Young children are still developing the skills and understandings they need to keep safe in and around vehicles. This means that sharing Key Road Safety Messages with families is an integral part of an effective early childhood road safety education program.

To really engage families invite and encourage them to share their insights and perspectives about their children’s road safety understandings. Consider challenges families may experience during their everyday journeys as well as those beyond the service.

Families are more likely to engage with road safety information if it directly relates to their child’s learning. Include photos of children and their comments to highlight their developing road safety understandings. Consider sharing more widely via electronic media so family members who don’t regularly visit your service can be involved too.

Continuously involve families as you develop, implement and review your road safety policies and procedures. Share ideas through discussions, newsletters, posters and displays to help children and families engage with the safe travel practices these documents promote.

Regularly document all the road safety experiences children are involved in at your service. Use this documentation as a contextually relevant way to share Key Road Safety Messages with families.

Families are children’s first and most influential teachers. By valuing each other’s knowledge and the different roles we play in children’s lives, families and educators can communicate respectfully to ensure children are kept safe whenever they are out and about.

Finding out more about families’ road safety concerns and issues can help to inform the direction of your road safety program and lead you to plan meaningful learning experiences that reflect their specific road safety issues. This also provides families with authentic opportunities to be more actively involved in their children’s learning (APST Standard Descriptor 3.7.2).

“Partnerships are based on the foundations of understanding each other’s expectations and attitudes and build on the strength of each other’s knowledge” (EYLF, Principle 2)