



THE RELATIONSHIP BETWEEN THE EARLY YEARS LEARNING FRAMEWORK (EYLF) PRACTICES & ROAD SAFETY EDUCATION



LEARNING ENVIRONMENTS

Road-related injuries to young Australian children continues to be a significant public health concern.

Early childhood road safety education must therefore support educators to work with children and their families to develop the knowledge, skills, behaviours and attitudes that will assist children to become safer passengers, pedestrians and users of wheeled devices.

Road safety education must be informed by research and developmentally appropriate. The SDERA *Smart Steps* program has adopted the eight National Practices for Early Childhood

Road Safety Education (Waters, Baker, & Bruce, 2012) which are research-based and aligned to the practices in the Early Years Learning Framework (EYLF).

Smart Steps also offers suggestions on how to explore and embed best practice road safety education through the use of effective pedagogical practice. *Smart Steps* includes:

- ① Suggested learning activities from SDERA's resources.
- ② Links to the National Quality Standards (NQS).
- ③ Links to the Western Australian Kindergarten Curriculum Guidelines (incorporating EYLF outcomes), and the Western Australian Health and Physical Education Syllabus.
- ④ Suggestions for embedding 'best practice' road safety education, emphasising key messages.

NATIONAL PRACTICES FOR EARLY CHILDHOOD ROAD SAFETY EDUCATION

HOLISTIC APPROACHES

Recognise that children's learning is integrated and interconnected when making curriculum decisions about road safety education.

RESPONSIVENESS TO CHILDREN

Deliver road safety education which is responsive to individual children and extends children's strengths, knowledge and interests.

LEARNING THROUGH PLAY

Through play-based learning, seek opportunities to address road safety in a way that expands children's thinking and encourages problem solving.

INTENTIONAL TEACHING

Engage in intentional teaching which extends and expands children's learning about road safety.

LEARNING ENVIRONMENTS

Provide opportunities in the learning environment, including the local community, for safe and meaningful interaction with children, parents and carers about road safety.

CULTURAL COMPETENCE

Implement road safety education that is culturally relevant for the diversity of children, their families and the community.

CONTINUITY OF LEARNING AND TRANSITIONS

Use the opportunity of transitions, in active partnership with children, families and the local community, for road safety education.

ASSESSMENT FOR LEARNING

Together with children and families, reflect on each child's learning and application of road safety to plan for future learning.

Learning environments that welcome children and their families, respond to the interests and needs of children, and cater for different learning capacities and learning styles, enrich the lives and identities of children.

Children's learning can be extended through connecting children with the broader community, by exploring the use of multiple learning spaces including indoor and outdoor environments, and encouraging the use of appropriate information and communication technology.

Meaningful play, a key component in early childhood settings, is facilitated when early childhood professionals design learning environments that reflect children's interests using 'real life' materials that are found in everyday life.

Creating indoor and outdoor learning environments that encourage children to build their knowledge and understanding of road safety messages through meaningful play, supports children in exploring how to stay safe in the traffic environment.

HOW SMART STEPS LINKS WITH CURRICULUM FRAMEWORKS

EARLY YEARS LEARNING FRAMEWORK (EYLF)

The EYLF describes environments that support learning as: "... vibrant and flexible spaces that are responsive to the interests and abilities of each child. They cater for different capacities and learning styles and invite children and families to contribute ideas, interests and questions" (p. 15). The EYLF also explains that using both indoor and outdoor environments "...support all aspects of children's learning and invite conversations between children, early childhood educators, families and the broader community. They promote opportunities for sustained shared thinking and collaborative learning." (p. 16)

Belonging, Being & Becoming – The Early Years Learning Framework for Australia, 2009, p. 15–16.



SMART STEPS PROGRAM

0 years ——— 8 years

NATIONAL PRACTICES FOR EARLY CHILDHOOD ROAD SAFETY EDUCATION (see previous page)

EARLY YEARS LEARNING FRAMEWORK (EYLF)

WESTERN AUSTRALIAN (WA) CURRICULUM

Kindergarten Curriculum Guidelines

Health & Physical Education Syllabus

NATIONAL QUALITY STANDARDS

WA KINDERGARTEN CURRICULUM GUIDELINES (incorporating the EYLF's Outcomes for Children's Learning)

Identity

EYLF Outcome 1 – Children have a strong sense of Identity

- Feel safe, secure, accepted and supported
 - » Build a sense of belonging

Connecting & Contributing
EYLF Outcome 2 – Children are connected with and contribute to their world

- Work with others to develop skills for communication and inquiry about themselves and their world
 - » Develop skills for working with others
- Show respect for the environment
 - » Explore natural and constructed environments
 - » Respect, care for and sustain the environment
 - » Investigate the interactions between the environment and its people

WA HEALTH & PHYSICAL EDUCATION SYLLABUS

Pre-Primary

- Trusted people in the community who can help individuals feel safe (ACPPS003)
- Appropriate language and actions to communicate feelings in different situations (ACPPS005)
- Actions that promote health, safety and wellbeing, such as: eating healthy food, practising appropriate personal hygiene routines, identifying household substances that can be dangerous, following safety symbols and procedures (ACPPS006)
- Safe active play in outdoor settings and the natural environment (ACPPS007)

Year 1

- Strategies to use when help is needed, such as: dialling 000 in an emergency, reading basic safety signs, accessing a safety house or a trusted network, asking a trusted adult (ACPPS017)
- Ways health messages are communicated on: television, posters, radio (ACPPS021)
- Actions that support a safe classroom, such as: moving around safely, sharing appropriately, following class rules (ACPPS022)

Year 2

- Personal strengths and achievements and how they contribute to personal identities (ACPPS015)
- Strategies to use when help is needed: procedure and practice for dialling 000 in an emergency,

locating safety houses and trusted networks in the local community (ACPPS017)

- Strategies and behaviours that promote health and wellbeing: personal hygiene practices, healthy eating, sufficient sleep, staying hydrated, regular physical activity (ACPPS018)
- Strategies to include others in activities and games (ACPPS019)
- Ways health messages are communicated in the media and how they can influence personal health choices, such as 'slip, slop, slap' (ACPPS021)
- Actions that keep people safe and healthy in and outside the classroom, such as: staying hydrated, being sun smart, following school rules (ACPPS022)

NATIONAL QUALITY STANDARDS

Quality Area 3 –

Physical Environment

3.2: The environment is inclusive, promotes competence, independent exploration and learning through play.

3.2.1 Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.

3.2.2 Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.

KEY MESSAGES TO TEACH

BEING A SAFE PEDESTRIAN



- STOP, LOOK, LISTEN and THINK before crossing the road.
- ALWAYS hold the hand of an adult when on or near roads.
- STOP – when a parent or adult calls out to stop. You MUST do this straight away.
- LOOK – for traffic approaching from ALL directions. Look for the safest place to cross the road and ONLY cross when safe.
- LISTEN – in ALL directions for sounds of approaching traffic.
- THINK – and concentrate. Don't get distracted when near traffic.
- Stay well away from the driveway when vehicles are coming or going. The driver MAY NOT see you.
- Vehicles travel at different speeds and take a long time to stop.

BEING A SAFE PASSENGER



- Buckle up! All passengers in a car MUST wear a seatbelt or child restraint. It is the law.
- If you need help to put on a seatbelt ask an adult to help you.
- Sit in the back seat – it is safer. It is the law.
- DO NOT distract the driver.
- ALL passengers and the driver MUST keep ALL body parts inside the car. It is the law.
- Get out of the door closest to the kerb – away from traffic. This is the 'safety door'.

SAFETY ON WHEELS



- Riders include those on: bicycles, scooters, skateboards, rollerblades, rip sticks, hover boards and other wheeled devices.
- The road is dangerous and not a place to play on or near. The safest place to play is away from driveways, roads and traffic.
 - Riders need to wear a helmet at ALL times.
 - Ask an adult to be with you when you are riding.
 - Ride on the footpath well away from traffic. Check driveways for vehicles coming or going.
 - Cyclists MUST get off their bicycle when crossing a road. It is the law.
 - Motorised vehicles and devices are NOT toys and can be dangerous for children.

PRACTICES TO EMBED ROAD SAFETY EDUCATION



Use a variety of resources to build an environment conducive to meaningful play and the application of key road safety messages. To promote road safety education within the service, consider the following practices.

Make available in the sandpit plastic fences, animals, houses, cars and trucks. Encourage students to make a neighbourhood with roads and footpaths. Talk about the 'visible' (fences, barriers) and 'invisible' boundaries (edge of the road, edge of the driveway) and how children can stay safe within the traffic environment.

Take and display photos of the local area that children might see when walking or driving. Use these images to promote discussion about the features of the traffic environment.

Invite your local Children's Crossing Guard (Traffic Warden) or police officer to visit to talk about the importance of road safety. Encourage children to think about the questions they could ask.

Support imaginative play by providing a range of creative options for 'real life' play in a simulated traffic environment eg dress ups for a variety of occupations including policemen/women and school crossing supervisors, and props such as steering wheels, chairs with 'seatbelts', large cardboard boxes that can be used as cars and trucks, and road signs.

Set up a traffic environment using a traffic play mat. Encourage students to 'follow the road rules' using traffic signs on the mat and toy cars, trucks, trains and bicycles.

Encourage children to practise their safe road crossing skills by acting as pedestrians on the wheeled device path using the pedestrian crossing and waiting until all traffic has stopped before they cross the 'path'.

Set up a designated path for wheeled toys and devices in the learning environment using the Smart Steps 'Stop' and 'Pedestrian Crossing' road signs. Take children for a walk around the path. Use chalk to draw smiley faces on the left-hand side of the path and explain that this is where it is safer for children to ride. Point out the road signs on the path and explain what each sign means. Encourage children to ride around the path obeying the signs, staying to the left and ringing their bell when they near another cyclist or pedestrian.

Invite families to share photos from their travels and adventures showing different traffic environments. Discuss the similarities/differences between these environments and the local neighbourhood.

Introduce movement and music using the safety songs from SDERA's Smart Steps website www.sdera.wa.edu.au.

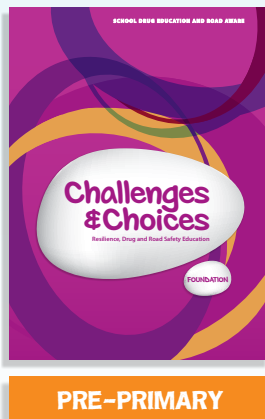
USING SDERA'S RESOURCES TO TEACH, EXPLORE AND PRACTISE ROAD SAFETY



Use the *Smart Steps* Program's teaching and learning activities to plan engaging experiences.



Investigate the following activities from SDERA's *Challenges and Choices* resources. These activities specifically promote the Practice discussed in this document.



PRE-PRIMARY

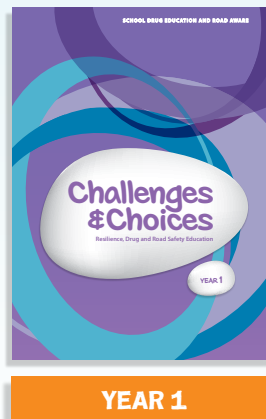
Passenger safety
Activity 4: The safety door

Pedestrian safety

Activity 3: Hands are for holding
Activity 4: Stop
Activity 5: Stop, look, listen and think

Safety on wheels

Activity 4: Driveway danger



YEAR 1

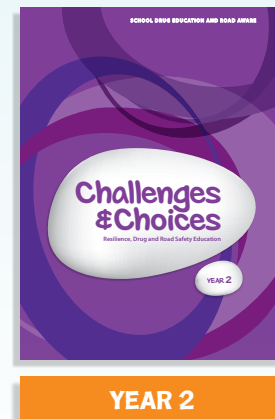
Passenger safety
Activity 5: Crash test

Pedestrian safety

Activity 4: Stopping in traffic
Activity 6: Walking a safe route to school
Activity 7: Practising crossing the road

Safety on wheels

Activity 3: Humpty Dumpty
Activity 5: Be safe be seen



YEAR 2

Passenger safety
Activity 4: Safety door
Activity 8: Decisions for passengers

Pedestrian safety

Activity 4: Time to cross
Activity 5: Stop before you cross
Activity 6: Walking in the local area

Safety on wheels

Activity 3: Helmets and protective gear



Department of
Education



CATHOLIC EDUCATION
WESTERN AUSTRALIA



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Reference: Waters, S., Baker, S., & Bruce, K. (2012). *National Practices for Early Childhood Road Safety Education*. Perth, Australia: Edith Cowan University, Child Health Promotion Research Centre.