

# INFORMATION FOR TEACHERS AND SCHOOLS

***Kids On The Move*** is designed with modules and activities aligned to AusVELS to assist primary schools to implement a core road safety education program



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## INTRODUCTION TO KIDS ON THE MOVE

Road related injuries are among the greatest threats to the wellbeing of young children in Victoria. To address this important public health issue, the key road safety agencies have developed a *Victoria's Road Safety Education Strategy* to take road safety education into the future. The key road safety agencies in Victoria are VicRoads, Transport Accident Commission (TAC), Department of Education and Early Childhood Development (DEECD), Victoria Police, Department of Transport, Public Transport Victoria, the Royal Automobile Club of Victoria (RACV) and the Department of Justice.

*Victoria's Road Safety Education Strategy* identifies the core or essential road safety education that needs to be delivered at specific times to assist children to develop the key skills required to be safe when travelling. This draws on the travel experiences that children have with their parents/carers in actual traffic environments.

Research evidence shows that best practice of road safety education (RSE) in schools requires continuous, age appropriate and sequential education be delivered to students in every year level in every school year. This best practice road safety education is a combination of parents/carers and teachers working collaboratively to provide classroom and real environment experiences. In recognising that primary schools have many demands on their curriculum and classroom time, *Victoria's Road Safety Education Strategy* recommends that a minimum level of road safety education be provided to all children in Prep to Year 2, and to children in Years 5 and 6 as they begin to develop greater independence as road users.

*Kids On The Move* is designed to assist primary schools to implement a core road safety education program. In doing so schools will make a contribution to improving the safety of children and families within the school community. A minimum of 12 hours class time should be spent on these activities over the targeted year levels.

Sitting alongside the core program in *Kids On The Move* are *Enrichment Activities*. These can be found at the end of each module and teachers can select from this list of activities at their discretion. These *Enrichment Activities* are provided to enrich the core learnings. Some Enrichment Activities are supported by agencies such as Victoria Police and the RACV.

*Kids On The Move* is based on research undertaken by Barry Elliott<sup>1</sup> and turned into a strategic road safety education plan by Ray Taylor<sup>2</sup>.

Enjoy implementing *Kids On The Move*, and may you and your entire school community stay safe when travelling.



<sup>1</sup> Elliott, B. (2004) Strategic Review of Best Practice: key issues in the delivery of TSE in Victoria. Report prepared for TAC and Victoria's road safety partnership agencies.

<sup>2</sup> Taylor, R. (2005) Traffic Safety Education in Victoria. Implementation plan project undertaken for the TAC.

# WHY CHILDREN NEED TO LEARN TO TRAVEL SAFELY

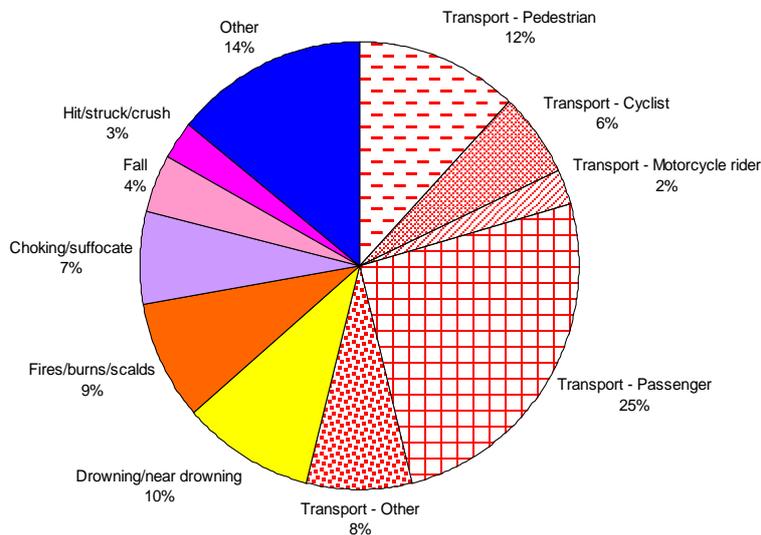
*Kids On The Move* is designed for use by school communities to help children to learn to travel safely. Teachers, parents/carers and children all need to take responsibility for acting safely on the road.

There is no doubt about the health benefits of children using more physically active travel modes, such as walking or cycling, rather than travelling by car. Along with public transport, walking and cycling are also good for the environment and contribute to a sustainable future for us all.

To be able to walk and cycle safely, it is essential that children learn and use the required safety skills.

Using the transport system can be complex and potentially dangerous for all people, particularly children. Road-related trauma is the greatest cause of injury and fatality for children 5-12 years of age (see chart below).

Chart: Unintentional injury deaths among children aged 5-12 years – Victoria 2004-06 (n=176)



Source: Data from the Australian Bureau of Statistics, prepared by the Victorian Injury Surveillance Unit

Children are often expected to act safely and responsibly when they are in traffic environments, but even up to about the age of 10 years, they do not have the necessary skills and physical abilities to be safe when on their own. They may also have learned unsafe behaviours from watching the adults in their life acting unsafely when using the road.

When asked, young children usually have quite good knowledge of how they should behave on roads, but their behaviour does not always match their knowledge.

Children’s crash involvement is more often an outcome of their inexperience in judging safe gaps between moving vehicles and in deciding if they have enough time to cross.

Generally:

- Roads are complex places and many different road safety skills need to be learned and used. Children are still developing these skills and safety is not instinctive or automatic.

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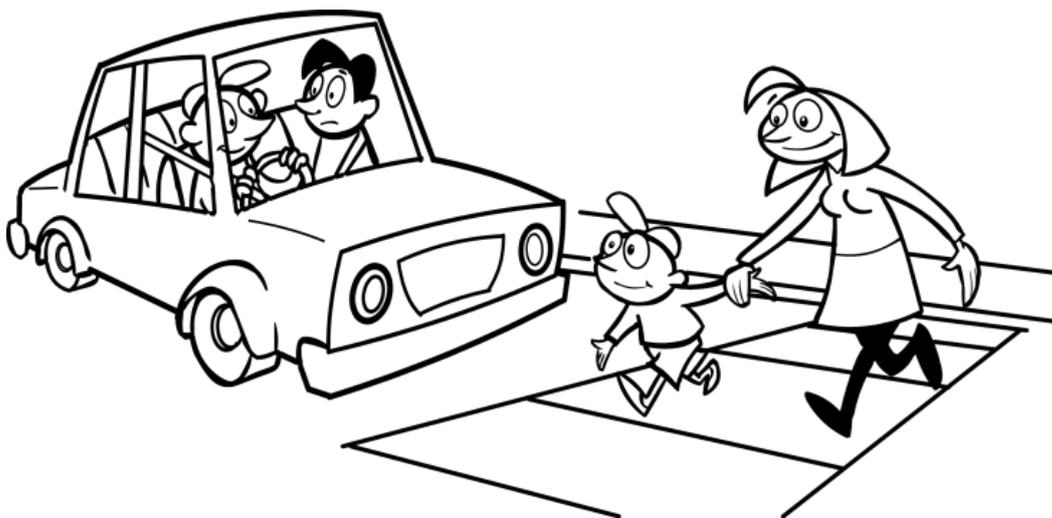
- Children may look for traffic but not actually see the approaching vehicle because their visual attention is not yet adequately trained.
- Children are inconsistent road users in the sense that they use safe behaviour on some occasions and unsafe behaviour on other occasions. They are not predictable.
- Children are not only vulnerable because of a lack of skill. They are also vulnerable because:
  - They are small and less likely to be seen by drivers and are not aware that they cannot be seen by others.
  - The road is comparatively much wider to cross for a child than it is for an adult. This places extra demand on visual timing skills and other perceptual and motor skills, such as distance perception, speed estimation and ability to judge acceleration.
  - They are easily distracted by friends or animals and do not prioritise safety.

Children in different geographical locations will have different road safety education needs. For example, the emphasis for children in remote Victoria will be to learn how to safely walk when there are no footpaths, whilst children in busy urban areas will need to learn how to recognise and manage complex traffic situations. It is important that adults travelling with children, and teaching road safety, recognise the particular safety issues for the context and adapt accordingly.

### TSE needs to start early

To address this inexperience, education to use the roads safely needs to start at a very early age, and be continuous and developmentally appropriate.

Well before coming to school, children will have had plenty of first-hand experiences of real traffic situations. These early travel experiences, provided by parents/carers, enable children to build their understandings of traffic and dangerous and safe road behaviour. They also act as a starting point for classroom and home discussions about road safety.



## TEACHING AND LEARNING ROAD SAFETY EDUCATION

*Kids On The Move* is underpinned by the research showing that road safety is learned through a combination of learning at home and school.

All members of the school and general community need to share the responsibility for the safety of children when they are travelling. Safe road use behaviour develops over time and needs to be constantly practised and reinforced in a range of different travel contexts as children mature and learn to be responsible for themselves. Road safety education is not to be seen as isolated from, or an add-on to, the school curriculum. It is an integral part of the curriculum.

### Parents/carers need to:

- be positive role models and act safely when using the roads
- keep up to date with issues around road safety so they can continuously be good role models
- be aware of their children's limitations in traffic situations
- take an active role in helping their children develop road safety skills, attitudes and understanding appropriate to their stage of development and level and kind of road use
- closely supervise children in traffic situations until it is clear they can consistently make safe choices and take responsibility for their own safety
- be active in their children's road safety education and support school-based road safety programs by completing *Take Home Activities* from *Kids On The Move*.

### Teachers need to:

- develop and foster safe and responsible road use behaviour by being a positive role model of safe road use
- implement sequential, appropriate, ongoing road safety education programs
- understand their duty of care responsibilities and supervise children in traffic situations
- encourage and develop road safety consciousness in and out of the classroom
- provide frequent opportunities for reinforcing key road safety messages
- observe and monitor children's behaviour in and near traffic
- incorporate skill-based road safety activities into the general teaching program, where possible.

### Students need to:

- accept close supervision by responsible adults in traffic situations
- accept safe behaviours modelled by responsible and safety conscious adults
- be aware of road safety issues and how complex the traffic environment is
- develop safe and positive attitudes, skills and behaviours to act safely and responsibly when in traffic
- take the time and every opportunity to practise safe road use behaviours
- become increasingly responsible for their own safety over time.

# THE KIDS ON THE MOVE PROGRAM

The major objective of road safety education (RSE) in Victoria is to deliver developmentally appropriate targeted education that prepares children to become safe and independent road users. *Kids On The Move* is the key Victorian road safety education resource for primary schools.

## Aims of Kids On The Move

*Kids On The Move* aims to:

- assist school communities to understand their role in delivering essential road safety learning
- provide a variety of teaching and learning activities and link these to AusVELS at Foundation, Levels 1 and 2, and at Levels 4, 5 and 6, as well as to real world road use
- identify additional Enrichment Activities for school communities to address local priorities
- disseminate key road safety information to parents/carers, including activities they can undertake with their children in real traffic environments
- link road safety education activities to other programs that complement this area of learning.

## Kids On The Move resources

The *Kids On The Move* resources are organised into modules targeting specific AusVELS Levels:

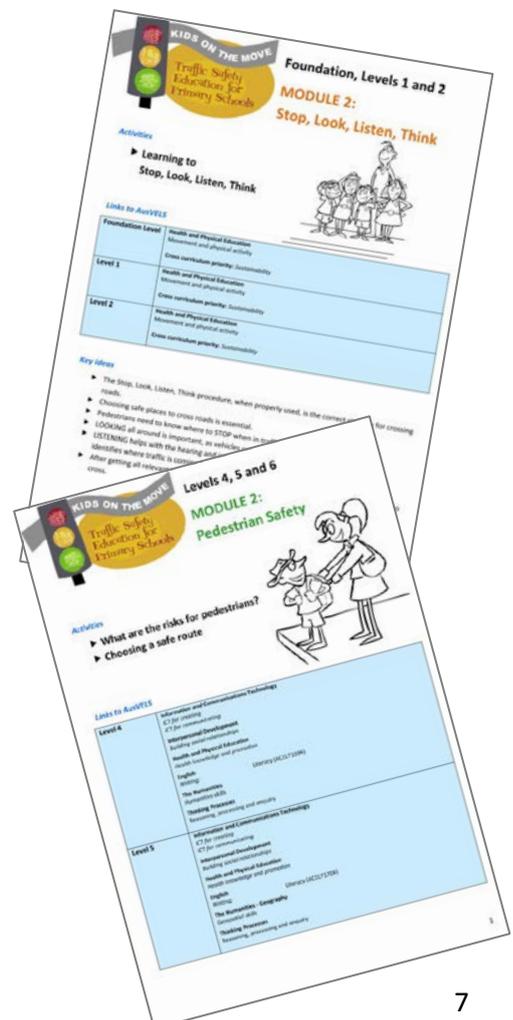
### Foundation, Levels 1 and 2

- Module 1: Roads, vehicles and traffic
- Module 2: Stop, Look, Listen, Think
- Module 3: Pedestrian safety
- Module 4: Passenger safety

### Levels 4, 5 and 6

- Module 1: Why road safety matters
- Module 2: Pedestrian safety
- Module 3: Cycling
- Module 4: Public transport

*Kids On The Move* will assist schools to develop and implement a core road safety education program that all children at AusVELS at Foundation, Levels 1 and 2, and at Levels 4, 5 and 6 will experience. AusVELS Foundation, Levels 1 and 2, and Levels 4, 5 and 6 have been chosen as a key focus for road safety education because they offer the best window of opportunity for teaching children and their parents/carers about road safety.



At Foundation, Levels 1 and 2 children begin to make the regular journey to school and have the developmental capacity to begin to understand key ideas around road safety. There is evidence to suggest that good road safety skills that are learned in the early years stay with the child through to adulthood. In later primary school (AusVELS Levels 4, 5 and 6) children are preparing to enter secondary school and usually travel on their own or with friends more frequently than they do with their parents/carers.

They are required to be independent and responsible travellers. However, even at this age parents/carers still need to be actively involved in educating their children about road safety, to enable them to assess whether their child has the capacity to be a safe independent traveller.

## **Kids On The Move components**

### **1. Whole school community**

A whole school community approach to road safety education will provide a context in which effective teaching programs can be developed. It provides valuable supporting initiatives and activities. It is essential that key road safety learning is reinforced at every opportunity and that concern for road safety is reflected in all school practices – such as approaches to any activities involving travel, like school excursions. Specific examples of whole school community approaches can be found later in this booklet.

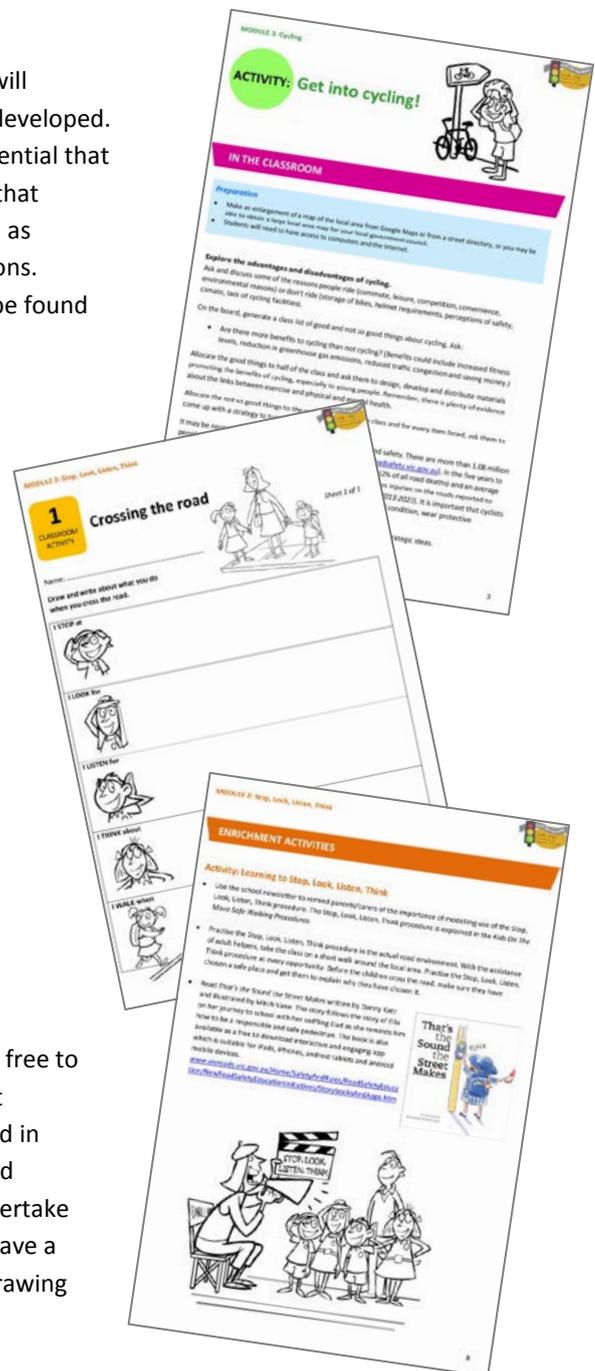
### **2. Classroom**

The modules will assist teachers at different levels to plan, develop and teach their own comprehensive road safety education program. These modules are each on a specific theme – such as pedestrian, passenger, public transport and cycling safety – and contain *Core* and *Enrichment Activities*

*Core Activities* require a minimum of 12 hours class time.

*Enrichment Activities* can be found at the end of each module. Teachers can select from this list of activities at their discretion. Some of these direct the classroom teacher to resources already available from agencies such as Victoria Police and the RACV.

Although schools are encouraged to follow the core and enrichment program as closely as possible, teachers should feel free to add their own perspective and resources. What is of paramount importance, however, is that any road safety education provided in schools be evidence-based and connected to earlier learning and children’s travel experiences. For example, having students undertake mathematics graphing exercises related to travel modes must have a road safety focus. This can be done by taking the next step of drawing



conclusions about road safety from the data and then seeking to do something about it.

The classroom activities in each of the modules use age and stage appropriate activities and resources to contribute to children developing the following knowledge and skills:

1. safe and responsible road use behaviours across all modes of travel
2. the capacity to recognise safe and dangerous traffic situations and to make the safest possible choice in these situations.

The classroom activities assist children to consider their actions and possible consequences, enabling them to make more informed decisions and, over time, take increasing responsibility for their own safety. Where possible, the classroom learning is transferred into the local area where students have the opportunity to make links between theory and practice.

### 3. Assessment

The classroom activities within *Kids On The Move* will provide teachers with multiple sources of information on which to make judgments about students' specific skills and depth of understanding in relation to safe travel.

Teachers will need to develop assessment tasks with the objectives of the module in mind.

### 4. Take Home Activities

At the end of many of the modules within *Kids On The Move* are a number of *Take Home Activities* for students to complete with their parents/carers. As an outcome of *Take Home Activities*, parents/carers will:

1. be more aware of their children's physical and psychological limitations when dealing with traffic
2. become active partners with teachers in developing appropriate road safety knowledge, attitudes, skills and behaviours in children
3. understand the importance of using day-to-day travel experiences as road safety learning opportunities
4. be reminded that their child closely observes and adopts their road using behaviours, so it is important that parents/carers act safely and responsibly at all times.

Each *Take Home Activity* contains:

- a short outline of the road safety concerns and reasonable behavioural expectations for children at that age or stage of development
- instructions for the activity
- a record sheet for both parents/carers and children to complete.

A good starting point for parents/carers is to view the VicRoads video *A child's world of traffic* ([www.youtube.com/watch?v=N\\_Mr78nRzCk](http://www.youtube.com/watch?v=N_Mr78nRzCk)).

This will alert parents/carers of children in Prep to Year 2 to the



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developmental issues that put children at risk when near traffic. Schools can show it at a parent/carer night or send the link to the video home for parents/carers..

To help prepare parents/carers for their involvement in the program, an introductory letter should be sent home before the first *Take Home Activity*. It may also be helpful to hold an introductory information session for parents/carers to explain the program and their role, to outline school expectations and to answer any questions.

Teachers must be aware that not all parents/carers will be willing or able to undertake *Take Home Activities*, so it is important to ensure that children are not excluded from classroom activities as a result.

## Implementing Kids On The Move

The *Kids On The Move* program will be most successfully implemented when the following steps are followed.

### 1. Prepare

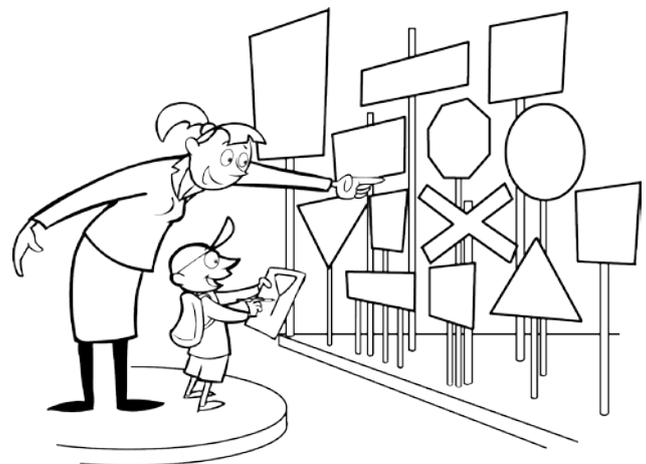
- Read through the program to gain an overview of what is possible and expected.
- Become familiar with road safety issues relevant to the local traffic context and the developmental stage of the children in the class.
- Plan the implementation of the program and collect any resources required, in addition to *Kids On The Move*.
- Communicate with parents/carers to ensure they understand the importance of the take-home component. This can be done through the school newsletter or a targeted letter or at an information night.
- Ensure protocols for taking children out of the school are followed.
- Develop assessment and monitoring tasks.
- Plan supporting whole school community activities.

### 2. Implement

- Deliver a sequenced classroom program from the *Kids On The Move* materials.
- Select and deliver enrichment activities.
- Carry out whole school community activities.

### 3. Reflect and Evaluate

- Assess and report student learning against AusVELS.
- Monitor and evaluate the implementation of the program in the school.
- Promote and use of *A child's world of traffic* ([www.youtube.com/watch?v=N\\_Mr78nRzCk](http://www.youtube.com/watch?v=N_Mr78nRzCk)).



## **Supervising activities outside the school**

To enhance learning it is essential to provide opportunities for children to investigate the traffic environment and the safety behaviours attached to different modes of travel. To make sure that this is done safely, it is likely that the assistance of parents/carers and other school staff will be needed.

Teachers need to be familiar with the correct procedures for conducting excursions. This information can be obtained from the Department of Education and Early Childhood and Development (DECCCD) – [www.education.vic.gov.au/school/principals/spag/curriculum/pages/traffic.aspx](http://www.education.vic.gov.au/school/principals/spag/curriculum/pages/traffic.aspx).

Parent/carer helpers should be briefed before activities to ensure that they have a clear understanding of their role, and knowledge of the safety skills that will be the focus of each activity.



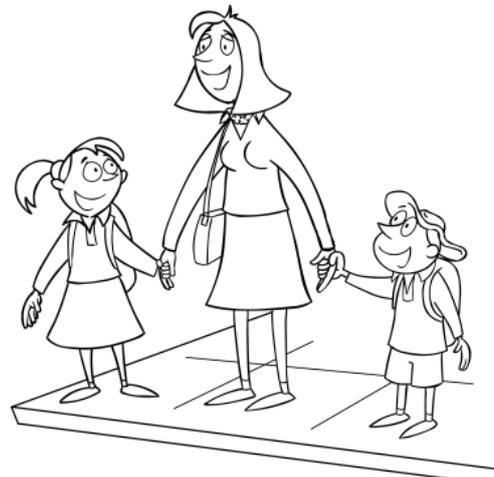
## SAFE WALKING PROCEDURES

### Stop, Look, Listen, Think (SLLT) procedure

- Hold an adult's hand (for younger children)
- 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.

### Children's crossing procedure

- **STOP** and wait a step back from the kerb
- **LOOK** in all directions
- **LISTEN** for traffic sounds
- **WAIT** for traffic to stop (and for the crossing supervisor – if there is one – to indicate it is safe, for example, by blowing a whistle) before stepping onto the crossing
- Make eye contact with the nearest drivers
- Once traffic has stopped (and the crossing supervisor has waved you onto the road), **WALK** across between the marked lines
- Keep **LOOKING**, **LISTENING** and **THINKING** as you walk straight across to the other side.



### Crossing at a marked railway crossing

- Obey warning signals and signs
- **STOP** one step back from the edge of the crossing
- **LOOK** in all directions for approaching trains
- **LISTEN** in all directions for approaching trains
- **THINK** about when it is safe to cross – when the tracks both ways are clear
- Check that one train isn't masking another.

### Group walk procedure

Students should walk in pairs on the side of the footpath away from the road. Younger children should hold hands and all children should maintain their place in line. They should be instructed to stop when directed. They should also stop at driveways or lanes intersecting the footpath and wait for the teacher's or another adult's instruction.

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Each pair should experience leading the group. Teachers should invite the leaders to 'help' make the decision about when and where to cross.

### Observation walks/rides

If observation walks are not feasible, link lessons that require observations of traffic and road users to excursions. Children seated in a bus have an excellent opportunity to observe the road environment and how people use it.

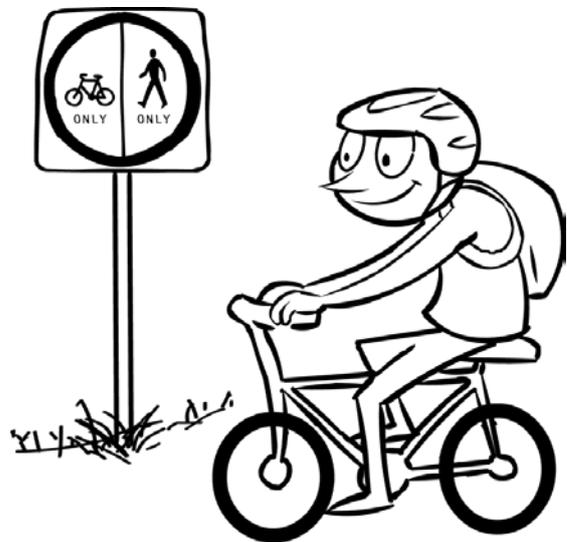
### Bicycle education

Teachers intending to teach children safe cycling skills should refer to the *Bike Ed* program. This program is designed for children in Years 4 to 7. The aim of the *Bike Ed* program is to enable children to achieve:

- knowledge and understanding of the road traffic environment and the road rules
- the development of physical and cognitive skills to manage the road traffic environment safely as a cyclist
- the development of responsible behaviours, attitudes and decision-making skills for
- the safe use of bicycles both on and off road, through participation in enjoyable learning experiences relevant to their ages and abilities.

Information about *Bike Ed* and the professional development program for teachers can be found at:

[www.roadsafetyeducation.vic.gov.au](http://www.roadsafetyeducation.vic.gov.au)



### Getting hold of local area crash statistics

*CrashStats* is a resource that contains all reported road injury statistics in Victoria. *CrashStats* allows for the extraction and analysis of road crash data, including local area data. This crash data can also be plotted on interactive maps. *CrashStats* should be used by teachers and students at Levels 4, 5 and 6 as a resource to better understand where and when road crashes occur. It can be accessed from the VicRoads website:

[www.vicroads.vic.gov.au](http://www.vicroads.vic.gov.au)

Note that *CrashStats* does not include personal information about crashes, however, individual crash details are presented. Members of the school community who have experienced any road trauma, including children, may be reminded of the circumstances and become distressed. Use *CrashStats* with care, and if any distress is triggered, have a process in place for managing it.

## WHOLE SCHOOL COMMUNITY APPROACHES TO RSE

Here are some ideas for possible whole school initiatives or activities to support the teaching of road safety education.

### Develop a road safety education policy

This is an important step to ensuring that relevant road safety education is taught at the appropriate levels on an ongoing basis. A policy provides the rationale for why road safety education needs to be taught. It can set the framework for the approach and the amount of time that should be committed to teaching. It can also ensure that road safety education activities are allocated sufficient resources and are supported in the school budget.

### Provide road safety information to parents/carers

A simple way to reinforce classroom learning and key road safety messages is to provide a road safety tip or reminder on a regular basis through the school newsletter. There is a wealth of suitable information available online. Good starting points are the websites listed on the last page.

VicRoads has also produced *A child's world of traffic* ([www.youtube.com/watch?v=N\\_Mr78nRzCk](http://www.youtube.com/watch?v=N_Mr78nRzCk)) for parents/carers on the important role they play in improving road safety for their children.

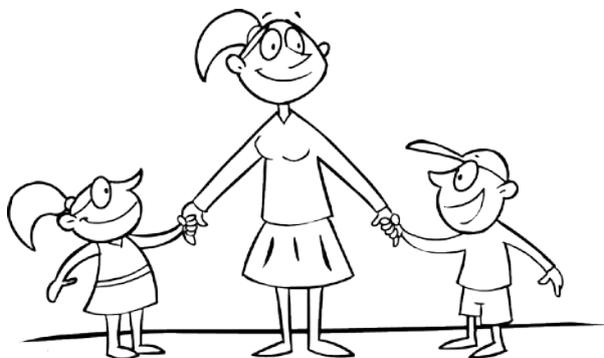
### Undertake school travel planning

Children in most primary schools are driven to and from school by their parents/carers. This generally presents a significant road safety concern around schools at the beginning and end of the school day, due to serious traffic congestion. School travel planning provides an opportunity for schools to work with local government to improve safety for children. It supports behaviour change from car use and encourages more active and sustainable ways of travelling – such as walking, cycling and using public transport, including school buses.

School travel planning has been shown to have significant benefits for school communities including:

- Reduced traffic congestion around schools
- Better health and fitness for students
- Increased travel choices for students and parents/carers
- Improved safety for students
- Greater social connectedness with the school and local community.

Local government may provide support for school travel planning.

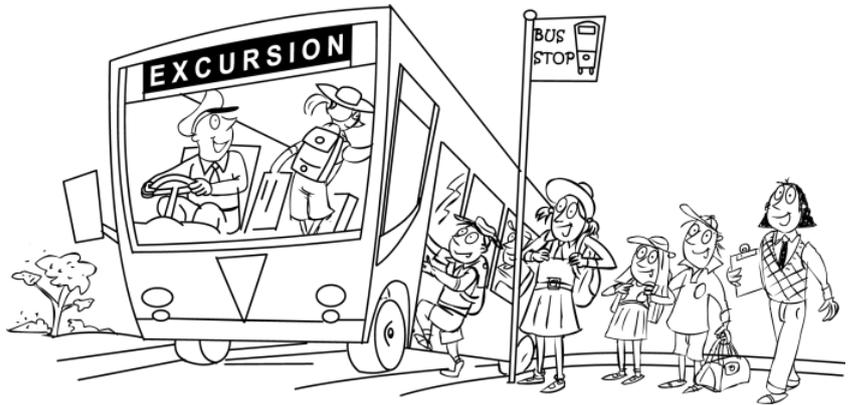


### Emphasise school bus safety

In many rural schools students begin to use school buses from Prep and may travel significant distances each day. School bus safety can be embedded into the orientation program for all Prep students and their parents/carers.

This should involve demonstrations and practice in where to stand at the bus stop, how to get on and off the bus safely and the importance of remaining seated while travelling. Parents/carers

need to be made aware of where they can safely park when dropping off and meeting children at the bus stop and the importance of supervision for young children when they are waiting for, or have alighted from, a bus. Parents/carers should also be encouraged to drop off and pick up their children on the same side of the road as the bus stop.



School bus safety should again be reinforced throughout all levels in the school, and in particular at the later years of primary school when children will be making the transition to secondary school and may travel independently by bus. The Victorian Government's *Stay Bus Safe Around the Bus Stop* initiative aims to ensure that the 70,000 students in Victoria who use the rural bus network each day continue to travel safely:

[www.education.vic.gov.au/school/teachers/health/Pages/trafficbussafe.aspx](http://www.education.vic.gov.au/school/teachers/health/Pages/trafficbussafe.aspx)

### Establish the Walking School Bus program

This program encourages younger children to walk to and from school in small groups on a regular basis with the support of trained volunteers, who are usually interested parents/carers. It has also been found to be valuable in encouraging older children to walk. A Walking School Bus provides a practical solution to road safety concerns about young children walking unaccompanied and can be implemented informally by parents/carers quite independently of programs organised by local government.

For more information: VicHealth [www.vichealth.vic.gov.au](http://www.vichealth.vic.gov.au)

### Promote cycling

Having children cycle to school has many advantages for the whole school. Apart from the health and fitness benefits, there will be less congestion at drop off and pick up times. Contact Bicycle Network Victoria for information about their *Ride2School Program*: [www.bicyclenetwork.com.au](http://www.bicyclenetwork.com.au)

Make sure student cycling is underpinned by a cycling policy, adequate and secure bicycle and helmet storage and a *Bike Ed* program. It may also help to get a local Bicycle Users Group (BUG) or cycling club involved (search the Internet for your local BUG or cycling club).

### Encourage the establishment of walking and cycling clubs

Walking and cycling clubs assist with building motivation to participate in active travel. They also build the social environment and encourage connectivity to the school and local community, and knowledge of, and familiarity with, the local area. These clubs can be organised around where students live and can be a great way to encourage active travel.

### Whole school road safety competitions

Media appeals, posters and brochures could be developed to transmit road safety messages to the school community. Individual, class or cross age entries could be invited. These competitions could focus on seasonal issues, for example:

- “Be visible” at the onset of Winter
- “Buckle Up” before Easter

Display examples in the school foyer as a regular feature and promote the competitions in the school newsletter.

### Prep orientation meetings with parents/carers

Ensure that Prep orientation meetings include key information about road safety and school travel. It is important to make sure parents/carers are aware of the school’s expectations in relation to:

- Supervision of their children while travelling.
- Drop off/pick up procedures.
- Promoting walking/active transport.
- Restraint use, if cars must be used. Children aged years 4 to under 7 years must use an approved child restraint or booster seat.
- Their involvement in road safety education programs.
- Being role models for all children in the school.
- Bicycle helmet use.
- Importance of travelling in the back seat of cars. Children aged years 4 to under 7 years must not sit in the front seat unless the row(s) behind are all being used by children under 7 years.
- How to use the children’s crossing (if applicable).
- Children’s limitations in traffic.
- Working out the safest route to walk or ride to school.
- Making sure children are visible by wearing bright, light coloured clothing.

### Transition to secondary school parent/carer meetings

Before students move on to secondary school, a meeting should be held with parents/carers to discuss issues including:

- Promoting active travel
- Working out the safest route and identifying any hazards
- Expectations of public transport behaviour
- Children’s knowledge of rules and safe and appropriate behaviour for pedestrians, cyclists and drivers
- The braking and stopping limitations of heavy vehicles, such as buses.

## USEFUL WEBSITES

Road Safety Education Victoria - [www.roadsafetyeducation.vic.gov.au](http://www.roadsafetyeducation.vic.gov.au)

Road Safety Victoria - [www.roadsafety.vic.gov.au](http://www.roadsafety.vic.gov.au)

Transport Accident Commission (TAC) - [www.tac.vic.gov.au](http://www.tac.vic.gov.au)

VicRoads - [www.vicroads.vic.gov.au](http://www.vicroads.vic.gov.au)

Victoria Police - [www.police.vic.gov.au](http://www.police.vic.gov.au)

DEECD - [www.education.vic.gov.au/school/teachers/health/Pages/trafficsafety.aspx](http://www.education.vic.gov.au/school/teachers/health/Pages/trafficsafety.aspx)

RACV - [www.racv.com.au](http://www.racv.com.au)

Public Transport Victoria - [www.ptv.vic.gov.au/about-ptv/education](http://www.ptv.vic.gov.au/about-ptv/education)

Kidsafe - [www.kidsafe.com.au](http://www.kidsafe.com.au)

Australian Department of Infrastructure and Regional Development - [www.infrastructure.gov.au](http://www.infrastructure.gov.au)

