



SDERA
EDUCATING FOR SMARTER CHOICES

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

PEDESTRIAN SAFETY

**Smart Steps: Making safer choices –
Taking smarter steps**





TITLE:

*Smart Steps: Making safer choices –
Taking smarter steps: Pedestrian safety*

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

- Authors of the *Smart Steps Facilitator's Guide* (published 2008)
- Linda Parsons – Concept development of the *Smart Steps: Moving there together – Presenter's Kit* (published 2011)
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- Kidsafe WA, Meerilinga, Ngala and Playgroup WA for their ongoing support of the *Smart Steps* program

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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Association of Independent Schools
of Western Australia



CATHOLIC EDUCATION
WESTERN AUSTRALIA



ROAD
SAFETY
COMMISSION
Walking Lives Together



WELCOME!

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

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

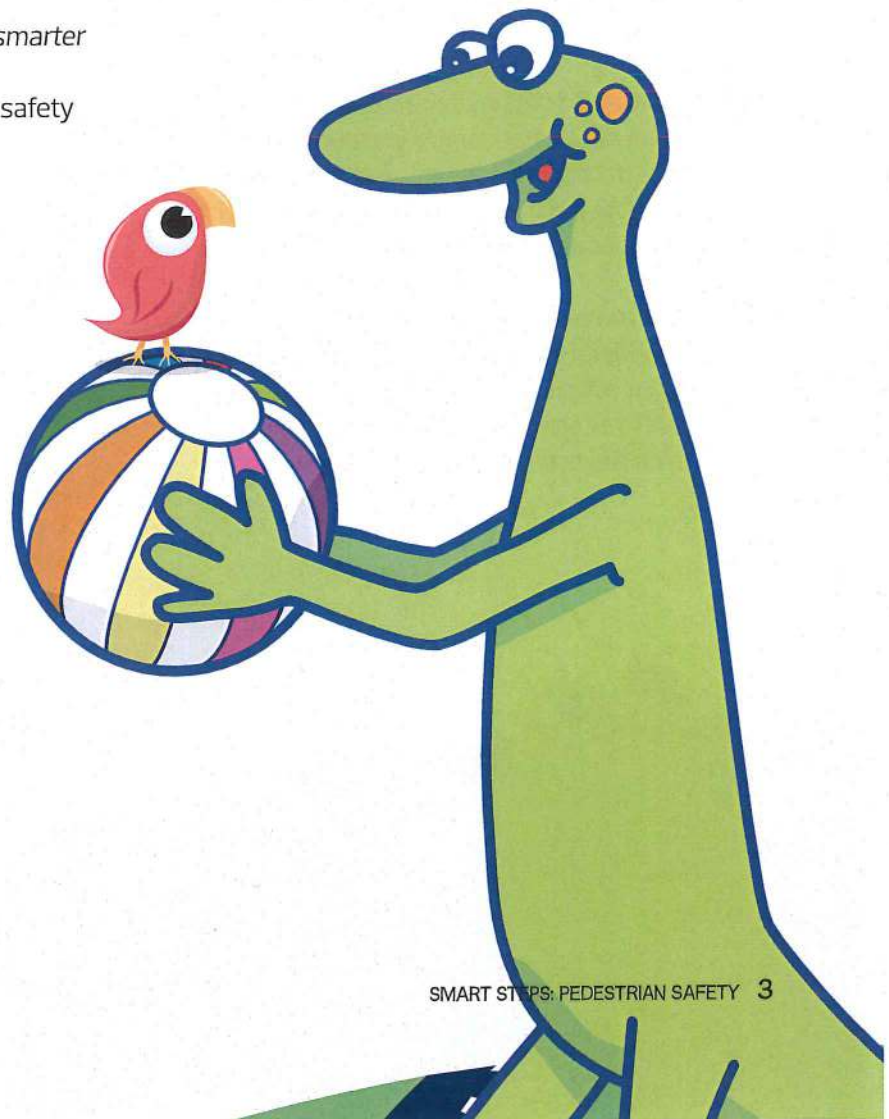
These original *Smart Steps* resources have now been re-written for educators working with children aged 0–8 years to enhance their understanding of the factors that contribute to keeping children safe in the traffic environment.

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

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

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

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



WHY TEACH PEDESTRIAN SAFETY?

Walking is an important part of children's lives as it: contributes to their health and fitness; assists in orienting them in their neighbourhood; and encourages them to be more independent (Kidsafe WA, 2005). Providing opportunities for children to engage in the traffic environment in safe and controlled situations is important for their ongoing development and understanding of the road system.

This skill development and real world practice is very important given that young children are at risk in the traffic environment due to a number of developmental factors. These factors include:

- 1 Children focus on one task at a time and ignore, or are unaware of, other things around them.
- 2 Children do not have the experience to appreciate what danger surrounds them near traffic. They do not have the ability to evaluate a traffic situation and behave without consideration for the dangers and hazards.
- 3 Children's directional hearing is not as well developed as adults and they can experience some difficulty working out which direction cars are coming from. And, in fact they often think it is coming from the wrong direction.
- 4 Children's peripheral vision is underdeveloped and therefore they are unlikely to see an approaching car. Children up until the age of 10 may have as little as one-third of an adult's field of vision. Unless children turn their heads they may not notice vehicles to their right or left.
- 5 Children can't judge the distance and speed of cars properly. This makes it difficult for them to judge a safe gap in the traffic without adult help.
- 6 Children can't stop quickly and tend to freeze when faced with danger. They can also move out of safety and into danger in an instant.
- 7 Children's small stature means they can't always be seen by drivers (eg over bushes or parked cars).
- 8 Due to their size child pedestrian injuries are likely to be more severe.
- 9 Children have a strong sense of independence and from the age of about one year they may not want to hold an adult's hand near traffic.

Kidsafe WA – Child Accident Prevention Foundation of Australia. (2005). *Pedestrian safety – Fact sheet*. Available <http://www.kidsafewa.com.au/fact-sheets-road>, retrieved 26 April 2017.

PEDESTRIAN 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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PEDESTRIAN SAFETY ACTIVITIES FOR CHILDREN AGED FROM BIRTH TO TWO YEARS

Learning outcomes

- These activities will provide opportunities for young children to develop an understanding of why:
- they need to be aware of the dangers in the road environment.

HOLDING HANDS

Activity

MUSIC AND MOVEMENT

Walking rhyme

- Have parent/carer hold their child while saying the rhyme and gently 'walking' their fingers up the child's arm, over the head and down the other arm.
- Repeat while the child remains interested.
- For the older children, they can gently 'walk' their own fingers up their arm over their head and down their other arm.

Hand is walking

Hand is walking, (Walk fingers up one arm of the child.)

Hand is walking,

Walking up and over the top, (Walk fingers over child's head.)

Hand is walking, (Walk fingers down the child's other arm.)

Hand is walking,

And now hand has to STOP! (Hold fingers still on child's tummy.)

Resources

STOP!

Activity

MUSIC AND MOVEMENT

When the music stops

- Invite parents/carers to jiggle/bounce a child on their lap to the music's beat.
- For the older children they can move/dance around the space while the music is being played.
- When the music or song stops, encourage the children to adopt a frozen position and to remain in that position until the music starts again. Parent/carer to hold the child still on their laps when the music stops.
- Continue to play while the children's interest is maintained.

Resources

- Any music that the children like



PEDESTRIAN 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 always need to hold an adult's hand when walking and crossing the road (or when not available hold a pram, bag or shopping trolley)
- they should stop, look, listen and think before crossing the road
- they should always stay close to an adult and hold their hand (pram, bag, shopping trolley) in a car park
- when an adult says STOP in the road environment they should stop straight away.

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.

HOLDING HANDS

Activity

MUSIC AND MOVEMENT

Songs about holding hands

- Encourage children to hold hands with a partner and listen, move or sing to the song *The hold my hand rap* (from the SDERA Smart Steps web page).
- Encourage children to use body percussion and any movements suggested in the songs.

Pedestrian songs

- If there's enough room, encourage children to move around the room holding hands while singing the following songs together.

Resources

- SDERA Smart Steps webpage - *The hold my hand rap* <http://www.sdera.wa.edu.au/programs/smart-steps/smart-steps-resources/>
- Musical instruments for making noise



Activity

If you want to cross the road

(To the tune of *If you're happy and you know it*)

If you want to cross the road hold my hand,

If you want to cross the road hold my hand,

If you want to cross the road,

Here's something you should know

If you want to cross the road hold my hand.

Hold hands tightly (To the tune of *Frère Jacques*)

Hold hands tightly,

Hold hands tightly,

With your Mum (substitute other adults in following verses),

With your Mum,

When you go out walking,

When you go out walking,

Hold hands tight, yes that's right!

INDOOR PLAY

Drawing

- Give children a range of drawing materials to create a picture of themselves crossing the road holding an adult's hand.
- When children have finished drawing, they can work independently or with support to write 'hands are for holding' on their picture.

Hand shapes

- Working independently or with support, children are to trace around their hand on a piece of paper. Discuss who can hold their hand in traffic and write the name of five adults on the hand outline – one on each finger and one on the thumb.
- Children can add colour or draw faces for each name.

Resources

- Drawing materials (eg paper, textas, crayons and pencils)

- Paper
- Drawing materials (eg paper, textas, crayons and pencils)



Activity

OUTDOOR PLAY

Making a road

- Set up a road in a clear, flat area either by using a sheet of black plastic or laying down ropes or hoses.
- Children can practise crossing the road holding hands with an adult.
- Talk to children about other adults (known to the child) who can hold their hand and help them cross roads.
- Use this time to also practise STOP, LOOK, LISTEN and THINK before crossing a road.

Questions to ask

When we get to the edge of the road what do we need to do?
Why do we do this?

LANGUAGE AND LITERACY

Picture talk

- For the older children, use *Discussion Photo 4: Hands are for holding* to talk to children about the importance of always holding an adult's hand near roads.

Questions to ask

Why do we need to hold an adult's hand when we are crossing the road, in a car park or walking on the footpath?
What could happen if we don't?
If we can't hold an adult's hand what else could we hold?

Resources

- Ropes, hoses or black plastic
- *Discussion Photo 4: Hands are for holding* from the Smart Steps web page <http://www.sdera.wa.edu.au/programs/smart-steps/smart-steps-resources/>



STOP!

Activity

MUSIC AND MOVEMENT

When the music stops

- Invite the children to move/dance around the space while the music is played.
- When the music or song stops, encourage the children to adopt a frozen position and to remain in that position until the music starts again.
- Continue to play while children's interest is maintained.

Stop right now

- Encourage children to sing the following song while moving around the room. Explain to children that they must stand still as soon as they hear the word 'stop'.

Stop right now (To the tune of *Three blind mice*)

Stop right now, stop right now,
When you hear me call, when you hear me call,
At the side of the road or out on the street
Make sure you stop and don't move your feet
It keeps you safe so do as I say
And stop right now!

Questions to ask

Why do you need to STOP straight away when an adult tells you to when you are near a road or in a car park?

Resources

- Any music that the children like

INDOOR PLAY

Stop on the spot

- Mark out an area for children to move within.
- Ask children to walk or skip around inside the designated area until they hear the word STOP. Tell children that STOP means stand still as quickly as possible.
- Repeat the activity with children moving in different ways and speeds to enable them to understand why it is easier to stop when moving slowly.

- Markers (eg ice cream containers, beanbags, skipping ropes, witches hats)
- Print a 'STOP' road sign from the Internet



Activity

Questions to ask

Show me what you look like when you have 'stopped'.
Is it hard to stop straight away when you are skipping very fast?
Why might adults ask you to stop when you are near cars, buses or trucks?
Is it a good idea to run along the footpath?
What about in car parks or across the road?

- Repeat the activity using the printed stop sign. Tell children to skip around the area. When the stop sign is held up high children must stop as quickly as possible. This encourages children to 'look' as well and 'think' and 'act' safely.

LANGUAGE AND LITERACY

Picture talk

- For the older children, use *Discussion Photo 5: Crossing the road* to talk with children about the importance of stopping back from the kerb when deciding if it is safe to cross the road.
- Remind children of the STOP, LOOK, LISTEN and THINK process before crossing a road.
- Also ensure children understand that in the traffic environment they need to stop immediately when an adult says 'stop'.
- Use the questions on the back of the discussion photo to stimulate discussion.

Questions to ask

Why do we need to Stop, Look, Listen and Think before crossing the road?
When you stop at the side of the road, what are you looking for?
Who can help you cross the road safely?

Resources

- *Discussion Photo 5: Crossing the road* from SDERA's Smart Steps web page <http://www.sdera.wa.edu.au/programs/smart-steps/smart-steps-resources/>



STOP LOOK LISTEN THINK BEFORE YOU CROSS THE ROAD

Activity

MUSIC AND MOVEMENT

Crossing the road songs

- Listen to the *Smart Steps* song – *Before we cross the street* from the *Smart Steps* web page.
- Encourage the children to mime the actions for 'look all around', 'listen', 'hold on tight' and 'use our head'.

Traffic light songs and poems

- If children have made a traffic light using *Activity Sheet 2* (page 19) and the activity described on page 14, encourage them to point to the corresponding colours while singing the song or saying the poem.

Twinkle, twinkle, traffic light

(To the tune of *Twinkle, twinkle, little star*)

*Twinkle, twinkle traffic light,
Standing on the corner bright,
When it's green it's time to go,
When it's red it's stop you know.
Twinkle, twinkle, traffic light,
Standing on the corner bright.*

Traffic light

*Red says STOP.
Green says GO.
Amber says WAIT.
You'd better go slow.
When I reach a crossing place,
To the left and right I turn my face.
I walk, not run, across the street,
And use my head to guide my feet.*

Resources

- *SDERA Smart Steps* web page – *Before we cross the road*
<http://www.sdera.wa.edu.au/programs/smart-steps/smart-steps-resources/>



Activity

INDOOR PLAY

Stop look listen think

- Give each child a copy of *Activity sheet 1: Stop look listen think*.
- Remind them of STOP, LOOK, LISTEN and THINK:
STOP – stand still
LOOK – turning head from left to right
LISTEN – hand to ear turning and looking left and right
THINK – finger to head.
- Ask children to find the matching picture for each step of the strategy as they are discussed and then copy the actions or create their own.
- Children can colour in the activity sheet.
- For the older children they may like to create a poster or story using the four steps to safely cross the road and the images in Activity sheet 1.

Senses used when crossing the road

- Discuss the body parts and senses used in each of the steps when crossing roads. For example:
 - **feet:** stopping back from the edge of the road
 - **eyes (sight):** looking and checking traffic
 - **ears (sound):** listening and sensing traffic noises and direction
 - **brain:** thinking if it is safer to cross
 - **hands (touch):** holding hands with an adult.
- It may help to show the cards on *Activity sheet 1: Stop look listen think* (page 18) when talking about the parts of the body.

Actions/questions to ask children to do/answer

Show me how you stop before you cross the road with an adult.

Show me how you turn your head to look for traffic.

If you can see a car coming is it safe to cross the road?

What do we use to listen for traffic?

Show me how you cross the road.

Why don't we skip or run across the road?

What do we do when we are crossing the road?

Resources

- *Activity sheet 1: Stop look listen think* (page 18)



Activity

Where's the sound?

- Ask children to sit in a circle with their eyes closed.
- Move quietly around the outside of the circle and give a child a bell to ring.
- Children open their eyes and try to guess who was ringing the bell.
- Highlight the importance of listening to try to determine the direction of traffic (this is an underdeveloped skill in the birth to four year age group and is a development risk in traffic).

Traffic lights

- For the older children, hand out *Activity sheet 2: Traffic lights*.
- Point to each light as you read the rhyme.
- Explain that the red tells traffic to STOP, amber is asking the traffic to PREPARE to stop, and a green light tells the traffic to GO.
- Ask children to join in saying the rhyme.
- Encourage children to colour the lights in correctly. They can use crayons, textas, pencils or even (with the help of an adult, if required) cut around the circle for the traffic light and stick a piece of appropriately coloured cellophane in its place.

Questions to ask

*Why do you need to understand what the traffic lights are for?
Where do you see traffic lights?*

OUTDOOR PLAY

Practising crossing the road

- For the older children, conduct an excursion in a 'real' traffic environment.
- Remember to follow ALL excursion policies and preparation requirements before the excursion begins.
- Remind students how to safely cross the street using the 'stop, look, listen, think' four steps.
- Ask the children questions such as: *Where do we stop? What are we looking and listening for? What do we need to remember as we are crossing the road? What are our hands for?*

Resources

- Bell or a sound maker (sealed ice cream container filled with a cup of rice or two spoons to tap together)
- *Smart Steps Activity sheet 2: Traffic light* (one per child) (page 19)
- Crayons, textas and pencils – red, green and yellow
- Scissors, glue, sticky tape and cellophane



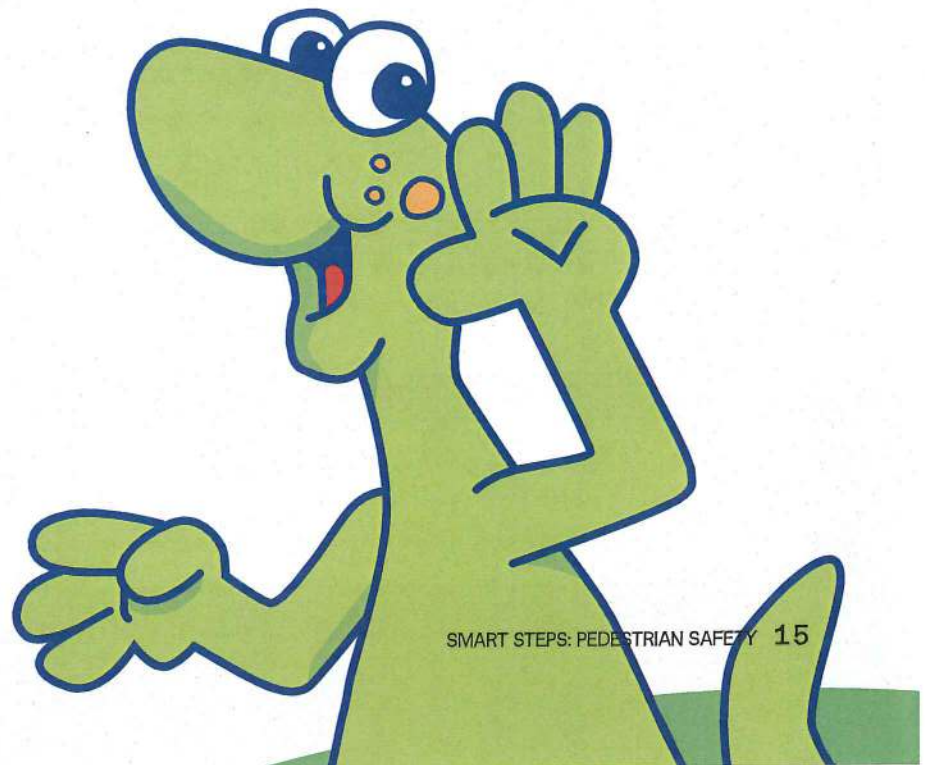
Activity

Road signs

- Using images from the Internet for Western Australia, show children the road signs relevant to pedestrians (eg stop, children's crossing, pedestrian and don't walk/walk signs).
- Encourage them to tell you about the signs and what they might mean before giving them a simple explanation.
- Print off relevant signs and place them around the wheeled toy/trike track or pathways in the centre or area where children can walk and ride safely.
- Encourage children to obey the signs while walking or riding on the paths.

Resources

- Road signs from the Internet





PEDESTRIAN SAFETY SONG: THE HOLD MY HAND RAP

The hold my hand rap

Words and music by
MELISSA PERRIN

Spoken in a rap style ♩ = 132

Hey, Mum-my, Dad-dy, got a mes-sage for you. If you want to cross the road you've got to know what to do. We stand on the kerb and see if traf-fic is there, and if it's all clear then we can cross with care. But wait! That's not all of my job for you. There's one im - por - tant thing left for you to do. It's real-ly ve-ry ea-sy when you have a go, and I'll sing it ve-ry loud so that you will know.

Chorus

(sung) I said hey! Hey! You've got to hold my hand. I said hey! Hey! Make sure you hold my hand. Now list - en all you grown-ups, I hope you un - der-stand, to cross the road with me you've got to hold my hand. I said hold my hand. To cross the road with me you've got to hold my hand. Yeah!

1. G
2. G

The hold my hand rap has been reproduced with the kind permission of Roads Corporation t/as VicRoads 2001 and Melissa Perrin.



PEDESTRIAN SAFETY SONG: BEFORE WE CROSS THE STREET

Before we cross the street

Words and music by
MELISSA PERRIN

Brightly $\text{♩} = 76$

F

Be - fore we cross the street, what do we need to use? Be -

Gm C7 Gm C7 F C7

fore we cross the street, we need to use our feet. Our feet will

F

stop at the kerb. Spoken: Stop. Stop. Stop at the kerb. Stop. Stop.

Gm C7 Gm C7

Stop at the kerb. Stop. Stop. Our feet will stop at the kerb. Be - safe.

1 - 4 F 5. F

2. Before we cross the street,
What do we need to use?
Before we cross the street,
We need to use our eyes.
Our eyes will look around for traffic.
Look all around.
Look around for trucks.
Look all around.
Look around for bikes.
Look all around.
Our eyes will look around for cars.

3. Before we cross the street,
What do we need to use?
Before we cross the street,
We need to use our ears.
Our ears will listen for traffic.
Listen. Listen.
Listen for buses.
Listen. Listen.
Listen for vans.
Listen. Listen.
Our ears will listen for cars.

4. Before we cross the street,
What do we need to use?
Before we cross the street,
We need to use our hands.
Our hands will hold on tight
Yours. Mine.
Hold on tight.
Yours. Mine.
Hold on tight.
Yours. Mine.
Our hands will hold on tight.

5. Before we cross the street,
What do we need to use?
Before we cross the street,
We need to use our heads.
Our heads will check if it is safe.
Think. Think.
Is it far to cross?
Think. Think.
Is there time to cross?
Think. Think.
Our heads will check if it is safe.

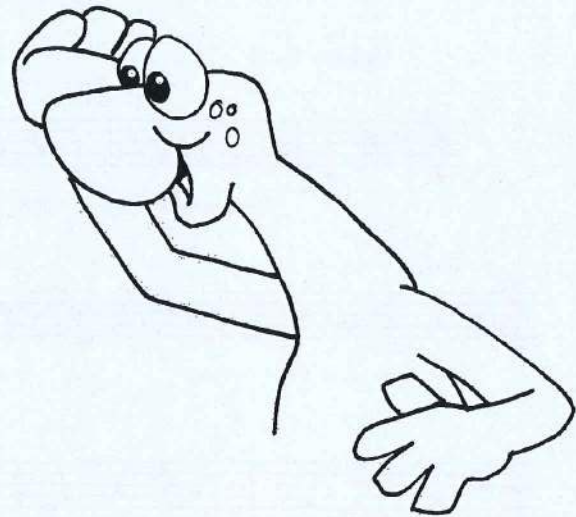
Before we cross the street has been reproduced with the kind permission of Roads Corporation t/as VicRoads 2001 and Melissa Perrin.



ACTIVITY SHEET 1: STOP LOOK LISTEN THINK



Stop



Look



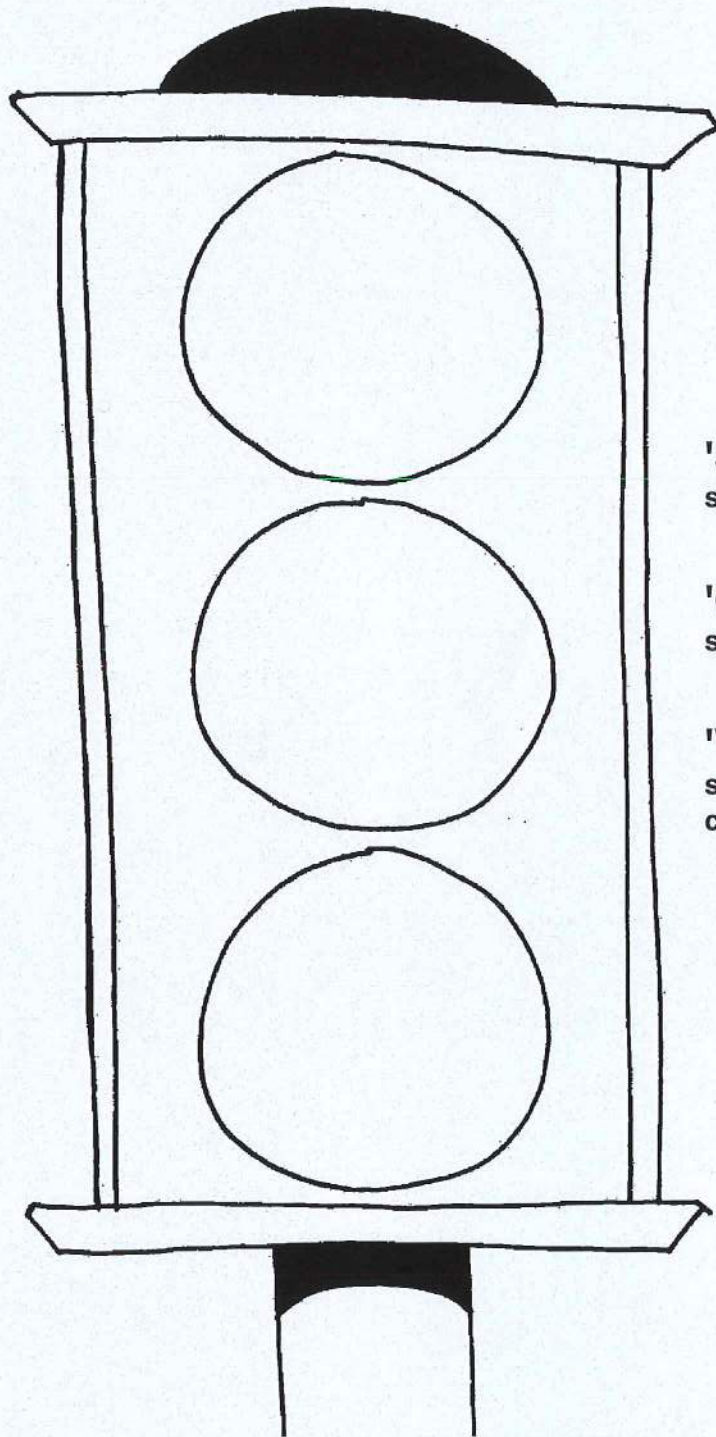
Listen



Think



ACTIVITY SHEET 2: TRAFFIC LIGHTS



'Stop'
says the red light.

'Go'
says the green light.

'Wait'
says the amber light,
coming in between.

