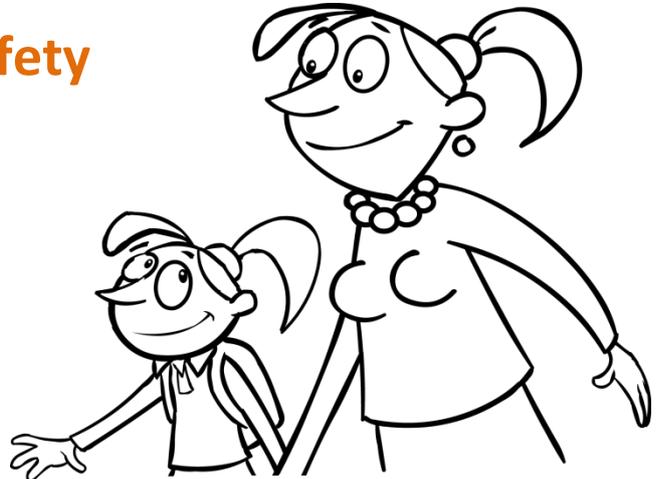


Foundation, Levels 1 and 2

MODULE 3: Pedestrian Safety



Activities

- ▶ Crossing Safely
- ▶ Rules

Links to AusVELS

<p>Foundation Level</p> <p>Cross curriculum priority: <i>Sustainability</i></p>	<p>English <i>Writing:</i> Literacy (ACELY1651) <i>Speaking and Listening:</i> Literacy (ACELY1784)</p> <p>Mathematics <i>Measurement & Geometry:</i> Using units of measurement (ACMMG007)</p> <p>The Humanities Students develop an awareness of spatial concepts through structured experiences within their immediate environment.</p> <p>Civics and Citizenship Compare classroom and family rules and other rules. Explore responsibilities and rights and those of others in familiar contexts.</p>
<p>Level 1</p> <p>Cross curriculum priority: <i>Sustainability</i></p>	<p>English <i>Writing:</i> Literacy (ACELY1661) <i>Speaking and Listening:</i> Literacy (ACELY1656)</p> <p>Mathematics <i>Measurement & Geometry:</i> Using units of measurement (ACMMG020)</p> <p>The Humanities Recognise and point to their street, town or city and state on an appropriate map.</p> <p>Civics and Citizenship Discover why groups and communities have rules, begin to question rules which they believe are unfair, and make suggestions about improving the rules.</p>
<p>Level 2</p> <p>Cross curriculum priority: <i>Sustainability</i></p>	<p>English <i>Writing:</i> Literacy (ACELY1671) <i>Speaking and Listening:</i> Literacy (ACELY1666)</p> <p>Mathematics <i>Measurement & Geometry:</i> Using units of measurement (ACMNA001)</p> <p>The Humanities Recognise and point to their street, town or city and state on an appropriate map.</p> <p>Civics and Citizenship Discover why groups and communities have rules, begin to question rules which they believe are unfair, and make suggestions about improving the rules.</p>

Key ideas

- ▶ Walking on or near roads is always dangerous.
- ▶ Pedestrians need to use the Stop, Look, Listen, Think procedure.
- ▶ On or near roads are not safe places to play.
- ▶ When walking, children must hold the hand of an adult.
- ▶ Pedestrians need to choose the safest place to cross.
- ▶ Road and traffic conditions are always changing.

Students will be able to:

- ▶ Describe a pedestrian.
- ▶ Identify pedestrian hazards and ways to avoid/manage them.
- ▶ Identify a footpath or shared pathway in their local area.
- ▶ Identify and discuss dangers to pedestrians in driveways, car parks and near railway crossings.
- ▶ Discuss and demonstrate how to use a footpath safely.

Vocabulary

- ▶ Road
- ▶ Kerb
- ▶ Road shoulder
- ▶ Edge of road
- ▶ Dangerous
- ▶ Unsafe
- ▶ Safe
- ▶ Signals
- ▶ Signs
- ▶ Pedestrian
- ▶ Zebra crossing
- ▶ Midblock
- ▶ Intersection

ACTIVITY: Crossing safely



IN THE CLASSROOM

Preparation

- Download and either display or print off pictures of traffic signs available from the VicRoads website (www.vicroads.vic.gov.au/Home/SafetyAndRules/RoadSafetyEducation/PrimarySchools/CorePrimarySchoolResource.htm).
- Arrange for the school crossing supervisor to visit the classroom in full uniform.
- Find out the distance on typical local roads from one side to the other. In a safe place in the school ground, mark out the distance with two lines. If available, also time the green walk sequence of local traffic lights.

Identify different types of pedestrian crossings in the local area and the features of each.

Ask why walking is good for the environment and better for your health than travelling by car.

Brainstorm examples of different types of pedestrian crossings. Use the pictures of different types of pedestrian crossings to stimulate students. Types of crossings include:

- Children's crossings (These only operate when flags are displayed. They are often supervised. Pedestrians need to walk within the lines.)
- Pedestrian crossings (Crossings with lights where you push a button. Remind students that pedestrians must walk within the lines at the crossing.)
- Zebra crossings (Crossings with painted thick white lines on the road, usually with 'walking legs' signs and sometimes amber flashing lights. Vehicles are meant to give way to pedestrians at these crossings.)
- Railway crossings (At controlled crossings, bells and lights operate to signal that a train is coming. Students must wait until the bells and lights have stopped and the boom gate is open, if there is one, before they can cross.)

Ask and discuss:

- What makes crossings different from each other? (Some have lights, barriers, lines on the road, crossing supervisors or flags.)
- Where might pedestrian crossings be located? (Outside schools, near shops, at railway lines.)
- Which of these crossings are in our local area?
- Where do vehicles come to a stop when at a crossing?
- Do vehicles always stop at pedestrian crossings? (No, even though they are meant to.) What can this mean for pedestrian safety?

Discuss unsafe places to cross the road.

Having just looked at different kinds of pedestrian crossings, remind students that often there are no designated crossings and ask them:

- What can happen if pedestrians choose not to use crossings? (Drivers may not see them, pedestrians may not make it to the other side of the road, pedestrians may hurry and trip.)
- What should a pedestrian consider when choosing somewhere to cross? (Is there a pedestrian crossing close? Is there a clear view of traffic coming from all directions – no hills, corners, parked cars, shrubs, etc. Crossing midblock [away from intersections] means you only have to look 2 ways, compared with 4 at an intersection, but it depends on how busy the road is.)

Emphasise the importance of holding hands with an adult or older person.

Begin by asking the class why drivers and cyclists find it difficult to see children when they are near traffic (e.g. their size and wearing dark or dull coloured clothing).

Discuss why it is important to hold the hand of an adult when walking near roads and traffic:

- Why should you hold the hand of an adult? (Children might become distracted; children are small and this makes it difficult for them to see traffic, and for drivers to see them; adults have more experience and know where danger can come from and where is the best place to cross; adults are responsible for children's safety.)
- Why is it dangerous when walking in a car park? (No designated pathway for pedestrians; difficult for reversing drivers to see everything; vehicles have 'blind spots'.)

To illustrate the importance of being visible to other road users, have the children's crossing supervisor visit the classroom in full uniform.

If possible, dim the lights in the classroom. Compare the visibility of the supervisor's uniform with that of a student wearing dark or dull coloured clothing.

Discuss the colours of the supervisor's uniform and the reasons for this.

Discuss the clothing that is worn by other people who work in or near traffic (e.g. Police, fire fighters, road workers, truck drivers, delivery van drivers, people who unload stock from trucks, service station attendants – all wear visibility vests when working near traffic).

Ask the class to decide who in the class is wearing clothes that provide good visibility in traffic (look for bright light coloured clothing).

Ask:

- When is it very difficult for drivers to see pedestrians and why? (During winter, when it is raining, at dusk and dawn, when they are driving in bright sunshine, when the road is partly sunny and partly shady, when the roads are busy, when the clothing of the pedestrian is similar to the background, when the pedestrian is somewhere unexpected, when there are no street lights.)
- What can we do as a pedestrian (or cyclist) to make us more visible?

Discuss ways to keep safe when crossing roads.

Point out that sometimes other people are not thinking and acting as safely as they should.

Ask and discuss:

- What could you do if you were with an adult who wanted to cross the road in an unsafe place?
- What could you do if you came out of school and the person picking you up was on the other side of the road?
- What could you do if you were playing in your front yard and you saw your dog (or a friend or a ball) on the other side of the street?
- What could you do if you were with an adult at a pedestrian crossing and the green man signalled it was your turn to cross, but not all cars were stopped?

Investigate the time it takes to cross a road safely.

Use the safe place in the school ground where you have marked out the width of a typical local road.

Have students guess how long it will take them to cross this 'road'. Have students do the walk and time it.

- What does this information tell us about crossing roads?
- What safety things need to be considered before crossing a road?

Compare the time taken with the time for the green walk sequence at local traffic lights (if this has been done).

Direct students to write about crossing roads, the time it takes to cross and safety considerations.

EXPLORING THE LOCAL AREA

Preparation

- Ensure all excursion protocols are followed and take the class on an observation walk to a nearby signalised crossing (pedestrian crossing or intersection with lights) and observe what is happening. Organise adult helpers for the observation walk. Remote rural schools without access to such facilities locally could do this activity as part of an excursion to a larger town or regional city.

Investigate crossing types in the local area.

On the way to and from a chosen intersection discuss with the class:

- Where along the route it would be a safe place to play. (Footpaths are never a safe place to play. Look for parks or fenced areas.)
- How to retrieve balls (or dogs) when they have gone on or near the road. (Ask an adult for help.)
- Where vehicles could appear from (such as driveways or 'blind' intersections).
- Ask at mid-block points whether it would be safe to cross here.
- Look for things that could conceal a pedestrian (e.g. parked vehicles, shrubs, signs, bends, post boxes).

MODULE 3: Pedestrian safety



When you get to the intersection, ask and discuss:

- What makes this a safer place to cross the road than a place that does not have signs or signals? (Lights control all types of road users, letting each have a turn at travelling in the direction they need to go.)
- What drivers are looking for and expecting at an intersection (other vehicles and road users).
- How dangerous it is to cross near a crossing or at an intersection. (Drivers will be looking for pedestrians on the crossing rather than near the crossing.)

Where there are traffic lights, observe and discuss the pedestrian lights:

- What does it mean when it shows the green man?
- What does it mean when the man is red?
- What does it mean when it is flashing red?
- Is it safe to cross when the man is flashing red?

Observe pedestrians crossing a road.

Have an accompanying adult use the crossing and talk about the crossing procedure as they do it.

Ask:

- Where is the person stopping? Why?
- Where is the person looking? What are they looking for?
- What are they listening for?
- What do they need to think about? (Have all vehicles stopped? Have they looked all around – to check that no cars are behind them? Have any new vehicles appeared?)

Alert students to other road users who may not do the right thing. Talk about the possibility that not all vehicles stop when they should. Remind the class not to walk until all vehicles are stopped.

- What if vehicles don't stop for you at the lights?
- What if vehicles turn in front of you when you are walking across?
- What if vehicles turn behind you when you are walking across?
- What if the green man starts to flash red when you are part way across the road?

Rehearse crossing the road.

As a group (or in small groups), carefully cross the road. Keep checking the traffic. Talk through the Stop, look, Listen, Think procedure.

Repeat the process to return.

BACK IN THE CLASSROOM

Preparation

- Arrange for enough poster size paper for each student.
- Collect pictures of different types of crossings for a making collages from magazines (e.g. from the RACV magazine RoyalAuto) or download and print off pictures of crossings available from the VicRoads website (www.vicroads.vic.gov.au/Home/SafetyAndRules/RoadSafetyEducation/PrimarySchools/CorePrimarySchoolResource.htm). Students could also learn to download pictures of different crossings and print these.

Review the road crossing experience and procedure.

Have students recount to each other the experience of crossing the road. Direct students to design and develop a storyboard to sequentially explain the Stop, Look, Listen, Think procedure.

Have the class design and make brochures that explain the importance of choosing a safe place to cross.

Create a class crossing collage using the pictures collected and display the brochures produced around it.

AT HOME

Preparation

- Make copies of Module 3 - Take Home Activities 1 and 2 for the class.
- Make copies of maps of the local area from Google Maps or from a street directory.

Distribute Module 3 - Take Home Activity 1: Practising pedestrian safety.

Provide students with a photocopied map of the local area and *Take Home Activity 1: Practising pedestrian safety*.

Have students make a 'Hand Diagram' by tracing around a hand and writing a message for parents/carers about the importance of holding hands when in or near traffic. Students should take this home and share it with their parent/carer.

Prepare for Module 3 - Take Home Activity 2: Can drivers see me?

In the classroom, have the children measure themselves and record it on the *Module 3 - Take Home Activity 2: Can drivers see me?* sheet. Ask them to complete the activity at home with a parent/carer.

BACK IN THE CLASSROOM

In class, discuss and analyse Module 3 - Take Home Activity 2: Can drivers see me?

Have children discuss how difficult it was for drivers to see them because they are small. How big will they have to be to be big enough to be seen?

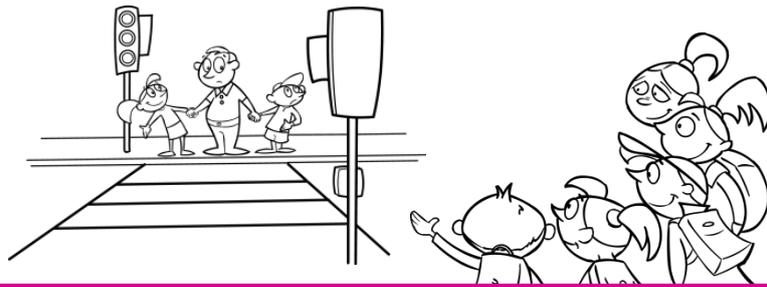
Discuss the fact that even in situations where it is easy for them to see a vehicle, it can still be difficult for the driver to see them.

Explain to students how their height makes them difficult for drivers to see (their homework should have confirmed they are usually only bonnet height).

Using simple pictographs, the class should display the data they have collected (their height and a vehicle's height) and draw a conclusion about why it is safer to hold the hand of an adult when near traffic.

Have students write stories about being seen or their visibility when they are a pedestrian.

ACTIVITY: Rules



IN THE CLASSROOM

Discuss the reasons why communities have rules and laws.

Ask the class to provide examples of situations where there are rules and reasons why we have rules. These rules could be from any aspect of life, and not just to do with travelling.

Ask and discuss:

- Are all rules easy or hard to follow?
- What are some reasons why people break rules? (They forget, don't know the rule, they are in a hurry, lazy, showing off.)
- What could happen if nobody obeyed the rules?

Develop rules that apply to travel.

In small groups, have students come up with some traffic safety rules for different road users, including:

- Pedestrians
- Passengers
- Cyclists
- Bus/train passengers.

Hold a class discussion and decide how many of these rules relate to safety and how many relate to courtesy.

Again in small groups, have students work cooperatively to talk about and record rules that could be applied to the Stop, Look, Listen, Think procedure:

- Stop – when to stop, where to stop and why.
- Look – in which direction to look, how often and what for.
- Listen – what to listen for and what to do when you recognise sounds (e.g. emergency vehicles).
- Think – think about dangers and if new dangers have appeared, and what they need to do to keep safe.

Discuss how sometimes it is difficult to 'stick' with the rules.

Explore some of the possible road safety dilemmas children may face by discussing times when they have done the wrong thing as a road user.

Ask the class to think of times when they have been on or near roads and have done the wrong thing:

MODULE 3: Pedestrian safety



- Why did they do the wrong thing?
- Talk about how they felt and why.
- Were they safe or unsafe?
- What could have happened?
- Were others safe or unsafe as a result of their behaviours?
- What would they do in similar circumstances?

Making choices about safety.

Choose one of these ‘makes you think’ scenarios and read it to the class.

1. You are with your older brother taking your dog for a walk around the block. Your brother says, “Let the dog off the lead so she can have a good run around.”
2. It’s raining after school and you and your friend don’t have your raincoats or umbrellas. You see your mum’s car parked down the street. You offer your friend a ride home. There are lots of children waiting for the children’s crossing supervisor to tell them it is safe to cross. You are both getting wet. Your friend says, “This takes too long. Let’s run along the footpath and cross right near your mum’s car.”
3. You are using the children’s crossing after school. When you are almost across, you drop the important excursion note you are holding in your hand. The wind blows it along the road, and under a car waiting at the crossing. “Go and get it,” says your friend, “it has to be back at school tomorrow!”
4. You are walking to the park with two of your friends. You reach the pedestrian crossing when the ‘red man’ is flashing. “Come on. Let’s run across now,” says one of your friends.

Discuss the scenario with the class and record responses on the board.

Ask:

- What might happen if you did this?
- How would you feel?
- What could you say?
- What would you do?

List all responses and discuss them in terms of effectiveness.

- What would you do if a particular response didn’t work?

As a class, devise some strategies that would work in the given situation. Repeat the process with other scenarios. If you think they are capable, you can have students in pairs devise their own ‘makes you think’ situation and share it with the class. Then work through some of these.

AT HOME

Preparation

- Make copies of *Module 3 - Take Home Activity 3: Rules to stay safe* for the class.

Prepare for *Take Home Activity 3: Rules to stay safe*.

Talk about travelling with a parent/carer and needing to cross the road.

Ask:

- Do you and your parents/carers have special rules about crossing the roads?
- What are these rules?
- Why do you have them?

Distribute *Module 3 - Take Home Activity 3: Rules to stay safe* to the class.

BACK IN THE CLASSROOM

Discuss and analyse *Take Home Activity 3: Rules to stay safe*.

Have children discuss the rules that they developed with their parents/carers.

Compare these with the rules developed earlier in class.

Ask:

- Are they similar or different?
- If they are different, which are safer?



Practising pedestrian safety

Sheet 1 of 2

Dear parent/carer,

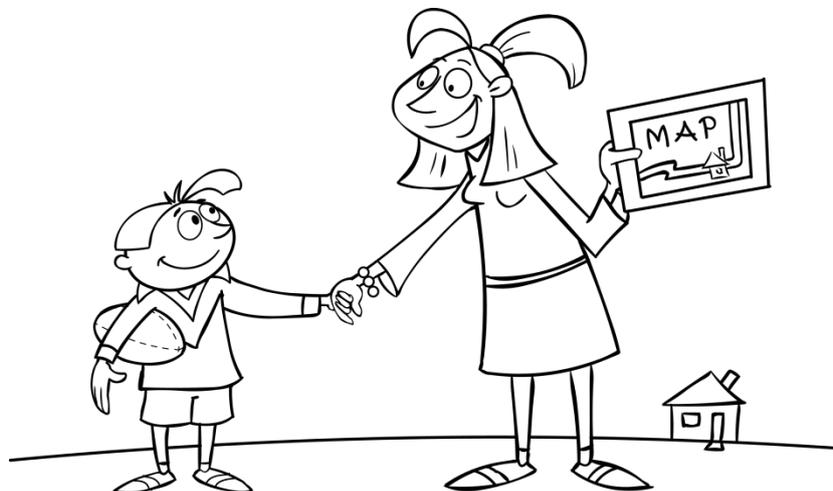
Walking is a great way to stay healthy and is better for the environment than travel by car. At school, your child is learning how to safely cross roads and railway crossings.

Crossing a road can be difficult, even for adults, as there are lots of things to consider, such as estimating how wide the road is, how fast you walk and how long it takes to cross, how far away an approaching vehicle is, how fast it is travelling and how soon it will be before it reaches you.

Children learn from watching what you do so when walking with your child make sure you set a good example and cross the road at safe places:

- Whenever possible, cross at a pedestrian crossing, traffic signals or pedestrian refuge.
- Remember, a children’s crossing is only legally operational when the flags are displayed.
- Make sure you have a clear view of approaching traffic, and that drivers can see you. Talk about whether there is anything that stops you from having a clear view of the roadway (for example, slopes, bends, bushes, street furniture, parked vehicles, rubbish bins, post boxes).
- Always make sure traffic has actually stopped before stepping onto the road, even at a proper crossing. Draw this to the attention of your child. If you cannot cross the whole road in one attempt, wait on the pedestrian refuge or median strip, where available.
- Cross the road only when the road is clear. It is not safe to stop in the middle of the road unless there is a pedestrian refuge available.
- At controlled railway level crossings, wait for the bells and lights to stop and the boom barriers to be raised before crossing.

It is important that your child continues, with your help, to build their skills and knowledge about road crossings so that when they do travel independently they are safer. Please undertake the activity on the sheet provided using the map they have also brought home.



1
TAKE HOME
ACTIVITY

Practising pedestrian safety

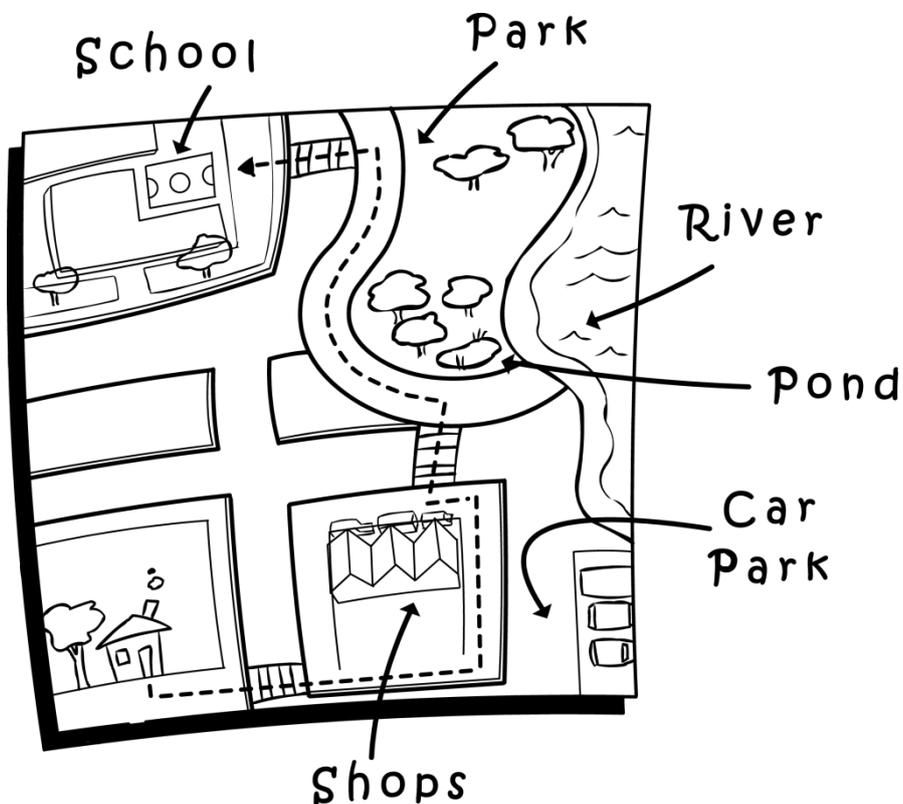
Sheet 2 of 2

Take your child on a walk from your home to school and mark in all the places you cross the road. Use the map that your child has brought from school to mark in the route and the crossings.

Discuss reasons for choosing crossing points, noting what safety and hazardous structures or situations are evident. Mark safer crossing places on the map.

At each place where you need to cross a road discuss the Stop, Look, Listen, Think procedure:

- Choose a safe place to cross – where you have a good clear view of traffic in all directions and where drivers can see you
- STOP one step back from the kerb or shoulder of the road if there is no footpath
- LOOK in all directions for approaching traffic
- LISTEN for traffic approaching from all directions
- THINK about whether it is safe to cross the road – when the road is clear or all traffic has stopped
- Walk straight across the road. Keep LOOKING and LISTENING for traffic while crossing.



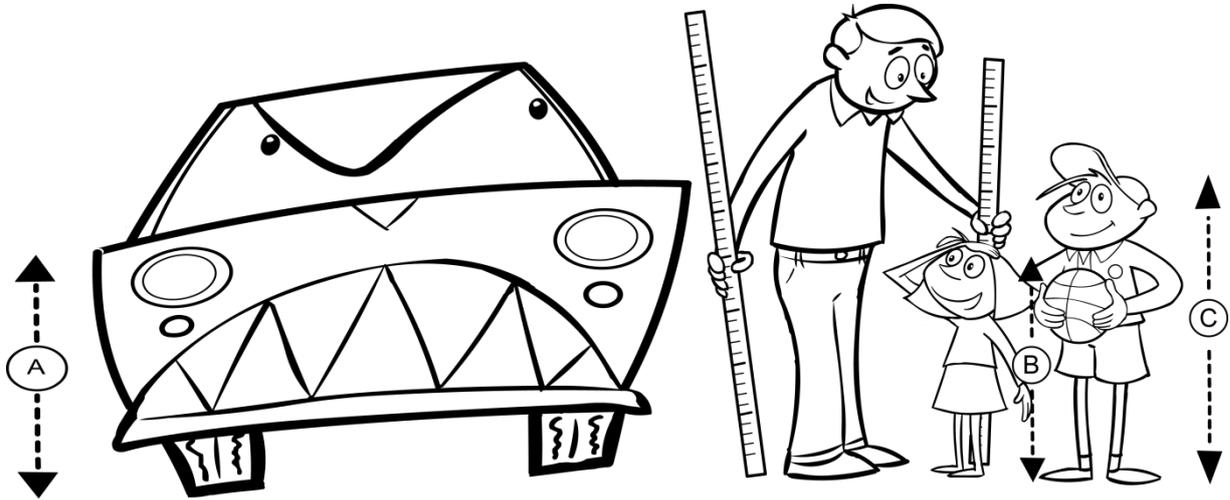
Please return the completed mapping activity to school by:

2
TAKE HOME
ACTIVITY

Can drivers see me?

Name:

Sheet 1 of 1



Dear parent/carer,

In class, your child is learning about being safe when walking near traffic. It is important to remember that children:

- are often difficult to see in traffic because they are small
- can become distracted easily and lose concentration on the task of walking safely
- are not experienced in making decisions about travelling safely and can put themselves in danger.

To keep your child safer:

- always hold their hand when near or crossing roads
- dress them in light and bright coloured clothing that makes them easier for other road users to see.

To help explain how difficult it is for drivers to see child pedestrians, please measure the height of the bonnet, boot and side window of your own or a neighbour's vehicle. It is especially important to measure the boot or back window if you own a station wagon or four wheel drive.

Together with your child, mark how tall they are against these car parts and discuss how their height makes it difficult for them to be seen.

Have your child sit in the driver's seat and you kneel down to their height. Discuss the difficulties the 'driver' may have seeing a child.

In class, your child has been measured and is:	cm
Record the heights of the vehicle's parts here:	
Bonnet:	cm
Boot:	cm
Window:	cm

Conclude the activity by discussing with your child how important it is to always hold hands with an adult when near traffic as their height makes them difficult to see.

Please return this sheet to school by:

3
TAKE HOME
ACTIVITY

Rules to stay safe

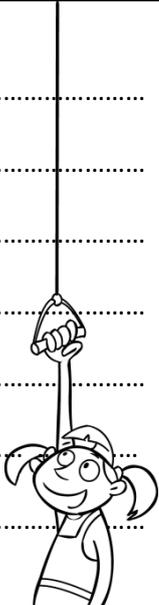
Sheet 1 of 1

Name: _____

Dear parent/carers,

In class, your child is learning about the importance of rules for travelling safely. When travelling, children can find themselves in situations where they become unsafe.

With your child, come up with some rules to keep them safer when travelling.

<p>As a pedestrian</p>  <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>As a passenger</p>  <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>As a cyclist</p>  <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>When on public transport</p>  <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Please return this sheet to school by:



ROAD SIGN SPOTTO

Name:

Tick the box when you find each sign and write the date you found it.



Date spotted:



Date spotted:



Date spotted:



Date spotted:



Date spotted:



Date spotted:



Date spotted:



Date spotted:



Date spotted:



Date spotted:



Date spotted:



Date spotted:



Date spotted:



Date spotted:



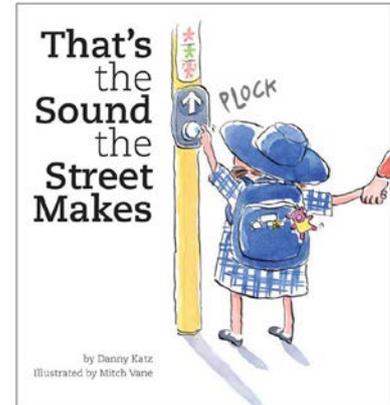
Date spotted:



Date spotted:

ENRICHMENT ACTIVITIES

- Read *That's the Sound the Street Makes* written by Danny Katz and illustrated by Mitch Vane. The story follows the story of Ella on her journey to school with her sniffing Dad as she reminds him how to be a responsible and safe pedestrian. The book is also available as a free to download interactive and engaging app which is suitable for iPads, iPhones, android tablets and android mobile devices.
www.vicroads.vic.gov.au/Home/SafetyAndRules/RoadSafetyEducation/NewRoadSafetyEducationInitiatives/StorybooksAndApps.htm



- Have students design an ideal safe playing area for children their age that keeps them and traffic separated. Make sure the take out message is that it is never safe to play on or near roads.
- Using maps of the local area, have the class identify where their home is. Use Google Maps, local maps obtained through local government, or photocopy pages of a street directory. Students should indicate on the map the route where different types of crossings are.
- Have the class develop posters that promote safe walking – particularly the importance of holding hands when near traffic or crossing roads. Display these posters in the school foyer or some other public place such as a library or shopping centre.

Access other road safety education resources

Street Scene

Contact the RACV about its Street Scene program for primary schools (www.racv.com.au/roadsafety). Schools can book a visit by an RACV Traffic Safety Educator and arrange a time and program to best suit the local road safety needs of the school. There are also teaching resources available online for primary schools.

Public Transport Victoria

Use Public Transport Victoria's online resources for primary schools:
www.ptv.vic.gov.au/about-ptv/education

Victoria Police

Contact your local police station to find your Youth Resource Officer, who may be able to assist you with activities. For details of your local police station visit: www.police.vic.gov.au

LIST OF KEY ROAD SAFETY TERMS

Casualty – fatality or serious injury resulting from a road crash

Children’s crossing – a crossing near a school that is active only when the flags are displayed

Crash – a violent collision causing harm or damage

Distraction – something that reduces concentration and attention

Fatality – a death as a result of a crash

Footpath – a narrow path for a person on foot

Force – the acceleration of a body in the direction of its application

Friction – the force generated between two surfaces when they rub or move over each other

Greenhouse gases - any of the atmospheric gases that contribute to the greenhouse effect

Hazard – something in the traffic or road environment that could cause risk or harm

Intersection – a place where two or more roads meet

Kerb – raised concrete lip at the edge of the roadway

Mid-block – the section of road between two intersections

Pedestrian – a person travelling on foot

Pedestrian crossing – a designated point in the road where there is a means to assist walkers to cross, such as traffic signals or warning signs

Public transport – trains, trams or buses, including school buses

Restraints – seatbelts and similar devices designed to keep people from being thrown around in a vehicle during a crash or when braking suddenly

Road – a public way for road users

Road markings – lines and markings on the road to guide traffic and road users

Road trauma – the serious injury or shock to the body as a result of a collision or crash

Safety door – the left side (kerbside) rear door of a car

Serious injury – an injury that requires a person to be taken to hospital

Shared pathway – a path where people travelling by different modes can travel together, such as pedestrians and cyclists

Speed – the distance travelled divided by the time it takes

Stop, Look, Listen, Think – a systematic procedure designed for pedestrians to use when crossing roads and railway lines

Stopping distance – the total distance that a vehicle travels to come to a stop once the driver realises that the vehicle has to stop

Travel mode – different ways of travelling, e.g. walking, riding, driving, public transport

Traffic signals/signs – a light, sign or other signal used to control or manage traffic or to provide information to road users

Verge – the extreme edge of the road

Vehicle – a device for transporting persons or things, such as a car, train, tram, bus, motorcycle or bicycle.

Zebra crossing – a pedestrian crossing with painted thick white lines on the road, usually with ‘walking legs’ signs and sometimes amber flashing lights.

USEFUL WEBSITES

Road Safety Education Victoria - www.roadsafetyeducation.vic.gov.au

Road Safety Victoria - www.roadsafety.vic.gov.au

Transport Accident Commission (TAC) - www.tac.vic.gov.au

VicRoads - www.vicroads.vic.gov.au

Victoria Police - www.police.vic.gov.au

DEECD - www.education.vic.gov.au/school/teachers/health/Pages/trafficsafety.aspx

RACV - www.racv.com.au

Public Transport Victoria - www.ptv.vic.gov.au/about-ptv/education

Kidsafe - www.kidsafe.com.au

Australian Department of Infrastructure and Regional Development - www.infrastructure.gov.au

