



UNIT OVERVIEW

Step into Safety: Levels 1-2

Why teach this unit?

It is essential that children learn to walk 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 so younger children should be supervised at all times when walking 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

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UNIT STRUCTURE

This unit of work is designed in eight sessions and designed to be modified and adapted 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.

Sessions 4 Safety when crossing the road.
and 5 *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 for 1-2 levels, and the learning activities provide evidence against the rubric criteria.

Additional rubrics for students working at the A-D and Foundation levels are provided in the Step into Safety Level A – Foundation unit of work.

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.

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F – 2 HEALTH AND PHYSICAL EDUCATION CURRICULUM (2.0)

	FOUNDATION LEVEL	LEVELS 1 AND 2
ACHIEVEMENT STANDARD (EXTRACT)	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.	By the end of Level 2, students apply protective behaviours and help-seeking strategies that can help keep themselves and others safe. Students explain why health information is important for making choices.
CONTENT DESCRIPTORS	<p>VC2HPFP06 Identify protective behaviours and rehearse help-seeking strategies that help keep them safe.</p> <p>VC2HPFP07 Identify health symbols, messages and strategies in their community that support their health and safety.</p>	<p>VC2HP2P06 Identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe.</p> <p>VC2HP2P07 Investigate a range of health messages and strategies in their community to promote their own health, safety and wellbeing.</p> <p>VC2HP2M03 Participate in a range of physical activities in outdoor environments and aquatic settings and investigate contextual factors and environments that make physical activity safe and enjoyable.</p>



F – 2 ENGLISH CURRICULUM (2.0)

	FOUNDATION LEVEL	LEVEL 1	LEVEL 2
ACHIEVEMENT STANDARD (EXTRACT)	When interacting with others, students explore vocabulary used in familiar contexts and how language changes in different contexts. They share thoughts and preferences.	When interacting with others, students understand the vocabulary of curriculum area topics and use language, facial expressions and gestures when requesting, exclaiming and commanding. They explore language to express preferences and opinions.	When interacting with others, students apply learnt vocabulary and vary language choices depending on context, actively listen to others, and extend their own ideas.
CONTENT DESCRIPTORS	<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>	<p>VC2EILA02 Explore language to provide reasons for likes, dislikes and preferences</p> <p>VC2EILA09 Recognise and understand vocabulary across the curriculum, such as topic-specific vocabulary in other learning areas.</p>	<p>VC2E2LA02 Explore how language can be used for appreciating texts and providing reasons for preferences.</p> <p>VC2E2LA09 Apply learnt vocabulary and begin to make conscious choices to suit the topic.</p>

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LEVEL F – 2 RUBRIC : CROSSING THE ROAD SAFELY

Health and Physical Education

By the end of Level F	Progressing towards Level 2	By the end of Level 2
Students can identify road safety messages.	Students can identify Road Safety messages and explain why they are important in keeping them safe.	Students can identify and explain why Road Safety information is important for making choices.
Students can recognise safe road environments.	Students can recognise safe road environments and identify strategies that help them and others to be safe in and around road environments.	Students can describe and rehearse strategies they can use to help them and others to be safe in and around road environments.

English

By the end of Level F	Progressing towards Level 2	By the end of Level 2
Students can identify features of safe and unsafe road environments in text using familiar words.	Students can describe features of safe and unsafe road environments using relevant text and selecting appropriate multi-modal elements.	Students can explain how to make good choices around roads using relevant text, text structure and selecting appropriate multi-modal elements.

