

Post 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 consolidate children's learning after the Life Education visit. It explores common safety issues encountered by young children. During the post-visit activity children will discuss and engage in thought provoking experiences through activities promoting sun smarts, medication, road and water safety.

Aims and Objectives

- Foster children's knowledge and problem solving skills in relation to issues of safety in their everyday lives.
- Promote higher order thinking through engaging experiences and discussion topics of 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
- Explore the purpose and function of a range of tools media, sounds and graphics
- Use information and communication technologies to investigate and problem solve
- Use feedback from themselves and others to revise and build on an idea
- View and listen to printed, visual and multimedia texts and respond with relevant gestures, actions, comments and/or questions
- Recognise and engage with written and oral culturally constructed texts



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
- Introduce appropriate tools, technologies and media
- Provide resources that encourage children to represent their thinking
- Read and share a range of books and other texts with children

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

Quality Area 6:

Collaborative partnerships with families and communities

National Quality Standard 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

- Healthy Harold songs
- Matching game
- (To be made by centre from supplied images)



Language/ Vocabulary

Safety, road safety, water safety, medication, sun safety, pedestrian crossing, stop sign, car safety, seat belt, holding hands, sun safety items

Higher Order Thinking Skills or Inquiry Model

Higher Order Thinking:

Howard Gardner's Theory of Multiple Intelligences

Communication through language and conversation to foster learning

Constructivism:

Lev Vygotsky's Play Based Social Learning

Social development, child actively engaging and connecting with others

Lesson Introduction

Begin by revisiting and discussing Healthy Harold and his recommendations on safety in Harold's Summer Holiday.

Be aware to touch on all elements in the module to extend and reinforce learning. Utilise the Life Education "Happy Safety Song" from the Educator Resource section online as an ongoing reinforcement of safety practices.

Happy Safety Song:

*"This is our happy safety song
Join in and sing & clap along*

*In the car we click and clack
Our seatbelts in the front and back*

*This is our happy safety song
Join in and sing & clap along*

*Crossing the road - we have a plan
Always hold a grown up's hand*

*This is our happy safety song
Join in and sing & clap along*

*We love the beach - it's so much fun
To swim and play out in the sun*

*This is our happy safety song
Join in and sing & clap along*

*At the beach we know what to do
Swim between the flags, it's true*

*This is our happy safety song
Join in and sing & clap along*

*If we ever start to feel sick
We tell a grown up quick, quick, quick*

*This is our happy safety song
Join in and sing & clap along*

*We put sunscreen on our face
Our arms and legs and every place*

*This is our happy safety song
Join in and sing & clap along*



Main Body of Teaching

Matching game

Sets of 2 pieces that match at the joining area (may have a straight line that joins correct pieces, may have a zig zag line) when correct pieces are placed together; Self-correcting for later individual play.

Each child is given a piece of the matching puzzle game. Aim of the game is to match a piece with another child's correctly, according to safety regulations. Take turns inviting a child to the middle and encouraging them to verbalise the image on their card and request that the other child with the matching piece join them and then together they reenact their safety situation as a role-modeling dramatic play to peers (Vygotsky/Gardner).

Puzzle pieces (located at end of document)

Road

1. Harold standing next to road at pedestrian crossing – **matches to** – parent/adult holding hand with child crossing road at pedestrian crossing.
2. Harold walking alongside a bike without a helmet – **matches to** – Harold on a bike with a helmet
3. Harold sitting in car – matches to – Harold sitting in car wearing seat belt.

Sun

4. Harold sitting at the beach with no sun protection – **matches to** – Harold with a hat, rashie and zinc/sunscreen on playing in the sand.

Water

5. Harold at the beach standing at the edge of beach water – **matches to** – Harold swimming between the flags
6. Harold standing outside pool gate – **matches to** – Harold walking through pool gate wearing water safety attire and devices and appropriate swimming attire. Gate being held open by an adult suggesting that they are going to supervise Harold.
7. Harold at the edge of a river/lake/dam looking like he is going to dive in onto an image of a log/rock hidden under the water – **matches to** – image that shows Harold walking cautiously into water holding adult hands and wearing water safety attire.

Medicine

8. Harold in a bathroom handing medicine to a trusted adult – **matches to** – adult having bottle in their hand; in background is a high cupboard with other medications inside with the door open suggesting that adult is returning medicine out of reach.

Extension

After all children have engaged in small group experience and matching game has been introduced, game can be placed on a table for individual participation and revision. Children can play individually at the centre, in their own time as the pieces are self correcting and only match to the correct corresponding piece.

Conclusion

Conclude experience as children's interest diminishes over time or at the end of a time period decided within the centre. Game can be added to the preschool room as an activity for ongoing use within the centre.





Revisit Ethical Questions:

1. Road - Where do you think it is safe to stand near a parked car in your driveway? Why?
2. Water - What would you do if you saw the pool gate open and your little brother was playing near the open gate? Why?
3. Medicine - If you found some tablets in the bathroom at your house, what would be a safe thing to do with them? Why? (Gardner)

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

Revisit your state road safety resources as ongoing learning opportunities. Involve parents and families by encouraging them to download and explore Life Education’s app Healthy Harold, Healthy Me with their children.

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.
- Gardner, H. http://www.niu.edu/facdev/resources/guide/learning/howard_gardner_theory_multiple_intelligences.pdf

















