



# Victorian Essential Learning Standards

## Sample Unit

## Travelling to School

Level 2: Interpersonal Development, English, Mathematics, Information and Communications Technology

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## Introduction

*Travelling to school* uses student experiences of travelling to and from school to develop their knowledge of road safety and skills in graphing and mapping. Students conduct surveys and develop pictographs to show how students travel to and from school. They develop a pictorial map of a route they are familiar with, identifying key features along the way. They consider rules and behaviours that make travelling safer. They develop and publish an electronic text to demonstrate road safety knowledge, skills and behaviours.

This unit provides opportunities for students to demonstrate achievement against the standards in Interpersonal Development, English, Mathematics and Information and Communications Technology. The activities also include learning experiences related to the domains of Health and Physical Education and Humanities, although there are no standards at Level 2 in these domains.

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## Learning focus

This unit addresses learning focus statements from all three strands. These include:

### **Physical, Personal and Social Learning**

Health and Physical Education

- identify and learn about traffic safety rules and behaviours

Interpersonal Development

- work in teams with allocated roles and responsibilities to complete tasks within a set time frame

Personal Learning

- prompted by questions, reflect on their thinking and learning

### **Discipline-based Learning**

English

- write a recount that includes several related ideas in sequence
- listen to and produce spoken texts

The Humanities

- learn about and develop simple maps

Mathematics

- construct and analyse pictographs



## Interdisciplinary Learning

Information and Communications Technology

- use simple ICT tools and techniques to visualise their thinking

## Victorian Essential Learning Standards

*Travelling to School* can be used to assess a range of Victorian Essential Learning Standards.

The table below is an example of how this unit might be used to assess some Level 2 standards.

| Strand  | Domain                                    | Dimension                    | Key elements of standards<br>Students:   |
|---|---|------------------------------|--|
| <b>Physical, Personal and Social Learning</b> | Interpersonal Development                 | Working in teams             | ...work in teams in assigned roles, stay on task and complete structured activities within set time frames.<br>...share resources fairly (and) describe their contribution to the activities of the team.  |
| <b>Discipline-based Learning</b>              | English                                   | Writing                      | ...write short sequenced texts that include some related ideas about familiar topics.<br>...write texts that convey ideas and information to known audiences.  |
|   |   | Speaking and listening       | ...demonstrate, usually in informal situations, that they are able to speak clearly using simple utterances and basic vocabulary.<br>... contribute to group activities by making relevant comments and asking clarifying questions to facilitate communication.<br>...organise spoken texts using simple features to signal beginnings and endings. |
|   | Mathematics                               | Measurement, chance and data | ...collect simple categorical and numerical data (count of frequency) and present this data using pictographs and simple bar graphs.   |
| <b>Interdisciplinary Learning</b>             | Information and Communications Technology | ICT                          | ...manipulate text, images and numeric data to create simple information products for specific audiences.  |

For further advice see the [Assessment](#) section (page 9).



## Teaching and learning activities

This unit focuses on the development of visualising and representing routes travelled by students around the school community and an awareness of safety rules for travelling.

Refer to [Unit resources](#) (see page 10) for materials required throughout the unit and other student and teacher support materials.

During the unit, teachers could raise and reinforce safety issues and take students on a class walk in the local area, to provide opportunities for students to practise road safety protocols.

Throughout the unit students work in groups, with assigned roles and responsibilities. Teachers provide opportunities for students to discuss group roles, and how effectively they are contributing to activities and completing tasks within set timelines. Before commencing the activities, teachers develop with students a [code of cooperation](#) (see *Teaching and learning resource*) for working in groups.

Teachers also provide opportunities for students to reflect on their learning and how they work in a group with assigned roles. The reflection can be completed in a journal using a sentence such as ‘My group worked well today because...’. Teachers can also prepare strips with sentence starters that students paste in their journal and complete. Alternatively students can draw a picture of themselves working in a group and annotate with, for example, a star rating.

### Activity 1: Travelling to and from school

#### Travelling to school

Teachers conduct a class travel survey which records the modes of transport used by class members when travelling to school on a given day. Students suggest possible categories for the survey.

Teachers model how to use the data collected to construct a large pictograph and lead a class discussion about travelling to school, focusing on the following points:

- What is the most popular mode of transport?
- Why do you think most students use this type of transport?
- Which is the least popular mode of transport for students?
- Do you think students always use the same mode of transport?
- What things might occur to make students change the way they travel to school?

#### Travelling from school

Using the same categories as in the previous activity, teachers and students repeat the survey this time focusing on the modes of transport used to travel home from school. In groups, students construct a large pictograph of the results.



Teachers lead a class discussion, focusing on questions similar to those for travelling to school, and a comparison of the results of the two surveys, such as:

- How are the results similar or different for travelling to school?
- Do you think that students always use the same mode of transport to travel to and from school?
- What things might occur to make students change the way they travel to and from school?

## Activity 2: Graphing

Each student surveys 5–6 students, including themselves, on the modes of transport for travelling to and from school.

Each student constructs a pictograph based on their survey.

In groups, students discuss and compare the results of their surveys using the following questions as prompts:

- Are the results the same for each student survey?
- How are the surveys different?
- Why are they different?

A reporter (see *Teaching and learning resource*) for each group shares with the class the results of the discussion.

Teachers lead a class discussion comparing the results of the individual surveys and the whole-class travel survey, focusing on the following:

- Are the results the same as for the class pictograph?
- Can you suggest reasons for some being the same and some being different?
- If we surveyed another class in the school would the results be the same as for our class?
- What statements can we make about the class survey?

Students write statements about their graphs focusing on differences between individual and whole-class results.

Teachers repeat the class survey on later occasions to test the reliability of the results. This will further develop students' understanding of variables that may affect the results.

Teachers use reflective questions (see *Teaching and learning resource*) to lead students through a discussion on the process used to develop a pictograph and the skills use to work collaboratively with each other.

## Activity 3: Mapping

Before beginning the activity, teachers provide a scenario. For example, there is a visitor to the classroom and you have been asked to give directions to the adventure playground. Teachers ask students to think about:

- the key points or features on the route



- the order in which they pass the key features
- where they are located? – next to/to the left/to the right?

In pairs, students work together to describe the route from the classroom to the adventure playground.

Teachers ask students to share their descriptions with another pair of students.

Teachers lead students through the development of a simple pictorial map of the school showing the route from their classroom to the adventure playground. Students suggest key buildings and features to be included such as the library.

Teachers discuss with students suitable safety signs, for example, no running, that could be included on the map.

In pairs, students each describe the route they take from their home to school. They describe the key points along the way, for example, the park, John's house, the fire station, the pedestrian crossing and so on.

Each student draws a simple pictorial map of their route from their home to school identifying four key features along the way.

Students write statements describing an aspect of their journey to school.

## **Activity 4: Road safety**

### **Pedestrian safety**

Using a think, pair, share (see *Teaching and learning resource*) approach, students reflect on and discuss the questions:

- Why do we have rules?
- Which road safety rules do we know?

A nominated reporter (see *Teaching and learning resource*) in each group reports to the class. Teachers list and record the responses.

Teachers discuss the meaning of the slogan, 'Stop, Look, Listen and Think' and how it reminds people of pedestrian safety.

Students practise being safe pedestrians through role play. Some students dress up as vehicles, for example, using cardboard boxes decorated to resemble cars, with straps attached. Other students take on the role of pedestrians. Students practise the rules of being a safe pedestrian by taking turns at being either a vehicle or pedestrian.

Students use the Pedestrian safety sheet (see page 12) to list what they need to see, listen to and think about when being a pedestrian. Students read their responses to the class, and teachers discuss the responses with them.



### **Passenger safety**

Teachers explain why it is important to be aware of safety rules when travelling in a vehicle and lead a class discussion on the types of vehicles in which students are often passengers. Teachers provide scenarios that include different types of transport for students and follow these with discussion questions, for example, ‘My brother and I start fighting in the back seat of the car. We are yelling and pushing’, followed by the question, ‘Why is this dangerous?’.

Teachers divide students into groups based on the modes of transport they use to travel to and from school. Students role-play the correct procedures to travel to school safely, demonstrating, for example, the correct way to wear a safety belt, or the procedure for safely entering and exiting different types of vehicles. Students present their role-plays to the class.

Using their journals, students write about what they have learned about passenger safety and how they have learned it.

Teachers refer to the list developed on the [Pedestrian safety](#) sheet (see page 12). Using the list students create a traffic safety slogan and display the slogan in the classroom.

### **Activity 5: Signs for safe travel**

Teachers provide a range of signs that students may see when travelling to and from school, discussing each sign, where it is used and why signs are necessary.

Using [Signs for safe travel](#) (see page 13) as an electronic file, students insert safety signs from a clip art gallery. Students insert images that represent three of the following:

- school children crossing
- stop
- give way
- traffic lights
- pedestrian crossing.

Students type a short statement about safe travel to and from school for each selected image. They print and display their work.

### **Activity 6: Safe travel**

Students write a recount that explains how they travel safely to and from school. Using word-processing or digital presentation software, students:

- identify the mode of travel
- name two safety protocols that they observe
- explain why these protocols are important
- insert images from a clip art library to illustrate their text.

Alternatively, students could develop a poster or song about travelling to school.



Before printing, students check formatting and accuracy of text. They use the map of their journey to school from Activity 3 to accompany their recount.

Students present their recount to the class or to small groups. Teachers encourage students to ask questions about each other's work, including:

- Why did you choose to write about that experience?
- What have you learnt about traffic safety?
- What do you think are the best features of your story?
- What would you change about your story if you did it again?

Teachers present finished recounts as a class book.

Students complete a self assessment using a PMI (see *Assessment resource*) on their story and map. Using their journals, students consider:

- what they have learnt about safety rules
- how they apply safety rules
- how they will use what they have learnt to improve their traffic safety practice in the future.



## Assessment

The Victorian Essential Learning Standards supports a combination of assessment practices:

- Assessment of learning (summative)
- Assessment for learning (formative)
- Assessment as learning (ongoing)

Further information on these can be found at:

<http://www.sofweb.vic.edu.au/blueprint/fs1/assessment.asp>

When assessing student achievement, assessment criteria can be developed from relevant standards and associated tasks or activities. The table below shows a range of assessment criteria, tools and strategies applicable to this unit. Teachers could choose to use some or all of these or use the unit to assess other standards.

| <b>Standards</b>  | <b>Assessment criteria<br/>(Examples)</b>  | <b>Evidence</b>   |
|---|--|---|
| <b>Interpersonal Development</b><br><i>Working in teams</i> | Ability to: <ul style="list-style-type: none"><li>• work effectively in different assigned roles</li><li>• stay on task and complete activities within set time frames</li></ul>   | Teacher observations and records of students' skills in working with others (Activities 2, 3 and 4)<br>Student reflections (Activity 2)   |
| <b>English</b><br><i>Writing</i>                            | <ul style="list-style-type: none"><li>• write a short sequenced recount</li><li>• select appropriate content</li><li>• link ideas in a variety of ways using pronouns, conjunctions and adverbial phrases indicating time and place</li><li>• accurately spell frequently used words</li><li>• make use of known spelling patterns to plausible attempts at spelling unfamiliar words</li><li>• use a range of editing resources to revise and clarify meaning</li></ul> | Recount on traffic safety recount on how they travel safely to and from school (Activity 6)<br>Pedestrian safety (Activity 4)<br>Signs for safe travel (Activity 5)<br>Teacher observations and records of students' skills in using strategies for spelling and editing (Activities 3 and 6) |
| <b>English</b><br><i>Speaking and listening</i>             | <ul style="list-style-type: none"><li>• convey ideas and information of their experiences in travelling to school, to the class or group</li><li>• use appropriate structures to achieve some organisation of the recount</li></ul>  | Teacher observations and records of students discussing their recount with others (Activity 6)  |



| Standards  | Assessment criteria<br>(Examples)   | Evidence  |
|--|---|---|
| <b>Mathematics</b><br><i>Measurement,<br/>chance and data</i>  | <ul style="list-style-type: none"><li>• collect simple categorical and numerical data</li><li>• present data using a pictograph</li><li>• interpret information from their own graphs and the graphs of others</li></ul>  | Pictograph of modes of transport used to travel to and from school (Activity 2)<br><br>Teacher observations and records of students' skills in asking questions (Activity 6) and interpreting graphs (Activities 1 and 2) |
| <b>Information and Communications Technology</b><br><i>ICT</i> | <ul style="list-style-type: none"><li>• manipulate text and images to create a recount for a class book</li><li>• make simple formatting changes to improve the appearance of their recount</li><li>• retrieve and save new files using a naming system</li></ul> | Signs for safe travel (Activity 5)<br><br>Publication of recount (Activity 6)<br><br>Teacher observations and records of students' skills in manipulating images and saving files   |

See the *Assessment resource* for advice on developing rubrics.

## Unit resources

### References

Public Transport Education Programs, *Travel On*, Department of Infrastructure  
RACV, *Street Scene, Public*  
VicRoads 1997, *RoadSmart (Children and Traffic Safety)*

### Software

Microsoft Word

PowerPoint

RoadSmart – an interactive program for primary schools produced by VicRoads. The CD-ROM promotes a number of traffic safety messages including planning a journey, driveway hazards, choosing safe crossing places, safe bus travel and passenger behaviour.  
[bookshop@roads.vic.gov.au](mailto:bookshop@roads.vic.gov.au)

### Videos

Department of Education, Employment and Training, bus safety video: *'One near miss is a miss too many'*, 33 St Andrews Place, East Melbourne 3002

### Equipment

A range of pictures of signs



## Websites

*At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the Internet, their continuing accuracy cannot be verified. Teachers are strongly advised to prepare their own indexes of sites that are suitable and applicable to this unit of work, and to check these addresses prior to allowing student access.*

Department of Education, Employment and Training, Health and Physical Education  
[curriculumatwork.education.vic.gov.au](http://curriculumatwork.education.vic.gov.au). Level 2 Traffic Safety Education: Our local area – safe travel

Traffic Safety Education Program – provides developmentally appropriate education on traffic safety.

VicRoads

[www.vicroads.vic.gov.au](http://www.vicroads.vic.gov.au)

Victorian Curriculum and Assessment Authority

[www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

Victorian Essential Learning Standards

Information regarding Level 2 standards is found at:

<http://vels.vcaa.vic.edu.au>

## Teacher materials

*Teaching and learning resource*

This document provides information about teaching and learning strategies referred to in the unit. It is available at <http://vels.vcaa.vic.edu.au/support/teaching.html>

*Assessment resource*

This document provides information about assessment strategies referred to in the unit. It is available at [http://vels.vcaa.vic.edu.au/support/assessment\\_resrouces.html](http://vels.vcaa.vic.edu.au/support/assessment_resrouces.html)

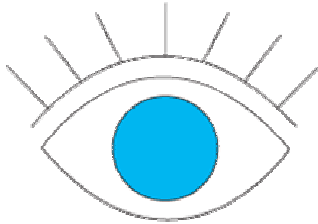
## Student materials

Pedestrian safety (page 12)

Signs for safe travel (page 13)

When you walk on a footpath or walk across a road, what do you use your eyes, ears and brain for?

**I use my eyes to look for**



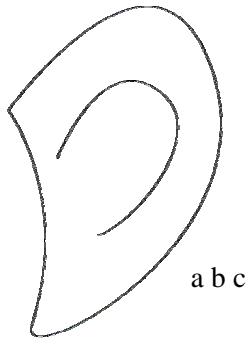
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**I use my ears to listen to**



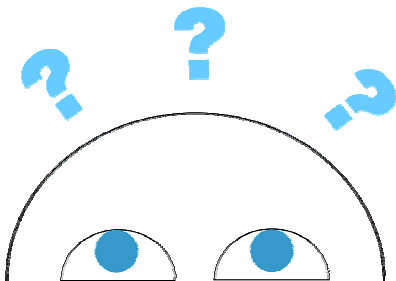
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**I use my brain to think about**



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# Signs for safe travel



Student Materials

Use a clip art library to insert signs for three of the following situations:

- school children crossing
- stop
- give way
- traffic lights
- pedestrian crossing.

Write a safety rule for each sign. Print your completed work to display in the classroom.

| <b>Signs</b> |                    |
|--------------|--------------------|
| Name:        |                    |
| <b>Sign</b>  | <b>Safety Rule</b> |
| 1.           |                    |
| 2.           |                    |
| 3.           |                    |