

## Rationale for Traffic Safety Education

Traffic Safety Education is most readily located within the Health and Physical Education Domain of the Personal and Social Learning Strand of the Victorian Essential Learning Standards (VELS). However Traffic Safety Education themes and issues also easily be represented in activities and outcomes across all the other strands and domains.

Providing a comprehensive, sequential and ongoing Traffic Safety Education program is a key role of schools to support the state's road safety strategy by embedding traffic safety behaviours in the next generations and their environs.

Traffic-related injuries are among the greatest threats to the wellbeing of young children in Victoria. Age-appropriate Traffic Safety Education programs play a vital role in helping children to develop responsible attitudes to traffic safety and their road use.

Primary school children are particularly at risk as pedestrians. This is due to their limited physical and perceptual development.

Secondary school children are also at risk — on public transport, as passengers in cars, and as they become more independent travelling alone.

Schools can play a key role in ensuring their students are traffic aware and road safe.

Research shows that Traffic Safety Education in schools can be readily incorporated into existing programs without creating additional work to be delivered in the curriculum by:

- drawing on key support community agencies and key essential learnings resources
- supporting key stages of student development which align with key windows of opportunity within schools – orientation, transition and moving into VCE
- identifying practical real-life activities to engage students, meet their specific needs and link classroom activities to everyday experiences
- involving parents/carers as models of safe behaviour.

It is suggested that schools appoint a position as a Traffic Safety Education contact. This position could co-ordinate the use of resources in the school and community to implement a comprehensive program, within the context of the [Physical, Personal and Social Learning](#) strand.

Children and adolescents use the road and transport system frequently as pedestrians, passengers and cyclists. In the future most are likely to become drivers and/or motorcyclists. As present and future road users they are at risk of injury or death as a result of road crashes caused by inappropriate behaviour and irresponsible attitudes. Traffic Safety Education is concerned with information, ideas, skills, behaviours, attitudes, values and beliefs related to individuals and groups using Victoria's traffic system. The Traffic Safety Education learning and teaching activities and outcomes at every level are specified in VELS, most often in the Health and Physical Education domain.

Effective Traffic Safety Education programs need to combine the following three elements:

- the development of behaviours, attitudes and decision-making skills to manage this environment in a responsible and safe way.

- knowledge and understanding of the road traffic, transport environment and the law
- the development of physical skills to manage such an environment safely

Source: *Elliot, Barry: Strategic Review of Best Practice: Key Issues in the Delivery of TSE in Victoria, August 2004*