

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



HOLISTIC APPROACHES

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.

Holistic approaches recognise that children's learning is integrated and interconnected. When early childhood educators provide a learning environment that recognises the complex interplay between a child's physical, personal, social, emotional and spiritual wellbeing, as well as the connections between children, family and communities, the child's ability to learn is maximised.

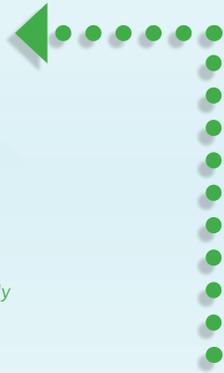
When making curriculum decisions about road safety education, educators need to consider the 'whole-child'. Children will already have had experiences of travelling as passengers, pedestrians and perhaps cyclists. Connecting these experiences to key road safety messages and the child's physical, personal, social, and cognitive learning, will promote more relevant and meaningful learning opportunities.

HOW SMART STEPS LINKS WITH CURRICULUM FRAMEWORKS

EARLY YEARS LEARNING FRAMEWORK (EYLF)

"When early childhood educators take a holistic approach they pay attention to children's physical, personal, social, emotional and spiritual wellbeing as well as cognitive aspects of learning."

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



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)
- Build knowledgeable and confident self-identities
 - » Show confidence in own learning and capabilities

Wellbeing

EYLF Outcome 3 – Children have a strong sense of wellbeing

- Become strong in their social and emotional 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

- 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)
- Appropriate language and actions to communicate feelings in different situations (ACPPS005)
- Personal and social skills to interact with others: expressing needs, wants and feelings, active listening, self-discipline (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

- 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)
- 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 to interpret the feelings of others in different situations, such as: words other people use, facial expressions, body language (ACPPS020)
- 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

1.1.3 The program, including routines, is organised in ways that maximise opportunities for each child's learning.

Quality Area 5 – Relationships with children

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



Educators who develop a holistic curriculum offer opportunities for children with different learning styles to engage with the learning experiences and achieve positive learning outcomes. To promote road safety education within the service, consider the following practices.

Use movement, music and physical games to build interest and fun and offer greater connection to key road safety concepts. For example, use the *Smart Steps* 'Click Clack' song (from the SDERA website www.sdera.wa.edu.au) and carry out the actions to match the words: 'click clack' – clap hands, 'front' – lean forward, 'back' – lean back, 'you put your seatbelt on' – hug themselves tight.

Choose road safety learning opportunities that encourage children to use their minds, body, spirit and imagination. Read 'That's the sound the street makes' and then sing the song 'The sounds of the traffic' (*Challenges and Choices: Foundation* p. 111. Song and book available at www.sdera.wa.edu.au). Use classroom instruments or voice and body percussion to create some traffic sounds.

Encourage children to explore the 'real world' traffic environment. Practise road safety rules such as crossing the road by setting up a 'road' using black plastic in an outdoor play area. Ask children to practise walking, stopping, waiting, looking, listening and then crossing the 'road' holding an adult's hand. Take children for a walk in the neighbourhood where they can practise these skills. Encourage parents and caregivers to join in on the neighbourhood walk. Activities such as this will support children becoming more confident road users and encourage their connection to the community they live in.

Play the traffic sounds game on Izzy's road safety games from SDERA's website www.sdera.wa.edu.au.

Connect with children and understand how they learn so that holistic learning experiences can be provided and learning differentiated. Offer a variety of learning experiences, eg by 'doing' (kinaesthetic learners), through language such as in stories about road safety (linguistic learners), or by listening to songs and being involved in conversation (auditory learners).

Discuss the senses used in each of the steps to cross the road safely. For example, feet – stopping back from the edge of the road; eyes (sight) – looking and checking traffic; ears (sound) – listening and sensing traffic noises and direction; brain – thinking if it is safer to cross; hands (touch) – holding hands with an adult. Ask the following: *Show me how you stop before you cross the road with an adult. Show me how you turn your head to look for traffic. If you can see a car coming is it safe to cross the road? What do we use to listen for traffic? Show me how you cross the road. Why don't we skip or run across the road? What do we do when we are crossing the road?*



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.



Challenges & Choices
Resilience, Drug and Road Safety Education
FOUNDATION

PRE-PRIMARY

Passenger safety
Activity 1: Staying safe in the car
Activity 4: The safety door

Pedestrian safety
Activity 3: Hands are for holding
Activity 4: Stop

Safety on wheels
Activity 1: Ready to ride

Challenges & Choices
Resilience, Drug and Road Safety Education
YEAR 1

YEAR 1

Passenger safety
Activity 2: Click clack
Activity 5: Crash test

Pedestrian safety
Activity 2: Walking in traffic
Activity 4: Stopping in traffic

Safety on wheels
Activity 3: Humpty Dumpty

Challenges & Choices
Resilience, Drug and Road Safety Education
YEAR 2

YEAR 2

Passenger safety
Activity 3: What happens in a crash?
Activity 5: On the bus or train

Pedestrian safety
Activity 1: Roads and traffic
Activity 3: That's the sound the street makes

Activity 6: Walking in the local area

Safety on wheels
Activity 7: Franklin rides a bike



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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.