

We want to make sure kids stay safe around our roads. RAA's Street Smart Primary program provides South Australian schools with qualified and specially trained teachers to pass on the road safety message.

Our teachers prepare a unique plan for each school, to deliver age-appropriate road safety lessons that suit the school's location.

How Street Smart Primary fits into the Australian curriculum

Health and Physical Education - Personal, Social and Community Health - Making Healthy and Safe Choices

Foundation year

Identify health symbols, messages and strategies in their community that support their health and safety (AC9HPFP06).

Years 1 and 2

Investigate a range of health messages and practices in their community and discuss their purposes (AC9HP206).

Years 3 and 4

Interpret the nature and intention of health information and messages, and reflect on how they influence personal decisions and behaviours (AC9HP4P09).

Investigate and apply behaviours that contribute to their own and others' health, safety, relationships and wellbeing (AC9HP4P10).

Year 5 and 6

Investigate different sources and types of health information and how these apply to their own and others' health choices (AC9HP609).

Analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities (AC9HP6P10).

How can schools help?

Road safety is most effectively learnt by combining first-hand experiences of real-life traffic situations with classroom and home activities.

'One-off' traffic safety lessons are not as effective as an ongoing program. Our teachers will show you how road safety education can be easily integrated across the curriculum. It's best to teach a few concepts at a time and then reinforce them over a longer period.

Learning to safely use the road environment takes many years, and schools can play an important role in saving children's lives and preventing injury.

Why children have trouble understanding road safety

- They have a lack of knowledge and understanding of traffic and the road environment.
- Their sight and listening skills are still developing.
- They have difficulty judging speed and distance accurately.
- Some words and concepts can be confused, such as kerb/gutter and left/right.
- Concentration is limited to one thing at a time.
- Perception, attention, memory and coordination are not yet fully developed.
- The part of the brain that controls risk-taking is still developing.

Road safety activities for junior primary

Brainstorm a list of all the road safety words you can think of. Create a vocabulary display of road safety words.

English – Language – Text Structure and Organisation
(Yr 1 – AC9E1LA09) (Yr 2 – AC9E1LA09)

Make a list of all the road safety signs/symbols/features that you have seen in your neighbourhood. Discuss or investigate what they mean.

English – Language – Text Structure and Organisation
(Foundation – AC9EFLA03) (Yr 1 – AC9E1LA03)
(Yr 2 – AC9E1LA03)

Make a list of all the different ways you can be a safe passenger.

English – Language – Text Structure and Organisation
(Foundation – AC9EFLA03) (Yr 1 – AC9E1LA03)
(Yr 2 – AC9E1LA03)

Write or draw step-by-step instructions for getting into the car or getting out of the car safely.

English – Language – Text Structure and Organisation
(Foundation – AC9EFLA03) (Yr 1 – AC9E1LA03)
(Yr 2 – AC9E1LA03)

Go for a class walk around your school. Practise ‘Stop, Look, Listen and Think’, holding hands and using the pedestrian crossing.

Health and Physical Education – Movement and Physical Activity - Making Active Choices
(Foundation – AC9HPFM03) (Yr 1 / 2 – AC9HP2M03)

Sort / classify road signs in different ways (shape, colour, symbols/numbers/words). Discuss the purpose of different colours. Red = important information, yellow = warning, green = directions or information, blue = names of places or areas of special interest.

Mathematics – Space
(Foundation – AC9MFSP01) (Yr 1 – AC9M1SP01)
(Yr 2 – AC9M2SP01)

Brainstorm behaviours that you have seen on and around the road environment. Write each different behaviour on a sticky note. Create a display with two columns (safe/unsafe). Discuss and decide as a class whether the behaviour is safe or unsafe.

English – Literacy - Interacting with others
(Foundation – AC9EFLY02) (Yr 1 – AC9E1LY02)
(Yr 2 – AC9E2LY02)

Measure your height against a growth chart to see if you are tall enough to be out of your booster seat. As a guide, children should be at least 145cm tall to sit safely in an adult seatbelt. Until then, children should sit in a booster seat or car seat.

Mathematics – Measurement
(Foundation – AC9MFM01)

Work out how much more you need to grow until you are 145cm tall.

Mathematics – Measurement
(Yr 1 – AC9M1M01) (Yr 2 – AC9M2M01)

Build a model of a safe pedestrian crossing. Include road signs, paint markings, traffic lights, flags and footpaths. Use toy people (eg. Lego) to model safe pedestrian behaviour on and near the crossing.

Design and Technologies –
Processes and Production Skills – Designing and Making
(Foundation – AC9TDEFP01)
Design and Technologies –
Processes and Production Skills - Producing and Implementing
(Yr 1/2 – AC9TDE2P02)
Mathematics – Space
(Yr 1 – AC9M1SP02) (Yr 2 – AC9M2SP02)



**ROAD
SAFETY**

Lifetime
S U P P O R T

Road safety activities for middle primary

Create a short video or poster to advertise a road safety message to your school community.

English – Literacy – Creating
(Yr 3 – AC9E3LY06) (Yr 4 – AC9E4LY06)

Create a road safety quiz for your classmates, with multiple choice answers. Include relevant road safety images (Kahoot! is a good online option).

English – Literacy – Creating
(Yr 3 – AC9E3LY06) (Yr 4 – AC9E4LY06)

Create a checklist of safety equipment (including pictures) that you need for scooting/skating or riding in your neighbourhood.

English – Language –
Language for Expressing and Developing Ideas
(Yr 3 – AC9E3LA09)
English – Literacy – Creating
(Yr 3 – AC9E3LY06) (Yr 4 – AC9E4LY06)

Create a set of instructions for getting ready to go for a scoot/skate/ride. Use verbs at the beginning of each sentence (Yr 4 – include prepositional phrases or adverbial phrases).

English – Language –
Language for Expressing and Developing Ideas
(Yr 3 – AC9ELA08) (Yr 4 – AC9ELA08)

Locate a variety of road signs in your neighbourhood. Identify the different shapes and composite shapes within the road signs.

Mathematics – Space
(Yr 3 – AC9M3SP01 and AC9M93SP02) (Yr 4 – AC9M4SP01)

Collect data to address a question of interest about road safety. Record the data using digital tools.

Mathematics – Statistics
(Yr 3 – AC9M3ST01) (Yr 4 – AC9M4ST01)

Create a road safety board game to explore road safety issues. Players need to use footpaths and crossings safely to reach a destination on the board, with unsafe behaviours incurring penalties and safe behaviour being rewarded.

Design and Technologies – Processes and production skills -
Generating and Designing
(Yr 3/4 – AC9TDE4P02)

Design a new helmet for an activity in which a helmet is required (riding, skating, scooting). Focus on features such as material, colour, strap, size, safety and comfort.

Design and Technologies – Processes and production skills -
Generating and Designing
(Yr 3/4 – AC9TDE4P02)

Design your own seatbelt. Personalise the style to your favourite colours or sport team. Make sure that it fits correctly over the strong bones (shoulder, chest/sternum, hips).

Design and Technologies – Processes and production skills -
Generating and Designing
(Yr 3/4 – AC9TDE4P02)
Design and Technologies – Knowledge and Understanding -
Technologies context: Engineering principles and systems;
Materials and technologies specialisations
(Yr 3/4 – AC9TDE4K02)

Create a short skit/role play showing how you would handle a situation where a friend wanted you to do something risky or unsafe. Make sure to show how personal decisions and behaviour affect the health and safety of yourself and others. Perform it for the class or film it to show to an audience.

English – Literacy – Creating Texts
(Yr 3 – AC9E3LY07) (Yr 4 – AC9E4LY07)
The Arts – Drama – Creating and Making
(Yr 3/4 – AC9ADR4C01)



Road safety activities for upper primary

Create a road safety video message or newsletter article for families in your school community to remind them about road safety messages relevant to your school.

English – Literacy – Creating texts
(Yr 5 - AC9E5LY06) (Yr 6 - AC9E6LY06)

Create a road safety advertising campaign. Select your target audience, a target road behaviour and think of a catchy slogan for your road safety message. Use digital technologies to create advertisements for different media formats (screen, radio and print).

Technologies – Digital Technology – Collaborating and Managing
(Yr 5/6 - AC9TDI6P07)

English – Literacy – Creating texts
(Yr 5 - AC9E5LY06) (Yr 6 - AC9E6LY06)

Create a road safety quiz with multiple choice answers for your classmates. Include relevant road safety images and extra information with each answer (Kahoot! is a good online option).

English – Literacy – Creating texts
(Yr 5 - AC9E5LY06) (Yr 6 - AC9E6LY06)

Conduct a statistical investigation to find out the most popular way that children come to school. Collect data for each class.

Mathematics – Statistics
(Yr 5 - AC9M5ST03) (Yr 6 - AC9M6ST03)

Convert the data to percentages and present the data to the school community through creating a data display, school assembly presentation or school newsletter article.

Mathematics – Number
(Yr 6 - AC9M6N07)

Draw a map to show how people would walk from your school to a popular location in the neighbourhood. Mark any safety features (road signs, crossings) or areas of safety concern on the map. Plan three different ways to get to that location and use Google Satellite or Maps to estimate the walking distance of each option. Discuss the pros and cons of taking the shortest route compared to the safest route.

Mathematics – Measurement
(Yr 5 - AC9M5M01) (Yr 6 - AC9M6M01)
HASS – Skills – Communicating
(Yr 5 - AC9HS5S07) (Yr 6 - AC9HS6S07)

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

Technologies – Design – Generating and Designing
(Yr 5/6 - AC9TDE6P02)
Mathematics – Measurement
(Yr 5 - AC9M5M01 and AC9M5M02) (Yr 6 - AC9M6M01)

Design a bike or scooter of the future, with extra safety features for the rider.

Technologies – Design – Generating and Designing
(Yr 5/6 - AC9TDE6P02)

Use 3D Design Software to design a new helmet for cycling, scooting or skating. Focus on features such as material, colour, strap, size, safety and comfort.

Technologies - Digital Technology – Generating and Designing
(Yr 5/6 - AC9TDI6P04)

Investigate/research a road safety technology in modern vehicles and explain to your class how it works (Eg. airbags, seatbelts, crumple zones, automatic emergency braking, reversing camera, pedestrian detection, lane departure warning, shatter resistant glass).

English – Literacy – Analysing, Interpreting and Evaluating
(Yr 5 - AC9E5LY04) (Yr 6 - AC9E6LY04)
Technologies - Knowledge and Understanding – Technologies
Context: Materials and Technologies Specialisations
(Yr 5 - AC9TDE6K05) (Yr 6 0 AC9TDE5K05)

