

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



### LEARNING THROUGH PLAY

#### 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.

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.

# HOW SMART STEPS LINKS WITH CURRICULUM FRAMEWORKS

## EARLY YEARS LEARNING FRAMEWORK (EYLF)

"Play can expand children's thinking and enhance their desire to know and learn."

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



## 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

**Connecting & Contributing**  
EYLF Outcome 2 – Children are connected with and contribute to their world

- Show respect for the environment
  - » Explore natural and constructed environments

### 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

- Personal strengths of individuals (ACPPS001)
- 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

- 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)
- Positive ways to react to their own emotions in different situations, such as: walking away, seeking help, remaining calm (ACPPS020)
- 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)
- 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 An approved learning framework informs the development of a curriculum that enhances each child's learning and development.

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.

### Quality Area 3 –

#### Physical Environment

3.2: The environment is inclusive, promotes competence, independent exploration and learning through play.

# 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



Play helps children to learn about themselves, others and the world around them. To promote road safety education within the service, consider the following practices.

Support imaginative play by providing a range of creative options for 'real life' play in a simulated traffic environment eg dress ups for a variety of occupations including policemen/women and Children's Crossing Guards (Traffic Wardens), and props such as steering wheels, chairs with 'seatbelts', large cardboard boxes that can be used as cars and trucks and road signs.

Join in play experiences with children to support and extend their understanding of how to keep safe in the traffic environment eg when children are playing with trucks and cars in the sandpit, talk about how the 'drivers' and 'passengers' stay safe by wearing a seatbelt. Remind children that it is the law to wear a seatbelt/restraint.

Provide opportunities for children to apply their knowledge and understanding through role-play, through simulated activities and in a 'real-life' traffic environment (ensure that all risk management procedures for the service have been addressed when engaging with the traffic environment).

Support children in their road safety learning by guiding them in their play eg crossing the road safely using the four steps – stop, look, listen, think.

Encourage parents to play 'STOP' with their children by encouraging them to stop moving when they are asked. Reinforce that children need to stop quickly in the traffic environment if they are asked.

Share the storybook, *That's the Sound the Street Makes* written by Danny Katz and illustrated by Mitch Vane, with the children. The book highlights 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.

Establish a learning environment that encourages children to explore and engage in a traffic environment eg trucks, cars, building blocks, traffic signs. Recognise and take advantage of the 'teachable moment' to reinforce key road safety messages.



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



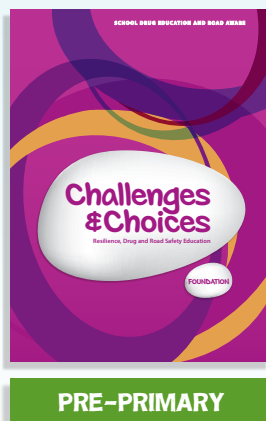
Use the *Smart Steps* Program's teaching and learning activities to plan engaging experiences.

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



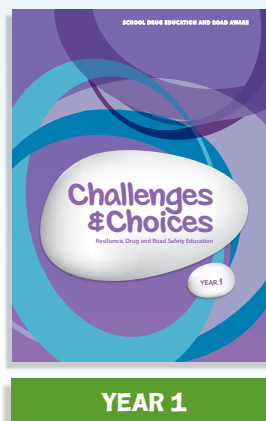
**Passenger safety**  
Activity 4: The safety door

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**Pedestrian safety**  
Activity 4: Stop  
Activity 5: Stop, look, listen and think

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**Safety on wheels**  
Activity 6: Make a decision



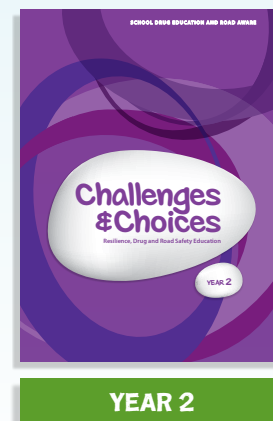
**Passenger safety**  
Activity 5: Crash test

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**Pedestrian safety**  
Activity 4: Stopping in traffic  
Activity 6: Walking a safe route to school

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**Safety on wheels**  
Activity 5: Be safe be seen



**Passenger safety**  
Activity 3: What happens in a crash?

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**Pedestrian safety**  
Activity 8: Shoebox story

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**Safety on wheels**  
Activity 3: Helmets and protective gear