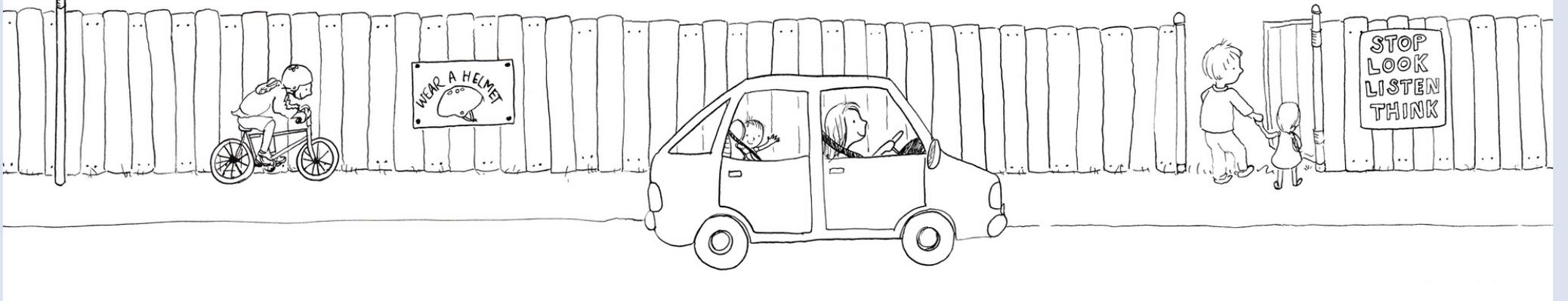
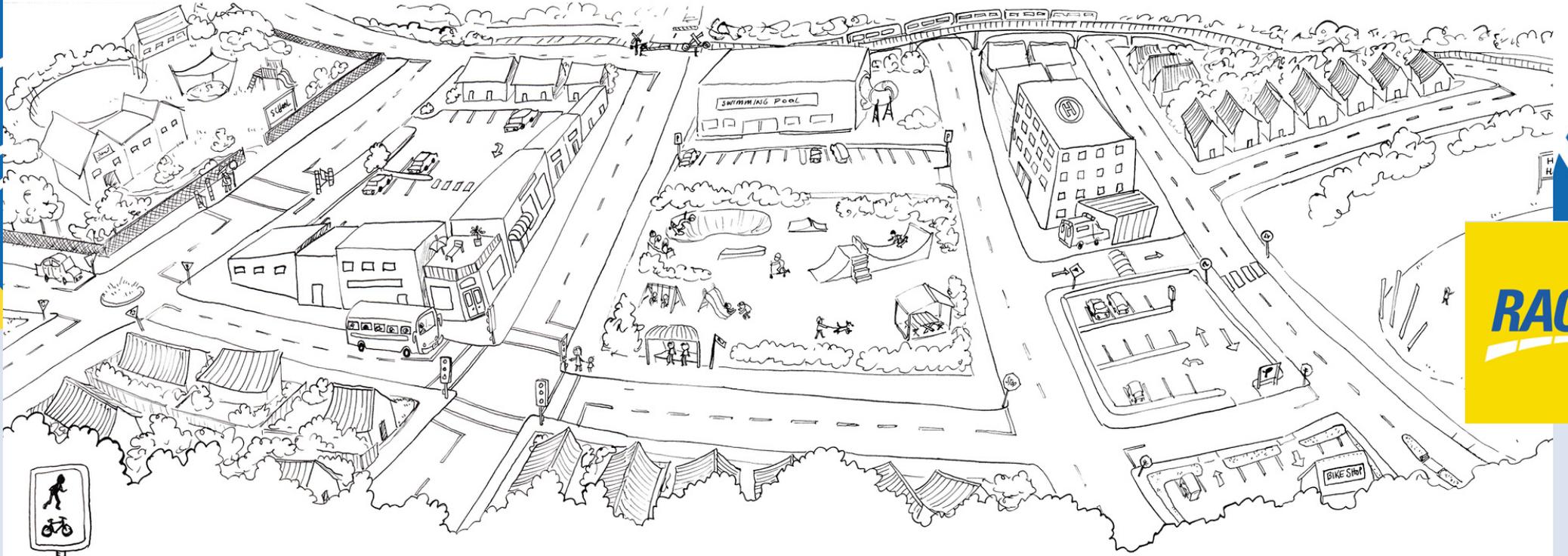




SAFETY SQUAD



Activity 1: Oral Language



Discuss the map with someone in your home. Talk about the questions below.
(You may need to zoom in on your computer screen)

1. Use your finger to follow the roads. What can you see along the way?
2. What safe choices are the people making?
3. How could the child on the bike get to school safely?
4. Can you find?
 - A child riding a bike
 - Traffic lights
 - People holding hands to cross the road
 - A zebra crossing
 - A person scooting with a helmet on
 - A school crossing
 - Car passengers wearing seatbelts
 - A railway crossing

When you are finished, you might like to colour the map in!



Activity 2: Mapping



Step 1: Choose two locations on the map e.g. Hospital, School, Swimming Pool, Skate park, Oval etc. (You may need to zoom in on your computer screen)

Step 2: Use directional language to explain how to get from one location to another location safely. You could use these words: North, South, East, West, turn. Remember that it is safest to cross the road at pedestrian crossings like a zebra crossing, school crossing or at the traffic lights.

Step 3: Write instructions for how to get from one location to another location. Think carefully about how you describe the map. Here is an example:

- Start at the bus stop.
- Move along the road west towards the traffic lights.
- Stop at the traffic lights.
- Cross over the road at the traffic lights.
- Continue walking West.
- At the corner turn North.
- Walk North.
- Stop at the school crossing.
- Turn West.
- Cross at the school crossing.
- You made it to school!

Step 4: Have someone in your house follow the instructions and see if they make it to the right place!



Curriculum Links



Activity 1: Oral Language

ENGLISH: Foundation Level - Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak (VCELY174)

ENGLISH: Level 1 - Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (VCELY210)

ENGLISH: Level 2: Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner (VCELY244)

Activity 2: Mapping

GEOGRAPHY: Foundation to Level 2 - Interpret data and information to draw conclusions and describe the direction and location of places, using terms such as north, south, opposite, near, far (VCGGC062)

GEOGRAPHY: Foundation to Level 2 - Describe and explain where places and activities are located (VCGGC058)

ENGLISH: Foundation Level - Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak (VCELY174)

ENGLISH: Level 1 - Understand that the purposes texts serve shape their structure in predictable ways (VCELA176)

ENGLISH: Level 1 - Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements (VCELY194)

MATHEMATICS: Level 1 - Give and follow directions to familiar locations (VCMMG099)

MATHEMATICS: Level 2 - Interpret simple maps of familiar locations and identify the relative positions of key features (VCMMG122)

ENGLISH: Level 2 - Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (VCELA237)

ENGLISH: Level 2 - Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (VCELA212)

ENGLISH: Level 2 Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (VCELY230)

