

CASE STUDY

A VISIT FROM IZZY



The following case study explores how one early childhood service has used a practice from the Early Years Learning Framework (EYLF) to build children's road safety knowledge and skills as well as providing opportunity for them to practise safe road safety behaviours.

A regional early childhood centre had a visit from Izzy, the SDERA road safety mascot. The visit caused a great deal of excitement. Izzy and the teacher sang songs and shared some road safety messages. Izzy showed the children how to safely cross the road holding the hand of an adult and using the four steps – stop, look, listen and think.

After the visit the outdoor play area was converted into a streetscape with a: black plastic 'road' with a pedestrian crossing marked on it; simple cardboard street signs in the correct shapes of 'real' street

signs; toy trucks and cars; dress ups including a children's crossing guard's (traffic warden) flags, white coat and bib as well as a police uniform; trikes and bicycle helmets; tyres and some steering wheels. Children were encouraged to pretend to be road users – pedestrians, passengers, cyclists, police and a children's crossing guard (traffic warden).



Play helps children to learn about themselves, others and the world around them. The imaginative play following the incursion encouraged the children to process what they had learnt and observed from Izzy's visit.

Early Years Learning Framework (EYLF) Practices highlighted in this case study



LEARNING THROUGH PLAY

In the early years, effective pedagogy includes providing a balance between intentional and teacher directed play, and child initiated play activities. This balance encourages children to discover, create, improvise and imagine.

Play helps children learn about themselves, others and the world around them. It also encourages them to engage with other children, expand their thinking and create social groups.

Through establishing a supportive play-based environment children can learn by doing, creating, improvising, imagining and engaging in conversations. Educators can use children's strengths and interests to seek opportunities to promote road safety key messages in a way that expands children's thinking and encourages their problem-solving.

