

PROGRAMS FOR PRESCHOOL AND PRIMARY STUDENTS

TEACHER'S INFORMATION

The SA Police Road Safety Centre is a leader in road safety education, playing a vital role in reducing road trauma through enhancing the awareness, knowledge and skills of all road users through lifelong learning.

The SA Police Road Safety Centre provides education on pedestrian, cycle and road safety, including road rules, to preschools, primary schools and community groups. These sessions can be tailored to meet the needs of specific groups. Sessions can be adapted to suit persons living with disability. They are delivered by police officers and are presented at the Road Safety Centre and off-site.

At the Road Safety Centre there is a mock roadway which is a safe environment for participants to become familiar with road signs, pedestrian safety and road rules. There is no cost for participants and all equipment is supplied when the sessions are conducted at the Road Safety Centre.

AUSTRALIAN CURRICULUM LINKS – Foundation – Year Three

Foundation/Year One, Two, and Three Content Descriptions:

Within the Road Safety Centre classroom:

- Promoting personal, social and community health and activities and interpretation/exploration of the social environment.
- Identify actions that promote health, safety and wellbeing (ACPPS006) (Foundation).
- Participate in play that promotes engagement with outdoor settings and the natural environment (ACPPS007) (Foundation).
- Health and Wellbeing – Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018) (Years 1 and 2).
- Healthy, Safe and Active – Identify and practice strategies to promote health, safety and wellbeing (ACPPS036) (Years 3).

Foundation; Science – Planning and conducting.

Foundation, Year 1 and 2; Literacy – Interacting with others.

Year 1 and 2; Science - Questioning and predicting.

Year 3; Literacy – Interpreting, analysing and evaluating.

Class walk and bicycle riding on the Road Safety Centre mock roadway:

- Role play of the 'Kerb Drill', demonstrating and practising safe ways to walk near the road/practicing 'STOP, LOOK, LISTEN and THINK'.
- Holding hands and using the pedestrian/koala/emu crossings.
- Riding bicycles on the mock roadway and learning to safely navigate and obey the road signs and road rules.

Foundation, Year 1 and 2; Health and PE - Learning through movement.

Foundation, Year 1 and 2; Literacy – Interacting with others.

Foundation; Health and PE – Communicating and interacting for health and wellbeing.

Year 1 and 2; Health and PE - Being Healthy, Safe and Active.

Year 3; Health and PE – Being Healthy, Safe and Active.



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Extension activities post the Road Safety Centre visit:

Road Safety Centre Sticker Book

- Work through the sticker book given out at the end of the session to learn the road safety rules and reinforce learning.

Foundation; Literacy – Texts in Context.

Foundation and Year 1 – Literacy – Responding to literature.

Year 1 and 2; Health and PE – Being Healthy, Safe and Active.

Year 3 and 4; Health and PE – Being Healthy, Safe and Active.

Year 3 and 4; Literacy – Interpreting, analysing and evaluating.

Road Safety Centre 'Be Safe Be Seen' slap band:

- Encourage students to wear the 'Be Safe Be Seen' slap band when riding their bicycles.

Year 1 and 2; Health and PE – Being Healthy, Safe and Active.

Year 3 and 4; Health and PE – Being Healthy, Safe and Active.

Post session classroom activities:

Draw a picture:

- Either colour in our 'Jeff the Road Safety Dog' handout or draw a picture about how to cross the road safely, bicycle safety, passenger safety or safe places to play (e.g. crossing the road at a koala crossing, wearing a helmet on a bike, scooter or skateboard, as a passenger wearing your seatbelt or playing ball in a park with your friends).

Foundation and Year 1; Literacy – Responding to literature.

Year 2; Literacy – Creating literature.

Year 3 and 4; Literacy – Interpreting, analysing and evaluating.

Write a story:

- Write a story about your trip to the Road Safety Centre or about your incursion: how you got to the Road Safety Centre or to school, what you did to stay safe near and on the road/ mock roadway and what you learnt e.g. 'Kerb Drill', did you use this new knowledge on your return home?

Foundation and Year 1 and 2; Literacy – Text structure and organization.

Year 3 and 4; Literacy – Interpreting, analysing and evaluating

Interpretation:

- Select some of your favourite music and make up an interpretive dance about crossing the road safely, bicycle safety, passenger safety or safe places to play.
- Using some music you like change the lyrics and make up a song or poem about road safety.

Foundation and Year 1 and 2; Health and PE – Learning through movement.

Foundation and Year 1 and 2; Literacy – Language for interaction.

Foundation and Year 1, 2, 3 and 4; The Arts – Exploring ideas/improvising ways to represent ideas.

Foundation and Year 1, 2, 3 and 4; The Arts – Developing understanding of practices.

Foundation and Year 1, 2, 3 and 4; The Arts – Sharing artworks through performances, presentation or display.



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AUSTRALIAN CURRICULUM LINKS – Year Four, Five, Six and Seven

Year Four, Five, Six and Seven Content Descriptions:

Within the Road Safety Centre classroom:

- Promoting personal, social and community health and activities and interpretation/exploration of the social environment.
- Healthy, Safe and Active – Identify and practice strategies to promote health, safety and wellbeing (ACPPS036) (Years 3 and 4).
- Literacy – Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703) (Year 5).
- Literacy – Interacting with others; participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) (Year 6 and 7)

Ask questions on road safety to gauge what the students know and to create engagement and debate. Make a list (verbal – questioning prior knowledge) asking what students might see near/on the mock roadway and on a road e.g. stop and give way signs, traffic lights, emu, koala and pedestrian crossings, pedestrians.

Year 3 and 4; Literacy – Interpreting, analysing and evaluating.

Year 5, 6 and 7; Literacy – Interpreting, analysing and evaluating.

Class Walk/Ride:

- Role play of the 'kerb drill', demonstrating and practising safe ways to walk near the road/practicing 'STOP, LOOK, LISTEN and THINK'.
- Using the pedestrian/koala/emu crossings.
- Riding bicycles on the mock roadway and learning to safely navigate and obey the road signs and road rules, incorporating hand signals when required.

Year 3 and 4; Health and PE – Being, healthy, safe and active.

Year 5, 6 and 7; Health and PE – Being, healthy, safe and active.

Foundation; Health and PE – Communicating and interacting for health and wellbeing.

Year 1 and 2; Health and PE - Being Healthy, Safe and Active.

Year 3; Health and PE – Being Healthy, Safe and Active.

Extension activities after the Road Safety Centre visit:

Road Safety Centre 'Be Safe Be Seen' slap band:

- Encourage students to wear the 'Be Safe Be Seen' slap band when riding their bicycles.

Year 4; Health and PE – Being Healthy, Safe and Active.

Year 5, 6 and 7; Health and PE – Being Healthy, Safe and Active.



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Post session classroom activities:

Write a story:

- Write a story/draw a picture/create a reflection presentation/create a model to show what you learnt at the Road Safety Centre (e.g. include the road, a koala crossing, wearing a helmet on a bike, scooter or skateboard, as a passenger wearing your seatbelt or playing ball in a park in a story or picture. Create a presentation reflecting on road safety rules to the class/create a miniature model of the mock roadway either as a class or group project.

Year 4; Literacy – Interpreting, analysing and evaluation.

Year 4; The Arts – Exploring ideas/improving ways to represent ideas.

Year 4; The Arts – Developing understanding of practices.

Year 4; The Arts – Sharing artworks through performances, presentation or display.

Year 5 and 6; The Arts – Plan the display of artworks to enhance their meaning for an audience (ACAVAM116).

Year 7; The Arts – Practice techniques and processes to enhance representation of ideas in their art-making (ACAVAM121).

Year 5, 6 and 7; Literacy – Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700) (ACELY1710) (ACELY1720).

Interpretation:

- Select some of your favourite music and make up an interpretive dance about road safety, road safety signs, crossing the road safely, bicycle safety, passenger safety.

Or

- Using some music you like, change the lyrics and make up a song or poem about road safety.

Year 4; The Arts – Exploring ideas/improving ways to represent ideas.

Year 4; The Arts – Developing understanding of practices.

Year 4; The Arts – Sharing artworks through performances, presentation or display.

Year 5, 6 and 7; Literacy – Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700) (ACELY1710) (ACELY1720).

For more information on our range of programs or to book a FREE road safety session visit www.police.sa.gov.au/road-safety or email SAPOL.RoadSafetySection@police.sa.gov.au .



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