

street

# SMART RAA Street Smart program Primary for Primary Schools

RAA helps to teach children about road safety through the Street Smart Primary program by providing qualified and specially trained teachers to work in schools across South Australia. RAA teachers create a plan for each school to deliver age and site appropriate road safety lessons.

## How can schools help?

Road safety is most effectively learned when first-hand experiences of real life traffic situations are complemented by classroom and home activities.

On their own, 'one off' traffic safety lessons are less effective in improving safe behaviour in the road environment, so the Street Smart Primary program should form part of an ongoing traffic safety education program. Our teachers can show you how road safety education can be easily integrated across the curriculum. It's best to teach a few concepts at a time and for them to be reinforced over a longer period.

Learning to use the road environment safely takes many years, and schools can have an important role in saving children's lives and preventing injury.

### Australian Curriculum links

#### Foundation Year Content Descriptions

Contributing to healthy and active communities. Identify actions that promote health, safety and wellbeing (ACPPS006)

#### Years 1 and 2 Content Descriptions

Communicating and interacting for health and wellbeing. Examine health messages and how they relate to health decisions and behaviours (ACPPS021)

#### Years 3 and 4 Content Descriptions

Being healthy, safe and active. Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)

#### Year 5 Content Descriptions

Being healthy, safe and active. Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)

#### Year 6 and 7 Content Descriptions

Being healthy, safe and active. Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)

### Limitations children have in using road safety

- Children have a lack of knowledge and understanding of traffic and the road environment.
- Their sight and listening skills are still developing.
- Judging speed and distance accurately is difficult.
- Some words and concepts can be confused, such as; "kerb/gutter" and "left/right."
- Concentration is limited to one thing at a time.
- Perception, attention, memory and coordination are not yet fully developed.
- The part of the brain that controls risk taking is still developing.

## Whole class tasks

- **Go for a class walk**

Before going on the walk: Role-play safe ways to walk near the road environment. Practise 'stop, look, listen and think', holding hands and using the pedestrian crossings.

*Foundation, Year 1 & 2 – Health & PE – Learning through movement*

- **Create a checklist about what you might see in the road environment**

e.g. road signs, crossings, people walking on the footpath, cars going in and out of driveways.

*Foundation – Science – Planning and conducting*

*Year 1 & 2 – Science – Questioning and predicting*

- **Digital technologies activity**

Collect data on the way your class travels to school and enter it into a spreadsheet and create a chart.

*Foundation, Year 1 & 2 – Technologies – Digital technologies processes and production skills*

*Foundation, Year 1 & 2 – Mathematics – Statistics & probability*

- **Write a list of all the road safety rules the class knows**

*Foundation – Literacy – Texts in context*

*Year 1 & 2 – Health & PE – Being healthy, safe and active*

## Small group tasks

- **Build a model of the street your school is on**

Include road signs, pedestrian crossings, car parking, safe places to walk, etc.

*Foundation and Year 1 & 2 – Design & technologies – Processes and production skills*

- **Create a traffic collage**

Use photos taken from the class walk or pictures from newspapers and magazines.

*Foundation – Health & PE – Communicating and interacting for health and wellbeing*

*Year 1 & 2 – Health & PE – Being healthy, safe and active*

- **Perform a role-play of keeping safe on the roads**

Practise 'stop, look, listen and think'.

*Foundation, Year 1 & 2 – Literacy – Interacting with others.*

## Independent tasks

- **Write a story and draw a picture about you and your family behaving safely**

e.g. wearing a helmet on a bike/scooter, using a school crossing, sitting in a booster seat.

*Foundation and Year 1 – Literacy – Responding to literature*

*Year 2 – Literacy – Creating literature*

- **Write a short story explaining your journey to school and the things you do to stay safe**

*Foundation and Year 1 & 2 – Literacy – Text structure and organisation*

- **Using a known song or chant, create an interpretation that focuses on road safety**

*Foundation and Year 1 & 2 – Literacy – Language for interaction*

## Whole class tasks

- **Survey the class and ask them five road safety questions**  
e.g. 'How do you get to school?'; 'Where do you sit in the car?'; 'Do you wear a helmet riding your scooter?' and construct a data display of the results, e.g. table, column graph, picture graph.  
*Year 3, 4, 5 – Mathematics – Data representation and interpretation*
- **Hold a road safety class debate**  
Topic ideas: 'It is safe to sit in the front seat if I'm over 7 years old'; 'There should be no cars parked at the front of the school'.  
*Foundation – Science – Planning and conducting*  
*Year 3, 4, 5 – Literacy – Interpreting, analysing and evaluating*

## Small group tasks

- **Design a helmet for cycling**  
Focus on features such as: material, colour, strap, size, safety and comfort.  
*Year 3, 4, 5 – Technologies – Design and technologies processes and production skills*
- **Create an advertisement**  
Encourage your school mates to wear helmets while riding their bike, scooters or skateboards. This could be a poster, webpage or video clip.  
*Year 3, 4, 5 – Literacy – Interpreting, analysing and evaluating*
- **Design your own seatbelt**  
Use your favourite things (i.e. sports team). Ensure that it fits correctly across your shoulder.  
*Year 3, 4, 5 – Technologies – Design and technologies processes and production skills*
- **Design some positive signs**  
To be placed around your school about staying safe on bikes and scooters.  
*Year 3, 4, 5 – Health & PE – Contributing to healthy & active communities*

## Independent tasks

- **Create a checklist of all the road safety features around the school or on your journey to school**  
e.g. children's crossing, crossing supervisor, traffic lights, bike tracks.  
*Year 3, 4, 5 – HASS – Researching*
- **Design a road sign for near your school or house and label its features**  
Remember the colour of the sign is important. Red – important information; yellow – warning; green – directions and information; blue – names of places or areas of special interest (e.g. a lookout).  
*Year 3, 4, 5 – Health & PE – Being healthy, safe and active*
- **Think about, and then draw, speech bubbles about what you would say**  
Such as if your friends wanted you to do something that wasn't safe e.g. run across the road.  
*Year 3, 4, 5 – Health & PE – Being healthy, safe and active*

## Whole class tasks

- **As a class, write a newsletter insert or parent brochure**  
Outline road safety messages relevant to your school and community.  
*Year 6 & 7 – English – Creating texts*
- **Have a class discussion**  
Devise strategies for dealing with situations that are unsafe or risky in the road environment.  
*Year 6 & 7 – Health & PE – Communicating and interacting for health and wellbeing*
- **Design an app**  
It can be purchased by anyone about road safety.  
*Year 6 & 7 – Technologies – Design and technologies processes and production skills*

## Small group tasks

- **Design a bicycle or scooter storage unit for your school**  
Think about location, size and security.  
*Year 6 & 7 – Mathematics – Measurement and geometry*
- **Design a bike or scooter of the future**  
With added safety features for both the rider and the machine, e.g. airbags.  
*Year 6 & 7 – Technologies – Design and technologies processes and production skills*
- **Draw a map to show how you and the other people in your group get from home to school**  
(Or another place you go to often). Mark on your map any road safety features or issues, such as a pedestrian crossing you use or a busy road you don't use. Don't forget to include a title, scale, orientation and legend.  
*Year 6 & 7 – HASS (Geography) – Collecting, recording, evaluating and representing*
- **Create a video or short commercial**  
Outline a road safety message that can be shared at your school.  
*Year 6 & 7 – English – Creating texts*

## Independent tasks

- **Write a children's story or rewrite a fairy tale**  
e.g. have the Gingerbread Man wearing bright clothes and using pedestrian crossings.  
Share the stories with a younger audience.  
*Year 6/7 English – Creating Literature*
- **Devise strategies for dealing with situations that are unsafe or risky in the road environment**  
*Year 6 & 7 – Health & PE – Personal, social and community health.*
- **Research a current road law for pedestrians, passengers or cyclists**  
Explain why we have the law, who the law affects and whether it should be changed.  
*Year 6 – HASS – Communicating*  
*Year 7 – HASS (Civics & Citizenship) – Communication and reflection*
- **Investigate a road safety technology**  
Explain how it works, what problem it solves and how it directly affects people's lives e.g. airbags, bicycle helmet, seatbelts.  
*Year 6 – HASS – Analysing*  
*Year 7 – HASS (Economics and Business) – Economics and business knowledge and understanding*