

# Road Safety Education - Early Stage 1 - Always wear a helmet

## About this resource

### Rationale

Road safety is a significant health issue for children and young people. The leading cause of accidental death and injury for children and young people is road-related crashes.

Early Stage 1 students are vulnerable road users. They are still developing the road safety skills, behaviours and attitudes that, as adults, we take for granted.

Developmentally, students in Early Stage 1 are still learning to:

- judge speed and distance
- cope with sudden traffic changes
- identify safe places to cross
- focus on multiple tasks
- act consistently in the traffic environment
- understand complex concepts such as road safety
- accurately predict the origin of sounds.

Their size makes it difficult for them to be easily seen and their behaviour can sometimes be unpredictable. This is why **active adult supervision for children** in the road environment is essential for students up to the age of 10 years old.

This lesson plan supports student learning of the key road safety message 'Always wear a helmet when you ride or skate.'

### Alignment to School Excellence Framework

[School Excellence Framework](#)-

Learning domain: Curriculum, curriculum provisions

Teaching domain: Effective Classroom Practice, Explicit teaching.

### Alignments to frameworks

[NSW PDHPE syllabus](#)

[Road Safety Education, Driver Education and Training Policy Australian Professional Standards for Teachers](#) (2.1.2)

### Further resources and professional learning opportunities:

- [Road Safety Education website](#)
- Road safety education [Professional learning opportunities](#)

### Consulted with:

Road Safety Education team, Transport for NSW and PDHPE curriculum team.

### Suggested use and timeframe:

This resource can be used in PDHPE lessons and will take approximately 40 minutes. It can be embedded into a ES1 - Healthy, Safe and Active Lifestyle unit of work.

### Research base:

[What works best in practice](#) – explicit teaching theme

Content aligns with the [key road safety messages](#) developed by Transport for NSW.

**Feedback:** Email feedback, questions and comments about this resource to the [Road Safety Education Team](#)

**Reviewed by:** Road Safety Education team.

**Created/last updated:** September 2023

**Anticipated resource review date:** September 2024

**Contact:** [Road Safety Education Team](#) for further support.

# Road safety education

## Early Stage 1 – Always wear a helmet.



### Syllabus Outcomes

<b>PDe.7</b>	identifies actions that promote health, safety, wellbeing and physically active spaces
<b>PDe.9</b>	practises self-management skills in familiar and unfamiliar scenarios
<b>PDe.10</b>	uses interpersonal skills to effectively interact with others

### Syllabus Content

Students:

- identify safe and positive health practices and display actions that promote health, safety and well-being.
  - identify preventive strategies that enhance health eg wearing a helmet.
- identify a number of skills and strategies to stay safe and be supportive.
  - understand and follow road safety procedures eg wear a helmet.

### Skills in Focus

#### Self-Management Skills

- Decision-making and problem solving
  - information gathering
  - analysis
  - developing greater control and responsibility for our actions, feelings and behaviours

### Resources

- Safety town website – [Who is wearing a helmet?](#)
- 4 x large hoops
- Soft cones – x1 for each student
- Large playing area – preferably grassed, 20m x 20m approximately.
- optional bicycle helmet

### Differentiation

- use hard copies of the book ordered through [Transport for NSW](#)
- use the e-reader function [Who is wearing a helmet?](#)
- larger/smaller playing area depending on students' abilities.
- change shape of playing area, including more hoops to make shape rounder and groups smaller.
- display various helmets such as skateboard, motor bike, cricket, builder's hard hat, horse riding for comparison and discussion.

# Teaching and learning sequence:

Learning intentions	Success criteria
Students will: <ul style="list-style-type: none"><li>recognise the importance of when to wear a helmet.</li></ul>	Students will: <ul style="list-style-type: none"><li>identify appropriate situations where they should wear a helmet, for example<ul style="list-style-type: none"><li>riding a bike, scooter or skateboard on the footpath</li><li>riding a bike, scooter or skateboard at the park</li></ul></li></ul>

1. Ask students the following questions:

a) Where have you seen people wearing a helmet?

**Teacher note** - Possible answers include; on a motorbike, playing cricket, riding a bicycle/skateboard/scooter, workers on a building, riding a horse, zip lining, parachuting. Allow a variety of answers to help develop the idea that helmets are worn for safety. Refer to the answer “riding a bicycle/scooter/skateboard.” It is important for students to have skateboards and scooters included in the learning along with bicycles.

b) Who wears a helmet?

**Teacher note** – ask individual students when they wear a helmet, aiming for when riding my bicycle, skateboard or scooter.

2. As a class read: [Who is wearing a helmet?](#)

3. Discuss the following:

a) Why are the people in the book wearing a helmet?

**Teacher note**  
Possible answers include: to keep safe, so they don't hurt their head if they fall off, because they are riding a bike / skateboard / scooter.

b) When should they wear a helmet?

**Teacher note**  
Possible answers include: when they are riding a bike, playing on a skateboard, using a scooter, riding a horse.

a) Where should they wear their helmet?

**Teacher note**  
Possible answers include: riding at the park, on a [shared pathway](#), in the backyard, at a playground, riding with parents/siblings, doing their job like delivering the mail, riding a horse. If a student states a place that is unsafe for them, for example; a driveway or road, remind the class of the [safe places to ride](#).

4. Ask students what parts make up a helmet and why are these parts important.

**Teacher note**

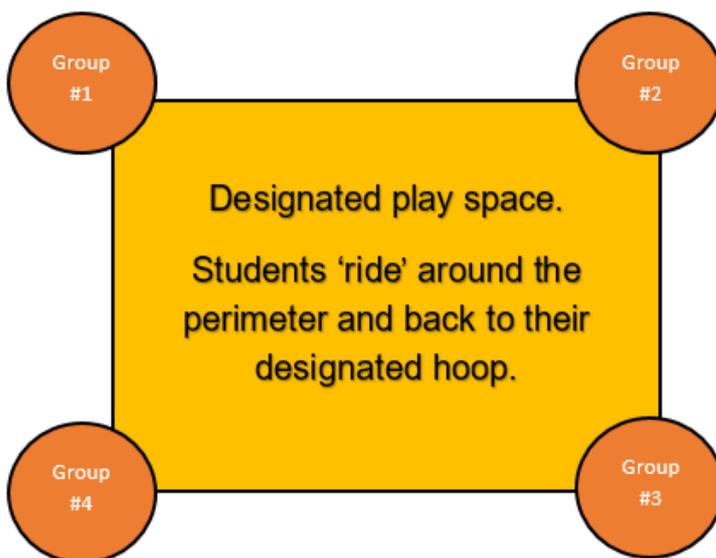
Possible answers include:

hard cover – to stop your head from hitting the ground,  
chin strap – to make sure the helmet stays on your head,  
soft inside lining – to make your head comfortable,  
peak/sun visor – to shade your eyes from the sun,  
holes – to make sure your head stays cool.

If you have access to various helmets (see resources section) students can compare similarities and difference.

5. Take students out to a suitable place in the playground (For example, grassed 20m x 20m area).

Mark the area with 4 hoops, 1 at each corner.



6. Give each student a soft cone/marker to use as a 'helmet'.
7. Discuss the differences between the cone and a real helmet and why the cone/marker would not be a good helmet to use in a real-life situation.

Demonstrate that when the 'helmet' is on the head, it should be 2/3 fingers from the eyebrows.

[Wear a correctly fitted helmet.](#)

Explain that when students put their 'helmet' on in the game they must check with 2 fingers that their helmet is in the correct position before they move.

8. Ask students, "Should you wear a helmet when riding a skateboard at the park?"

Students can discuss the correct decision in their group before deciding.

- If the answer is 'Yes', students put their 'helmet' on their head, and run a lap of the playing area, returning to their hoop.
- Once all group members have returned to the hoop, students take off their 'helmet' and sit down.
- If the answer is 'No', students run a lap of the playing space without their 'helmet'.

## Differentiation

- Students run clockwise for 'Yes, wear a helmet' and anti-clockwise for 'No, don't wear a helmet'.
- Depending on students' abilities incorporate various fundamental movement skills such as hopping, skipping, jumping, walking, lunging, side gallop instead of running.
- If students' 'helmets' fall off their head, the helmet must be placed back on the student's head before the student can resume movement. Discuss with students the importance of wearing a chin strap properly.

9. Continue the game using the following questions.

Should you wear a helmet when;

- riding a scooter on the foot path? (yes)
- walking the dog? (no)
- riding a scooter with friends? (yes)
- riding your bike in the backyard? (yes)
- driving in the car to the shops? (no)
- playing on the play equipment at the park? (no)
- riding a bike at the park? (yes)
- riding a bike with a trusted grown up to school? (yes)

**Teacher note** – substitute 'trusted adult' with an adult that suits your students' context. For example; Dad, Mum, Grandpa, known neighbour.

## Differentiation

- Invite individual students to create and call out their own scenarios.
- Include scenarios that suit your students' local context. For example; minibikes on a farm, horse riding at pony club, skateboards at the skate park.

## Extension

- Create scenarios that challenge the students' thinking. For example; walking your bike across a pedestrian crossing? (yes), riding your bike with training wheels? (yes).
- Have the scenarios suit the students' local context.

## BACKGROUND NOTES – Transport for NSW safety information and advice

- Children need a safe place to ride, scooter or skate. Places include the backyard, fenced park, cycle path or recreational area. Roads, car parks, driveways, and tram and train station platforms are not safe places to ride or play.
- Until they are at least 10 years old, children should ride off-road away from vehicles and driveways.
- It is the law for everyone to wear a helmet when riding a bike in any public place. The helmet must meet [Australian standards](#)
- Protective clothing, such as enclosed shoes, also help keep children safe on wheels.
- Children under 16 and adult riders supervising them may ride on the footpath unless there is signage prohibiting this. Cyclists must keep to the left and give way to pedestrians.