

SAFETY SQUAD

Safety Program for Primary Schools

RACV helps to empower children regarding safety through the Safety Squad program by providing qualified and specially trained teachers to visit schools. RACV Safety Educators assist in planning safety education for your school as well as providing an in-class session.

How schools play their part in safety.

Safety is most effectively learnt when first-hand experiences are complemented by classroom and home activities.

Safety education in primary schools can be easily integrated across the curriculum. It is best to teach a few concepts at a time, reinforced over a period.

On their own “one off” safety lessons are not effective in improving safe behaviour on the roads, at school or in the home, so the Safety Squad program is designed to form part of a comprehensive and on-going safety education program.

Safety Squad in-class sessions have been designed to link to the following areas of the Victorian Curriculum:

- **Foundation** - Identify people and actions that help keep themselves safe and healthy (VCHPEP059)
- **Grade 1 & 2** - Recognise situations and opportunities to promote their own health, safety and wellbeing (VCHPEP074)
- **Grade 3 & 4** - Identify and practise strategies to promote health, safety and wellbeing (VCHPEP091)
- **Grade 5 & 6** - Plan and practise strategies to promote health, safety and wellbeing (VCHPEP108)

Additional road safety education resources

Road safety education plays an important role in supporting Victoria's road safety strategy by preparing children to become safer road and transport users.

For additional road safety resources and programs visit roadsafetymeducation.vic.gov.au



RACV Education



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Road Safety Activities for the Junior Primary Classroom

Victorian Curriculum Levels: Foundation, One & Two

Whole Class Tasks

1. 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
- 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, Level 1 & 2 Health and Physical Education (VCHPEP059, VCHPEP062, VCHPEP073, VCHPEP074)

2. Digital Technologies activity: collect data about the way your class travels to school and enter it into a spreadsheet and create a chart.

Foundation, Level 1 & 2 Digital Technologies (VCDTDI015)
Foundation, Level 1 & 2 Mathematics - Statistics and Probability (VCMSP084, VCMSP085, VCSMP102, VCSMP128)

3. Brainstorm ways in which people can stay safe.

As a class, create a list, or write a story about someone who is safe at home, in the car or on the bus.

Foundation, Level 1 & 2 Health and Physical Education (VCHPEP059, VCHPEP062, VCHPEP073, VCHPEP074)

Small Group Tasks

1. Build a model of the street your school is on, including road signs, pedestrian crossings, car parking, safe places to walk, etc.

Foundation, Level 1 and Level 2 Geography (VCGGC061)

2. Perform a role-play of someone who helps keep you safe on the roads (e.g. the crossing supervisor) or act out how to be safe at the train station or the bus stop.

Foundation, Level 1 & 2 Personal and Social Capability (VCPSCS0006, VPSCS0014)

Foundation, Level 1 & 2 Health and Physical Education (VCHPEP062, VCHPEP074)

3. Draw symbols or signs from around your home, that help to keep you safe e.g. hazard symbol, medicine labels, electrical cord labels.

Foundation, Level 1 & 2 Health and Physical Education (VCHPEP062, VCHPEP074)

Independent Tasks

1. Write a story and draw a picture about you and your family behaving safely (e.g. wearing a helmet on a bike/scooter, making safe choices on the trampoline, keeping poison or medicine in a safe place, using a school crossing, sitting in a booster seat.).

Foundation English - Writing (VCELY160)

Foundation, Level 1 & Level 2 Health and Physical Education (VCHPEP062, VCHPEP074)

2. Using a known song or chant, create an interpretation that focuses on safety.

Level 2 English - Speaking and Listening (VCELT243)

Foundation, Level 1 & 2 Health and Physical Education (VCHPEP062, VCHPEP074)

3. Make a short oral presentation about the importance of being safe around roads or at home. Topic ideas – How to recognise safety symbols around your home, why it is important to wear a seatbelt in a car or the benefits of wearing a helmet while riding your scooter/bike.

Foundation, Level 1 & 2 English - Speaking and Listening (VCELY175, VCELY211, VCELY245)

Foundation, Level 1 & 2 Health and Physical Education (VCHPEP059, VCHPEP062, VCHPEP074)

Road Safety Activities for the Middle Primary Classroom

Victorian Curriculum Levels: Three & Four

Whole Class Tasks

1. Whole class activity: 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?’. Construct a data display of the results, e.g. table, column graph, picture graph.

Level 3 & 4 Mathematics - Statistics and Probability (VCMSP149, VCMSP150, VCSMP178, VCSMP179)

Level 3 & 4 Health and Physical Education (VCHPEP090)

2. Hold a road safety class debate. Hold a class debate about a safety topic. Topic ideas: ‘It is more dangerous in the backyard than inside the house’, ‘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’.

Level 3 & 4 English - Speaking and Listening (VCELY276, VCELY308)

Level 3 & 4 Health and Physical Education (VCHPEP090, VCHPEP091)

Small Group Tasks

1. Design a helmet for cycling with a focus on features such as: material, colour, strap, size, safety and comfort.

Level 3 & 4 Design and Technologies (VCDSCD029)

Level 3 & 4 Health and Physical Education (VCHPEP090)

2. Create an advertisement to encourage your school mates to wear helmets while riding their bicycles, scooters or skateboards. This could be a poster, webpage or video clip.

Level 3 & 4 Media Arts (VCAMAP027)

3. Make a multi-media presentation, identifying hazards within and around the home. Consider things both inside the house as well as in the backyard or on the driveway.

Level 3 & 4 Health and Physical Education (VCHPEP091)

Independent Tasks

1. Compose a poem, song or rap to persuade others to make safe choices.

Level 3 & 4 English - Writing (VCELY266, VCELY299)

Level 3 & 4 Health and Physical Education (VCHPEP090, VCHPEP091)

2. 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.

Level 3 & 4 Design and Technologies, (VCDSCD029)

3. Think about, and then draw, speech bubbles about what you would say if your friends wanted you to do something that wasn't safe, e.g. run across the road.

Level 3 & 4 Personal and Social Capability (VCPSCS0024)

Level 3 & 4 Health and Physical Education (VCHPEP090)

4. 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.

Level 3 & 4 Health and Physical Education (VCHPEP090, VCHPEP091)



Road Safety Activities for the Senior Primary Classroom

Victorian Curriculum Levels: Five & Six

Whole Class Tasks

1. As a class, write a newsletter insert or parent brochure outlining safety messages relevant to your school and community.

Level 5 & 6 English - Writing (VCELY329, VCELY358)

Level 5 & 6 Health and Physical Education (VCHPEP108)

2. Have a class discussion, devising strategies for dealing with situations that are unsafe or risky in the road or home environment.

Level 5 & 6 Health and Physical Education (VCHPEP107, VCHPEP108, VCHPEP112)

3. Hold a class debate about Public Transport e.g. safe vs unsafe, efficient vs reliable, expensive vs. good value.

Level 5 & 6 Critical and Creative Thinking (VCCCTRO0250)

Level 5 & 6 Health and Physical Education (VCHPEP108)

Independent Tasks

1. Write a children's story or rewrite a fairy tale to talk about how to be a safe pedestrian, e.g. have the Gingerbread Man wearing bright clothes and using pedestrian crossings. Share the stories with a younger audience.

Level 5 & 6 English - Writing (VCELT328, VCELT356)

Level 5 & 6 Health and Physical Education (VCHPEP108, VCHPEP112)

2. 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.

Level 5 & 6 Humanities - Civics and Citizenship (VCCCL013)

Level 5 & 6 Health and Physical Education (VCHPEP108, VCHPEP112)

3. Investigate a road safety technology and explain how it works, what problem it solves and how it directly affects people's lives, e.g. airbags, bicycle helmet, seatbelts.

Level 5 & 6 Design and Technologies (VCDSTC034)

4. Use Public Transport Victoria's 'Journey Planner' website to plan a trip from home to a landmark in the city.

Level 5 & 6 Health and Physical Education (VCHPEP108)

Small Group Tasks

1. Design a bicycle or scooter storage unit for your school. Think about location, size and security.

Level 5 & 6 Design and Technologies (VCDSCD039)

2. Design a bicycle or scooter of the future, with added safety features for both the rider and the machine, e.g. airbags, automatic brakes.

Level 5 & 6 Design and Technologies (VCDSCD039)

Level 5 & 6 Health and Physical Education (VCHPEP112)

3. 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.

Level 5 & 6 Humanities - Geography (VCGC089)

Level 5 & 6 Health and Physical Education (VCHPEP108)

4. Write and perform a short skit, which shows a dangerous event or situation in your home and a safe way of responding to this situation.

Level 5 & 6 Health and Physical Education (VCHPEP108)

