

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



RESPONSIVENESS TO CHILDREN

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.

When educators offer programs that are responsive to children this supports the fundamental notion of *belonging, being and becoming*. In practice, this requires educators to identify and respond to the strengths and interests of each child and construct learning experiences that reflect and support these attributes.

When we 'tune in' to children and the things they value, their families, and the community context, we are better able to extend children's knowledge, understanding, and interests.

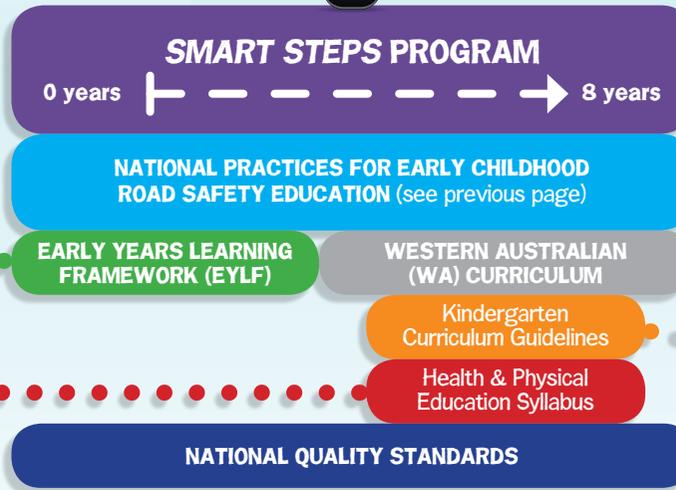
Responsive educators make meaningful decisions about how to embed road safety education into daily teaching and learning. In practice this is about recognising who children are, reflecting what children know and need to know, and fostering partnerships with families to build safer communities.

HOW SMART STEPS LINKS WITH CURRICULUM FRAMEWORKS

EARLY YEARS LEARNING FRAMEWORK (EYLF)

"Educators are responsive to all children's strengths, abilities and interests. They value and build on children's strengths, skills and knowledge to ensure their motivation and engagement in learning."

Belonging, Being & Becoming – The Early Years Learning Framework for Australia, 2009, p. 14.



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
- Act with increasing autonomy, interdependence, resilience and sense of agency
 - » Make choices and decisions (by themselves and with others)
- Build knowledgeable and confident self-identities
 - » Show confidence in own learning and capabilities

Wellbeing

EYLF Outcome 3 – Children have a strong sense of wellbeing

- Take increasing responsibility for their health and physical wellbeing
 - » Explore ways to promote own and other's health and safety

Learning & Thinking

EYLF Outcome 4 – Children are confident and involved learners

- Develop positive dispositions for learning
 - » Build enthusiasm, confidence, cooperation, commitment, persistence

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)

- Positive ways to react to their own emotions in different situations, such as: walking away, seeking help, remaining calm (ACPPS020)
- 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 1 –

Education program & practice

1.1.1 Curriculum decision making contributes to each child's learning and development in relation to their identity, connection with community, well being, confidence as learners and effectiveness as communicators.

1.1.6 Each child's agency is promoted, enabling them to make choices and influence events and their world.

1.2.2 Educators respond to children's ideas and play and use intentional teaching to scaffold and extend children's learning.

Quality Area 5 –

Relationships with Children

5.1 Respectful and equitable relationships are developed and maintained with each child.

5.1.1 Interactions with each child are warm, responsive and build trusting relationships.

5.1.2 Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.

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



Responsiveness is about listening to the needs and interests of children and working with them to maximise learning opportunities. To promote road safety education within the service, consider the following practices.

Use a 'circle time' on the mat to find out about children's experiences as road users in the local community. Discuss the similarities and the differences. Use this time to find out what children know, to support the development of new knowledge and skills, and to consider learning experiences that reflect children's interests.

Supply children with a collection of recycled construction materials (eg boxes of different sizes, cardboard tubes, ice cream containers and paper plates) and other craft supplies (eg sticky tape, blunt-nosed scissors and Blu-tak) to make a vehicle (car, taxi, bus, truck, ute, tractor etc). Discuss what it is about the vehicle that makes a passenger safe and how they can be a 'safe' passenger.

In partnership with parents, work to develop and share road safety messages specific to the local context eg 'Slow down, Children Crossing' stickers to be placed on rubbish bins kerbside.

Educators and children work together to develop a designated path for wheeled toys and devices including a 'Stop Sign' and 'Pedestrian Crossing'.

Support those children interested, to play with toy cars or trucks and plastic people on a traffic mat. During the play time, encourage the children to 'drive' and 'walk' safely following the signs on the road. Encourage children to think about what the signs mean and how they recognise them. Discuss how they know when it is safe to 'drive' their vehicle or the types of 'rules' they should follow as a pedestrian in the traffic environment.



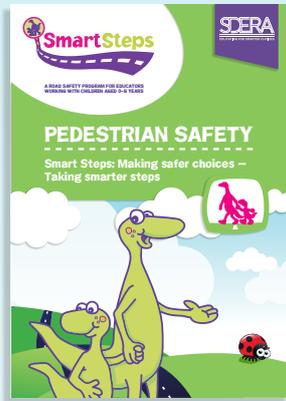
USING SDERA'S RESOURCES TO TEACH, EXPLORE AND PRACTISE ROAD SAFETY



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




Smart Steps PASSENGER SAFETY



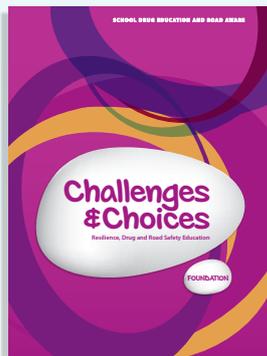
Smart Steps PEDESTRIAN SAFETY



Smart Steps SAFETY ON WHEELS



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

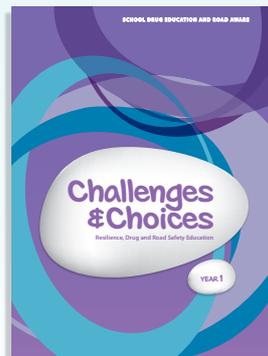



PRE-PRIMARY

Passenger safety
Activity 1: Staying safe in the car
Activity 6: Sharing opinions about passenger safety

Pedestrian safety
Activity 7: Time to think

Safety on wheels
Activity 6: Make a decision

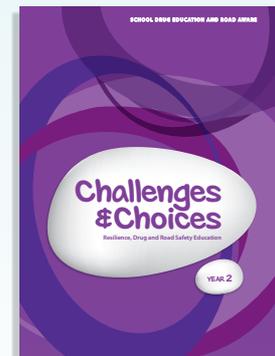


YEAR 1

Passenger safety
Activity 3: Being a responsible passenger
Activity 4: Rules in the car
Activity 9: Time to think

Pedestrian safety
Activity 2: Walking in traffic
Activity 8: Making pedestrian decisions

Safety on wheels
Activity 1: Silly Billy and Silly Gilly
Activity 7: Making decisions about riding



YEAR 2

Passenger safety
Activity 2: Passenger rules
Activity 8: Decisions for passengers

Pedestrian safety
Activity 3: That's the sound the street makes

Safety on wheels
Activity 1: What do I think?
Activity 3: Helmets and protective gear
Activity 4: Bike and helmet check



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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.