Road safety activities for children

Road safety activities for children

The road safety activities in this section are grouped into three sections:



Passenger safety



Pedestrian safety



Play safety

The activities have been designed to highlight safer road user messages to children and their parents and carers. The key points are listed.

You will find the resources for the activities at the end of this document.

Facilitators may select activities and use in workshops where young children are present such as playgroups and day care centres. Alternatively staff working with young children can incorporate age appropriate activities in road safety learning programs in their centre.

Activities suitable for each age group can be identified using the following icons.



0 to 12 months



12 months to 2 year olds



2 to 4 year olds

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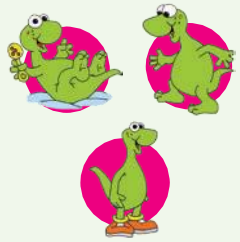
Passenger safety

Key points	Age Appropriate	Content	Resources
These activities will assist young children to understand: • **they should always wear correctly itted restraints on every trip** • **they should ask an adult to check their restraint is correctly itted and fastened** • **it is safer to enter and exit a vehicle using the safety door** • **drivers need to concentrate on driving.**		**RESTRAINTS** ***TUNING IN*** **Picture talk** • Show *Discussion Photo 1: Restraints* and talk about the need for children to be in a restraint that its them properly and is correctly fastened. • If parents are present, encourage them to talk to their child about the different types of restraints shown on *Activity Sheet 1: Restraints.* • With help, children draw a line matching each person to their appropriate restraint.	• *Discussion Photo 1: Restraints* • *Activity Sheet 1: Restraints* - one per child • Crayons or markers
		***INDOOR PLAY*** **Toy cars** • Encourage children to play with toy vehicles and toy passengers (i.e. teddy or doll). • Suggest children 'crash' their vehicle into a wall (or other solid object) and watch what happens to the toy when it hits the wall. Talk about the crash. *What happened to the teddy?* *How can we make sure teddy stays in the car?*	• Large toy trucks • Teddies or dolls • Stockings, ribbon, elastic or masking tape

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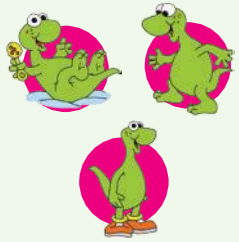
Passenger safety

Key points	Age Appropriate	Content	Resources
		• Give children a selection of materials to make a restraint for their toy then repeat the 'crash'. Talk about what happened to the teddy this time.	
		**Car building** • Suggest children make a car large enough for them to sit in and go for a ride. This can be done using chairs, cardboard boxes, crates or other materials available. Help younger children to build their car. • Talk about restraints and suggest children make these using stockings, scarves, strips of fabric or other materials that can be tied across the child. *Tell me what's in your car to keep you safe.* • Give children time to play 'going for a ride' in their car, making sure they put on their restraint.	• Chairs, cardboard boxes or crates • Stockings, scarves, strips of fabric
		**Puzzles** • Give each child a copy of *Activity Sheet 2: Restraint* puzzle to add colour to. • Cut around the jigsaw pieces for the child. • Talk about why everyone is wearing a restraint in the car while you help the child put the puzzle back together.	*Activity Sheet 2: Restraint puzzle*

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Passenger safety

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	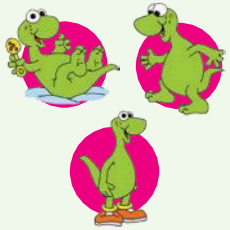	***MUSIC AND MOVEMENT*** **CD songs** • Encourage children to move to one or more of the passenger safety songs on the *Smart Steps* CD - *A ride in the car*; *Click clack, Rolling down the highway* or *The seatbelt song.* • Provide musical instruments (e.g. tapping sticks and plastic horns) or noise making items (e.g. rice in ice cream containers, cardboard tubes and lids and wooden spoons to bang) for children to play while listening to or singing the song. • Help children create actions to mime putting on a restraint. **Buckle up tight** • If parents are present, encourage them to sing the following song with their child. Each time the words 'buckle up tight' are sung, parents should give their child a hug.	• *Smart Steps* CD – tracks 1, 2, 3 and 4 • Musical instruments or noise making items

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Passenger safety

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	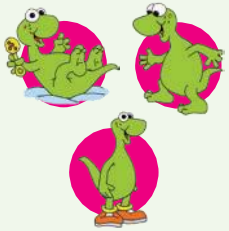	**Buckle up tight** *(To the tune of The wheels on the bus)* *We sit in the car and buckle up tight,* *Buckle up tight, buckle up tight,* *We sit in the car and buckle up tight,* *Every trip in the car.* • New verses can be sung by changing the name of the vehicle (e.g. truck, van, ute). For example: *We sit in the ute and buckle up tight…* *We sit in the truck and buckle up tight …*	

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Passenger safety

Key points	Age Appropriate	Content	Resources
		**USING THE SAFETY DOOR** ***TUNING IN*** **Picture talk** • Use *Discussion Photo 2: Safety door* to talk to children about getting in and out of cars safely. Ensure that parents and children understand the importance of using the 'safety door' which is the rear passenger door closest to the footpath or kerb.	*Discussion photo 2: Safety door*
		**No footpath** • Ask parents to talk with their child about what they might do when they get out of the car and there isn't a footpath or kerb to stand on (e.g. 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 (e.g. 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.	

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Passenger safety

Key points	Age Appropriate	Content	Resources
		*Let's imagine that you are sitting in a car. I hope you have your seat belt 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.* ***INDOOR PLAY*** **Making cars** • Give children a collection of recycled construction materials (e.g. boxes of different sizes, cardboard tubes, ice cream containers and paper plates) and other craft supplies (e.g. sticky tape, blunt-nosed scissors and Blu-tak) to make a car with their parents. Encourage the parents to talk to their child during the making time focusing on the need to have restraints in the car. • Have children show their parents where the safety door is on their car before attaching a safety door sticker. • Ask parents to explain to their child why this is the safest door to get in and out of the car with an adult's help.	• Collection of recycled construction materials and craft supplies • *Smart Steps* Safety Door Stickers

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Passenger safety

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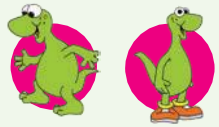
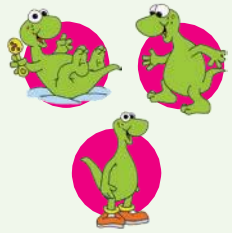
		**Where's the safety door?** • Give children a safety door sticker. Ask them to put the sticker on the safety door of the toy cars or trucks in the centre. • Explain why this is the safest door to get in and out of the car with an adult's help.	• Toy cars and trucks • *Smart Steps* Safety Door Stickers
		**Trafic Mat** • Let children play with toy cars or trucks on a *Smart Steps* Trafic Mat. During the play time, ask children to 'park' the car in different locations and show their parents (if present) where the safety door is on the car. Talk about getting in and out of the car using the safety door.	• *Smart Steps* Trafic Mat • Toy cars and trucks
		***MUSIC AND MOVEMENT*** **CD songs** • Encourage children to listen and move to *The footpath side* on the CD. Suggest children move around with a toy or their cardboard car pointing to the safety door sticker during the chorus.	*Smart Steps* CD - Track 5
		• Encourage children to listen to *A ride in the car* and mime actions to the different words in the song (i.e. 'get in the car', 'close the doors' and 'put our seat belts on'). Use vocabulary such as kerbside, safety door, seat belt and buckled up.	*Smart Steps* CD - Track 1

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Passenger safety

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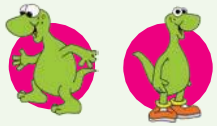
		Tell me what you do when you go for a ride in the car. *Which door do you get in?* *What do you need to do before mum or dad starts the car?* *Show me how you put your seat belt on.*	
		**NOT DISTRACTING THE DRIVER** ***TUNING IN*** **Picture talk** • Show the children *Discussion Photo 3: Safer journeys*. Talk about activities children can do while travelling in the car that will not distract the driver.	• *Discussion Photo 3: Safer journeys*
		***INDOOR PLAY*** **Toys for the car** • Set up a variety of activities suitable for playing in the car (e.g. magnetic boards with shapes and letters, Magnadoodle or Etchasketch, felt story books, puppets, play dough, puzzles, colouring in, taped stories or music). • Show children how to play each of the activities. • If present, explain to parents that children need to be kept busy while travelling in the car, especially on long trips, so they do not	• Selection of games, toys and activities suitable to play in the car

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	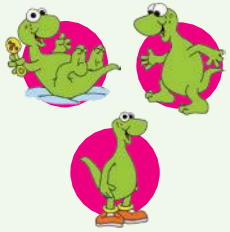	distract whoever is driving. Give parents some suggestions for items to place in a toy bag or travel bag to keep in the car (e.g. soft toy or puppet, book, colouring in book). ***MUSIC AND MOVEMENT*** **Travelling in the car songs** • If present, encourage parents to sing the following songs with their child. Select actions to match the lyrics (e.g. ingers to lips for 'sit quiet and still'). New verses can be created to reinforce other safer passenger behaviours (e.g. *If you're riding in the truck read a book; If you're riding in the car have a sleep*). **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.*	

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Passenger safety

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	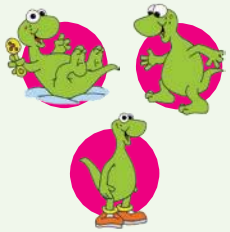	**The children on the bus** (To the tune of *The wheels on the bus)* *The children on the bus sit in their seats, in their seats, in their seats,* *The children on the bus sit in their seats,* *All the way to town.* Other verses *The children on the bus use quiet, quiet voices…* *The children on the bus never talk to the driver…* **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.*	

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Pedestrian safety

Key points	Age Appropriate	Content	Resources
These activities will assist young children to understand: • **they should always hold an adult's hand (or when not available hold a pram, bag, shopping trolley or clothes) when walking and crossing roads** • **they should stop, look, listen and think before crossing the road holding an adult's hand** • **they should always stay close to an adult and hold their hand (bag, shopping trolley, pram or clothes) in a car park** • **when an adult says 'stop' in the trafic environment they need to stop straight away** • **it takes trafic a long time to stop.**	  	**HOLDING HANDS** ***TUNING IN*** **Picture talk** • Use *Discussion Photo 4: Hands are for holding* to talk to children about the importance of always holding an adult's hand near roads. ***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 inished drawing, ask parents to say the words 'hands are for holding' as they write on their child's picture. **Hand shapes** • If present, ask parents to trace around their child's hand on a piece of paper. While they are doing this, parents should talk with their child about adult's who can hold their hand in trafic and write the names of ive adults on their child's hand outline - one on each inger and the thumb. • Children can add colour or draw faces for each name. • An alternative to this activity is to inlate a disposable glove and write the names on each inger and thumb.	• *Discussion Photo 4: Hands are for holding* • Drawing materials (e.g. paper, textas, crayons and pencils) • Paper • Disposable gloves (optional)

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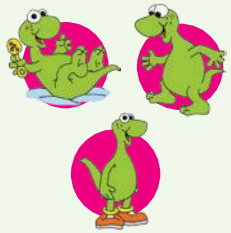
Pedestrian safety

Key points	Age Appropriate	Content	Resources
		***OUTDOOR PLAY*** **Making a road** • Set up a road in a clear, lat area either by using a sheet of black plastic or laying down ropes or hoses. • Children can practise crossing the road holding hands with their parent (or another adult). • Ask parents to talk with their child about other adults (known to the child) who can hold their hand and help them cross roads. • Use this time to also practise the systematic search strategy – stop, look, listen and think before crossing.	• Ropes, hoses or black plastic
		***MUSIC AND MOVEMENT*** **Songs about holding hands** • Holding hands with a partner or their parent, children can listen, sing or move to the songs *Before we cross the street* and *The hold my hand rap* on the *Smart Steps* CD. • Encourage children to use body percussion and any movements suggested in the songs.	• *Smart Steps* CD - track 6 and 7

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Pedestrian safety

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	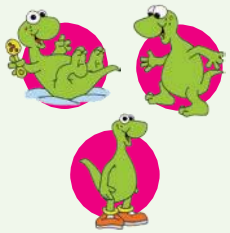	**Pedestrian songs** • If there's enough room, encourage children to move around the room holding hands while singing the following songs together. If parents are present, ask them to hold their child's hand and sing the song together. **If you want to cross the road** (To the tune of *If you're happy 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 *Frere a 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!*	

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Pedestrian safety

Key points	Age Appropriate	Content	Resources
		**Walking rhyme** • Have parents hold their child then while saying the rhyme gently 'walk' their ingers up the child's arm, over the head and down the other arm. • Repeat while the child remains interested. **Hand is walking** Hand is walking, (Walk ingers up one arm of the child.) Hand is walking, Walking up and over the top, (Walk ingers over child's head.) Hand is walking, (Walk ingers down the child's other arm.) Hand is walking, And now hand has to STOP! (Hold ingers still on child's tummy.)	
		**STOP!** ***TUNING IN*** **Picture talk** • 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 systematic search strategy – stop, look, listen and think before crossing. Also ensure children understand that in the trafic environment they need to stop immediately when an adult says 'stop'.	*Discussion Photo 5: Crossing the road*

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Key points	Age Appropriate	Content	Resources
		***INDOOR PLAY*** **Stop on the spot** • Mark out an area for children to move within. • Ask children to skip around inside the designated area until they hear the word 'stop'. Tell children that 'stop' means stand still as quickly as possible. (In this activity parents will need to accompany younger children.) • 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. *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 stop sign which is included in the road sign kit. Tell children to skip around the area. When the stop sign is held up high children must stop as quickly as possible.	• Markers (e.g. ice cream containers, beanbags, skipping ropes) • *Smart Steps* Road Signs

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	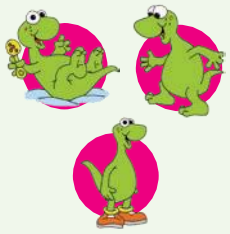	***MUSIC AND MOVEMENT*** **When the music stops** • Invite the children to move / dance around the space while the music is being played. Younger children can be held by their parents. • When the music or song stops encourage the children to adopt a frozen position and to remain in that position until the music starts again. • Continue to play while children's interest is maintained.	• *Smart Steps* CD - track 6 and 7
		**Stop right now** Encourage children (and parents) 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!*	

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Key points	Age Appropriate	Content	Resources
		**STOP LOOK LISTEN THINK BEFORE YOU CROSS THE ROAD** ***TUNING IN*** **Picture talk** • Use *Discussion Photo 5: Crossing the road* to talk to children about the steps that adults use to cross the road (i.e. stop, look, listen and think before crossing). Suggest that children can begin to practise this crossing procedure with an adult's help. Stress that children must not cross the road by themselves. Suggest that parents/carers include children when making decisions about crossing roads (e.g. I can't see or hear any cars coming so I think we can cross safely now). ***INDOOR PLAY*** **Stop look listen think** • Give each child and their parent a copy of *Activity Sheet 3: Stop look listen think*. Remind them of the systematic search strategy STOP – stand still, LOOK – turning head from left to right, LISTEN – hand to ear turning and looking left and right, and THINK – inger to head. Ask children to ind the matching picture for each step of the strategy then copy the actions or create their own.	• *Discussion Photo 5: Crossing the road*

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Pedestrian safety

Key points	Age Appropriate	Content	Resources
		**Stop game** • Play a quick game of Stop, Look, Listen and Think. Have children practise each of the gestures when you call out each word. It might help to have the cards from *Activity Sheet 3: Stop look listen think* displayed for children and parents to see. • Try mixing the words up to encourage children to recall the action.	• *Activity Sheet 3: Stop look listen think* - one per child
		**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 trafic **ears (sound):** listening and sensing trafic 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 3: Stop look listen think* when talking about the parts of the body. *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?*	

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Key points	Age Appropriate	Content	Resources
		*What things do you **think** about when you have to cross the road with an adult?* (Can the driver see me? Is this a good spot to stand? Is there any trafic coming? Is the trafic going very fast or slow?) *Who decides when it is safe to cross the road? (An adult.)*	
		**Where's the sound?** • Ask children (and parents if present) to sit in a circle with their eyes closed. • Move quietly around the outside of the circle and give a child or parent a bell to ring. • Children open their eyes and point to who they think was ringing the bell.	• Bell or sound makers (e.g. a sealed ice cream container illed with a cup of rice or two spoons to tap together)
		**Trafic lights** • Colour in the lights on the *Activity Sheet 4: Traffic light.* • Point to each light as you read the rhyme. • Explain that the red light tells trafic to stop. • Ask the children to join in saying the rhyme with you. • Encourage the children to add colour to the trafic light by either using crayons, paint or perhaps cutting out the centre of each light and sticking a piece of appropriately coloured cellophane.	• *Activity Sheet 4: Traffic light* – one per child • Red, green and orange pens, crayons, paint or cellophane • Scissors

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Pedestrian safety

Key points	Age Appropriate	Content	Resources
		***OUTDOOR PLAY*** **Practising crossing the road** • Take children and parents to the side of a quiet road to practise crossing safely using the 'stop look listen think' steps. Remind parents that they are responsible for their child. • Encourage parents to explain each step as they and their child practise stopping, looking, listening and thinking before crossing (e.g. I can't see any cars. Do you think it is safe to cross?). Ask parents to praise and give feedback to their child. For example, I like the way you looked both ways for trafic.	
		**Road signs** • Show children the signs relevant to pedestrians from the *Smart Steps* Road Signs (e.g. 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. • Place these signs 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.	• *Smart Steps* Road Signs

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	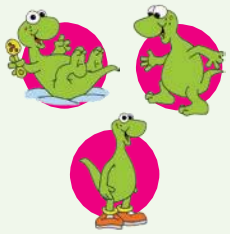	***MUSIC AND MOVEMENT*** **Crossing the road songs** • Listen to *Before we cross the street* on the CD. Encourage parents and children to mime the actions for 'look all around', 'listen', 'hold on tight' and 'use our head'. • Parents can do the actions for their younger children. **Trafic light songs and poems** • If children have made a trafic light, encourage them to point to the corresponding colours while singing the song or saying the poem. **Twinkle, twinkle, trafic 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.*	• *Smart Steps* CD - track 7

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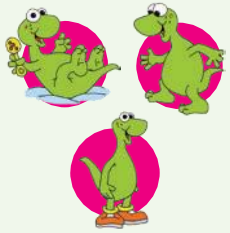	**Trafic light** Red says STOP. Green says GO. Amber says WAIT. You'd better go slow. When I reach a crossing place, To the left and right I turn my face. I walk, not run, across the street, And use my head to guide my feet.	

Play safety

Key points	Age Appropriate	Content	Resources
These activities will assist young children to understand: • **that the safest places to play are those that are fenced and separate from trafic, such as a back yard or playground** • **playing in or near a driveway is dangerous** • **they need to wear a correctly itted helmet and enclosed shoes when they are riding wheeled toys, tricycles and bikes to prevent injury.**	 	**PLAY SAFETY** ***TUNING IN*** **Picture talk** • Use *Discussion Photo 6: Safer places to play* to talk to children about the importance of playing in areas that are fenced and separate from trafic, such as a back yard, playground or park. **Safe boundaries** • Talk to the children about places they have been or seen where people and danger are separated (e.g. animals at the zoo; swimming pools; boom gates at railway crossings; electricity towers). Point out that it is not possible to put trafic in a cage or put a fence around. Explain to children that they should play well away from trafic including their own front yards unless it is fenced. Encourage parents to talk about safer places to play in and around their own homes. *Tell me some places where you can play safely.* *Is it always safe to play in your front yard?* (Not near the driveway when cars are coming in or out, or when the lawn is being mowed.) *I wonder what you could do to get your ball back if it rolled onto the road.* (Don't go and get it, ask an adult to help; leave it there.)	• *Discussion Photo 6: Safer places to play*

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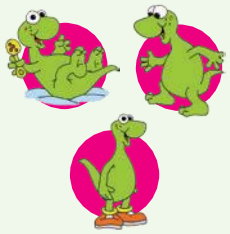
Play safety

Key points	Age Appropriate	Content	Resources
		***INDOOR PLAY*** **Game** • Use coloured blocks or cones to mark out a 'safer' area. Ask children to sit in a circle and roll several balls to each other within this area. As soon as a ball goes out of the 'safer' area the children must ask an adult to retrieve it and bring it back so the game can recommence. Children must remain seated during the game. Make the boundary smaller and smaller as the game progresses. ***OUTDOOR PLAY*** **Sandpit** • Include plastic fences, animals, houses, cars and trucks in the sandpit. Encourage children to make a town or city. Suggest that parents talk about 'visible' (fences, barriers) and 'invisible' boundaries (edge of road, edge of driveway) while playing with their child.	• Coloured blocks or cones • Several soft balls • Sand pit toys such as houses, cars, trucks, animals and fences

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	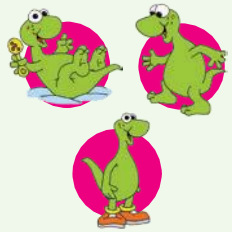	***MUSIC AND MOVEMENT*** **CD songs** • Listen to *A safe place to play*. Play the song again and encourage children to mime different ways to play in safer areas while listening to the song. • Younger children can be held by their parents who should shake their head when the lyrics say 'No!', 'A-ah!' and 'No way!' and do the actions wiggle, shake, crouch down low and jump so high. **Playing song** • Sing the *Kids in the park* song with children reminding them that playing in parks and away from roads is a safe thing to do. **Kids in the park** (To the tune of *Wheels on the bus*) *The kids in the park play hide and seek,* *Hide and seek, hide and seek,* *The kids in the park play hide and seek,* *But never near the road.* *The kids in the park throw their balls,* *Throw their balls, throw their balls,* *The kids in the park throw their balls,* *But never near the road.* *The kids in the park ride round and round,* *Round and round, round and round,* *The kids in the park ride round and round,* *But never near the road.*	• *Smart Steps* CD - track 8

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		**SAFETY ON WHEELS** ***TUNING IN*** **Picture talk** • Use *Discussion Photo 7: Bikes, helmets and shared paths* to talk to children about wearing a correctly itted helmet and closed shoes when riding a bicycle and scooter. *Why is it dangerous to ride on the road?* *Where else can your ride your bike or scooter?* For older children: *What should you do when other people are walking or riding on the path that you are on?* (Ride in single ile; keep to the left; ring the bell; do what an adult tells you to do.)	• *Discussion Photo 7: Bikes, helmets and shared paths*
		***INDOOR PLAY*** • Give each child a copy of *Activity Sheet 5: Helmets.* • Talk about the picture. Ask children which of the three items at the bottom of the sheet will keep Izzy safe while riding the bicycle. • Help children cut out the helmet and stick it onto Izzy's head.	• *Activity Sheet 5: Helmets* - one per child • Coloured pencils, crayons, scissors and glue

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	 	***OUTDOOR PLAY*** **Bike path** • Set up the designated trike/wheeled toy path at the centre with a stop sign and pedestrian crossing signs from the *Smart Steps* Road Signs. • Explain to children that the adult on the path is the 'Helmet Inspector'. As each child rides past this adult, they must have their helmets checked for correct it. • Take children for a walk around the path. Use chalk to draw ticks or smiley faces on the left hand side of the path. Explain that this is where the children should ride. • Point out the road signs on the path and explain what each sign means. • Encourage children to ride around the path obeying the signs, staying to the left and ringing their bell when near another cyclist or pedestrian.	• Safe riding area • *Smart Steps* Road Signs • Chalk

Play safety

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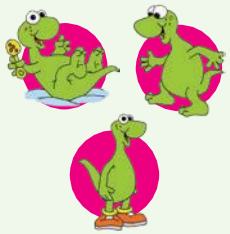
		***MUSIC AND MOVEMENT*** **CD songs** • Listen to *Silly Billy and Silly Gilly* on the CD and talk about the unsafe behaviours each character displayed.	• *Smart Steps* CD - track 9
		**Polly put your helmet on** • Sit children (and parents) in a circle with a bicycle helmet in the middle. Sing the *Polly put your helmet* song substituting the children's name in each verse. While others are singing, the child whose name is called takes the helmet and skips around the outside of the circle with the helmet under their arm. When the child returns to their place in the circle they should put the helmet back in the middle. Younger children can do this with their parent. **Polly put your helmet on** (To the tune of *Polly put the kettle on*) *Polly put your helmet on* *Polly put your helmet on* *Polly put your helmet on* *So you can have a ride.*	• Bicycle helmet

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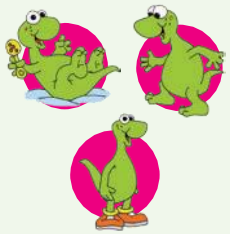
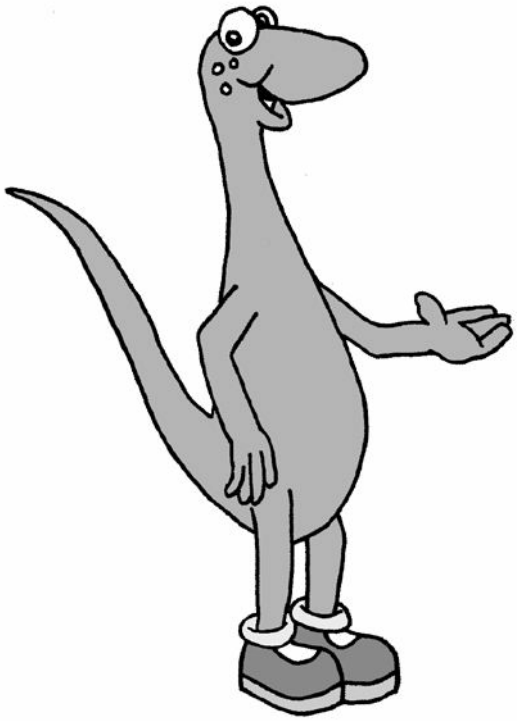
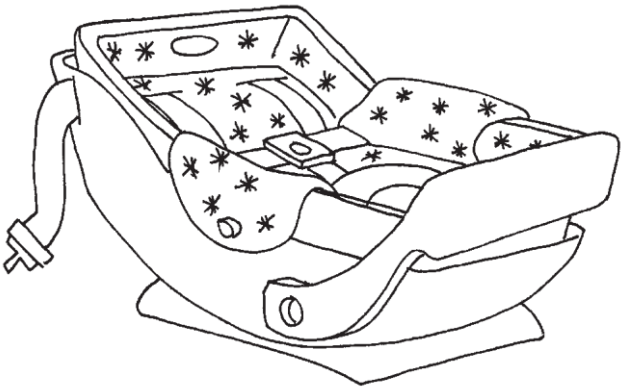
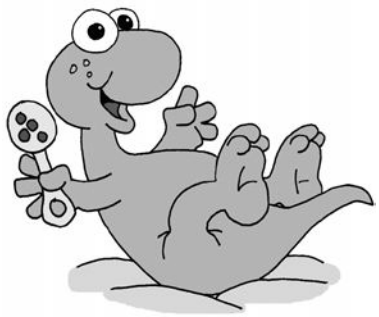
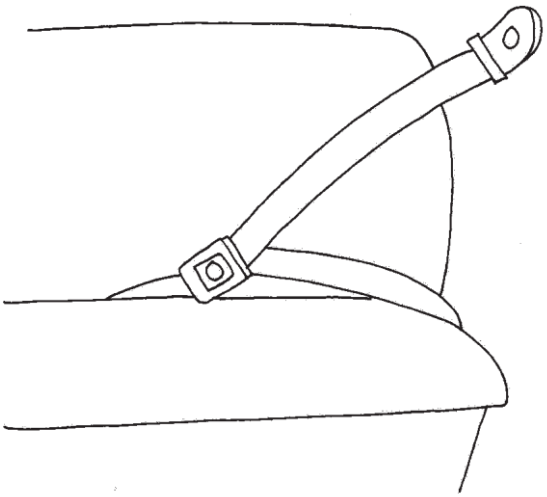
		**My helmet** • Encourage parents and children to mime putting on a helmet while singing *My helmet*. **My helmet** (To the tune of Pop goes the weasel) *Round and round the path I go* *Riding my bike* *I put my helmet on my head* *Nice and tight!* **Hats on hats off** • Using chalk draw a large circle shape on the loor. The size of the circle will depend on the number of children playing and the available space. • Place hats and bicycle helmet at intervals around the circle. • While the music is playing invite children to move around the circle. • When the music stops the child nearest to the bicycle helmet picks it up and 'rides' around the circle. The other children pick up the hat nearest to them. In the interest of hygiene the children should not put the hats or helmet on. • The child places the helmet on the ground when they return to the same spot and the game continues.	• *Smart Steps* CD - any track • Enough hats for each child (e.g. caps, tiara, crown, sombrero, straw hat) • Bicycle helmet
			

Activity Sheet 1: Restraints

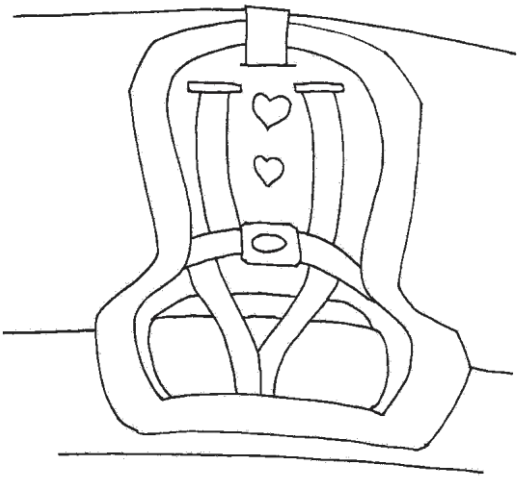


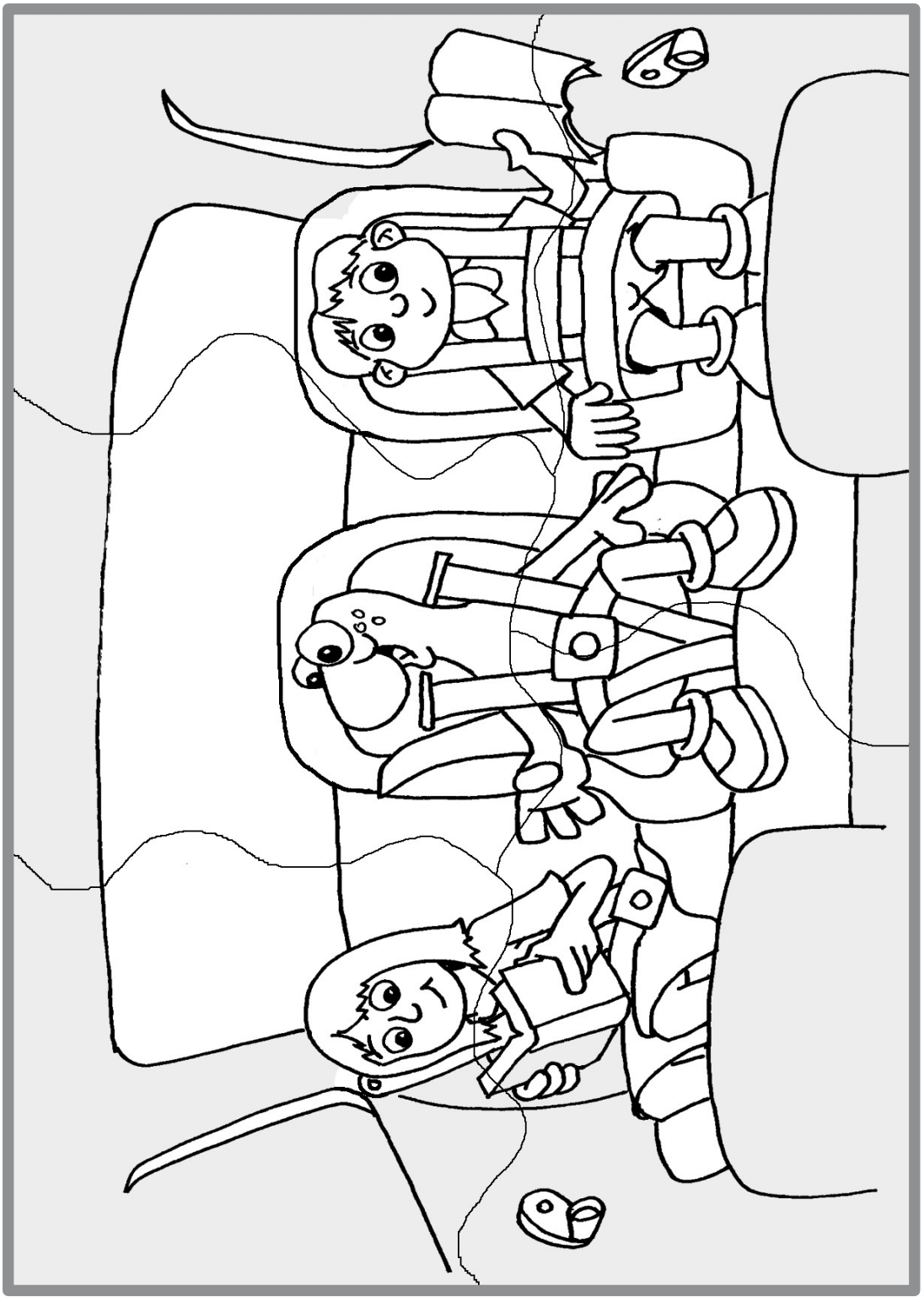














Stop



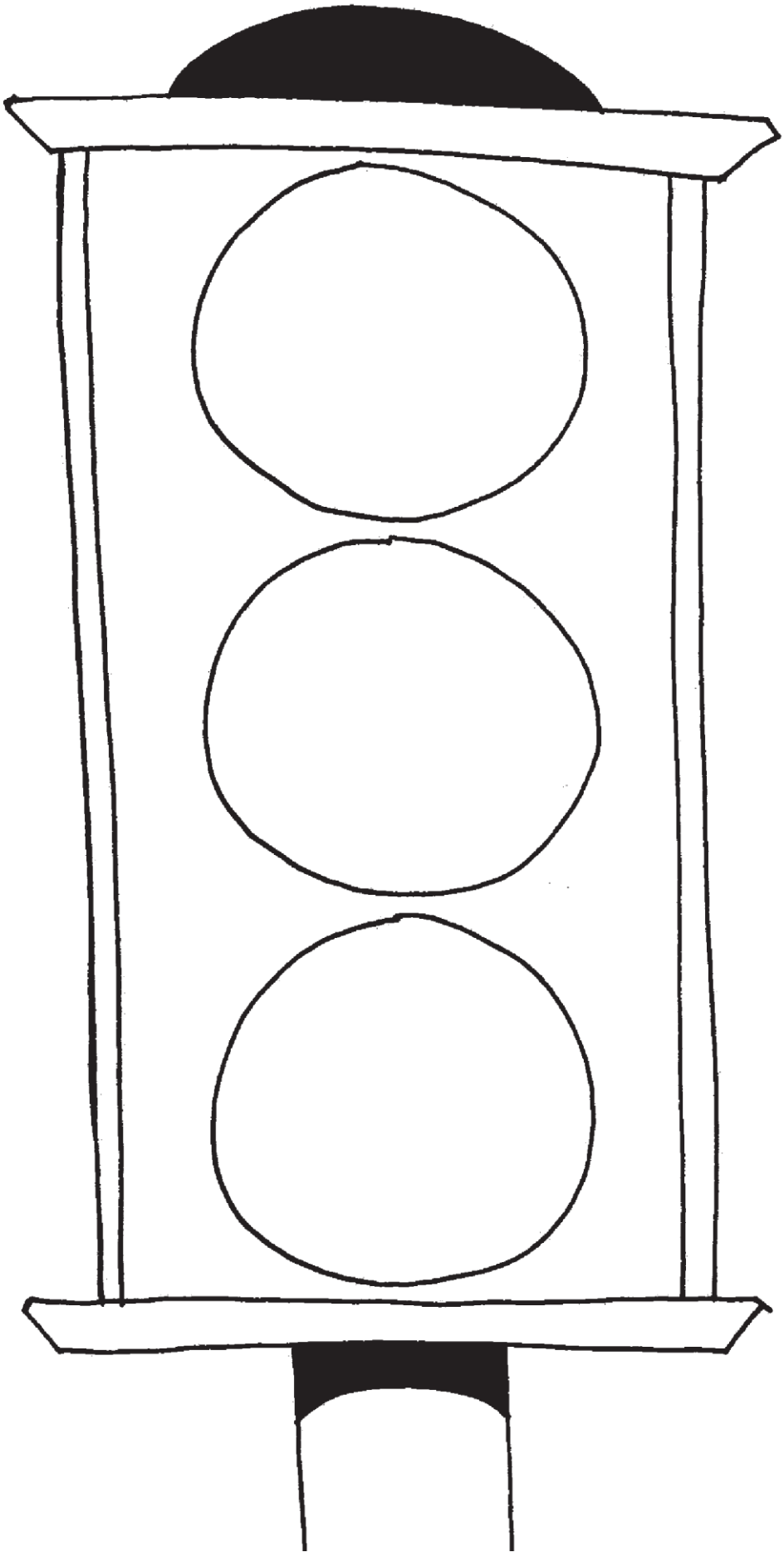
Look



Listen



Think

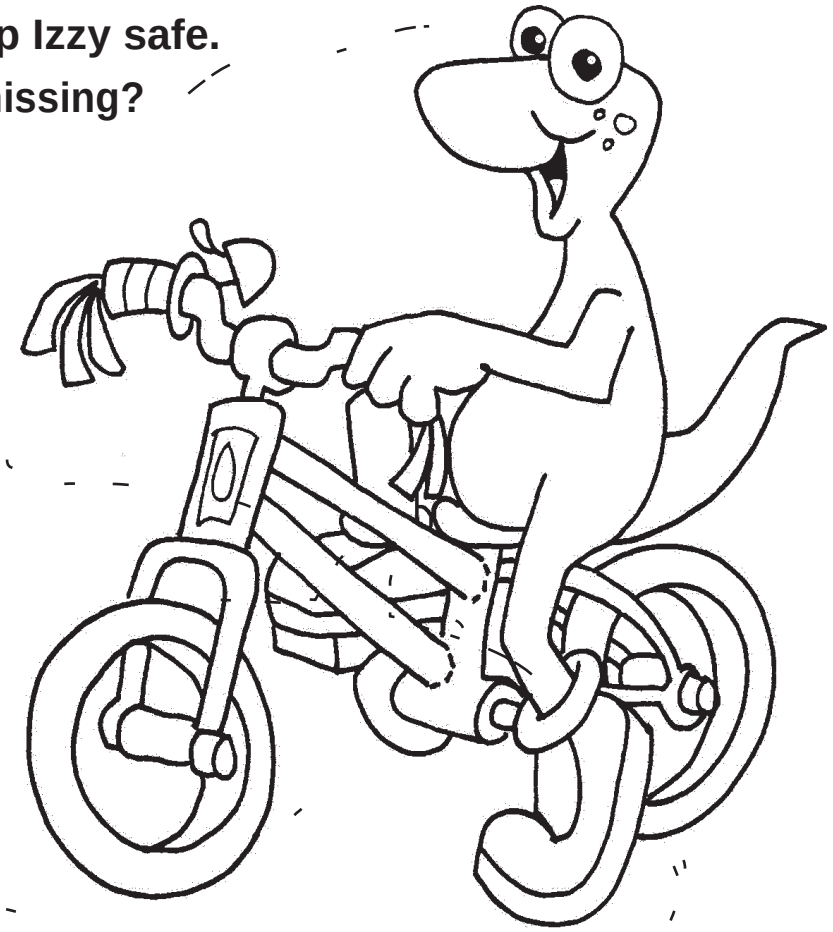


‘Stop’
says the red light.

‘Go’
says the green light.

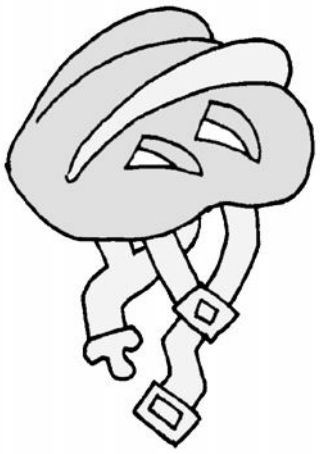
‘Wait’
ays the amber light,
coming in between.

Help keep Izzy safe.
What's missing?





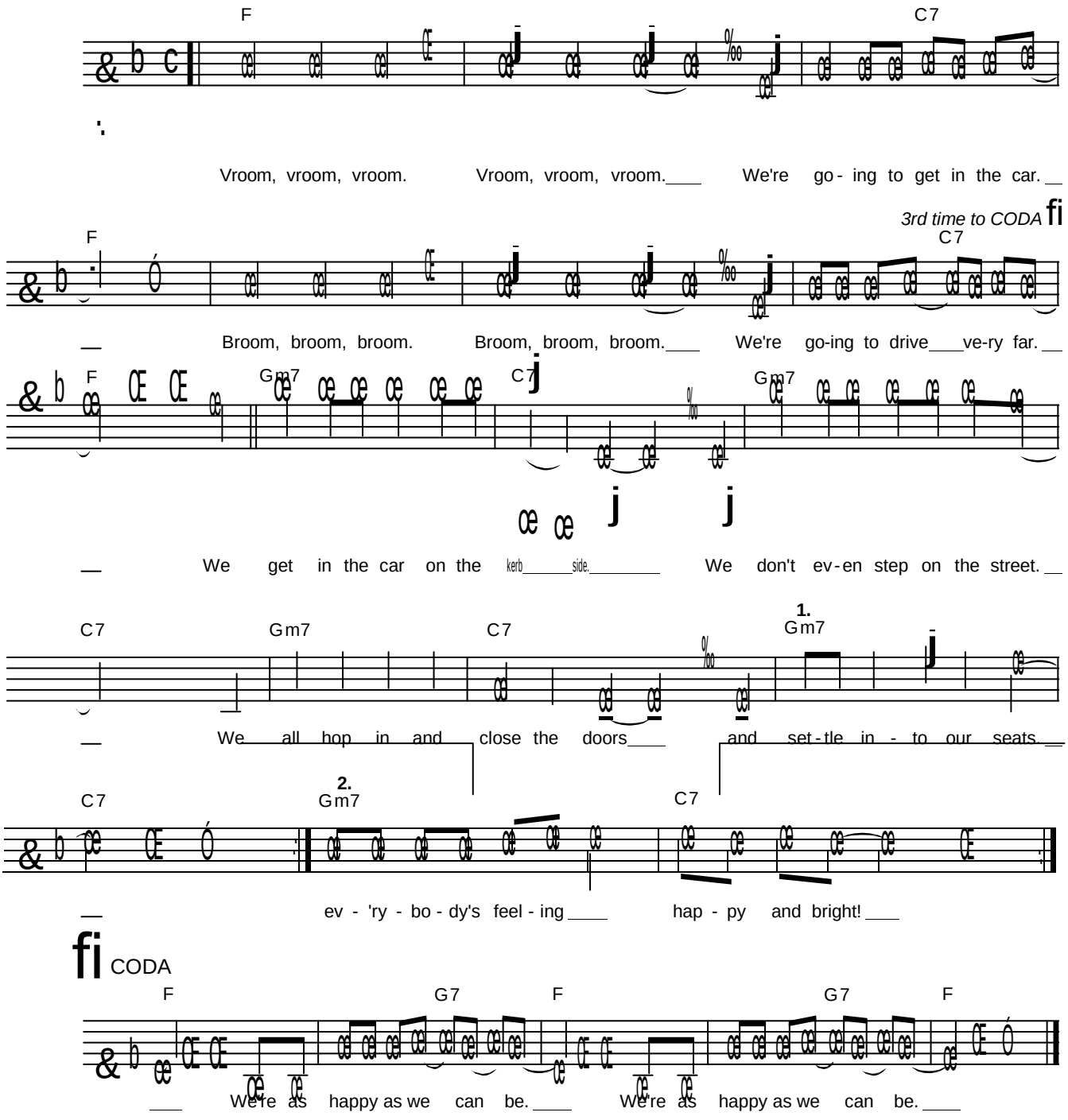




A ride in the car

Words and music by
MELISSA PERRIN

Swing ♩ = 132



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.

7 Passenger Safety Song



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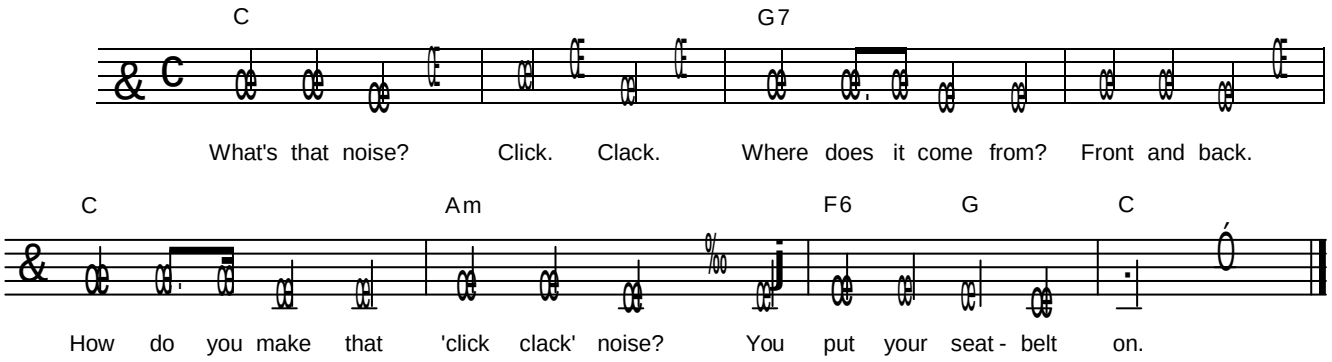
Click clack

Words and music by
FRANCISCUS HENRI



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.

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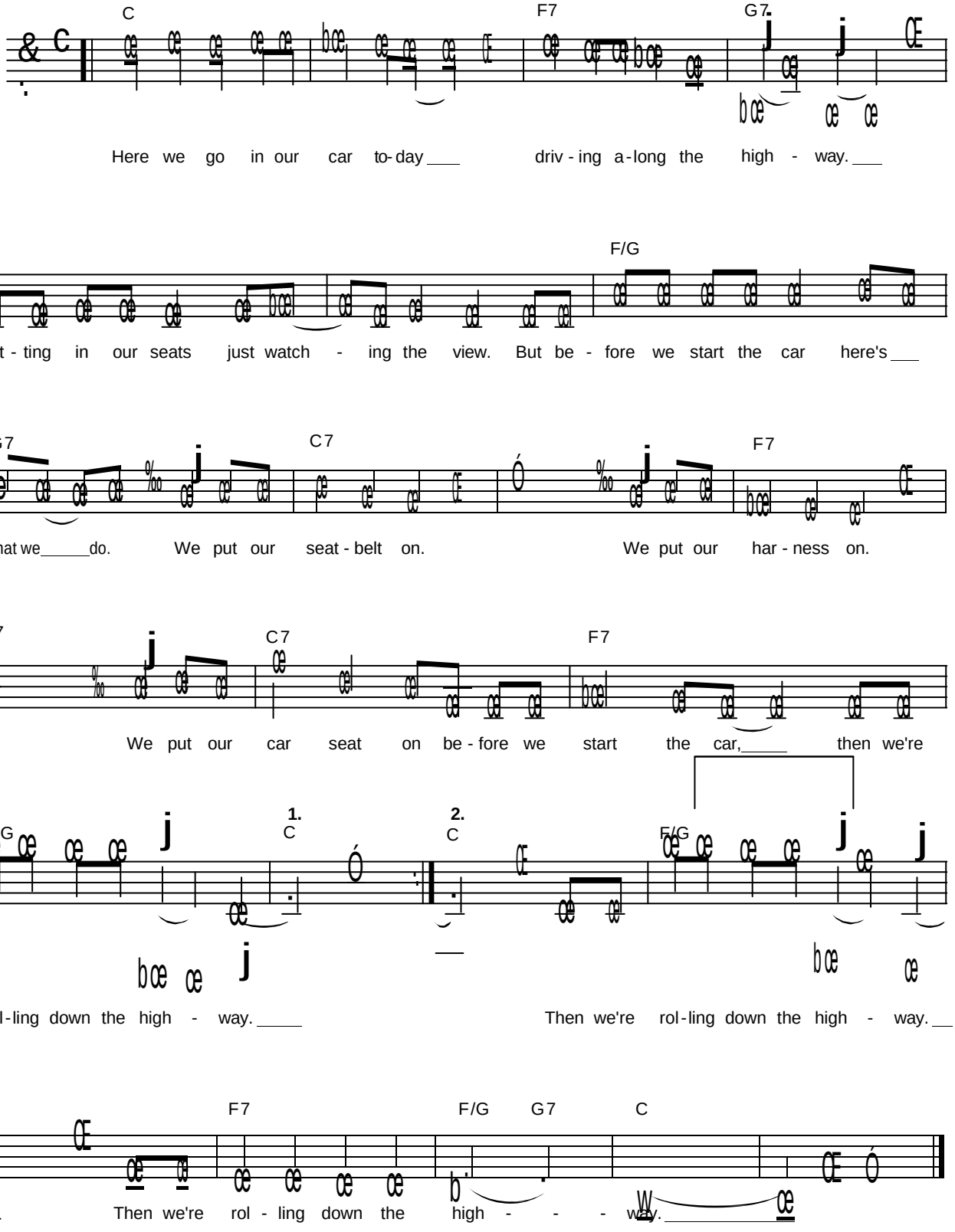
Rolling down the highway

Words and music by
MELISSA PERRIN

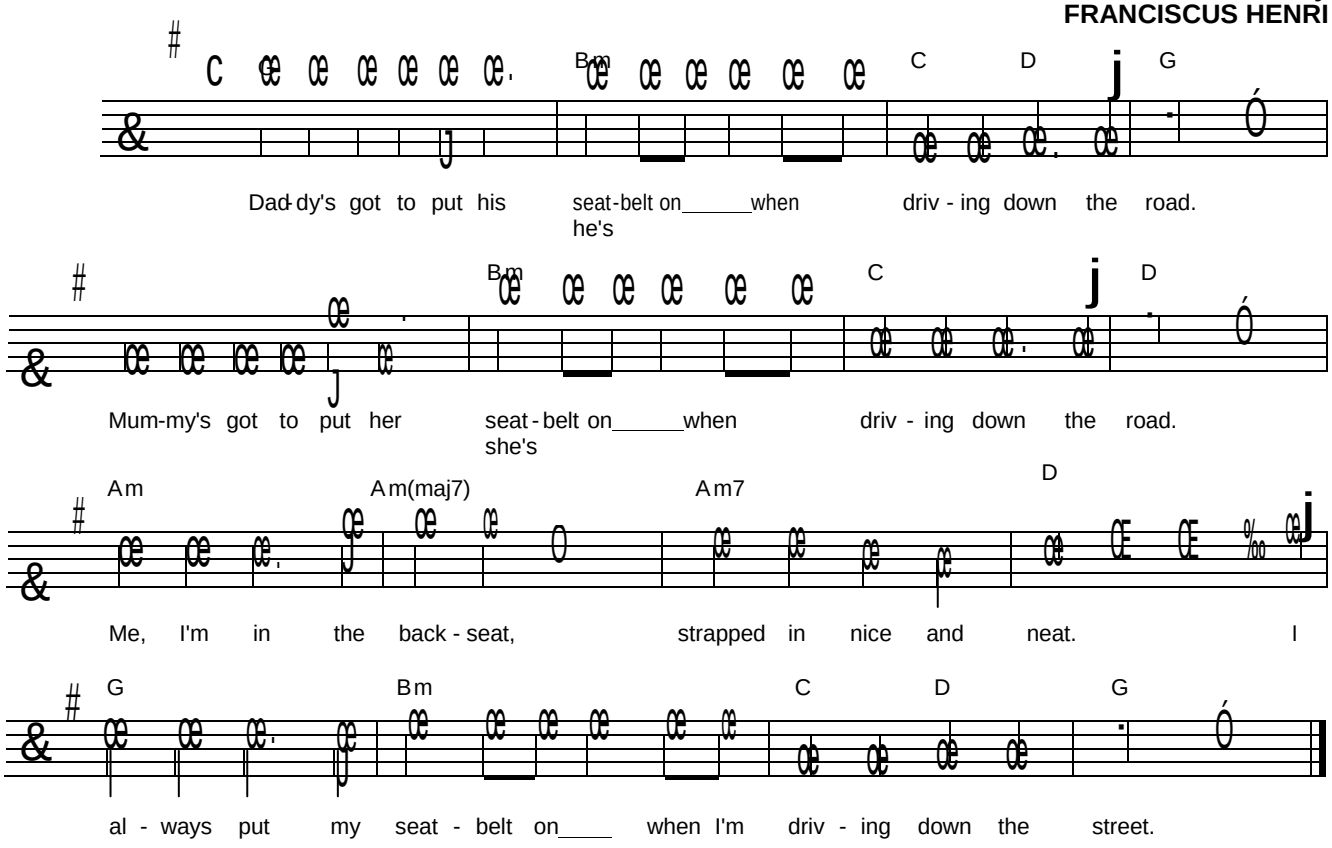
With a rock feel ♩ = 144



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

The seatbelt song

Words and music by
FRANCISCUS HENRI



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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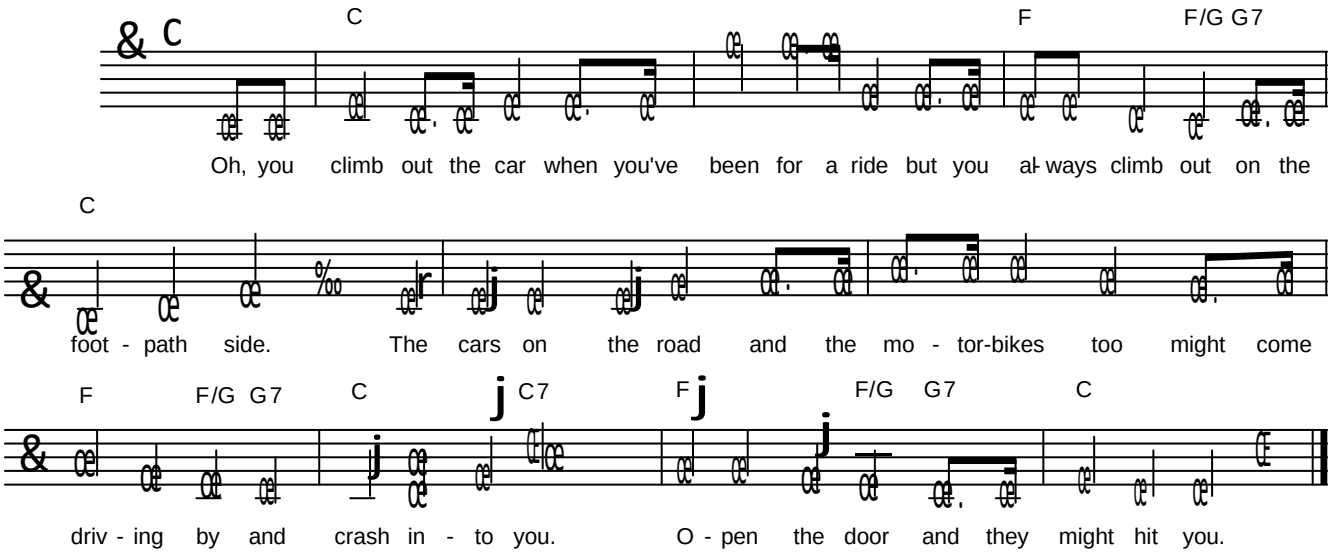
The footpath side

Words and music by
FRANCISCUS HENRI



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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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

G

(sung) I said hey! Hey! You've got to hold my hand. I said hey! Hey! Make sure you

D C

hold my hand. Now list - en all you grown-ups, I hope you un - der-stand, to

D

1. G **2.** G

cross the road with me you've got to hold my hand. I said hold my hand. To

D G

cross the road with me you've got to hold my hand. Yeah!

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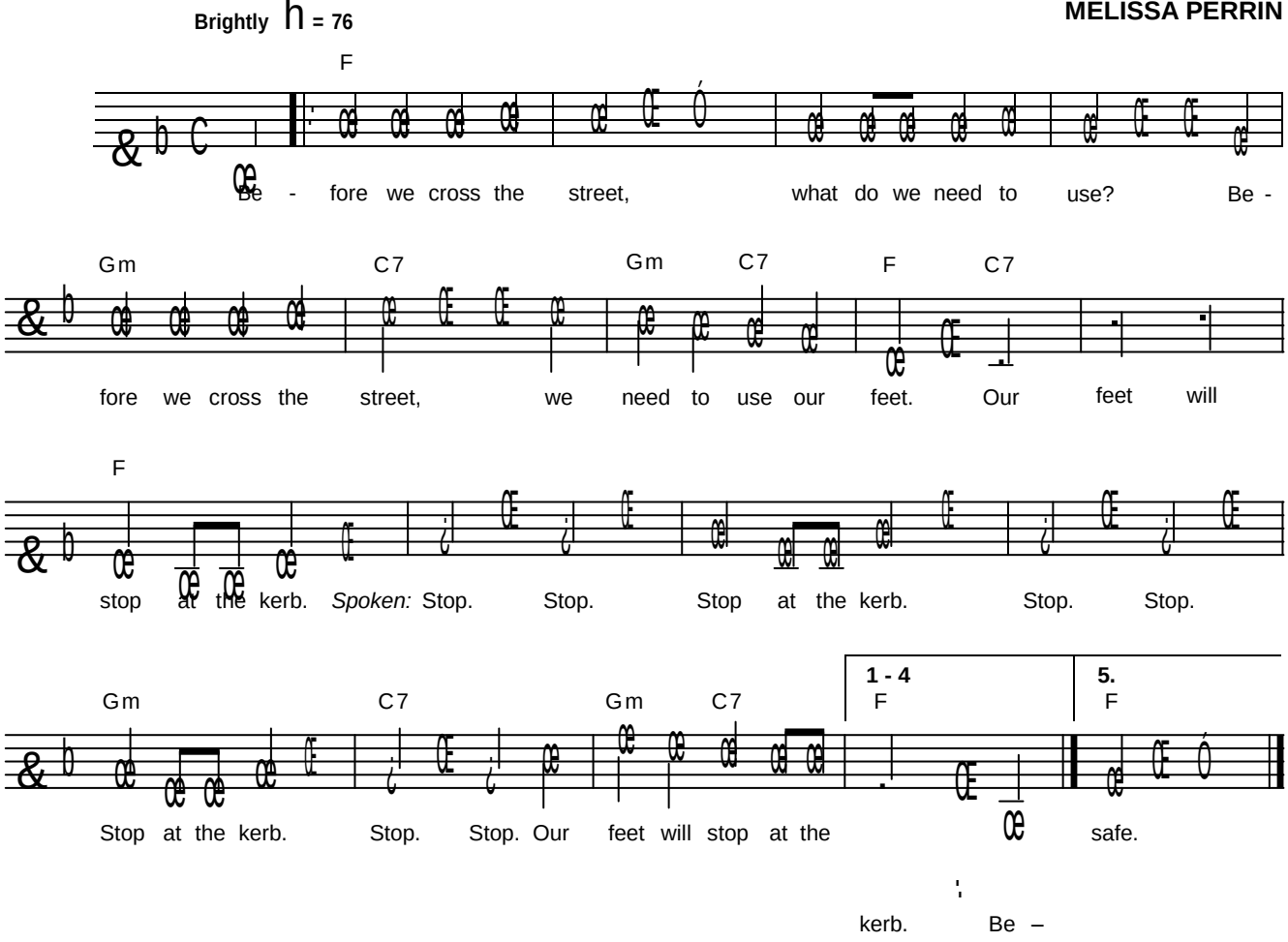
Before we cross the street

Words and music by
MELISSA PERRIN



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.

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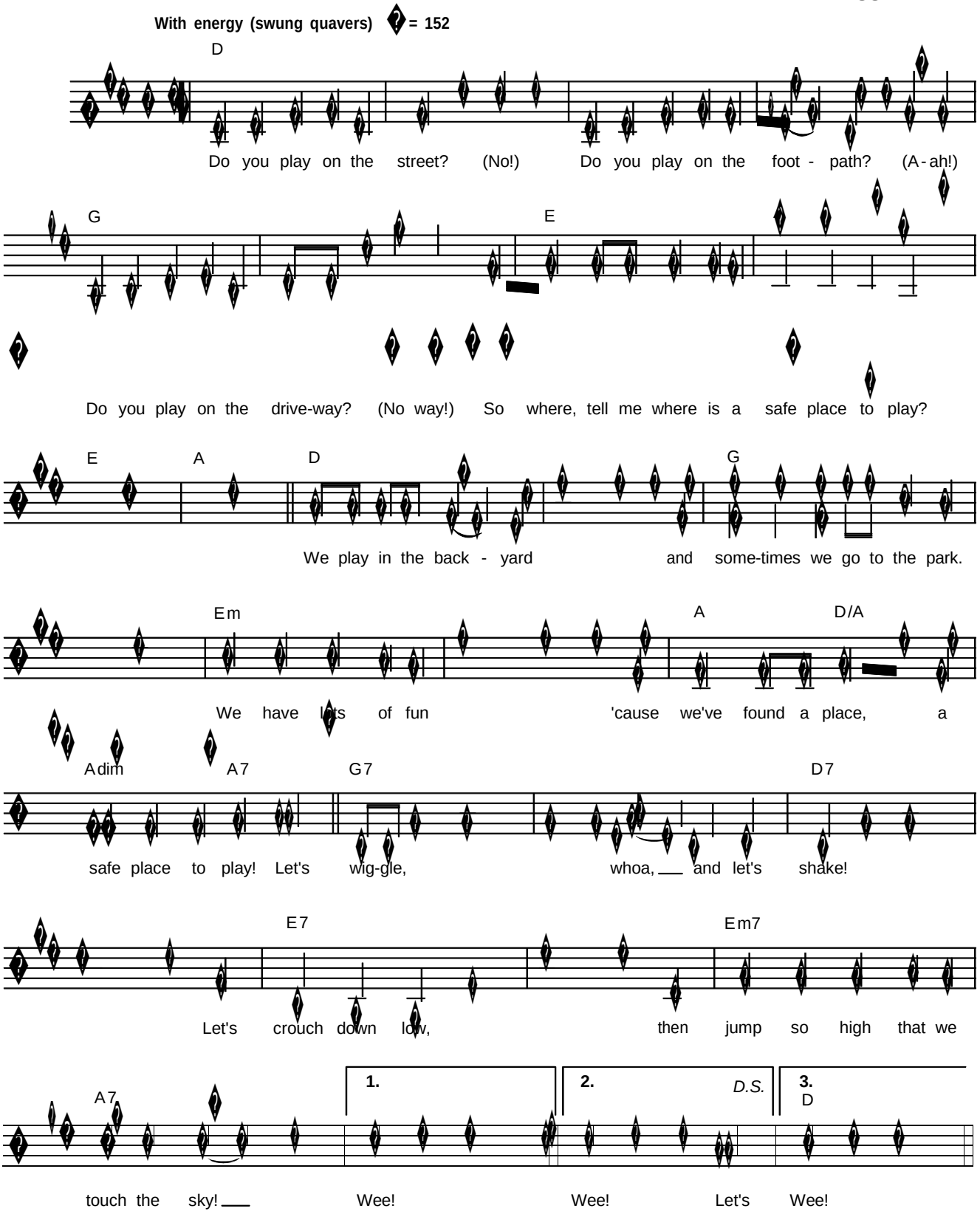
A safe place to play

Words and music by
MELISSA PERRIN



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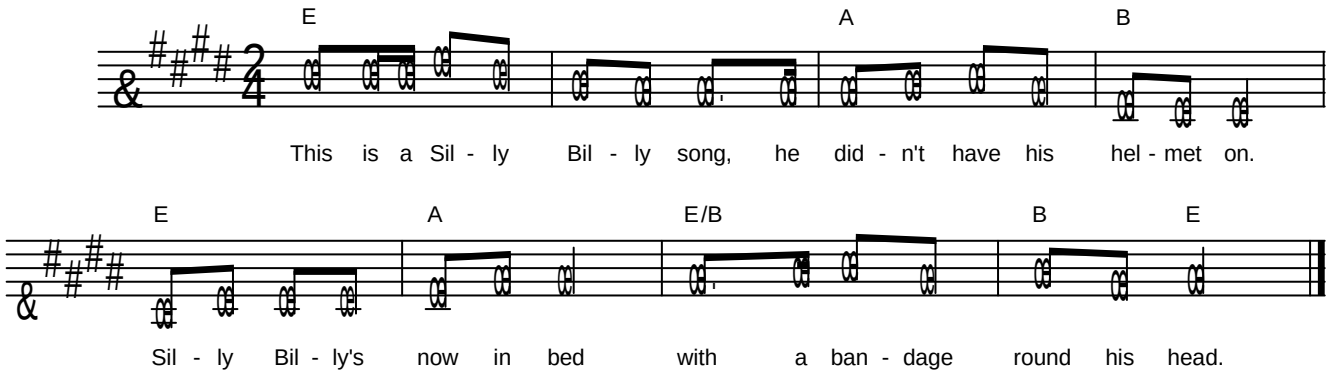
Silly Billy and Silly Gilly

Words and music by
FRANCISCUS HENRI



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

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

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

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

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

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

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