How can schools help?

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

Road 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 long period.

On their own “one off” traffic safety lessons are not effective in improving safe behaviour in the road environment, so the Street Scene program should form part of a comprehensive and on-going traffic safety education program.

Learning to use roads safely takes many years, and schools have an important role in saving children’s lives and preventing injury.

Limitations children have in using roads safely:

- Children have a lack of knowledge and understanding of traffic and the road environment
- Their sight and hearing are not the same as adults
- Judging speed and distance accurately is difficult
- Some words and concepts are difficult to understand, such as “left/right” and “kerb/gutter”
  - Concentration is limited to one thing at a time
    - Perception, attention, memory and co-ordination are not yet fully developed

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 roadsafetyeducation.vic.gov.au

For more information about Street Scene visit racv.com.au/streetscene
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 on the way your class travels to school and enter it into a spreadsheet and create a chart.
   *Foundation, Level 1 & 2 Digital Technologies (VCDDT0105)  
   Foundation, Level 1 & 2 Mathematics & Statistics and Probability (VCMS094, VCMS095, VCSM102, VCSM128)*

3. **Brainstorm ways in people are safe passengers.** Create a list as a class, or write a story together about someone who is safe on the bus. “We are safe on the bus when we...”
   *Foundation, Level 1 & 2 Health and Physical Education (VCHPEP062, VCHPEP074)*

Small Class 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 (VCGG0061)*

2. **Create a traffic collage** using photos taken from the class walk.
   *Foundation, Level 1 & 2 The Arts - Visual Arts (VCAVAP019, VCAVAP023)*

3. **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 (VCPSCS0008, VPCSCS014)  
   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, using a school crossing, sitting in a booster seat).
   *Foundation English - Writing (VCELY160)*

2. **Using a known song or chant,** create an interpretation that focuses on road safety.
   *Level 2 English - Speaking and Listening (VCELT243)*

3. **Write a short story** explaining your journey to school and the things you do to stay safe.
   *Level 1 & 2 English - Writing (VCELY194, VCELY230)*

4. **Make a short oral presentation** about the importance of road safety.
   Topic ideas – 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)*

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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?’ and construct a data display of the results, e.g. table, column graph, picture graph.
   Level 3 & 4 Mathematics - Statistics and Probability (VCMS0140, VCMSP150, VCMSP178, VCMSP179)

2. 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’.
   Level 3 & 4 English - Speaking and Listening (VCELY278, VCELY308)

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)

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)

Independent Tasks

1. Compose a poem, song or rap to persuade others to be safe when using the roads.
   Level 3 & 4 English - Writing (VCELY256, VCELY299)

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 (VCPS0024)

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)

5. Create a list of advantages and disadvantages for both public transport and private motor vehicles.
   Level 3 & 4 Critical and Creative Thinking (VCCOTRO014)

Teacher notes

For more information about Street Scene visit racv.com.au/streetscene
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 road safety messages relevant to your school and community.
   Level 5 & 6 English - Writing (VCELY329, VCELY338)

2. Have a class discussion, devising strategies for dealing with situations that are unsafe or risky in the road 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 (VCCCTOG0250)

Small Class Tasks

1. Design a bicycle or scooter storage unit for your school. Think about location, size and security.
   Level 5 & 6 Design and Technologies (VCDSC0039)

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 (VCDSC0039)

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 (VCGGC089)

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 (VCELT329, VCELT356)

2. Devise strategies for dealing with situations that are unsafe or risky in the road environment.
   Level 5 & 6 Health and Physical Education (VCHPEP107, VCHPEP108, VCHPEP112)

3. 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)

4. 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 (VCDSTCG034)

5. Use Public Transport Victoria ‘Journey Planner’ website to plan a trip from home to a landmark in the city.
   Level 5 & 6 Health and Physical Education (VCHPEP108)

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