

LEARNING ACTIVITY #1





LEARNING ACTIVITY #1: CHILD RESTRAINTS

Suggested materials:

- Shoe boxes
- Paper plates
- Short lengths of ribbon
- Cardboard cartons
- Baskets/boxes
- Cardboard
- Material for padding
- Lengths of material for harness and buckles

ACTIVITY:

1. Children make a pretend infant capsule/child restraint and steering wheel.
2. Buckle in dolls or teddies to extend the play.
3. Children can also role-play adults buckling children into restraints.

EXTENDED LEARNING OPPORTUNITIES

Suggested materials: Paper and pencils or crayons

ACTIVITY:

1. Prompt discussion about the importance of wearing seatbelts, and ask questions to support problem solving, such as: *How can we help our parents remember to buckle our seatbelt when we get in the car?*
2. Consider possible solutions; for example, children could draw a picture of themselves with their seatbelt on to fix to the back of the passenger's seat, as a reminder to both children and adults.

LEARNING ACTIVITY #2





LEARNING ACTIVITY #2: CAR PARK SAFETY

Suggested materials:

- Posters and pencils for signs

GROUP DISCUSSION:

1. Provide opportunities for children to develop a set of appropriate rules when accessing a car park by using prompting questions; for example, if you are walking in the car park with your parent, what could you do to make sure you get safely to the car?
2. Display the rules (with photos or children's illustrations) at the centre to remind adults and children about car park safety.

EXTENDED LEARNING OPPORTUNITIES

Suggested materials: Computer, tablet, or other audio device

ACTIVITY:

1. Provide children with access to recorded car park sounds, such as car horns, car doors opening and closing, running engines, vehicles reversing, etc.
2. Play '*Name that sound*', with the children saying what they think each of the recorded sounds is and how they would react to them.
3. Engage in shared conversations with the child about how to stay safe in car parks. What would they listen for? What would they look for?

LEARNING ACTIVITY #3





LEARNING ACTIVITY #3: DRIVEWAY SAFETY

Suggested materials:

- Paper, pencils and camera.

ACTIVITY:

1. Ask children to draw (or take photos of) three safe places to play (for example playground, backyard) and three places where cars might drive (for example a car park or driveway)
2. Reduce the size of the images, and copy them twice.
3. Use the two sets for a matching or Bingo game, where two children could be invited to play the game, trying to match the images.
4. Encourage the children to identify and discuss which areas are safe for play in and which are not.

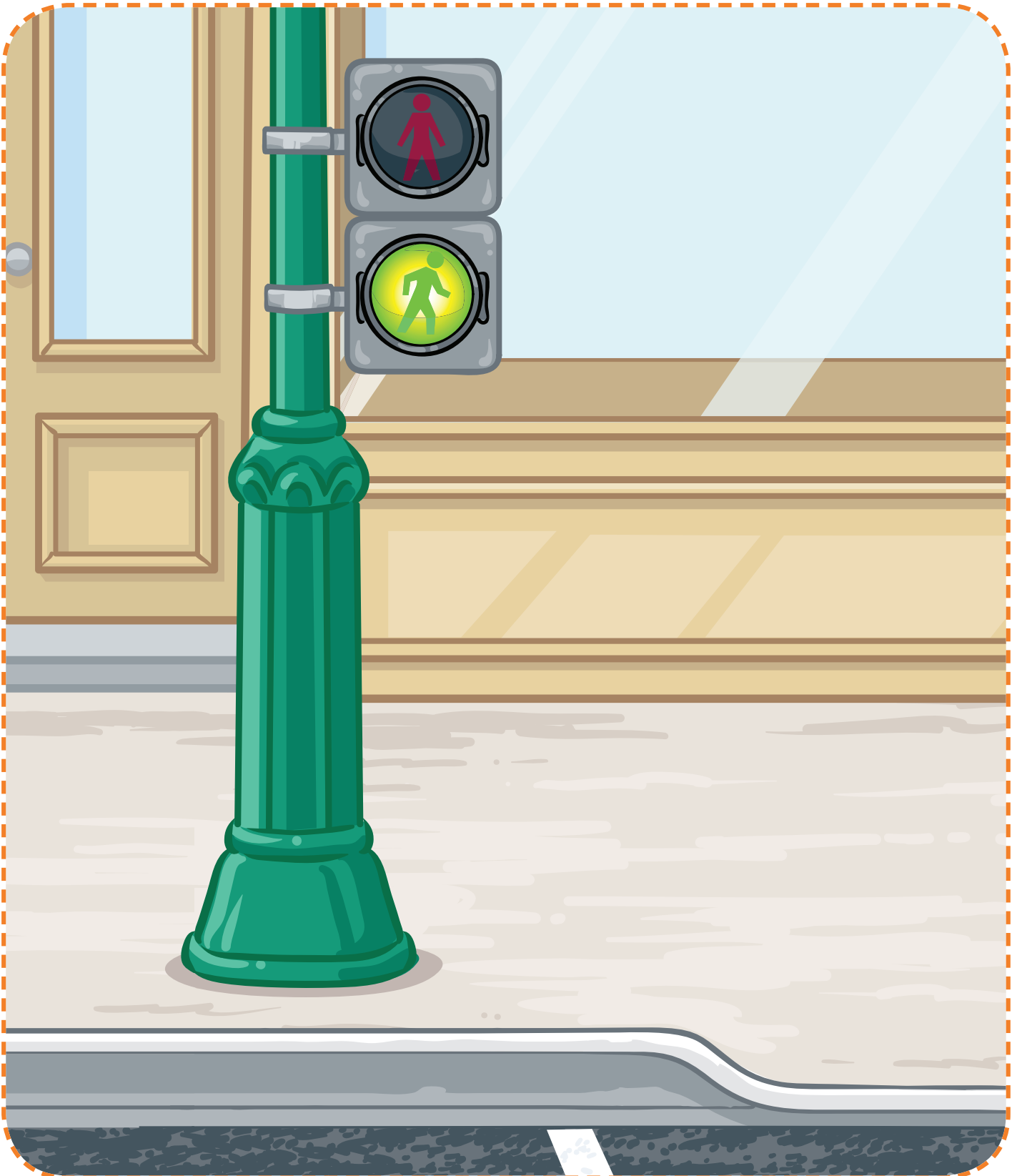
EXTENDED LEARNING OPPORTUNITIES

Suggested materials: Paper, child-safe scissors, adhesive, and pencils or crayons

ACTIVITY:

1. Provide children with free access to materials to be able to create their own signs and symbols to denote safe/unsafe places to play.
2. Encourage children to decide where their signs should be located and develop related guidelines to keep each other safe.
 - Discuss how to stay safe in driveways (including the risk that a car may drive in or out of the driveway quickly without the driver seeing anyone), as it relates to the children's construction and play experiences.
 - Work with the children to find solutions about keeping safe for each of the driveway safety concerns.

LEARNING ACTIVITY #4





LEARNING ACTIVITY #4: CROSSING THE ROAD

Suggested materials:

For signs:

- Cardboard
- Red, yellow and green paper or stickers
- Toy trucks and cars
- Paper and pencils

For traffic snacks:

- Rectangular cracker biscuits
- Low fat dairy/cheese spread
- Red, yellow, and green capsicum

ACTIVITY:

1. Help children make signs that they may often see such as STOP, Children Crossing, School Zone Ahead, Walk/ Don't Walk.
2. Practise using the signs and traffic lights with toy cars and trucks; for example, stopping at the red light, waiting on the yellow, and going on the green.
3. Continue the discussion by giving children crackers, low fat spread, and cut up capsicum to make traffic light biscuits to share and eat.

EXTENDED LEARNING OPPORTUNITIES

Suggested materials: Dress up clothing and props

ACTIVITY:

1. Work with children to develop a game to play in an open space, either indoors or outside.
2. Ask children to develop rules for the game and prompt a discussion about traffic lights. For example, children could decide to:
 - Set up a road on the floor or ground using blocks or tape to mark the road, or set up a zebra crossing using large lengths of paper taped or secured on the ground.
 - Elect a child to choose a card to hold up (the red, yellow or green), or to be the lollipop person.
 - Move around the road until the child holds up either a red, yellow or green circle.
 - Call out *stop*, *wait* or *go* and come up with a corresponding action (such as *stopping*, *running on the spot*, or *running forward*, depending on the card held up).

LEARNING ACTIVITY #5





LEARNING ACTIVITY #5: WALKING DOWN THE STREET

Suggested materials:

- Cards, colouring in materials and child-safe scissors

ACTIVITY:

1. Educators draw around their hands on a sheet of paper and cut out the shape; then, encourage children to do the same.
2. Invite children to paste the cut outs of their hands holding the educator's hands on a piece of cardboard (suitable for display).
3. Discuss with children the importance of holding an adult's hand when walking in the street and crossing roads.
4. With the permission of children, their hand drawings could be displayed and used as a prompt for remembering to hold hands in areas where there are cars and other vehicles that present a danger.

EXTENDED LEARNING OPPORTUNITIES

Suggested materials: Musical instruments and computer, tablet, or other audio device

ACTIVITY:

1. Provide the children with a range of musical instruments and recorded versions of road safety songs, for example, <http://roadsafety.transport.nsw.gov.au/stayingsafe/children/songsrhymes.html>.
2. Children listen to road safety songs and develop their own road safety songs and/or musical accompaniment at their own level of interest and ability.