularly. These items can be used to relieve boredom when driving in the car. This is a good start for them assuming some responsibility over their behaviour in the car.

LANGUAGE AND LITERACY

Picture talk

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

Resources

- Selection of games, toys and activities suitable to play in the car
- *Discussion photo 3: Safer journeys* from the *SDERA Smart Steps* webpage
<http://www.sdera.wa.edu.au/programs/smart-steps/smart-steps-resources/>



PASSENGER SAFETY SONG: A RIDE IN THE CAR

A ride in the car

Words and music by
MELISSA PERRIN

Swing ♩ = 132

F C7

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

F C7 *3rd time to CODA*

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

F Gm7 C7 Gm7

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

C7 Gm7 C7 1. Gm7

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

C7 2. Gm7 C7

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

⊕ CODA F G7 F G7 F

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

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

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

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

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



PASSENGER SAFETY SONG: ROLLING DOWN THE HIGHWAY

Rolling down the highway

Words and music by
MELISSA PERRIN

With a rock feel ♩ = 144

C F7 G7

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

C F/G

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

G7 C7 F7

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

G7 C7 F7

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

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

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

C F7 F/G G7 C

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

Rolling down the highway has been reproduced with kind permission of Roads Corporation t/as VicRoads 2001 and Melissa Perrin.



PASSENGER SAFETY SONG: THE SEATBELT SONG

The seatbelt song

Words and music by
FRANCISCUS HENRI

G Bm C D G

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

Bm C D

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

Am Am(maj7) Am7 D

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

G Bm C D G

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

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

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

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

Repeat verse 1

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PASSENGER SAFETY SONG: THE FOOTPATH SIDE

The footpath side

Words and music by
FRANCISCUS HENRI

C F F/G G7

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

C

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

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

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

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

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

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

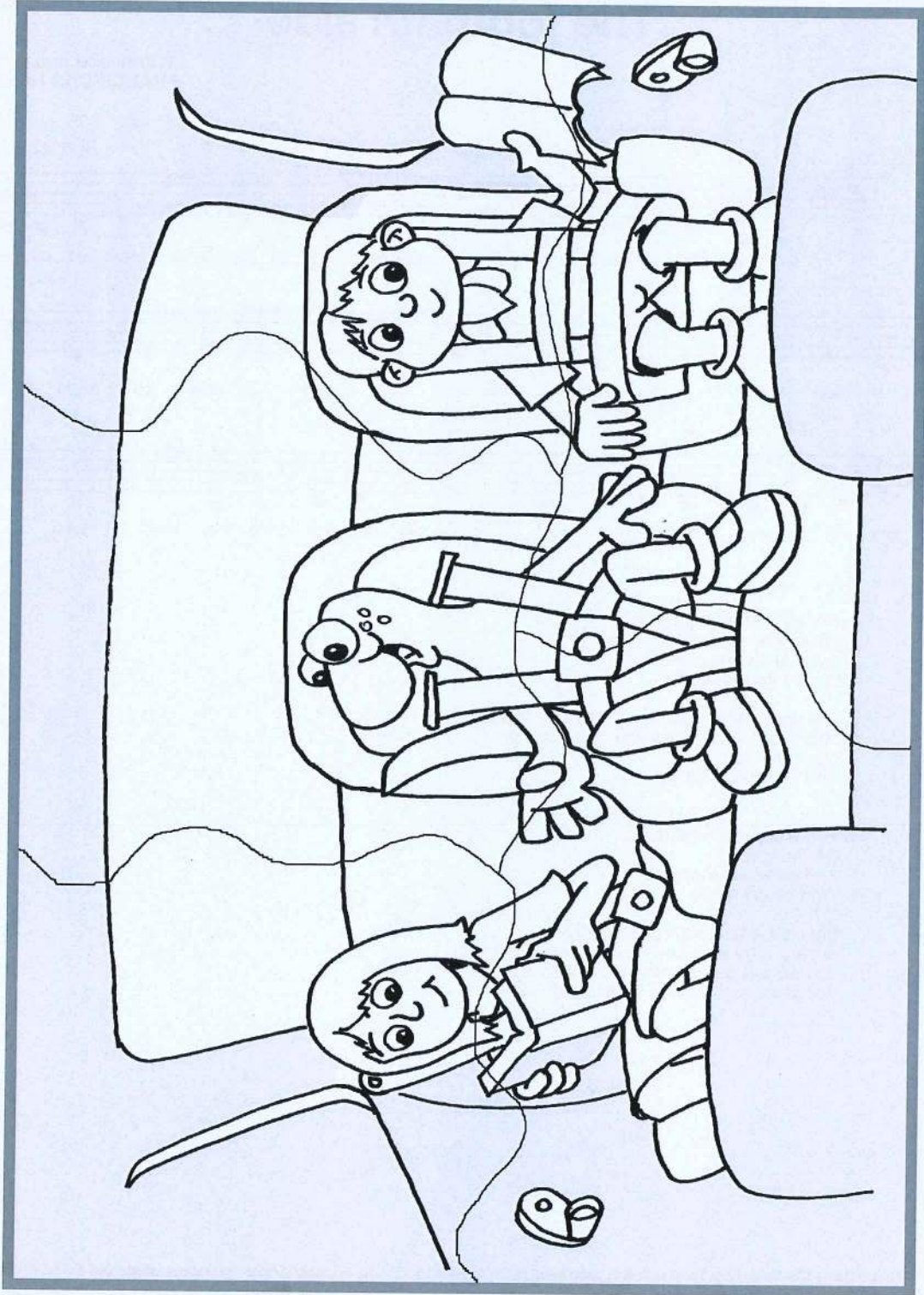
Big cars, little cars, speeding by,
So you always get out on the footpath side,
You always get out on the footpath side,
You always get out on the footpath side.

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ACTIVITY SHEET 1: RESTRAINT PUZZLE





ACTIVITY SHEET 2: RESTRAINTS

