

# Acknowledgements

## Acknowledgements

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# Contents

## Contents

### INTRODUCTION

Background to School Road Safety Education .....	4
Aim of <i>Safer Roads</i> .....	4
Road safety education in middle childhood.....	5
Teaching road safety education .....	6
Whole school approach .....	7
Principles for school road safety education .....	8
Terminology .....	12
<i>Safer Roads</i> resource components.....	13
Design of this teacher resource .....	14
Curriculum Framework Links .....	15
Content .....	18
Unit format .....	19
Learning experiences .....	20
Monitoring and assessment .....	21
Matrix of teaching and learning strategies included in focus area units .....	22

### ROAD SAFETY FOCUS AREAS

#### Focus area 1: Passenger safety

Overview .....	25
Content.....	26
Background information .....	27
Unit 1.1 Restraints .....	28
Unit 1.2 Safer entry and exit from cars and buses.....	43
Unit 1.3 Using public and community transport .....	49
Unit 1.4 Safer journeys .....	58

#### Focus area 2: Pedestrian safety

Overview .....	73
Content .....	74
Background information .....	75
Unit 2.1 Crossing in different situations .....	78
Unit 2.2 Considering pedestrian risks.....	95
Unit 2.3 Getting to know the local area.....	110

#### Focus area 3: Safety on wheels

Overview .....	121
Content .....	122
Background information .....	123
Unit 3.1 Bicycles and other wheeled recreational devices.....	125
Unit 3.2 Helmets and protective gear .....	139

#### Focus area 4: Road rules and signs

Overview .....	153
Content .....	154
Background information .....	155
Unit 4.1 Road rules .....	156
Unit 4.2 Road signs and signals .....	167

#### Background information

Vulnerable road users .....	173
Information for focus areas .....	175
Road safety agencies and websites .....	186
Letter to parent/carer .....	189
Glossary.....	190
References.....	191

### TEACHING AND LEARNING STRATEGIES

#### Overview of teaching and learning strategies

Classroom strategies .....	193
Real-world strategies .....	193
Simulated strategies .....	193

#### Selecting teaching and learning strategies

Effective health and physical education programs .....	194
Addressing students' learning styles and needs .....	194
Being inclusive of all students .....	194
Handling sensitive issues .....	194

## CLASSROOM STRATEGIES

### Tuning in

Before and after .....	195
Card clusters .....	195
Graffiti.....	196
KWL .....	196
Pow wow .....	197
Question partners .....	197
Quiz .....	198
Shared reading .....	198

### Finding out

Brainstorm .....	200
Circle talk .....	200
Eight squares .....	201
Guest speakers .....	201
Head talk .....	202
Jigsaw .....	202
Maths investigations .....	202
Placemat .....	202
Research corner .....	204
Streamline .....	204
Surveys .....	205
Viewing.....	205

### Sorting out

Arts ideas .....	209
Mind maps .....	209
Puzzles and games .....	210
Design a game.....	210
Sequencing information .....	210
T and Y charts .....	211
Venn diagram.....	212
Written responses .....	212

### Developing values

Around the table .....	214
Choose a corner .....	214
Informal debate .....	215
Values continuum.....	215
Values voting .....	216

### Making decisions

Brave talk .....	217
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Decision-making model .....	221
Planning .....	222
PNI .....	222
Problem predicting .....	222
Risk circles.....	223
Role-play .....	224

### Speaking out

Assertive communication and negotiation .....	236
Chook house speeches .....	238
Health promotions .....	239
Partner retell .....	239
Think-pair-share .....	239
Toss a die .....	240
Vox pop interviews.....	240

### Reflecting

Journals .....	241
Reflective questions.....	241
Sharing circle .....	242
Unfinished sentences.....	242
Thought shapes .....	242

## REAL-WORLD STRATEGIES

Excursions .....	248
Parent information and at-home activities .....	249

## SIMULATED STRATEGIES

Interactive software and websites .....	250
Replicating the real world .....	251
Technology challenges.....	251

### ICONS



This icon has been included to alert teachers when it is necessary to collect teaching aids, ask students to bring in materials, and/or photocopy resource, parent and at-home activity sheets.



This icon has been included to alert teachers of learning experiences that may be appropriate assessment tasks.



This icon indicates that this resource sheet, parent and at-home activity sheet or website link is also available on the *Safer Roads* CD in this resource.

# Introduction

## Introduction

### BACKGROUND TO SAFER ROADS

*Safer Roads* forms part of the Northern Territory Road Safety Strategy 2006-2010. In November 2006 the Northern Territory Government approved 21 road safety recommendations from the NT Road Safety Taskforce report: *Safer Road Use - A Territory Imperative*.

This report recommends developing a road safety education curriculum as part of the Transition to Year 10 Northern Territory Curriculum Framework (NTCF). *Safer Roads* is an important part of the Safe Systems approach to educate children and young people to behave responsibly on the road.

The *Safer Roads* resource is based on the Western Australian, School Drug Education and Road Aware (SDERA) *Challenges and Choices* program.

The *Safer Roads* primary years resource for Years 3 to 6 students was trialled by teachers in Darwin and Tennant Creek during 2009. Teachers participated in professional development workshops in keeping with best practice and current research practices. Teachers, principals, parents and the wider community provided valuable feedback.

*Safer Roads* provides students with opportunities to develop the knowledge, skills and attitudes to help them make informed decisions in traffic and traffic environments. Road Safety education is more likely to be effective when schools, communities and parents work together to provide a comprehensive, whole-of-school approach addressing issues with the school community (World Health Organisation, 1986).

*Safer Roads: School Road Safety Education, Primary Years Teacher Resource* is evidence based and provides an outcome focused curriculum with links to the Northern Territory Curriculum Framework and National Curriculum.

### AIM OF SAFER ROADS

The primary years teacher resource is designed for Year 3 to Year 6 students. The resource assists teachers to plan and implement a road safety program in the context of health and physical education.

#### **The *Safer Roads* resource aims to promote healthy safer lifestyles in children by:**

- ▶ developing an understanding of the importance of health and safety issues and practices
- ▶ developing skills necessary to make decisions that may affect their health and safety
- ▶ fostering positive health and safety attitudes and behaviours that can inform and enhance the quality of their own and other people's lives
- ▶ involving and supporting parents and community agencies in health and physical education to reinforce the same health and safety messages.

## ROAD SAFETY EDUCATION IN MIDDLE CHILDHOOD

While the majority of children are not involved in road crashes, transport-related crashes remain the leading cause of death and the third highest cause of injuries for children up to twelve years of age.

Over the past decade, the death rate attributable to motor vehicle crashes for children aged 0 to 14 years of age has fallen (Cercarelli, 2003). This reduction in child injuries and fatalities is attributed to several factors including the compulsory installation and use of child car restraints for infants up to one year old.

The majority of casualties occur when children are passengers in motor vehicles, followed by situations in which children are pedestrians, cyclists, motorcycle riders and other road users.

Rural children are over represented in road crashes, and the lower rate of child car restraint usage in rural communities is of significant concern.

### THE ISSUES

For children aged 8 to 12 years as passengers, pedestrians or cyclists (including skateboards, scooters, rollerblades and other wheeled devices) the issues are:

PASSENGERS	PEDESTRIANS	SAFETY ON WHEELS
<ul style="list-style-type: none"> <li>wearing an approved car restraint or using a booster seat</li> <li>entering and exiting from the rear door closest to the kerb</li> <li>using safer behaviours to avoid driver distraction</li> </ul>	<ul style="list-style-type: none"> <li>walking with adult supervision</li> <li>using the systematic search strategy in different locations including designated pedestrian facilities</li> <li>checking driveways and other hazards in the traffic environment</li> </ul>	<ul style="list-style-type: none"> <li>wearing a correctly fitting helmet and other protective equipment and clothing</li> <li>riding a bicycle suited to the child's height</li> <li>riding in safer places away from the road</li> </ul>

### PASSENGERS

- Around half of children, aged 0 to 16 years fatally injured in a motor vehicle or hospital admitted road crash casualties (between 1999 and 2008) were not restrained (The George Institute, 2009).
- Over 40% of children aged 0 to 14 years, fatally injured in a motor vehicle (between 2005 and 2009) were not restrained, where one was supplied (NT DLP VADB 2010).

### PEDESTRIANS

- A child's vulnerability as a road user is centred on cognitive and perceptual development which is not fully developed until young adulthood.
- A child's vulnerability as a pedestrian in the traffic environment is contributed to by their:
  - developing directional hearing and peripheral vision
  - inability to judge the speed and distance of approaching traffic

- inability to judge a safe gap in traffic
- inability to identify the distance to the other side of the road
- lack of appreciation of the dangers and potential hazards in traffic environments.

- Although some children at this age have developed the skills outlined above, it is still recommended that all children travel with a responsible adult until around ten years of age (Thompson et al 1996). It is important that parents understand that, during middle childhood, their child may still have limitations in their ability to cope and interact safely with the traffic environment, and that reducing supervision of their child increases risks to their safety.

- Generally children approach adult levels of performance as pedestrians by around 11 to 12 years of age. At this age they know where it is safer to cross and can strategically coordinate information about traffic approaching from different directions, however they can still

# Introduction

experience difficulty assessing danger when something unexpected or unusual happens (Thompson et al 1996).

## CYCLISTS

- The most common serious casualties result from collisions with motor vehicles and usually occur on week days rather than weekends.
- The time with the highest number of fatalities for children aged 5 to 12 years is in the period straight after school (3pm – 6pm) which coincides with children riding home from school and to sporting and after-school activities.
- Children aged 5 to 12 years are more likely to be wearing a helmet than children aged 15 years or over, and more female children than males wear helmets (Adams and Cercarelli, 2003).

## GENDER AND RISK TAKING

- Significant differences are found between boys and girls in relation to accident rates. Boys are more likely to be fatally injured or hospitalised as a result of a road crash. (Adams and Cercarelli, 2003).
- There is also evidence that, despite their more accident-prone style, **boys are allowed more freedom in relation to more unsupervised pedestrian activities.** This applies in particular to children living in suburban areas as opposed to those living in a rural or city centre area.
- Research by Whitebread and Neilson (1998) and West et al (1998) found that **boys took more risks on or near the road than girls.** Boys were also found to be **more impulsive** and **quicker to make judgements** about when it was safe to cross roads. Boys consistently showed **lower acceptance of social values** and a **higher rate of problem behaviours.** Young boys were also **less dependent** than young girls on their parents for advice and guidance on how to use the road environment.

## TEACHING ROAD SAFETY EDUCATION

- Road safety education is a **lifelong learning process.**
- Programs need to be tailored to the **child's stage of development.**
- How road safety education is taught is as important as what is taught. Students need time and many opportunities to:
  - explore their own beliefs and values
  - engage in learning experiences that develop self-management and interpersonal skills
  - rehearse possible responses to challenges and risks in a supportive environment
  - consider appropriate sources of help both in and beyond the school community
  - consider strategies for coping in difficult situations.
- Current research on road safety education strongly supports a **more behavioural approach** for children, focusing on **development of skills in the classroom, simulated traffic situations and in the real world.** Children also learn best with an inquiry based approach that focuses on the development of problem solving and decision making skills and strategies.
- Road safety education is most effective when **conducted over a number of years,** starting in early childhood and continuing into middle childhood, in order to build on students' knowledge, skills and experiences. This approach may effect behaviour change.
- Programs that are interactive, intensive, based on life skills and which foster a whole-school approach tend to be more effective.

## WHAT IS A WHOLE-SCHOOL APPROACH TO ROAD SAFETY EDUCATION?

A whole-school approach is dependent on schools, parents and communities working together to plan and implement road safety strategies within the school community.

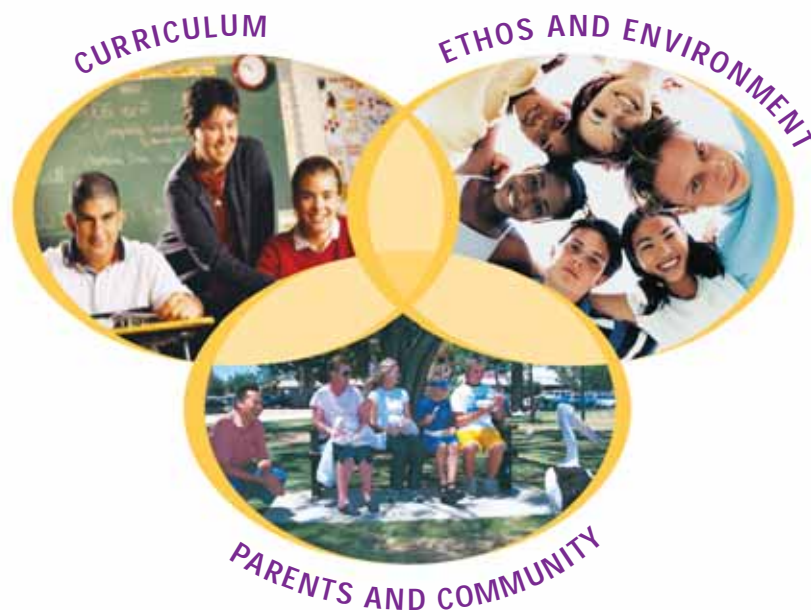
This approach will be more effective if schools consider the three areas of the *Health Promoting Schools Framework* and the set of evidence based *Principles for School Road Safety Education* described in this resource.

## HEALTH PROMOTING SCHOOLS FRAMEWORK

The *Health Promoting Schools Framework* developed by the World Health Organisation (1986) encourages a whole-school approach to addressing health issues, including road safety education. This framework consists of three areas:

- Curriculum
- Ethos and Environment
- Parents and Community.

Health promoting school communities can make positive contributions to health and learning outcomes through the interrelationship of these three areas.



*Health Promoting Schools Framework*  
(World Health Organisation, 1986)

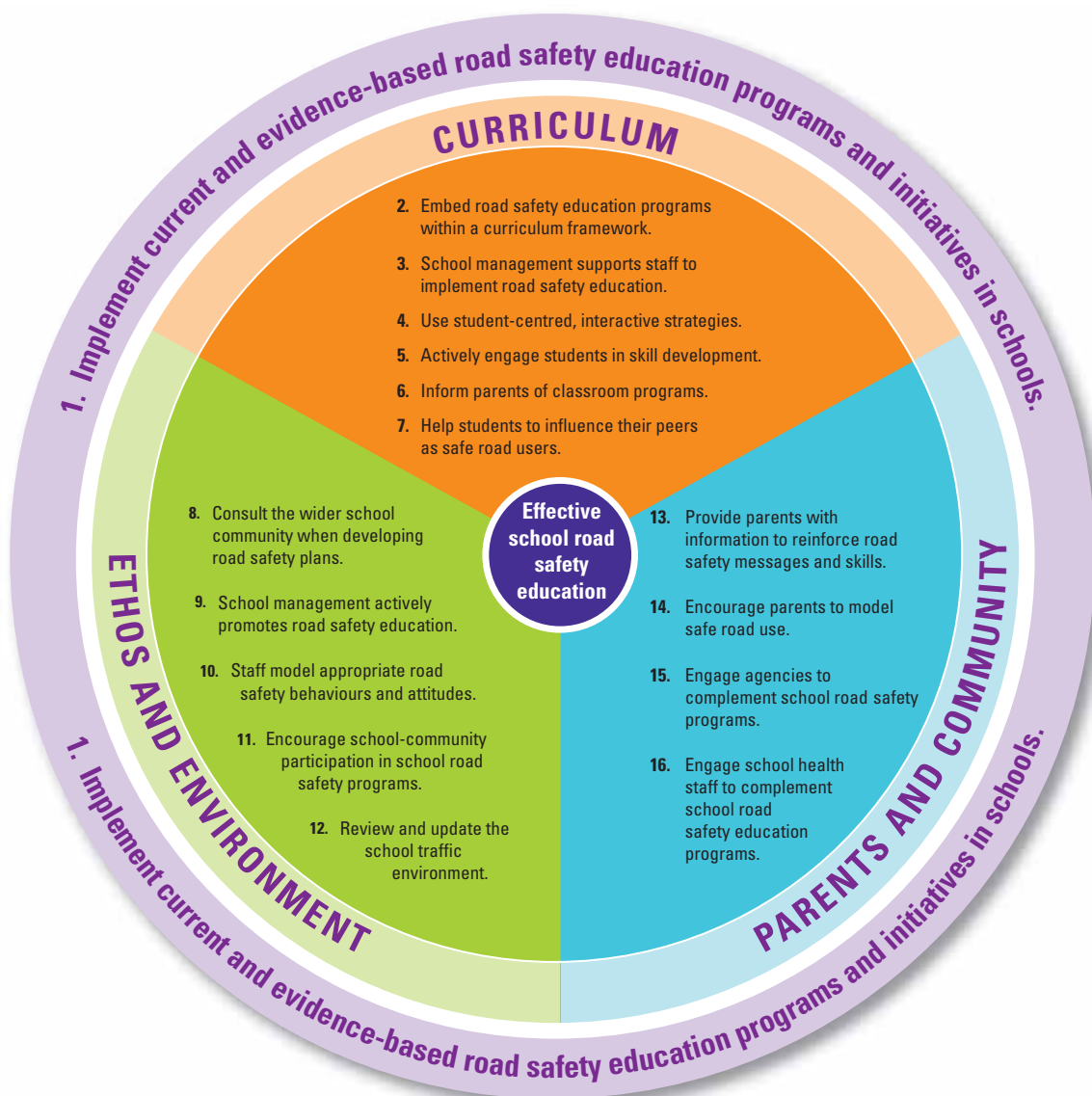
## WHAT ARE THE PRINCIPLES FOR SCHOOL ROAD SAFETY EDUCATION?

The 16 *Principles for School Road Safety Education* (SDERA 2007) have been devised by experts and based on research to ensure content and delivery methods of road safety education are consistent with what is currently understood to be best practice in the field.

The Principles provide a framework of core concepts and values to guide the planning, implementation and review of road safety education programs, policies and practices in school communities.

The *Effective School Road Safety Model* demonstrates how the Principles fit within the three areas of the *Health Promoting Schools Framework*.

## EFFECTIVE SCHOOL ROAD SAFETY EDUCATION MODEL



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Note: Only the key aspects of each Principle are shown in the *Effective School Road Safety Education Model*.



## PRINCIPLES FOR SCHOOL ROAD SAFETY EDUCATION

### OVERARCHING PRINCIPLE

#### Principle 1:

**Implement evidence based road safety education programs and initiatives in schools and include local research and current legislation where available.**

Road safety education programs and initiatives based on research are more likely to be effective. Including local research and current legislation will help ensure that road safety education programs and initiatives are appropriate and relevant to the context of the school community.

### CURRICULUM

#### Principle 2:

**Embed road safety education programs within a curriculum framework thereby providing timely, developmentally appropriate and ongoing road safety education for all year levels.**

When embedded in the curriculum, students' and teachers' awareness and knowledge of the importance of road safety education will be enhanced. Children and young people progress through developmental phases of learning. The ability to safely interact with the traffic environment relies on the learning and reinforcement of age appropriate content and skills throughout these phases.

#### Principle 3:

**School management supports staff to effectively implement road safety education by ensuring access to available resources and professional learning opportunities.**

Professional development and support is a fundamental principle in road safety education. Enhancing staff member's skills in facilitating road safety education will ensure current and accurate information and resources are delivered to students.

#### Principle 4:

**Use student-centred, interactive strategies to develop students' utility knowledge, skills, attitudes, motivation and behaviours regarding road safety.**

Programs that encourage student-centred activities such as those which promote play, social interaction, self-awareness, personal reflection and exploration of

the world are most effective as they actively engage students, satisfy their natural curiosity in learning and encourage peer interaction during the learning process. Students from vulnerable groups such as lower socio-economic groups, culturally and linguistically diverse groups and rural and remote communities, who are at greater risk of traffic injury, benefit most from student centred programs and interactive strategies.

#### Principle 5:

**Actively engage students in developing skills that focus on identifying and responding safely to risk situations.**

Learning is dependent on active engagement with a task. Emphasis should therefore be placed on learning new skills and applying these to the appropriate context. Skill development that focuses on identifying and responding safely to risk situations is central to road safety education. A combination of classroom activities and real traffic training will reinforce learning and develop skills.

#### Principle 6:

**Provide information to parents/carers that will encourage them to reinforce and practise road safety skills developed in the classroom, in the real road environment.**

Classroom curriculum can be effective in changing road safety knowledge, attitudes, skills and behaviours of children and young people. However, safer road user behaviour is more likely when parents are encouraged to model and provide on-road practice that support classroom programs, messages and strategies.

#### Principle 7:

**Encourage students to support and influence their peers positively as a way of improving road safety behaviour.**

Peers are often the most influential role models in young peoples' social learning. Encouraging students to engage in safe road use behaviour, in peer situations, can be effective in improving this behaviour. When used in conjunction with other strategies peer discussion can greatly enhance learning gains.

# Introduction

## ETHOS AND ENVIRONMENT

### Principle 8:

**Consult the wider school community when developing road safety guidelines and then disseminate this information to families and monitor implementation.**

School road safety education is more effective when the three areas of the Health Promoting Schools Framework and the Principles are considered when planning, implementing and reviewing school road safety guidelines. To ensure guidelines are well implemented, schools are encouraged to involve the wider school community. Inviting feedback on draft versions can encourage ownership and increase acceptance. Providing parents and school staff with the school's road safety guidelines encourages them to model the desired behaviours and attitudes as specified.

### Principle 9:

**School management actively promotes road safety education by supporting staff to plan and implement road safety education within the curriculum and other school programs and initiatives.**

Schools often face many barriers when implementing a new program. To increase program success it is important for school management to provide leadership and support to the school community in their efforts. By taking a proactive approach, school management can openly demonstrate their commitment to the program and promote road safety education.

### Principle 10:

**School management actively encourages staff to model appropriate road safety behaviour and attitudes consistent with the school's road safety guidelines.**

Individuals learn by observing others perform a particular behaviour. Modelling is an important factor in effective injury prevention programs. Positive relationships between students and staff have been found to improve students' connectedness to school as well as reduce problem behaviours and improve attendance and academic achievement. Staff are therefore important role models for students and may exert considerable influence on the behaviours of young people.

### Principle 11:

**Encourage and promote school-community participation in school road safety programs.**

When the whole-school community is involved in addressing road safety through school based, environmental and community interventions there is potential for long-term behaviour change and reduction in road injuries for children and young people.

### Principle 12:

**Review and update where necessary, in partnership with external authorities, the school traffic environment to encourage and support parents to practise road safety skills.**

Improvements in the school traffic environment such as road design, speed limits and the separation of pedestrians and vehicles around schools can greatly reduce pedestrian and cyclist injuries. This will enhance the safety of road users before and after school, and provide opportunities for parents to model appropriate road user behaviour with these facilities.

## PARENTS AND COMMUNITY

### Principle 13:

**Provide parents with information that will assist them to reinforce appropriate road safety messages and skills (including school guidelines) at home.**

Parents are best placed to model road safety for their children because they care and are motivated to ensure their child's safety. They are also aware and responsive to their children's habits in traffic and have many opportunities to teach their children about staying safe. Road safety information that is practical, offers ideas and encourages interaction between parents and their children is preferred. Families are more likely to be engaged in road safety education when information is relevant for their child and combines printed materials with interactive activities.

### Principle 14:

**Provide parents and carers with practical, opportunistic and planned on-road training for modelling of appropriate behaviours to their children.**

Practical road side training is an effective way of improving children's road safety knowledge and skills. Perceptual motor skills are best developed at the road side or in the car. Teaching and modelling safe road user behaviours are important indicators of children's road safety behaviours. Parents are best placed to practise and model these behaviours with their children.

### Principle 15:

**Establish and maintain links and involve community agencies and local government in the delivery of road safety messages that complement and support existing school road safety programs.**

Road safety educators and stakeholders are recommended to collaborate and combine their expertise when developing new road safety initiatives in schools as this will contribute to improved health and safety outcomes.

### Principle 16:

**Engage, train and resource school health service staff to complement and support road safety education programs and other initiatives in schools.**

Road safety requires a comprehensive, combined approach. Engaging school-based health staff and relevant community groups to support road safety education curriculum supports this approach. Presentations and services offered by these groups can complement and reinforce classroom programs when included as part of a road safety education program.

By using the *Principles for School Road Safety Education* as a guide, schools can:

- be assured they are choosing the most appropriate and effective road safety strategies as part of a whole-school approach
- identify areas of strength and those that may require further planning.

## INVOLVING PARENTS

Parents have a vital role to play in the education of their children. It is important that parents themselves understand the issues relevant to their child so they can:

- ensure their child's health and safety
- develop positive health and safety attitudes, behaviours and knowledge
- extend the teaching from the classroom by reinforcing health and safety behaviours in real life situations.

The *At Home* Activities will provide parents and carers with information pertaining to health and safety issues.

The accompanying at home activities are aimed at encouraging parents to support their child's health and safety program and promote practising skills in the real world.

# Introduction

## Some other ideas to involve parents in a road safety program include:

- promoting ongoing awareness of road safety issues in the school through newsletters, meetings, school notice board and social activities
- involving parents in excursions in the traffic environment which will alert parents to children's limitations and assist with supervision
- asking parents for their help in identifying hazards in and around the school
- ensuring parents know the safest places to park at the school.

## INVOLVING THE SCHOOL AND COMMUNITY

To encourage the whole school to be involved in road safety activities and to reinforce classroom programs, the following ideas may be used to promote parent and community involvement.

- Establish or link into the school health committee to encourage parents and other community members to take active roles in reducing traffic hazards and keeping children safe in the local community.
- Invite the local newspaper to take a photograph of road safety activities happening in the school.
- Establish links with local road safety agencies such as Road Safety Branch and your school-based Constable.
- Set up a permanent simulated traffic environment that can be used to teach safety skills to all age groups, particularly in relation to pedestrian, cyclist and play situations.
- Provide secure bicycle racks and helmet storage facilities.
- Incorporate road safety into the school's policy.
- Ask staff and parents to model safer road user behaviours at all times.
- Include road safety tips and information in the school newsletter and assembly.
- Invite a community road safety representative to participate in a school assembly or parent evening.
- Integrate road safety into all levels of schooling.

## TERMINOLOGY

### ► Safety, safe and safer

The concept of safety is somewhat ambiguous in relation to the concept of road safety. While the usual meaning of 'safe' is 'free from harm', in the context of road safety, safety belts, safety helmets and safety procedures, it is more variable and includes meanings such as 'avoiding harm', 'making harm less likely' and 'lessening the degree of harm'.

It is recommended that the word 'safer' be used as there are few traffic situations that could be regarded as completely safe and free from possible harm.

### ► Danger

Children throughout the age range of 5 to 10 years have a conceptual understanding of danger. They are able to differentiate safe and dangerous situations and can explain why situations are dangerous. When asked explicitly to consider situations in terms of danger, they are able to do this. Their ability to discriminate dangerous and safe situations improves as they get older.

For pedestrians, 'danger' is due mainly to the possibility of injury or death resulting from collision with a vehicle.

For passengers, the 'danger' is due not only to the possibility of collision with another vehicle, but also to other forms of impact if there is a loss of control of the vehicle.

For cyclists, the 'danger' is also due to the possibility of collision and impact from loss of control of the bicycle.

### ► Crash and accident

The word 'crash' should be used instead of accident. An accident could be due to a chance happening but a road 'accident' is more often than not an incident that is not intentionally caused but where there has not been enough care exercised by one or more of the people involved.

### ► Risky versus unsafe

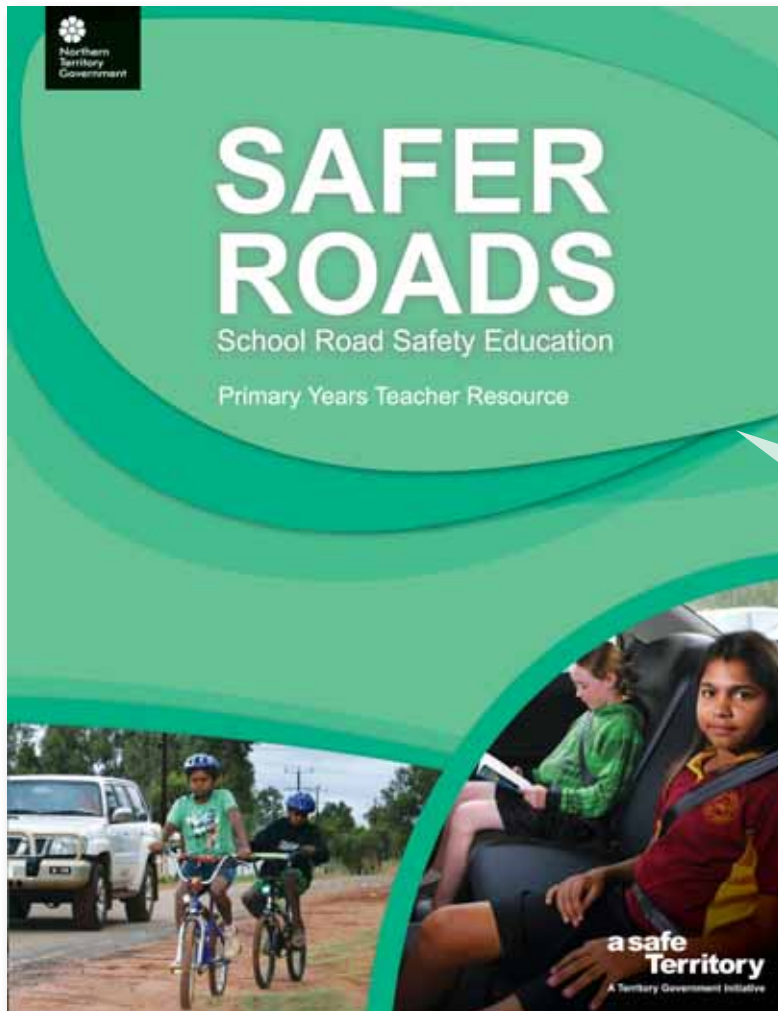
It is recommended that 'unsafe' is used as the term 'risky' may encourage students to become involved in behaviours that involve possible harm.

### ► Restraints

As the selection of restraints is determined on size and weight, not age, the use of the term 'restraint' in this resource can refer to:

- rearward facing child restraints
- forward facing car seats
- booster seats
- safety harness
- lap-sash belts
- seat belts.

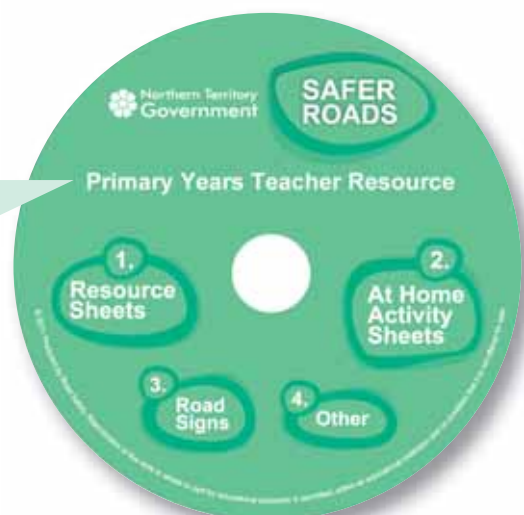
## SAFER ROADS RESOURCE COMPONENTS



A Primary Years 3 to 6 road safety education resource for teachers.

This CD contains the *Resource Sheets* and *At Home Activity Sheets* included in the above teacher resources.

It also contains direct links to examples of road safety websites, advertisements and campaigns.



## DESIGN OF THIS TEACHER RESOURCE

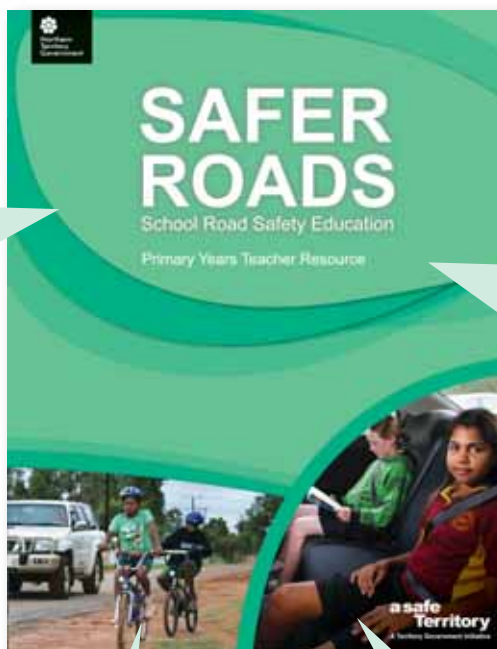
The *Safer Roads: school road safety education primary years* is designed to assist teachers to plan and implement effective road safety programs.

The resource has been divided into the following sections:

### INTRODUCTION

This section describes:

- the background to the *Safer Roads* initiative.
- the aim of *Safer Roads* resource
- rationale for road safety education in primary years
- links to the Northern Territory Curriculum Framework and Health and Physical Education Learning Area.
- the content of the teacher resource
- an explanation of the learning experiences
- an example of an outcomes focused planning approach
- a matrix of the teaching and learning strategies in this resource.



### TEACHING AND LEARNING STRATEGIES

This section identifies a wide range of teaching and learning practices and strategies used by teachers to support children's learning and development.

The strategies are linked to the learning experiences described in this resource.

Teachers are encouraged to use their professional judgment to review the suggested strategies and decide on the most appropriate for their students' needs.

### 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, the risks for children as road users, to road rules, signs and signals. **It is not to be used as classroom material.**

A letter to families outlining the rationale for a road safety education program is also included in this section.

### ROAD SAFETY EDUCATION FOCUS AREAS

These focus areas describe learning outcomes in a road safety education context and the crucial content to be taught.

The content is divided into **four focus areas**:

- **Passenger safety**
- **Pedestrian safety**
- **Safety on wheels**
- **Road rules and signs**

Each focus area contains several units with a range of suggested learning experiences; *Resource Sheets* and *At-Home Activities*.

The *Resource Sheets* and *At-Home Activities* are also found on the *Safer Roads* CD.

Northern Territory Curriculum Framework Links	
<p><b>Safer Roads</b></p> <p><b>School Road Safety Education Teacher Resource</b></p> <p>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.</p> <p>Using the NTCF, teachers identify what learners should know, understand, value and be able to do. Teachers need to apply the most appropriate Band/Level outcomes depending on the needs of their learners.</p>	
NTCF Band Level	Exit Outcomes
	<p><b>Learning Area - Health and Physical Education</b></p> <p>Promoting Individual and Community Health and Safety</p> <p>Enhancing Personal Development and Relationships</p>
<p><b>Band 2</b></p> <p>1. Passenger safety</p> <p>2. Pedestrian safety</p> <p>3. Safety on wheels</p> <p>4. Road rules and signs</p>	<p><b>Essential Learnings</b></p> <p><b>Creative learner</b>  <i>"What is possible?"</i></p> <p>A persevering and resourceful INNOVATOR who:</p> <p><b>Creative learner 1</b>                      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>                      Translates innovative thinking into action and is willing to take risks when challenged by setbacks.</p>
	<p><b>BAND 2</b></p> <p><b>HP 2.1 Individual and Community Health and Safety</b>  <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></p> <p><b>HP 2.1 Human Development</b>  <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>

## Northern Territory Curriculum Framework Links

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

Learning Area: Health and Physical Education	Promoting Individual and Community Health and Safety	Enhancing Personal Development and Relationships	Exit Outcomes
<b>Band 3</b>	<b>HP Band 3.1 Individual and Community Health and Safety</b> <i>Analyse images of health, develop strategies to promote personal safety and well-being and investigate the health services available to different groups in the community.</i>	<b>HP Band 3.1 Human Development</b> <i>Identify the physical, social and emotional changes that occur during puberty and plan actions to manage these changes; explain how taking on different roles affects relationships and behaviours.</i>	<b>Essential Learnings &amp; Learning Technology</b>
<p><b>Safer Roads</b> School Road Safety Education Primary Years Teacher Resource</p> <p>Focus Area 1 <b>Passenger safety</b></p> <ul style="list-style-type: none"> <li>• Children as passengers</li> <li>• Wearing restraints</li> <li>• Role of a restraint as a safety device</li> <li>• Safer behaviours in a car</li> </ul> <p>Focus Area 2 <b>Pedestrian safety</b></p> <ul style="list-style-type: none"> <li>• Pedestrians in the traffic environment</li> <li>• Safer places to cross</li> <li>• Scanning traffic, speed &amp; distance</li> <li>• Potential hazards in the local area</li> </ul> <p>Focus Area 3 <b>Safety on wheels</b></p> <ul style="list-style-type: none"> <li>• Safer places to ride</li> <li>• Identify consequences of taking risks</li> <li>• Identify a range of factors that influence cycling behaviours</li> <li>• Protective gear and helmets</li> </ul> <p>Focus Area 4 <b>Road rules and signs</b></p> <ul style="list-style-type: none"> <li>• Children as pedestrians/cyclists in the traffic environment</li> <li>• Identifying road signs, signals, markings and road rules</li> </ul>	<ul style="list-style-type: none"> <li>• describe strategies to respond to situations that are potentially unsafe, harmful or risky in a range of settings and activities</li> <li>• identify and restate in own words laws that have been developed to reduce injury/disability or death, eg bike helmets, seat belts, riding in the back of utilities, driving under the influence of alcohol, and life style issues [Con1] [Con3]</li> <li>• use websites and media to identify and describe how government agencies and organisations promote and support safer road use behaviours</li> <li>• explain the effects of bullying on the health of victims and practise strategies for being assertive when being bullied, eg being bullied not to wear a helmet, assertive response, distract or use humour, ask friends or relatives for support [VL]</li> <li>• identify safety equipment, rules and procedures to be followed for various recreational and sporting activities [Con 1] [Con 3] [SOSE-Soc] [VL]</li> </ul>	<ul style="list-style-type: none"> <li>• discuss and explain how physical changes (such as increase size and musculature) and social/ emotional changes (such as changes in peer groups, expectations about individuals' decisions about safer road use behaviours</li> <li>• recognise stressful situations relating to appropriate road use behaviour e.g. passenger, pedestrian, cyclist and quad bike safety</li> <li>• identify and describe or illustrate roles and responsibilities for road user behaviours and their effects on others</li> </ul>	<p><b>Constructive Learner</b></p> <p>Con 1</p> <p>Access information and tools from appropriate sources, analyse these and apply the most relevant aspects to optimise results</p> <p>Con 3</p> <p>Participates in efforts to value diversity and social responsibility through active and informed involvement in chosen areas with their family and community</p> <p><b>Communicating through Presentation, Publication or Performance P1, P2, or P3</b></p> <p><b>Problem-solving &amp; Decision-making through Research R1, R2 or R3</b></p>



## ROAD SAFETY LEARNING OUTCOMES

Indicators outlined below are examples of knowledge, skills, values and attitudes that students may demonstrate as progress is made through the learning experiences provided in this Safer Roads Primary Years resource.

ROAD SAFETY LEARNING OUTCOMES	OUTCOMES IN THE CONTEXT OF ROAD SAFETY
<p><b>Knowledge and Understandings</b> Students know and understand health and physical activity concepts that enable informed decisions for a healthy, active lifestyle.</p>	<p><b>Students understand road safety related concepts that enable informed decisions as a road user.</b></p>
<p><b>Attitudes and Values</b> Students exhibit attitudes and values that promote personal, family and community health, and participation in physical activity.</p>	<p><b>Students understand the importance of positive road-user attitudes and how attitudes towards road safety are influenced.</b></p>
<p><b>Self-management Skills</b> Students demonstrate self-management skills which enable them to make informed decisions for healthy, active lifestyles.</p>	<p><b>Students use self-management skills to enable informed decisions for safer road use.</b></p>
<p><b>Interpersonal Skills</b> Students demonstrate the interpersonal skills necessary for effective relationships and healthy, active lifestyles.</p>	<p><b>Students use interpersonal skills necessary to enable safer road use.</b></p>

### KNOWLEDGE AND UNDERSTANDINGS

***Students understand road safety-related concepts that enable informed decisions as a road user.***

Students:

- identify and understand actions and behaviours that promote passenger safety such as wearing a restraint, using the safety door and not distracting the driver
- identify and understand actions and behaviours that promote pedestrian safety such as walking with adult supervision, choosing safer places to cross and judging the speed and distance of oncoming traffic
- identify and understand actions and behaviours that promote cycling safety such as wearing a helmet and protective gear, and riding in areas designated for cycling use
- identify and understand personal actions to promote the safety of self and others such as safe use of pedestrian crossings, responsible passenger behaviours in cars, buses and trains, and following road rules
- identify and understand the rules and responsibilities of road users
- identify and understand the consequences of unsafe road use as a passenger, pedestrian and cyclist
- identify and investigate people, products and services that contribute to safety needs.

### ATTITUDES AND VALUES

***Students understand the importance of positive road user attitudes and how attitudes towards road safety are influenced.***

Students:

- understand the importance of valuing their own and others' safety in the road environment
- understand that they and others contribute to a safer road environment
- identify personal attitudes and values towards safer passenger, pedestrian and cyclist behaviours
- identify and describe positive and negative factors influencing attitudes towards road user practices such as peers, family and the media
- understand the need for safer practices in a range of road-related situations and environments.

# Introduction

## SELF-MANAGEMENT SKILLS

**Students use self-management skills to enable informed decisions for safer road use.**

Students:

- identify and use decision making and planning skills to enable safer road use as a passenger, pedestrian and cyclist
- identify and describe strategies to deal with peer and family influences on unsafe road user behaviours
- identify and describe strategies to deal with unsafe or emergency situations
- personal and group decision-making and planning skills to enable them to make safer choices
- set short-term goals and challenges relating to road user situations
- recognise and use a series of steps in making decisions relating to conflict resolution and other stressful situations
- regulate emotions through an awareness of the links between thoughts, feelings and behaviour.

## INTERPERSONAL SKILLS

**Students use interpersonal skills necessary to enable safer road use.**

Students:

- identify and use communication skills that contribute to safer road use as a passenger, pedestrian and cyclist
- identify and describe strategies to deal with unsafe or emergency situations
- use communication and cooperation skills with peers and family
- develop assertiveness, negotiation, facilitation and cooperation skills in order to improve relationships and prevent and manage conflict
- practise using assertive communication in road-related and stressful situations
- share concerns openly and honestly
- cooperate and collaborate in groups.

## CONTENT

This resource describes the crucial road safety content that students need to learn in order to become safer and healthier young people. This content has been divided into four focus areas. Teachers should deliver the content in a Health and Physical Education context.

By addressing the content, teachers will provide students with the opportunity to progress towards achievement of the *Health and Physical Education Learning Area Outcomes*.

### FOCUS AREAS

#### Focus area 1: Passenger safety

This area focuses on positive actions and behaviours promoting wearing of restraints and seatbelts, entering and exiting a vehicle and being a safer passenger while travelling in a car, bus or train.

#### Focus area 2: Pedestrian safety

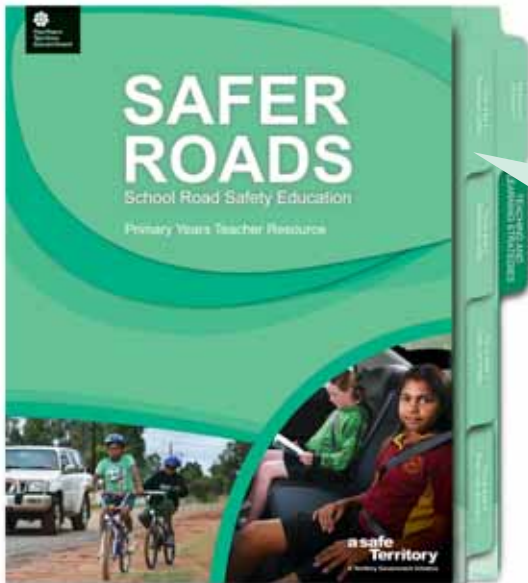
This area focuses on practising crossing in different situations using the systematic search strategy, identifying safer places to cross, assessing potential hazards in the local area, and recognising and following road signs and rules applicable to pedestrians.

#### Focus area 3: Safety on wheels

This area focuses on actions and behaviours that promote safer riding practices for cyclists and users of other wheeled recreational devices, such as wearing of helmets and protective gear, riding in safer areas and the correct use of cycle ways and shared-use paths.

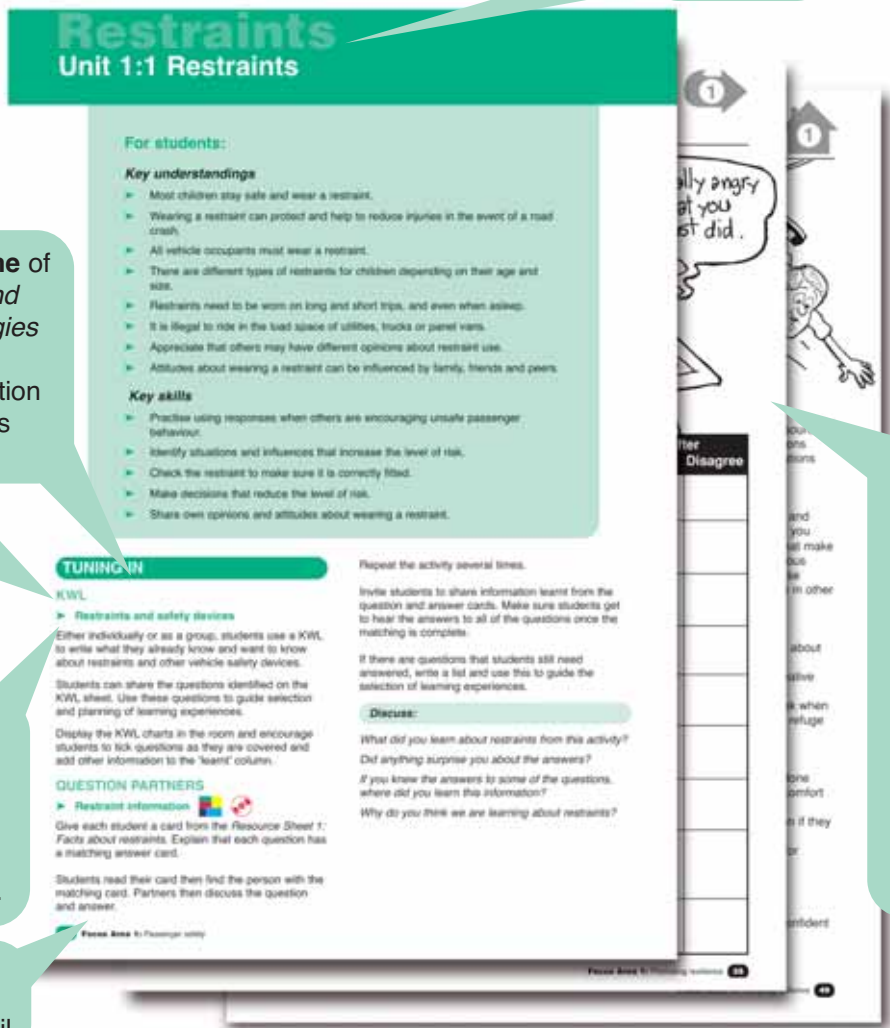
#### Focus area 4: Road rules and signs

This area focuses on recognising and following road signs and rules applicable to pedestrians, cyclists and the users of other wheeled recreational devices.



**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.

## UNIT FORMAT



The **title** of the unit.

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

The **strategy** which is described in the *teaching and learning strategies* 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 Activity Sheets** that can be photocopied. These sheets are also available on the *Safer Roads* 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 year 3 to year 6 have been combined in these units, so teachers need to be aware that some will not be appropriate to their students. It is therefore not expected that teachers plan a program that includes all the interactive learning experiences described in a unit.

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. skateboarding, 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
- provide opportunities for students to practise decision making by choosing **Making decisions** learning experiences
- provide opportunities for students to practise communicating in small groups by choosing **Speaking out** learning experiences
- 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 their current knowledge, skills and attitudes, they may need to adapt the learning experiences or select alternative teaching and learning strategies in order to deliver the content effectively.

#### *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.

A 'placemat' has been suggested as a **Finding out** strategy in this resource. It can also be used to tune students in to a new concept or to consider information when making decisions.

## PLANNING AN OUTCOMES-FOCUSED HEALTH AND PHYSICAL 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 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.

## MONITORING AND ASSESSMENT

### 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 student progress in a primary school 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 achievement

Assessment relies on the observation of everyday activities in the classroom to provide evidence of student learning. The evidence gathered 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 showing how students' knowledge and ability to apply skills in a range of situations 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 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 point in time.

### Assessment

Assessment is the process of describing performance in relation to learning outcomes. The Northern Territory Curriculum Framework describes the Principles of Assessment that teachers need to consider to make informed and accurate decisions about students' progress (page 19 NTCF).

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

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

### Assessing students

To assist teachers with this assessment process, learning experiences that are appropriate assessment tasks have been identified throughout this resource with this icon:



## 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 specified in their program.

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

Teachers collaboratively planning a whole-school approach to road safety education may find the matrix a useful tool.

TEACHING AND LEARNING STRATEGIES	FOCUS AREA		Passenger safety				Pedestrian safety			Safety on wheels		Road rules and signs	
	Unit 1:1 Restraints	Unit 1:2 Safer entry and exit from cars, buses and trains	Unit 1:3 Using public and community transport	Unit 1:4 Safer journeys	Unit 2:1 Crossing in different situations	Unit 2:2 Potential pedestrian risks	Unit 2:3 Getting to know the local areas	Unit 3:1 Bicycles and other wheeled recreational devices	Unit 3:2 Helmets and protective gear	Unit 4:1 Road rules	Unit 4:2 Road signs and signals		
Before and after													
Card clusters													
Graffiti													
KWL													
Pow wow													
Question partners													
Quiz													
Shared reading													
Brainstorm													
Circle talk													
Eight squares													
Guest speaker													
Head talk													
Jigsaw													
Maths investigations													
Placemat													

CLASSROOM

CLASSROOM									
Sorting out	Streamline								
	Surveys								
	Research corner								
	Viewing								
	Arts ideas								
	Design a game								
	Mind map								
	Puzzles and games								
	Sequencing information								
	T and Y charts								
Developing values	Venn diagram								
	Written responses								
	Around the table								
	Choose a corner								
	Informal debate								
	Values continuum								
	Values voting								
	Brave talk								
	Decision-making model								
	Planning								
Making decisions	PNI								
	Problem predicting								
	Risk circles								
	Role-play								
	Assertive communication/negotiation								
	Chook house speeches								
	Health promotions								
	Partner retail								
	Think-pair-share								
	Toss a die								
Speaking out	Vox pop interviews								
	Journals								
	Reflective questions								
	Unfinished sentences								
	Thought shapes								
	Excursions								
	Parent information and at-home activities								
	Interactive software and websites								
	Replicating the real world								
	Technology challenge								
REAL-WORLD									
SIMULATED									