

Pre Activity: Being Safe - Harold's Summer Holiday

Age Group
3-5yrs

Lesson Overview

This pre school centre staff resource explains how to conduct an in-centre activity to prepare for the Life Education visit. It explores common safety issues encountered by young children. During the pre-visit activity children will discuss and engage in thought provoking experiences through activities promoting road safety.

Aims and Objectives

The aim of the lesson is to teach children about road safety regulations and guidelines to promote road safety awareness, as well as to engage students in experiences that will help them to discuss and make safe decisions.

- Foster children's knowledge and problem solving skills in relation to issues of road safety in their everyday lives.
- Promote higher order thinking through engaging experiences and discussions around the topic of road safety.

Early Years Learning Framework Outcomes

Outcome 3

Children have a strong sense of wellbeing

Outcome 4

Children are confident and involved learners

Outcome 5

Children are effective communicators

Early Years Learning Framework Codes

3.2 - Children take increasing responsibility for their own health and physical wellbeing

4.4 - Children resource their own learning through connecting with people, places, technologies and natural and processed materials

5.2 - Children engage with a range of texts and gain meaning from these texts

Early Years Learning Framework Content

When Children:

- Are happy, healthy, safe and connected to others
- Recognise and communicate their bodily needs
- Show increasing independence and competence in personal hygiene, care and safety for themselves and others
- Engage in learning relationships
- Use feedback from themselves and others to revise and build on an idea
- Take on roles of literacy and numeracy users in their play

When Educators:

- Draw on family and community experiences and expertise to include familiar games and physical activities in play
- Discuss health and safety issues with children and involve them in developing guidelines to keep the environment safe for all



- Provide experiences that involve children in the broader community and environment beyond the early childhood setting
- Engage children in play with words and sounds

National Quality Framework Content

Quality Area 1:
Educational program and practice

Quality Area 2:
Children's health and safety

Quality Area 3:
Physical environment

Quality Area 5:
Relationships with children

National Quality Standards Content

Standard 1.1: Element 1.1.2, 1.1.5, 1.1.6.

Standard 1.2: Element 1.2.2.

Standard 2.3: Element 2.3.1, 2.3.2.

Standard 3.2: Element 3.2.1.

Standard 5.1: Elements 5.1.1, 5.1.2, 5.1.3.

Standard 5.2: Element 5.2.1, 5.2.2, 5.2.3.

Standard 6.2: Element 6.2.1, 6.2.2.

Standard 6.3: Element 6.3.1, 6.3.2.

Developmental Areas

Social/Emotional Language, Literacy and Communication skills

Resources/Materials

- Chairs to make a role-play car
- Real seat belts if available otherwise long strips of black fabric
- Masking tape to create a pedestrian crossing in front of the car
- Suggestion - Contact Roads and Traffic Authority in your state to gain free resources for Early Childhood Education to use with the children. These include puzzles, books, stickers and posters

Language/Vocabulary

Safety, road safety, pedestrian crossing, stop sign, car safety, seat belt, holding hands.



Higher Order Thinking Skills or Inquiry Model

Constructivism

Lev Vygotsky's Play Based Social Learning

Social development, child actively engaging and connecting with others

Collaborative learning and participation

Lesson Introduction

Suggestions for introducing the activity and for ongoing discussion during play and small group experiences.

- Explain that soon the children will be having a very special visitor to the centre, Life Education and Healthy Harold. Generate anticipation and excitement by watching the Preschool Program promo video at lifeeducation.org.au/preschool as a centre activity and displaying the poster for both children and parents to see.
- Life Education and Healthy Harold will be coming to teach the students about 'Being Safe' and how they can help others to look after themselves. As a practice today, the children will be learning about road safety so they can prepare for the visit.
- Begin by introducing the game concept (maximum 10 children at a time) in a group situation, to ensure that all children have an opportunity to participate and engage in the follow up activity.
- Sit in a circle on the floor to foster unity and inclusion. Begin by intentionally engaging the children in discussion by asking questions and conducting a 'risk assessment' to complete a set up of a role play car for dramatic play.

Questions may include:

1. What do you need to do to stay safe in a car?
2. What do you need to do to stay safe near cars?
3. What seat do you sit in? Your siblings? Your parents?
4. What do you need to do to stay safe near the road?
5. Who's hand do you hold when you cross the road?

Main Body of Teaching

Dramatic Play

With this information create a dramatic play experience indoors or outdoors.

Use the children's responses and road safety regulations and guidelines to promote road safety awareness.

Encourage the group to help you set up various scenarios and act them out. Safe and unsafe examples should be covered with students predicting the result of each scenario based on their prior knowledge and earlier discussions. Extend on children's interests and suggestions as ongoing planning and learning.

Extension Activity

Children create individual cardboard boxcars and drive them in an allocated area at preschool. Add road signage and pedestrian crossings to further learning.



Conclusion

As this is a socio-dramatic play experience, conclude as children's interest diminishes over time. Ethical questions from the lesson introduction can be revisited.

Conclude by again generating excitement about the Life Education visit. Explain that they will be arriving at the centre in __ days and wouldn't it be wonderful if the children could remember some of the road safety rules to share with Healthy Harold.

Where possible if logistics allow, keep the role-play car scene set up and select students to demonstrate their learning to the Life Education educator and Healthy Harold when he comes to the centre.

For the Educator

The content given to Early Childhood educators will be sufficient enough for them to be highly capable of adapting the content to teach into their individual setting, taking into account their individual children and their centre culture.

Assessment (in centre)

Preschool educators assess the children's learning as they engage in the experience and in their play after the experience, fostering their sense of agency, revisiting experiences when they choose to.

Additional Comments/Notes

This experience can be adapted to blend with each individual childcare environment, as all environments and facilities are different. The content is designed to be highly flexible for each individual setting, taking into account individual children and centre culture.

Sources

- DWEER, (2009). 'Belonging, Being & Becoming', The Early Years Learning Framework for Australia.
- Australian Children's Education & Care Quality Authority, (2011). National Quality Framework, National Quality Standards, www.acecqa.gov.au
- Vygotsky, L. (2013), Theories of Childhood, Second Ed: An Introduction to Dewey, Montessori, Erikson, Piaget & Vygotsky, Redleaf Professional Library.

