

### ABOUT THE ROAD SAFETY EDUCATION SECTION

This section of the resource is designed in the following way:

#### FOCUS AREAS

There are four focus areas:

**Focus area 1: Passenger safety**

**Focus area 2: Pedestrian safety**

**Focus area 3: Playing safely**

**Focus area 4: Sensing traffic**

Each focus area is divided into several units.

#### UNITS

Each unit provides a menu of strategies (described more fully in the *Teaching and Learning Strategies* section of this resource) linked to interactive learning experiences that teachers can select from depending on their students' learning styles and developmental levels.

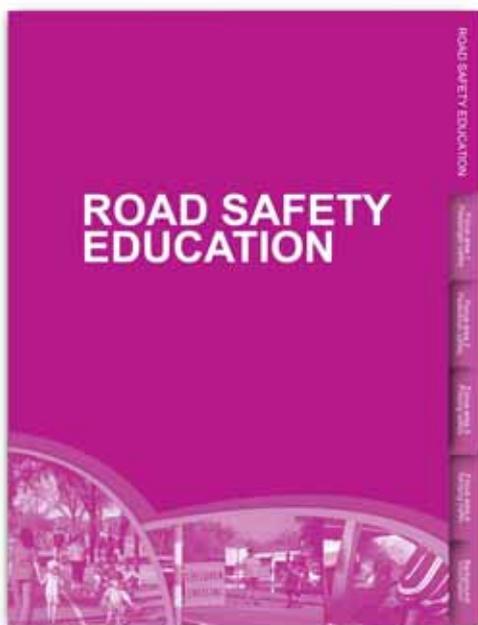
It is not expected that teachers plan a program that includes all the interactive learning experiences attached to a unit.

#### ► Parent information and at home activities

Within each unit there are parent information and at home activities to involve parents in their child's road safety education program. The information sheets focus on road safety issues for young children as passengers, pedestrians and cyclists. The at home activities will encourage parents to practise road safety skills and model safer road-user behaviours with their children.

#### BACKGROUND INFORMATION

The information in this section complements the content and is designed to support teachers by developing their understanding of the key issues related to road safety education.



#### **Four focus areas**

Within each of these areas there are several units that provide students with learning opportunities to develop their understandings, skills, attitudes and values in a road safety context.

## FOCUS AREAS

The four focus areas listed below provide a description of the essential road safety content that students need to be taught. The content is focused on contributing to what students need to know, understand, value and be able to do in a road safety context.

### FOCUS AREA 1: PASSENGER SAFETY

This area focuses on the wearing of restraints and seatbelts, entering and exiting a vehicle and being a safe passenger.

### FOCUS AREA 2: PEDESTRIAN SAFETY

This area focuses on holding the hand of an adult, selecting safer places to cross and a systematic search strategy for crossing the road.

### FOCUS AREA 3: PLAYING SAFELY

This area focuses on riding bicycles and wheeled devices, and playing in safer areas.

## FOCUS AREA 4: SENSING TRAFFIC

This area focuses on recognising traffic sounds, road signs, signals and markings, and increasing visibility of pedestrians in the traffic environment.

By addressing the content, teachers will provide students with the opportunity to progress towards achievement of the outcomes Promoting Individual and Community Health, and Enhancing Personal Development and Relationships which come under the Health and Physical Education Key Learning Area.

Each focus area provides:

- an overview of units
- background information for teachers to support delivery of the crucial content
- units describing learning experiences that use strategies from the *Teaching and learning strategies* section of this resource.

## UNIT FORMAT EXAMPLE

The units in each focus area are presented in the following template.

The **title** of the unit.

This is the **name** of the *Teaching and learning strategies* section where further explanation of the learning strategies are found.

The **strategy** which is described in the *Teaching and learning strategy* section.

The **title** of the learning experience which provides an indication of the nature of the learning experience.

The **learning experience** is described in detail.

Some units provide **Resource Sheets** and **Parent Information** and **At Home Activities** that can be photocopied. These sheets are also on the CD.

## LEARNING EXPERIENCES

Each unit in this resource provides a range of learning experiences which reflect the content of the focus area. Learning experiences for students from Transition to Year 3 have been combined in these units, so teachers need to be aware that some will not be appropriate to their students.

The learning experiences provide suggestions of how teachers can use the teaching and learning strategies to engage students in the content. The learning experiences in each unit have been grouped under the following teaching and learning strategy headings:

- Tuning in
- Finding out
- Sorting out
- Developing values
- Making decisions
- Speaking out
- Reflecting
- Real world
- Simulated

Further explanations of the strategies may be found in the *Teaching and learning strategies* section at the back of this resource.

### When planning a program, teachers can:

- find out students' prior knowledge of an issue (e.g. crossing roads) by choosing **Tuning in** learning experiences
- provide opportunities for students to locate and share information by choosing **Finding out** learning experiences
- provide opportunities for students to practise organising information by choosing **Sorting out** learning experiences
- choose **Making decisions** learning experiences if students need practice at decision making
- choose **Speaking out** learning experiences if students need practice at communicating in small groups
- provide opportunities for students to practise skills that they have learnt in the classroom in a realistic setting by choosing **Real-world** learning experiences
- choose **Simulated** learning experiences when real world opportunities are not safe or practical.

### Adapting learning experiences

The learning strategies linked to learning experiences are a suggestion only. As teachers know their students' learning styles and needs, and current knowledge, skills and attitudes, they may need to adapt the learning experiences or select alternative learning strategies to deliver the content. For example, a Think-pair-share has been suggested as a **Speaking out** strategy in this resource. It can easily be adapted for students to use when sorting out or reflecting on information gained during a learning experience.

## MATRIX OF TEACHING AND LEARNING STRATEGIES INCLUDED IN FOCUS AREA UNITS

The following matrix has been provided as a planning tool for teachers. By ticking the teaching and learning strategies they plan to use, teachers can see at a glance whether they have provided students with the opportunity to progress their achievement at the relevant Band Level or Key Growth Point specified in their program.

Teachers can also ensure they have planned a range of classroom, real-world and simulated strategies.

The matrix may also be used for collaborative planning so that teachers from different classes and year groups can ensure that students are not repeating the same learning experiences from year to year.



MATRIX OF TEACHING AND LEARNING STRATEGIES INCLUDED IN FOCUS AREA UNITS

| FOCUS AREA                       | PASSENGER SAFETY                   |                          |                         |   | PEDESTRIAN SAFETY              |                |                                |                               |                          |                            | PLAYING SAFELY                                |  |  | SENSING TRAFFIC                 |                         |                     |  |
|----------------------------------|------------------------------------|--------------------------|-------------------------|---|--------------------------------|----------------|--------------------------------|-------------------------------|--------------------------|----------------------------|---|--|--|---------------------------------|-------------------------|---------------------|--|
|                                  | Unit 1:1 Click back front and back | Unit 1:2 The safety door | Unit 1:3 Safer journeys | Unit 1:4 Using public and community transport | Unit 2:1 Hands are for holding | Unit 2:2 Stop! | Unit 2:3 Safer places to cross | Unit 2:4 Hazards when walking | Unit 2:5 In the car park | Unit 2:6 Crossing the road | Unit 2:7 Safer ways to get to and from school | Unit 3:1 Helmets, bikes and wheeled recreational devices | Unit 3:2 Safer places to play and ride | Unit 4:1 Road signs and signals | Unit 4:2 Traffic sounds | Unit 4:3 Being seen |  |
| TEACHING AND LEARNING STRATEGIES | Around the table                   |                          |                         |   |                                |                |                                |                               |                          |                            |   |  |  |                                 |                         |                     |  |
|                                  | Arts ideas                         |                          |                         |   |                                |                |                                |                               |                          |                            |   |  |  |                                 |                         |                     |  |
|                                  | Assertive communication            |                          |                         |   |                                |                |                                |                               |                          |                            |   |  |  |                                 |                         |                     |  |
|                                  | Barrier game                       |                          |                         |   |                                |                |                                |                               |                          |                            |   |  |  |                                 |                         |                     |  |
|                                  | Before and after                   |                          |                         |   |                                |                |                                |                               |                          |                            |   |  |  |                                 |                         |                     |  |
|                                  | Brainstorm                         |                          |                         |   |                                |                |                                |                               |                          |                            |   |  |  |                                 |                         |                     |  |
|                                  | Brave talk                         |                          |                         |   |                                |                |                                |                               |                          |                            |   |  |  |                                 |                         |                     |  |
|                                  | Choose a corner                    |                          |                         |   |                                |                |                                |                               |                          |                            |   |  |  |                                 |                         |                     |  |
|                                  | Circle talk                        |                          |                         |   |                                |                |                                |                               |                          |                            |   |  |  |                                 |                         |                     |  |
|                                  | Decision-making model              |                          |                         |   |                                |                |                                |                               |                          |                            |   |  |  |                                 |                         |                     |  |
|                                  | Design a game                      |                          |                         |   |                                |                |                                |                               |                          |                            |   |  |  |                                 |                         |                     |  |
|                                  | Four square                        |                          |                         |   |                                |                |                                |                               |                          |                            |   |  |  |                                 |                         |                     |  |
|                                  | Graffiti                           |                          |                         |   |                                |                |                                |                               |                          |                            |   |  |  |                                 |                         |                     |  |
|                                  | Guest speaker                      |                          |                         |   |                                |                |                                |                               |                          |                            |   |  |  |                                 |                         |                     |  |
|                                  | Head talk                          |                          |                         |   |                                |                |                                |                               |                          |                            |   |  |  |                                 |                         |                     |  |
|                                  | Picture talk                       |                          |                         |   |                                |                |                                |                               |                          |                            |   |  |  |                                 |                         |                     |  |
|                                  | Placemat                           |                          |                         |   |                                |                |                                |                               |                          |                            |   |  |  |                                 |                         |                     |  |
|                                  | Planning                           |                          |                         |   |                                |                |                                |                               |                          |                            |   |  |  |                                 |                         |                     |  |
|                                  | Puzzles and games                  |                          |                         |   |                                |                |                                |                               |                          |                            |   |  |  |                                 |                         |                     |  |
|                                  | Ready set think                    |                          |                         |   |                                |                |                                |                               |                          |                            |   |  |  |                                 |                         |                     |  |
|                                  | Reflective questions               |                          |                         |   |                                |                |                                |                               |                          |                            |   |  |  |                                 |                         |                     |  |
|                                  | Role-play                          |                          |                         |   |                                |                |                                |                               |                          |                            |   |  |  |                                 |                         |                     |  |
|                                  | Sequencing information             |                          |                         |   |                                |                |                                |                               |                          |                            |   |  |  |                                 |                         |                     |  |
| Shared reading                   |                                    |                          |                         |   |                                |                |                                |                               |                          |                            |   |  |  |                                 |                         |                     |  |
| Sharing circle                   |                                    |                          |                         |   |                                |                |                                |                               |                          |                            |   |  |  |                                 |                         |                     |  |
| Story map                        |                                    |                          |                         |   |                                |                |                                |                               |                          |                            |   |  |  |                                 |                         |                     |  |
| T and Y chart                    |                                    |                          |                         |   |                                |                |                                |                               |                          |                            |   |  |  |                                 |                         |                     |  |
| Text innovation                  |                                    |                          |                         |   |                                |                |                                |                               |                          |                            |   |  |  |                                 |                         |                     |  |
| Think-pair-share                 |                                    |                          |                         |   |                                |                |                                |                               |                          |                            |   |  |  |                                 |                         |                     |  |
| Thought shapes                   |                                    |                          |                         |   |                                |                |                                |                               |                          |                            |   |  |  |                                 |                         |                     |  |
| Unfinished sentences             |                                    |                          |                         |   |                                |                |                                |                               |                          |                            |   |  |  |                                 |                         |                     |  |
| Values continuum                 |                                    |                          |                         |   |                                |                |                                |                               |                          |                            |   |  |  |                                 |                         |                     |  |
| Venn diagram                     |                                    |                          |                         |   |                                |                |                                |                               |                          |                            |   |  |  |                                 |                         |                     |  |
| Viewing                          |                                    |                          |                         |   |                                |                |                                |                               |                          |                            |   |  |  |                                 |                         |                     |  |
| Out and about                    |                                    |                          |                         |   |                                |                |                                |                               |                          |                            |   |  |  |                                 |                         |                     |  |
| Parent information...            |                                    |                          |                         |   |                                |                |                                |                               |                          |                            |   |  |  |                                 |                         |                     |  |
| Home corner                      |                                    |                          |                         |   |                                |                |                                |                               |                          |                            |   |  |  |                                 |                         |                     |  |
| Interactive software...          |                                    |                          |                         |   |                                |                |                                |                               |                          |                            |   |  |  |                                 |                         |                     |  |
| Replicating the real world       |                                    |                          |                         |   |                                |                |                                |                               |                          |                            |   |  |  |                                 |                         |                     |  |
| Technology challenges            |                                    |                          |                         |   |                                |                |                                |                               |                          |                            |   |  |  |                                 |                         |                     |  |

CLASSROOM

REAL-WORLD

SIMULATED

## PLANNING AN OUTCOMES-FOCUSED ROAD SAFETY EDUCATION PROGRAM

The *Northern Territory Curriculum Framework* describes an outcomes-focused approach to education. It sets out a series of outcomes that describe what students are expected to know, understand, value and be able to do as a result of their curriculum experiences. Students achieve the outcomes at increasing levels of complexity and sophistication as they progress through their schooling.

The planning framework on page 20 provides an example of an outcomes-focused planning approach.

Within this approach, there are many different starting points for planning and no set series of steps to follow. Teachers often engage concurrently in parts of the process as planning is influenced by students' progressive achievement of outcomes and changes in the circumstances surrounding learning.



# Planning an outcomes-focused road safety education program

## An approach to outcomes-focused planning

### Evaluating student learning and the processes

- Review the effectiveness of the program.
- Communicate and report on the judgments made in relation to student achievement of outcomes.

These questions may guide you.

- *Are students demonstrating progress towards achievement of the outcomes?*
- *What do I need to review, modify or incorporate to ensure student progress?*
- *What further learning experiences are needed?*
- *Have I consulted students for feedback on the program?*
- *How will I share this information with students, parents and others?*
- *Where to from here?*

### Identifying students' needs and outcomes

- Gain an understanding of the outcomes to be achieved (i.e. what students need to know, understand, value and be able to do).
- Identify students' current levels of achievement and learning needs.
- Consider students' achievement, interests and the needs of the school and community.

These questions may guide you.

- *What are the learning outcomes I need to address?*
- *What do they already know, understand, value and do?*
- *What do they need to know, understand, value and be able to do?*
- *What are my students' needs, interests, backgrounds, values and abilities?*
- *What are the different rates and styles of student learning?*
- *What are the socio-cultural issues in the community?*
- *What are the health issues for the community?*
- *What are my school's priorities, policies and strategic plans?*
- *What do my students and their parents consider the most important learning requirements?*

### Teaching and monitoring student needs and outcomes

- Engage students in learning experiences from the teaching, learning.
- Monitor students progress and modify learning experiences.
- Teacher and students use evidence gathered to reflect on student performance.
- Communicate and report on student progress made in relation to outcomes.

These questions may guide you.

- *Are the learning strategies and experiences appropriate?*
- *Are the students engaged?*
- *Have I modified the learning experiences to meet students' needs and assist them to progress towards achievement of the outcomes?*
- *What do the students have to do to demonstrate their learning?*
- *How will I gather evidence of student learning?*
- *Am I using a range of appropriate monitoring strategies?*

### Planning learning experiences and identifying resources

- Draw together knowledge of the outcomes, content, environments and students' levels of achievement to determine the overall intent and direction of the program.
- Identify or develop teaching, learning and assessment strategies to enable students' progress.
- Gather resources to support these strategies.

These questions may guide you.

- *What do my students already know?*
- *Are there any areas of content that I do not need to cover?*
- *What learning strategies will suit my students' learning styles?*
- *How will I ensure the program has a balance of classroom, simulated and real-world learning experiences?*
- *How will I ensure that students' knowledge, skills and attitudes are developed?*
- *How will I sequence the learning experiences?*
- *Are there a variety of negotiable and non-negotiable tasks?*
- *What resources do I need?*
- *How will I communicate with parents, school administrators and the wider community to inform them of the planned program and identify opportunities for them to become involved?*
- *What assessment opportunities exist?*

## NORTHERN TERRITORY CURRICULUM FRAMEWORK (NTCF) LINKS

A list of possible links to the outcomes is provided below. The outcomes chosen by an individual teacher will depend on the emphasis taken when using this resource and should reflect only the outcomes that will be directly monitored and for which Evidence of Learning will be gathered.

Using the NTCF, teachers identify what learners should know, understand, value and be able to do. Teachers need to apply the most appropriate Band or Key Growth Point outcomes depending on the needs of their learners.

NT Curriculum Framework (Northern Territory Department of Education and Training, 2009)

### Exit Outcomes

#### ▶ INNER learner

- **In 4** Assesses their well-being and takes action for healthy living.
- **In 5** Demonstrates resilience in pursuing choices and dealing with change.

#### ▶ CREATIVE learner

- **Cr 1** Uses imagination and a variety of resources for self-expression and to explore ideas and situations for the insights and opportunities they offer.
- **Cr 2** Translates innovative thinking into action and is willing to take risks when challenged by setbacks.

#### ▶ CONSTRUCTIVE learner

- **Con 4** Identifies environmental and social issues within the local and global community and takes steps to promote change.

### Learning Areas

#### ▶ Health and Physical Education

- Promoting Individual and Community Health
  - Individual and Community Health and Safety
- Enhancing Personal Development and Relationships
  - Human Development

#### ▶ Cross Curricular Perspectives

- Literacy
- Numeracy

Early childhood educators, who are working with children from 0-8 years of age in the Northern Territory, are able to link both Strong Beginnings (0-8yrs) and the Early Years Learning Framework (0-5yrs) to their learning outcomes. Strong Beginnings has been included in the following tables. The Early Years Learning Framework (EYLF) is the national early childhood document with the vision of Belonging, Being and Becoming. Early Childhood teachers will be able to reflect on the five EYLF outcomes in their program.

Strong Beginnings: An Explicit Guide to Quality Practice in the Early Years (Northern Territory Department of Education and Training, 2006)

## LEARNING OUTCOMES FOR CHILDREN BIRTH TO 5 YEARS

### ▶ Children have a strong sense of identity - IDENTITY

### ▶ Children are connected to and contribute to their world - COMMUNITY

### ▶ Children have a strong sense of wellbeing - WELLBEING

### ▶ Children are confident and involved learners - LEARNING

### ▶ Children are effective communicators – COMMUNICATION

Belonging, Being & Becoming - the Early Years Learning Framework for Australia (Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments, 2009).

| Safer Roads<br>School Road Safety Education<br>Teacher Resource   |  | Northern Territory Curriculum Framework Links   |  |  |
|---|--|---|--|--|
|   |  | Strong Beginnings Domains   | Exit Outcomes  | Learning Area - Health and Physical Education  |
| <p>1. Passenger safety</p> <p>2. Pedestrian safety</p> <p>3. Playing safely</p> <p>4. Sensing traffic</p> |  | <p><b>Sense of self and Others SSO 4</b><br/>Assesses personal and group wellbeing and takes steps to address needs.</p> <p><b>Making connections MC 3</b><br/>Recognises and makes connections between own learning and play and the real world.</p> | <p><b>Essential Learnings</b><br/><b>Inner learner</b><br/>"Who am I and where am I going?"</p> <p><b>Inner 4</b><br/>Assesses their well-being and takes action for healthy living.</p> <p>or</p> <p><b>Inner 5</b><br/>Demonstrates resilience in pursuing choices and dealing with change. and/or</p> <p><b>Constructive learner</b><br/>"How can I make a useful difference?"</p> <p><b>Constructive 4</b><br/>Identifies environmental and social issues within the local and global community and takes steps to promote change.</p>   | <p>Promoting Individual and Community Health and Safety</p> <p>Enhancing Personal Development and Relationships</p>  |
|   |  | <p><b>NTCF Band Level</b></p> <p><b>KGP 2.1</b></p>   | <p><b>HP KGP2.1 Individual and Community Health and Safety</b><br/><i>Demonstrate self-care skills, identify ways of staying safe and indicate people who can help to keep us safe and well</i></p> <ul style="list-style-type: none"> <li>explain the need for safety rules in the classroom, playground, and at home</li> <li>identify ways of staying safe as a <b>passenger</b> such as wearing a restraint and using the safety door</li> <li>identify ways of staying safe as a <b>pedestrian</b> such as holding an adult's hand and choosing safer places to cross</li> <li>explain the need for <b>playing safely</b> as a cyclist and skater such as wearing a bicycle helmet</li> <li>identify safer places to play and ride such as away from roads and driveways</li> </ul> | <p><b>HP KGP2.1 Human Development</b><br/><i>Discuss the physical stages of growth and development, identify the groups they belong to and demonstrate appropriate social conventions in these groups</i></p> <ul style="list-style-type: none"> <li>explain school rules and talk about road safety rules</li> <li>understand that they and others contribute to a safer road environment by safety on roads, bikes and walking pathways</li> </ul> |

| Safer Roads                                      |   | Northern Territory Curriculum Framework Links   |   |   |
|--|---|---|---|---|
| School Road Safety Education Teacher Resource    |   | Safer Roads has a heavy emphasis on the Promoting Individual and Community Health and Safety Strand from the Health and Physical Education learning area.   |   |   |
| Strong Beginnings Domains                        |   | Exit Outcomes   | Learning Area - Health and Physical Education   |   |
| NTCF Band Level                                  |   | Promoting Individual and Community Health and Safety  |   |   |
| Enhancing Personal Development and Relationships |   |   |   |   |
| 1. Passenger safety                              | <p><b>Sense of self and Others SSO 3</b><br/>Identify own emotional responses to a stressful situation</p> <p><b>Communicating and Interacting CI1</b><br/>Uses verbal and non-verbal language in active learning opportunities</p> <p><b>Thinking for the Future TF1</b><br/>Uses higher order critical thinking processes to problem solve and make decisions</p> | <p><b>Essential Learnings Creative learner</b><br/>"What is possible?"<br/>A persevering and resourceful INNOVATOR who:</p> <p><b>Creative learner 1</b><br/>Uses imagination and a variety of resources for self-expression and to explore ideas and situations for the insights and opportunities they offer.</p> <p>or</p> <p><b>Creative learner 2</b><br/>Translates innovative thinking into action and is willing to take risks when challenged by setbacks.</p> | <p><b>HP KGP3.1 Individual and Community Health and Safety</b><br/><i>Describe and demonstrate actions and identify the people and products needed to maintain and promote health and safety</i></p> <ul style="list-style-type: none"> <li>explain the purpose of safety equipment and ways to identify, avoid, manage or escape emergency or risk situations, e.g. wearing a seat belt, bike helmet or safely crossing a busy road</li> <li>follow safety/emergency signs and procedures with cues, e.g. pedestrian and school crossings [Lit-RV]</li> <li>describe and demonstrate ways of staying safe as a passenger and pedestrian</li> <li>describe and demonstrate the need for playing safely as a cyclist and skater and identify safer places to play and ride</li> <li>identify protective factors affecting their safety while playing and riding such as playing away from roads and driveways, and wearing a bicycle helmet</li> </ul> | <p><b>HP KGP3.1 Human Development</b><br/><i>Describe how people change as they grow older and demonstrate skills needed to initiate and maintain relationships in various groups</i></p> <ul style="list-style-type: none"> <li>discuss a range of activities and behaviours as right and wrong, good or bad and the reasons for classifying them as such [VL]</li> <li>offer reasons why there may be different rules for children and adults [VL]</li> <li>understand that they and others contribute to a safer road environment</li> <li>describe the influence of peers and family on road user practices and family on road user practices</li> <li>use communication skills that contribute to safer road use</li> <li>identify and describe strategies to deal with unsafe situations</li> </ul> |
| 2. Pedestrian safety                             |   |   |   |   |
| 3. Playing safely                                |   |   |   |   |
| 4. Sensing traffic                               |   |   |   |   |

| Northern Territory Curriculum Framework Links   |                           |  |   |
|---|---------------------------|--|---|
| Safer Roads has a heavy emphasis on the Promoting Individual and Community Health and Safety Strand from the Health and Physical Education learning area. |                           |  |   |
| Safer Roads<br>School Road Safety Education<br>Teacher Resource   | Strong Beginnings Domains | Exit Outcomes  | Learning Area - Health and Physical Education   |
|   | NTCF Band Level           |  | Promoting Individual and Community Health and Safety  |
| 1. Passenger safety<br>2. Pedestrian safety<br>3. Playing safely<br>4. Sensing traffic  | <b>Not Applicable</b>     | <p><b>Essential Learnings</b><br/><b>Creative learner</b><br/>"What is possible?"<br/>A persevering and resourceful INNOVATOR who:</p> <p><b>Creative learner 1</b><br/>Uses imagination and a variety of resources for self-expression and to explore ideas and situations for the insights and opportunities they offer.<br/>or<br/><b>Creative learner 2</b><br/>Translates innovative thinking into action and is willing to take risks when challenged by setbacks.</p> | <p><b>Band 1</b><br/><b>HP 1.1 Individual and Community Health and Safety</b><br/><i>Apply basic elements of health care and explain the importance of achieving a balance between the dimensions of health; identify health-care providers and services in the community and describe their role in keeping us healthy and safe</i></p> <ul style="list-style-type: none"> <li>recognise surroundings and areas of danger or risk, e.g. busy road, stormwater drain, savage dog in yard [Con 4]</li> <li>identify and apply rules for safe activities in familiar settings, e.g. bike/pedestrian safety, game rules, safety at home and school [VL]</li> <li>identify risk factors affecting the safety of children as passengers, pedestrians and cyclists, such as not wearing a restraint, walking without adult supervision, inability to scan the environment, not wearing a bicycle helmet and playing in driveways</li> </ul>   |
|   |                           |  | <p><b>Band 1</b><br/><b>HP Band 1.1 Human Development and Relationships</b><br/><i>Describe how people change as they grow older and demonstrate skills needed to initiate and maintain relationships in various groups</i></p> <ul style="list-style-type: none"> <li>explain why there are different rules and expectations in different situations and assess the purpose served by rules that help groups work together, e.g. traffic rules</li> <li>explore the right way to behave to people in their family, e.g. as a passenger</li> <li>understand the importance of valuing the safety of themselves and others in the road environment</li> <li>understand that they and others contribute to a safer road environment</li> <li>identify and describe the influence of peers and family on road-user practices</li> <li>identify and use communication skills that contribute to safer road use</li> <li>identify and describe strategies to deal with unsafe or emergency situations</li> </ul> |

| Northern Territory Curriculum Framework Links   |                           |   |  |
|---|---------------------------|---|--|
| Safer Roads has a heavy emphasis on the Promoting Individual and Community Health and Safety Strand from the Health and Physical Education learning area. |                           |   |  |
| Safer Roads<br>School Road Safety Education<br>Teacher Resource   | Strong Beginnings Domains | Exit Outcomes   | Learning Area - Health and Physical Education  |
|   | NTCF Band Level           |   | Promoting Individual and Community Health and Safety   |
| 1. Passenger safety<br>2. Pedestrian safety<br>3. Playing safely<br>4. Sensing traffic  | Band 2                    | <p><b>Essential Learnings</b><br/> <b>Creative learner</b><br/>                     "What is possible?"<br/>                     A persevering and resourceful INNOVATOR who:</p> <p><b>Creative learner 1</b><br/>                     Uses imagination and a variety of resources for self-expression and to explore ideas and situations for the insights and opportunities they offer.</p> <p>or</p> <p><b>Creative learner 2</b><br/>                     Translates innovative thinking into action and is willing to take risks when challenged by setbacks.</p> | <p><b>BAND 2</b><br/> <b>HP 2.1 Individual and Community Health and Safety</b><br/> <i>Demonstrate ways in which health and well-being can be enhanced and maintained including investigating products, services and information</i></p> <ul style="list-style-type: none"> <li>respond appropriately to potentially dangerous situations, e.g. tell an adult, walk away, assertive response</li> <li>locate services in the community that have been developed to address health issues, e.g. rubbish removal; police, fire and emergency services [Con 1] [Con 3] [SOSE-Soc] [LT-R]</li> <li>formulate practical action plans for emergency situations in familiar settings, e.g. accidents, crashes, on or near roads [Constructive Learner] [SOSE-Soc] [LT-P]</li> </ul>   |
|   |                           |   | <p><b>BAND 2</b><br/> <b>HP 2.1 Human Development</b><br/> <i>Explain the changes in growth and development that occur throughout life and identify factors that enhance personal relationships</i></p> <ul style="list-style-type: none"> <li>identify and explain why there are different rules and expectations in different situations and assess the purpose served by rules that help groups work together, e.g. traffic rules</li> <li>understand the importance of valuing the safety of themselves and others in the road environment</li> <li>use good communication and decision making skills to assist peers to make safe decisions about cycle path, pedestrian and road safety</li> <li>identify and describe the influence of peers and family on road user practices</li> <li>identify and use communication skills that contribute to safer road use</li> <li>identify and describe strategies to deal with unsafe or emergency situations</li> <li>identify changes that can cause stress and demonstrate positive methods of coping with stress, conflict or grief, e.g. car crash [In 5]</li> </ul> |

## MONITORING AND ASSESSMENT IN EARLY CHILDHOOD

### MONITORING

Within an outcomes-focused approach, teachers make judgments about how well each student is achieving the relevant outcomes. Judgments are made from monitoring students' progress and accumulating evidence of learning.

When monitoring students' progress in an early childhood setting, teachers should:

- use a wide variety of approaches
- observe and interact with students
- collect a range of evidence
- value the evidence of their own observations and professional judgment
- discuss evidence with other teachers, parents and caregivers
- allow students to engage in self and peer-assessment
- be mindful that students develop from different starting points and at different rates.

### GATHERING EVIDENCE OF STUDENT LEARNING

Assessment in early childhood relies on the observation of everyday activities in the classroom to provide evidence of student learning. Gathering of evidence is collated over time from this close observation of students across a variety of learning experiences.

Evidence of student achievement can be gathered in a number of ways including:

- direct observation and anecdotal records when students are actively engaged in a range of interactive learning experiences in the classroom and in the playground and responding to different individuals (e.g. peers, teachers and parents)
- reflection portfolios and student journals that show students' knowledge and ability to apply skills in a range of situations and reflect their attitudes and beliefs. They also actively involve students in assessment and are more comprehensive
- self-assessment where students make decisions about their own performance based on explicit criteria

- student-teacher conferences, involving discussion about current performance and future action between the teacher and student
- parent observations where parents/caregivers provides information about their child's interpersonal or self-management skills either on an informal level or as a checklist
- assessment tasks in which students' understanding, skills and attitudes can be determined at a particular time.

### ASSESSMENT

Assessment is the process of describing performance in relation to learning outcomes. The *Curriculum Framework* describes the assessment principles that teachers need to consider to make informed and accurate decisions about students' progress. Teachers using these guiding principles will ensure that assessment practices enhance students' achievement of the outcomes.

#### Assessment also makes a positive contribution to future learning when students are:

- provided with useful feedback from peers, teachers and parents
- recognise gaps in their learning
- assume responsibility for their own learning
- reflect on and monitor their own learning.