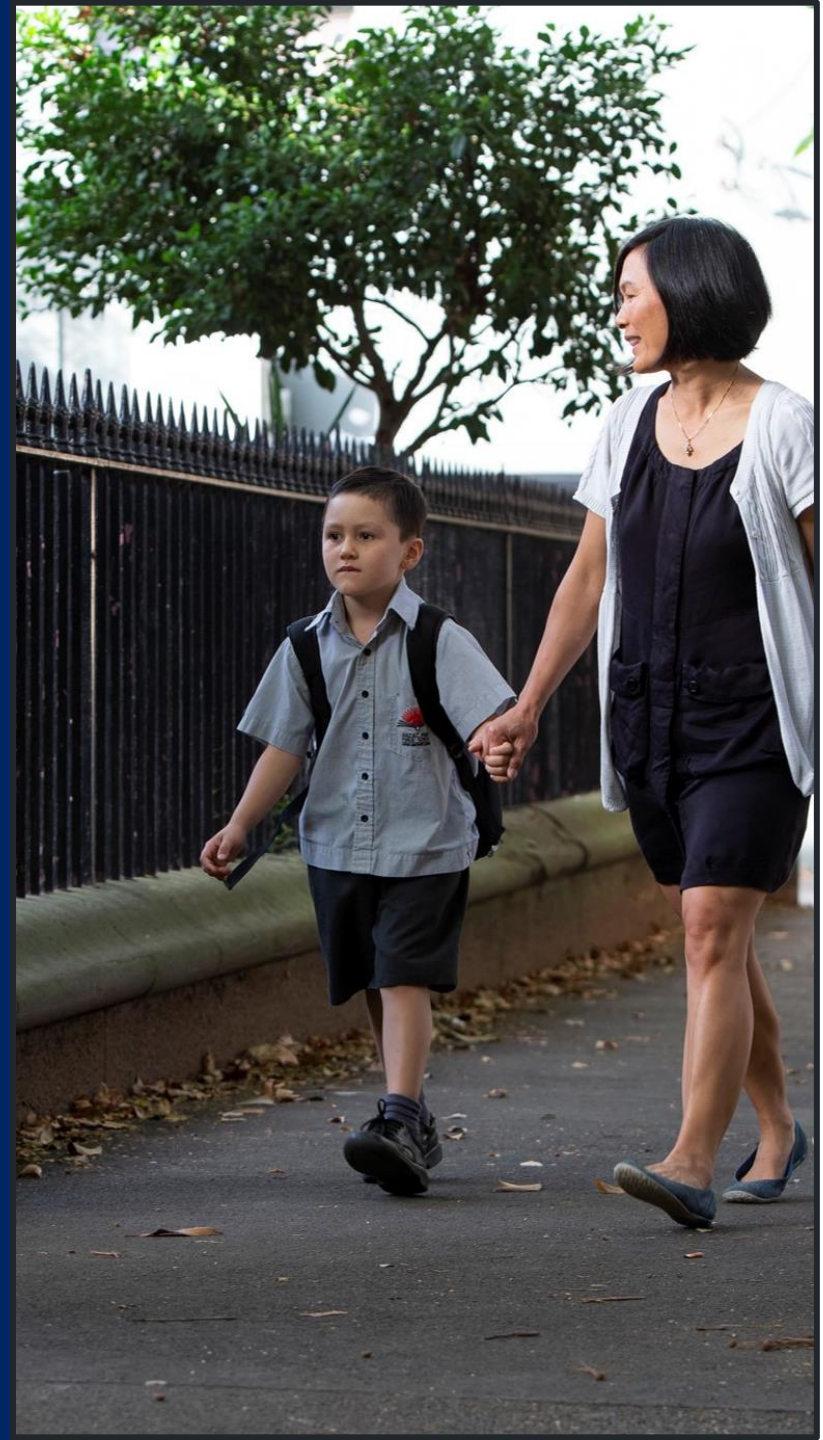


# Starting school safely

ES1 - Road safety teaching & learning resources



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# Why teach road safety?

Road safety is a significant health issue for young children.

Road-related trauma is the leading cause of accidental death and injury for children and young people in NSW.

Early Stage 1 students are vulnerable road users. They are still developing their road safety skills, behaviours and attitudes.

Students in Early Stage 1 are learning to:

- judge speed and distance
- cope with sudden traffic changes
- identify safe places to cross
- focus on multiple tasks
- act consistently in the traffic environment
- understand complex concepts such as road safety
- predict the origin of sounds.

Their size makes it difficult for them to be seen and their behaviour can be unpredictable. This is

why **active adult supervision** in the road environment is essential for students up to 10 years of age.

Teaching students about road safety is a partnership between home and school. Schools should share the key road safety messages and what happens in the classroom with parents and carers. This way, families can reinforce the same messages that students learn at school.

Effective road safety education is best

implemented using a **whole-school approach**.

This approach involves the school, parents and carers, and the wider community working together to support road safety.



# What's in this resource pack?

## For teachers:

- teaching and learning activities which are useful during transition times, Best Start assessment days, orientation events and the first few weeks of Term 1
- resources to orientate new students to safe entry and exit procedures around your school
- links to additional teaching and learning experiences.

## For students:

Engaging play-based activities with clear key road safety messages and localised procedures for a smooth transition to primary school.

## For families:

Links to road safety advice/information to share with families about how to help keep children safe.

## For principals:

Modifiable resources to use with new parents and carers when inducting them about your school zone and managing duty of care.



**ROAD SAFETY INFORMATION**

YOU ARE RESPONSIBLE FOR YOUR CHILDREN'S SAFETY WHEN THEY ARE TRAVELLING TO AND FROM SCHOOL.

### Walk safely

Always hold your children's hands – when walking on the footpath, in the car park and when crossing the road – until they are at least 8 years old.

When your children are between 8 and 10 years old, supervise them very closely when they are near traffic and crossing the road.

When you decide to let your children over 10 years old walk to and from school by themselves, plan the journey together. Practise being a safe pedestrian by:

- keeping to the left of the footpath
- being aware of vehicles coming in and out of driveways
- not being distracted by mobile devices or by other people
- using a safe, alternative way home in wet weather
- showing respect to other pedestrians.


**STOP!** one step back from the kerb.  
**LOOK!** continuously look both ways.  
**LISTEN!** for the sounds of approaching traffic.  
**THINK!** is it safe to cross?

**For further support**

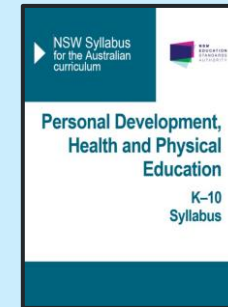
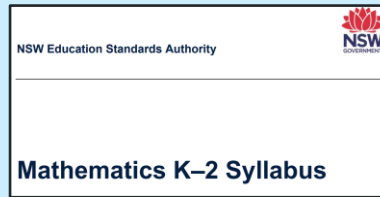
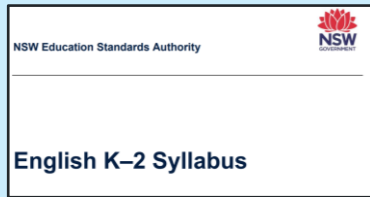
Go to the department's Road Safety Education program at <https://education.nsw.gov.au/road-safety-education> or visit <https://education.nsw.gov.au> and search for road safety education.

**Encourage your children:**

- to always use a safe place to cross the road such as a pedestrian crossing, traffic lights or a school crossing, if available
- to check for turning vehicles before they cross the road and driveways
- never to assume that a driver can see them or will stop for them
- to make eye contact with a driver so they know the driver has seen them
- to wait till the driver has completely stopped their vehicle before they cross the road or driveway.



# Syllabus outcomes



## K-2 English syllabus

Oral language and communication

### ENE-OLC-01

Communicates effectively by using interpersonal conventions and language with familiar peers and adults.

Students:

- respond to spoken questions
- listen for a purpose by agreeing or disagreeing, adding to the comment of others, or sharing thoughts and feelings

## K-2 Mathematics syllabus

Geometric Measure

### MAE-GM-01

Describes position and gives and follows simple directions

Students:

- give and follow simple directions to position themselves or objects
- describe the position of an object in relation to another object, such as in, on, under as well as the directions up and down

## PDHPE syllabus outcomes

**PDe-2** Identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe.

**PDe-6** Explores contextual factors that influence an individual's health, safety, wellbeing and participation in physical activity

**PDe-7** Identifies actions that promote health, safety, wellbeing and physically active spaces

**PDe-9** Practises self-management skills in familiar and unfamiliar scenarios

# 1. Pedestrian safety

## KEY ROAD SAFETY MESSAGES

Hold a grown-up's hand when:

- you cross the road
- you're on the footpath
- you're in a car park.



# 1. Pedestrian safety



## LEARNING INTENTIONS

Students will:

- recognise where to hold a grown-up's hand to keep themselves safe

## SUCCESS CRITERIA

Students will be able to:

- identify the following locations as places where they should hold a grown-up's hand
  - walking home from school
  - crossing the road
  - in the car park at the shops



# 1. Pedestrian safety

1. Read “Who is out walking?” Find out who is keeping safe, holding a grown-up’s hand and staying close while out walking.
  - discuss how the children are keeping safe by maintaining physical contact with an adult when out walking, e.g. holding onto a pram, bag, trolley
  - students share their own pedestrian experiences.
2. Find a suitable space outside where students can run from one side to the other.
  - Establish one side as YES and the opposite side as NO.
  - Students stand in the centre of the designated play space.
3. Teacher reads each question below. Students decide if the answer is YES or NO and run to the appropriate side to indicate their answer.

Should I hold a grown-up’s hand when:

  - I’m walking home from school?
  - I’m playing in the backyard?
  - I’m crossing the road?
  - I’m walking the dog?
  - I’m in the car park at the shop?
  - In the kitchen?
  - I’m walking on the footpath?
4. Escort students to the main entry/exit point of the school. Stay within school grounds.
5. Ask students to point out or suggest where they should be holding a grown-up's hand.

## PRIOR KNOWLEDGE

### QUESTIONS

When do you hold hands?

Why do we hold hands?

Who do you hold hands with?





# Further support – pedestrian safety

## CURRICULUM

1. Learning experiences  
How do you travel safely to school?  
Safe Travels explores different ways students travel to school. Students consider strategies for keeping safe on their journeys through discussion, data collection and graphing.
2. Sing and learn  
Hands are for holding – The Hooley Dooleys  
Share, listen to and learn the road safety songs to reinforce key road safety messages.
3. Sing and learn  
In the carpark – The Hooley Dooleys  
Share, listen to and learn the road safety songs to reinforce key road safety messages.



## FAMILIES

### 1. Continue to hold hands

Transport for NSW road safety advice / information to share with families about how to help keep children safe.

### 2. Walking together to and from school

Transport for NSW road safety advice / information to share with families about how to help keep children safe.

## PRINCIPAL

### 1. Walking safely to and from school

Department of Education brochure for parents / carers regarding children's safety when they are walking to and from school.

Available in 36 languages.

## 2. Pedestrian crossings

### KEY ROAD SAFETY MESSAGES

Hold a grown-up's hand when:

- you cross the road
- you're on the footpath
- you're in a car park.



# 2. Pedestrian crossings



## LEARNING INTENTIONS

Students will:

- recognise the importance of holding a grown-up's hand to keep themselves safe

## SUCCESS CRITERIA

Students will be able to:

- identify grown-ups that help them cross the road
- explain safe behaviours for crossing the road



# 2. Pedestrian crossings

1. Teacher creates a simulated pedestrian crossing in the classroom or playground.

Ask students:

- Where should we stand when waiting to cross at the pedestrian crossing?
  - Why do you cross there?
  - Whose hand do you hold?
  - How do you keep safe while you're walking across the pedestrian crossing?
  - Who can help you walk across the pedestrian crossing safely?
2. Discuss how to *stop* back from the curb, what to *look for*, what to *listen* for and what to *think* about.
  3. Walk to the pedestrian crossing and meet the School Crossing Supervisor. Explain who they are, their role and that they should listen to them.
  4. Photograph the students with the School Crossing Supervisor to display in classroom.
  5. Review safety procedures here with students.



## PRIOR KNOWLEDGE

### QUESTIONS

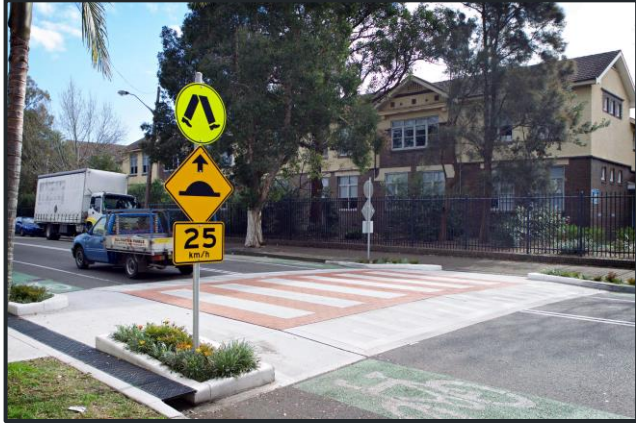
Where have you seen a pedestrian crossing before?

Where are the pedestrian crossings outside our school?

Why do we need pedestrian crossings?

6. Play Hands are for holding when you are crossing the road with students acting out the actions in the song.
7. In small groups the students act out safely crossing the pedestrian crossing. Students decide:
  - who is the child and who is the grown up
  - what they remind each other to do
  - how they wait at the side of the road
  - do they have a school crossing supervisor helping?

# Further support – pedestrian crossings



## CURRICULUM

1. Learning experiences - Crossing the road safely  
Holding a grown-up's hand and choosing safer road crossing options around school.  
Students discuss and dramatise how they cross the road safely.
2. Learning experiences - Safe crossing music and drama  
Holding a grown-up's hand and choosing safer road crossing options around school.
3. Students discuss and dramatise how they cross the road safely.

## FAMILIES

1. Road safety tips for parents and carers

Department of Education - 5 top tips to share with families about how to keep children safe when travelling to and from school.

2. Road rules: children's crossings and pedestrian crossings

This Transport for NSW animation highlights the difference between children's crossings and pedestrian crossings, and what motorists need to do on approach to each type of crossing.

## PRINCIPAL

1. School crossing supervisor program

Transport for NSW information about the school crossing supervisor program and how to apply.

2. What to do if your school crossing supervisor is absent and not covered? - Department of Education advice.

# 3. Passenger safety

## KEY ROAD SAFETY MESSAGES

- Click, clack, front and back
- Always stay buckled up



# 3. Passenger safety

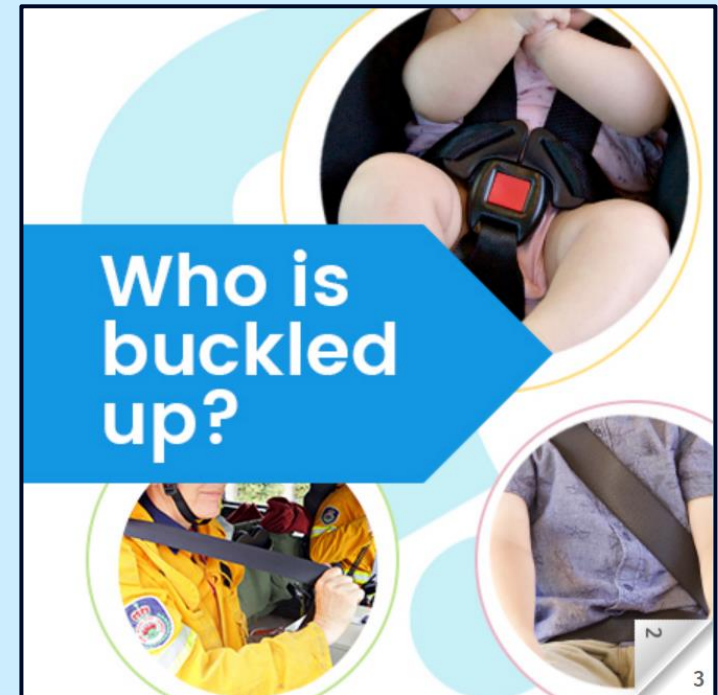
1. Read “Who is buckled up?”  
Discuss the following questions:
  - Who buckles you up when you are on your way to school?
  - Why do we need to hear the click clack sound?
  - Who uses a booster seat?
2. Students sitting on chairs with a strip of black crepe paper, blu tac at each end. Pretending to be in their car seat, they place the ‘seat belt’ in the correct position over themselves. Note – students may be still sitting in booster seats with harness styled belts – this needs to be simulated instead of sash belts for those students.  
Discuss :
  - how does it keep them safe?
  - how do they know it's buckled up?
  - what would you say to the grown-up if you know the seatbelt is not buckled up?
3. Play the Click Clack Clap game:
  - Teacher demonstrates putting on seat belt and students clap when they think the click clack noise occurs.
  - In pairs, students take turns to clap for their partner.
  - Teacher demonstrates the seatbelt not being buckled up correctly, students practice using assertive language to let the grown-up know.
4. Listen to Click clack song and encourage students to clap on the click clack sounds and sing along.

## PRIOR KNOWLEDGE

### QUESTIONS

How do we keep ourselves safe when travelling in the car?

Why do we buckle up when travelling in the car?



# 3. Passenger safety



## LEARNING INTENTIONS

Students will:

- recognise the importance of being safely buckled up in their car restraint

## SUCCESS CRITERIA

Students will be able to:

- nominate a grown-up who buckles them up in a vehicle
- recognise the noise that indicates securely fastened





# Further support – passenger safety

## CURRICULUM

1. Learning experience  
Safe travel behaviours- music and drama  
Students sing/perform the actions to the click clack song and dramatise a variety of scenarios.
2. Learning experiences  
Click clack front and back stories  
Students share safe passenger journeys and recognise the importance of wearing a seatbelt.
3. Sing and learn  
Buckle up and be safe – The Wiggles  
Share, listen to and learn the road safety songs to reinforce key road safety messages.
4. Extension activity  
Always use the Safety door activity from Safety Town
5. Order your free safety door stickers for this activity.



## FAMILIES

1. Child car seats -Transport for NSW information to share with parents and carers on National child restraint laws.
2. Safety Town - Buckled up worksheet for students to draw and take home for families to share safety information and students work.

## PRINCIPAL

1. Travelling safely to and from school by car, Department of Education advice.
2. Drive and park safely near schools, Department of Education brochure for parents / carers regarding children's safety when they are travelling to and from school by car.

– Available in 36 languages.

# 4. Safety on wheels

## KEY ROAD SAFETY MESSAGE

- Always wear a helmet when you ride or skate



# 4. Safety on wheels



## LEARNING INTENTIONS

Students will:

- recognise where and when to wear a helmet.

## SUCCESS CRITERIA

Students will be able to:

- identify the following situations where they should wear a helmet
  - riding a bike, scooter or skateboard on the footpath
  - riding a bike, scooter or skateboard at the park



# 4. Safety on wheels

## Equipment/preparation required:

- plastic cones (x1 per student)
- x4 large hoops
- designated outdoor play space
- students divided into x4 groups



1. Read “Who is wearing a helmet?” - find out who wears a helmet to keep safe on their wheels, at work and at play.
  - discuss why the people in the book are wearing helmets.
  - discuss when and where they should wear their helmets.
2. Find a suitable space outside – mark each corner with a hoop for approx x5 students to stand in (see diagram)
3. Give each student a soft cone/marker to use as a ‘helmet’.
4. Discuss the differences between the cone and a real helmet and why the cone/marker would not be a good helmet to use in a real-life situation.

Teacher asks – “Should you wear a helmet when riding a skateboard at the park?”

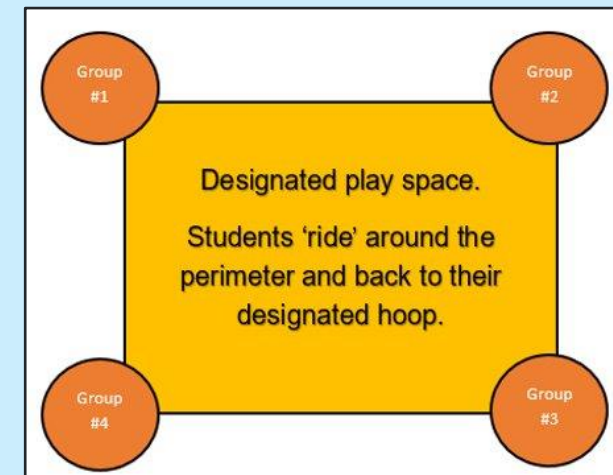
- Students discuss in their group the correct decision
- If the answer is ‘Yes’, students put their ‘helmet’ on their head, and run a lap of the playing area, returning to their hoop.
- Once all group members have returned to the hoop, students take off their ‘helmet’ and sit down.
- If the answer is ‘No’, students run a lap of the playing space without their ‘helmet’.

Instructions continued next slide...

## PRIOR KNOWLEDGE QUESTIONS

Who wears a helmet?

Where have you seen people wearing a helmet?



# 4. Safety on wheels - continued

5. Continue the game using the following questions.

Should you wear a helmet when;

- riding a scooter on the foot path? (yes)
- walking the dog? (no)
- riding a scooter with friends? (yes)
- riding your bike in the backyard? (yes)
- driving in the car to the shops? (no)
- playing on the play equipment at the park? (no)
- riding a bike at the park? (yes)
- riding a bike with a trusted grown up to school? (yes)

**Teacher note** – substitute ‘trusted adult’ with an adult that suits your students’ context. E.g., Dad, Mum, Grandpa, known neighbour.

**Differentiation** – ask individual students to create and call out their own scenarios. Include scenarios that suit your students’ local context. E.g., minibikes on a farm, horse riding at pony club, skateboards at the skate park.

**Extension** – Create scenarios that challenge the students’ thinking. E.g., walking your bike across a pedestrian crossing? (yes), riding your bike with training wheel? (yes). Have the scenarios suit the students’ local context.



ES1 student work sample  
- optional follow up activity

# Further support – safety on wheels

## CURRICULUM

### 1. Learning experience

Wear a correctly fitted helmet – students discuss and sequence the steps required to correctly wear their helmet

### 2. Learning experiences

Safe places to ride and play - students identify safe and unsafe places to ride and play. They consider dangers associated with different locations and how they can be made safer.

### 3. Order free copies of the ES1 reader

“Who is wearing a helmet?”



## FAMILIES

### Safety on wheels brochure

Transport for NSW brochure providing information about the law and safety advice for foot scooters, skateboards and rollerblades.



## PRINCIPALS

### Ride a bicycle safely

Department of Education brochure for parents / carers regarding children's safety when they are riding a bicycle to and from school.

Available in 36 languages.

# Additional support – road safety education

For more information on any of these resources contact the Road Safety Department of Education Team

## Department of Education:

Road Safety Education – resources, professional learning and support for you and your school.

Transition to Kindergarten – resources to support starting school safely.

## Transport for NSW:

Safety Town – online teaching and learning activities K-6.

Back to school safely – Transport for NSW tips for parents and carers.

Kids And Traffic – Early Childhood Road Safety Education Program

Online catalogue - order free road safety education resources from TfNSW



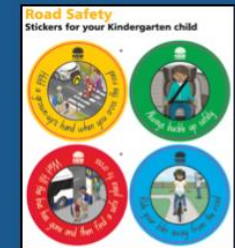
Kindergarten road safety orientation library bags



Hold my hand puzzle



Road signs pack



Early Stage 1 sticker sheet

# Additional support – transition to school

For more information on any of these resources contact the Road Safety Department of Education Team

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## Department of Education:

1. Getting ready for primary school resources - guide for parents on preparing their child for Kindergarten
2. Transition to school – information for schools on high-quality transition practices
3. Support strategies for Aboriginal and Torres Strait Islander Children – (download) tailored transition support for Aboriginal children, families and communities
4. Play-based learning as an age-appropriate pedagogy - professional learning opportunities
5. Early Childhood education - website

