



UNIT OVERVIEW

Step into Safety: Foundation Level A to Foundation

Why teach this unit?

It is essential that children learn to move safely on footpaths and near the roads.

Children are vulnerable on the road and still developing the skills to navigate traffic and roads competently. Safety is not instinctive or automatic and children should be supervised at all times when moving on footpaths or near the road.

It is important to note that **all children under the age of ten must be supervised and hold an adult's hand when crossing roads.**

This unit aims to address the diverse learning needs of all children. To achieve this, differentiation strategies will be available for each learning activity and outlined in the 'Supporting All Learners' section of each session. These strategies are designed to offer teachers practical prompts to tailor their approach in the classroom.



LEARNING AREAS

- Health and Physical Education
- English



ACKNOWLEDGEMENT

This unit of work was authored by Billy Green and Helen Thomaidis, with funding and support from the Department of Transport and Planning and the Transport Accident Commission (TAC).

We gratefully acknowledge the contributions of the following organisations and individuals: Nepean School, Sholem Alechiem School, Aurora School, Sunshine Special Developmental School, Mount Duneed Regional Primary School.

UNIT OVERVIEW

Step into Safety: Foundation Level A to Foundation



UNIT STRUCTURE

This unit of work is designed in eight sessions and designed to be modified and adjusted according to the specific needs of students.

Teachers can:

- Teach each session individually as a short lesson, or
- combine two or more sessions into a longer lesson.
- Teachers can choose to teach Sessions 6 and 7 before Sessions 1 – 5.
- Each session can be broken into smaller chunks of learning and can be repeated where required.

A brief outline of each Session is included below.

Session 1 Safe and unsafe environments and how our choices can make us safer.

Session 2 Features of the local road environment.

Session 3 Safe and unsafe environments and our choices in the local road area.

Session 4 Being Aware and Alert in a Road Environment.

Session 5 Crossing the Road- Stop, Look, Listen, Think.

Please note that these sessions will need more time as students practise these skills.

Session 6 Signs and signals in our road environment.

Session 7 Hazards in our road environment and how to minimise risk.

Session 8 Unit conclusion, reflect and review.



CURRICULUM LINKS AND ASSESSMENT OF THE UNIT

The following section addresses the Health and Physical Education (HPE) and English curriculum and achievement standards related to the **Step into Safety unit**. Example assessment rubrics are provided, and the learning activities provide evidence against the rubric criteria.

Please note that HPE and English have been provided as examples. Road safety is not limited to these two areas and can be addressed in all other curriculum areas as part of a comprehensive Road Safety Education program.

UNIT OVERVIEW

Step into Safety: Foundation Level A to Foundation



FOUNDATION LEVEL A TO FOUNDATION HEALTH AND PHYSICAL EDUCATION CURRICULUM (2.0)

| | FOUNDATION LEVEL A | FOUNDATION LEVEL B | FOUNDATION LEVEL C | FOUNDATION LEVEL D | FOUNDATION LEVEL |
|---------------------------------------|---|---|--|---|--|
| ACHIEVEMENT STANDARD (EXTRACT) | By the end of Foundation Level A, students participate in a range of structured activities, routines and processes related to health, safety and wellbeing. | By the end of Foundation Level B, students demonstrate an awareness of safety by identifying objects and actions that are safe and unsafe in a variety of environments. Students practise familiar routines and actions that support and maintain their health, safety and wellbeing. | By the end of Foundation Level C, students demonstrate an awareness of protective behaviours and safety. They identify objects, actions, situations and environments that are safe and unsafe. Students identify and practise a variety of actions that support and maintain their health, safety and wellbeing. | By the end of Foundation Level D, students recognise some safe and unsafe actions and identify some protective behaviours and how to seek help. They identify actions, symbols, people and places in their community to support their health, safety and wellbeing. | By the end of Foundation, students identify protective behaviours and help-seeking strategies to help keep themselves safe. Students identify different types of health information and how it can be used in their lives. |
| CONTENT DESCRIPTORS | VC2HPFAP06 Participate in a variety of health, safety and wellbeing actions. | VC2HPFAP06 Practise a variety of health, safety and wellbeing actions. | VC2HPFCP06 Identify a variety of health, safety and wellbeing actions. | VC2HPFDP05 Identify protective behaviours and help-seeking strategies. VC2HPFDP06 Identify health, safety and wellbeing symbols and apply practices appropriate to places in the school environment or community. | VC2HPFP06 Identify protective behaviours and rehearse help-seeking strategies that help keep them safe. VC2HPFP07 Identify health symbols, messages and strategies in their community that support their health and safety. |

UNIT OVERVIEW

Step into Safety: Foundation Level A to Foundation



FOUNDATION LEVEL A TO FOUNDATION ENGLISH CURRICULUM (2.0)

| | FOUNDATION LEVEL A | FOUNDATION LEVEL B | FOUNDATION LEVEL C | FOUNDATION LEVEL D | FOUNDATION LEVEL |
|---------------------------------------|--|--|--|--|---|
| ACHIEVEMENT STANDARD (EXTRACT) | By the end of Foundation Level A, students use their preferred communication modality to demonstrate preferences through the acceptance or rejection of familiar objects or activities. | By the end of Foundation Level B, students use single objects, gestures, symbols or words to express ideas related to their immediate environment. | By the end of Foundation Level C, students use short phrases to request, accept or reject objects, actions or events, using their preferred communication modality. | By the end of Foundation Level D, students initiate and sustain interactions, responding using learnt vocabulary and phrasing, using their preferred communication modality. They use phrases to communicate interests, preferences and ideas. | When interacting with others, students explore vocabulary used in familiar contexts and how language changes in different contexts. They share thoughts and preferences. |
| CONTENT DESCRIPTORS | <p>VC2EFALA01 Use their preferred communication modality to accept or reject an object, action or activity.</p> <p>VC2EFALA02 Attend to images in print and digital texts.</p> | <p>VC2EFBLA01 Use their preferred communication modality to indicate a preference.</p> <p>VC2EFBLA03 Use their preferred communication modality to describe an object with a single gesture, symbol or word.</p> <p>VC2EFBLA05 Recognise and name familiar objects, actions and activities.</p> | <p>VC2EFCLA01 Use short phrases to request, accept or reject an object, action or event.</p> <p>VC2EFCLA03 Use short phrases to express ideas.</p> <p>VC2EFCLA08 Use learnt vocabulary related to everyday experiences, personal interests and topics taught at school.</p> | <p>VC2EFDLA05 Construct and use phrases to express ideas.</p> <p>VC2EFDLA06 Use phrases to describe objects and actions.</p> <p>VC2EFDLA08 Use learnt vocabulary related to everyday experiences, personal interests and topics taught at school.</p> | <p>VC2EFLA02 Explore different ways of using language to express preferences, likes and dislikes.</p> <p>VC2EFLA08 Recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school.</p> |

UNIT OVERVIEW

Step into Safety: Foundation Level A to Foundation



FOUNDATION LEVEL A TO FOUNDATION RUBRIC : CROSSING THE ROAD SAFELY

Health and Physical Education

| By the end of Foundation Level A | By the end of Foundation Level B | By the end of Foundation Level C | By the end of Foundation Level D | By the end of Foundation Level |
|---|--|--|--|--|
| | | Students identify elements of road safety messages with assistance. | Students identify some elements of road safety messages. | Students identify road safety messages and explain their meaning. |
| Students experience keeping safe in a local road environment. | Students identify some aspects of a safe road environment with assistance. | Students identify aspects of a safe and unsafe environment. | Students recognise some differences between safe and unsafe road environments. | Students can identify safe road environments and define the features that makes them safe. |
| | | Students identify that they can seek help to make unsafe environments safer. | Students identify strategies, with assistance, for seeking help to make unsafe environments safer. | Students communicate strategies for seeking help to make unsafe environments safer. |

English

| By the end of Foundation Level A | By the end of Foundation Level B | By the end of Foundation Level C | By the end of Foundation Level D | By the end of Foundation Level |
|--|--|--|--|---|
| Students listen to and react to language in songs and texts relating to road safety. | Students identify signs and written words with assistance that relate to safe road environments. | Students identify signs and written words that relate to safe road environments. | Students identify messages relating to roads safety in familiar texts. | Students identify features of safe and unsafe road environments in text using familiar words. |

