

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



# CONTINUITY OF LEARNING & TRANSITIONS

### 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.

Use the opportunity of transitions within and from early childhood programs, in active partnership with children, families and the local community, to enrich learning opportunities for children. Recognising and building upon children's prior and current experiences helps them to feel secure, connected and confident as they prepare for and experience new routines and practices during periods of change.

Transitions offer great opportunities to embed road safety education into the curriculum. Children travel every day – walking to and from the service, riding in the car or on a bus or train as a passenger. These transitions from one location to another all have teachable road safety moments.

Times when children transition from day care centres and kindergartens and then on to school, are often when parents are very much involved in their children's travel. Use these times to talk with parents about road safety key messages.

# HOW SMART STEPS LINKS WITH CURRICULUM FRAMEWORKS

## EARLY YEARS LEARNING FRAMEWORK (EYLF)

"Children bring family and community ways of being, belonging and becoming to their early childhood settings. By building on these experiences educators help all children to feel secure, confident and included and to experience continuity in how to be and how to learn."

*Belonging, Being & Becoming – The Early Years Learning Framework for Australia, 2009, p. 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
- Act with increasing autonomy, interdependence, resilience and sense of agency
  - » Make choices and decisions (by themselves and with others)

## WA HEALTH & PHYSICAL EDUCATION SYLLABUS

### Pre-Primary

- Personal strengths of individuals (ACPPS001)
- Protective behaviours to keep safe and healthy: saying 'no', moving away, telling an adult, asking for help (ACPPS003)
- Trusted people in the community who can help individuals feel safe (ACPPS003)
- 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

- Personal strengths and how these change over time (ACPPS015)
- 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)
- 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)
- Changes in relationships and responsibilities as individuals grow older (ACPPS016)
- 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 6 –

### Collaborative partnerships with families and communities

6.3 The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.

6.3.2 Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.

# 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



To promote road safety education within the service, consider the following practices.

When children are transitioning to another area of the centre or school discuss the road safety rules that they need to follow and why these rules will help to keep them safe. Ask children to share this information with their parents by drawing a picture. Educators can add the words to the drawing (if required) explaining the chosen 'rule' eg 'hands are for holding'.

Introduce books that discuss characters engaging with the traffic environment and/or wearing seatbelts eg Click Clack found on SDERA's website [www.sdera.wa.edu.au](http://www.sdera.wa.edu.au). Highlight and discuss the key road safety messages from the story. Discuss with the children how they travel to the service and the road safety 'rules' they need to follow. Use resources to emphasise the key messages. Visit the service's transition zone and discuss the hazards children need to be aware of when arriving or leaving the service.

On enrolment to the service, discuss the traffic management plan for the centre with parents/caregivers eg 'kiss and drive' or reverse parking only in the car park. Encourage parents to adhere to all of the road safety 'rules' of the service.

Times when children transition from day care centres and kindergartens, and then on to school, are often when parents are very much involved in their children's travel. Talk with parents and caregivers at enrolments and then during 'drop-off' and 'collection' times about how they can travel safely to the service eg choosing safer walking routes to the centre or school, teaching their children how to cross roads safely, holding hands when crossing the road, transporting children in approved and correctly fitted restraints, and wearing a bicycle helmet when cycling or using a scooter.



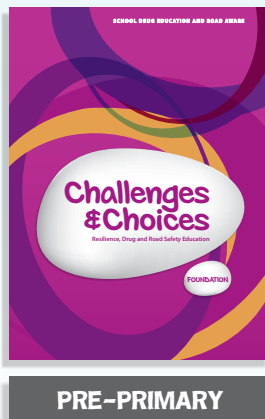
# USING SDERA'S RESOURCES TO TEACH, EXPLORE AND PRACTISE ROAD SAFETY



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**

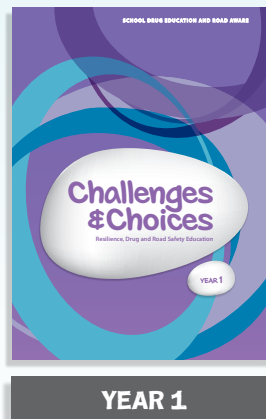
Passenger safety  
Activity 4: The safety door

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Pedestrian safety  
Activity 6: Walking talking day

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Safety on wheels  
Activity 4: Driveway danger

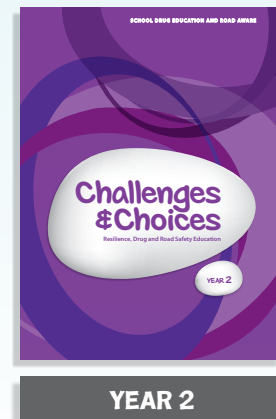


**YEAR 1**

Passenger safety  
Activity 2: Click clack

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Pedestrian safety  
Activity 6: Being a safe pedestrian



**YEAR 2**

Passenger safety  
Activity 4: The safety door

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Pedestrian safety  
Activity 5: Stop before you cross  
Activity 6: Walking in the local area

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Safety on wheels  
Activity 2: Getting to and from school



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.



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Making Safer Choices – Taking Smarter Steps | EYLF Practices: CONTINUITY OF LEARNING AND TRANSITIONS