

**ROAD SAFETY EDUCATION  
IN AUSTRALIAN SCHOOLS:**

**A Study of Dissemination, Implementation  
and Exemplary Practice**

**Volume II**

**Selected Case Studies in  
Road Safety Education**

**Prepared by**

**Associate Professor C. J. Marsh**

**and**

**Dr N.H. Hyde**

**CR 89  
October 1990**

**DEPARTMENT OF TRANSPORT AND COMMUNICATIONS**  
**FEDERAL OFFICE OF ROAD SAFETY**  
**DOCUMENT RETRIEVAL INFORMATION**

---

Report No.	Date	Pages	ISBN	ISSN
CR89	October 1990	534	0 642 51315 5	0810-770X

---

<b>Title and Subtitle</b>	ROAD SAFETY EDUCATION IN SCHOOLS: A Study of Dissemination, Implementation and Exemplary Practice
---------------------------	---

---

<b>Author(s)</b>	Associate Professor C.J. Marsh and Dr N.H. Hyde
------------------	---

---

**Performing Organisation**

MURDOCH UNIVERSITY, Murdoch, West Australia, 6150

---

**Sponsor**

Federal Office of Road Safety  
GPO Box 594  
CANBERRA ACT 2601

---

**Available from**

Federal Office of Road Safety  
GPO Box 594  
CANBERRA ACT 2601

---

**Abstract** A study of the dissemination and implementation of road safety education materials and practices, and the identification of exemplary practices in both primary and secondary schools throughout Australia. The major materials were collected, collated and analysed. Recommendations for future development and implementation of road safety materials are suggested. The report is in two volumes.

---

**Keywords**

PRIMARY SECONDARY SCHOOL ROAD SAFETY CURRICULA AUSTRALIAN  
MATERIALS EXEMPLARY PRACTICES DISSEMINATION IMPLEMENTATION

---

**NOTES:**

- (1) FORS Research reports are disseminated in the interests of information exchange.
- (2) The views expressed are those of the author(s) and do not necessarily represent those of the Commonwealth Government.
- (3) The Federal Office of Road Safety publishes four series of research report
  - (a) reports generated as a result of research done within the FORS are published in the OR series;
  - (b) reports of research conducted by other organisations on behalf of the FORS are published in the CR series.
  - (c) reports based on analyses of FORS' statistical data bases are published in the SR series.
  - (d) minor reports of research conducted by other organisations on behalf of FORS are published in the MR series.

**Volume II**  
**Selected Case Studies in Road Safety Education**

**Table of Contents**

	Page
<b>Table of Contents</b>	<b>i</b>
<b>List of Figures</b>	<b>v</b>
<b>Introduction</b>	<b>1</b>
<b>Case Studies</b>	<b>3</b>
<b>Australian Capital Territory</b>	
<b>Case Study</b>	
1 Government Primary School	ACT 3
2 Government Primary School	ACT 9
3 Government Senior College	ACT 16
<b>New South Wales</b>	
4 Kindergarten	NSW 20
5 Government Primary School	NSW 24
6 Non-Government Primary School	NSW 29
7 Non-Government Primary School	NSW 33
8 Government Secondary School	NSW 38
<b>Northern Territory</b>	
9 Government Primary School	NT 41
10 Government Secondary School	NT 45
11 Aboriginal Community	NT 49
12 Government Senior College	NT 53
<b>Queensland</b>	
13 Government Primary School	Qld 57
14 Government Secondary School	Qld 60
15 Government Secondary School	Qld 63
<b>South Australia</b>	
16 Government Primary School	SA 66
17 Children's Road Safety Centre	SA 69
18 Youth Driver Education	SA 75
19 Government Secondary School	SA 78

**Tasmania**

<b>20</b>	Government Primary School	Tas	83
<b>21</b>	Non-Government Primary/Secondary School	Tas	87

**Victoria**

<b>22</b>	Government Primary School	Vic	93
<b>23</b>	Government Primary School	Vic	97
<b>24</b>	Government Special School	Vic	107
<b>25</b>	Government Secondary School	Vic	110

**Western Australia**

<b>26</b>	Government Primary School	WA	112
<b>27</b>	Non-Government Primary School	WA	117
<b>28</b>	Government Secondary School	WA	121

<b>List of Tables</b>	Summary Tables of Case Study Schools Visited	125
-----------------------	--	-----

**Australian Capital Territory**

<b>Table 1</b>	Primary	Urban	Government School	127
<b>2</b>	Primary	Urban	Government School	128
<b>3</b>	Primary	Urban	Government School	129
<b>4</b>	Primary	Urban	Government School	130
<b>5</b>	Senior College	Urban	Government School	131
<b>6</b>	Senior College	Urban	Government School	132

**New South Wales**

<b>7</b>	Kindergarten	Urban	Government School	133
<b>8</b>	Kindergarten	Urban	Government School	134
<b>9</b>	Kindergarten	Urban	Government School	135
<b>10</b>	Primary	Urban	Government School	136
<b>11</b>	Primary	Urban	Government School	137
<b>12</b>	Primary	Urban	Government School	138
<b>13</b>	Primary	Urban	Government School	139
<b>14</b>	Special Education	Urban	Government School	140
<b>15</b>	Primary	Urban	Non-Government School	141
<b>16</b>	Primary	Urban	Non-Government School	142
<b>17</b>	Secondary	Urban	Government School	143
<b>18</b>	Secondary	Urban	Government School	144

	<b>Northern Territory</b>			<b>Page</b>
<b>19</b>	Primary	Urban	Government School	145
<b>20</b>	Primary	Rural/Urban	Government School	146
<b>21</b>	Secondary	Urban	Government School	147
<b>22</b>	Aboriginal Community	Rural		148
<b>23</b>	Senior College	Urban	Government School	149
<b>24</b>	Motor Cyclist Centre	Urban		150
<b>25</b>	Road Safety Centre	Urban		151
	<b>Queensland</b>			
<b>26</b>	Primary	Rural	Government School	152
<b>27</b>	Primary	Urban	Government School	153
<b>28</b>	Primary	Urban	Government School	154
<b>29</b>	Primary	Urban	Non-Government School	155
<b>30</b>	Primary	Urban	Government School	156
<b>31</b>	Primary	Rural	Government School	157
<b>32</b>	Primary	Urban	Government School	158
<b>33</b>	Special Education	Urban	Government School	159
<b>34</b>	Secondary	Urban	Government School	160
<b>35</b>	Secondary	Urban	Government School	161
<b>36</b>	Secondary	Urban	Government School	162
	<b>South Australia</b>			
<b>37</b>	Primary	Urban	Government School	163
<b>38</b>	Youth Driver Education			164
<b>39</b>	Local Government Road Safety Centre			165
<b>40</b>	Secondary School		Government School	166
<b>41</b>	Secondary		Government School	167
	<b>Tasmania</b>			
<b>42</b>	Kindergarten	Urban	Government School	189
<b>43</b>	Primary	Rural	Government School	169
<b>44</b>	Primary	Urban	Government School	170
<b>45</b>	Primary	Urban	Government School	171
<b>46</b>	Primary/Secondary	Rural	Non-Government School	172
<b>47</b>	Secondary	Urban	Government School	173

<b>Victoria</b>				
<b>48</b>	Primary	Rural	Government School	174
<b>49</b>	Primary	Rural	Government School	175
<b>50</b>	Primary	Urban	Government School	176
<b>51</b>	Primary	Urban	Government School	177
<b>52</b>	Primary	Urban	Government School	178
<b>53</b>	Special Education	Urban	Government School	179
<b>54</b>	Secondary	Urban	Government School	180
<b>55</b>	Secondary	Urban	Government School	181
<b>Western Australia</b>				
<b>56</b>	Primary	Urban	Government School	182
<b>57</b>	Primary	Urban	Government School	183
<b>58</b>	Primary	Urban	Non-Government School	184
<b>59</b>	Secondary	Urban	Government School	185
<b>Appendix 1</b>	<b>Checklist for Case Study Schools</b>			<b>187</b>

## List of Figures

	Page
<b>Figure 1</b>	Road Safety Program 5
<b>Figure 2</b>	The Bike-Ed Course Safety Checklist 7
<b>Figure 3</b>	Basic Bike Ed. Course 8
<b>Figure 4</b>	Draft Proposal Integrated Prog. Subject: Bicycles 11
<b>Figure 5</b>	An example of a Transport theme for 3-5 year old children 22
<b>Figure 6</b>	Bicycle Safety Education Organization 26
<b>Figure 7</b>	Bicycle Safety Education – Riding Skills Test 28
<b>Figure 8</b>	A Sample of the Road Safety Programme 30
<b>Figure 9</b>	A Sample of incidental road safety lessons 30
<b>Figure 10</b>	Segment of the Road Safety Programme – Kindergarten level 31
<b>Figure 11</b>	Introductory Letter distributed to all Teachers 36
<b>Figure 12</b>	Activities scheduled for Junior Class (Years T-3) 43
<b>Figure 13</b>	Activities scheduled for Senior Class (Grades 4-7) 44
<b>Figure 14</b>	Student Driver Education Course 55
<b>Figure 15</b>	Practical Schedule for Student Driver Education Course 56
<b>Figure 16</b>	A Sample Bicycle Education Lesson – Years 3-4 68
<b>Figure 17</b>	Layout of Children's Road Safety Centre 70
<b>Figure 18</b>	Advertisement for Volunteers 74
<b>Figure 19</b>	A Summary of the Youth Driver Education Programme 76
<b>Figure 20</b>	Examples of Visits to Outside Organisations 80
<b>Figure 21</b>	Examples of Materials used in Class Settings 80
<b>Figure 22</b>	Monte Carlo Layout 82
<b>Figure 23</b>	Pre-driver education course available as an elective to Year 10 students in all Tasmanian High Schools 90
<b>Figure 24</b>	Curriculum Packages Used 101
<b>Figure 25(a)</b>	Basic Riding skills Test 102
<b>Figure 25(b)</b>	Rodeo Test 103

	<b>Page</b>
<b>Figure 26</b> Basic Road Riding Skills Certificate	104
<b>Figure 27(a)</b> Year Five Bike-Ed Week Program	105
<b>Figure 27(b)</b> Bicycle Agreement	106
<b>Figure 28</b> Miniature Traffic Area	109
<b>Figure 29</b> The Bike-Ed Course Year 5	116



## **Introduction**

The schools and centres described and analysed in this volume were visited during 1989 and represent every State and Territory in Australia.

A summary sheet is included for each of the fifty-nine schools and centres. Twenty-eight of these schools and centres were selected for special attention and these are included as independent case studies.

An analysis of the case-studies and an examination of factors facilitating and impeding exemplary practices in schools is included as Chapter 5 in Volume I of this project report.

## Case Studies

### Case Study 1 - Primary School, ACT

The school opened in 1968 with over 350 students. Over recent years numbers have declined to under 200 but this number has remained stable over the last three years. One section of the school, a separate building, is now used for a different purpose by another government agency.

The grounds of the school are extremely attractive with many trees and shrubs, and the open-area designed building is surrounded by well maintained lawns and paths. The school community is aware of its small size and the need to have a viable, comprehensive educational programme.

Several key staff members are strong supporters of road safety. The school principal rides her bike to school regularly and is very concerned that road safety must be given a high priority at her school. The male assistant principal is a keen cyclist and has ridden competitively in many amateur competitions in the ACT. He is especially concerned about the bicycle skills of children at the school. Because he has a non-teaching position, he has been able to organise a bike-education programme, and to take a leading role in teaching the skills to different classes, and assisting other teachers and parents.

There have also been important external groups that have contributed significantly to the success of the programme. The external consultant who had provided invaluable assistance on bike-education at other Canberra schools was also involved at this school. He is an enthusiast and has well-developed skills in convincing staff and parents about the need for road safety programmes and especially bike-education programmes. More important, he has developed a set of procedures, including easy-to-use-handouts that appeal to teachers.

This consultant was undoubtedly a major catalyst at the school in 1988 but there were also other major contributors. The police department through their annual school presentations and arrangements for children to visit a traffic

school made an important contribution. So too did the newly formed Action Bus Supervisors. Public relations officers from this government bus company commenced school visits in Canberra in 1988. The videotapes they presented and more especially, the handouts to children (cardboard cutouts, stickers and pamphlets) were extremely popular and well received.

The assistant principal started his first bike-education programme at the school in 1986. This was a low-key activity, based upon some ideas he had read in the *Bike-Ed* programme developed in Victoria. In term 3, 1988 he decided to contact the external road safety consultant who he had heard was achieving considerable success at neighboring primary schools. He was not disappointed. The external consultant willingly accepted and made a number of visits to the school during term III.

At his first meeting with staff he outlined recent developments in road safety, discussed recent statistics about road accidents, and demonstrated curriculum materials such as *Out and About* (FORS) and *Roadwork* (Vic). Two weeks later he returned and addressed another staff meeting. By this time staff were quite eager to find out details about his two week intensive bike-education programme. He discussed procedures with the Grade 3-6 teachers and demonstrated how bikes should be checked for safety and the kinds of riding skills and tests that could be developed in the school playground.

The assistant principal used the programme with just a few modifications, mainly a greater concentration upon braking skills and a more comprehensive bike maintenance session. It was decided that only children owning bikes would be permitted to do the programme.

The first step was to notify the parents of the intensive two week programme and to get some parent volunteers to assist with the practical tests. This was achieved via the school newsletter, and indicated in Figure 1.

Figure 1

ROAD SAFETY PROGRAM

Next week all classes will begin a Road Safety program lasting approximately two weeks.

For grades 3 -6 only the emphasis will be on Bike Safety. A Road Safety Education Officer from the Traffic and Transport Branch will be at the school on Wednesday next, 9th November, to help children test their bike riding skills. Children will ride a test course set up by Mr \_\_\_\_\_ in the school grounds. Following this check ride, children will have the opportunity to improve their skills each day for a fortnight on a course set up each day in the playground.

Times are as follows:

9 to 10 am	Grade 5
10 to 10.45 am	Grade 6
11 to 12 noon	Grade 4
1.30 to 2.30 pm	Grade 3

If you would like your child to participate in the program please return the slip below to the school as soon as possible, and if you are able to assist for an hour on November 9, we would also be glad to hear from you.

Thank you,

\_\_\_\_\_

---

I give permission for my child \_\_\_\_\_ to ride his/her bike to school for approximately 2 weeks commencing Wed. November 9, to participate in the Road Safety Program.

I would like to assist in the program from:

9 to 10 am	Grade 5	_____
10 to 10.45 am	Grade 6	_____
11 to 12 noon	Grade 4	_____
1.30 to 2.30 pm	Grade 3	_____

(Please tick as appropriate)

Signed \_\_\_\_\_ Phone \_\_\_\_\_

A number of parents arranged to bring their children's bikes to school and they were stored overnight at the school for the two week period. Several parents also assisted with the marking of signs on the playground.

The beginning session for the children involved a thorough checking of each bike using the safety checklist developed by the external consultant (see Figure 2). Parents assisted with the checking of bikes and a number were

discovered to be unroadworthy. Although some parents undertook these repairs, the Assistant Principal offered to do minor repairs at school during lunch-times. This proved to be a valuable learning experience for the various onlookers although it was most time-consuming for the Assistant Principal.

Prior to the practical sessions, in-class lessons were given each day on such aspects as road rules, bike maintenance, and steering, and road hazards. The *Out and About* materials were also used by the children participating in the programme. Those children who did not have bikes undertook alternative road safety lessons in class based upon the curriculum packages *Roadwork* and *Out and About*, and materials distributed by the Action School Bus Company.

Each morning for two weeks the groups of Grade 3-6 children with bikes undertook a set of practical skills exercises in the playground which had previously been marked out. As can be seen from Figure 3, basic steering and scanning skills were emphasised but special attention was given to braking skills on different road surfaces. Although a picnic to a nearby recreation areas was planned as the culminating activity in 1988 this did not eventuate because of the onset of heavy rain over several successive days.

The Assistant Principal was very pleased with the programme in 1988 and has plans to include it again in third term this year. He was disappointed about the number of children who didn't participate because they did not have access to a bike or were not permitted to do the programme by their parents. Also of concern was the number of unroadworthy bikes discovered during the checking period.

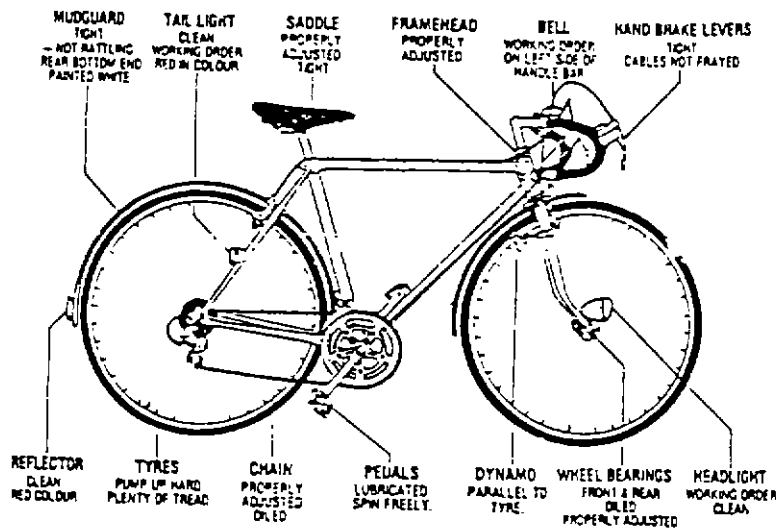
As far as the programme is concerned the Assistant Principal intends to include more road-associated activities this year working with small groups of 10 children. He will schedule follow-up skills lessons throughout the term after the intensive two-period programme has been concluded. He intends to produce Skills Certificates to issue to all students who successfully complete the course.

Figure 2

THE BIKE-ED COURSE  
SAFETY CHECKLIST

Owner's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Part	Front	Rear	Comment
Tyres			
Spokes			
Brakes			
Reflectors			
Pedals			
Bell			
Chain			
Saddle			
Bearings			
Axle nuts			
Lights			
Mudguard			
Carrier			
Frame			
OTHER -			



**NOTE TO PARENTS:**

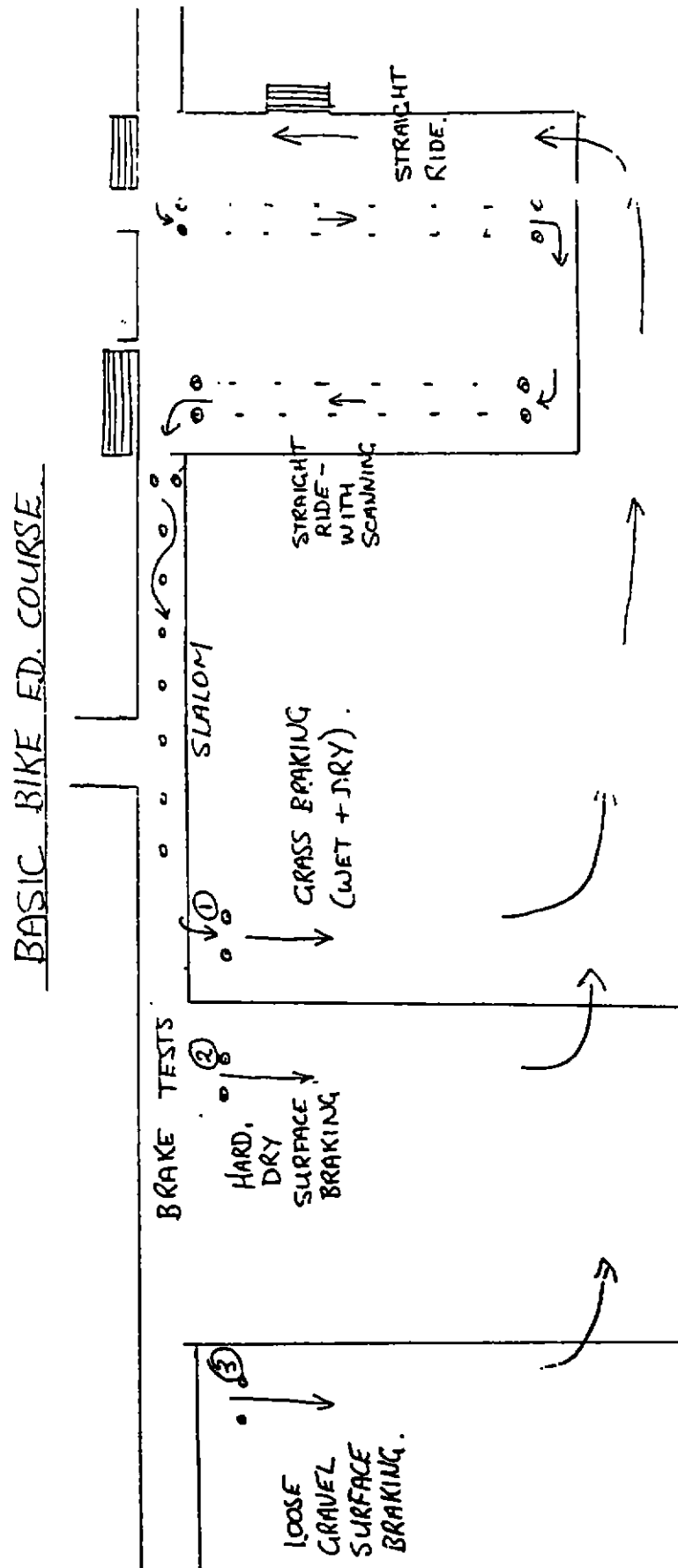
This bicycle used by your child has been checked at school today as part of our Programme for Road Safety. The children themselves are co-operating in this activity at school, and we thought that you would be interested to see the result of our Project as it affects your child's safety.

We would appreciate your further co-operation in signing that you have seen this inspection form and returning this tear-off slip to school.

SIGNED \_\_\_\_\_ (PARENT OR GUARDIAN)

ADDRESS \_\_\_\_\_ DATE    /    /

Figure 3



## Case Study 2 – Primary School, ACT

This moderately large primary school of over 400 students is located in a pleasant, middle-class suburb of Canberra. The staff at the school are very conscientious and professional in their actions, due in no small measure to the leadership provided by the energetic school principal. There are standing committees for each subject area which meet twice a term and professional development meetings weekly. At these after-school meetings, staff examine school-wide issues and work cooperatively on solutions. Consultants/specialists in specific areas are regularly invited to contribute to these meetings.

Some teachers in each grade include road safety activities, deriving a lot of their material from the South Australian and West Australian Education Department's Health Education Syllabuses. However road safety was given a major thrust in 1988 due to a perceived lack of skills in the Year 3 children. In term one the Year 3 children had made a visit to their local traffic centre. The officers tested the childrens' bicycle riding skills and in a report sent back to the school they noted that the children "had poor bicycle handling skills and were ignorant of basic safety rules" (Deakin Traffic School 1988). The class teachers received the negative report from the traffic centre and decided to do something about the problem. Parents were informed that a programme on bike safety was needed.

The coordinator of Environmental Science made contact with an external consultant who was an expert and enthusiast in bike safety programmes in the ACT. He was extremely helpful and provided the catalyst needed for the Year 3 teachers.

The two teachers of the combined Year 2/3 class did not need any coaxing. Well practised in cooperative ventures they set to work to plan an intensive fortnight where all subjects would relate to Bicycle skills. The teacher-librarian's



assistance was sought to find appropriate references and materials. Some of these included :

- Language on the Road (Careful Cobber Project, DECA, Vic)
- Streets ahead (RTA, Vic)
- Queensland Science Program (sections on Energy, Balance)
- Moving into Maths (C. Irons, Rigby)
- Bike Ed. (Vic)
- BMX Bike Kit (P. Piper)
- Out and About (FORS, Canberra)
- Various posters and charts
- Fiction and non-fiction Books

The planning undertaken by these two teachers was extremely comprehensive. They spent two afternoons with the external consultant to work out the overall structure of an intensive two week programme. Special attention was given to devising a programme which integrated all subjects within a road safety theme. They produced a first draft of an Integrated Programme (see Figure 4) which provided the basis for detailed planning. In addition, the two teachers spent over 24 hours after school planning student activities which could be incorporated into a road safety theme.

The Year 2/3 teachers were careful to inform parents of their intentions through newsletter items and to keep them up-to-date with progress reports. For example, an initial letter to all Grade 2/3 parents informed them of why the programme was needed and how it was to be implemented. The example below was a progress report included in the newsletter in June 1988 :

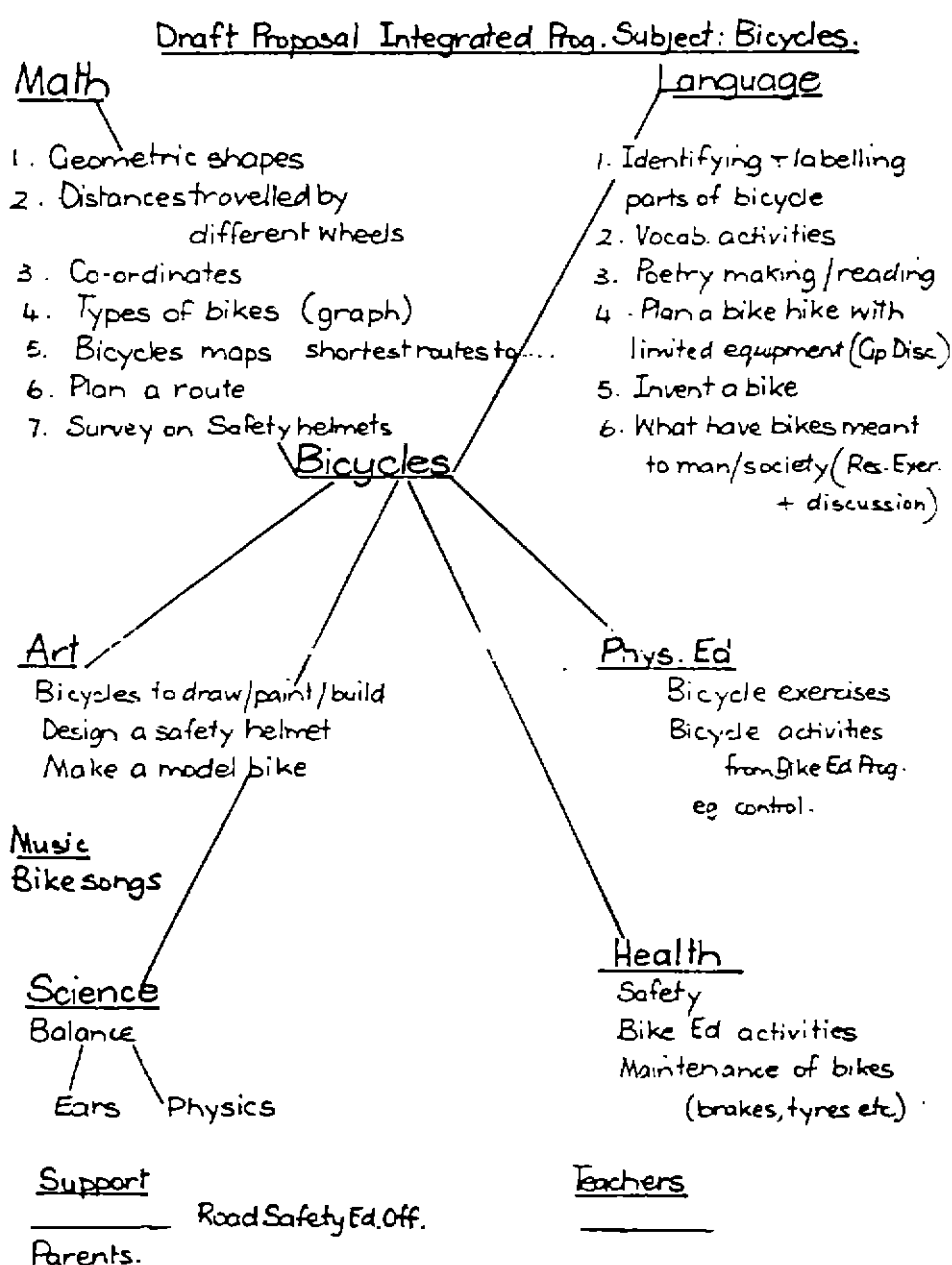
## UNIT 2 NEWS

Years 2/3A and 3C were lucky in scoring a fine morning last Thursday. Mr \_\_\_\_\_, Mr \_\_\_\_\_ (from the Department of Transport) were enthusiastically assisted by Mrs \_\_\_\_\_, Mrs \_\_\_\_\_, Mrs \_\_\_\_\_ and Mrs \_\_\_\_\_. Children rode through a Bicycle Skills Course which included slalom, slow riding, riding in a straight line, responding to signals and recognising colours. Balance and control were thoroughly tested. We ask your co-operation in helping the children to improve their bike riding skills at home and off the road.

As you know we shall start Term 3 with a bicycle theme. We shall be investigating mathematics, art, craft, literature, science and music associated with bikes. We would like children to have their bicycles at school every day during this period. We know and appreciate the extra efforts parents made to be sure that children had bikes and helmets at school last Thursday, thank you all.

Mr \_\_\_\_\_ and his team will return during and at the end of the Bike Safety program to give more information and to retest skills.

Figure 4



From the beginning of the intensive fortnight the classroom became adorned with bike artifacts and materials - bicycle wheels, tubes and helmets were suspended from the ceiling - a wall dictionary showing bicycle vocabulary was displayed throughout the learning area. Large cardboard signs (Ashton Scholastic reproductions of road signs) were used in many lessons in the classroom and out in the playground. Special orange folders were provided and children used these to file all their written work over the two week period. The enthusiasm of the teachers and the students reached an all-time high!

The teaching of the bike skills followed a sequence that the consultant had used successfully in other schools, namely :

- (a) an introduction to bike safety, an inspection of children's bikes and a pre-testing of their skills.
- (b) basic riding techniques.
- (c) visibility and scanning.
- (d) steering and cornering.
- (e) braking skills.
- (f) riding in traffic.
- (g) on road activities.

Each of these lessons incorporated some classroom activities and practical tests and training in the school yard where appropriate markings and "witches hats" had been made.

Playground and in-class lessons were devised for each of these elements on the basis of one hour outside activities and two hours in-class activities each day. The children were divided into three groups so as to allow groups of 18-20 children to work on each activity. Each groups' activities were rotated between the two teachers: one teacher was involved outside with children and bikes and the other teacher directed the two in classroom activities.

The remaining periods in each day were spent on road-safety related activities in the traditional subjects and included the following :

### *Literature*

Children studied:

- "Mulga Bill's Bicycle" (A.B. Paterson)
- "Falling Down, Falling Down" (C. Thiele)
- "The Wind" (K Hari)
- "Bicycle Song" (L. Pender)

### *Language*

- identifying and labelling parts of a bicycle
- vocabulary activities
- daily log book
- group discussion on planning a bike hike
- creative writing about inventing a bike
- discussion on what bikes have meant to man/society
- thank-you letters to consultant, parents

### *Science*

- to explore the concept and principles of balance
- to examine different forms of energy

### *Art and Craft*

- drawing/painting/building bicycles
- designing a safety helmet
- making a model bike
- designing clothes that are highly visible on roads.

### *Music*

Learning bike songs such as :

"Be Safe and Be Seen" (A. Coleridge)  
 " Terrific Travellers" (A. Browne) (*Streets Ahead*)

### *Mathematics*

- distances travelled by different wheels
- graphing of types of bikes
- bicycle maps
- planning routes
- geometric shapes
- survey of use of bike helmets
- dismantling and reassembling a bicycle using appropriate tools.

The two week period finished far too soon! A tremendous amount of pleasure and interest was displayed by all participants. There were, of course, all the follow-up activities to do too, such as thank-you letters to parent helpers and outside organisations, and so the road-safety activities spilled over into the third week of term three.

There was tangible evidence of skill attainments by the students. A post-test of bicycle skills was undertaken by the external consultant, assisted by six parents. These results demonstrated a marked improvement by students. In addition, the grade three students made a return visit to the local traffic centre and where their tests also indicated substantial advances in the children's bicycle riding skills.

The two week programme was wide-ranging in its impact. Although it dealt specifically with the attainment of bicycle riding skills, students also had the opportunity to explore values and attitudes about road safety in general. In a post-activity evaluation report compiled by the Year 2/3 teachers, they concluded that :

We believe that parents, children and teachers are much more aware of their responsibilities in achieving safe bike riding skills and conditions. Parents have been most receptive to information and advice. Bicycles are better maintained, helmets are worn and the children appear to have developed improved bike handling skills.

The use of the external consultant was a major factor in the success of the programme. He inspired the teachers by his knowledge and energy. The two teachers worked magnificently together and produced a highly integrated and enjoyable programme. They were able to achieve this high standard by the approval given to them by other professionals in the school including the librarian, senior subject teachers and the school principal. Parents were kept fully informed about the programme and responded very positively to it. A number of parents assisted personally with the playground practical activities. It took commitment and support from all these participants and keen, sustained effort by the students to ensure that the programme was successful.

### Case Study 3 - Senior College, ACT

Driver education courses have fluctuated in popularity over the last decade in most Australian states and territories. This has been partly due to conflicting research evidence about the positive/negative effects of driver education programmes upon subsequent driving behaviours. Also significant have been increasingly rigorous measures of financial accountability for schools, reduced education budgets, and a massive downturn in the motor vehicle industry. As a result there has been less opportunity for teachers to be involved in driver education courses which are extremely labour-intensive for the practical driving components. Further, motor firms have been less interested in sponsoring cars for driver education programmes because their sales and profit margins have been greatly reduced.

A secondary college in Canberra has come up with an alternative model. The Year 11 and 12 students who attend this college expressed a need for a driver education course. The administrators could not fund the staff to run such a course or obtain a car to use for instruction. They turned to a commercial driving instructor who had established a good reputation in Canberra and they negotiated with him to run the course. The arrangement could be construed as an admirable symbiosis between industry and education. The students and their parents consider that the programme is worthwhile and value for money (compared with commercial driver instruction costs). The administrators do not have to provide any staff nor do they have to be concerned about procuring, maintaining and garaging a motor vehicle.

The driver education course is offered on a term basis, three times each year. On each occasion it is very popular and attracts enrolments of 18-20 students who are 16-17 years of age. It is listed as a registered (recreational) course and is available as an elective, along with twenty other registered courses. Registered courses are an important component of a student's workload (along with tertiary,

general academic and employment courses) and appear on the Year 12 certificate. The course is especially attractive to Year 11 students as it allows them to obtain a driver's permit three months earlier than if they were to apply individually to the traffic police.

The course consists of 8-10 hours of class sessions covering such topics as :

- the car
- how to drive - basics (e.g. starting, steering)
  - intermediate (e.g. 3 point turns)
- road craft
  - observation
  - anticipation
  - defensive techniques
- the law
  - road rules
  - registration and licence
  - alcohol and drugs
- the test

These hourly sessions are provided once per week over the term. The instructor uses information sheets, talks and discussion sessions to cover each topic. He also uses a number of recent videotapes including *The Big Gig* and *Road Worrier* (FORS), and *Motor Mania* (Walt Disney). Interspersed with the class sessions are 8 practical sessions in a car consisting of 2 hours per session. Two students are involved each time and they have approximately one hour of driving practice and one hour of observation on each occasion. The instructor is available from 8 a.m. - 6 p.m. each day to enable pairs of students to find a two hour block each week when they are free from other timetable commitments.

As a culminating "fun" activity the students are offered an optional excursion to a Go-Kart track where they perform various manoeuvres and learn how excessive speed can cause unintended mishaps.



The instructor gives the students regular feedback about their practical driving skills during the two hour car sessions. In addition he provides each student with a written report at the completion of the course which includes a grade from A - F for attitude and application. On the year 12 certificate only a pass/fail is recorded.

To date no formal evaluations have been undertaken on the course. The college administrators are very enthusiastic about it in terms of student numbers and the quality of instruction provided by the driving school instructor. The numbers of students enrolling in the course on each occasion indicates that students and parents must consider it worthwhile and value for money at \$190 per student for 23 hours of tuition.

The college has been fortunate in procuring the services of a very competent instructor. Although not trained as a teacher he does appear to have considerable communication skills and has a very pleasing personality. In addition, he is well organised and has sought out up-to-date materials, including video-tapes for his class sessions. The varied and long hours required to provide two-hourly practical car sessions for ten pairs of students would be extremely difficult to timetable for a regular staff member and by necessity, would virtually exclude him/her from any other teaching duties. By using external personnel and their resources (cars) the college obtains the bonus of providing an additional registered course for students for minimal cost. A staff member is required to assist the instructor with the class sessions (as part of union regulations regarding the teaching of classes by non-trained teachers) and the college purchases the videotapes and stationery required - but that is the sum total of their costs.

The instructor is at ease with students and he obviously enjoys this teaching role. He has plans to replicate the course at other senior colleges in Canberra using additional driving school personnel. In addition, he would like to run advanced driving courses in defensive driving. The person does appear to be genuinely concerned about helping students and reducing the horrific casualties

from road accidents among young drivers. Yet it must also be noted that the instructor stands to gain considerable financial rewards from this activity. Although his fees to the college are relatively low (higher rates are foreshadowed for 1989) the free advertising and subsequent private tuitions he is likely to attract to his driving school are considerable. His driving school is able to gain significantly in status and reputation as a result of this venture.

It should also be noted that the college has little quality control over the course. The instructor submitted an outline of the proposed course when the scheme first commenced in 1987. The emphasis is predominantly upon students obtaining the requisite practical skills to pass the drivers' permit test. Although the instructor maintains that the small-group discussions allow for considerable airing and development of positive driving attitudes, this is not evident from the topics listed. Further, only minimal attention is given to major teenager associated problems and driving behaviour such as alcohol and drugs and peer pressure.

### Case Study 4 – Kindergarten, New South Wales

The kindergarten/day nursery is one of a number located in inner suburbs of Sydney. This one is on the site of an old terrace house but eight years ago the house was demolished and an attractive special purpose building was erected. It is a two-storey building with two spacious outdoor play areas complete with artificial turf, tree swings, sandpit, slides and numerous toys and objects. The rooms on the ground floor are spacious and colourful and include a kitchen and staffroom. The upstairs area contains bedroom areas for the children to have their afternoon naps and an administration area.

The day nursery is licensed to admit 51 children within the age range of a few months to 5 years of age. Ten full-time staff are employed and two part-time staff. The nursery is required to be open from 7.30 a.m. until 5.30 p.m. each day and so teachers are rostered on different shifts. The roster system makes it difficult to have full staff meetings. Planning of teaching is done on a three day cycle on the basis of planning for the next day/actual lessons on the day/evaluation of the lessons on the following day. There is some time in the afternoons for staff to do lesson preparation and administrative work while children have their afternoon naps.

The *Kids and Traffic* (NSW) curriculum package just arrived in the mail at the day nursery. Neither the director nor the teachers had received any prior notification nor had they received any inservice training on its use. Fortuitously, staff were working on a transport theme at the time and so they examined the contents and tried out the various components. They enjoyed using the tapes at their listening post. The children found the stories very good indeed and constantly asked to hear them again. The songs were also very popular.

Several effects of *Kids and Traffic* are worth noting. The director of the nursery school suggested that the kit made the teachers more aware of other aspects of road safety. Although they had taught road safety before, they had not

concentrated upon bike riding and the wearing of helmets – "it made us realize that there were other elements of road safety we needed to teach. Many of these young children have bikes at home and they need to have this training in their use".

Another effect noted by the nursery school director was that *Kids and Traffic* provides excellent resources for using with parents – "parents need to realise the importance of child restraints in cars, the use of seat belts, and for children to get out of cars on the kerb side". Teachers at the centre have used a lot of the materials from *Kids and Traffic* in take-home notes to parents and at parent nights.

As might be expected at this level, activities during each day span various subjects and consist of some individual table activities (1 1/2 hours) and in-class group activities (1 hour) and a lot of out-door play activities. Teachers have integrated *Kids and Traffic* into a number of their activities and some of these include:

- (a) having a special "bike day" and children dress up as police, truck drivers, etc.
- (b) role playing being cars in the classroom, going up and down aisles.
- (c) using wooden traffic signs to practice safe crossings.
- (d) using Leggo Roadworks, Metcon Playmat and other board games.
- (e) teachers encouraging the children to ride and share the various motorbikes, tricycles and "moon buggy", ensuring that they obey basic road rules.

Figure 1 illustrates how one of the teachers used *Kids and Traffic* extensively in her treatment of a Transport theme. She indicated that the children found the materials to be very useful and would definitely use them again next year.

Figure 5

An example of a Transport theme for 3-5 year old children

Week 15 Date	<u>TRANSPORT</u> Music / Language Group
<u>Monday 9th 15</u> Story / News .. ... ... ...	(1) "Stefano's Nonna" - storybook written for the <u>Kids and Traffic</u> road safety education program for preschool aged chn. Teacher encourage chn to wear a seat belt, always look and listen for cars, etc. (2) Chn can come out and tell us about their week-end.
<u>Tuesday 10th 15</u> Story / Songs and listening.	(1) Read story "The Riverboat Crew", (2) Listening to songs on the "Kids and Traffic Program" tape. Then acting out the story through movement. (3) Set up listening post - story books and songs from "Kids and Traffic program" - (afternoon)
<u>Wednesday 11th 15</u> Poems / Games	(1) Musical chairs - Chn "drive" around chairs while music plays, etc. Rubbish Hunt - Chn take a small bag and collect all the rubbish and papers they can find in yard etc. Relate to keeping all rubbish in a bag when travelling by car. (2) Transport poems e.g. "My bicycle"
<u>Thursday 12th 15</u> Cooking.	(1) Two groups will make "transport biscuits" using the same recipe. They can place suitons on the wheels. Then in the afternoon we can ice them and add other details e.g. Smartie windows, discouse bumper bars.
<u>Friday 13th 15</u> Conclude theme.	Revise songs, games, etc that we have been learning. Sum up the safety aspect of transport. In the afternoon, continue with self-help skills of 3yr olds.

Nevertheless, both the director and some teachers did express some reservations about *Kids and Traffic*. For example, they noted that:

- (a) the letter formations in the story books did not conform with official forms adopted by the NSW Education Department.
- (b) there are no story books with Aboriginal characters.
- (c) the Calendar which accompanied the kit last year is very cluttered and too detailed for kindergarten children.
- (d) the songs are not as attractive and as motivating as those on Playschool (for example "If you want to cross the road" is lacklustre).

The teachers at the school are very concerned about road safety and since *Kids and Traffic* has arrived they have given this area of the curriculum increased attention. They are especially pleased that it contains resources that they can use to educate parents as they feel that they misuse road rules to a great extent.

### Case Study 5 – Primary School, New South Wales

This small government school with only 165 students and 6 staff is tucked away in a leafy cul-de-sac in a suburb of North Sydney. It is a relatively quiet residential area with broad streets and large, well-kept houses.

Staff mobility is not a problem at this school. Most of the staff have been here for four or more years. The parents are very supportive of their "little" school. In fact, the pervading atmosphere resonated by staff and students is that of a closely-knit, supportive rural community – even though most of the parents are daily commuters to central Sydney.

The case study teacher has been at the school for five years and he has always been an enthusiast about road safety education. In 1984 he was one of the first teachers to receive inservice training in the use of the Victorian *Bike Ed* kit. since then he has taught various versions of a Bike Safety programme at the school. At present he is very pleased with a three-level (Years 4-6) programme that he has developed at the school. He has also taken steps this year to introduce the new NSW kit, *Street Sense*.

The teacher is recognised in the education region as being a leading figure in road safety education. In 1987 he was invited to become a part-time consultant for the northern region on a day-a-week basis. He was also invited to write one of the units for the *Street Sense* package and his contribution is part of the Level II unit on bicycles.

One of the parents at the school has become deeply involved in the road safety programmes since they started. She is now a regular participant at the school and is in fact treated as another member of staff. This parent made herself available for interview when the author visited the school and it is evident that she plays a very important role, being involved in:

- (a) clerical tasks associated with the programme.
- (b) sharing the supervision of the small groups with the teacher.

- (c) arranging for the distribution and storage of equipment.
- (d) making contact with outside groups for special events and visits.

The bike safety programme occurs during the Friday afternoon sports time slot at the school. Each year, students in Years 4, 5, and 6 have one term on the programme, although Year 6 students have additional time because of the on-road sessions (see Figure 6). It has been carefully sequenced over the three grade levels. Year 4 students concentrate upon road rules and braking and spacing; Year 5 students focus more on handsignals, stopping and changing lanes; and Year 6 students do various skills associated with on-road lessons.

Theory lessons are taken with the whole class for approximately half the time available. Activities are derived from various kits including *Bike Ed* (Vic) and *Out and About* (FORS). Written notes are made in a special notebook kept for road safety and which students retain for use over the three year period.

The teacher also provides various worksheets that children complete for homework. The remainder of the time is spent in the playground where two groups of 12-13 students practice riding skills on the marked out areas (for example, scanning, slalom riding). The two groups are supervised by the case study teacher and the parent volunteer.

Major emphasis is given to the bike safety programme in Year 6 as this is the culmination of three years work. All students who pass the skills tests and the on-road test are awarded a "Bike Riders Certificate".

The teacher ensures that the achievements of the senior school students are highlighted in other ways too. Over recent years he encouraged students to participate in "ride safe" contests run by the Police Department and by a local service club. Activities of the on-road groups have been filmed so that children and their parents can appraise their skill development. A Bike Expo was held at a local shopping centre during "Bike Week" in October 1988. The school also runs competitions for helmet sticker designs. A most successful event in 1988 was the



production of a class play by Year 5 and 6 students, titled "Mum will I be home for Tea?" and this was given high praise in local newspaper reports.

Figure 6

## Bicycle Safety Education Organization

1989.

Term 1	Year 6	Complete in school lessons and tests	Friday 2:30 - 3:30 pm
Term 2	Year 6	On Road lessons for those who satisfy requirements in Term 1 Road Test Lessons will be held on Friday 2:30-3:30 and Tuesday 10:15-11:15 if required. Groups size must be less than 15 and will be determined by how many children pass Term 1 tests	
Term 3	Year 5	In school lessons	
Term 4	Year 4	In school lessons	

The Year 4, 5 and 6 teachers at the school attempt to integrate road safety topics into their literature, art and maths during the term in which their children do bike safety as their class sport. Because the case study teacher is teaching Year 2 this year he has been able to influence the amount of incidental road safety teaching undertaken at the junior school level too. Little implementation of the *Street Sense* kit has occurred yet, but this is understandable since the teacher inservice day only occurred several months earlier.

The school is very committed to road safety education. The school principal is most supportive of it even to the extent of sharing teacher duties during sport to release the case study teacher. The principal was also responsible for marking all the bike-safety lines on the school playground. The other five teachers are supportive as revealed by their willingness to reschedule their classes to fit in with the bike safety programme. Yet it would also appear that they do not have the driving commitment of the case study teacher. It is most fortunate that parents are so supportive of the scheme and especially the one parent who has taken on the role of a teacher-aide. Her presence has given stability to the programme and encouraged other parents to assist, especially with the playground skills testing and on-road tests.

The bike-safety programme has been carefully developed and it is obviously very successful. The case study teacher has produced a well-defined programme with appropriate skills testing (see Figure 7) and opportunities for positive road safety attitudes to be developed. The children when interviewed by the author made a number of thoughtful comments about how their behaviour on bicycles had improved; that their confidence in traffic had developed; and that they were more aware of their responsibilities on the road.

Figure 7

Bicycle Safety EducationRiding Skills Test

Name: \_\_\_\_\_

CRITERIA	PASS		FAIL		COMMENTS
	1ST ATTEMPT	2ND	1ST ATTEMPT	2ND	
Track 1/ a Scans over shoulder _ _					
b Rides inside limits _ _					
c Obeys stop sign _ _					
Track 2/ a Rides inside limits _ _					
b Scans over shoulder _ _					
c Indicates right _ _					
d Passes car by one metre _					
e Indicates left _ _					
f Rides inside limits _ _					
Track 3 Rides between tiles _ _					
Track 4 Rides inside limits _ _					
Track 5 a Rides one hand inside limits					
b Rides other hand inside limits					
Track 6 Rides between tiles _ _					
RESULT: PASS FAIL					

### Case Study 6 – Non-Government Primary School, New South Wales

This non-government primary school is located on a hilly slope in a western suburb of Sydney. It is a large school with over 500 students and 17 staff. The local area is quite hilly with steep, windy roads. Because of the potential hazards in the area, a school rule is enforced whereby no children are permitted to ride their bicycles to school. Parents and staff are very concerned about road safety, heightened no doubt, by the tragedy in 1987 when two of their students were fatally injured on their way home from school.

The current school principal has only been in the position for two years and the deputy principal for four years, but it is very evident that they are a driving force at this school. The school hums! It is rare to see such concerted activity by teachers using well-honed planning skills to produce road safety activities integrated across a wide range of subjects.

Although the school has very committed staff and top-level executive staff, it was fortuitous that the *Street Sense* package became available when it did. The school had made a decision to initiate a new school-wide health programme and was in need of specific content and teaching activities to include. The regional road safety consultant contacted the school and at a staff meeting she explained to the teachers how concepts from the *Street Sense* package could be matched with principles in the current Health Education syllabus. Several senior teachers (including the Principal) were invited to attend a full day inservice course on *Street Sense* and they returned to the school overflowing with enthusiasm and materials.

At a series of weekly staff meetings and at two staff development days, school staff worked assiduously on the production of a road safety syllabus for all grade levels. After becoming familiar with the various units in *Street Sense* they allocated topics to each grade level, ensuring that they represented major principles included in the Health Syllabus (see Figure 8). They also planned a

series of incidental lessons which they considered should be taught informally on appropriate occasions each term (see Figure 9).

**Figure 8**  
**A Sample of the Road Safety Programme**

**YEAR 2**

<b>CONTENT</b> <i>(selected from Street Sense)</i>	<b>RELATED PRINCIPLES</b> <i>in Health Syllabus</i>
*Safe and dangerous places to play	S1, S2, S3
*Driveways and car parks	S1, S2, S3
*Road users	S1, S2, S3, SR8
*Safe journey to school	S1, S2, S3
*Rules	SR3, S3
*Bicycle parts and function	S3
*Let's get visible	SR3, S3, S2
*Restraints - Seat belts for all the family	S1, S2, S3
- Seat belts keep us safer in an accident.	

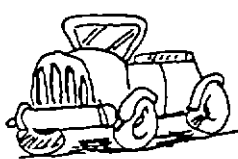

**Figure 9**  
**A sample of incidental road safety lessons**

<b>CONTENT</b>	<b>TERM</b>			
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>ROAD</b>				
*crossing				
*car park				
*walking (pedestrian rights)				
*seat belts				
*bikes				
*skate boards				
<b>PLAYGROUND</b>				
*jungle gym				
*ball games				
*boundaries for safe play				
*safe travelling around the school				
*manners - keep left				

These school-wide programmes were then used as the framework for detailed planning by each grade level. For example, the three Kindergarten teachers do joint planning of activities. They spend fifteen minutes a week on *Street Sense* topics, using audio tapes for songs and listening activities. They integrate these activities across several subjects during the course of each week. The crossing attendant is used regularly as a "guest speaker" for the children. The children also have supervised visits out to the crosswalk and back.

At the Year 2 level they have two lessons a week (a total of 1 hour) on Health studies. In terms 2 and 3 they concentrate upon *Street Sense* topics and the activities are jointly planned by the two teachers. Each child uses a special exercise book for the various worksheets and stencils they complete (see Figure 10). The teachers also select relevant exercises from *Out and About*.

**Figure 10**  
**Segment of the Road Safety Programme – Kindergarten level**

CONCEPT: STREET SENSE- Wearing A Seatbelt. <span style="float: right;">PRINCIPLE: S1 S2 S3</span> <span style="float: right;">WEEK: 5-8 (inclusive)</span>		
CONTENT	TEACHING STRATEGIES/LEARNING ACTIVITIES	RESOURCES
<ul style="list-style-type: none"> <li>• Seat belt safety. <u>A seat belt helps us to keep as safe as possible in case of a traffic accident.</u></li> </ul> 	<ul style="list-style-type: none"> <li>• Scoop ball experiment (Section D p.37 First Level Bk 1). (followed by discussion and Wordbank).</li> <li>• Use of toy cars and boiled eggs to demonstrate what happens to a passenger (boiled egg) under a variety of circumstances. (i. one egg restrained with tape and one egg unrestrained). Vehicles could:               <ul style="list-style-type: none"> <li>(a) come to a sudden halt.</li> <li>(b) experience sudden sharp turns.</li> <li>(c) crash. Photograph results if possible.</li> </ul> </li> <li>• Discuss the happenings in the <i>Street Sense</i> posters.</li> <li>• Learn the song, 'I Am A Seat Belt'.</li> <li>• Complete set worksheets.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Street Sense</i> Pictures and Posters.</li> <li>• <i>Street Sense</i> Songbook, Cassette and Storybooks</li> <li>• Worksheets</li> <li>• Camera.</li> </ul> 

As another example, in Year 4 the "City" topic from *Street Sense* is used extensively. Activities are also included in Maths, Social Studies and Language. Students do simple surveys on pedestrian and passenger travel. Also in Year 4 they do the unit "Bicycle Safety" for one hour a week over seven weeks. This coincides with a visit by local police officers and on that day bicycles are permitted to be brought to school for a safety check. Teachers integrate the safety unit with many other subjects such as graphing of braking distances in Mathematics, and story writing and literature (for example, "Mulga Bill's Bicycle").

At this school the *Street Sense* package is used thoroughly and with imagination, due in no small measure to the sound curriculum planning procedures initiated by the executive staff. Staff are already making enquiries about the purchase of an additional copy of *Street Sense*. Although this is only their first year using the kit they are obviously well satisfied with it. It is too early to judge whether the teaching is having an impact upon the children but staff are optimistic that the kit is achieving its goals. The regional road safety consultant perceives this school to be a "lighthouse" and mentions it frequently to other schools as an example of how effective school-based curriculum development can be initiated and indeed can flourish.

### **Case Study 7 – Non-Government Primary School, New South Wales**

An interesting combination of factors and events led to this school becoming heavily involved in road safety education. Unsafe roads – concerned parents – innovative teachers – a bike-ed week – a new school principal experienced in road safety education – all these factors and events came together in 1988 to provide the momentum for a concerted drive on road safety. The enthusiasm has continued this year and it is likely that road safety education will be included as part of school policy.

The school was built in the early 1980s and is located in the heart of a prosperous residential suburb of Sydney. The road pattern is not the typical grid-iron but one of sweeping curves and T junctions. Not unexpectedly, residents travel very fast in their vehicles on these wide, sweeping avenues.

Parents became very agitated about speeding traffic and raised the matter of road safety at Parent and Friends (P and F) meetings at the school. They decided to form a road safety sub-committee of 3 parents to press the local council for a pedestrian crossing at the school. The negotiations proved to be very protracted and frustrating. Over a period of over 12 months the P and F sub-committee used a number of strategies before they were finally successful. These strategies included:

- (a) writing letters of complaint to local council members and to members of parliament.
- (b) deputations to the local council.
- (c) seeking on-site traffic inspections from the Police Department and Road Traffic Authority.
- (d) attending local council meetings.
- (e) taking surveys of childrens' movements to and from school.



The local council finally agreed that a pedestrian crossing was needed at the school and undertook the necessary road narrowing and construction of the crossing and signs during mid-1988.

The road safety sub-committee of the P and F has continued its activities even though their initial reason for being has ceased to exist. They now oversee all traffic movement within the school grounds and entry and exit points into the school. A one-way system of vehicle movement is clearly marked and parents are expected to conform. "Delinquent" parents who do not conform have their vehicle registration numbers noted in school newsletters!

A young male teacher at the school became very interested in bike safety, perhaps as a result of the debate about a pedestrian crossing at the school. He undertook a two-day inservice course on bike-education run by the Catholic Schools road safety coordinator during mid-1987. He did not implement any of these ideas in that year but he became very enthusiastic about bike safety in mid-1988 when the school received its annual publicity flyers about "Bike-Week". The State Bicycle Committee of NSW provide funds each October to publicise bike safety. Officers of this committee initiate various competitions for school children, mount displays, advertise events in local and daily newspapers and provide schools with various publications and practical teaching ideas.

Fortuitously, the school principal, who had been newly appointed to the school at the beginning of 1988, was a keen supporter of road safety education and she had also undertaken a bike education inservice training course. Together they planned a bike safety programme for the school which would coincide with the "Bike-Ed" week in October. It was agreed that the teacher would take the practical lessons out in the playground with the assistance of two student teachers who were doing practice teaching at the school. The school principal ensured that the timetable was modified to release the teacher. She also obtained the support of parents in such matters as bringing childrens' bicycles to the school.

The "Bike Ed" week started in October with a lot of enthusiasm. Various colour posters on road safety were displayed prominently around the school. Parents were advised in school newsletters that an intensive programme on bike safety had been planned. A survey on childrens' wearing of bicycle helmets was initiated. Weekly awards were made at assembly based on childrens' road safety achievements. On the week before "Bike-Ed" week, the case-study teacher proudly issued every class teacher with a manila folder of teaching ideas. He had spent several weeks selecting practical ideas that teachers could use and these had been carefully sequenced in level of difficulty for each grade (see Figure 11).

For the first two days each teacher took in-class lessons based upon the road safety material in the manila folders. During the remaining days of the week a roster system was organised so that each class had one hour learning practical bike riding skills in the playground. The case study teacher and parents had marked out a bike course using painted lines and witches hats. The specific skills (scanning, hand-signals, braking) were derived from the draft "Bike Ed syllabus" (NSW) and the *Bike Ed* kit (Victoria). Because a school rule prevents children from riding bicycles to school it was quite a logistical problem to get parents to transport bicycles to school and to then store the 20 bicycles in a safe locality each night. As it turned out, some inclement weather and additional time needed for some practical skills necessitated the intensive week course to be extended into two weeks.

It appears that staff, parents and students were very pleased with their results. An additional two staff enrolled in the bike-ed inservice training course at the end of 1988. Plans have been prepared for extending the programme in terms 3 and 4 of this year so that bike ed will occur for 3 weeks and road safety awareness will be taught over an additional 3 weeks. Steps have also been taken to acquire additional resources for the school library including *Out and About* (FORS), *Street Sense* (NSW) and various posters from the Road Traffic Authority.

Figure 11

## Introductory Letter distributed to all Teachers

# Bike Week '88

Dear Teachers,

Next week is the annual Bicycle Week and once again the school will be taking part in this important event. We will be following the same procedure as last year. Each teacher will be given a folder containing lesson plans and worksheets. It is up to the teacher on how they wish to use the work provided. Each child will also be given a workbook on road safety. This may be used in class or taken home. If any teacher is interested in more information such as worksheets, slides, posters, etc, please let us know and we will provide you with whatever you need.

As part of the week's activities, we will be conducting practical bike skills in the playground. Attached is a timetable listing the times of each class' session in the playground. When it is your class' time for this, please send your children to the playground (netball area) and go to the class of whoever is taking your class for the practical session and supervise that class. That class will be left work by the teacher so it will only involve supervision.

If you have any queries, please let us know.

Many Thanks

Jenny  
Robyn  
Frank

NOTE: You will receive your folder (worksheets, etc) and booklets on Monday morning.

The Principal intends to have a road safety education policy in place for the whole school by 1990. She is very committed to road safety and has been very effective in her short time at the school in encouraging teachers and parents to become involved. Parents have reported that their children are now more road-safety conscious. The school community is certainly aware of road safety issues and parents are now much more law-abiding in their behaviour when entering and leaving the school grounds!

But not to be content with present achievements, the case study teacher and the school principal have just started to tackle another issue – children riding skateboards. Over the last month three children have received fractured arms from riding skateboards. A skateboard ramp which was erected by the local council on a public oval has been dismantled. There is enough controversy about this matter for it to become a major community issue over the ensuing months ...

### Case Study 8 – Secondary School, New South Wales

The school is very new and only opened its doors to students in 1988. The facilities are magnificent, consisting of modern classrooms, a large central garden, workshops, special purpose rooms and staff studies. The students will have to grow into this school. At the present time the 400 students seem to rattle around the enclosed spaces, perhaps accentuated by the number of carpeted rooms devoid of any furniture. However, in 2-3 years the population of the school is predicted to be over 1000 students.

The case study teacher is very committed and energetic. He was one of 14 senior staff appointed in 1988 and he has responsibility for the teaching of English throughout the school. Because he is enthusiastic about road safety education he has also taken over responsibility for this subject among the other teachers.

With the low-achieving students the teacher believes in using real life material in his English lessons. Rather than teaching from traditional novels he prefers to use material commonly available such as traffic handbooks. He maintains that aspects of everyday life such as written information about driving vehicles, filling in accident claim forms and having debates and role playing on topics such as "hit and run drivers", is far more meaningful to his students.

It was because of these interests that he started writing up some of the lessons and demonstrating them at local teacher conferences. The road safety education examples came to the notice of some curriculum writers working for the Road Traffic Authority and he was subsequently invited to write the English units for *Are You in Control*.

Because he has Years 7 and 8 students at the present time he has only been able to use the package to a limited extent but he is enthusiastic about it. For example, he includes some of the following activities:

- (a) debating sessions.
- (b) a classroom parliament.

(c) mock trials.

He supplements material from *Are You in Control* with brochures he obtains from the Road Traffic Authority. His only criticism about the package is that posters and stickers should be provided with the teaching units.

Although the case study teacher is responsible for road safety across all subjects in the school he admits that the only other subject area where it is used extensively is in Industrial Arts. They use the *Belt Up: Technical Drawing* kit because the materials are closely aligned to the syllabus. The material is also highly sought after because very few curriculum resources are available in this subject. By contrast, the Mathematics and Science teachers have not shown a lot of interest in either *Are You in Control* or *Belt Up*. The teachers will use an occasional worksheet taken from these packages but they don't use the kits very frequently.

The principal of the school is very supportive of road safety education and anticipates that it will be covered more extensively as the school grows in student numbers. He anticipates that streets around the school will become very congested when the school has over a thousand students. There are also two neighbouring high schools with students populations of 1300 - 1500 each. By then there will be large numbers of students riding bicycles to schools and there will also be a considerable number of school buses.

In Year 10 the school principal is intending to run a series of enrichment courses for students and he feels that road safety should be a compulsory unit at this level and 2-3 periods a week. He would like to see a road safety policy established at the school as soon as possible.

At the present time the staff at this school don't have any local traffic hazards because of small student numbers. There is little motivation for teachers to include road safety education lessons. However, it is fortunate for the students that the school principal has future plans to include road safety in the curriculum

and that he has a senior staff member who is a staunch supporter and advocate for road safety education.

### **Case Study 9 – Primary School, Northern Territory**

This small primary school with only 40 children is located in an isolated part of the Northern Territory. Because it is close to a major tourist attraction all children attending the school have parents in various service industries. No Aboriginal children attend the school.

Officers from the Road Safety Council (RSC) make regular visits to the school. On this occasion a two-day visit was requested by the school principal and was carefully negotiated with the RSC officer and the local police officer.

Primary school teachers in the Northern Territory are given few specific syllabus guidelines about road safety. The West Australian Health Education syllabus is made available to all schools and there is some reference to pedestrian safety and bicycle safety but no detailed statements or resources are provided to supplement this document. The Social and Cultural Education syllabus refers to road safety education in several topics, such as transport, but again no detailed resources are made available.

Teachers tend to use outside personnel to teach specific aspects about road safety such as pedestrian safety and bicycle safety. Field officers from the Road Safety Council are available to visit schools on request. They also have centres complete with miniature traffic roads for school children to visit. School-based constables and local police also visit schools.

The Principal of the case study school made the request for a 2-day visit from the RSC because he was concerned about the increased number of tourist buses in the area and the narrow winding roads that the school children use. He felt sure that unless the children gained increased skills in road awareness, a major traffic accident involving school children was imminent.

The RSO suggested that a series of topics should be used with the Junior group of 20 children (Grades T-3) on the first day and a different set with the senior group (Grades 4-7) on the second day. They both agreed that the



presentations should be short and practical and should use audio-visual aids whenever possible. Because bicycle safety was to be taught to both groups it would be necessary to notify parents and get their permission to have bicycles brought to the school over this two day period. It was also considered important to involve the local policeman in the class presentations and the practical bicycle riding activities.

For the Junior group the presentations revolved around bus travel, walking to school, and bicycle education. These were interspersed with a number of videotapes and practical activities (see Figure 12). For example children coloured in hand-outs on Peter Pelican; they made up traffic signs on coloured paper and these were glued to pieces of cardboard and used out in the playground; they rode their bicycles around a specially prepared track in the school ground. The local policeman gave a short talk on road safety hazards close to the school and what these young children should do about them. To conclude the day, a number of posters and stickers were given out to all the children.

The Senior group concentrated almost entirely upon bicycle education. As indicated in Figure 13 they started with a talk about the road worthiness of bikes, hand signals and traffic signs. After completing several worksheets on this they went outside to the school playground where they practised specific skills such as steering, braking and giving appropriate hand-signals. The police officer and the teacher both assisted the RSC officer with this practical activity.

In the afternoon session further discussions were held on the use of helmets and some specific road safety hazards close to the school. After the policeman had undertaken an inspection of all bikes he led an on-road practical exercise in which the police car stayed in front, the twenty children rode in single file, and the RSC officer and the teacher rode cycles at the rear.

To complete the day's activities and to give feedback to the children and to the teacher about their understanding of road safety, the RSC officer gave a brief written, multiple choice test to all students. These were marked on the spot and

correct answers were discussed with the children. To conclude the day various posters and stickers were distributed and a special RSC badge.

The two-day visit to this remote school was very successful. Children responded very well to all the activities and were most enthusiastic. The RSC officer was very pleased too and with some satisfaction agreed to the request by the school principal to run a similar two-day session in the following year.

**Figure 12**

**Activities scheduled for Junior Class (Years T-3)**

Welcome and Introduction	
Discussion: When the bus drops you off	7 mins
Video: "Children's Crossings"	3 mins
Discussion on video	
Video: "Hector's Road Show"	18 mins
Discussion on video	
(a) walking to school	
(b) crossings	
(c) buckle up seat belts	10 mins
Talk on road signs, hand signals, bike laws	
Practical walk in school carpark, put up signs	30 mins
Video: "Be Bright, Stay Alive, Day and Night"	10 mins
Discussion on video	5 mins
Police talk on local road safety hazards	10 mins
Bike inspection	20 mins
Bike ride around playground and car park	30 mins
Hand out posters and stickers	5 mins

**Figure 13**  
**Activities scheduled for Senior Class (Grades 4-7)**

Discussion on road worthiness of bicycles	5 mins
Video: "Be Bright, Stay Alive, Day and Night"	10 mins
Discussion on video	
(a) the need for traffic signals and rules	
(b) cycling in traffic	
(c) hand signals	
(d) traffic signs, shapes and meanings	20 mins
Video: "Play it Safe"	15 mins
Practical bike riding in playground using specially prepared track	30 mins
Video: "Helmets for Headstrong Children"	10 mins
Discussion by police on road safety hazards near school	15 mins
Bike inspection	30 mins
On-road bicycle ride	40 mins
Written test, marked, discussion	20 mins
Distribute posters, stickers and badges	

### Case Study 10 – Secondary School, Northern Territory

The School-Based Constable (SBC) scheme has been operating in the Northern Territory (NT) since 1985. The officer in this case study was employed as a SBC at a previous high school for 2 years before being transferred to the present school in May 1988. The school is a very large one of over 1100 students and 100 teachers and located in a suburb of Darwin. The school is well established and has a good reputation in the community for its high academic standards and its strong discipline.

The constable has his office adjoining several classrooms and it is in reality a refitted cleaner's storeroom. He made it clear to students from the outset that he was available at any time in his office to discuss individual problems with them, although he insists that students must not miss lessons to come and see him. He does yard duty several times a week to be visible to students and also joins in some of the lunch-time sporting games such as football and volleyball. He also frequents the school lobby area at lunch-times so as to be accessible to students for informal chats.

When asked to speak at a school assembly soon after he arrived at the school, he presented a very frank and honest approach ... "I tried to dispel four basic myths about my job as SBC:

- I am not at the school to spy on students.
- I was not sent to the school because I did something wrong in the police force and so am being punished.
- I am not here to serve summons and arrest students because it is a bad school.
- I am not here to get private information out of students to pass on to teachers and parents."

Students soon came to him with a number of problems. Sometimes these were a follow-up to problems they had discussed in class. More commonly they were outcomes of personal incidents they had experienced. For example, minor examples of shoplifting were events that caused students considerable worry until they took it upon themselves to "confess" to the SBC and to learn about the options open to them.

The constable found it relatively easy to gain the confidence and support of teachers at the high school. Initially he asked them about topics they wanted him to talk about. Common ones were those relating to the "law" and "drugs". Teachers generally did not feel comfortable teaching these topics and they welcomed his assistance.

He also found that he was in demand by English teachers to do lessons on report writing. For example he took lessons with lower and upper secondary classes on how to write various reports, such as:

- crime reports
- apprehension reports
- witness statements
- motor vehicle accident reports.

Although the constable is treated as a legitimate and full-time staff member at the high school it is understandable that he cannot fulfil this same role simultaneously at 4 or 5 feeder primary schools. He tends to visit these primary schools about once a fortnight. Not only does he observe traffic movement around each of these schools, he gives brief lessons to large groups and to separate classes. These can consist of lessons on crosswalk safety to young children to lessons on bike safety and maintenance, using "good" and "bad" examples of bikes selected from the school bike racks.

As from next term he will be teaching a new programme, *Drug Abuse Resistance Education* (DARE) which is an adaptation of a programme developed in the USA for primary school children. He has just finished a two-week

in-service training course on DARE, which contains a number of activity-based lessons on alcohol, drugs, decision making skills and how to resist adverse peer pressure. The new package has created a lot of interest in 4 pilot schools and he is keen to try it out with his feeder primary schools during terms 3 and 4 this year.

At one of his feeder primary schools he has assisted with a major truancy problem with Aboriginal children. He accompanies a Home Liaison Officer (a female Aborigine) when she visits the homes of children who have been truants. Quite often the fathers of these households are at home, as they are unemployed. The constable can relate effectively with these males and is able to persuade them to send their children to school each day, if for no other reason than it gets the children away from the house and gives the parents more free time!

The constable meets up with four or five other RSC's from the Darwin area once a fortnight but is unable to meet up with RSC's from outlying areas more than once a year. At the fortnightly meeting in Darwin the Coordinator provides them with up-to-date information about curriculum materials. This is very necessary because SBC's only receive a two week intensive initial training programme before commencing in a school. He has recently produced a set of teaching materials on the *Law* for RSC's together with a companion volume on the relevant legal clauses/acts. The Coordinator also encourages RSC's to share their ideas about successful practices and finding solutions to common problems.

The constable gets a lot of satisfaction from his position as SBC at this school. In his words he is able to "be the preventer rather than the prosecutor". He is able to anticipate major student problems before they occur and defuse them. He enjoys the opportunity of working with students and teachers.

Yet there are some misgivings about the role of SBC. Promotional opportunities in the police force don't permit him to stay on as an SBC for more than 2-3 years. Teachers sometimes use him as a means of gaining a few extra free periods for themselves. He also gets disenchanted by some of the internal politics of school life and the power factions and lobby groups that emerge.

Nevertheless, the benefits far outweigh the problems. He can see problem students gradually change their ways and develop into reasonable citizens. Even when off-duty, he is often greeted by students and engages in conversation with them. Acceptance and trust by the students is one of his greatest joys.

### Case Study 11 - Aboriginal Community, Northern Territory

This is a very friendly, slow-paced aboriginal community located on an island off the coast of the Northern Territory. The evaluator arrives by charter plane along with several other road safety/driver education officers and is welcomed at the airport by the adult education officer (AEO). He is one of only nine non-Aborigines living in the community, the others consisting of the three teachers at the local primary school, two Catholic sisters, two police officers and the accountant for the community council. The AEO has only been living at the settlement since February and has soon realised that any initiatives for change have to be taken very slowly indeed.

The initiative to have driver education in remote Aboriginal areas was taken by the Technical and Further Education Division (TAFE) some two years ago. It had become evident for some time that attempts to bring Aborigines to urban centres to sit for their driver's licences was not successful. Few enrolled for the course and very few were able to pass the written test (2 1/2 hours English test). Senior officers of TAFE put forward an alternative proposal to the government which was eventually agreed to and the necessary legislative amendments were passed and incorporated into the Northern Territory Motor Vehicle Act. The proposal involved driver education specialists training aboriginals in their own community and then allowing these persons in turn, to have the powers to instruct and examine Aborigines who wanted to obtain a drivers' licence.

The potential Aboriginal instructors must:

- (a) have held an "A" class driver's licence for at least 3 years.
- (b) be persons of good character.
- (c) be fit and proper persons to hold a licence and not to have any criminal record.



The aboriginals applying to obtain a licence have to:

- (a) undertake 3 days of instruction and one day of testing.
- (b) complete an observed drive where they are tested on various aspects including road position, cornering, speed and gear selection.
- (c) complete a commentary drive where they have to identify and describe various problem situations (e.g. crossings, schools).
- (d) explain road rules.
- (e) undertake a vehicle inspection.

In the first pilot scheme under the new amendments, three aboriginals from the case study community were selected for training and two experts spent a week at the island community in May 1988 to direct the programme. One of the instructees is the current chairman of the Aboriginal Council at the island; another is an office assistant (female); and the third is employed on delivery duties. The intentions in 1988 were that they would commence training and assessing Aboriginal applicants in early 1989.

The year started off quite well. The nearly appointed AEO undertook a survey and found that eight Aboriginal youths aged between 16-19 years (5 males, 3 females) were interested in getting their driver's licence. However, nothing has happened for over four months. The very long wet season this year caused the roads on the island to be impassable for many months from December through to May. These dirt roads still have not been graded and the corrugations on some of them are horrific, and certainly would make driving difficult for learner drivers.

Although eight youths applied to do the training to get a driver's licence there is not a lot of incentive for them to do so. All adults in the 250 member community are employed (although this does include some 25 Commonwealth Development Employment Programme workers) and so have little free time. Moreover the two police officers based on the island do not make regular checks

on those adults who have driving licences. It is quite probable that a number of adults drive vehicles without having a licence.

Two road fatalities on the island have also led to disruptions and further delayed attempts to get a driver education programme started. In one case a young male was killed in driving to a settlement on the other side of the island. Even more tragic was the death of a baby girl who was playing with some dogs underneath the island ambulance and the driver unknowingly ran over her when he was called to an emergency. In both fatalities, the resultant funeral services and related events caused a disruption to normal work routines for several weeks.

The driver education programme at this Aboriginal island community should be operational by now but it is not. Specific organisational problems are slowing down the process. For example, a dual control braking pedal was supplied to the community (and is a legal requirement) but this was rejected after several months of discussion by the community council because they considered it was too dangerous and could in fact cause accidents! It may be many months before any local youths undertake any driver training.

The delays are symptomatic of the difficulties of getting road safety programmes initiated and established in Aboriginal communities. Major changes can not be forced upon these communities. The community places higher priorities on other matters such as weekend hunting (for carpet snake, bandicoots, mangrove worms, quail) and "bush holidays", and the development of small industries such as barramundi fishing, pearling and prawning. Even though a community group can be well organised and under effective leadership, as is the community examined in this case study, there is no guarantee that an innovation will be accepted and acted upon.

The three Aboriginal driving instructors were interviewed by the evaluator. The chairman of the council appeared to be reasonably keen to start instructing but did not indicate any specific initiatives he had taken or would be taking. He

is a well respected leader in the community and an important person to be appointed as a driving instructor. However, he is kept extremely busy in his role as council chairman and recreation manager. He is a friendly, jolly figure and generally evaded any questions put to him by the evaluator – "No, I haven't started yet – maybe start soon ...".

The female office assistant has regular office working hours each day from 8 a.m. – 3 p.m. According to the AEO the times she has available, from 3 p.m. – 4 p.m. and later would not be very popular with any trainees because the Social Club opens at 4 p.m. each afternoon. This is a major event each day and not to be missed by those adults eager to get their supply of liquor (although amounts consumed are strictly supervised).

The youngest of the three driving instructors does not have any plans for doing any training, and in all probability, is waiting for initiatives to be taken by the older instructors. Besides, he is kept busy most days on delivery duties. He is also kept busy on other tasks associated with an Duke of Edinburgh award scheme.

### Case Study 12 - Senior College, Northern Territory

Although student driver education in secondary schools in the northern Territory is not as popular as it was prior to 1986 when the minimum driving age was reduced to sixteen years of age, it is alive and well at this senior college. You could even say it is flourishing! Three cars are provided by the local car dealer; two teachers are involved for one-third of their teaching time and one part-time private instructor is also used; and the number of students who complete the student driver education (SDE) course each year is over 150, representing 25 per cent of all Year 11 students.

It is not difficult to discover why the SDE course is so popular. The person in charge of the course has been involved in SDE for 10 years and has been at the case study school for 5 years. He is very popular with students and he has a high reputation. Also the cost of the course is very cheap (\$45) compared with prices charged by commercial driving instructors. Two versions of the course are offered – a semester course of 4 hours a week which is the typical Year 11 elective course, and an intensive week course (1 week in the mid-semester break or the last week in November) which is popular with those high ability students taking subjects which do not allow them sufficient blocks of time to do the SDE course during the semester.

The SDE course contains a number of important topics (see Figure 14). Basic road law is covered in the first three weeks followed by two weeks on car mechanics and maintenance. At this point in the course, the SDE teacher has an arrangement with the Motor Vehicle Registry Office whereby all students of 16 years of age, enrolled in the course, are granted a Learner's Permit, for a period of up to three months.

From the fifth week onwards, practical driving lessons are arranged concurrently with the theory lessons. Three students are taken out in a car at a time for a period of two hours over ten weeks so that each student receives at

least 40 minutes of practical instruction per week. Several videotapes are used in class sessions including the *Learn to Drive* series and those included in the *Young Driver Survival* kit.

The topics covered in class are carefully sequenced with students' stages of expertise in practical driving. As indicated in Figure 14, topics in weeks 5 and beyond deal with defensive drinking, drink driving, first aid for the motorist and some consumer education topics. The practical driving lessons over this period also include defensive driving and city driving and parking (see Figure 15).

At this school the teachers who do the driving instruction teach in the subject areas of commerce and science and so they do tend to incorporate driver education topics into these teaching areas too. The school-based constable also assists with SDE such as assisting with the practical driving and some of the theory topics.

The major incentive for students enrolled in SDE is to pass the driver's licence test. However, the pass rate is only about 50 per cent a year, with semester 1 students being about 30 per cent, and semester 2 students being about 70 per cent due to greater levels of maturity. But, it must be noted that the objectives of the SDE are much broader and are not closely tied to passing the driving test. For example, some major objectives of the course include:

- (a) to develop a basic understanding of the motor vehicle.
- (b) to develop an understanding of and desirable attitude towards traffic regulations in our society.
- (c) to develop the ability to recognise, analyse and respond to traffic situations in a way which demonstrates a thorough understanding of the driving task.

The relatively low pass rates does not seem to deter students. The majority seem to enjoy the course very much and even if they don't pass the licence test

they have a firm basis from which to practise and/or obtain further lessons from a commercial driving instructor.

### Figure 14

#### Student Driver Education Course

##### OUTLINE OF COURSE CONTENT

1. Basic mechanics.
2. Vehicle care and maintenance.
3. Road law.
4. Learning to drive.
5. Defensive driving.
6. The history and philosophy of transportation.
7. The driver.
8. Purchasing a car.
9. Vehicle insurance.
10. The role of Motor Vehicle Registry.
11. Australian design rules.
12. Basic first aid.
13. Practical schedule.

The Student Driver Education program can be divided largely into three areas:

1. acquiring and applying knowledge
2. developing manipulative skills
3. developing appropriate behaviour patterns and desirable attitudes.

The first two are readily and objectively assessable. It is the developing of consistently appropriate behaviour patterns and desirable attitudes which is most difficult to assess. Yet it is this area which is of crucial importance. An effective program must show evidence of appropriate patterns of behaviour and desirable attitudes being developed by students.

**Figure 15****Practical Schedule for Student Driver Education Course**

The schedule content is flexible according to numbers of cars, students and instructors, and progression to the theory component.

Each student has 10 two-hour lessons after school, during the semester. Extra time is used, if some students have no vehicle on which to practise, and also to incorporate the experiences of morning peak-hour traffic and highway driving.

Vehicle inspection is required prior to commencement of every lesson.

Lesson 1 - Revise mechanics, vehicle inspection, changing a tyre, cabin drills, moving off and stopping.

Lesson 2 - Clutch control, push-pull steering, gear changing, slalom (witches' hats).

Lesson 3 - Practise gear changing, reversing, parking.

Lesson 4 - The system - suburban areas.

Lesson 5 - Use the system in heavier traffic and hill starts.

Lesson 6 - Defensive driving and 3 point turns.

Lesson 7 - City driving and angle parking.

Lesson 8  
and 9 - Practise of all.

Lesson 10 - Assessment drive.

### Case Study 13 - Primary School, Queensland

This state school is located in a formerly sleepy suburb about to undergo a dramatic metamorphosis. Not only are green hillsides of sugar cane and grazing herd being turned into housing allotments with the attendant increase in population and traffic congestion but something far more serious has occurred and is likely to be a major problem for the next two years or even longer. Extensions to the international airport created a massive demand for land fill for the low lying swamp areas and the nearest accessible quarry is 4 or 5 km down the road from the school. The large trucks (some of them with additional trailers) pulsate back and forth past the school in incredible numbers each day – recorded numbers per day during school hours are 900 on average, increasing to 1500 per working day.

This has been a major problem that has required an immediate solution for the principal and the three teachers, the seventy students and their parents. It has certainly fired a number of interested parties into action because it is a life and death issue – a careless move by children crossing the busy road to or from school would cause almost certain fatalities from these fast-moving, heavily-laden trucks.

The sequence of events has included:

- (a) numerous letters and telephone calls to the City Council to widen the road. To date, the only action taken has been to widen a small stretch of road directly adjacent to the school for parents to pick up children;
- (b) request to install a pedestrian crossing. This was created but at some distance from the school;
- (c) approaches made to the Railway Department to have a cross-over bridge over the railway line and thus enabling a safer entry and exit to the school – no response to date;



- (d) children advised of alternative roads to use when coming and going from school;
- (e) interestingly, the Port Authority has donated a considerable sum of money to the school to help it overcome its road safety problems. At present, about half of the money is being used to employ a crossing attendant to direct pedestrians on the newly created crosswalk.

This "real-life" problem has created excellent opportunities for the school staff to include road safety in the curriculum. Children go out to the road side and do traffic counts of trucks ("I saw 3 trucks go by in one minute") and these figures are used in simple graphing and tabulation exercises. The Year 6/7 teacher has encouraged children to write letters of complaint/concern to some of the parties concerned and it is intended that a selected number of these will be posted. The Year 3/4/5 teacher has based her art/craft on a theme relating to trucks, quarries and airports. The year 1 teacher has developed a number of games on kerb-side drills for her children.

However, it is worth noting that the staff have concentrated upon short-term solutions to the current traffic hazard. They have not developed any long-term programme on road safety nor sought out any special resource materials on road safety.

Be that as it may, the common road safety problem has created a heightened awareness and cooperation spirit between teachers and students. They are constantly reminded of the danger because when each truck goes by "the noise is so deafening that the children can't hear me and I have to stop talking". Everyone has to be extremely careful when crossing the road. The children have responded magnificently and according to the school principal the present problem has improved their road sense dramatically.

At the present time it is the parents who are not responding so well to the imminent dangers of the trucks. Some parents have caused hazardous situations

because of their selfish parking habits, as noted by the school principal in his newsletter:

Parents driving their children to school are requested to perform their 'U' turn at the widened area opposite the school's double gates, where your children can enter the school grounds. 'U' turning on the road closer to the school buildings is dangerous and may place lives at risk due to the heavy vehicle traffic which uses this road.  
(January 1989)

An off-duty policeman has been hired to prevent congestion at the major local intersection (and presumably to optimise the movement of the trucks as his salary is being paid by the quarry operators). In a written statement to the school the policeman indicated his concern about poor driving practices of parents:

As one of the Police who carry out these 'special duties' I wish to request parents of the \_\_\_\_\_ School to exercise care and attention to the Police officer who is on duty at that time.

In particular I would like to draw this to the attention of parents who bring children from .... The major problem is that these people are not obeying my direction ... and if this results in an incident/accident .... the person disobeying the Police traffic direction will be at fault.  
(November 1988)

The "bonus" funds provided by the Port Authority have enabled the school staff and parents to take some basic road safety precautions. Short-term solutions were needed and these consumed the energies of the staff and principals. Later this year the Principal has plans to start a bicycle safe-riding programme and some of his recently acquired funds may be used for this to purchase a supply of helmets and related materials. No other plans have been envisaged such as direct teaching of the road safety education units developed some years previously by the Division of Road Safety of the Queensland Transport Department.

### Case Study 14 - Secondary School, Queensland

This large high school with over 1100 students and 71 staff, is located on the Marlin coast, a few kilometres north of Cairns. For several years the school has received additional funding (Special Program Schools funding from the Commonwealth Government) because of students with special needs (a high proportion of Aboriginal and Islander students, plus many students from single parent families). Since the school was opened in 1983 it has had a strong community emphasis and the school-community committee (five teachers, six parents and two students) has been very active. This committee was able to attract Participation and Equity Program funds (PEP) during 1987/88 to initiate a number of projects ranging from horticulture and solar appliance development to audio typing.

In 1988 the committee initiated for all Year 10 students on a trial basis, an intensive one week programme, Plan a Safe Strategy (PASS), a unit on the dangers of drink driving which was developed by the Queensland Alcohol and Drug Program Unit. Prior to the course the eleven teachers were given a one day inservice course at which participants were given an opportunity to examine the worksheets and videotapes and to experience the self-esteem and personal development teaching strategies. The results were very positive indeed. Student reactions included:

- (a) their realization of the dangers of drinking and driving;
- (b) the dangers to passengers who accept lifts with drivers affected by alcohol;
- (c) the benefits of discussing alcohol-related issues in small groups;
- (d) the impact of videotapes on the dangers of drinking and driving;
- (e) the assertiveness skills that can be developed.

Teachers were also very enthusiastic about the trial programme and indicated that:

- (a) the resources were very suitable, especially the videotapes;
- (b) they were able to get to know students and their parents on an informal basis;
- (c) the information provided and especially the case studies, were very realistic and at an appropriate level.

As a result of the position feedback from students and teachers the PASS unit has been incorporated into a personal development unit titled "Mara Ba", an aboriginal name meaning "forming a group", for all Year 8 students in 1989. It will be offered on the basis of two periods per week and will incorporate the informal, small group discussions and videotapes of the previous trial unit. A number of teachers are enthusiastic about being involved and were willing to undertake the necessary training sessions prior to commencing the course.

It is intended that the Mara Ba course will be extended in 1990 and beyond so that all students from Years 8-12 will experience it. Some road safety issues which will be addressed at each year level include:

- Year 8 travel to school: buses, bike safety
- Year 9 the student and the law: joyriding, bike riding - social responsibilities
- Year 10 drink driving project: independence and decision-making
- Year 11 drugs/alcohol/smoking parties - social pressures, assertion and communication skills
- Year 12 values clarification and understanding self-continued communication/assertion skills.

Although cynics might comment that the development only occurred because of Commonwealth Government priorities and the Queensland Alcohol

and Drug Program unit funding, it illustrates how teachers are willing to take a well developed package and to adapt it to suit their own unique context. A lot of students attending this school come from poor home environments. Drunkenness among senior students in extra curricula hours is quite common. The school staff and especially the school- community committee saw the innovatory programme as a means of developing positive road safety attitudes about drinking and driving. By institutionalising the course at Year 8 level, it is possible that more students will develop sound attitudes toward road safety.

### Case Study 15 - Secondary School, Queensland

This school consisting of over 1500 students is located in a fashionable suburb on the Queensland Gold Coast. The school has a large number of Year 11 and 12 students including a considerable number of mature age students.

Due to the energies of the senior Social Science Master, a new school-based subject entitled "Social and Environmental Studies" was introduced in 1986 to cater for less academic students requiring a range of skills to assist with

- (a) job seeking
- (b) self esteem
- (c) development of basic life skills
- (d) an appreciation of the environment
- (e) constructive use of leisure time.

This non-Board subject has been formally accredited and is offered as an elective for four lessons per week to students in Years 11 and 12. One of the units in the course is the *Student Driver Education Course* developed by the Road Safety Division of the Queensland Department of Transport. This unit is taught in semester 3 in Year 12 along with other units dealing with the road toll, buying and selling a car, community service and tourism studies.

Various social science teachers are involved in teaching the course, and as a requirement for teaching the student Driver Education unit, all have completed the required four day training programme. The teachers use various hand outs in teaching the unit and additional videotapes such as "Road Worrier" (Federal Office of Road Safety), "Case for Trial: Driver" (SA Education Department) and "Driving Blind" (Victoria).

The unit is very popular with students as part of the total subject "Social and Environmental Studies". In this situation, road safety is given academic subject status, by incorporating it as part of a social science subject. Further integration is

achieved by relating consumer studies and tourism with road safety and especially the driving of vehicles.

The teacher in charge of the subject is keen to increase student interest in it but this is unlikely while it remains as an elective. If the subject was accredited as a Board subject this would increase the numbers but this is unlikely in the near future. If a practical driving focus was also included in the unit it is considered that the popularity of the unit among students would increase dramatically. However, the logistics of including practical driving lessons are considerable. Commercial driving instructors have resisted such moves in the past. The school staff would not be able to provide the hours needed to provide tuition (on the basis of 2-4 students per car) and a sponsor would need to provide the vehicle and the back-up maintenance. Notwithstanding, staff at the school are examining these possibilities seriously and provisions could be made such as lunch-time driving lessons paid for by students and provided by driving-school instructors working collaboratively with the social science teachers.

### Case Study 16 – Primary School, South Australia

Road safety education became a major feature at this suburban primary school (Grades 3-7) in Adelaide because of a combination of circumstances – the topography is hilly and there are a number of dangerous corners and rises in the roads adjacent to the school – teachers from time to time have been concerned about minor road injuries and the possibility of more serious accidents occurring.

For some years the school had a BMX bike track marked out on the southern edge of the school grounds. It remained in a state of disrepair and was infrequently used until a teacher newly appointed to the school saw its potential as a "children's safety centre". This teacher not only had vision and enormous drive in getting road safety education initiated at the school but she made strategic contacts with groups who were able to provide financial support. This was a protracted exercise over several years but she undertook the following tasks:

- (a) obtained the services of the Department of Transport and a project officer to design a special bike track on the school grounds.
- (b) sought parents' support by having evening meetings where she showed films on road safety and had discussion sessions.
- (c) applied to the School Council for approval and financial support to erect the bike track. This was approved after considerable lobbying and extensive discussions.
- (d) encouraged and sought out support from various local service groups such as the Kiwanis club.
- (e) applied for time release from the Education Department for 1 day per week to supervise the erection of the bike track and to inservice staff on road safety education lessons (encouraged to do so by her school principal).



- (f) initiated various fund-raising activities to supplement funds needed for the bike track, including a "bike-fete" which raised \$2,000.

Needless to say, the teacher's efforts were well rewarded. The local town council provided equipment and machinery operators at minimal cost. Service clubs and parent groups assisted with various labouring tasks. Portable traffic lights and road signs costing almost \$2,000 were purchased. Not only are school children enthusiastic about using the bike track at permitted times during lunch-hours, but family groups use it regularly after school hours and on weekends.

The completion of the bike-track was a very visible aspect of the project but only a small part of the total programme. The teacher was nominated by the school principal as the road safety "key teacher" and she set about the process of inservicing all teachers. An early initiative was to produce a 50-page Road Safety Curriculum Policy booklet (in collaboration with staff members) which contained details about:

- (a) aims of road safety in the school.
- (b) methods and content which could be used for bicycle education and integrating road safety across all subjects.
- (c) the responsibilities of the key teacher.
- (d) ways of involving parents.
- (e) methods of evaluating teaching on road safety.
- (f) samples of lessons which could be used from Years 3-6 (see sample in Figure 16).

This document has been accepted by the school Council and strongly supported by staff. Road safety education has become a major feature of the school curriculum. In keeping with Education Department policy directives, it is taught within a "Social Education" framework.

Bike education is taught at each grade level in an 8-week block (1 hour per week). Elementary skills are taught on school playground areas before children

undertake skills training on the bike track. The portable traffic lights and road signs enable teachers to develop children's problem-solving skills about potential hazardous situations by getting them to locate them at various sites and considering the consequences. Children are also encouraged to role play traffic supervisor/policeman roles at the bike track as well as to practice various bike-riding skills.

During the eight-week block on bike education, teachers integrate other aspects of road safety into their lessons, such as in Art, Music, Maths and English. In addition, teachers emphasize road safety rules at appropriate times such as prior to vacations and prior to excursions/community visits.

Over the last two years the "key teacher" role has been taken over by another teacher as the teacher-initiator wanted to ensure that other staff members were willing to own the programme and to not rely upon her actions. This was a significant manoeuvre because the new incumbent has taken on the task very enthusiastically and in any event, the previous teacher received a transfer to another school during the following year.

The school is maintaining its strong emphasis upon road safety education. The school principal is extremely supportive by providing finance via several committees (recurrent costs for bike ed (\$600 per annum), line markings (\$100), new road signs and initiating campaigns on the wearing of bicycle helmets. The school library has a comprehensive range of resource materials including curriculum kits from Victoria and the Federal Office of Road Safety and a range of videotapes.

Not surprisingly the school has attracted considerable attention in South Australia as a "lighthouse" school on road safety education. The staff and school council have worked hard to obtain their facilities and their road safety programme appears to be well received by students and parents.

Figure 16

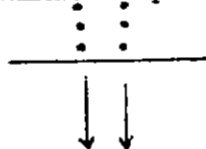
## A Sample Bicycle Education Lesson - Years 3-4

LESSON 2.

- Revise mounting bicycle procedure.
- Revise riding procedure.
- \* Revise one hand and two hand riding.
- Revise stopping the bicycle - "Prepare to Stop"  
"Handle Bars"  
"Stop"

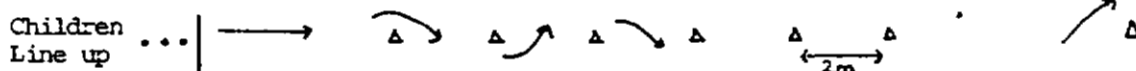
1. Stopping on a line.

Children in pairs



△ Witches hats.  
Child signals "stop"

\_\_\_\_\_ Stopping line

2. Riding Skills - Balance and Control.

Children weave in and out witches hats with hands on handle bars, feet on pedals, bottom on seat.

Witches hats 2m. apart to start with.

Go through this activity several times.

3. Riding Skills - Balance and Control.

Slow Bike Race. - Children line up behind a particular line. At the call of "Go" children proceed to a final line as straight as possible - last child to reach line is winner. If children over balance they must stop where they are.

4. Riding in a Straight Line.

a child or adult or point of focus      △ \_\_\_\_\_ children lined up in single file.

This activity shows children how to maintain riding in a straight line. Impress on children to pick a focus point ahead of them and once they have started off, to keep focusing on that point. They will naturally ride in a straight line. Once they look down, their front wheel will wobble.

### **Case Study 17 – Children's Road Safety Centre, South Australia**

Road safety centres for children exist in a number of states in Australia. In South Australia they were established by the Department of Transport in the early 1970s. Over recent years these have become expensive to operate and some centres have dwindled in terms of activities and support.

This road safety centre represents an interesting experiment by a local government council to rejuvenate a centre using an employed coordinator and a number of local volunteers. The centre has now been operating for 9 years and has been most successful. In fact its range of activities has expanded recently from road safety programmes for preschool to Year 7 children to student driver education.

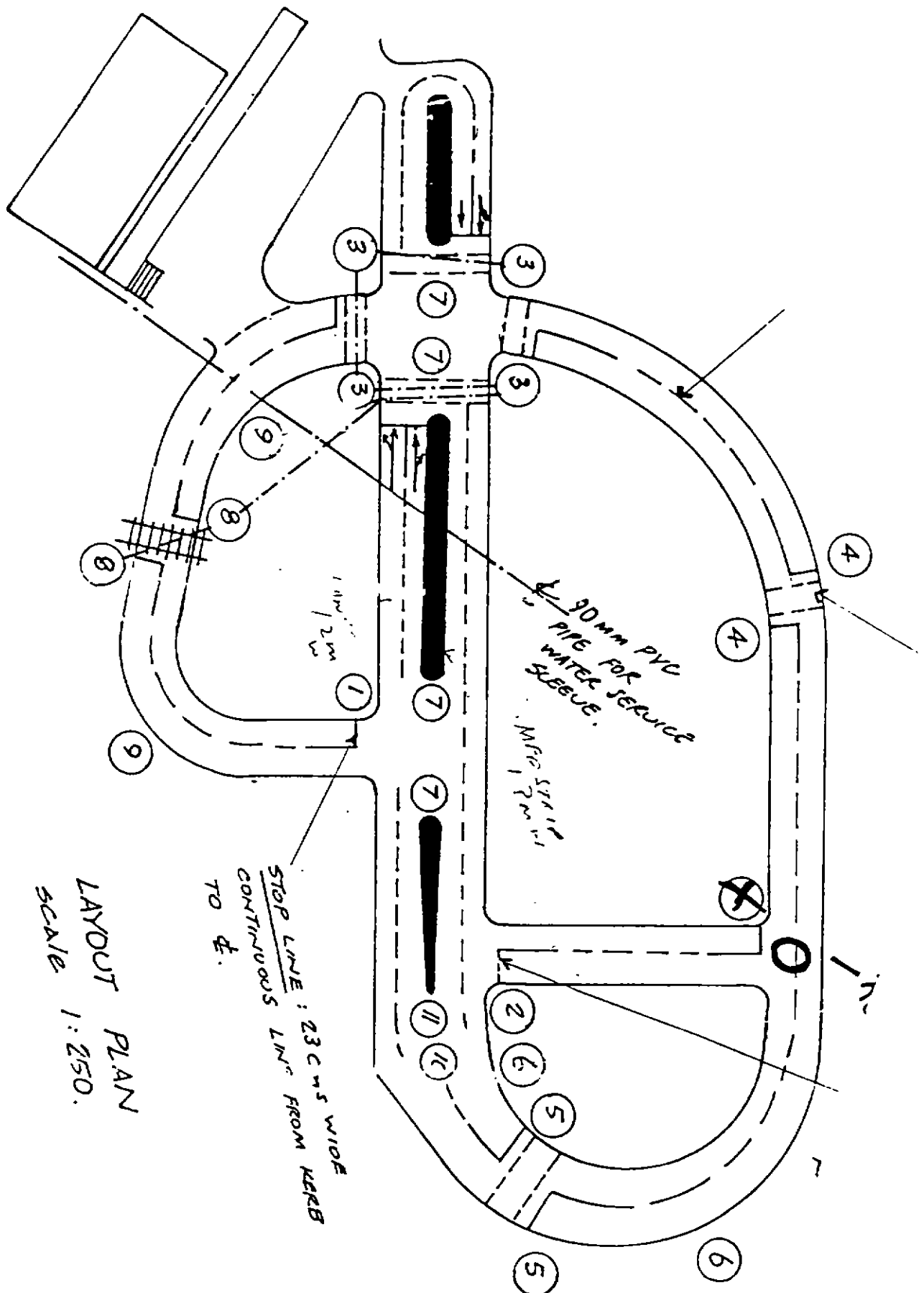
A number of organisations are involved in providing financial support for the centre. The coordinator's salary is paid by the local government authority (80%) and the Department of Transport (20%). The local government authority contributes a total of \$30,000 each year (including the coordinator's salary) to the centre. A service club also contributes an annual amount of \$400 and assists with maintenance tasks at the centre. The Police department have also made a commitment by providing lecturing staff for the Student Driver programme. Sponsors have recently been attracted and include the Red Cross and a national tyre company. Most important of all, over 20 volunteer staff provide two or more hours of their time each week at no charge to the centre.

It is a most interesting situation to note the commitment and financial support from such a diverse group of government and commercial groups. The coordinator of the centre has worked strenuously to achieve support from these groups and the present achievements are due in no small measure to her coordination skills and entrepreneurial initiatives.

The centre consists of a specially prepared roadway and traffic signals, including such aspects as a railway crossing, pedestrian activated crossing,



Figure 17 (cont.)  
Layout of Children's Road Safety Centre



A 1 1/2 hour programme is available on week days to pre-school, junior and upper primary children. The centre is very popular and school bookings for this programme are very heavy especially during March-November each year. The format of each programme is typically:

- (a) an orientation walk around the centre.
- (b) in-class presentation followed by slide-tape presentation or video tape.
- (c) on-track skills activities (with the assistance of parents with the young groups).

The emphasis varies with the age of the children. At the pre-school and junior primary levels the emphasis is upon pedestrian skills. It is only at the middle and upper primary levels that bicycle riding skills are given a high priority. A number of the bicycles have been modified and/or specially built so that handicapped children can participate actively at the centre. Several volunteers are involved each week in adjusting and repairing bicycles.

Up to three sessions a day are provided during weekdays as well as a Saturday programme for 5-8 year olds entitled "Careful Kids". Obviously a large number of volunteers are needed for various tasks such as

- (a) providing the in-class presentations.
- (b) showing the audio-visual presentations.
- (c) supervising children's activities on the road system and adventure track (3 volunteers to every 20 children).

Volunteers receive a one-day training programme. A very detailed manual is provided for each volunteer and this explains the various activities they are to undertake with the groups of children. Sessions are arranged so that volunteers work in groups of three. Although there is a fairly high turnover of volunteers, the overall response has been, and continues to be, very good. Current participants include parents, retired persons, shiftworkers and unemployed youth.

A recent innovation has been the provision of an intensive 2-day programme on Student Driving. This is run during school vacation periods and preference is given to unemployed youth and those who would benefit especially from acquiring a driver's licence. In-class lectures and videotape presentations are undertaken by police officers. Practical tuition in a car is provided by qualified instructors for pairs of students for a total of ten hours, which includes 5 hours of actual driving instruction per student. The cost per student is only \$80 and this represents a considerable saving upon driving tuition rates charged by commercial firms. Only students with Learner Driver permits are allowed to enrol in the course.

A parents' night is scheduled at the same time as each course. The purpose of this evening is to familiarise parents with driver education methods used and to discuss ways in which they can assist students' continued driving experiences in the family car.

It is evident that the student driving course is very popular and an increased number of courses will be offered this year. A problem for this course and the pre-primary/primary level course is the matter of restricted finances. Operating costs for the centre are quite high. Unless charges per students are levied for the primary level courses (provided free of charge) and higher rates required for the student driving course, then the present range of services will not be able to be maintained. An ongoing problem relates to finding sufficient numbers of volunteer helpers. Advertisements to that end have to be used frequently (see Figure 18).



## Figure 18

### Advertisement for Volunteers

#### **VOLUNTEERS ARE REQUIRED**

*A team of volunteers is urgently needed to assist in one, or more of these areas:*

1. *To instruct children in road safety education.*
2. *To assist with general duties at the centre.*
3. *To carry out cycle maintenance at the Centre.*

*The volunteer training course consists of an attendance at one morning session for theory training. This is followed by participation in four 1½ hour practical training sessions at a time suitable to the volunteer. After training, volunteers will be qualified to assist at the Centre, where they will work with other volunteers as a member of a three person unit.*

*We know you care about this, so join our team of volunteer instructors in Road Safety education, at the \_\_\_\_\_ Road Safety Centre.*

**If you are interested please phone**  
 \_\_\_\_\_ **at the Council on** \_\_\_\_\_

Despite its limited resources, the traffic centre is fulfilling a very important function in suburban Adelaide. Over 20 local people are involved in volunteer activities at the centre. A great number of local teachers bring their classes to the centre regularly. The centre also has a wide selection of road safety pamphlets and materials which are distributed free of charge to local groups. Enquiries for bookings also come from schools and playgroups some distance from the centre.

Above all, the centre exemplifies the achievements than can be obtained by diverse government and non-government organisations working together cooperatively on a project, provided a full-time coordinator is available to organise activities and to take initiatives.

### Case Study 18 – Youth Driver Education in South Australia

The Traffic Safety Section of the Police Department provides a *Youth Driver Education* programme for all Year 12 high school students. In addition it is responsible for the training of student monitors who supervise school crossings and it oversees the operation of a children's road safety school.

The four instructors who operate the Youth Driver Education (YDE) programme visit every secondary school/college and area school in the state. They use a standard format of two sessions, each of approximately two hours duration. As indicated in Figure 19, the first session concentrates upon developing appropriate attitudes about road safety. By the use of various anecdotes and illustrations, the police officers present students with first-hand experiences about road user behaviour. They follow this up with a videotape which provides very daunting statistics about road accidents and graphic scenes of accident scenes and injured victims. In the second session a similar informal, conversational style is used to inform students about safe driving practices and to alert them to the problems of driving while under the influence of alcohol or drugs. A copy of driving skills and tips, *The Complete Driver's Companion*, is presented to each student at the completion of the second session.

The YDE programme is targeted at students who have recently acquired a driver's licence or about to do so. Although the groups can be quite large (up to 100), the officers are very capable. They have been specially selected for desired personality attributes (confidence, communication skills, sense of humour, ability to relate to teenagers) and they are given some basic training in teaching skills.

The officers arrive at schools in station waggon which are appropriately marked with the YDE logo. The officers carry with them to each school their own video equipment, handouts and booklets. The State Insurance Office provides substantial funding for the programme to the extent that it pays for the four

vehicles, one full-time salary and all the teaching aids. Funding has recently been made available for a completely new videotape to be produced.

Figure 19

## A Summary of the Youth Driver Education Programme



# Youth Driver Education

SOUTH AUSTRALIAN POLICE  
TRAFFIC SAFETY SECTION  
SGIC SPONSORED.

For inquiries telephone: 218 1229 . .  
M .....  
In reply please quote: .....

### YEAR 12 PROGRAMME

The Youth Driver Education Programme is a road safety initiative which is funded by the State Government Insurance Commission. The Programme is presented by experienced Traffic Police Officers and comprises two x two hour sessions.

#### AIM

#### Part One

To learn safe practices when driving or travelling in motor vehicles.

#### OBJECTIVES

At the end of the session, students should be able to:-

- identify factors which impact on formulating "driver attitude"
- recognize the most prevalent road crash types and common causes
- discuss the physical, emotional and economic costs which result from road crashes
- identify selected 'defensive driving techniques'
- demonstrate reaction time and explain its relationship to defensive driving

'YOU JUST DON'T REALISE' - duration 35 minutes

Produced by Channel 10, this video illustrates a vivid documentary on road crashes and the trauma associated with it.

#### AIM

#### Part Two

To learn safe practices when driving or travelling in motor vehicles.

#### OBJECTIVES

At the end of the session students should be able to:-

- recognize that alcohol and drugs can impair both physical and emotional behaviour
- identify laws which impose requirements on drivers of vehicles

DRINKING, DRIVING, SURVIVING - 18 minutes

An illustration of the effects of alcohol on drivers. The danger of excessive consumption of liquor, and of the very real need to be in control of one's faculties at all times when driving.

#### THE COMPLETE DRIVERS COMPANION

A useful and comprehensive guide for the new driver (courtesy of S.G.I.C.) is presented to each student who participates in the programme.

It would appear that the programme is quite successful. Teachers welcome the visit as the preparation and delivery of the information is done by outside experts. Students tend to be very receptive to the information given and the general mode of delivery. An evaluation of student attitudes undertaken by a teacher at a local independent high school concluded that students judged the YDE programme to be a success. Some of their comments included:

*The constables were entertaining and informative.*

*I am surprised at the penalties for drink driving.*

*I see the police in a new light now.*

*I am amazed at the road toll statistics.*

*I will take driving more seriously in future.*

Stamoulis, D. (1988) "Educating Youth: A Question of Police Relations of Helpful Facts on Driving", *Police Journal*, July.

The YDE programme certainly improves police public relations with youth. Information is delivered effectively to students but it is far from certain whether this affects student attitudes in the long-term. Further, criticisms could be made about the limited involvement by teachers in the programme. Teachers tend not to participate in the lectures nor do they provide any follow-up activities to the students. There also appears to be limited liaison and communication between officers of the YDE programme and teachers who operate the *student driver* programme.

### Case Study 19 – Secondary School, South Australia

This secondary school is located in the heart of an industrial belt in northern Adelaide. A large number of non-English speaking background (NESB) students (over 60%) attend the school. Income levels of parents are not high and approximately 40% of students receive financial assistance in the payment of school fees. Teacher turnover at the school is high and there have been an increasing number of discipline problems occurring over recent years. The numerous demountable classrooms and spartan appearance of the school seems to mirror the surroundings – a busy highway, fronted on both side by light industry and occasional retailing shops.

Yet, upon entering the case study teacher's demountable building, you cannot help but be impressed by his transformation of a below-average classroom into an exciting, comfortable meeting-place.

On the walls he has mounted a number of large posters depicting various scenes of cars and motoring. The 35mm slide projector and screen are positioned prominently in the room and the chairs are positioned in auditorium format rather than in traditional rows. Various handouts, brochures and magazines on road safety are located on several small tables in corners of the room.

The teacher is obviously very committed to road safety and he is an enthusiast of the highest order. As an experienced social studies teacher he has collected a number of useful 35mm colour slides over the years. He has them all filed in large plastic mountings and relies upon them substantially in a number of his lessons. As an illustration of his commitment, the teacher purchased his own 35mm projector and screen and he keeps these set up permanently in his room – it saves him all the problems associated with booking school equipment, and assembling and dismantling equipment.

The teacher offers a Year 11 elective course on "Driver Education/Transition Education". It is a double subject course offered for one semester. All those

students who pass a written objective test are able to enrol in a six-week practical driving course run by the same teacher.

For several years now this Year 11 course has been very popular with students, but mainly the lower academic students who don't have the same timetable restrictions as those doing the high level science and mathematics subjects. It is also a very popular course with NESB students.

The case study teacher was trained in social studies and this is his formal responsibility at the school. He is well travelled and is especially knowledgeable about geography, economics and legal studies. Because he teaches social studies at the upper school level he is able to integrate a number of road safety topics into these lessons. He has also been influential in getting maths and science teachers to include road safety topics (braking distances, velocity, mass) into their lessons.

The case study teacher is also responsible for work experience programmes for Year 11 students and this is evident in the title of the elective unit. The topics taken in this unit reflect attitudes about community responsibility and personal/vocational development as well as skills training in driving motor vehicles. It does seem to be a very appropriate mixing of the two areas. A number of visits to community organisations and agencies are included each semester (see Figure 20) and these have a dual purpose of informing students about road safety practices and to give them insights into possible career opportunities.

The teacher has a keen interest in the visual and performing arts. He is a keen photographer and this has enabled him to build up a comprehensive set of 35mm slides for his teaching units. He uses a variety of media in presenting his lessons, as illustrated in Figure 21.

**Figure 20**  
**Examples of Visits to outside Organisations**

- (a) Visit local driving centre and use car simulators to check reaction times, etc.
- (b) Students assist in producing visual display boards which are taken to shopping centres.
- (c) Visit the Grand Prix track in central Adelaide.
- (d) Visit local car dealers to see and evaluate new models.
- (e) Visit the local Court House.
- (f) Visit firms involved in the transport industry, e.g. panel repairers, car wash firms, delivery firms.

**Figure 21**  
**Examples of Materials used in Class Settings**

- (a) Newspaper cuttings (for example, "Please, God, I'm only 17").
- (b) Handouts based on driver instruction manuals.
- (c) Motor Vehicle claim forms.
- (d) Exercises on road signs.
- (e) Role plays based on driving situations.
- (f) Card games based on road safety principles.
- (g) Various videos such as "Motor Mania" (Disney), "Running on Empty", "Drinking, Driving, Surviving".

A major school event last year was a musical he produced entitled "Street-Beat" based upon Jimmy Barnes' songs. This was performed as a major event at the school and drew wide community praise.

The elective course appears to be very popular with students. They enjoy the class sessions which consist mainly of group discussions, slide presentations and quizzes/worksheets. Of special interest to them are the various community visits which occur at frequent intervals and are made possible because the teacher has access to the school mini-bus. There is considerable incentive for them to pass the written objective test because this makes them eligible to take part in the six-week practical driving unit. Each student receives approximately 10 hours of driving tuition on-road and the only costs are \$20 for petrol. They also do various exercises on the school grounds including basic vehicle maintenance tasks and "Monte Carlo" steering and braking exercises. Participating in the latter activities must be the envy of many other students at the school as they view these activities from school windows while engaged in more traditional seat-work learning activities (see Figure 22).

The on-road driving lessons are undertaken with pairs of students. It is difficult to organise convenient times for tuition and the class teacher has to extend the times into the late afternoon on several days of the week. He has found that NESB students have performed very well in the practical driving lessons and they are especially positive about the course.

The Driver Education/Transition Education course depends to a very large degree upon the enthusiasm and efforts of one teacher. Although another teacher has undertaken the necessary instructor training course, he is not directly involved in teaching it. The school administration are obviously appreciative of the case study teacher's efforts and he is widely respected in the local community. Yet, it is highly likely that this innovative approach to driver education would not continue at the school if the teacher was transferred or decided not to continue taking the course.

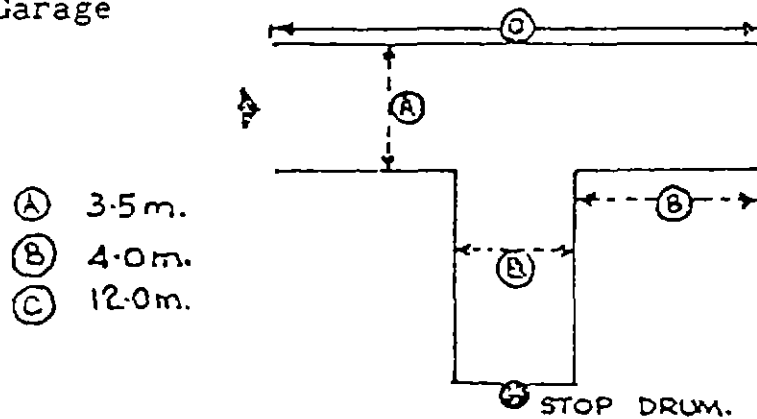


**Figure 22**  
**Monte Carlo Layout**

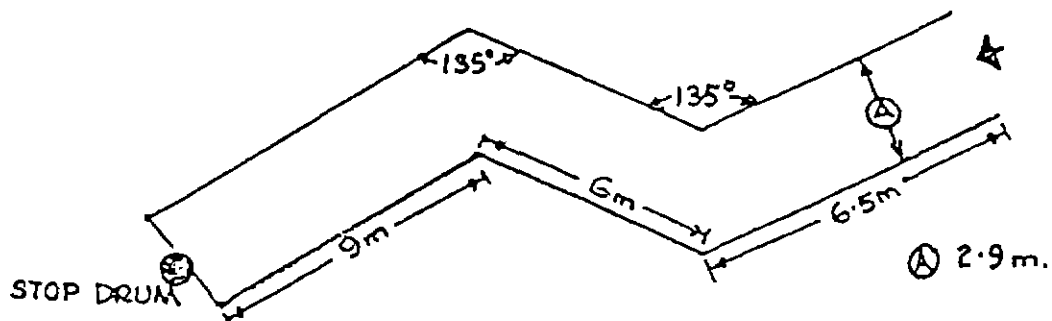
M O N T E C A R L O L A Y O U T

1. The layout is based on Commodore, Sigma and Gemini sized vehicles. Dimensions may be varied for smaller or larger vehicles.
2. Size and shape of hazards are :-
  - 2.1 Slalom openings - 5.8 m

## 2.2 Garage



### 2.3 Winding Lane



- 2.4 Narrow gate - two drums, 51 mm wider than car.
- 2.5 Parallel parking bay - width of car, length of car plus 2.5 m.

## Case Study 20 - Primary School, Tasmania

The primary school is located in a rapidly expanding suburb of Hobart. The principal arrives back a little late in her office to welcome her visitors after supervising students who are allowed to use a specially designated skate-board area during 8 a.m. - 9 a.m. each school day. This principal really cares about the needs of children. She does more than her fair share of supervisory duties because she contends that her teachers are already overworked.

The principal is incensed by the lack of response from the local council to her requests and from parents to have a footpath and pedestrian crossing installed adjacent to the school. The dangers are obvious. The road next to the school is quite busy. The slopes on each side of the road are uneven and there are deep drains and gullies. Why doesn't the local council respond? Can it not be a high priority for them? Don't they have the funds? What further evidence or incident do they need to persuade them to take some action?

Because of the imminent danger, the principal takes personal responsibility each afternoon for walking the children down the road after school and ensuring that they are safely across the main road to the neighbourhood streets. She intends to call the local press next week if all other efforts to persuade the council don't produce any result. Perhaps an emotive article in the local newspaper, together with a few follow-up letters to the editor might galvanise the council into action. The principal is frustrated but determined - but in this instance she will probably win out.

The Principal relies heavily upon the local road safety education officer to give lessons to individual classes, and evening talks to parents about bike safety. The officer visits several times during each year and on other occasions to distribute posters and brochures when there is a special need. On the last visit he supplied bulk copies of *Out and About* to teachers. Today was a special occasion. The Principal and the road safety education officer had previously organised a

road safety poster competition for grade 3-6 children with the prizes being two bicycle helmets. It was a proud occasion today at assembly when the road safety officer, resplendent in full uniform, presented the two prizes to a rapt audience.

The school is also fortunate in having two teachers in Grades 5 and 6 who are actively involved in road safety. Their curriculum planning skills have been well honed by their decision to both undertake a Master of Education degree at the local university. They used road safety education as their major research topic in their respective studies and by studying it together, they had the motivation and the opportunity to discuss and plan programmes for their respective classes and for other grades at the school.

An additional serendipitous event has been the mandating of Health Education for all Tasmanian classes K-10. This has had the effect of legitimising road safety as an essential element to be studied at each year level as from the beginning of 1989. It has also provided a stimulus for parents to join teachers in forming a committee to plan health education topics including controversial ones dealing with sex education in general and especially sexually transmitted diseases. Ten parents were involved during 1988. The Education Department assisted by providing financial support for two half day workshops for this committee. The Grade 6 teacher was given an additional two days free of teaching to plan and develop school-wide programmes based upon the committee's decisions. Having class teacher and parent commitment has been most important for the implementation of Health Education and it augurs well for further local planning of road safety education activities as an integral part of this programme.

Bicycle safety has been emphasized at the school this year. During the first week of the school year the Grade 6 teacher (a keen cyclist) organised a bicycle ride for over 20 students, using additional parent supervision, around the neighbourhood streets. She is following this up with a series of three bicycle education lessons by the road safety education officer. During the third lesson, to

be held next month, the officer will mark out sections of the playground and provide practical riding tests for the children.

The Year 6 teacher has also plans to repeat a unit of work on machines which worked very successfully last year. This involves students studying bicycles as a machine and obtaining understandings and skills about bike maintenance and roadworthy standards. She has developed a "driver's licence" certificate which will be given to students who successfully complete the unit.

Although the major activities are in the senior grades, the other teachers are also involved. Teachers in Grades 2-5 use a book entitled "Vital Signs" to teach road signs and safe pedestrian behaviour. The children enjoy using *Out and About*, especially the stickers and the milk carton game.

The teacher in the Preparatory class uses a lot of role plays, games and speech rhymes to teach sound road safety behaviour. They use *Out and About* frequently. Also used is a carpet mat which depicts city streets. Children move their toy cars along the streets marked on the carpet and can simulate a number of road safety practices. The Kindergarten teacher uses the pre-primary version of *Out and About* and uses a variety of games and informal activities. The school owns a number of three wheeler bikes which are used by the kindergarten children to practice desirable road safety behaviour.

This school is likely to become increasingly involved in road safety as there are a number of key persons who have taken a major interest in it. The principal intends to make bike helmets compulsory in the near future for all those students who cycle to school. She also intends to make helmet wearing and knee pads compulsory for all skate board riders. However she is initiating these rules to make the activities safer for the children and is not necessarily restricting them. To the contrary she seems very supportive of children who want to ride bikes and/or want to use skate boards (even though some teachers object to the use of the latter). The teachers in the senior grades, the road safety education

officer and parents are also key stake holders who are likely to ensure that road safety programmes will continue to have a high priority at this school.

### Case Study 21 - Non-Government School, Tasmania

This school is located in a very quiet, rural township in southern Tasmania. The incomes of local resident farmers are not high and there are few employment opportunities for school leavers. Traditions are very strong here and it takes a considerable time for newcomers, such as newly appointed teachers, to be accepted by the closely-knit community.

At this school approximately half of the children travel to school by bus. The roads are very winding and narrow and minor traffic accidents have occurred from time to time. Behaviour of students on buses is a major concern, and on occasions, so is the driving behaviour of bus drivers. With regard to the latter, the community recently mounted a strong campaign to dismiss a bus driver who reportedly drove his bus very dangerously. The subsequent action was very protracted and resulted in the dismissal of the charge against the bus driver.

The community is still mourning a recent catastrophe when four young local people were killed when a car careered out of control into a tree. Recreational facilities in the town are very limited and a favourite activity for many young people on weekends, especially males, is to drive around the main streets, using them as a race circuit. It was on such an occasion that the recent quadruple fatality occurred.

Teachers at the school have always given a high priority to road safety education. The previous school principal was heavily involved in developing pre-driver courses for high school students and produced a pilot scheme which was used statewide. He was also responsible for ensuring that the school library had a wide range of materials on road safety. Present holdings include numerous videotapes, *Out and About* (FORS) and various pamphlets and charts (FORS).

The present principal is also very supportive of road safety education. He is concerned about developing positive attitudes about road safety in the primary

school students and building upon these at the secondary level. Because the school covers Grades P - 10 it is possible to develop a primary-secondary policy.

Few staffing changes have occurred recently and the present staff seem to be very committed and hard-working. They are involved in several school-community committees including a recent initiative to produce a drug education programme on topics jointly agreed upon by parents and teachers.

The local road safety officer is a regular visitor to the school and he is well respected by the staff and students. His role at the school is to assist teachers with specific road safety problems and also to teach the pre-driver education course. In addition he undertakes related tasks such as monitoring school-bus routes, investigating any road hazards in the area and assisting teachers with any excursions that involve students using bikes or travelling in buses.

On this occasion the road safety officer was requested to come to the school by a Grade 6 teacher who was having difficulty persuading some of the boys in her class that wearing bike helmets while riding a bike was sensible and could be life-saving. The road safety officer brought along some audio-visual materials and a cut-away section of a helmet to demonstrate the importance of helmets to the Grade 6 class in general and to seek out the boys concerned to have a special talk with them.

The road safety officer had previously negotiated with the school principal to teach the pre-driver education course to all Year 10 students (see Figure 23). At this school a two year course entitled "Transition and Life Education" is included for all Year 9 and 10 students. In Year 9 students do topics relating to career education, the law and personal development while in Year 10 the emphasis is on driver education and work experience.

The pre-driver education course at this school, unlike many other schools where it is offered as an elective, is compulsory for all Year 10 students. It consists of 2 periods a week for 8 weeks followed by a day of practical driving. There are

eight teachers at the school who have undertaken the necessary training to be permitted to supervise the practical driving days.

The author was able to observe one double period lesson. The students responded well to the information presented and to the questions asked by the road safety officer. He uses hand-out sheets and various overhead transparencies to supplement his presentation. In particular he is able to include entertaining anecdotes based upon incidents he had experienced with motorists and pedestrians. The teaching performance is very effective and most creditable considering that the road safety officer (as with all the road safety officers) has come to the position without any formal teaching qualifications.

This was only the second of eight lessons to be given to the Year 10 students. They seem to be quite interested in the topics covered and generally are highly motivated. The videotape "Ready for Take Off" the second in the series "Prepared to Drive" (DECA) is well received by the students. Several students stay back and ask the road safety officer specific questions after the session has concluded. Students are already talking about and looking forward to their practical driving day which has been scheduled for two months' time. They all realize that they must pass the theory test to be permitted to do the practical driving and that the successful completion of both enables them to receive the learners permit without any further test.



**Figure 23**

**Pre-driver education course available as an  
elective to Year 10 students in all Tasmanian High Schools**

**Topics covered :**

1. Crashes, attitudes to other road users
2. Defensive driving : keeping vehicles in good condition
3. Driving procedures and techniques
4. Driving to a system
5. Defensive driving : knowledge, alertness, foresight, judgment and skill.
6. Cornering procedures
7. Overtaking, road markings and towing
8. Alcohol and driving.

**Practical Driving**

Two-three hours are available to all students who pass an objective test based on the above topics. Teachers who have completed the Defensive Driving Course with Transport Tasmania instructors (10 hours theory, 1 day practical) are then eligible to supervise the practical driving days.

Successful completion of the written test and the practical driving enables students to have the Learners Permit test waived.

Their regular classroom teacher sits at the back of the room and takes notes on major aspects of the lesson. He intends to incorporate some of this material into ongoing social studies lessons. This teacher also has the responsibility for being a counsellor for all the secondary school students. He is aware that getting a driver's licence is a major status-symbol for these students and that it is crucial to instill positive road safety attitudes.

Road safety education is only taught directly to secondary school students in the pre-driver education course. The newly produced Health Education syllabus includes core sections on "safety and accidents" with regard to cycling and driving for secondary school students but to date the syllabus has not been accepted by Catholic Education authorities.

The primary school classes at the school study road safety as themes or as short-term units. For example, two weeks prior to the vacation weeks, the Year 1 children have special drills and discussions on "crossing roads", "riding bikes", "travelling in a car". They use *Out and About* level one materials, and various videotapes and posters developed by the Federal Office of Road Safety. The Year 6 teacher does a one week theme each year on "Bike Safety". As a culminating activity, students work in small groups preparing their own road safety games and posters and then present them to other primary classes at the school. This teacher uses as background information, pamphlets and posters produced by Transport Tasmania.

Reference was made above to a recent cooperative venture by parents and teachers to produce a drug education programme for the school. The initiative came from the Lions Club of Tasmania who have employed two consultants to visit schools and to assist communities interested in undertaking the process. Although the activity has only just started the Principal is enthusiastic about the rapport and commitment it has generated among teachers and parents. He is confident that a comprehensive road safety programme for the school might also

be developed cooperatively between parents and teachers and he is working toward that end.

## Case Study 22 - Primary School, Victoria

It is an unseasonally cool morning as the two bike education teachers walk briskly across the playground, hands in pockets, to a vacant lot and garage where the near-new bike trailer is safely housed. The school care-taker is already there taking the twelve bikes off the trailer in preparation for the first bike-ed lesson of the day. Two parent helpers also arrive at this time and are given a hot cup of coffee before they brave the elements out on the windswept playground.

When the school siren rings at 9 o'clock the two bike education teachers (a Year 1/2 teacher and a Year 5 teacher) go briefly to their rooms to ensure that the specialist teachers are present to take over their classes while the 30 children are doing practical bike riding skills in the school playground. The timetable has been arranged so that specialist staff in art, computing and physical education take classes at the same time as bicycle education is scheduled, thereby freeing up the bike-ed staff.

The Year 5 children are eager to get started. They quickly assemble on the school playground. Some have their own bikes but a number make use of the bikes from the trailer. The two parents are also out in the playground helping the children adjust their helmets and tying on their red safety vests.

Two sets of marked lines, curves and circles have been marked on the playground and this enables the two teachers to teach two groups of 15 children concurrently.

The two non-riders are given special assistance by the parents. The parents also act as markers and display various charts to cue children into undertaking various skills.

The practical activities last for almost an hour and during that time the children practice various skills such as slalom riding between obstacles, slow rides, braking, riding a straight line, scanning and giving appropriate hand-

signals. The children obviously enjoy the activities and even the two non-riders seem to be gaining considerably in confidence.

The children receive eight practical lessons of one hour duration, once per week, for a period of eight weeks. They also have four class lessons on bike-ed. The sequence of lessons follows very closely the procedures detailed in the Bike Ed programme produced by the Road Traffic Authority.

The two teachers consider that each year they are getting more effective in teaching this programme. This is the fourth year that Year 5 students have been taught the bike-ed course. They have encouraged several other teachers to do the instructors course for Bike Ed and several parents have also volunteered to do the two-day course.

To their surprise and joy, the bike-ed programme at their school was selected as the subject of a videotape promotion on bike ed. by the Road Traffic Authority. A number of students were involved in the filming which occurred in term 4 in 1988. Everyone is waiting impatiently for the first viewing of the video-tape!

It is interesting to conjecture why the staff have given road safety such a high priority at this school. The School consists of a double storey building, located close to the railway line and adjoining highways in an inner-city suburb of Melbourne. There are many rental flats in the area and the houses are predominantly older style dwellings. The catchment area contains many single-parent families and income levels are generally low. A number of the children are disadvantaged in terms of language proficiency. The school has received annual funds from the Priority Schools programme of the Commonwealth Government because of its degree of disadvantage.

Therein lies the key to some of the reasons for the emphasis upon road safety. The school is surrounded by potentially dangerous traffic situations – both rail and road. Priority school programmes typically require staff and community planning in cooperative projects and so this school has already had experience in staff-parent ventures.

Another important factor is the leadership demonstrated by the school principal. Over the four years he has been at the school he has supported efforts to establish a strong school council. The school council does appear to be very active and has achieved a number of goals. For example, written policy statements have been produced for all major subject areas, including one for bike education. Some specific school rules about road safety have been established such as no children in Grades P-2 are permitted to ride bicycles to school; and all children riding bicycles to school must wear helmets.

The principal strongly supported efforts by the two teachers to establish a bike-ed programme at the school. He organised the school timetable to free up the staff. He was also responsible for encouraging other staff and several parents to do the Bike Ed training course and was instrumental in getting a bicycle trailer to be permanently housed at his school. Now that bike-ed is well established in the senior grades he is keen to see *Streets Ahead* established in the junior grades. To this end, he organised a pupil-free day (Curriculum Day) and invited a Road Traffic Authority consultant to give a presentation on *Streets Ahead*. He is confident that a number of teachers will incorporate units from this package into their teaching now that the school has their own copy.

However, the day-to-day running of the road safety programmes depends upon the good will and commitment of the teachers. The Year 5 teacher is the driving force. She takes responsibility for organising the lessons and getting support from parents. To date, her enthusiasm has not waned and she has been able to enthuse several other teachers. The Year 1/2 teacher is involved this year for the second time and may take a more active role in subsequent years.

It would appear that parents are very supportive of these road safety education programmes. The school council was most interested in the promotional videotape which was produced in 1988. Parents have supported the strict rules established by the school council about bike riders. According to the principal, there has been a significant decline in minor and major accidents

involving school children over the last two years. Perhaps the aims of their bike education policy are being largely achieved, namely:

1. to teach road law and habits of care and alertness.
2. to teach safe bike riding techniques.
3. to develop the ability to recognise, analyse and respond to traffic situations in a defensive manner demonstrating awareness of cyclists rights and responsibilities in the traffic mix. (p.12).

### Case Study 23 – Primary School, Victoria

First impressions would indicate that this is a typical suburban primary school. It is located close to several major highways. The buildings are a composite of a 1950s era with extensions carried out in the 1970s. A car park for staff cars is provided in an area adjacent to the school grounds.

Yet, conversations with the principal and staff reveal that this is no ordinary inner-city school. There appears to be a greater than normal number of staff who are deeply committed to the welfare of their children. Socio-economic levels are not high and the skills of children in language and mathematics are relatively low. Whether this has motivated teachers to try harder is difficult to ascertain from a short visit but one can't help but be impressed by the cooperative relations between staff.

The school principal appears to have developed effective leadership skills to the extent that a number of class teachers have been delegated responsibility positions and are thriving on the opportunities it gives them to try new initiatives.

The Senior Teacher is a major driving force, especially in terms of road safety and computer education. As a non-teaching staff member he has the opportunities to organise school-wide programmes in these areas. Not only is he a good organiser but he is an enthusiastic leader. For example, he is very knowledgeable about bike-ed, having completed the instructors' course several years ago. A number of the staff working with him on bike-ed have also completed the training course or are in the process of doing so this year.

A second extraordinary feature of this school is the high level of staff knowledge and expertise about road safety curriculum materials. As indicated in Figure 24, major curriculum kits such as *Out and About*, *Streets Ahead*, *Bike Ed*, *Language on the Road* (Careful Cobber) and *Roadswork* are used at several different grade levels but especially in the senior grades. They also use other



games which teach children road rules, such as the *Cycletron Bicycle Safety Games* and ones which explore values issues and help build positive self-concepts in children. It is rare indeed to observe so many road safety materials being used by a number of teachers in the one school.

A third feature of the school which is closely linked with the two previous aspects, is an ongoing, substantial source of external funding. Several years ago the principal and the school council negotiated with local groups to use the school hall for bingo evenings held on Friday and Saturday nights. The percentage of the takings they receive for hall hiring provides the school with an annual amount of over \$90,000. This has enabled the school council to purchase many useful items ranging from major purchases such as their own mini-bus, video-tape equipment and computers to various medium outlays for curriculum packages on road safety and staff development.

Having this regular source of income has certainly spurred on teachers to provide the best possible teaching programmes for their children. For example, a perceived problem of peer pressure preventing many children from wearing bike helmets was answered by the school investing in an elaborate personal awareness kit entitled *Operation Aware*. This \$600 kit included a two-day inservice for teachers involved in using the materials. To improve feedback on children's bicycle riding skills a video camera was purchased and has been used extensively. The school also produced its own videotape of the practical riding components, entitled "On Road Course."

Visits to schools are always most memorable when children are actively engaged. In this instance the author experienced such a diversity of activities that they created an extremely favourable impression upon him. Not only was he able to observe various practical sessions in the playground, and discussions on road safety in the classrooms, he was also fortunate enough to be invited to join a practical riding test for approximately twelve Year 6 students, accompanied by two teachers. He followed them on a bike down major and minor streets and across

numerous intersections and shared their exhilaration and success in negotiating dangerous crossings, perfecting important road signals and undertaking formation riding.

This is not to suggest that such high points of activity are regularly maintained week after week or that the school was vastly superior to others observed in Victoria or in other states. Yet, using the most stringent criteria, one would have to conclude that some very exciting and worthwhile road safety activities are occurring at this school.

The Bike Ed programme is possibly the most successful and most visible road safety program undertaken at the school and it has been operating for 4 years. A bike trailer (containing 12 bikes) is hired for two intensive periods in March and November each year. Training in bike riding skills is provided for Year 5 and 6 students for two sessions a day over an intensive, two week period. Teachers have marked out on the school playground the lines and circles needed to develop specific steering, balance and braking skills. Five of the teachers on staff have undertaken the instructors training associated with the latest version of *Bike Ed* produced by the Road Traffic Authority. Students who pass tests (see Figures 25(a) and 25(b)) at the completion of the two week period receive a certificate (Figure 26). Those who do not pass are required to try again in November. The standards required by the teachers are very rigorous and in fact only 7 out of 37 children received a certificate in 1988.

Students in the middle grades (Years 3 and 4) do some bike-ed skills but combine this with lessons based on *Out and About* and *Streets Ahead*. *Out and About* is used chiefly as a means of revising important road rules learnt previously. *Streets Ahead* was introduced recently to the staff by Road Traffic Authority consultants at a Curriculum Day in 1988 (*Bike Ed* was also introduced by RTA consultants several years ago). It has been received most enthusiastically by staff and two complete sets have been purchased and are regularly used. For example, the Year 1 teacher selects items on personal safety which are especially

important for her children. The Year 5 teacher uses ideas from *Streets Ahead* in science and maths and develops themes such as "accidents" and "responsibilities of road users". It is likely that *Streets Ahead* will be used more intensively by teachers as they become aware of its contents and devise ways of integrating it across a number of subjects.

The younger grades make considerable use of *Out and About* materials. Road safety games are also used as well as large cardboard cut outs of road signs.

The high priority given to road safety in the school curriculum is strongly defended by the teachers. They are aware of the large proportion of children (up to 30%) who ride bikes to school each day including some very young children riding up to 3 kms each way. The roads near to the school are busy and potentially dangerous. The teachers involved in bike-ed at the school are convinced that the riding skills of the children have improved dramatically since the inception of the programme.

The senior teacher has carefully monitored standards in certificating students, and he is very pleased with the childrens' skill levels in the practical tests. The inclusion of regular road safety lessons at each grade level appears to be creating very positive attitudes among the children.

Yet, it appears that staff have not been very successful in enlisting parent support and participation in road safety activities despite strenuous efforts to keep them informed about road safety programmes and especially the Bike-Ed programme (see Figures 27(a) and 27(b)). Unlike other schools where parents are used frequently as volunteer helpers with bike-ed programmes, it occurs to a very limited extent at this school. Also, parents have not been very responsive to staff initiatives to make the wearing of helmets compulsory for all children who ride their bikes to school. The current road safety programmes will have even greater impact if ways can be found of encouraging higher levels of parent support.

**Figure 24**  
**Curriculum Packages Used**

Grade Levels	Out & About	Streets Ahead	Bike Ed.	Language on the Road	Cycletron Games	Roads work	Operation Aware (peer pressure package)
P	•						
1	•	•					
2	•	•					
3	•						
4	•	•		•	•		
5	•	•	•	•	•	•	•
6	•	•	•			•	•





Figure 26



# BASIC ROAD RIDING SKILLS

This is to certify that  
..... performed the  
following basic road riding  
skills in an off-road area.

1. Driveway rideout. ( )  
(Correct starting position, Scan, 2 hands on handlebars),  
(Single file, form pairs, inside rider 1 m. from kerb).
2. Riding in pairs beside kerb - form a single file. ( )  
(Inside person moves to the front, Ride 1 m from kerb),  
(Reform pairs - scan behind, person behind moves level).
3. Passing a parked car - Pairs, form a single file. ( )  
(Scan, Indicate, 2 hands to diverge right 1 m from car).
4. Passing spaced parked cars - Pairs form a single file. ( )  
(Maintain a straight line 1 m from cars, reform pairs).
5. Left hand turn. ( )  
(Scan behind 30m before corner, Indicate, 2 hands to turn),  
(Stop Sign if cars on right, Scan and indicate at corner).
6. Right hand turn from centre of the road - Pairs. ( )  
(Scan behind 50m before corner, Indicate),  
(2 hands to move to centre of road),  
(Stop sign near corner if necessary),  
(Scan and Indicate again at corner, 2 hands to turn).
7. Right hand Hook Turn from left kerb of busy road. ( )  
(Form single file, Scan and Stop Signal, Stop beside kerb),  
(Keep bike parallel to kerb, Scan, Indicate),  
(Ride directly towards a line 1 m from kerb in side street).

**He/She is ready to :**

- A. Practise road riding skills in an off- road area. { }
  - B. Have adult supervision to practise road riding skills on the roads { }
- ..... Qualified Bike Ed Teacher.

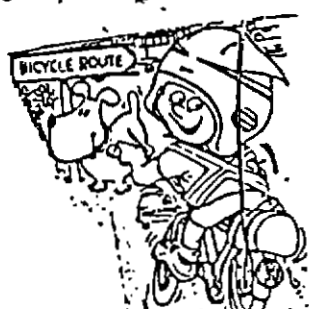


Figure 27(a)

YEAR FIVE BIKE-ED WEEK PROGRAM

Dear Parents,

During Bike-Ed Program (6th - 17th March) your child's class will be involved in one hour of activities each day which will involve the teaching of:

- (A) Safe Riding Skills.
- (B) Traffic Riding Skills.
- (C) Safety factors for pedestrians, cyclists and passengers in motor vehicles.
- (D) Defensive riding skills which involve anticipating and recognising dangerous situations which may well become life threatening.

This Program will have a series of lessons based on:

- (A) Riding skills necessary for off-road riding and road riding.
- (B) Riding activities in the school ground which simulate road situations.

BIKE-ED SKILLS CERTIFICATE

Participants will be tested on their riding skills and ability to complete a simulated road riding course in the school ground.

Pupils who accrue sufficient points will be awarded with a Bike-Ed Skills Certificate to recognise them as a safety road cyclist.

Hopefully, between your efforts and ours, your child will develop skills which will enable him/her to ride safely and make the right decision in dangerous situations.

REQUIREMENTS

For Bike-Ed Week the school has hired a special Bike-Ed trailer which has some bicycles which children may use during the lessons.

However, it would be far more beneficial to your child if he/she could practise the road riding skills on his/her own bicycle. In 1988 Year 5 lessons it was most disturbing to see the large number of children who had very little control over their own bicycle while making hand signals or looking behind them before turning.

PLEASE MAKE SURE THAT YOUR CHILD'S BIKE IS ROADWORTHY.

If you wish your child to participate in the program it will be necessary for you to complete the enclosed forms and return them to school by Friday 3rd March.

Please note : If your child is unable to ride at present or you think that he/she has very limited riding skills, we would be happy to timetable your child into a course for Beginners in the school yard. This would be far safer for your child who may otherwise have his/her first ride unsupervised, on a friend's bike like so many other children do.

Organisers:.....



## Figure 27(b)

### PRIMARY SCHOOL BICYCLE AGREEMENT

Dear Parents,

Children who wish to bring their bicycles to school may do so if they are willing to abide by the following conditions -

1. Where possible a Safety Helmet should be worn.
2. Bicycles must be dismounted at the entrance gates and walked to the bicycle enclosures.
3. Bicycles are to be taken directly to the enclosure which will be locked for safety reasons between the hours of 9.00 am and 3.30 pm.
4. No bicycles are to be ridden in the school grounds during school hours.
5. No bicycles are to be ridden around the school buildings at any time.

.....  
I have discussed these conditions with my child ..... and he/she understands and agrees with them.

I give permission for my child to ride to school.

Signed .....(Parent/Guardian)

Date .....

### YEARS FIVE-SIX BIKE EDUCATION PROGRAM

I give permission for my child to participate in the Bike Ed Program which will involve supervised riding on courses in the school ground and on a specially selected course on the roads in the neighbourhood.

I give permission for my child to ride .....(owner's) bicycle during the Bike Ed lessons.

.....Parent/Guardian

.....  
I give permission for .....to ride my child's bicycle and I understand that if any damage occurs the school will not be held responsible.

.....(Signature of Parent/Guardian lending bicycle)

### Case Study 24 - Special School, Victoria

Eight children, with varying levels of mental and physical disability gather excitedly around the teacher as she shows the bicycles (with and without trainer wheels) that are available. Another teacher helps each child to put on a bicycle helmet and to adjust the straps. Further help is needed for children to enable them to mount their bicycles.

The children set off along different sections of the miniature traffic area. As indicated in Figure 28 all major road hazards are included and the traffic lights are fully functional. One little girl, who was not given a bicycle (due to physical disability problems) pretends she is a train and produces a very realistic train noise as she proceeds back and forth along the train crossing. Several of the older children use up enormous amounts of energy as they complete lap after lap, pausing only briefly at the "STOP" signs, and when necessary, at the traffic lights when the light turns to red. One boy with limited control of his right arm attempts to pass another child on his bike but crashes into her. He suffers some physical pain but is not deterred from getting on his bike and starting off again. The children's interest seems unquenchable. They don't pause for a rest. It is only with great reluctance that they bring their bikes back to the storeroom after a half hour's very strenuous activity.

The "traffic centre" at this special school has recently become available and is the culmination of considerable effort by teachers and parents and financial assistance from community groups and the Federal government. The school has received Priority School funding from the Federal government since 1986. They were able to put forward a special application for the traffic school bicycles and this was approved in 1988. However, the grant did not provide for all the extra costs. Wiring of the traffic lights to make them fully functional and the installation of electrical function boxes were undertaken by parents with special skills and by members of the Rotary Club. State government funding was sought

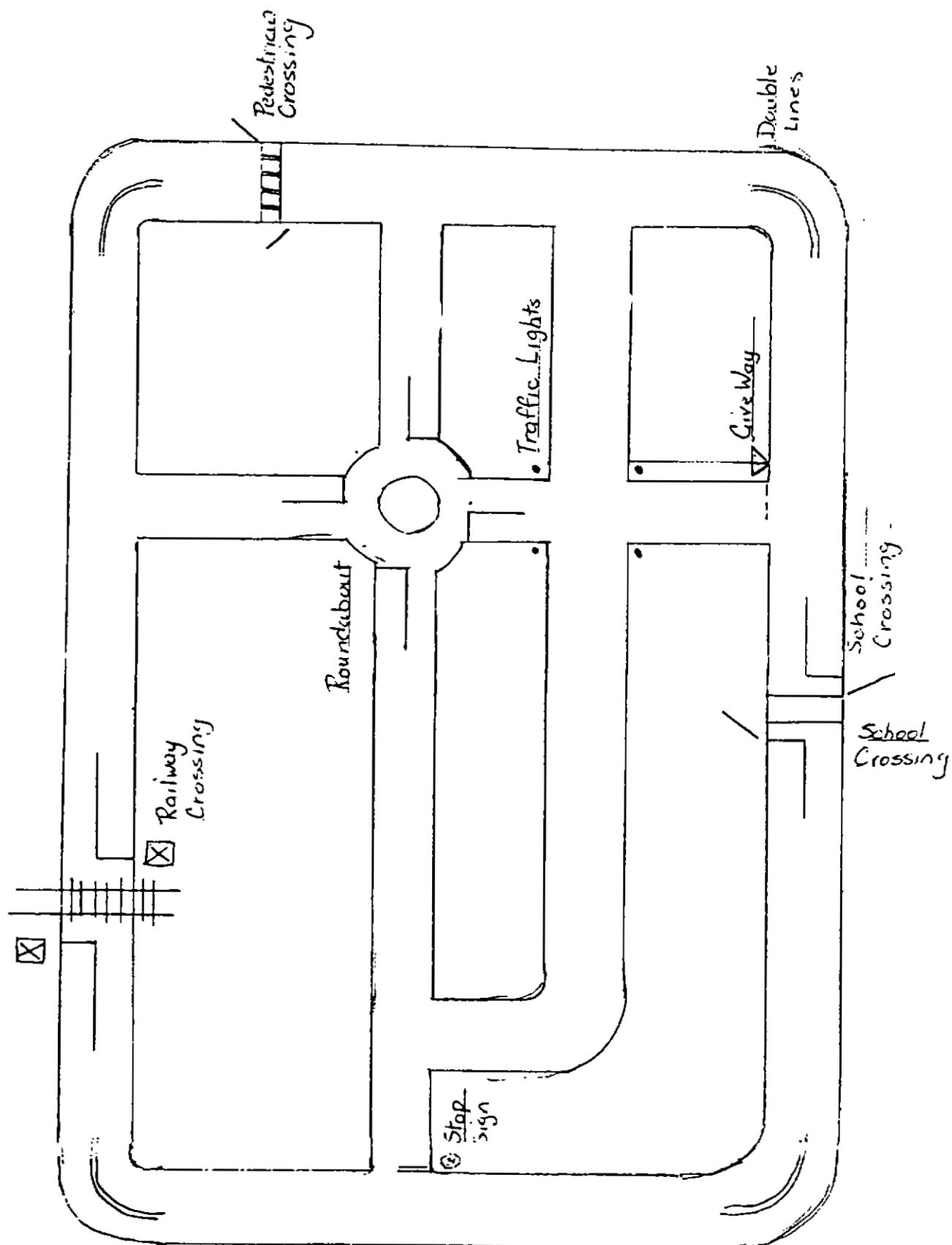
and finally approved, to construct a pathway to the traffic centre so that children in wheel-chairs could have access to it. Parents are presently sewing materials which will be used as pedestrian crossing flags.

Road safety is an important part of the curriculum for the students who attend this special school because it is an aspect of everyday life with which they must learn to cope if they are to obtain a reasonable level of independence. The class teachers take the children on frequent visits out into the community. They get experience under supervision of crossing roads and using traffic lights. Some of the activities from *Streets Ahead* are used as class activities, especially those dealing with street signs and road rules.

For the senior students (16-21 years of age) independent travel to and from school is encouraged. To build up their confidence, volunteers from the community accompany a student to and from school to ensure that they learn the necessary routines about buses/trains which they need to catch. This support is gradually reduced until the student is able to undertake the school travel independently.

The traffic centre at this school has had a major positive impact upon the students. However, it is a very expensive capital outlay and even the recurrent costs are considerable. The school principal has negotiated with other schools to use the facility on a fee-paying basis, to help defray some of these costs.

Figure 28  
Miniature Traffic Area



### Case Study 25 - Secondary School, Victoria

This is a very large secondary school of over 1300 students located on two campuses - a Junior Section for Years 7, 8 and 9 students and a senior section for Years 10, 11 and 12.

It is fortunate in having a curriculum coordinator who has the role of encouraging teachers to become involved in a range of planning activities with regard to traditional subjects and cross-disciplinary offerings. He chairs the curriculum committee consisting of 4 elected staff, 2 senior students, 2 parents and they meet regularly to consider the subjects/courses which should be offered at the school.

The curriculum coordinator has a strong personal interest in road safety education and he was successful in 1988 in getting "Road Education" approved as a Year 9 elective. It is timetabled in semester 1 in 1989 for 3 periods of week. It has the potential to develop into an important elective but in its first year of operation in 1989 it only attracted 14 students, and these students did not list it as their first elective choice. "Road Education" is included in a range of over fifteen courses including "Personal Development", "You and Melbourne", "Buying and Selling", "Consumers and Leisure", "Physical Education Games" (choice of 5), "You and Journalism".

The emphasis in the road education course is upon student-interest activities. The curriculum coordinator does not see it as an academic course, partly because it is intended to be a personal development elective but also because of the low academic standard of the students it is likely to attract.

The course had only been running for two weeks when the author visited the school. The curriculum coordinator was using *Survival Trails* developed by the Road Traffic Authority as the basis for these early lessons. Students examined common routes to school and danger points on the way. To add some variations to the activity he asked students to plan and produce "new" road signs for

potential road users such as skate-board riders, and elderly people. They also had to work out appropriate locations for the erection of these signs. The students seemed to enjoy these activities very much and in the process they were able to reinforce basic road safety rules.

For the remaining weeks of the semester the curriculum coordinator intends to examine related topics developed by the RTA, namely *Science and the Road: The Driver*; *Science and the Road: The Vehicle*; and *Teenagers, Alcohol and Road Safety*. He will use student inquiry activities to present them and intends to include games and excursions where appropriate.

The curriculum coordinator considers that this will be a trial year for his elective "Road Education". He anticipates that the students enrolled in the course this year will be strong advocates for others to do it in future years. He is a strong supporter of road safety courses but he is also a pragmatist and realizes that the elective is not perceived to belong to any of the traditional subjects and that it has low academic status. For 1990 he is considering the possibility of including the same topics in a science course where it would attract larger numbers of students.

### **Case Study 26 - Primary School, Western Australia**

The school is situated in a large suburban area some 60 kilometres south of Perth. Granted city status recently, the area is expanding rapidly and serves as a dormitory for workers in nearby industries and those in Fremantle and Perth. Rapid housing development has contributed to an increase in traffic through the area and hence to the road safety hazards confronting children who attend the school.

Working to implement system-wide reforms, the principal and staff are exploiting a number of traditions within the school. These include active parent involvement, high academic standards, and well established pastoral care and road safety education programmes. The driving force for the latter is the Deputy-Principal (male), a long time resident in the area who is active in the community. A recent innovation has been the establishment of a "School Development Council", with teacher and parent representatives. This body is responsible for the formulation of school policies and plans and acts as a firm link with the community. The Council is fully supportive of the school's efforts in road safety education and influential in school-based attempts that are designed to reduce the traffic hazards for children in view of the school's location near to a very busy highway. An added problem is created by the increasing number of parents who choose to transport their children to and from school. This creates congestion around the school's single entry and exit point at peak periods.

There are two major thrusts in the school's road safety education programmes. One is a school-wide emphasis upon general aspects of road safety through Health Education lessons. The second is a Bike-Education course for Year 5 pupils. In the case of the school-wide programme, addressed both by class teachers and the physical education specialist, the Deputy-Principal (male) acts in advisory and support roles. He monitors teachers' programmes and sees that they have sufficient teaching aids and instructional materials. The curriculum

materials used in this programme are those provided as part of the *Out and About* kit produced by the Federal Office of Road Safety. The Deputy-Principal takes direct responsibility for all instruction, testing and certification for Year 5 pupils in the Bike Ed course.

The general road safety programme, encompassing six thirty-minute lessons, is scheduled for the first part of second term and complete *Out and About* kits are placed in every Year 3 to 7 classroom. Teachers consider that the children's work booklets are a "bit junior-oriented" for upper primary pupils and use the Teachers' Manual as the bases of activities for these older children. The work booklets are very popular with younger children, their teachers and parents. A small number of parents interviewed stated their appreciation of the parents' booklet in this course.

The Deputy-Principal's view is that, for maximum effectiveness, teachers must be provided with appropriate materials as they don't have time to "browse" or "go hunting". A point made strongly during interviews with the deputy-Principal and teachers was that, given competing demands for time in the curriculum, topics like road safety are easily lost unless planned for centrally within the school. Major strengths of the school's general road safety programmes were said to be the flexibility which allows teachers to use their knowledge as adult road-users to raise levels of awareness among children.

Observation of a road safety education lesson with a Year 4 class, taken by the school's physical education specialist revealed an informal situation. Once seated, children were told that, as a continuation of the previous week's work, they were to see a film about pedestrian safety in traffic. The film "This Way, That Way, Which Way?" was one of a series of three included in the teacher-planned programme for Years 3 and 4 pupils.

The film, which attracted the immediate interest of the children, required them to take active roles in identifying "good" and "bad" road safety behaviour. The first part of the film, which lasted for about ten minutes showed examples of



real situations with vehicles, pedestrians and cyclists. In the second part of the film, the hazardous situations were repeated and children were asked to comment and explain why the behaviour shown was either "good" or "bad". As a follow-up to examples of "bad behaviour", children were asked to describe the correct behaviour. Children told me that they enjoyed the film and that it "teaches us a lot about safe behaviour". They also said that they liked the *Out and About* booklets because "they have interesting things to do like puzzles and drawings", "you can take them home", "the pictures are good and tell you what to do", and "they tell you how to look after your bike". Both the teacher and the Deputy-Principal commented that the booklets were popular with children and they were easily obtainable in sufficient quantity to give one to each child.

The Bike Ed course is restricted to pupils in Year 5. For the past six years the course was taken solely by the Deputy-Principal who had attended an "instructors" course. During those years the course was scheduled over two terms of each three term year. This has now been changed to a programme that occupies 25 lessons over three of the new four term year. During 1989, the Deputy-Principal had to relinquish his support teacher role, due to staffing restrictions, and take on half-time class teaching with a Year 5 group. This has reduced his capacity to instruct all Year 5 pupils in the Bike Ed course and he does so now only for his own class. However, the other two Year 5 teachers have cooperated and, although neither has completed the "instructors' course", they are enthusiastic – because of the Deputy's support and guidance.

The programmed events for the 25 week course are displayed prominently on a large chart in the Deputy's office (see Figure 29). The display is in the form of a matrix which shows indoor and outdoor activities, teacher resources required and their location, and the expected student activities. The chart indicates that maximum provision is made for outdoor practice through seven full and eight half lessons. Student activities are varied and involve a range of pedagogical approaches.

The classroom activity observed related to "skill means control" and this was followed by practice of procedures for emergency braking. The outdoor sessions take place on a bitumened area used for netball and marked out for the purposes of the Bike Ed course with markers and half-size traffic signs. The Deputy-Principal regards the cardboard signs (with the STOP sign in black!) as artificial and would prefer the full-size versions. As not all children had bicycles and helmets there was some sharing.

Following a comment by the Deputy regarding the lack of power on the part of the school to insist that children's cycles were in safe condition, and that some parents ~~were~~ either unaware or unconcerned about the condition of their child's machine, the bicycle storage area was inspected. Out of a total of 82 bicycles in one of the three storage areas, 16 machines were quickly identified as having some defect. It was speculated that the owners were in year levels not involved in the Bike Ed. course as maintenance is a prominent feature of the course.

Both the Principal and Deputy were praiseworthy of the support that the school received from the sergeant and staff of the Police Bike Ed unit. Comments were made that the theory sessions, both in the *Out and About* and *Bike Ed* courses serve well to raise children's levels of awareness about road safety. Major problems with the Bike Ed course were said to be the availability of machines for those children who chose not to ride cycles to school and the lack of teachers who were trained to undertake the course.

Road safety education is an established feature of this school. References are made to these activities and their place in the curriculum in the School's Policy and Development plan. Currently, the Principal is involved in a cooperative community venture, involving all school principals in the area and Shire Council Officers, with the Mayor a Chairperson of the Joint Committee, to promote road safety education within the city.

Figure 29

# THE BIKE - ED COURSE YEAR 5

... PRIMARY SCHOOL

LESSONS		TEACHER RESOURCES	STUDENT ACTIVITY
WEEKS	INDOOR		
1.	PRE-TEST : SHARING THE ROAD WITH OTHERS	TEST SHEET W1 PP 22 23 24 AND 25 (DUPLICATED)	IN AND MARK TEST
2.	SLIDE SET 1 : SHARING THE ROAD WITH OTHERS - ROAD MARKS AND SIGNALS	NOTES W2 P12	ON BIKES
3.	ISSUE 1 : ROAD LIGHTS	NOTES W1 P8 SLIDE SET 1 AUDIO TAPE SIDE 1 TAPE SLIP WORKSHEET W1 P16 ON CARDS (DUPLICATED)	COMPLETE WORKSHEET : IDENTIFICATION OF ROADMARKS, LIGHTS
4.	SLIDE SET 2 : SHARING THE ROAD WITH OTHERS - RIDING IN TRAFFIC	NOTES W1 P9 POSTER W1 W4 E	DISCUSSION
5.		NOTES W3 P5	ON BIKES
6.	ISSUE 2 : WHERE SHOULD A BICYCLE BE ALIGNED ?	NOTES W1 P6	DISCUSSION
7.	ISSUE 3 : TYPES OF BIKES - BICYCLE PARTS	NOTES W3 P6 NOTES W3 P7 POSTER W3 P14 SLIDE SET 2 AUDIO TAPE SIDE 2 TAPE SLIP WORKSHEET W1 P27 ON CARDS (DUPLICATED)	ON BIKES
8.	ISSUE 4 : VISIBILITY AT DAY OR AT NIGHT	NOTES W1 PP 12, 13 POSTER W1 AND 3, 4	DISCUSSION
9.	REACTIVE AND CRASHING DISTANCES	NOTES W1 PP 12, 13 POSTER W1 AND 3, 4	DISCUSSION
10.		NOTES W3 P5	ON BIKES
11.	ISSUE 5 : HAZARDS OF THE ROAD - SHOULD A BICYCLE BE ALIGNED ?	NOTES W1 P9 POSTER W1 W4 E WORKSHEET W1 P27 ON CARDS (DUPLICATED)	DISCUSSION
12.	MAINTENANCE ROUTINES : HOW TO MAINTAIN THE BICYCLE (CONSTRUCT) : THE BICYCLE WORKSHEET	NOTES W1 P9 POSTER W1 W4 E WORKSHEET W1 P27 ON CARDS (DUPLICATED)	DISCUSSION
13.		NOTES W3 P5	ON BIKES
14.	ISSUE 6 : ROAD MARKS - SIGNALS	NOTES W1 P11 POSTER W1 W4 E	DISCUSSION
15.	ROAD SAFETY SIGN - "CAN YOU HANDLE IT ?"	NOTES W1 P11 POSTER W1 W4 E	DISCUSSION
16.	ISSUE 7 : HAZARDS OF THE ROAD - SHOULD A BICYCLE BE ALIGNED ?	NOTES W1 P9 POSTER W1 W4 E WORKSHEET W1 P27 ON CARDS (DUPLICATED)	DISCUSSION
17.		NOTES W3 P5	ON BIKES
18.	ISSUE 8 : HAZARDS OF THE ROAD - SHOULD A BICYCLE BE ALIGNED ?	NOTES W1 P9 POSTER W1 W4 E WORKSHEET W1 P27 ON CARDS (DUPLICATED)	DISCUSSION
19.		NOTES W3 P5	ON BIKES
20.	ISSUE 9 : HAZARDS OF THE ROAD - SHOULD A BICYCLE BE ALIGNED ?	NOTES W1 P9 POSTER W1 W4 E WORKSHEET W1 P27 ON CARDS (DUPLICATED)	DISCUSSION
21.		NOTES W3 P5	ON BIKES
22.	ISSUE 10 : HAZARDS OF THE ROAD - SHOULD A BICYCLE BE ALIGNED ?	NOTES W1 P9 POSTER W1 W4 E WORKSHEET W1 P27 ON CARDS (DUPLICATED)	DISCUSSION
23.		NOTES W3 P5	ON BIKES
24.	POST TEST : SHARING THE ROAD WITH OTHERS - PREPARATION FOR THE ROAD TEST	TEST SHEET W1 PP 22 23 24 AND 25 (DUPLICATED)	IN AND MARK TEST
25.		NOTES W1 P9 POSTER W1 W4 E WORKSHEET W1 P27 ON CARDS (DUPLICATED)	DISCUSSION

### Case Study 27 – Non-Government Primary School, Western Australia

Although the school is situated some 400 metres to the west of the Albany Highway and most students do not have to cross the very busy traffic to get to school, the principal and teachers are acutely aware of the hazards. These are said to be those associated with the heavy flow of traffic from and to the highway via roads around the school and children's use of the highway in out-of-school time. As the principal commented:

I am always concerned when I see young children cycling on the highway and trying to cross against the constant flow of fast-moving traffic. What I see is very inexperienced children in dangerous situations. For me, road safety education is an absolute priority. I try to get this message across to my teachers, parents and students all the time.

The principal's efforts appear to be extremely effective. Teachers' programmes indicated that the topic of road safety was a feature of the teaching in Health Education. The principal's signature and comments on these programmes indicated that he monitored activities consistently. A feature of his leadership style is to visit classrooms and teachers reported that reminders about road safety were given periodically at school assemblies.

Pre-primary teachers said that they enjoyed very high levels of parent involvement and, in their efforts to encourage children in safe pedestrian behaviour, attempts were made to include parents. While some *Out and About* materials were used, the teachers saw a need for practical activities that reinforced safe road crossing behaviour. This was practiced both in the playground and on a road near to the school.

Teachers in the Years 3-7 levels indicated varying degrees of interest in road safety education. Most of them, in acknowledging the special situation of the school and the hazards for children, claimed that the K-7 Health Education Syllabus and access to the *Out and About* materials were sufficient for their

purposes. Views were expressed that there were so many demands upon them, as part of the State's "Better Schools" programme, that road safety education should be undertaken jointly by the school and the parents. There was a strong impression on their part that they were acting alone and most parents were willing to leave the task to the school. Teachers were extremely complimentary about the *Out and About* resource materials and claimed that without them time constraints would preclude effective teaching in the area.

Proof of the effectiveness of the Bicycle Safety-Helmet scheme existed in observations of children arriving at school. Only two child cyclists were observed not to be wearing helmets and these were said to possess them but to have "forgotten". Observations also indicated that the vast majority of cycles were in a safe condition, although a small number of children seemed to have machines that were either too small or too large for their own physical size.

The momentum for the school's bicycle education programme obviously was due to the principal's direct interest and sponsorship and the enthusiasm of the Physical Education specialist. This teacher had undertaken a recent training programme, but revealed that he had received exposure to the whole area of road safety education as part of his pre-service training. As a cycling enthusiast, he was keen to respond to the Principal's encouragement to develop the Bike Ed programme. It was apparent that this teacher was involved actively with one parent member of the School Council in promoting the establishment of a community-based road safety training facility.

The need for such a facility was said to be the inadequacy of the school's playground, with its artificial conditions and the danger of using nearby roads for the initial stages of bicycle safety training. A claim was made that while the "theory" instruction involved all students in Years 5-7, the practical aspects of bike-ed were effective only with about one-third of the children who brought bicycles to school. While it was obvious that sharing of helmets and machines

took place during the practical sessions, this was not regarded as desirable. However, as the teacher explained:

we face a problem – let those with bikes benefit and the others standing and watching, or try to involve as many as possible.

Both the principal and the teacher shared the view that parents bought their children expensive machines and let them use them without much thought to training. The principal commented:

Every motor-cycle, car and truck driver using the highway and the roads around the school has had to receive instruction and pass a licence test yet we allow inexperienced and untrained children to use their bikes in the same conditions.

Apart from the school's ongoing promotions of general road safety education through the Health education part of the curriculum and the safety helmet scheme, bicycle education was deemed to be a major priority. With active participation at a School-Council level, directed to generate interest and resources from the community, the establishment of a training facility was regarded as essential. This was envisaged to involve the construction of a bitumened "road system" with real traffic signs and signals, sufficient well-maintained machines and trained voluntary instructors to permit "out of school" training for all children. This ambitious school-community project was regarded as part of the "school development plan" and it was said that negotiations with the local authority and other potential sponsor groups were "at a promising stage".

This school seemed to display many of the ideals and realities of road safety education in schools. Essentially, the prime-mover was the principal who regarded road safety education both as a high priority and as an ongoing process – for which he and his staff were responsible. The programmes were monitored, primarily in terms of implementation and to some extent in regard to outcomes as these were observable in children's behaviour. The use, by the principal, of an

"enthusiast" to assume responsibility for major parts of the programme (i.e. Bike Ed and as Co-ordinator-Advisor for Health Education) was an effective managerial strategy. The encouragement of school-parent responsibility for road safety education through the School Council and the attempts of this body to involve the community may be regarded as an extremely positive move towards community participation in schooling. The real tests of the strengths of these ventures will arise in the near future – with the retirement of the present principal and the appointment of his successor.

### Case Study 28 – Secondary School, Western Australia

The school is modern and attractive, based upon separate faculty clusters and surrounded by attractive native bush gardens. Numbers of students have increased considerably since the school was first opened in 1974 and it now has over 1100 students and 80 teaching staff.

The catchment area of the school consists of a large number of state housing homes with families on relatively low incomes. Unemployment rates in the area are quite high and juvenile crime is prevalent. These problems seem to spill over into the school situation where discipline problems occur from time to time.

When the school-based police officer scheme was introduced as a pilot project in 1987 it was not surprising that this school was selected because of its numerous student problems. The purpose of the scheme is for the school-based officer to be accepted by students and staff as a full-time member of staff and to participate in such activities as:

- (a) assist individual students with problems (especially relating to the law).
- (b) assist in sporting activities such as coaching a sporting team.
- (c) assist with excursions and school camps.
- (d) give lessons when invited on various topics such as the law, motor vehicles, traffic offences, etc.
- (e) attend staff meetings.

The police officer in this case study has been at the school for nearly eighteen months. An ex air-force mechanic with ten years experience in the police force in South Australia and in the Northern Territory, he is ideally suited to the task. He is confident and knowledgeable, yet he has a very relaxed, low-key manner.

He admits that things were very tough for him in his first year in the role. The students would not contact him at all in the first few months. His office was



located within the library initially but he found that students would not visit him there as their visits were too "public" and visible to other students. He finds his new office location in the physical education block to be far more convenient for students.

At first he had most success with Year 8 students. They were new to the high school situation and he was able to do things to assist them. Year 8 teachers were also most amenable to using him for brief talks to their classes.

It took him longer to gain the support of older students, especially the Year 10 boys. However relationships improved markedly after he started to coach a football team at the school, comprising a number of Year 10 boys.

On another occasion a number of students decided to go on strike over grievances related to the school timetable and perceived discrimination practices. When the student leaders were given an opportunity to send a delegation to meet with Ministry of Education officials they were invited to nominate one teacher to attend the meeting with them – they chose the police officer! The police officer maintains that his rapport with Year 9 and 10 students has been very positive ever since that event.

It has been difficult for the police officer to get to know staff at the school. He makes a point of being present at morning teas most days so that he can circulate among staff. He has also earned their support by doing yard duty several times a week!

As a preliminary step to giving lessons he obtained copies of all the subject syllabi to see if there were topics which were within areas of his expertise. He found plenty of areas! For example, topics on the Law occur at several year levels in the Social studies Syllabus. In Science there are various topics on vehicle speed/velocity.

His next strategy was to chat informally with individual teachers about their subject area. Usually they invite him in to observe one or two lessons or ask him directly to give lessons on specific topics. He has had most success with Design

and Technology, Science and Maths teachers but is still working on teachers in other subject fields.

The police officer is very sensitive to teachers' perceptions and needs and that he is "still on their territory". He repeated on several occasions to the project director that although he can present lessons quite effectively he realises he is not a trained teacher. He makes a point of only taking on teaching commitments that he can fulfil. Because he also visits feeder primary schools on a regular basis he has to ensure that he is not absent for specific lessons at the secondary school and thereby cause problems for staff.

He uses some audio-visual aids in his lesson presentations, such as video tapes and overhead projector transparencies, but prefers to use the blackboard. Students appear to relish the various anecdotes he includes in his talks. He encourages them to discuss experiences they have had and generally to engage in question and answer sessions.

The visits to the 8 feeder primary schools are also an important part of his role even though he only allocates about 20% of his time to this. At these primary schools he gives talks when invited on an array of topics from "Stranger danger" to various aspects of road safety. He makes some use of road safety materials such as *Out and About* and *Constable Care* but he tends to do brief talks using personal experiences and anecdotal accounts. He concentrates especially on final year primary school students because he wants to enlist their trust prior to meeting up with them again at the secondary school in the following years.

A new driver education scheme was initiated last year and the police officer is responsible for running it at his secondary school. Termed the "Youth Driver Education Scheme" it provides Year 12 students with 4 hours of instruction on driving and road laws. Videotapes are used in the theory lessons together with a booklet, "Learn to Drive", which has been adapted from a New Zealand publication. All students who pass a written test based upon the theory lessons, are permitted to accompany a police officer in a police vehicle to observe road

safety behaviour of motorists and pedestrians at first-hand. An additional incentive for students to pass the written test is that they receive a waiver to the Learner's Permit test.

Although the police officer has been advertising the driver education scheme at his school it has not been very popular so far. One problem is that it is timetabled during a sports time block and a number of students are reticent about missing their sports periods. Some Year 12 students do not elect to take it because it represents further work and the need to study for yet another test. Others have shown little interest in the course because it doesn't allow them to get any practical driving experience. Numbers doing the course each term have been quite disappointing, averaging only 7 or 8 students.

The police officer finds his school-based position a most satisfying one. He enjoys working with students and he feels that he has at last earned their trust and confidence. The staff too are now more accepting of him and are willing to share the teaching of some topics with him. A major reason for the success at this school is obviously the personality and dedication of the police officer.

Yet, it should also be noted that the role does not necessarily lead to a major emphasis being placed on road safety. The police officer is deeply concerned about developing improved public relations with the students. He wants them to trust and cooperate with police officers – if not in the short term, at least in the long term. He does not have any training or any special interest in road safety. The driver education scheme is not very popular with Year 12 students. Few curriculum materials on road safety are available or used with the lower secondary students. His talks to primary school students are typically "stand-alone" presentations and they are not sequenced into any specific road safety programme.

## List of Tables

### Summary Tables of Case Study Schools Visited

					Page
Australian Capital Territory					
Table	1	Primary	Urban	Government School	127
	2	Primary	Urban	Government School	128
	3	Primary	Urban	Government School	129
	4	Primary	Urban	Government School	130
	5	Senior College	Urban	Government School	131
	6	Senior College	Urban	Government School	132
New South Wales					
	7	Kindergarten	Urban	Government School	133
	8	Kindergarten	Urban	Government School	134
	9	Kindergarten	Urban	Government School	135
	10	Primary	Urban	Government School	136
	11	Primary	Urban	Government School	137
	12	Primary	Urban	Government School	138
	13	Primary	Urban	Government School	139
	14	Special Education	Urban	Government School	140
	15	Primary	Urban	Non-Government School	141
	16	Primary	Urban	Non-Government School	142
	17	Secondary	Urban	Government School	143
	18	Secondary	Urban	Government School	144
Northern Territory					
	19	Primary	Urban	Government School	145
	20	Primary	Rural/Urban	Government School	146
	21	Secondary	Urban	Government School	147
	22	Aboriginal Community	Rural		148
	23	Senior College	Urban	Government School	149
	24	Motor Cyclist Centre	Urban		150
	25	Road Safety Centre	Urban		151
Queensland					
	26	Primary	Rural	Government School	152
	27	Primary	Urban	Government School	153
	28	Primary	Urban	Government School	154
	29	Primary	Urban	Non-Government School	155
	30	Primary	Urban	Government School	156

				Page
31	Primary	Rural	Government School	157
32	Primary	Urban	Government School	158
33	Special Education	Urban	Government School	159
34	Secondary	Urban	Government School	160
35	Secondary	Urban	Government School	161
36	Secondary	Urban	Government School	162
		<b>South Australia</b>		
37	Primary	Urban	Government School	163
38	Youth Driver Education			164
39	Local Government Road Safety Centre			165
40	Secondary School		Government School	166
41	Secondary		Government School	167
		<b>Tasmania</b>		
42	Kindergarten	Urban	Government School	168
43	Primary	Rural	Government School	169
44	Primary	Urban	Government School	170
45	Primary	Urban	Government School	171
46	Primary/Secondary	Rural	Non-Government School	172
47	Secondary	Urban	Government School	173
		<b>Victoria</b>		
48	Primary	Rural	Government School	145
49	Primary	Rural	Government School	175
50	Primary	Urban	Government School	176
51	Primary	Urban	Government School	177
52	Primary	Urban	Government School	178
53	Special Education	Urban	Government School	179
54	Secondary	Urban	Government School	180
55	Secondary	Urban	Government School	181
		<b>Western Australia</b>		
56	Primary	Urban	Government School	182
57	Primary	Urban	Government School	183
58	Primary	Urban	Non-Government School	184
59	Secondary	Urban	Government School	185

**Table 1**  
**PRIMARY SCHOOL**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
Primary school in a suburb of Canberra. 450 students.	<i>Bike Ed</i> (Vic.) <i>Street Sense</i> (NSW) <i>Out and About</i> (FORS) Visits to Traffic Centre.	<ol style="list-style-type: none"> <li>1. Special trial of a form of "Bike Ed" course with 3 classes, Years 1 &amp; 2, 2 &amp; 3, 3 &amp; 4 over an intensive two week period.</li> <li>2. The sequence of events included: <ol style="list-style-type: none"> <li>a) getting external adviser to motivate teachers.</li> <li>b) initial check on safety of bikes.</li> <li>c) small group skills training in play-ground.</li> <li>d) small group training continued on a rotational basis.</li> </ol> </li> <li>3. Integrated road safety into music, art, mathematics.</li> </ol>	<p>School Board initiated a major helmet drive in 1987 using:</p> <ol style="list-style-type: none"> <li>a) poster competitions.</li> <li>b) newsletters.</li> <li>c) bulk sales.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teaching of "Bike Ed" to junior grades was very successful.</li> <li>2. School Board initiatives to improve bike helmet use was successful.</li> <li>3. Parent pick-up of children at school has improved.</li> </ol>	Some problems in storing bikes at school over 2 week period.

Table 2  
PRIMARY SCHOOL

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
<p>A well established primary school in a suburb of Canberra.</p> <p>484 children.</p> <p>There are few busy roads but constant radius curves do make road crossings difficult for some children.</p>	<p><i>Out and About</i> (FORS) <i>Roadwork</i> (Vic.) <i>Bike Ed</i> (Vic.)</p> <p>16 bicycles obtained by the school from a previous submission to the ACT Schools Authority.</p> <p>Use Traffic centres at Belconnen and Deakin.</p>	<ol style="list-style-type: none"> <li>1. Concentrates on a form of "Bike Ed" with early grades, especially Year 1 and 2.</li> <li>2. Did a pilot programme on "Bike Ed" with Year 2 students last year.               <ol style="list-style-type: none"> <li>a) Used external specialist to introduce "Bike Ed" and enlist staff support.</li> <li>b) Did safety check on children's bikes.</li> <li>c) Commenced a series of skills activities in small groups in the playground.</li> <li>d) Rotated skills activities on other days.</li> <li>e) Did a check list of skills at completion of programme and sent individual details to parents.</li> </ol> </li> <li>3. Integrated aspects into Language and Maths.</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal has talks to kindergarten parents about road safety.</li> <li>2. Present drive by P &amp; C on children having bike helmets.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teaching of "Bike Ed" to young pupils has been very successful.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teaching of road safety at schools has to be supported by parents out of school.</li> </ol>

**Table 3**  
**PRIMARY SCHOOL**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
<p>Government school in a suburb of Canberra.</p> <p>186 children attend the school.</p>	<p><i>Bike Ed</i> (Vic.) <i>Roadwork</i> (Vic.) <i>Out and About</i> (FORS)</p> <p>Visits to Traffic Centre.</p> <p>Materials supplied by Bus Company (Action Bus).</p>	<ol style="list-style-type: none"> <li>1. A form of bike-ed taught at school for 3 years.</li> <li>2. In 1988 it was taught more systematically by               <ol style="list-style-type: none"> <li>a) using external expert to motivate teachers.</li> <li>b) an intensive daily programme for 2 weeks.</li> <li>c) parent help with the skills training in small groups.</li> <li>d) concentration upon braking as a problem area. Children given practice on various surfaces (concrete, grass, gravel).</li> </ol> </li> <li>3. Used visits from police and bus company to reinforce teaching.</li> <li>4. Did some integration of road safety in science, language and maths.</li> </ol>	<ol style="list-style-type: none"> <li>1. Parents supported the two week intensive period by               <ol style="list-style-type: none"> <li>a) acting as supervisors.</li> <li>b) checking roadworthiness of their children's bicycles.</li> </ol> </li> <li>2. School kept parents informed by numerous newsletters.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students very keen on the course.</li> <li>2. Several teachers became involved.</li> </ol>	<ol style="list-style-type: none"> <li>1. Need to give students more practical experience with bikes.</li> </ol>



**Table 4**  
**PRIMARY SCHOOL**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School- Community Features	Achievements	Problems
<p>Primary school in a suburb of Canberra.</p> <p>420 students.</p>	<p><i>Out and About</i> (FORS) <i>Bike Ed</i> (Vic.) <i>Roadwork</i> (Vic.)</p> <p>Resources available at Traffic Centres.</p>	<ol style="list-style-type: none"> <li>1. Commenced as a result of a perceived need – children who went to the Deakin Traffic Centre were given low ratings on bike skills.</li> <li>2. Intensive programme over 2 weeks developed with Grade 2 and 3               <ol style="list-style-type: none"> <li>a) used outside expert to motivate students.</li> <li>b) safety checks on children's bikes.</li> <li>c) small group skills training in play-ground.</li> <li>d) rotation of skills training each day.</li> <li>e) highly developed integration of road safety into literature, maths, language, social studies, science, art.</li> </ol> </li> </ol>	<p>Parents kept in contact about bike-ed programme by newsletters.</p>	<ol style="list-style-type: none"> <li>1. Programme was very popular with students and parents.</li> <li>2. At a subsequent visit to Deakin Traffic Centre the children achieved much higher ratings on their bike skills.</li> <li>3. The integrated activities were praised by external consultants.</li> </ol>	<ol style="list-style-type: none"> <li>1. The preparation time for doing the intensive course was very heavy.</li> </ol>

**Table 5**  
**SENIOR COLLEGE**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
<p>Senior College in a suburb of Canberra.</p> <p>Driver Education programme undertaken by a commercial driving instructor.</p> <p>The course is a recreational / certificated course available to students for approximately \$180 per person.</p> <p>Number of students 18 per term.</p>	<p>Handouts.</p> <p><u>Videotapes:</u> "Motor Mania" "Big Gig" "Road Worrier" "Drinking, driving, surviving"</p> <p>Car for tuition supplied by driving instructor.</p>	<ol style="list-style-type: none"> <li>Course consists of 10 by 1 hr class sessions and 8 hrs practical driving.</li> <li>Sequence of topics cover car equipment, braking, defensive drinking, alcohol and driving.</li> <li>Practical sessions occur in same week as class sessions (2 students per car).</li> <li>Students encouraged to sit for licence test at end of course.</li> <li>Use videos and discussions as major modes of presentation.</li> <li>Has a fun activity at conclusion of programme involving racing Go-Karts on a race track.</li> </ol>	<p>Pressures from community groups to run a driver-education course.</p>	<ol style="list-style-type: none"> <li>Programme has been popular with students since it started in 1987.</li> <li>Administrators at the college can run it without any substantial involvement of their regular staff.</li> </ol>	<ol style="list-style-type: none"> <li>Escalating costs may make it too expensive for most students.</li> <li>It relies on the expertise of an outside instructor and so little quality control is possible.</li> <li>Difficult to find free period times for practical sessions.</li> </ol>

**Table 6**  
**SENIOR COLLEGE**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School- Community Features	Achievements	Problems
<p>Senior College in a suburb of Canberra.</p> <p>Driver Education programme taken part-time by a Language Lecturer.</p> <p>The course is a recreational / certificated course available to students for \$20.</p> <p>Number of students 11-15.</p>	<p>A set of 16mm films on driving produced by FORS (dated).</p> <p>Dual control car is made available by a local car dealer.</p> <p>Teaching handouts.</p>	<ol style="list-style-type: none"> <li>1. Emphasis is on developing sound driving attitudes and not on getting a driver's licence.</li> <li>2. 3 hrs in class and 1 hr practical driving per week for a term.</li> <li>3. Use made of Office of City Management to assist with theory lessons.</li> <li>4. Lecturer does practical driving sessions but is not a qualified instructor.</li> <li>5. Uses films and small group discussion sessions.</li> </ol>	<p>Support for the programme which has been operating for over 10 years.</p>	<ol style="list-style-type: none"> <li>1. Students enthusiastic about it – is always over-subscribed.</li> <li>2. Students do appear to gain more positive attitudes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Difficult to find staff at the college to teach the course.</li> <li>2. The tuition car is under-utilised at the college.</li> <li>3. Difficult to find free period times for practical sessions.</li> </ol>

**Table 7**  
**KINDERGARTEN/NURSERY SCHOOL**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
<p>Nursery school Inner-city suburb of Sydney.</p> <p>51 children aged 0-5 yrs.</p> <p>Three groups 0-1; 1-2; 3-5 yr olds.</p> <p>Near-new building with comprehensive facilities.</p>	<p><i>Kids and Traffic</i> "Leggo Roadworks" "Motorbikes &amp; Transport" "Metcon Playmat" "Puzzles in a Bag"</p> <p>4 Tricycles Moon buggy Wooden Traffic lights</p>	<ol style="list-style-type: none"> <li>1. Activities planned one day in advance and evaluated the day after.</li> <li>2. Teachers closely follow activities in <i>Kids and Traffic</i> for a 3 week theme.</li> <li>3. Also incorporate TV Playschool themes.</li> <li>4. Have outdoor games and activities; excursions; a dress-up "Bicycle Day".</li> </ol>	<p>Have parent meetings and guest speakers talking on road safety matters (e.g. talk on baby restraints in motor vehicles).</p>	<ol style="list-style-type: none"> <li>1. Has widened coverage of road safety to include:               <ol style="list-style-type: none"> <li>a) bike riding and helmet use.</li> <li>b) parent responsibilities for seat belts and car restraints.</li> </ol> </li> <li>2. <i>Kids and Traffic</i> materials are used extensively and very successfully.</li> <li>3. The kit has enabled teachers to educate parents more about safe road safety practices.</li> </ol>	<ol style="list-style-type: none"> <li>1. Problems with letter formation in story books.</li> <li>2. Drawings in the <i>Kids and Traffic</i> calendar are too complex.</li> </ol>

**Table 8**  
**KINDERGARTEN/NURSERY SCHOOL**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
<p>Nursery School, Inner-city suburb of Sydney.</p> <p>Two buildings on opposite sides of a busy road. One building - 0-2 yr olds Other building - 3-4 yr olds</p> <p>50 children</p> <p>Old buildings, cramped surroundings.</p>	<p><i>Kids and Traffic</i></p> <p>Personal collection of posters, charts, songs and audio tapes.</p> <p>Department of Health posters</p>	<p>Use <i>Kids and Traffic</i> as a group activity for a 2-week theme:</p> <p>a) read stories and big books as a group activity.</p> <p>b) children listen to tapes at the Listening Post and sing songs.</p> <p>c) in activity time they make traffic signs and cars.</p> <p>d) teachers take children on lots of local walks to library and other centres.</p> <p>e) <i>Kids and Traffic</i> calendar is used each month.</p>	<p>Parents very concerned about the cross-walk connecting the two buildings.</p> <p>They welcome the use of this new package.</p>	<p>1. Children enjoyed the package especially the big books and the tapes.</p> <p>2. Children's safety behaviour on local walks seems to have improved.</p>	<p>1. Play area is too cramped for tricycle/bicycle riding.</p> <p>2. The teacher would like to see more posters and discussion prints.</p>

**Table 9**  
**KINDERGARTEN/NURSERY SCHOOL**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
<p>Nursery School Inner-city suburb of Sydney.</p> <p>50 children aged 2-5 years.</p> <p>Three groups of children (2 - 2 1/2; 2 1/2 - 3 1/2; 3 1/2)</p>	<p><i>Kids and Traffic</i> <i>Constable Care</i> materials</p> <p>Personal collections of charts and audio tapes.</p> <p>"Road Mat" (USA)</p> <p>2 tricycles 2 scooters 1 moonbuggy</p>	<p>Majority of children are 3 1/2 year olds. <i>Kids and Traffic</i> has to be simplified for them.</p> <p>They:</p> <ol style="list-style-type: none"> <li>use general teaching objectives.</li> <li>concentrate on pedestrian and passenger activities.</li> <li>select only the easier story books and big books.</li> <li>use some of the songs on the audio tapes.</li> <li>do outdoor follow-up activities - continual reinforcement of safe play in play area.</li> <li>have a Bicycle Day.</li> </ol>	<ol style="list-style-type: none"> <li>Parents reminded via posters and newsletters about: <ol style="list-style-type: none"> <li>children wearing safety restraints.</li> <li>alighting on the kerb side.</li> <li>parking procedures.</li> </ol> </li> <li>Parents assist with outings and visits (some of these involve road safety activities) and bring in bikes for Bicycle Day.</li> </ol>	<ol style="list-style-type: none"> <li><i>Kids and Traffic</i> has broadened range of road safety activities taught.</li> <li>Teachers Manual of <i>Kids and Traffic</i> enables activities to be well planned.</li> </ol>	<p>A lot of <i>Kids and Traffic</i> is too difficult for 3 1/2 year olds.</p>

Table 10  
PRIMARY SCHOOL

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
<p>Small government primary school in a northern suburb of Sydney.</p> <p>165 students and 6 staff.</p> <p>Approximately 30% of children ride their bikes to school.</p> <p>---</p>	<p><i>Street Sense</i> (NSW)  <i>Bike Ed</i> (Vic.)  <i>Out and About</i> (FORS)  <i>Constable Care</i> (NSW)</p>	<ol style="list-style-type: none"> <li>One teacher has developed a bike-ed course sequenced over grades 4, 5, 6.               <ol style="list-style-type: none"> <li>it is carried out in sport periods over 1 term.</li> <li>grades 4 &amp; 5 have theory and practical tests in playground.</li> <li>grade 6 has further playground tests and on-road activities.</li> <li>children use the one exercise book for written activities over the three years.</li> </ol> </li> <li><i>Street Sense</i> has been introduced recently to teachers.</li> <li><i>Out and About</i> is used for group discussion and homework activities.</li> </ol>	<ol style="list-style-type: none"> <li>Parents assist with the bike-ed unit. One parent assists each week with bike-ed activities, and takes a leadership role.</li> <li>Newsletters inform parents of ongoing road safety activities and contests.</li> </ol>	<ol style="list-style-type: none"> <li>The Principal and teachers are very supportive of bike-ed. It has become official school policy.</li> <li>Children are very enthusiastic about bike-ed and road safety. They have made a film record of their bike-ed programme.</li> <li>The school is recognised as a "light house" school in the area of road safety.</li> </ol>	<p>Teachers are not actively using <i>Street Sense</i> yet because of competing priorities.</p>

**Table 11**  
**PRIMARY SCHOOL**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
<p>Government primary school in a western suburb of Sydney.</p> <p>300 children.</p> <p>One teacher is timetabled to do relief teaching throughout the school and to specialise in road-safety.</p>	<p><i>Street Sense</i> (NSW)</p> <p>Material from State Bicycle Committee (<i>Bike Week '88</i>)</p> <p><i>Street Sense</i> calendars</p> <p>Road signs (Department of Main Roads)</p> <p><i>Out and About</i></p> <p><u>Videotape:</u></p> <p>"It's Smart to be Safe"</p>	<p>1. Teacher has 1 lesson each week with each grade. All road safety lessons are done in two specialised rooms which have lots of colourful posters and a wall frieze.</p> <p>2. Teaching strategies include:</p> <ul style="list-style-type: none"> <li>a) small group discussions and production of stories.</li> <li>b) role playing.</li> <li>c) producing art work (e.g. posters).</li> <li>d) singing activities.</li> <li>e) special days such as a "bike day" to check on bikes.</li> </ul>		<p>1. The teacher is very committed to road safety and ensures that a sequenced programme is taught across all grades.</p> <p>2. The children enjoy the activities.</p>	<p>1. It relies on the enthusiasm of 1 teacher.</p> <p>2. Other classroom teachers may not see the need to do any road safety teaching.</p>



**Table 12**  
**PRIMARY SCHOOL**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School- Community Features	Achievements	Problems
<p>Primary School (355 children) in an inner suburb of Sydney.</p> <p>Adjacent to an Infant school (210 children).</p> <p>Streets very narrow and congested and a hazard to young children.</p>	<p><i>Street Sense</i> (NSW)</p>	<p>A teacher at the school has recently been inserviced on <i>Street Sense</i>.</p> <p>She will inservice other teachers at the school shortly and some teaching of the road safety package will occur in Term 3.</p>	<ol style="list-style-type: none"> <li>1. Parents very supportive of the Safety Patrol scheme as introduced.</li> <li>2. Principal informs parents via newsletters about those parents who do not follow the procedures.</li> </ol>	<p>Traffic Patrol Officer Scheme.</p> <p>Year 5 students are rostered to do a traffic patrol. They stand at the kerb-side of a one-way street system and open the door of cars and escort the infant children into the school gate.</p> <p><i>This saves time and keeps the traffic flowing fairly smoothly.</i></p>	

**Table 13**  
**PRIMARY SCHOOL**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
Primary school (K-6) in a western suburb of Sydney.  350 children.	<i>Street Sense</i> (NSW) <i>Kids and Traffic</i> (NSW) <i>Out and About</i> (ACT)	<ol style="list-style-type: none"> <li>1. Concept teaching as set out in <i>Street Sense</i> is carefully followed.</li> <li>2. Road Safety is integrated into other subjects especially Literature, Maths, Science, Social Studies.</li> <li>3. A road safety policy has been developed by road safety coordinator and staff.</li> </ol>	Parents involved in workshops on <i>Street Sense</i> and helped to develop the school policy on road safety.	<ol style="list-style-type: none"> <li>1. <i>Street Sense</i> is well accepted into the school.</li> <li>2. Several teachers have integrated road safety across all subjects.</li> </ol>	A number of teachers do not give road safety a high priority.

**Table 14**  
**PRIMARY SCHOOL**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School- Community Features	Achievements	Problems
<p>Primary school for mentally handicapped children, suburb in south-west Sydney.</p> <p>20 children.</p>	<p>20 modified bicycles, tricycles, wooden road signs.</p> <p>Bicycle helmets.</p>	<p>Have detailed check-lists to use in individualised teaching programmes covering:</p> <ul style="list-style-type: none"> <li>a) putting on helmets.</li> <li>b) collecting bicycle.</li> <li>c) understanding traffic signs.</li> <li>d) mounting bicycle.</li> <li>e) using brakes.</li> </ul> <p>Teacher takes bike skills 2-3 times each term.</p>	<ul style="list-style-type: none"> <li>a) Parents assist a little with travel training to and from home but most of the training is done in out-of-school hours by teachers.</li> <li>b) Teachers consult with parents about the individual programmes planned for each child.</li> </ul>	<ul style="list-style-type: none"> <li>1. Some children have developed reasonable motor skills on a bicycle.</li> <li>2. Most children have learnt basic traffic signs.</li> </ul>	<ul style="list-style-type: none"> <li>1. Limited equipment is available.</li> <li>2. Only the very able are capable of practising on-road skills.</li> </ul>

**Table 15**  
**PRIMARY SCHOOL**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
<p>Catholic Primary School in a northern suburb of Sydney.</p> <p>290 students and 11 teachers.</p> <p>No children are permitted to ride bicycles to school.</p>	<p><i>Draft Bike Ed Manual</i> (NSW)</p> <p><i>Bike Ed</i> (Vic.)</p> <p><i>Out and About</i> (FORS)</p> <p>Posters (RTA)</p> <p><i>Street Sense</i> (NSW)</p> <p>Health Syllabus Curriculum Ideas (NSW)</p> <p>Draft K-6 Health Education Syllabus</p>	<ol style="list-style-type: none"> <li>1. One teacher organised a "Bike Week" which ran for nearly 3 weeks.</li> <li>2. A sequence of theory lessons from K-6 were planned by 1 teacher. Folders with teaching notes were distributed to other teachers.</li> <li>3. Practical activities in playground supervised by 1 teacher and some parents. (Parents brought in bikes for the week.)</li> <li>4. Lunch time competitions and awards on road safety are also run.</li> <li>5. <i>Out and About</i> used as a take-home activity.</li> </ol>	<ol style="list-style-type: none"> <li>1. Surveys done on children's safety activities at home and at school.</li> <li>2. Parents very active in getting local council to fund a pedestrian crossing.</li> <li>3. A parent traffic committee decides parking arrangements inside the school grounds and in bordering streets, and do surveys from time to time on traffic patterns.</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal and staff are very supportive about road safety.</li> <li>2. Activities are likely to be written up as a school policy over the next year.</li> <li>3. Children are very keen on activities and their safety behaviour appears to have improved.</li> </ol>	<ol style="list-style-type: none"> <li>1. It relies on the energy and interest of 1 teacher, even though other teachers are supportive.</li> <li>2. Roads near the school are dangerous and children need practice in on-road bicycle riding.</li> </ol>

**Table 16**  
**PRIMARY SCHOOL**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
<p>Catholic Primary School in a western suburb of Sydney.</p> <p>500 students, 17 staff.</p> <p>No students permitted to ride bikes to school.</p>	<p><i>Street Sense</i> (NSW)</p> <p><i>Out and About</i> (FORS)</p> <p><i>Kangaroo Creek Gang</i></p> <p>Draft K-6 Health Education Syllabus</p> <p><i>Resource Package for Community Groups</i></p> <p>Materials made available during police visits.</p>	<p>All teachers involved in planning use of <i>Street Sense</i> across K-6.</p> <p>a) Kindergarten use it as part of sport programme.</p> <p>b) Grades 1-2 do two lessons each week (integrated with other subjects).</p> <p>c) Grades 3-4 do a unit on bike safety over 7 weeks.</p> <p>d) Grades 5-6 do a unit on the Bicycle and the Law.</p> <p>They use <i>Out and About</i> as follow up activities.</p>	<p>1. Police department give talks to children.</p> <p>2. Parents assist on days when bikes are checked.</p> <p>3. Parents have agreed to strict rules about vehicle movements in school grounds.</p>	<p>1. Very committed staff with well developed curriculum planning procedures.</p> <p>2. Road safety activities are integrated across a number of subjects.</p> <p>3. "Incidental" road safety lessons are planned by all teachers.</p>	<p>1. Many road hazards in the area. There were 2 fatal accidents two years ago.</p> <p>2. Heavy workload for teachers involved in curriculum planning.</p>

**Table 17**  
**SECONDARY SCHOOL**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
<p>A new high school in a western suburb of Sydney.</p> <p>Only has Yr 7 &amp; 8 students (400 students).</p> <p>The new building is very well appointed and has comprehensive facilities.</p>	<p><i>Are You in Control?</i> (NSW)</p> <p><i>Resource Package for Community Groups</i> (NSW)</p> <p><i>Belt Up</i> (NSW)</p>	<p>The Senior English teacher coordinates road safety activities in the school:</p> <p>a) In English he uses practical traffic issues in drama, debates, mock trials, oral discussions.</p> <p>b) The industrial arts teacher uses <i>Are You in Control?</i> extensively.</p> <p>c) The Maths &amp; Science teachers use some worksheets taken from <i>Belt Up</i>.</p>	<p>The School Principal has encouraged parents to press for safer roads and pedestrian crossings.</p>	<ol style="list-style-type: none"> <li>1. The senior teacher has encouraged considerable interest in road safety.</li> <li>2. The Principal intends to introduce a core of road safety lessons for all students in Yr 10.</li> </ol>	<ol style="list-style-type: none"> <li>1. When the school reaches its target number of over 1,000 there could be congestion problems and less flexibility in teaching road safety units.</li> </ol>

**Table 18**  
**SECONDARY SCHOOL**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
<p>Government high school in a western suburb of Sydney.</p> <p>570 students.</p> <p>High proportion of ethnic groups in school population.</p>	<p><i>Bike Ed</i> (Vic.)</p> <p>State Bicycle Committee Materials (NSW)</p> <p><i>Street Sense</i> (NSW)</p> <p><u>Videotapes:</u></p> <p>"Road Worrier" (FORS)</p> <p>"Big Gig" (FORS)</p> <p>"Drinking, Driving, Surviving" (FORS)</p> <p>"Road Craft" (FORS)</p> <p>"Stay in Control Neighbours" (NSW Drug and Alcohol)</p> <p>"Drink-Driving Kit" (NSW)</p> <p>Uses personal collection of newspaper articles, posters.</p>	<p>Health Education Senior teacher has been a strong advocate of bike ed for over 5 years.</p> <p>It is sequenced over Yrs 7-10 along with other related topics:</p> <p>Yr 7 - basic safety, bike ed.</p> <p>Yr 8 - Bike maintenance and road rules</p> <p>Yr 9 - On road bike activities, alcohol studies.</p> <p>Yr 10 - Drink driving, on-road bike activities.</p>	<p>Teacher has run a Saturday morning bike club.</p> <p>Parents are supportive.</p>	<ol style="list-style-type: none"> <li>1. Health Education staff are all committed to bike ed.</li> <li>2. The programme is very popular, especially with boys.</li> </ol>	<ol style="list-style-type: none"> <li>1. Relies on outside funding for helmets and other equipment.</li> <li>2. Relies on the energy and initiative of the senior teacher. (He was the author of a bike-ed unit for <i>Street Sense</i>)</li> </ol>

**Table 19**  
**PRIMARY SCHOOL**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
<p>A primary school of 350 students and 24 staff in a suburb of Darwin.</p> <p>Staff make regular use of officers at local Road Safety Centre.</p>	<p>Bike education materials from local Road Safety Centre.</p> <p>K-10 Health Syllabus (WA)</p> <p>Social and Cultural Education Programme (NT)</p> <p><i>Out and About</i></p>	<p>Grades T-2 have road safety officers give lessons on road crossings, pedestrian safety, bicycles. They use Hector the Cat costume.</p> <p>Grades 3-7 make regular visits to Road Safety Centre to do bicycle safety skills and use training track.</p> <p>All staff involved in helmet promotions and children do projects on road safety after visits to road safety centre.</p> <p>School-based constable assists with bicycle riding skills in playground.</p>	<p>School Council active in promoting bicycle helmets.</p>	<p>Teachers and school principal are active on road safety topics.</p>	<p>Teachers rely on the expertise and initiatives of road safety council officers and the school-based constable.</p>



**Table 20**  
**PRIMARY SCHOOL**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
<p>Small primary school of 40 students in a remote area. The nearest centre is Alice Springs.</p> <p>Teachers rely on Road Safety Council (RSC) officer for formal lessons on road safety.</p>	<p>Various worksheets, pamphlets, stickers, posters provided by the Road Safety Council Officer.</p> <p><i>Out and About</i></p>	<p>RSC officer provides a programme each year for the school in collaboration with the school principal and local police officer.</p> <p><b>Junior Class</b> Practical activities and videotapes on:</p> <ul style="list-style-type: none"> <li>a) pedestrian safety.</li> <li>b) riding on buses.</li> <li>c) using seat belts.</li> </ul> <p><b>Senior Class</b> Practical activities and videotapes on:</p> <ul style="list-style-type: none"> <li>a) bike riding and safety.</li> <li>b) traffic signals.</li> <li>c) road safety hazards.</li> </ul> <p>Teachers teach road safety informally during the year.</p>	<p>Local police officer assists with practical bike riding activities in the playground and an on-road course.</p>	<ul style="list-style-type: none"> <li>a) School is very satisfied with the 2-day course provided by the RSC officer.</li> <li>b) Community support for the programme.</li> </ul>	<ul style="list-style-type: none"> <li>a) Teachers are not directly involved in the planning or implementation of the course.</li> <li>b) Teachers do few follow-up activities on road-safety.</li> </ul>

**Table 21**  
**SECONDARY SCHOOL**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
<p>High school in a suburb of Darwin.</p> <p>1100 students and 100 teachers.</p> <p>School-based Constable.</p>	<p>School-based Constable uses personal file of newspaper clippings and brochures from the Road Safety Council. Sometimes distributes <i>Out and About</i> materials.</p> <p>Uses <i>Drug Abuse Resistance Education</i> (DARE) with feeder primary schools.</p>	<p>Gives lessons when invited by teachers on topics such as:</p> <ul style="list-style-type: none"> <li>a) the law</li> <li>b) drugs</li> <li>c) report writing.</li> </ul> <p>Assists with the student driving course.</p> <p>Counsels students individually on specific problems.</p>	<ul style="list-style-type: none"> <li>a) School-based Constable coaches school football team after school hours.</li> <li>b) Parents will approach him on various personal matters.</li> </ul>	<ul style="list-style-type: none"> <li>a) Constable is accepted as a regular staff member at the school.</li> <li>b) Constable is trusted by the majority of students.</li> </ul>	<ul style="list-style-type: none"> <li>a) Constable can't accommodate all the requests he receives from teachers to give lessons.</li> <li>b) Constable feels that some teachers use him as a convenience.</li> </ul>

**Table 22**  
**ABORIGINAL COMMUNITY**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
<p>Aboriginal community, island location, Northern Territory, of 250 persons.</p> <p>Three aboriginals given special training as driving instructors by TAFE officers. Their role is to teach driving skills to aborigines within their community.</p>	<p>Use driving instruction booklet, pamphlets and charts supplied by TAFE college.</p>	<p>Instructees do an intensive training of 3 days of instruction and one day of testing.</p> <p>The licence test includes:</p> <ul style="list-style-type: none"> <li>a) an observed drive.</li> <li>b) a "commentary" drive where oral comments have to be made.</li> <li>c) undertaking a vehicle inspection.</li> </ul>	<p>All adults in the community are employed. A number need a driver's license to drive community vehicles.</p> <p>The community council want to reduce the number of unlicensed drivers and to reduce the number of serious vehicle accidents on the island.</p>	<p>8 youths have indicated that they want to do the training.</p> <p>Some planning has been undertaken.</p>	<p>None of the three instructors have found time yet to commence the instruction as they all hold down full-time jobs.</p>

**Table 23**  
**SENIOR COLLEGE**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
<p>A large Senior College in the Northern Territory.</p> <p>Two teachers have undertaken the drivers instructors' course.</p> <p>The Student Driver Education (SDE) course is taken by 150 students each year.</p>	<p>Student Driver Education course has been approved by the Board of Studies.</p> <p>Student Driving Booklet produced by Road Safety Council.</p> <p>Cars made available by local car dealer.</p> <p><u>Videotapes</u> include: "Learn to Drive" "Young Driver Survival Kit."</p>	<p>A semester course of 4 hrs per week for 16 weeks for Year 11 students. Includes two hours practical driving for 10 weeks.</p> <p>Students get Learner's permit after Week 5 of the course. Only 50% pass the driver's licence test.</p> <p>An intensive one week is available for Year 12 students.</p>	<p>Parents are supportive of the SDE course.</p>	<ol style="list-style-type: none"> <li>1. The SDE course covers driver attitudes as well as specific practical skills.</li> <li>2. The course is very popular with students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Because of the lower driving age (16 years) the SDE course is not as popular as previously.</li> </ol>

**Table 24**  
**MOTORCYCLIST EDUCATION, TRAINING AND LICENSING**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
<p>Motorcyclist education, training and licensing (METAL)  Darwin and Alice Springs</p> <p>They provide:</p> <p>a) talks to schools about road safety and motor bikes.</p> <p>b) training for motor cycle riding licence applicants.</p>	<p>Range of instructor's notes and handouts available for 3 classes of license.</p> <p>Wide range of <u>videotapes</u> including Canadian, USA, Victorian ones e.g. "Survival" "Motor Mania"</p> <p>"Roadtron game" especially with ESL students.</p>	<p>Lecturers at METAL centre provide intensive courses: 2 days for level 1, additional 2 days for level 2.</p> <p>Series of theory and practical lessons are carefully sequenced.</p> <p>All courses undertaken at the METAL centre.</p> <p>Lecturers undergo a training programme over 7 weeks.</p>	<p>METAL staff provide displays and information booths at school fetes and local shows.</p>	<p>a) Over 50% of all licence applicants now do their training through METAL.</p> <p>b) Very strong demand to be enrolled in METAL courses.</p> <p>c) General public have a positive attitude about the contributions of METAL.</p>	<p>A number of school principals are still not willing for talks on METAL to be given at their schools.</p>

**Table 25**  
**ROAD SAFETY CENTRE**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
<p>Road Safety Centre in the Northern Territory.</p> <p>2 Road Safety Council (RSC) officers involved.</p> <p>Provide road safety lessons in schools to Years T-2 and at the centre for Years 3-7.</p>	<p>Posters and brochures from Road Safety Council and Federal Office of Road Safety.</p> <p>Models of bike riders, samples of baby restraints, helmets, seat belts.</p> <p>Hector the Cat costume and related activities and booklets, e.g. "Road Safety with Hector".</p> <p><i>Out and About</i></p> <p><u>Videotapes:</u> "Play it Safe" "Buckle Up"</p>	<p>For Grades T-1, RSC officers make visits to schools on request.</p> <ol style="list-style-type: none"> <li>give out posters.</li> <li>do lessons on pedestrian and passenger safety.</li> </ol> <p>For Grades 2-7,</p> <ol style="list-style-type: none"> <li>revise lessons on pedestrian safety.</li> <li>give lessons on bicycle safety.</li> <li>teach specific bike riding skills on the track.</li> <li>take Yr 6/7 students for on-road skills ride using a police escort.</li> </ol>	<p>Local police officer and/or school-based constable assist with bike skills training.</p> <p>Parents are supportive of RSC centre.</p>	<ol style="list-style-type: none"> <li>The RSC centre is fully booked out each year.</li> <li>A number of schools have close ties with RSC officers.</li> </ol>	<ol style="list-style-type: none"> <li>Teachers rely on RSC officers to do most of the formal teaching.</li> <li>RSC officers typically have only 1 contact with a school per year.</li> </ol>

**Table 26**  
**PRIMARY SCHOOL**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
Small government school (3 teachers) southern area, Cairns.  70 students.	Pamphlets and posters (FORS).	<p>Grades 1/2 do activities on pedestrian safety including games, role playing.</p> <p>Grades 3/4/5 have no set syllabus but do traffic surveys in Maths, produce items for newsletter on road hazards.</p> <p>Grades 6/7 do surveys in Maths.</p> <p>Intends to use bike trailer later in the year.</p>	Community actively involved in solving present crisis with heavy truck movements.	<ol style="list-style-type: none"> <li>1. Pedestrian crossing has been installed.</li> <li>2. Funds have been made available for a crossing attendant.</li> </ol>	Children attending the school are exposed to a major traffic hazard.

**Table 27**  
**PRIMARY SCHOOL**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
<p>Government School - Urban Area 80 Km south of Brisbane.</p> <p>800 students, 200 come by bus.</p>	<p>QRSC Teachers Guides (little used)</p> <p><u>Videotape:</u> "Safe Cycling"</p>	<p>1. Used bike trailer 1988 with Year 6 and 7 students. Bike path marked out in playground.</p> <p>Two teachers involved - 12 students taken out at a time to do bike skills over 1 week.</p> <p>2. Used "Safe Cycling" video and had discussions/art/craft work on bikes.</p>	<p>Pressure on council to have:</p> <p>a) footpaths cleared. b) zebra crossing. c) pedestrian attendants. d) off-road carpark for teachers.</p>	<p>1. Fully landscaped off-road carpark for teachers.</p> <p>2. Getting two full-time crosswalk attendants.</p>	<p>1. Parents display poor road behaviour when picking up children.</p> <p>2. Few students wear helmets.</p>



**Table 28**  
**PRIMARY SCHOOL**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
<p>Government School - Urban Area, 70 Km south of Brisbane.</p> <p>630 students</p>	<p>QRSC Teachers Guides (little used).</p> <p>Federal Road Safety Posters (moderate use).</p> <p>Police Dept Pamphlet "13 Bicycle Safety Rules"</p>	<p>1. Safe Cycling Course done with trailer in 1988 and with 1 teacher volunteer for Year 5 students.</p> <p>2. Do incidental teaching with Grades 1-3 using games, role plays, bus safety drills.</p>	<p>Pressure on council for:</p> <p>a) zebra crossing</p> <p>b) overhead bridge on 4 lane highway.</p> <p>They use the "Adopt a Cop" programme.</p>	<p>1. An overhead bridge over major road adjacent to school will be completed June 1989 after 5 years of negotiations.</p> <p>2. Some improvement in parent behaviour after publication of offending cars (registration nos.) in school newsletters.</p>	<p>1. Negative attitudes by parents to road safety.</p> <p>2. Dangerous road crossings close to the school.</p>

**Table 29**  
**PRIMARY SCHOOL**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
<p>Catholic School - northern area, Cairns.</p> <p>400 students, located on a busy 4 lane highway.</p>	<p>Out and About</p> <p><u>Videotape:</u> "Safe Cycling"</p> <p>Hector the Cat</p> <p>"Bikes" computer program</p>	<p>1. Teaching road safety incidentally but especially in Social Studies.</p> <p>2. Involve children in various road safety competitions (eg poster competitions).</p> <p>Year 1 children - use games and TV programmes to teach traffic awareness, role of traffic attendant.</p> <p>Year 2 children - have visits by police, do bus safety.</p> <p>Year 3 children - bike safety.</p>	<p>Staff and parents have acted as a pressure group to demand more adequate road crossing facilities.</p>	<p>1. New restrictive turn procedures for vehicles has been installed.</p> <p>2. A more protected median strip has been erected.</p> <p>3. "Adopt a Cop" procedures introduced and very popular with children.</p>	<p>The adjacent busy highway is still highly dangerous for children attending the school.</p>

**Table 30**  
**PRIMARY SCHOOL**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
Government School - Northern Suburb Cairns.  770 students, located on major road.	<i>Out and About</i> Level 2 (FORS)	<ol style="list-style-type: none"> <li>1. <i>Out and About</i> Level 2 used with Year 4 over a five week period by one teacher after a child fatality incident near the school.</li> <li>2. Integrated the material into Oral English, Art.</li> </ol>	<ol style="list-style-type: none"> <li>1. A well developed school development program has been prepared by staff and parents.</li> <li>2. A recent drive by the P. &amp; C. for cyclists to wear helmets. Have regular competitions.</li> <li>3. A B.M.X. club meets some lunch-times run by teachers and parents.</li> <li>4. Police come and do bike checks annually.</li> </ol>	<ol style="list-style-type: none"> <li>1. The road safety unit has not been taught in subsequent years although it was very successful on the one occasion.</li> <li>2. Children are more aware of road safety through bike helmet parades and competitions.</li> </ol>	Teachers provide incidental road safety teaching only.

**Table 31**  
**PRIMARY SCHOOL**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
Government School - Southern Semi-Rural Area of Cairns.  300 students.	Safe Cycling Teachers Handbook  <u>Videotape:</u> "Safe Cycling"	<ol style="list-style-type: none"> <li>1. Safe Cycling Course and trailer used in 1988 by 2 teachers for 10 hrs over a period of 4 weeks with Years 3 and 5 children.</li> <li>2. Two classes worked on bicycle safety with 2 teachers.</li> </ol> <p>Did integrated work in Oral English, Written Expression and Art.</p>	<ol style="list-style-type: none"> <li>1. Rural Community are very supportive of efforts to introduce road safety.</li> </ol>	<ol style="list-style-type: none"> <li>1. Children have developed a more positive attitude to road safety over the last 4 years.</li> <li>2. Teachers are keen to use the bike trailer again.</li> </ol>	Teaching about road safety is mainly reactive to problems as they arise.

Table 32  
PRIMARY SCHOOL

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
Government School - Urban Area, Southport.  500 students.	QRSC Teachers Guides (little used).	<ol style="list-style-type: none"> <li>1. Safe Cycling Course done after school hours (without trailer) 1987 for Yr 6 and 7 students, by 1 teacher enthusiast and 5 parents.  The teachers and parents were given a half-day training on bike safety prior to beginning the course.</li> <li>2. Safe Cycling Course run over 5 weeks; half-hour in class and 1 hour practical in playground.</li> <li>3. Used Safe Cycling student book and home-work based on this.</li> <li>4. Gave out certificate to children at completion of course.</li> <li>5. Incidental teaching of road safety in Social Studies and Health.</li> <li>6. Emphasize Bus Safety at the school.</li> </ol>	Pressure on parents to be more responsible when parking at the school.	<ol style="list-style-type: none"> <li>1. Bicycle Safety course was successful - will run it again possibly during school hours.</li> <li>2. Separate departure times for children riding bikes has reduced congestion.</li> <li>3. Helmet competition for students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Traffic congestion after school.</li> <li>2. Behaviour of bike riders.</li> <li>3. Getting other teachers enthusiastic.</li> </ol>

**Table 33**  
**PRIMARY SCHOOL**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
<p>Special Education Unit, Cairns.</p> <p>8 mentally handicapped children aged 9-14 years of age.</p>	Safe Cycling Teachers Handbook.	<p>Safe Cycling Course and Trailer used, November 1988.</p> <ol style="list-style-type: none"> <li>Activities selected from Safe Cycling Teachers Handbook that suit skills of these students.</li> <li>Did intensive work for 2 weeks doing 1 hour each day.</li> <li>Those that gained minimal skill were permitted to ride their bikes (with parent supervision) to a picnic location. (Others came by car)</li> </ol>	<ol style="list-style-type: none"> <li>Separate section of primary school - few problems with traffic congestion.</li> <li>Comprehensive layout of bike paths to Marlin coast housing areas.</li> <li>Parents very keen to improve children's bike riding skills.</li> </ol>	<ol style="list-style-type: none"> <li>Children very enthusiastic and successful.</li> <li>The Safe Cycling course provides them with valuable physical exercise.</li> </ol>	Need a marked out bicycle training area in the school grounds.

**Table 34**  
**SECONDARY SCHOOL**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
<p>Government School - Urban area - 90 miles south of Brisbane.</p> <p>1800 students.</p> <p>One teacher-enthusiast in charge of road safety.</p>	<p>Student Driver Education Course.</p> <p><u>Videotapes:</u></p> <p>"Road Worrier" (excellent)</p> <p>"Big Gig" (poor)</p> <p>"Right to Ride" (excellent)</p> <p>NBN Newcastle videotape</p> <p>"60 mins" videotapes</p> <p>"Drink Driving Surviving"</p> <p>QRSC newsletters</p>	<p>Compulsory 4 week module (10 lessons) to all Year 12s, as part of "Current Curriculum Activity" time slot of 3 periods per week.</p> <p>Topics covered include</p> <ul style="list-style-type: none"> <li>a) Attitudes and Emotions</li> <li>b) Mechanical aspects of vehicles</li> <li>c) Driving Tasks</li> <li>d) Observing</li> <li>e) Emergencies</li> </ul>	<p>Unsealed private road available for students doing the course.</p>	<p>All Year 12 students complete the course.</p>	<ol style="list-style-type: none"> <li>1. Should be introduced earlier to Year 9 or 10 students.</li> <li>2. Should include a practical driving component.</li> <li>3. Finding other staff to teach the course and to do the training.</li> </ol>

Table 35  
SECONDARY SCHOOL

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
<p>Government School - Urban area - 85 miles south of Brisbane.</p> <p>1500 students.</p> <p>Senior Subject teacher (Geography).</p>	<p>Student Driver Education Course.</p> <p><u>Videotapes:</u></p> <p>"Road Worrier" (excellent)</p> <p>"Driving Blind" (very good)</p> <p>"Case for Trial: Driver" (excellent)</p>	<ol style="list-style-type: none"> <li>1. Elective in "Social and Environmental Studies for lower academic Year 12s; 4 periods per week for 8 weeks.</li> <li>2. Subdivides Teachers Handbook into topics and uses separate folders for each.</li> <li>3. Teachers who take the course have been accredited.</li> <li>4. As a final activity/ excursion get driving experience on a Go-Kart track.</li> </ol> <p>Some road safety taught in Year 8 (bicycle safety) and Year 9 (road safety and drugs and alcohol).</p>	<p>Traffic congestion a major problem due to parent parking behaviour.</p>	<p>It is now an established elective for Year 12s and Board approved.</p>	<p>Getting large numbers of students to do the course (e.g. include practical driving component) because it is only an elective.</p>



**Table 36**  
**SECONDARY SCHOOL**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School- Community Features	Achievements	Problems
<p>Government School - Urban area - north of Cairns, Marlin Coast.</p> <p>1100 students and 71 staff.</p>	<p>Student Driver Education Course.</p> <p>Alcohol and Drug Education videotapes.</p>	<ol style="list-style-type: none"> <li>1. In 1988, used the strategies and materials included in Plan a Safe Strategy (PASS) provided by the Queensland Alcohol and Drug Program Unit.</li> <li>2. Taught as an intensive one week course to all Year 10 Students.</li> <li>3. All teachers involved given a 1 day inservice on PASS before using the materials.</li> </ol> <p>Student Driver Education course not taught currently but will be incorporated into a new Year 8-12 programme on Personal Development.</p>	<p>Parents very supportive of the use of the PASS materials.</p>	<p>The PASS program was very successful and is now incorporated as a compulsory course at each year level from Years 8-12.</p>	<ol style="list-style-type: none"> <li>1. Only a small number of teachers are involved in the course.</li> <li>2. It only deals with drink-driving aspects of road safety.</li> </ol>

**Table 37**  
**PRIMARY SCHOOL**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
<p>Primary school in suburb of Adelaide.</p> <p>Formerly 500 students, now only 300.</p> <p>Has a concrete bike track on school grounds complete with portable signs and battery-operated traffic lights.</p> <p>This was financed by school council, subsidised by local council, some funding from local service clubs.</p>	<p>Road Safety Curriculum Policy.</p> <p>Social Education Curriculum.</p> <p><i>Roadwork</i></p> <p><i>Out and About</i></p> <p><u>Videotapes</u> - "It's a bike" "It could be you"</p> <p>Signs and Posters (FORS) (S.A. Education Depart.)</p>	<p>Road safety integrated into school curriculum, bike track.</p> <p>Bike Ed programme: 1 hr per wk over 8 wks for Grades 3-7; or intensive 1 hr per day over 2 weeks.</p> <p>Key teacher (road safety) coordinates activities and helps other teachers where necessary. on the school grounds.</p> <p>use the bike track on weekends.</p>	<p>Parents via School Council supported financing of road safety via the bike</p> <p>Parents supported several publicity drives for children to wear bicycle helmets (although not compulsory even when using bike track).</p> <p>Parents helped to build a special enclosure for bikes</p> <p>Parents and their children</p>	<p>Strong parent/teacher support and interest in period when bike ed occurs, track.</p> <p>Key teacher (road safety) maintains a high profile for road safety in the schools</p>	<p>Integrated approach to road safety occurs mainly at</p> <p>Not all staff supportive of road safety.</p> <p>Divisions within staff over the importance of bicycle helmets.</p>

**Table 38**  
**POLICE DEPARTMENT DRIVER EDUCATION UNIT**

Name of Organisation	Personnel Involved	Major Activities	Achievements	Problems
Police Department Driver Unit located in Adelaide, and officers travel to all high schools in the state (government and non-government)	Sergeant and 4 officers.  1 full salary paid by insurance company and 4 cars supplied.	Four hours (2 x 2) of instruction provided to Year 11 or 12 students.  A multi media presentation which consists of: a) driver attitudes and defensive driving techniques (including a video). b) alcohol and drugs, laws and driving (including a video). c) distribution of book "The Complete Driver's Companion"	1. Establishes rapport between police and students.  2. Alerts students to responsibilities and skills involved in driving vehicles.	1. There is no opportunity for follow-up activities.  2. No attempt is made to interrelate presentations with other road safety activities.  3. Teachers are not directly involved in the presentations.  4. Some students see it simply as a public relations exercise.

**Table 39**  
**LOCAL GOVERNMENT ROAD SAFETY CENTRE**

Name of Organisation	Personnel Involved	Major Activities	Achievements	Problems
<p>Local Government Road Safety Centre located in a suburb of Adelaide.</p> <p>Partly funded by a service group and by the Department of Transport.</p> <p>Police department also involved in some lectures.</p>	<p>1 Coordinator and up to 20 volunteers to do the following:</p> <p>a) instruct small groups of children (especially 5-7 yr olds).</p> <p>b) do cycle maintenance.</p>	<p>1. Provide 1 1/2 hour sessions to groups of 15-30 children. Provide 3 of these sessions each day. Three volunteers are assigned to each group. Format includes:</p> <p>a) orientation walk.</p> <p>b) class presentation and video.</p> <p>c) activities on the bike track and BMX track (6 different skills areas).</p> <p>2. Saturday programmes to 5-8 year olds.</p> <p>3. Vacation Student Driver Education programme - 2 1/4 day course. This is for high school students and unemployed youth.</p>	<p>1. Very popular with primary school children and teachers.</p> <p>2. Involves a number of local volunteers.</p> <p>3. The coordinator receives support from a number of agencies.</p>	<p>1. Running costs are ever-increasing. The coordinator is considering charging children 50c each in 1990.</p> <p>2. It is difficult to maintain sufficient numbers of trained, competent volunteers.</p>

Table 40  
SECONDARY SCHOOL

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
<p>High school in industrial suburb of Adelaide.</p> <p>Over 500 students with high percentage of NESB students and families receiving assistance.</p>	<p>Student Driver Education</p> <p><i>Road Safety &amp; Driver Education</i> (SA)</p> <p><i>Road Traffic Code</i></p> <p><i>The Complete Driver's Companion</i></p> <p><i>Pic-a-Pak</i> (SA)</p> <p>Inside Information (Mobil)</p> <p>Dual control car provided by local GMH dealer.</p> <p>Extensive personal library of slides, photographs, newspaper clippings, brochures.</p> <p><u>Videotape:</u> "Drinking, Driving, Surviving"</p>	<ol style="list-style-type: none"> <li>1. Uses a strong visual media emphasis.</li> <li>2. Includes driver ed. theory and practice within a Driver Ed/ Transition Ed semester unit (4 periods a week).</li> <li>3. It is a registered subject available to Year 11 students.</li> <li>4. Does 4 periods a week for 5 weeks for the theory unit followed by 10 hrs per student of practical driving (2 students in a car at a time).</li> </ol>	<p>Arranges visits to local institutions and retailers on topics related to driver education, e.g. Car Wash Court House</p>	<ol style="list-style-type: none"> <li>1. The teacher has developed a wide-ranging course that integrates well with other subjects.</li> <li>2. Students gain significantly in attitude development.</li> <li>3. Ethnic students have gained especially in confidence and in interaction with others, especially through the excursions and visits.</li> </ol> <p>Approx. 20 students each year do the course - very high demand for it.</p>	<ol style="list-style-type: none"> <li>1. The teacher does not receive full credit for his contact hours.</li> <li>2. No other teacher on the staff has become involved although one other has done the training.</li> </ol>

**Table 41**  
**SECONDARY SCHOOL**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
<p>Large High School, southern suburb of Adelaide.</p> <p>1100 students.</p>	<p>Student Driver Education Notes (NT)</p> <p><i>Road Traffic Code</i></p> <p><i>The Complete Driver's Companion</i> (based on Q.)</p> <p>Dual control car provided by GMH dealer on roster basis between 3 high schools.</p> <p><u>Videotapes:</u>            "Driver Training Series" (SA)            "How to Drive Series" (SA)</p> <p>Inside Information; Mobil</p> <p>"Pic-a-Pac" (SA)</p> <p>Driver Education Review Book for students.</p>	<ol style="list-style-type: none"> <li>1. Student Driver Education course available as an elective, is a registered secondary (SSABSA) subject (Years 11 &amp; 12).</li> <li>2. 11 theory sessions of 1 hr each. 11 practical sessions of 100 mins each. Concurrent theory and practical sessions.</li> <li>3. Up to 3 students in a car at a time. Times for practical driving arranged at lunch times and after school.</li> </ol>	<ol style="list-style-type: none"> <li>1. Local car dealer provides dual control cars.</li> <li>2. Parents very supportive. Local press do feature articles on the programme.</li> </ol>	<ol style="list-style-type: none"> <li>1. The teacher responsible achieves high level of rapport with students.</li> <li>2. A very successful personal development programme to develop positive attitudes about road safety and sound driving skills.</li> <li>3. Popular with students.</li> </ol> <p>40 students each year do the course.</p>	<ol style="list-style-type: none"> <li>1. The teacher only receives about half credit for his contact hours.</li> <li>2. Only one teacher has undertaken the 2 week instructor's course.</li> </ol>

**Table 42**  
**KINDERGARTEN**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
Kindergarten in a residential suburb of Hobart.  82 children (morning and afternoon groups).	"Health Education Syllabus" (Tas.) "Health Education Syllabus" (W.A.) <i>Out and About, Preschool</i>  Pamphlet and posters (FORS).  Fully operational traffic lights and crosswalks set up in playground as per a Traffic Centre.	1. Teacher takes children on community visits twice a week and practises road drills, pedestrian behaviour.  2. They have talks on a) behaviour in cars. b) wearing seat belts. c) crossing the road.  3. The RSO visits the school regularly.	No specific activities.	The children are very aware of the need for road safety.	

**Table 43**  
**PRIMARY SCHOOL**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
<p>A small primary school in a rural area in southern Tasmania.</p> <p>29 students.</p>	<p><i>Out and About</i></p> <p>Pamphlets distributed by RSO.</p> <p>RSO provided on loan "Safe Cycling" videotape (Qld)</p>	<ol style="list-style-type: none"> <li>1. Teach road safety incidentally.</li> <li>2. In one class (Grades K-2) do incidental teaching of it, some themes in Social Science, use of <i>Out and About</i>.</li> <li>3. In other class (Grades 3-6) is taught incidentally through excursions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Parents are very supportive.</li> <li>2. Recently concerned about log trucks in the area.</li> </ol>	<p>A very small, closely knit community.</p> <p>No immediate problems with road safety.</p>	<p>Children may experience problems with road safety when they move to larger schools when they reach high school age.</p>



**Table 44**  
**PRIMARY SCHOOL**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
Government primary school of 212 students (K-6) in a residential suburb of Hobart.	<p><i>Out and About</i></p> <p>Posters and pamphlets distributed by RSO's.</p> <p><i>Vital Signs</i> (Martin Educational)</p>	<ol style="list-style-type: none"> <li>1. In K, Prep, Grades 1-4, teachers concentrate on road signs, pedestrian behaviour, walks, games.</li> <li>2. In Grades 5-6 sessions in bikes. Use RSO to do sessions on bikes, road safety talks and poster competition on helmet use.</li> </ol> <p>Teacher extends this to include unit on bikes as machines.</p>	<ol style="list-style-type: none"> <li>1. Parent-teacher group developed Health Education programme (including road safety).</li> <li>2. Parents agitating for more footpaths, cross-walk attendant.</li> <li>3. Parents busy-bees to produce play equipment, BMX track, skate-board area.</li> <li>4. Parents want a swap-shop to allow smaller and larger helmets to be swapped.</li> <li>5. By parent demand, the wearing of bike helmets by cyclists is likely to become compulsory.</li> </ol>	<ol style="list-style-type: none"> <li>1. School-based health education programme.</li> <li>2. Demanding action from council re footpaths and crossing attendants.</li> <li>3. Active road safety teaching in Grades 5 and 6.</li> </ol>	<ol style="list-style-type: none"> <li>1. Dangerous pedestrian areas near school.</li> <li>2. Teachers in Grades 1-4 doing little on road safety.</li> </ol>

**Table 45**  
**PRIMARY SCHOOL**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
Government primary school in an urban area of Hobart.  382 children.	<i>Out and About</i>  Charts and pamphlets made available by Road Safety Officer (RSO).	<ol style="list-style-type: none"> <li>1. RSO visits school 2-3 times each year.</li> <li>2. Teachers do follow-up and themes which involve road safety.</li> <li>3. Some lessons taught using <i>Out and About</i>.</li> <li>4. RSO checks crosswalk and bike riding behaviour of children.</li> <li>5. RSO sets up road safety displays in the school.</li> </ol>	<ol style="list-style-type: none"> <li>1. Previous Principal notified parents that all children riding bikes to school must wear helmets.</li> <li>2. Previous principal sent numerous newsletters home about road safety.</li> </ol>	<ol style="list-style-type: none"> <li>1. Road safety was a high priority – not so high this year under a new principal.</li> </ol>	<ol style="list-style-type: none"> <li>1. Parents cause traffic congestion after school.</li> <li>2. Teachers seem to leave most of road safety to the RSO.</li> </ol>

**Table 46**  
**PRIMARY/SECONDARY SCHOOL**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
<p>Non-government school P-11 in outer suburb of Hobart.</p> <p>310 students. About 50% come by bus.</p>	<p><i>Out and About Predriver Education</i></p> <p><u>Videotapes:</u> "Road Worrier" "Road Skills – Driving Skills" "Roadworthy" "You and Your Bicycle" (RACT)</p> <p>Pamphlets from RSO on helmets.</p>	<ol style="list-style-type: none"> <li>1. <i>Out and About</i> used in Prep and Grades 1-4. Also integrate with other subjects and incidental discussion. Games have been developed.</li> <li>2. RSO does 2-3 talks each year with each class. This year the topic is bike safety.</li> <li>3. A unit "Transition and Life Education" is taken by all Year 9 and 10 students. Predriver education is taken by RSO 2 hours per week for 8 weeks. Class teacher is in the room and assists.</li> </ol>	<ol style="list-style-type: none"> <li>1. Parents concerned about youth problems such as reckless driving, drinking and drugs. Parents strongly support RSO with predriver education and drug education program initiated in 3rd term 1988.</li> <li>2. Parents initiate complaints about bus drivers from time to time.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers and parents are very aware of road safety.</li> <li>2. Some active involvement by primary school teachers.</li> </ol>	<p>Little activity at secondary level apart from predriver education.</p>

**Table 47**  
**SECONDARY SCHOOL**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
Well established government girls school of 550 students in a suburb of Hobart.	Pamphlets and posters distributed by RSO for driver education.	<ol style="list-style-type: none"> <li>1. All Year 10 students do driver education for 1 term.</li> <li>2. 8 Lectures given by RSO to six Year 10 groups over 3 month period. Practical driving lessons given by 6 teachers to all those who pass the theory test.</li> <li>3. Girls also receive road safety in Consumer Studies and a "Leading and Coping in the 1980s" course.</li> </ol>	Nil.	<ol style="list-style-type: none"> <li>1. Girls enjoy the course and gain considerable self-confidence.</li> <li>2. Teachers enjoy being involved in the practical sessions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers are not provided with relief teachers during practical days. They must prepare lessons for their colleagues to take in their absence.</li> <li>2. Causes major interruptions to the timetable.</li> </ol>

**Table 48**  
**PRIMARY SCHOOL**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
Government primary school in a small country town 30 km from Shepparton and DECA centre.  200 students.	<i>Careful Cobber Bike Ed</i> (Years 3-6) <i>Roadwork</i> kit (2 copies)  Pamphlets from RTA (Vic).  Use "Bike Ed." trailer.	<ol style="list-style-type: none"> <li>1. Have a bike awareness policy.</li> <li>2. Run "Bike Ed" over 12 weeks in Term 2 with 2 teachers.</li> <li>3. One theory lesson and 1 practical lesson each week with class divided into 2 groups of 15. (class teacher and P.E. specialist)</li> </ol>	<ol style="list-style-type: none"> <li>1. Bike trailer is stored at Shire.</li> <li>2. 12 parents involved in "Bike Ed".</li> <li>3. Used bike track marked out on carpark at Shire Community Centre.</li> <li>4. Have special meetings with parents to discuss local road safety problems.</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Careful Cobber</i> popular and used with visits to DECA.</li> <li>2. "Bike Ed" – done it for 2 years – skills of children improved.</li> <li>3. Have a bike awareness program for all children K-6.</li> </ol>	<ol style="list-style-type: none"> <li>1. Other demands on teachers e.g. "Safe House".</li> </ol>

**Table 49**  
**PRIMARY SCHOOL**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
<p>Catholic primary school in a small country town 30 km from Shepparton and DECA centre.</p> <p>112 students. 7 school buses.</p>	<p><i>Careful Cobber Bike Ed</i> (Years 4-6) <i>Roadwork</i> kit</p>	<ol style="list-style-type: none"> <li>1. Taught 1 hour each afternoon for 8 weeks.</li> <li>2. Have road test in 9th week.</li> <li>3. Regular class teachers do the theory. Two trained teachers do the practical.</li> <li>4. All classes do road safety themes while "Bike Ed" is being taught.</li> </ol>	<ol style="list-style-type: none"> <li>1. Three parents trained in "Bike Ed".</li> <li>2. Community concern about road congestion after school.</li> </ol>	<ol style="list-style-type: none"> <li>1. Children more careful in riding bikes.</li> <li>2. Attempts by Council to slow down traffic but proposals (e.g. speed humps) not implemented.</li> </ol>	<ol style="list-style-type: none"> <li>1. Traffic congestion after school.</li> <li>2. Problems of a split campus and the need for children to cross the road to the school oval.</li> </ol>

Table 50  
PRIMARY SCHOOL

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
<p>Government school inner city suburb, Melbourne.</p> <p>400 students.</p>	<p><i>Roadwork</i> <i>Streets Ahead</i> <i>Bike Ed. II</i> <i>Out and About</i></p> <p>Have access to a Bike Ed. trailer.</p> <p>"Operation Aware" (self-concept) programme. <i>Careful Cobber Games</i></p> <ul style="list-style-type: none"> <li>- Metcon Traffic Game</li> <li>- Junior Metcon</li> <li>- Cycletron Bicycle Safety Game</li> </ul> <p>FORS posters RACV booklets for learner drivers.</p> <p>(Additional school funds available from fund-raising [Bingo])</p>	<ol style="list-style-type: none"> <li>1. All grades actively involved with road safety.</li> <li>2. Use <i>Out and About</i> Level II with P-6 grades.</li> <li>3. Use <i>Bike Ed. II</i> intensively, 2 hrs day for 2 weeks in Term I (Grade 5-6) and Term III (Grade 3-4).</li> <li>4. <i>Streets Ahead</i> taught in Year 3, 5 and 6 and integrated with other subjects.</li> </ol>	<ol style="list-style-type: none"> <li>1. Parents very supportive but few involved in "Bike Ed".</li> <li>2. School sends home newsletters about road safety to parents.</li> <li>3. Children take home certificates if complete Bike Ed course.</li> </ol>	<ol style="list-style-type: none"> <li>1. School staff have made a major commitment to road safety.</li> <li>2. Have had access to outside funds to provide curriculum materials.</li> <li>3. Staff consider road safety behaviour of students has improved</li> </ol>	<ol style="list-style-type: none"> <li>1. Parent involvement has been minimal so far.</li> </ol>

**Table 51**  
**PRIMARY SCHOOL**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
Government school urban area of Melbourne.  200 students.	<i>Bike Ed.</i> <i>Roadwork</i> <i>Streets Ahead</i> FORS pamphlets.  Bike trailer is housed at school and loaned out to other schools.	<ol style="list-style-type: none"> <li>Two trained teachers work with 15 children at a time. Specialist teachers (P.E., art) take their classes during these times.</li> <li>Do 2 lessons per week over 8 weeks.</li> <li>A parent assists each group.</li> <li>Bike track is marked in 2 areas of playground.</li> <li>The teachers integrate bike ed into maths, language and social studies.</li> </ol> <p>The school has a Road Safety week each year.</p>	<ol style="list-style-type: none"> <li>A small group of parents are active supporters of "Bike ed".</li> </ol>	<ol style="list-style-type: none"> <li>Concentrated on bike ed. over last 2 years.</li> <li>The school was chosen in 1988 to be the feature school for a video on bike ed.</li> <li>Road safety behaviour by students has improved.</li> </ol>	<p>An extra responsibility to handle all bookings for and maintenance of the bike trailer.</p> <p>Rental charges of \$10 per week are probably too low and should be \$30 per week.</p>



**Table 52**  
**PRIMARY SCHOOL**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
Primary school in an urban area of Melbourne.  230 students.	<i>Bike Ed Roadwork</i> is used with Year 3.	<ol style="list-style-type: none"> <li>1. Children use their own bikes. Vests provided by Mothers club.</li> <li>2. Used with Years 5 &amp; 6.</li> <li>3. Community police visit at beginning of course to check bikes.</li> <li>4. Course takes 10 weeks.</li> <li>5. Use other resources e.g. "Two wheels, One Life" slides.</li> <li>6. Police present certificates at assembly to all children who passed the course.</li> </ol>	<ol style="list-style-type: none"> <li>1. Parent volunteers used with "Bike Ed".</li> <li>2. Newsletters used to inform parents about "Bike Ed".</li> <li>3. Parents club have been strong supporters of "Bike Ed".</li> <li>4. Local bike shop proprietor comes to school to give talks on bike maintenance.</li> </ol>	<ol style="list-style-type: none"> <li>1. "Bike Ed" has been taught at the school for 5 years.</li> <li>2. All children who ride to school and park in school ground have to wear a bike helmet.</li> <li>3. Parents very supportive of "Bike Ed".</li> </ol>	

**Table 53**  
**PRIMARY SCHOOL**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
Special education school in urban area of Melbourne.  40 children.	Bikes and vests are used similar to those available from RTA Bike Ed trailers.	<ol style="list-style-type: none"> <li>Has own traffic school complete with electrically operated traffic lights, railway crossings, pedestrian crossings.</li> <li>Children are given class lessons about road rules prior to using the traffic school.</li> </ol>	<ol style="list-style-type: none"> <li>Volunteers helped complete the centre (e.g. electrician).</li> <li>Children do a lot of community walks to practise pedestrian skills.</li> </ol>	<ol style="list-style-type: none"> <li>Very good for teaching children how to travel independently.</li> <li>Children very enthusiastic.</li> <li>It is hired out to other special education schools.</li> </ol>	Some children with severe disabilities unable to participate.

Table 54  
SECONDARY SCHOOL

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
Urban area, Melbourne.  Large high school with 950 students.	Statistics on road safety from RTA.  <u>Videotapes:</u> "You and your bicycle" (RACV) "Teenagers, Alcohol and Road Safety" (RTA) "Driver and the Road" kit "Drinking, Driving, Surviving"	1. In a Year 10 Geography class on "Future Issues" examine alcohol and road safety.  2. Use statistics for discussion sessions and to discredit many myths.  In Year 10, Science class do a topic on "Driver and the Road".  3. Road safety also taught in Legal Studies in Year 9 and in Years 11 and 12.	Adjacent to congested highways.	Students interested in topics.	Not possible to systematically teach road safety.

**Table 55**  
**SECONDARY SCHOOL**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
Large high school in outer metropolitan area of Melbourne.  1360 students.	<i>Roads and Traffic</i> <i>Survival Trails</i> <i>Road Signs</i> (RTA)	1. An elective "Road Education" is available to Year 9 students for 1 semester.  2. Small numbers this year – may gain in popularity.	1. School is close to busy roads – a number of traffic hazards.  2. A curriculum committee decides elective subjects.	Students in the course enthusiastic.	Difficult to get teachers to include road safety in the traditional subjects.

Table 56  
PRIMARY SCHOOL

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
<p>Primary school located in suburban dormitory area south of Perth.</p> <p>450 students Gr. 1-7. 40 pre-primary students. 22 staff.</p>	<p><i>Bike-Ed</i> (W.A.)</p> <p><i>Kangaroo Creek Gang Kit</i> - includes Bike-Ed (not used)</p> <p><i>Out and About</i> (FORS) kits placed in each Year 3-7 classroom.</p> <p>Posters available from resource centre - mainly W.A. Bike Safety e.g. cycling; traffic signs.</p> <p>W.A. Health Education Syllabus.</p> <p>District Resource Centre Centre audio-visual materials.</p>	<p>All road safety and Bike-Ed programmes coordinated by Deputy-Principal.</p> <p>General road safety programme taught in Years 1-4 based upon <i>Out and About</i> kit. Six thirty-minute lessons during term 2.</p> <p>Year 5 students receive 25 lessons on Bike Ed. scheduled over three terms.</p> <p>Years 6-7 students mainly involved in teacher planned activities based upon <i>Out and About</i> and the W.A. Health Education Syllabus.</p>	<p>School Council involved in policy formulation and planning.</p> <p>School principal is a member of a community-based committee about to take initiatives in a locally coordinated road safety programme.</p>	<p>The school has a six year history of coordinated programmes in Road Safety and Bicycle Education.</p> <p>Bicycle helmet scheme deemed to be successful.</p> <p>Practical/advisory support for teachers at a very high level.</p> <p>All road safety education is planned centrally.</p>	<p>Increasing traffic hazards around school.</p> <p>One teacher (Deputy-Principal) trained in Bicycle Education.</p> <p>Some reluctance on the part of class teachers to undertake the Bike-Ed. trainers' course.</p>

**Table 57**  
**PRIMARY SCHOOL**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
<p>Large primary school located 20 km south-east of Perth near to a major highway.</p> <p>490 students (K-7) 25 staff</p>	<p><i>Bike Ed.</i> (W.A.)</p> <p>K-7 Health Education Syllabus.</p> <p>Posters and other resource materials available from the District resource centre and W.A. Bicycle Safety Council.</p> <p>General road safety kits <i>Out and About</i> – 6-8 30-minute lessons in Term 2.</p>	<p>Road safety education based upon the K-7 Health Education Syllabus is undertaken by all class teachers.</p> <p>Attempts are made to involve parents in activities for K-2 year levels.</p> <p>Bicycle education is undertaken by the P.Ed. specialist with students in years 5-7. This involves up to 10 sessions in Term 2.</p>	<p>School Council actively involved in policy formulation and planning.</p> <p>Interest in the development of a community-based road safety training facility.</p> <p>Within school support for teachers at a very high level.</p> <p>All road safety education is monitored by the principal.</p>	<p>The school has a four-year history of planned road safety education sponsored by the principal.</p> <p>Bicycle helmet scheme continually promoted and monitored. Deemed to be successful. All regular cyclists wear helmets to school.</p> <p>Parent/school council involvement at a high level, especially in the promotion of bicycle helmets and negotiations about the establishment of a training facility.</p>	<p>Severe traffic hazards on children's routes to school.</p> <p>One teacher (P.Ed.) specialist trained in Bicycle Education.</p> <p>Principal, with an active interest in road safety education retired in July 1989.</p> <p>Problems of releasing teachers for Bike Ed training due to other competing demands and lack of finance for relief teachers.</p>

Table 58  
PRIMARY SCHOOL

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
<p>Non-government primary school located in middle-class area, west of Perth.</p> <p>360 students Gr.1 - 7 50 pre-primary students.</p> <p>18 staff.</p>	<p><i>Bike Ed</i> (Vic)</p> <p><i>Kangaroo Creek Gang Kit</i> includes Bike-Ed (Not used)</p> <p><i>What Safety Means to Me</i> (Telecom Aust. &amp; N.S.C. of W.A.) includes a number of pamphlets on bike safety and restraints.</p> <p>A few books on bicycles.</p> <p>A lot of posters from Traffic Authority (Canberra) and W.A. Bike Safety, e.g. Crossing roads between parked cars. walking on roads. playing near roads. traffic signs. cycling. being visible. helmets.</p> <p>W.A. Health Education Syllabus.</p>	<p>Teachers are following the road safety in each year level as set out in the W.A. Health Syllabus.</p> <p>Yrs 4-7 are teaching some bike ed from the Vic. kit.</p> <p>Only Year 7s do any riding skills in the playground and on the road. This is a sequential programme.</p> <p>Yr 7 programme: 3 x 1 hr theory lessons in class.</p> <p>2 x 1 hr riding skills of which each child has about 1/2 hr on road with a police Bike-Ed officer.</p>		<p>Very superficial attempt to teach Bike-ed.</p>	<p>The teacher taking Bike-ed is not trained. She was attempting to teach the skills with very little knowledge herself.</p>

**Table 59**  
**SECONDARY SCHOOL**

School Location and Size	Curriculum Materials Available	Specific Teaching Features	Specific School-Community Features	Achievements	Problems
<p>Government High School in a low socio-economic suburb of Perth.</p> <p>1100 students.</p>	<p>School-based officer programme.</p> <p>Police constable based at the school and is available 3 days per week. For 2 days a week he visits 8 feeder primary schools.</p> <p>Materials available from the Community Education branch include <i>Out and About</i> (FORS) <i>Constable Care</i> (NSW)</p> <p><u>Videotapes:</u> "Drinking, Driving, Surviving" "You Just Don't Care" "Young Driver Survival" "Live to Ride"</p>	<p>Each officer joins in various school activities including:</p> <ul style="list-style-type: none"> <li>a) staff meetings.</li> <li>b) yard duty.</li> <li>c) coaches a sporting team.</li> <li>d) supervises excursions and camps.</li> </ul> <p>The officer negotiates with teachers about lessons he might teach including those on:</p> <ul style="list-style-type: none"> <li>a) Law</li> <li>b) Vehicle Maintenance</li> <li>c) Technical Arts</li> <li>d) Science</li> </ul>	<p>An officer handles specific student behaviour problems and this usually involves home visits to parents.</p>	<p>Officer has been accepted by most students. He has</p> <ul style="list-style-type: none"> <li>a) improved respect for police.</li> <li>b) defused a lot of serious student problems.</li> <li>c) been well accepted by staff.</li> </ul>	<ul style="list-style-type: none"> <li>1. It is difficult to accept all the invitations to teach various topics.</li> <li>2. His visits to feeder primary schools interrupts his work at the high school.</li> <li>3. He has no telephone in his office.</li> </ul>



**Appendix 1**  
**Checklist for**  
**CASE STUDY SCHOOLS**

1. **Name of School**
2. **Principal / Contact person**
3. **How many teachers are involved in road safety?**
4. (a) **Is there a person responsible for road safety?**  
  
(b) **If so, does he/she divide courses into year levels?**
5. **How is road safety material received?**  
  
    **what is it?**  
  
  
  
    **from where?**  
  
  
  
    **who distributes it?**
6. **Teachers' use of the material**  
(a) **part of one subject / integrated**  
    **which subjects (is there duplication at secondary school?)**

- (b) included in programs
- (c) a one-off project
- (d) incidentally
- (e) school based for all classes

**7. What consultancy / advisory services available**

**Are they used at your school?**

**How often?**

**Have any teachers been involved in professional development workshops etc?**

**8. Who conducted professional development workshops?**

**Where?**

**Which activities were successful?**

**Why?**

**Which activities were unsuccessful?**

**Why?**

**9. Who else gets involved apart from teachers?**

**e.g. parents?**

**how?**

**community groups?**

**How effective?**

**attitude of principals and teachers to parent involvement?**

**10. Are particular year levels more heavily involved than others?**

**Which ones?**

**Why?**

**What is the attitude of students to the course?**

**Don't have equipment?**

**Behaviour problems?**

**Classroom Practices**

**10. What teaching strategies mainly used?**

**Any reasons for these?**

**Any teaching strategies which should be avoided?**

**12. Which activities taken outside classroom?**

**Any problems with these?**

**13. Time factors – how much is allocated by school?**

**is it adequate?**

**14. Do teachers have preferred source of materials?**

**Which ones?**

**Why?**

15. Are all parts valuable or just some parts?  
e.g. audiotapes, singing tapes