

RACQ Streets Ahead

Passenger Safety

Parent Activity Pack

What is this activity pack for?

Children need to learn how to be safe passengers as early as possible. To do this, they need to know what safe and unsafe passenger behaviours are and how unsafe passenger behaviour can be dangerous and distracting for drivers. Parents play an important role in teaching their child safe passenger behaviours by repeating key messages and by setting a good example.

Why is passenger behaviour so important?

To comply with the law in Queensland you must wear a seatbelt. Studies have shown that wearing a properly adjusted seatbelt reduces the risk of fatal or serious injury by up to 50%.¹

Unfortunately, between 2013 – 2018 in Queensland there were 186 fatalities involving unrestrained passengers. During the same 5 year period 1025 unrestrained passengers were hospitalised.²

Research has found children are 12 times more distracting to a driver than talking on a mobile phone while at the wheel. Studies have also found the average parent takes their eyes off the road for three minutes and 22 seconds during a 16 minute trip.³

A car travelling at 60km/h will travel 33.3 metres in 2 seconds demonstrating how devastating it can be if a driver takes their eyes off the road for just a few seconds.⁴

What is in this pack?

- Ideas for how you can teach your child safe passenger behaviours.
- Activity sheets you can work through with your child to help them learn and remember safe passenger behaviours.
- Tips from teachers about types of communication that help children's learning.



1. King, Mark, et al. "Fatal 5 – Seatbelts." QUT CARRS-Q, Queensland University of Technology, Jan. 2018, research.qut.edu.au/carrsq/wp-content/uploads/sites/45/2018/01/Seat-belts.pdf.

2. "Road Safety Statistics." Transport and Main Roads, Queensland Government, Jan. 2020, www.tmr.qld.gov.au/Safety/Transport-and-road-statistics/Road-safety-statistics.

3. "Children More Distracting than Mobile Phones." Monash University, 3 Oct. 2013, www.monash.edu/news/articles/children-more-distracting-than-mobile-phones.

4. "Mobile Phone Distraction Factsheet." StreetSmarts, Department of Transport and Main Roads, streetsmarts.initiatives.qld.gov.au/driver-distraction/factsheet.

Child restraint guide

Here is a quick guide to choosing a child restraint based on the child's age.

Child age (approximately)	Type of child restraint
0 – 6 months	Rearward facing baby capsule or child restraint.
6 months – 4 years	Rearward facing child restraint or forward facing child restraint with built-in harness. Note: Babies should stay in a rearward facing restraint for as long as their size allows.
4 – 7 years	A forward facing child restraint with a built-in harness, a booster seat with an adult lap sash seatbelt.
7 – 16 years	Depending on the child's size, a booster seat / cushion utilising an adult lap sash seatbelt or built-in harness, or the vehicle's seat with an adult seatbelt.

Note: The restraints referred to in Queensland legislation are based on the age of the child, not the child's weight and height, and will be satisfactory for about 95% of applications. However, the regulations recognise that some children will be too small or too large for a specific type of restraint.

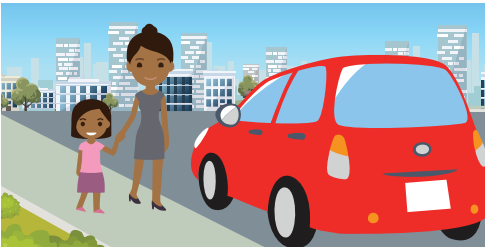
In these cases, children should be placed in the most suitable restraint for their size and you should seek specialist advice about the most appropriate restraint to use. The restraint's manual will provide information about the height/weight limitations of the particular device.

Using the Safety Door

The Safety Door is the rear passenger door that opens closest to the footpath or nature strip. Using the Safety Door will keep your child off the road when they enter and exit the car.



Where possible when walking to the car, children should always walk on a footpath or nature strip holding an adult's hand.



Drivers should try to park their car with the Safety Door next to the footpath or nature strip, so children do not have to enter or exit the car on the road.



Have children 'touch the car and stay where they are', until you can safely get them in and out of the car. This is especially important if you have multiple children you need to unbuckle or buckle up in car seats.



If children are old enough to buckle themselves up in the car, teach them to 'slip' the seatbelt over their shoulder, 'clip' it into the buckle and 'clap' once to tell you they are safely restrained in the car.

Make 'slip, clip, clap' your routine every time your child gets into the car.

Slip, Clip, Clap

Help your child remember to wear a seatbelt.



Activity

Approximate age range: 3 – 6 years old

Estimated time frame: 30 – 40 minutes

Resources: Scissors, glue, and pencil

- Sound out the letters in each word to help your child read the text.
- Discuss what each word means and use hand actions to help your child remember the 3 steps.
- Model to your child how to trace around each letter with a sharp pencil.
- When all the words have been traced, read the sentence for your child and sound out the answer together.



Teacher tips

Ask your children who, what, where, when, how and why questions. These are called the 'thinking questions' because they make children (and all of us) think about the answer.

For example, *Who needs to wear a seatbelt? Why do we wear seatbelts? When do we need to wear a seatbelt?*

The more we think, the better we learn.

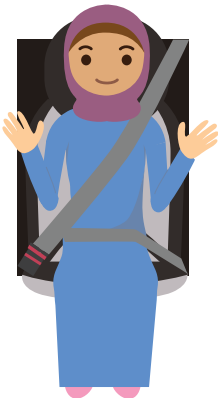
Slip, Clip, Clap



Slip



Clip



Clap

We always need to wear a _____.

Slip, Clip, Clap 2

Help your child remember to wear a seatbelt.

Activity

Approximate age range: 4 – 7 years old

Estimated time frame: 30 – 40 minutes

Resources: Scissors, glue, pencil and colouring pencils (optional).

- Sound out the letters in each box with your child.
- Discuss what your child can see in each picture to help them remember the three words/steps.
- Model cutting out the letters and sticking them in the correct places.
- Once your child has finished sticking the letters in the boxes, encourage them to read the words they have made to check they make sense and match the picture.

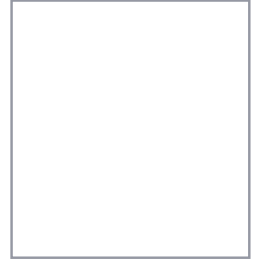
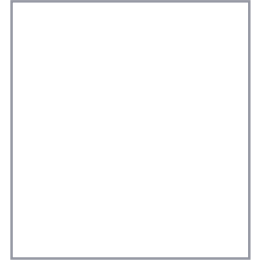
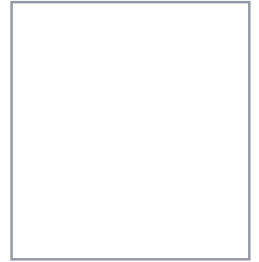


Teacher tips

Have a two-way conversation with your child during the activity to ascertain their thinking, rather than just telling them how or what to do. Give them time to think and answer. Ask them to explain more if you need to.

Children learn best if they are encouraged to think for themselves and to explain their thinking.

Slip, Clip, Clap 2



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Why wear a seatbelt?

Help your child learn why it is so important to wear a seatbelt.

Activity

Approximate age range: 8 – 11 years old

Estimated time frame: 20 – 45 minutes

Resources: Pencil

- The following passage explains why it is important to wear a seatbelt.
- Ask your child to read the passage and answer the comprehension questions at the end.
- Remind your child that they can reread the passage as many times as they need.
- Encourage your child to keep referring to the text to find the answers or to use the correct spelling of words.

Activating prior knowledge

Use the picture as a prompt to help with the following questions. Ask your child to think about the topic before they begin reading.



What do they already know about the topic?

What technical words do they think they might read?

What would they like to find out about the topic?

Is the topic fiction or non-fiction?



Teacher tips

Model how to highlight key words or phrases from the text.

Recap reading strategies that your child is familiar with such as chunking words, rereading, reading ahead and word substitution to support them when answering the comprehension questions.

Why wear a seatbelt?

Wearing a seatbelt is important because it reduces the risk of serious injury if you have a car crash. A seatbelt works by pulling your body back to the seat and stopping your body from continuing to travel forward. The seatbelt can only work properly if it's fitted correctly. The correct position for a seatbelt is across your collar bone and hip bones. Your seatbelt needs to sit across your bones because they are the strongest parts of your body. If you were to be in a crash and the seatbelt pulled you back, your bones would absorb the energy from the impact rather than your internal organs. Another reason it is important to wear a seatbelt is because it is the law in Australia. No matter how long or short your journey, you ALWAYS need to wear a seatbelt to keep you safe. In Queensland, a driver can also be fined \$400 if they do not ensure a passenger is wearing a seatbelt.

1. What two parts of the body should a seatbelt fit across?

2. What is the law in Australia?

3. How does a seatbelt work?

4. What does the word 'reduces' mean in the sentence 'reduces the risk of injury'?

5. What are the two reasons you should wear a seatbelt?

6. How much can a driver be fined for a passenger not wearing a seatbelt in Queensland?

7. When do you need to wear a seatbelt?

8. Why do you think it's important to stop your body travelling in the direction of the impact if you are in a crash?

9. Why do you think the seatbelt should not sit across your internal organs?

1. Collar Bone and Hip Bone, 2. To wear a seatbelt, 3. By pulling your body back and stopping your body from continuing to travel forward, 4. Makes the risk of injury smaller or less, 5. It is the law and it reduces the risk of serious injury, 6. \$400, 7. Always, Long or short journeys, 8. So your body or head does not hit other parts of the car. For example, the seat in front, 9. Your internal organs are soft and if they take the impact you can be seriously injured.

Answers

The Safety Door

Support your child to know which door is the safest door to enter and exit the car.



Activity

Approximate age range: 4 – 7 years old

Estimated time frame: 30 – 40 minutes

Resources: Pencil, scissors and glue

- Look at the different pictures and put them in order of how to safely get in and out of the car.
- Read out the sentences to help your child know the order of the steps.
- Work through the labels with your child and put them in the correct places.



Teacher tips

- Use items around the home like chairs or boxes to build a 'car', a road and footpath so your child can practise getting in and out of the Safety Door. Use an item tied to a chair, such as ribbon to create a 'seatbelt', for children to practise the Slip, Clip, Clap motion.
- Have open discussions with children about safe and unsafe options of getting in and out of the car, so they know how to turn an unsafe choice into a safe choice.

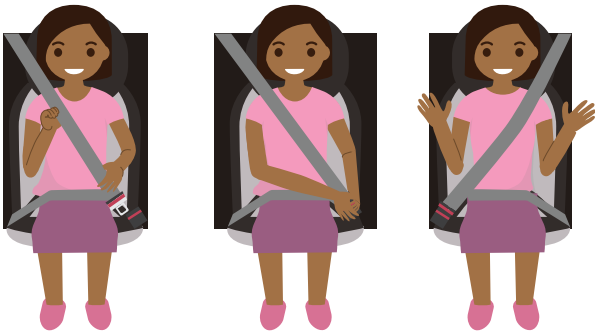
The Safety Door

1. Walk on a footpath to the car.

2. Use the Safety Door to enter the car.

3. Buckle up your seatbelt.

4. Exit the car using the Safety Door.



The Safety Door

– Spot the difference

Help your child learn why it is important to use the Safety Door to get in and out of the car.



Activity

Approximate age range: 4 – 7 years old
Estimated time frame: 10 – 20 minutes
Resources: Pencil

- There are 6 differences between picture 1 and 2.
- Work with your child to find the differences between the 2 pictures.
- Whilst looking at the differences highlight the safe and unsafe behaviours.
- Answer the questions together about why it is important to use the Safety Door.



Teacher tips

- Problem solve with your child how to overcome issues that may cause it to be challenging to use the Safety Door. For example, a sibling's booster seat next to the Safety Door. (Get in the car first, so you can climb over the empty booster seat.)
- When discussing the Safety Door with your child take them to your parked car on a quiet road and show them visually why the rear passenger side door is safer than the driver's side rear door.

The Safety Door

– Spot the difference

1



2



Thinking time

1. Why is opening the door to the road dangerous?
2. What door should you use to get in and out of the car? Why?
3. Who can use the Safety Door?
4. Which door is the Safety Door?

1. Missing tyre, 2. No adult supervision, 3. Holding something while getting out of the car, 4. Not using the Safety Door, 5. Getting out of the car bare foot, 6. The car on the right.

Answers

How to be a safe passenger

Teach your child safe passenger behaviours that don't distract the driver.



Activity | PART ONE

Approximate age range: 4 – 7 years old
Estimated time frame: 10 – 20 minutes
Resources: Printed pictures

- Discuss with your child what a safe passenger sounds, looks and feels like. You can use the pictures as a prompt if needed.
- Ask your child to think about how a behaviour may be distracting for a driver.
- Discuss possible alternatives for distracting behaviours. For example, playing quiet games or packing snacks.
- Ask your child to think about the consequences of distracting a driver and why it is important to be a safe passenger.



Activity | PART TWO

Approximate age range: 6 – 10 years old
Estimated time frame: 10 – 30 minutes
Resources: Pencil

- Discuss with your child what a safe passenger sounds, looks and feels like. You can use the pictures as a prompt if needed.
- After discussing the passenger pictures, complete the Y chart of what a safe passenger looks, feels and sounds like by writing key words or a description in each box.
- Have your child write at least 2 ideas in each section. For example, a safe passenger looks like they are sitting down, wearing a seatbelt and keeping their hands to themselves. A safe passenger feels safe, happy, calm. A safe passenger sounds like peace and quiet, a buckle is being clipped up or talking very softly.



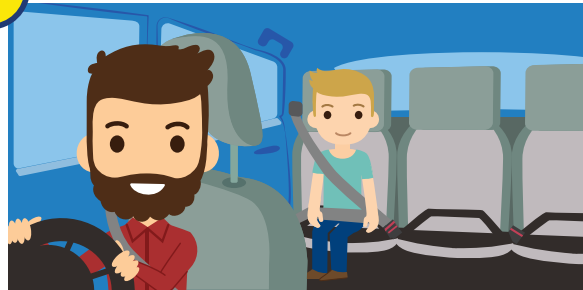
Teacher tips

During the activities question your child's thinking. This provides them with an opportunity to change unsafe behaviours to safe behaviours by using comparison language such as instead, or, better, worse, easier, harder, same etc. to deepen thinking.

How to be a safe passenger



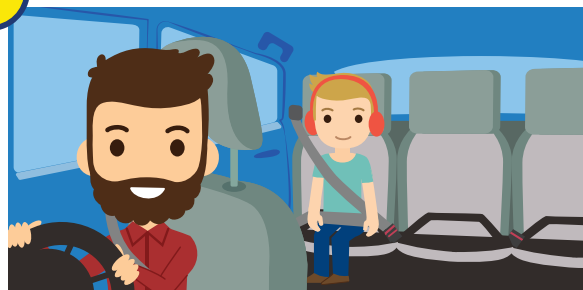
Don't kick the chair



Keep your feet to yourself



Don't be loud



Use soft voices when in the car



Don't argue in the back seat



Keep calm in the car



Don't make the driver turn and look around



Show the driver when you are not in the car

Safe passenger Y chart



1. What would a safe passenger be doing?
2. How would a safe passenger be seated?
3. What sounds would you hear?
4. How could a safe passenger prepare for the trip?
5. What would make a passenger feel safe, secure, comfortable?

Passenger choices

Help your child learn how to make safe passenger choices.



Activity

Approximate age range: 7 – 10 years old

Estimated time frame: 10 – 20 minutes

Resources: Pencil

- Read the example provided to your child. Explain that each scenario has multiple choices a passenger can make but their job is to think about the safest choice and why.
- Either read the scenarios one by one to your child or ask them to read them to you.
- Ask your child to think about what they think they should do in each scenario.
- If your child suggests an unsafe behaviour, try to get them to think about what the consequence of that behaviour might be and why it is unsafe rather than suggesting it is the wrong answer.
- Once your child has thought of a safe choice for the scenario, ask them to write it in the safe choices column.



Teacher tips

Use this activity as an opportunity to create rich discussion.

Rich discussion allows your child time to explain their reasoning, evaluate their thinking, question ideas and opportunities to discuss other opinions and ideas.

Ask your child to provide more detail by asking questions such as:

“What do you think would happen if...?”

“How would that behaviour impact the driver?”

“What other options does the passenger have?”

“What makes you think that?”

Passenger choices

Scenario	Safe choices
<i>Example</i> Luke is going to the park. He is excited and wants to run to the car before his mum is ready. What should he do?	<i>Example</i> Luke should wait for his mum, otherwise he could fall and hurt himself. He also needs to be with an adult near roads because they are dangerous.
1. Amira is about to go on a long car journey to see her grandma. She knows she will get hungry and bored on the way. What could she do?	
2. Sam's little sister is crying in the back seat of the car next to him and Sam can see Mum is becoming distracted. How can Sam help?	
3. Yolanda is back in the car after a long day at the beach and she is very tired. She wants to take her seatbelt off and have a sleep in the back of the car on the way home. What should Yolanda do?	
4. Miguel is in the car playing on his iPad. Miguel drops his iPad and it falls under the seat in front of him. He really wants his iPad back. What should he do?	
5. Sarah's brother is annoying her in the back seat of the car. She wants to yell at him because he is being mean. What should Sarah do?	
6. Armand and his brother have just been picked up by their dad. The boys really want to talk to their dad about what they learnt at school today. When would be the best time for them to talk to their dad?	