



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



INTENTIONAL TEACHING

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.

Intentional teaching can be described as deliberate, purposeful and thoughtful with the aim being to support and extend children's learning. Strategies such as modelling and demonstrating, and open questioning and problem solving, are used to encourage children to question, to think critically and to share their thoughts and ideas.

Intentional teaching occurs through creating engaging learning environments that explore children's strengths and interests and through understanding each child, and how they learn.

When educators intentionally teach key road safety messages and make deliberate choices about including discussions and resources that support these key messages, road safety education is reinforced.

HOW SMART STEPS LINKS WITH CURRICULUM FRAMEWORKS

EARLY YEARS LEARNING FRAMEWORK (EYLF)

"Educators who engage in intentional teaching recognise that learning occurs in social contexts and that interactions and conversations are vitally important for learning."

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

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

Learning & Thinking

EYLF Outcome 4 – Children are confident and involved learners

- Develop positive dispositions for learning
 - » Build enthusiasm, confidence, cooperation, commitment, persistence
- Develop a range of skills and processes for learning and thinking
 - » Reflect on thinking and learning and transfer what they have learnt

Communicating

EYLF Outcome 5 – Children are effective communicators

- Interacting verbally and non-verbally with others for a range of purposes
 - » Convey and construct messages from a range of purposes in a variety of contexts

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 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)

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)
- 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 outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.

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

5.1.2 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



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

Choose storybooks that open discussion about keeping safe in the traffic environment eg Izzy at the park, Izzy on holiday, Izzy in the city from SDERA's website www.sdera.wa.edu.au.

Discuss road safety with children by asking open ended questions such as: How do you know when it is safe to cross the road? What do you need to do to cross the road safely? What sounds do you listen for when crossing the road? Why do you wear a bike helmet when riding your bike or scooter?

Play songs from SDERA's Smart Steps webpage www.sdera.wa.edu.au eg A ride in the car. Children can mime the actions to the words in the songs eg 'get in the car', 'close the doors', 'put our seatbelts on'. Discuss the messages in the songs.

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. Then 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?*

Encourage parents and caregivers to model and share key road safety messages with their children in the 'real-world' traffic environment. For example, holding hands while crossing the road, talking about road safety examples as they happen, such as a ball rolling onto the road or a cyclist not wearing a bicycle helmet. These spontaneous yet intentional 'teachable moments' increase the relevance of road safety for children.

Plan learning experiences that offer children opportunity to explore concepts related to them being safe road users. For example, games about crossing the road safely or stopping when asked or not distracting the driver.

Share the storybooks, *That's the Sound the Street Makes* and *Click Clack* written by Danny Katz and illustrated by Mitch Vane, with the children. The books highlight road safety messages suitable for early childhood programs and families. A free mobile and tablet app for Apple and Android devices can be downloaded from iTunes and Google Play. The apps have narration and bring the characters to life with sounds and animation. Visit SDERA's Smart Steps webpage for links to the apps and for a PDF of the story.

Talk about how children exit a vehicle. Introduce the 'safety door'. Explore why the 'safety door' is the safest way to exit a vehicle and where children should stand once they are out of the vehicle.

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



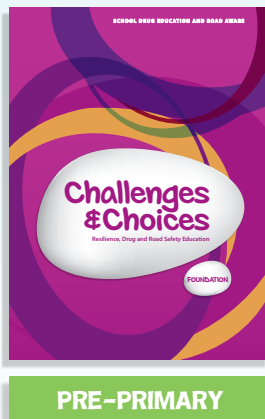
Use the *Smart Steps* Program's teaching and learning activities to plan engaging experiences.

0-4
YEARS



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

5-8
YEARS



PRE-PRIMARY

Passenger safety

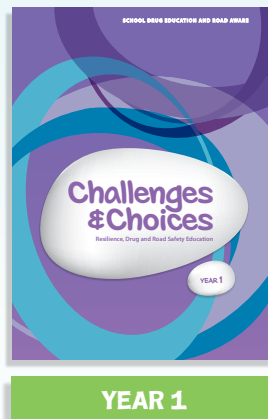
- Activity 1: Staying safe in the car
- Activity 3: Being a responsible passenger
- Activity 4: The safety door

Pedestrian safety

- Activity 1: Talking traffic
- Activity 2: That's the sound the street makes
- Activity 4: Stop

Safety on wheels

- Activity 1: Ready to ride
- Activity 2: Safe places to play and ride
- Activity 4: Driveway danger



YEAR 1

Passenger safety

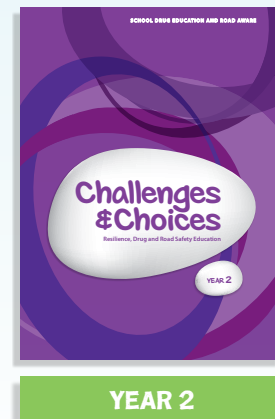
- Activity 1: Buckle up
- Activity 2: Click clack
- Activity 3: Using the safety door

Pedestrian safety

- Activity 1: Out walking
- Activity 2: Walking in the traffic
- Activity 5: Being a safe pedestrian

Safety on wheels

- Activity 1: Silly Billy and Silly Gilly
- Activity 2: Learning to ride
- Activity 6: Practising making riding decisions



YEAR 2

Passenger safety

- Activity 2: Passenger rules
- Activity 5: Don't distract the driver

Pedestrian safety

- Activity 2: Road signs

Safety on wheels

- Activity 2: Getting to and from school
- Activity 4: Bike and helmet check
- Activity 5: Know your rules and signs