

**GUIDELINES FOR A TRAFFIC SAFETY EDUCATION
CURRICULUM FOR TRAINING OF GRADE R SCHOOL
FACILITATORS**

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ABSTRACT

The title of this study is "***Guidelines for a Traffic Safety Education Curriculum for training of Grade R school facilitators***". The purpose of the study was to suggest guidelines to compile a curriculum for the training of facilitators to teach the Grade R learners Traffic Safety Education (TSE). The study was carried out in the Eastern Cape Province of South Africa. The target groups were facilitators of pre-primary schools and lecturers from Universities, Technikons and Colleges of Education that were involved with the training of educators/facilitators.

The questions that emanated from the analysis of the problem were posed in 1.2.1 to 1.2.4. Also, the aims of the study were stated in 1.3.1 to 1.3.4.

The principal method of gathering information for the study was by means of questionnaires as discussed in 1.4.2, 5.3 and 5.4 respectively.

The data collected was analysed and discussed in sections 5.5 and 5.6 respectively. It was found that both facilitators and lecturers stressed the need for teaching TSE in pre-schools and schools. They also acknowledged that this vital aspect of education is lacking in South African schools. As such, it is a good move to aspire for the inclusion of TSE in the training of facilitators/educators.

It was therefore suggested that facilitators/educators should be trained (through in-service training and teacher training programmes in colleges etc) to teach TSE to learners. Further studies need to be done to check the extent to which the suggested guidelines are useful to facilitators' tasks.

OPSOMMING

Die titel van hierdie studie is "**Riglyne vir 'n Verkeersveiligheidsopvoedingskurrikulum vir die opleiding van Graad R fasiliteerders**". Die doel van die studie was om riglyne aan te beveel vir die daarstel van 'n kurrikulum vir die opleiding van fasiliteerders om Graad R leerders in Verkeersveiligheidsopvoeding (VVO) te kan onderrig. Die studie is uitgevoer in die Oos-kaap Provinsie van Suid-Afrika. Die teikengroepe was fasiliteerders van pre-primêre skole en dosente van universiteite, teknikons en onderwyskolleges wat betrokke is by die opleiding van onderwysers/fasiliteerders.

Die vrae wat voortgevloei het uit die ontleding van die probleem word gestel in 1.2.1 tot 1.2.4. Die doelstellings van die studie word voorts gestel in 1.3.1 tot 1.3.4.

Die primêre metode van inligtingversameling vir hierdie studie is aan die hand van vraelyste gedoen soos bespreek in 1.4.2, 5.3 en 5.4 onderskeidelik. Die versamelde data is geanaliseer en bespreek in afdelings 5.5 en 5.6 onderskeidelik. Daar is bevind dat beide fasiliteerders en dosente die behoefte vir die onderrig van VVO in pre-primêre skole en ander skole onderskryf het.

Hulle was dit eens dat hierdie uiters belangrike aspek van onderwys tans ontbreek in Suid-Afrikaanse skole. As sulks, sou dit 'n goeie doelwit wees om te poog vir die insluiting van VVO in die opleiding van fasiliteerders/onderwysers.

Daar word dus aanbeveel dat fasiliteerders/onderwysers opgelei moet word (deur indiensopleiding en **onderwyseropleidingsprogramme** aan kolleges ens.) om VVO aan leerders te kan onderrig. Verdere studie word benodig om te kontroleer in watter mate die voorgestelde riglyne bruikbaar sal wees in die take van fasiliteerders.

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CHAPTER ONE

1 ORIENTATION

1.1 INTRODUCTION

Throughout the twentieth century, remarkable progress has been made in South Africa to reduce the overall mortality and improve general health among children, but no such improvement has been achieved in reducing child mortality from traffic accidents.

Annually thousands of young pedestrian at the age of 5-6 are either killed, maimed or injured in traffic collisions due to deficient knowledge of traffic rules and regulations. This loss of manpower and human material is something our country can ill afford. One comes to realise that the country is faced with a matter of national importance, which should be given top priority. Therefore Traffic Safety Education contributes to accomplishing knowledge and skills to change behaviour and attitudes in order to create a new road user generation with a decreased accident rate (Drotské, 1998:8).

It is an indisputable fact that Traffic Safety Education is primarily the parent's responsibility. The example they set in safe road usage is important in shaping the correct and positive attitude in the development of the child with regard to traffic safety (Drotské, 1998:14).

According to Barnard (1994:258), parents cannot make an effective contribution unless they have attained a certain level of literacy enabling them to cope with information, which has to be read, to be understood and conveyed to the children. Unfortunately, if viewed realistically, this is impossible because a large percentage cannot cope in this regard (DoE, 1997a:2).

In supporting this statement, Venter (1992:4) indicates that Traffic Safety Education has become so specialised that parents do not possess knowledge and skills to educate the children regarding the necessary facts. He further stresses that schools should become involved in facilitating the training of children in the necessary traffic safety skills.

The schools are seen as obvious institutions to fulfil this mission hence curriculum guidelines for a Traffic Safety Education training programme for facilitators have to be developed.

1.2 STATEMENT OF THE PROBLEM

The Central Statistical Services (1996) showed that in 1996 over 3718 pedestrians died and 29894 were injured on South Africa (S A) roads. From this number, deaths and injuries amongst children of 5-6 years were 127 and 1008 respectively. These children suffered disproportionately from the effects of fragmented, uncoordinated and unequal ways in which Traffic Safety Education is handled by the facilitators. The successful implementation of programmes, which will overcome this problem depend in a way on the training of facilitators in Traffic Safety.

The Department of Education (DoE, 1997a:2) supports this statement by indicating that 9,4 million adults have less than nine years of schooling. Even if teachers are conscious of the importance of Traffic Safety Education, they cannot teach it unless they know what to teach, how to teach it and know something about child psychology (Royal Society for Prevention of Accidents (RoSPA), 1975: 23). A majority of school facilitators (in South Africa) have not had the benefit of exposure to a Traffic Safety Education programme and consequently are not qualified to produce better results concerning safe participation of children in the traffic situation.

Du Plooy (1986:32) states that in countries where Traffic Safety Education is not compulsory in schools, pedestrian death rate is very high. The fact of this statement is shown on the table below where SA is compared with other countries. (Note the statistics are as per 100 000 kilometres travelled.)

Table 1.1: Comparison of South Africa's accident rate with other countries

Country	Accident rate	Traffic Safety Education
USA	1.8	Compulsory
Canada	2.9	Compulsory
Denmark	2.6	Compulsory
Finland	2.0	Compulsory
France	2.6	Partly
Germany	3.8	Compulsory
Great Britain	2.1	Compulsory
Norway	2.25	Compulsory
Israel	4.2	Compulsory
Turkey	12.0	Not compulsory
Sierra Leone	23.6	None
South Africa 1982	16.8	Partly compulsory

(Accident rates obtained from the report of International Road Federation (1981:40-117))

The Central Statistical Service (1997: 2) indicates that during the summer holidays of 1996/97, 1259 people died on our roads. Apart from trauma experienced by the affected families, for losing their virtually irreplaceable children, there is also an economic factor, which cannot be disregarded. The economic implication of South African accidents indicates an enormous financial loss for the country. It also prevents the development and growth of the country due to high hospitalisation costs by the Government.

Though a big step has been taken with the inclusion of Traffic Safety Education in Curriculum 2005, a reduction of pedestrian injuries and fatalities would be insignificant if there is no provision for the training of facilitators. Recently, the Government of National unity has recognised the critical importance of ignoring the reception phase being the pillar of the foundation for later or long life learning by incorporating Early Childhood Development (ECD) as an intrinsic component of the White Paper Policy framework for Education and Training in a democratic South Africa (DoE,1997b:4). From 1997, a three year ECD pilot project is being conducted after which the Department of Education will be able to determine whether the training of Grade R facilitators should fall under colleges of education or Technikons. This emphasises the fact that curriculum guidelines for Traffic Safety Education training programmes for Grade R facilitators should be developed.

Facilitators themselves have to be internalised into the correct attitude, possess the relevant knowledge and master the special life skills related to safe participation in Traffic Safety Education in order to teach the subject (Smith 1990:2).

The negative attitudes of facilitators towards the inculcation of Traffic Safety Education to learners are probably due to insufficient knowledge and skills of integrating the learning area. This situation can be attributed to a lack of goal directed training of traffic safety within their professional school curriculum. To Smith (1990: 2) the effective training of learners as safe road users depends on the effective training of facilitators, hence curriculum guidelines are essential.

RoSPA (1975:23) emphasises that those facilitators already qualified will need in-service training and time to time seminars in order to receive thorough instructions for both theory and practise of traffic safety. This will assist them to cope with the new strategy of Outcomes-Based Education. It is not yet possible to assess fully the value of these curriculum guidelines for training of schools facilitators but their usefulness in influencing facilitators' attitudes and encouraging sense of responsibility towards building a new traffic safety oriented generation. It could present an essential contribution in preventing the frequency and severity of young pedestrian deaths.

The curriculum guidelines for the training of facilitators contribute towards the accomplishment of specialised knowledge and skills of traffic safety by facilitators who will make Grade R learners aware of the traffic problem in their immediate area and also keep in the forefront of their minds the traffic rules to obey. In actual fact, failure to design and develop curriculum guidelines for training of Grade R facilitators, will lead to facilitators conveying Traffic Safety Education in an uncoordinated manner.

It can be stated beyond doubt that if Grade R facilitators are not exposed to Traffic Safety Education training, then education media, illustrative programmes and products will eventually be valueless. These programmes have been developed with the aim of educating the young learners to act in an independent and responsible way in order to keep themselves and others safely in traffic (Rothengatter, 1981:14). On the other hand Venter (1994:2) states that the selection, classification and integration of appropriate education media demands knowledge and skills for which guidelines must be provided.

This present trend indicates that the Grade R school facilitators are faced with problems of not knowing:

- What the schools' responsibilities are towards Traffic Safety Education.
- What the needs of Grade R facilitators are regarding Traffic Safety Education.
- What the present situation is regarding the education and training of young learners in Traffic Safety Education and what it would be.

The above problems will bring about stress and resistance to Grade R school facilitators who have never received training or guidelines in Traffic Safety Education.

1.3 THE AIMS OF THE STUDY

In this study attempts will be made to:

- 1.3.1 indicate the responsibility of the school towards Traffic Safety Education,
- 1.3.2 evaluate existing Traffic Safety Education training programmes,
- 1.3.3 determine the needs of Grade 'R' facilitators with regards to Traffic Safety Education, and
- 1.3.4 provide curriculum guidelines for a curriculum for the training of Grade R facilitators in Traffic Safety Education.

1.4 METHOD OF RESEACH

1.4.1 Literature study

A literature study was done to collect information regarding aspects emanating from the problem statement. For instance: primary and secondary sources have been used, thereafter the data collected has been critically analysed and reported on.

An Eric DIALOG Search has been conducted, using these words: Grade R, school facilitator, traffic, safety, education and Traffic Safety Education.

1.4.2 Questionnaire

Concerning the empirical study, a structured questionnaire was given to Grade R school facilitators in order to determine whether guidelines for Traffic Safety Education for training of Grade R school facilitators would overcome the anticipated problem.

The questionnaires were also used to determine whether the training of Grade R facilitators would promote Traffic Safety Education in schools.

1.4.3 Population sample

The population sample comprised of:

- Rural/urban pre-schools in East London district (N=64).
- Lecturers in colleges, Universities and Technikons of the Eastern Cape that train Grade R school facilitators (N=34).

1.4.4 Statistical method

The statistical methods and techniques have been decided on after consultation with the Statistical Consultation Services of the PU for CHE.

1.5 DEFINITION OF TERMS

1.5.1 Introduction

In this section, the key terms used in this study are defined. The definition of these terms was necessary for providing directions or clarifications for the line of discussion in the study. The terms referred to are the following: traffic, safety, education, Traffic Safety Education, facilitator, curriculum and Grade R.

1.5.2 Traffic

According to Dreyer (1986), 'traffic' refers to interaction between elements and forms which constitute road traffic i.e. interaction between man as road user (pedestrians, cyclists, motor vehicle drivers and passengers) and the road (with its environment and conditions).

Drotské (1998:38), agrees with this statement by stating that there seems to be a dual meaning; the first indicating any form of movement or coming and going in and the secondly interaction between road users.

They further contend that traffic has become part of everyday reality in which the present day human finds him/herself because each individual whether he/she wants to or not becomes a participant of the traffic, the moment he/she steps out of his/her home.

1.5.3 Safety

In the traffic context 'safety' refers to the collision free movement of and interaction between traffic elements and forms. In this way collisions which result in physical injuries, deaths and financial loss can be prevented (Dreyer, 1986).

Drotské (1998:39), defines 'safety' as indicating security, freedom of danger, protection and refuge (without fear). The term 'safety' qualifies how interaction between the traffic should occur.

1.5.4 Education

Dreyer (1986:1) defines 'education' as the deliberate assistance given to a non-adult by an adult educator. Such assistance inculcates specific virtues and skills in order to prepare the child for his future and the demands that the realities of society will have on him.

Drotské (1997:4), defines 'education' as an action that occurs where one person deliberately concerns him/herself with another person who cannot be passive during these actions but who has to accept the offered help and process it.

Furthermore, education implies a change from indecisiveness, dependence, lack of vocation, irresponsibility and immaturity to a condition of accountability, independence, vocational realisation, responsibility and maturity.

With proper education on traffic safety measures, and instilling proper skills to road users at large, a harmonious, unobstructed movement of traffic on all roads would be experienced. No matter where and when we probe into man's history we find evidence for his possession of knowledge, skills and customs that are the result of deliberate teaching. It can be concluded that though schooling is the comparatively recent feature of man's society, education is as old as man himself.

Traditionally, most probably in rural areas where roads and bridges were scanty, children were educated to cross at safe places, because "rivers are dangerous if crossed anywhere." Therefore children had to select safe places to cross complying with the rules of the river, likewise to the road. In so doing deeper lessons were taught and discipline instilled into the children with the aim of making every child self-confident and to conform to the accepted rules and regulation of the river and road.

1.5.5 Traffic Safety Education

In examining Traffic Safety Education from the Christian perspective (Ex. 20:13), God commands people 'not to murder'. It, however, appears that some of these traffic accidents contradict this commandment. Traffic Safety Education tries to bring a form of education, which is believed to be the best in reducing the country's unacceptable high traffic collision- and fatality rate.

To that effect it is necessary to outline the essential elements of the term Traffic Safety Education, e.g. Traffic, Safety, Education.

Dreyer (1986) defines Traffic Safety Education as education through which the road user starting with the child from toddler stage acquires knowledge concerning road traffic safety, road traffic rules and road traffic situations to which these rules apply and develop skills for the effective application of the traffic and road safety rules.

Venter (1997:3) asserts that Road Safety Education implies more than teaching people to cross the road, to ride a bicycle or to pass the driver's licence test. Although all these are important, safe road usage places demands on such matters as problem solving, decision making, values and attitudes in addition to the knowledge of traffic laws, consequences of one's actions and an understanding of technical matters related to safe vehicle operation.

A distinction between Traffic Safety Education in general and Traffic Safety Education specialisation has been made, the former as part of moral education and the latter as focusing on traffic safety and achievement of high level of conduct in traffic, (Drotské,1998:7). The former three authors further view both types as vehicles to equip the traffic participant, to keep himself and others safe in the street (Specialised Traffic Safety) by acting in a responsible socially mature way in traffic (General Traffic Safety Education).

Despite its apparent informality, Traffic Safety Education (general) has clear goals and there are no dropouts because steps are taken by parents to ensure that promotion from one stage to the next in child education is not based on selection but is automatic.

1.5.6 Facilitators/Educators

In the old system teachers were the ones who transferred information to the learner and expected it to be memorised and produced. In the new system teachers are known as facilitators. They become responsible not just for academic knowledge but also for the growth of the learners as serious citizens. The focus is now on the children as learners and the facilitators must facilitate the learning.

According to the Department of Education (1997b: 3), this is the term used for all Early Childhood Development education and training development practitioners. This encompasses the whole spectrum of ECD educators, trainers, facilitators, lecturers and caregivers including those qualified by their experience, and who are involved in provision in homes, centres and schools.

1.5.7 Curriculum

The term "curriculum" includes all aspects of teaching and learning. Carl (1995:31) picks up that different researchers give different arguments with regard to the meaning of curriculum. The definitions are as follows: Stenhouse (1966:1-5 as quoted by Carl, 1995:31) puts it clearly that curriculum offers perspectives from which educational aims are realised in practise.

Carl (1995:31) sees it as the sum total means by which a learner is guided in attaining moral discipline requisite to the role of an intelligent citizen in a free society. It has all the learning experience that the students have under the direction of the school.

Carl (1995:31) describes it as the whole spectrum of compulsory and optional activities which are formally planned for the students.

Carl (1995:31) sees the curriculum as the planned and guided learning experiences, formulated through systematic reconstruction of knowledge and experience, under the auspices of the school, for the learners' continuous and wilful growth in personal social competence.

1.5.8 Reception year

According to the DoE Interim Policy (1997b:3) the Reception year should not be understood as an institutionalised year of instruction in the primary school at this stage. The current context requires indirect preparation for the Reception year to be introduced in the future as the first introductory year of an integrated reception programme. ECD services which will include children who are 5/6 years old and are outside the school system, will be supported until the school system can adequately accommodate all 5/6 years olds.

1.6 SUMMARY

This chapter deals with an orientation or an overview of the study. The chapter also covered the following aspects: statement of the problem, the aim of the study, method of research and summary.

In Chapter two the role of traffic safety in the lives of children is discussed. Since both teachers and parents are largely responsible for the introduction of young learners in Traffic Safety Education, they are necessary important factors in the application of Traffic Safety Education for children. The main aspects covered under this heading include: young learners and traffic safety, why young learners are accident prone, factors affecting learning and teaching, the role of teachers in educating Grade R learners, the role of parents in educating young learners to be safe road users.

Chapter three discusses the place of Traffic Safety Education in the curriculum. The chapter covers curriculum, historical aspects, the curriculum and Traffic Safety Education, Traffic Safety Education in other countries, Traffic Safety Education in South Africa and Traffic Safety Education programmes.

Chapter four focuses on the norms and standards of training pre-primary teachers during three time slots: past, present and future. This chapter also includes the role of traffic safety within the training of teachers/educators.

In Chapter five a survey on pre-primary teachers' opinions with regard to teaching Traffic Safety Education is carried out. Also a survey into the lectures in Universities, Colleges of Education and Technikons is carried out and reports made.

Finally, Chapter six summarises the needs of pre-primary teachers and lecturers with regard to teaching of Traffic Safety Education. It also provides recommendations and states guidelines for the curriculum of training pre-primary teachers in Traffic Safety Education.

CHAPTER TWO

2. YOUNG LEARNERS AND THE ROLE PARENTS AND TEACHERS CAN PLAY IN THEIR TRAFFIC SAFETY EDUCATION

2.1 INTRODUCTION

Previously the problem of traffic safety was attributed mainly to the human factor due to the fragmented way in which educational sectors e.g. formal, informal and non-formal handled it (Venter, 1994:1).

The Royal Society for Prevention of Accidents (RoSPA) (1997) indicates that Traffic Safety Education was provided by agents who did excellent jobs with limited resources but Traffic Safety was not accepted as a school subject.

The second draft on the Traffic Safety Community project for the Reconstruction and Development Programmes (RDP) (1994:3), confirms that professionals in the field of traffic safety, with limited manpower have been unable to render effective services to all target groups.

Venter (1994:1) asserts that the solution to the problem of unsafe traffic is usually sought in two areas viz. a technical area and an education area, which are responsible for shaping the road user into a more skilled and responsible road user. He further emphasises, that due to the technical problems, which are more exact and concrete, people who are responsible for Traffic Safety Education tend to focus their attention on the technical area and neglect Traffic Safety Education in spite of the fact that 80% of all collisions can be ascribed to the human factor.

The Joubert Committee Report (1955-1957) as quoted by Dreyer (1986:7) discloses that initially, South Africa had no written aims and objectives for Traffic Safety Education. As a result there were misconceptions about whose responsibility it was to educate people or children about traffic safety. It is an indisputable fact that the comprehensive educational task of teaching Traffic Safety Education was not a simple matter. As a result there has been no concerted effort to address the problem appropriately.

The fact that there were no formal Traffic Safety Education programmes in schools, together with insufficient traffic safety knowledge by parents - resulted in children having not been effectively educated in safe traffic usage in the true sense of the word.

This chapter will therefore endeavour to throw light on the young learners and Traffic Safety Education, why young learners are accident prone, the role of teachers in educating the Grade R learners and the role of parents in educating young children to be safe road users.

2.2 YOUNG LEARNERS AND TRAFFIC SAFETY EDUCATION

The problem surrounding traffic accidents have long been considered one of the most important social issues in South Africa because it is one of the greatest sources of deaths in the country. In younger children it is one of the largest causes of deaths. From childhood the child is trained, assisted and taught not only sensible eating habits and rules of personal hygiene but also rules and regulations and attitudes which will ensure his own safety and the safety of other road users (Department of Transport 1999:1).

It is common knowledge that certain characteristics of the stage of development, in which a child finds himself, have a limiting effect on the way he behaves as a road user. Except for the limiting characteristics which are typical of children of all countries and at all levels, there are certain limitations which are specifically related to children living in underdeveloped communities (Dreyer, 1986). He mentions them as follows:

2.2.1 Socio-economic conditions

Research has indicated that there is a definite correlation between the level of education, occupation and income of parents in underdeveloped communities and the physical growth of their children. It has also been found that a correlation between the parents' socio-economic status and their children's scholastic and psychological test achievements exists.

2.2.2 Milieu

Because of socio-economic conditions the underprivileged child finds himself in an environment which is geographically and physically inadequate with insufficient interpersonal communications and lack of a supportive educational milieu.

2.2.3 Language

Syllabi, which are developed by experts on the first world's standard do not always take into consideration that children living in primitive communities suffer from limited vocabulary as well as poor developed speech, reading and writing skills.

2.2.4 Cognitive levels

Although several variables like sex, age, intellectual abilities, aptitude, support from family members are important, it has been found that children of educated mothers are better developed with reference to skills relating to perception, memory, motor development and numerical classification.

2.2.5 Perception and depth perception

All children go through the same stadia of developing perception of space, but the ages at which the stadia are reached differs. Perception is determined by culture, environment and actual experience, the possibility that it can be developed exists.

Depth perception is the ability to distinguish objects in the foreground against objects in the background and also with the concept of far and near. The further away the objects become, the more difficult it is for the learners to observe the relationship between the objects. In traffic it means that the child will find it difficult to identify a vehicle which is far away against the objects in the fore ground.

2.2.6 Lack of experience

As a result of insufficient perceptual exercise and a want of stimuli, children from poor areas have serious shortcomings as far as their field of experience is concerned.

Educating young learners regarding traffic safety is essential and indispensable because roads are dangerous places for young children who may have little or no road sense (Drotské, 1997: 62). A child's behaviour cannot be judged by the same norms as that of an adult, for the child reacts according to his age and experience.

According to Venter, (1997: 1) through traffic education young learners will:

- develop the ability to observe, react and contribute to the acquisition of experience through knowledge and insight;
- have a socially integrated pattern of behaviour, which is essential in traffic, and
- have basic principles of road safety from earliest childhood, which will result in respect for traffic rules and have positive attitudes towards other road users.

He also asserts that children must be aware of their potentials and limitations as well as of their vehicle of transport with regard to speed, braking ability and stopping distance.

The above statements strongly indicate that teachers should be committed and play a major role in educating young children in as far as traffic safety is concerned.

2.3 WHY YOUNG LEARNERS ARE ACCIDENT PRONE

Each time you venture into a street, it is a unique situation especially for the young learners. The reason being that the total spectrum of traffic situations is not user friendly. Educating the younger ones regarding crucial issues in traffic safety is essential and indispensable. Children should be educated in schools to be responsible road users.

The study will focus on limitations of a young learner with regard to Traffic Safety Education. Drotské (1998b:16) maintains that a young child is vulnerable in a traffic situation and unless aspects like physical aspects, perception development and cognitive development, could be taken into consideration by the educator, a young learner will not participate safely in a traffic situation. These aspects are discussed in Section 2.3.1, 2.3.2 and 2.3.3.

2.3.1 Physical aspect

The child's physical size is a limitation to him in traffic because he has a limited view of his environment. The child is too small and cannot, when standing on the pavement behind or in front of a vehicle, see oncoming vehicles. The driver as well cannot see the child who is standing in front or behind a vehicle on the pavement (CENETS, 1999:90-101).

Owing to his large head in comparison with the rest of his body (top heavy) the child would land on his head during an accident. The consequences will be brain damage, which will affect his whole life. Serious injuries may lead to learning problems, epilepsy and other neurological problems (CENETS, 1999:90-101).

2.3.2 Perceptual development

When the teachers educate young learners on the issues of perceptual skills, they must consider that these are the skills the learner should master in order to learn successfully. Perceptual skills develop through physical growth, neurological maturation and concrete experience. It is exactly these undeveloped perceptual skills and lack of concrete experience that cause young learners greatest limitations in traffic (CENETS, 1999:90-101).

- *Gross motor co-ordination*

This means the ability to use large muscles of the body like crawling, and walking, throwing and catching, should be developed. This will enable the child to walk in a co-ordinated manner. Once this aspect has been developed, the child's movements in traffic will no longer be uncertain, clumsy, slow or unsure (CENETS, 1999:91).

- *Fine motor co-ordination*

This enables the learner to co-ordinate his eye muscles, hands and fingers. The development of the eye is not only important for learning but also to move his eyes in the traffic situation. Development of this aspect will help the child to be able to co-ordinate eye and hand movements and have broader vision. The child will be able to focus on objects outside his immediate area of vision (tunnel vision) (CENETS, 1999:94).

- *Body image*

An awareness of body movements enables dynamic movements and this is associated with a conception of movement. A poor body image results in poor judgement of space, distance, time and speed. If this is not developed, the child will not act confidently in traffic (CENETS, 1999:95).

- *Laterality*

Laterality is the inner awareness that one side of the body differs from the other side. It is also associated with directionality. The child should be aware of the right and left sides of his body. The child will be able to participate safely in traffic as it is based on right and left movements (CENETS, 1999:95).

- *Directionality*

In order to move safely in traffic, a child needs an awareness of laterality and the projection of this awareness in space such as up, down, left, right, in front and behind. If the child has been developed in this aspect, he will be able to move safely in traffic. A child will have to change his direction in traffic, sometimes suddenly in order to be safe (CENETS, 1999:95).

- *Spatial relations*

If the child has been developed in this aspect, he will be aware of:

- his own movement within a given area,
- his own position in relation to an object e.g. left, right, above, etc. In traffic this awareness will determine his position in relation to traffic,
- his position to more than one objects or in relation to other objects, and
- his position in relation to parked cars and moving cars (CENETS, 1999:96)

- *Vision*

A young child cannot discriminate between near and far, small and big. For him an object that is far away is small and that which is small cannot hurt him. A young child cannot see sideways unless he has been fully developed. This proves that he will experience problems in traffic. He cannot perceive movement at the corner of his eyes hence he will not observe oncoming vehicles (CENETS, 1999:96).

- *Auditory*

This is the ability to localise sounds. The development of the auditory skills is of vital importance for learning and also in the traffic situation. Children are not good at locating sounds e.g. cars moving fast or slow, because of inexperience. On the other hand they cannot identify the direction from which the sound originates without turning the head to that direction. This causes him to stand still in front of the vehicle to determine from where the sound comes (CENETS, 1999:97).

2.3.3 Cognitive development

The child's thoughts are rigid. He learns through his senses from what he sees, hears and handles. He does not think abstractly but concretely and thus cannot anticipate cause and effect. The researcher has picked up that both parents and teachers are faced with a tremendous challenge with regard to educating young learners in Traffic Safety Education. If they work together the learners will participate safely on the road and the lives of our children will be safer (CENETS, 1999:99).

2.4 THE ROLE OF EDUCATORS IN EDUCATING GRADE R LEARNERS TO BE SAFE ROAD USERS

Venter (1994:6) maintains that the educators or facilitators who are mostly involved in providing formal and informal Traffic Safety Education deliberately are teachers and road safety officers. These officers will perform effectively if the division of traffic safety trains them on how to convey traffic safety precautions to the different categories formally and informally.

Van der Molen's work (1983:4) supports the above statement by saying that road safety comprises of three basic elements, viz. engineering, enforcement and education.

Teachers are seen as professionals who, based on their experience, are charged by the society with making leading inputs with regard to planning, implementation and evaluation of educational programmes (Smith, 1990:2).

Traffic Safety Education has been seen as the task of the family but because of differentiation of labour and high cost of living, it has become virtually impossible for parents to train their children for every situation in life. It has been within this context that the role of the school, and in particular teachers, becomes vital.

It is not suffice to have teachers present Traffic Safety Education at schools without being trained. Teachers themselves have to internalise the correct attitude, possess relevant knowledge and master the special skills related to safe traffic participation in order to teach the subject effectively (Smith, 1990: 5). In supporting this view Carl (1995) suggests that teachers should be trained and supported in their work.

To meet the above requirements the teachers should be educated in their initial training while teachers who never received Traffic Safety Education as part of their professional training should be empowered by traffic safety officials through teacher seminars and in- service training.

Drotské (1997:4) stresses the fact that it is important for the teachers to know the learners they teach and to allow them to make use of traffic safety content that are relevant to the learners' prior knowledge and interest level during presentation. She further indicates that the manner, in which the behaviour of the learner is commended, frowned upon, has a large influence on the child's future attitude toward traffic matters as well as his self-image.

The honest fact is that teachers will never achieve their goal if they do not work hand in glove with parents. Therefore the part played by the parents in educating their children on traffic safety can never be replaced or ignored.

2.5 THE ROLE OF PARENTS IN EDUCATING YOUNG CHILDREN TO BE SAFE ROAD USERS

The parents as the primary educators exercise a big and important influence on the education and development of the child. The parents practise a profession, are members of a particular culture group, and display particular principles, values and norms with regard to the Traffic Safety Education of their children (Drotské, 1997:62). She also states that each society and family formulates its own guidelines, principles, rules and norms with regard to what is considered right and wrong, good or bad and proper and improper.

It is the parent's first responsibility to introduce the child to the norms that apply; in particular the society so that the child's adaptation will not be parrot like, but be carefully considered, reflecting conscious and value judged decision (Eggink, 1990).

It is not only the parent's educational style that is important but also the example set by parents as role models. If the example set by the parent is positive, a loving and accepting climate exists between the parent and the child. Likewise should the case be with regard to Traffic Safety Education.

Assailly (1997:2) supports this by stating that the parental behaviour jeopardises the safety of the child. If an adult crosses the road incorrectly, like outside the zebra crossing, in zig zag, or by running when necessary as if she /he says "Do as I say not what I do" the child will imitate that.

Du Plooy (1997:62) stresses the fact that every child develops a specific attitude toward road usage during the years of his education, based on the meaningfulness and quality of a specific effort made from his early childhood to manifest a positive attitude.

Since most of kindergartens, nursery schools or pre-schools are not offering any systematic form of Traffic Safety Education, the introduction of the child to the traffic environment is mostly a matter for parents, a task which the child has to accomplish virtually unaided (Rothengatter, 1981). Consequently, the parents' attitude and opinions about their children's traffic participation and education and the parents' educational practices in relation to traffic education will determine to a large extent the child's exposure to the traffic environment and his knowledge and ability to cope. Rothengatter (1981) considers rural areas as high-risk areas since parents allow children to journey alone to and from school. A child should be taught a safe route to school. He further says that parents tend to rely on reprimands and punishment, they are not fully aware of the importance of encouragement and rewards teaching novel behaviour to their children.

2.6 CONCLUSION

Traffic safety is an educational matter. It can be agreed wholeheartedly that a tremendous number of accidents that occur to young learners is determined to a great extent by insufficient knowledge or low standard of knowledge by the educators. The knowledge and techniques necessary for traffic preparedness are jointly determined by the quality of teachers' potential and training opportunities.

Children are good imitators, therefore it is vital that parents set a positive example with regards to traffic participation so that children can imitate them in a productive manner.

Alarming statistics of accidents, casualties and injuries have been quoted in Chapter one. To eliminate this disquieting state of affairs; well grounded Traffic Safety Education within primary (the home) or secondary (the school) institutions will have to take place.

The study maintains that the training of the young learners on safe participation in the traffic environment can be effective in the short term. But to create a responsible road user, calls for on going education from childhood to adulthood is proposed. The study also shows that to develop knowledge, skills and attitude effectively necessitates expectancies regarding education and instruction. Educators are the obvious subjects to fulfil this mission.

CHAPTER THREE

3. THE PLACE OF TRAFFIC SAFETY EDUCATION IN THE SCHOOL CURRICULUM

3.1 INTRODUCTION

The rate at which young pedestrians are involved in accidents in our country were explained in Chapter one and it is unfavourable. Previously, the negotiations between the Department of Transport and the Department of Education for inclusion of Traffic Safety Education as a subject in schools were made with no success. This was due to the fact that they saw Traffic Safety Education as an additional burden to the workload of teachers. The assistance of traffic police in educating children on traffic safety matters in schools also did not materialise and did not reduce accidents involving young ones at all. Now that the Department of Education has introduced the new educational system (Curriculum 2005), teachers will be able to integrate the subject into relevant learning areas. This chapter will endeavour to focus on the place of Traffic Safety Education in the school curriculum

3.2 BALANCED CURRICULUM

In terms of Curriculum 2005, a balanced curriculum consists of eight learning areas as the follows:

- Communication, language and literacy.
- Mathematics and mathematical literacy.

- Human and social sciences.
- Natural sciences.
- Arts and culture.
- Economical and management science.
- Life orientation.
- Technology.

Traffic safety features prominently in the learning area of life orientation. In fact, since an integral approach is followed to the total curriculum, traffic safety has a place in all learning areas. Life orientation offers a learner with skills to cope with the rapid changes of the society and includes inter alia the shaping of a positive self image, skills for survival and a healthy lifestyle (DoE, 1997a:15).

Since we are living in a changing world, with tremendous technology and fast moving cars, the developing of a positive self image in life skills is fundamental to each road user, be it a pedestrian, motorist or passenger.

Drotské (1998:20) emphasises that educators are free to develop a learning programme to address the needs of the learners. Likewise, Traffic Safety officials, when they have identified certain needs in communities, can, in conjunction with the Education Department officials develop a learning programme.

Carl (1995:72) states that a learner must develop a feeling of autonomy and therefore opportunities for this purpose must be created. If this is achieved, the learner will be able to participate independently in traffic situations.

In terms of Outcomes-Based Education (OBE), learners must gather, interpret and imply information proactively and they will no longer be mere absorbers of information. Facilitators, who have not received training in Traffic Safety Education, should be supported so as to become worthwhile instruments in teaching Traffic Safety Education to the learners.

3.3 REVIEW OF CURRICULUM 2005

In January 2000, the Minister of Education pardoned the cry made by the educators and organisations with regard to the terminology used in the curriculum and the way the process of training teachers was rushed. The Minister sought a review of the curriculum and its implication, the rational for viability of learning areas, learning programmes and phase organisers, the range of knowledge to be covered, the assessment criteria and expected area of learner achievement and rational for viability of the sixty six specific Outcomes (Asmal, 2000).

Regarding the structure of the revised Curriculum 2005, the review committee proposed as follows:

- Curriculum 2005 be replaced with a streamlined Curriculum 2021.
- Number of learning areas for General Education and Training (GET) to reduce from eight to six.
- There should be three learning programmes in the Foundation phase and six for the intermediate and senior phase.
- The national curriculum should be produced for Early Childhood Development (ECD), General Education and Training (GET), Further Education and Training (FET), and Higher Education and Training (HET).

In August 2000, the Minister of Education announced the following recommendations (Asmal, 2000):

- Strengthening and streamlining of Curriculum 2005 and not its phasing out.
- Grade 4 and Grade 8 curriculum to be phased in as planned.

The draft revised National statement was released in August 2001 (Sunday Times, 2001:4).

3.4 THE DRAFT REVISED NATIONAL CURRICULUM STATEMENT

The draft revised national curriculum statement reduces the concepts that organise the curriculum. These replace the specific Outcomes, range statements, phase and programme organisers, assessment criteria, performance indicators and expected levels of performance. Instead of these, only the learning Outcomes and assessment standards will be used. It also indicates that Grade R is incorporated to the foundation phase (Sunday Times 2001).

The learning Outcomes are similar to specific Outcomes but there are only three to five per learning area. They express the broad expectations of what is to be achieved by learners in the General Education and Training band.

The assessment standards are more specific and show how Outcomes are to be achieved in each grade.

3.5 TRAFFIC SAFETY EDUCATION IN OTHER COUNTRIES

3.5.1 West Germany

In the Organisation for Economic Co-operation and Development (OECD) workshop in Warsaw on children safety and education on 9 – 11 October 1995 different countries were represented and gave input on how they reduced fatalities among children or how effective Traffic Safety Education is (OECD, 1983).

Berg (1995:75) indicates that the risk of children being involved in an accident in Western Germany has gone down over the twenty years as follows:

Table 3.1: Children's' involvement in accidents in Western Germany

Year	Injuries	Fatal
1970	72499	2167
1994	39460	301

She discloses the reason for the decline in serious accidents involving children as being the steps made by Germany Road Safety Council and its members. This team is involved in promoting certain aspects which contribute to the decline of road accidents among children.

The following are some few she mentioned:

- Public information campaigns and education for parents.
- Public information campaigns and education for drivers and teachers.
- Road safety education for pre school children.
- Safer routes to and from school.
- Improved protection against injury (safer vehicles, child restraining systems, cycle helmets).

Ibid (1995:75) confirms that the use of the 'children and traffic' programme, also contributes to educate children to be safe on roads. The approach consists of:

Orientating technical and legal aspects of road traffic towards children. The German Road Safety Council uses public information campaigns, courses and leaflets to provide information to politicians, local authorities and town planners. It also assists the Government on legislation with regard to child restraint in cars. Within a year the number of children killed in cars dropped by 14,5% and serious injuries by 9,2%.

Educating adult road users – in particular motorists – with regard to the behaviour of children in traffic is crucial. German Road Safety Council uses press, radio and television to inform motorists about adults and children's limited ability to cope with traffic and persuade them to drive carefully and with more consideration. Educating parents, first of all those with children of pre-school age. The "children and traffic programme" helps parents gradually to teach their children how to behave in traffic.

3.5.2 Hungary

Ibid (1995:79) asserts that in Hungary, Act of 1988 on the Highway code, it was laid down that Traffic Safety Education should be a part of the schools' syllabus. The reason being that children think and behave differently from adults and teachers must have their part in road safety education and should also include families and police as well.

Berg also adds that according to the national draft curriculum that was tabled in the Hungarian school system, road safety was included in the frame of a healthy lifestyle. In that way sound preventive habits were developed in co-operation with the society.

The police also plays an important role in Traffic Safety Education. They pick up that risks are higher at the beginning and end of the school terms and during school holidays, hence they pay visits to schools regularly. The statistics on accidents show the following:

Table 3.2: Hungarian accident statistics per road user group

Year	1983	1992
Drivers	11.6%	11.4%
Passengers	40%	48%
Pedestrians	55%	42%

Though the statistics showed a decrease of accidents among pedestrians, the society did not relax but kept on providing both theoretical and practical Traffic Safety Education for children and taught the children safe pedestrian and cycling behaviour (Ibid, 1995:79).

3.5.3 Netherlands

Ibid (1995: 82) says that in the Netherlands the Traffic Safety Education involves interaction between governmental authorities, schools, children, parents, the police and community organisation.

The children take measures to promote their own safety with the support from parents. The schools do promote traffic safety for the children. The Dutch Traffic Safety Association (VVN) carries out traffic safety in a political sense for example Traffic Safety Education is regulated by law. Teaching packages, periodicals and material for Traffic Safety Education at primary level is provided to the schools.

The municipalities have responsibility in traffic safety with regards to safe travel to school. The VVN also encourages municipalities to include a section on education in addition to the infrastructure plans.

The task of the police is to inspect routes to school and potential hazards with a view of making the school environment safer.

The interaction between all the above mentioned parties emerges clearly in the "We're going back to school campaign" at the start of each new year.

At primary school level Traffic Safety Education is compulsory. This is laid down in the primary act, which refers to "promoting social skills including behaviour in traffic". Traffic Safety Education is also practical i.e. what the learners learn in the classroom, they must be able to apply elsewhere in the traffic environment or when they use public transport (Ibid, 1995:82).

The VVN wants to help children acquire knowledge, insight and skills so as to perform their roles as traffic participants safely and adequately.

This could be achieved through the following methods:

- Roadwork: thematic traffic safety package with numerous options and material.
- Pointing the way: a basic programme for all pupils and a localised programme.
- The young person traffic safety paper designed for 11-12 year old. It includes tests such as those in the written VVN traffic safety examination.
- On foot and by bike: traffic safety paper for 9-10 year olds.
- Written traffic safety examination: taken by 180 000 children in Grade 7 each year.
- Material for parents and children: there is Mickey Road Safety Club, which targets the 4- 8 age groups. Children are familiarised with safety situations by means of applicable stories and reading aloud (Ibid, 1995:82).

In 1996, the VVN commenced activities in which children were offered opportunity of participating in one or more activities in which they learned something. It was further mentioned that after children turn 11 they are not confronted with any Traffic Safety Education until they sit for their driving licence (Ibid, 1995:82).

In this study it can be stressed that besides the effort and investment which is needed for the improvement of an environment condition for the establishment of adequate legislation, road safety education and road safety campaigns are recognised as being spheres of intervention from which long lasting and deeper efforts are expected.

From the statistics as shown in Chapter one (Section 1.2), it can be stated beyond doubt that in countries where traffic safety is included or integrated in the school curriculum, the situation is favourable. The children learn and develop right habits and adequate attitudes towards the dangers in traffic, towards the faulty behaviour of other road users and the limitations of the children themselves.

3.6 TRAFFIC SAFETY EDUCATION IN SOUTH AFRICA

3.6.1 Introduction

South Africa is indeed a "moving" country. Pedestrians, drivers and passengers of a variety of vehicles, all use roads (Drotské, 1997:2). Life without traffic participation is inconceivable, she says.

As mentioned in Chapter two many attempts to improve fatalities in the country through Traffic Safety Education were made by different agencies with little or no success. The Traffic Safety Education problem was identified by various researchers and they concluded that only if Traffic Safety Education could be included in the school curriculum, could the lives of the innocent be saved. Major steps were taken through comprehensive and extensive negotiations with the Department of Education to integrate Traffic Safety Education into existing subjects.

Though traffic safety was seen as a task of parents or primary educators, Venter (1992:4) stated that parents could not fulfil the goal because Traffic Safety Education is a specialised and complex subject. He sees the school as the only institution, which can achieve the goal provided teachers are trained, or in-service training is conducted.

In order to reduce the annual carnage on the South African roads, a multidisciplinary approach is required where road users will gain knowledge, a positive attitude and skills regarding road safety (Drotské, 1998:1). She ascertains that this can be done through life-long Traffic Safety Education. She further stresses that a country can rely on all citizens but most of all on educators to do their utmost best to ensure the preservation of the most precious lives of our nation.

3.6.2 A new dispensation for South African schools

Since 1994 the school system in the Education Department changed from content-based education to Outcomes-Based Education (OBE) and Curriculum 2005 was introduced.

3.6.2.1 *Outcomes-Based Education and Curriculum 2005*

In February 1997, Bengu, the Minister of Education announced a new South African curriculum for schools, namely Curriculum 2005 with Outcomes-Based Education as the prime teaching model or approach (DoE, 1997:1). He further maintains that in contrast with the content based nature of the previous system, Curriculum 2005 is based on Outcomes, which the learner must reach.

Towards the end of 1997, in-service training for teachers and the first launching process of Curriculum 2005 took place throughout South Africa. Owing to the different changes in classes and the methods of presenting the lessons, all facilitators responsible for the grades where the curriculum would be implemented first, received training in Outcomes-Based Education (DoE, 1997:18). The implementation of the new curriculum started in Grade 1 in 1998.

By that time, the Department of Transport had already developed the "Child in Traffic" and "Safety in Traffic Education Programme" (STEP). These programmes were useful teaching aids especially STEP, which can be easily integrated into the Life Orientation learning programme by the facilitators.

3.6.2.2 *The major changes in the new approach*

The introduction of the new system (Curriculum 2005) brought changes with regard to terminology to the educational sector, to mention a few:

- Teachers are identified more as facilitators than mere transmitters of knowledge. As a result teachers are expected to broaden their perspective, to act proactively and interactively (DoE, 1997:16).
- Pupils or students are seen as constructive learners and not as passive receivers of knowledge.
- The traditional 'subjects' are absorbed into eight learning areas.
- Each learning area had a committee consisting of teachers, students, specialists and education officials. Each committee was tasked to develop learning Outcomes and learning programmes.
- Guidelines for teaching and learning replaced the syllabus in a learning area.

- Three different kinds of Outcomes were distinguished within the scope of Curriculum 2005, namely critical cross-field Outcomes, learning area Outcomes and specific Outcomes.
- Eight critical cross-field Outcomes had been formulated by the South African Qualification Authority (SAQA) and were relevant in all learning areas (DoE, 1997:16).
- Each learning area was based on the range of specific Outcomes (Vermeulen, 1998:14).
- The specific Outcomes identified what the learner is expected to achieve.

The introduction of this new system was a blessing in disguise to the Department of Transport because it made possible the integration of all Traffic Safety Education programmes in relevant learning areas.

3.7 TRAFFIC SAFETY EDUCATION PROGRAMMES FOR THE FOUNDATION PHASE

It is essential for the facilitator to take note of the available Traffic Safety Education programmes and products. These could play a major role in the total teaching learning situation. The Department of Transport has developed colourful media and effective programmes and are provided with the aim of assisting educators in teaching the subject effectively so as to reduce the death toll on our roads. The programmes are in line with Curriculum 2005 and Curriculum 21. The study will indicate only those suitable for the foundation phase i.e. Grade R-3. They are as follows:

3.7.1 Child in Traffic Programme

According to the Department of Transport (1999:1) this programme has been launched in 1987 with the aim of training children from 3-8 years of age in Traffic Safety Education. Both parents and educators are included to teach the learners with regard to traffic safety. These learners are the primary target group. The educators and parents are the secondary target group.

The "Child in Traffic Programme" consists of a flipchart with illustrative pictures and a teacher guide. It is economic both in time and money and it is recommended because it teaches learners the basics on safe traffic usage.

A video cassette, which addresses the limitations of a child in traffic is also available. This cassette assists the facilitators to instil into the learners the correct and positive disposition and attitude with regard to Traffic Safety Education on their way to maturity.

3.7.2 Scholar Patrol

This programme has been developed as early as 1947 with the aim of assisting children while crossing busy streets to and from schools. When a need exists, a principal applies for a scholar patrol. After the local authorities have inspected and satisfied themselves that the place is suitable for the patrol, they inform Traffic Safety Directorate. It is the responsibility of this Directorate to take an insurance cover, train children and provide uniforms to the school.

A video cassette which gives information on the duties of different parties like local authorities, traffic safety authorities, educators and even the implementation of the scholar patrol by team members such as a captain, a leader and a member. A scholar patrol manual, which indicates when and how a school principal applies for a scholar patrol is also available.

3.7.3 Danny Cat Programme

This programme involves the use of an animation character to teach learners the safe areas to play in, the safe places to cross the road, and the use of the pavement and sidewalks. These are depicted in a show for young learners. All learners enjoy this programme.

This programme consists of a video cassette which is used to attract children's minds because sometimes they become frightened when they see the Danny Cat Programme. Therefore showing them the video cassette first makes things easy.

3.7.4 Junior Traffic Training Centre (JTTC)

For the pre-primary learners the facilitators make use of table models which depict versions of a small village. The schools are also encouraged to build centres on the premises where learners can get external focus as to what is happening on the road.

Currently the Department of Transport makes use of temporal mats that depicts roads where the training centre at the school has not yet been made.

There is also a manual with posters and puzzles for the pre-primary facilitators, which has been developed by the Department of Transport and CENETS during 1999. It addresses the lessons such as the use of pavements, safe areas to play and crossings. It has also interesting stories which help the facilitators to bring the messages across and to integrate it in the life skills learning programme.

The National Department of Transport is in the process of assisting the provinces to build these centres by sponsoring four Junior Traffic Training Centres in each province. The construction of these centres particularly in rural areas will help children from disadvantaged areas to benefit. It is stressed that the forming of the correct disposition by means of education and training cannot be just left up to the family as the natural educators. The school has a socio-pedagogic duty.

The following material is provided for each centre:

A manual, 36 miniature traffic signs, 20 plastic traffic signs, 10 plastic aprons, 20 push-wheels and one table model.

3.7.5 Safety in Traffic Education Programme (STEP)

The programme was developed by the National Department of Transport and distributed to all the provinces in 1997. It covers the development of perceptual skills during the first three years of the foundation phase. It is aimed at the total development of a learner's physical, cognitive, affective and social aspects.

3.7.6 Audio Cassettes

“Listen and Learn” and “Safe Feet” sound cassettes are available for the foundation phase. “Listen and Learn” contains listening activities where learners have to distinguish between different sounds in traffic. This helps them to be aware of the dangers in traffic. It also combats the auditory limitations with regard to traffic as mentioned in Section 2.3.2.

“Safe Feet” is a sing-along cassette and contains songs such as ‘on the pavement’, ‘look right, and left’, ‘safe route to school’ and ‘packed cars’.

3.7.7 Manuals for integrating Traffic Safety Education

A series of manuals for the Foundation Phase with practical examples of the integration of Traffic Safety Education are available (CENETS:1999). They supply facilitators with necessary information, pictures and suggestions to present traffic safety programmes in an integrated manner. The manuals for the intermediate phase are also being developed.

3.8 CONCLUSION

In this chapter efforts were made to review literature relevant to the stressing of the place of Traffic Safety Education in the school curriculum. In the review, the efforts made by the Departments of Transport and Education towards including Traffic Safety Education into the school curriculum were outlined.

However, it was asserted that Traffic Safety Education is important and should be taught in all South African schools. The importance of teaching Traffic Safety Education to all citizens of South Africa was emphasised, given that the safety of our children is vital. The education of the young pedestrians in the safe use of the streets, roads and highways is one of our most urgent social priorities.

Therefore this study appeals to facilitators/educators not to stand on the periphery and be onlookers with regard to Traffic Safety Education but to become active participants. The facilitators/educators have a cardinal role to play as they are directly involved in the classroom.

In the next chapter, attention will be given to discussing guidelines for the training of educators/facilitators in Traffic Safety Education with the aim of capacitating them to execute this massive task of educating the young ones in Traffic Safety Education.

CHAPTER FOUR

4. GUIDELINES FOR TRAINING OF FACILITATORS/EDUCATORS IN TRAFFIC SAFETY EDUCATION

4.1 INTRODUCTION

The problems surrounding traffic safety have long been considered one of the most social issues in South Africa, as it is the source of deaths in the country. Seemingly, children are largely victims of these accidents. It is therefore necessary (as discussed in Chapter 3) to educate our people to be safer road users, something that could happen in schools. Against this background, it would be appropriate to outline the guidelines that are vital to the training of school educators and facilitators for the purpose of teaching Traffic Safety Education in school. This is because, schools are well organised institutions and have developed habits of listening and learning. The training will offer educators and learners the opportunity to develop safe behavioural patterns in classroom situation as well as in the traffic situation.

This chapter has therefore been devoted to outlining the guidelines that are useful for the training of Traffic Safety Education facilitators and educators.

4.2 GUIDELINES FOR TRAINING OF FACILITATORS IN TRAFFIC SAFETY EDUCATION

In order to cultivate a climate of understanding and knowledge of Traffic Safety Education in the foundation phase and intermediate phase it is imperative that the learners should be exposed to it from an early age and on a continuous basis.

The following are the recommendations regarding proposed learning content for Traffic Safety Education for Grade R, the foundation phase and intermediate phase as were proposed by Drotské (1999:419-422).

4.2.1 Understanding and knowledge in Traffic Safety Education

Increasing the knowledge and understanding concerning Traffic Safety Education necessitates becoming familiar with behaviour in traffic, rules and regulations regarding pedestrians, passengers and bicycle riders. The educator should become familiar with updated instructions connected with traffic safety in general and Traffic Safety Education in particular. He should know the learning material and examine them in the light of the needs of the learners.

In view of the above, recommendations have been made by Drotské (1999:419-422) for Traffic Safety Education for grade R, the foundation phase and intermediate phase.

The following considerations and criteria for the selection of learning content were used:

- Literature findings regarding curricula of different countries.
- Literature findings regarding developmental characteristics and corresponding limitations of the learning population.
- Findings as found in the empirical investigation.

She identified the themes and topics as mentioned below.

The following Traffic Safety Education themes are specifically for Grade R:

- Safe places to play.
- Safe toys (the use of a tricycle).
- Safe routes to and from the pre-primary school.
- How, where and when to cross a street/road (refer to kerb drill).
- Danger regarding parked vehicles.
- Rules for pedestrians.
- The use of the pavement.
- How to walk safely along a road or street.
- Pedestrian traffic lights.
- Visibility.
- Where to ride on a tricycle.
- Rules that apply for cyclists.
- Rules that apply for passengers in a car, taxi or bus.
- In and out of a car, taxi or bus.
- The use of seat belts.
- Positive attitudes regarding traffic participation.
- Basic perceptual skills.
- Basic traffic rules.
- The interpretation of the meaning of traffic signs.
- The immediate traffic environment.
- Basic traffic vocabulary.
- People who provide help.
- The role of the traffic officer.
- Different forms of transport.

- Different road user roles.
- Traffic collisions.
- Defensive road behaviour.
- The importance of parental supervision during traffic participation.

For the developmental and corresponding limitations of the Grade R and the foundation phase learners. Drotské (1999:419-422) identified the following themes:

- The estimation of speed, distance, time, force, size and energy.
- The concept "speed" in relation to distance and time.
- The concept "space" and the awareness thereof with reference to the determination of own position in relation to other objects including concepts such as big-small, near-far, high-low, in front-behind, fast-slow, up-down, on top-under and in-out), direction awareness and the discrimination of left and right.
- The development of auditory, the visual and the gross (by means of among others, balancing exercises) and fine motor (the development of hand-eye-co-ordination).
- Distraction of attention and the inclination to focus on smaller less important objects.
- The danger attached to impulsiveness and unpredictability.
- Sensory-perceptual development with specific reference to the visual, the auditory (especially visual blindness, far-sightedness, peripheral vision, sound sensitivity particularly in boys, localisation of sound, visual and auditory memory, -discrimination, attention, -order-ability, -search strategies, and - time calculation), movement perception and the interpretation of such stimuli.

- Restricted concentration ability and memory, fluctuating attention span, under developed reasoning abilities and poor decision making skills especially in a crisis situation.
- The cultivation of skills to distinguish between reality and fantasy.
- Gross motor activities such as balancing exercises and fine motor activities such as hand-eye co-ordination.
- Exercises during which the child experiences and learns the optimal functioning of his body.
- The role of and danger attached to size, height, physical proportions and the low eye level of the young road user.
- Depth-, colour and shape perception.
- The ability to collect visual information with the eyes, to send and interpret information in the brain as well as the collection and decoding of sound information where learners should be taught to hear sounds, to identify sound patterns and give meaning to them.
- The observation of direction and size.
- The danger associated with semi-logical, concrete and rigid one-way thought founded on intuition.
- Restricted anticipation ability and the inability of risk-perception.
- Lack of actual traffic experience.
- Danger associated with imitation with special reference to the imitation of incorrect behaviour.
- Rote memorising of traffic rules.
- Poor socialising.
- Danger attached to rushing out.
- Boys' inclination to daring and the over estimation of abilities.

- Difficulty in the transfer from theoretical knowledge to practical actions.
- Uncontrolled emotional explosions and poor emotional stability.
- The danger attached to own inclination, head strongness, striving for autonomy and rebellion against authority.
- The importance of abiding to traffic rules.

Together with the above mentioned, the following recommendations regarding the proposed themes for Traffic Safety Education in the foundations phase is put forward:

- Safe places to play.
- How and where to cross a street/road.
- Rules for pedestrians.
- Where to ride a bicycle.
- Rules that apply for cyclists.
- The use of hand signals for cyclists.
- Rules that apply for passengers in a car, taxi or bus.
- The use of seat belts.
- Positive attitudes in traffic participation.
- Basic perceptual skills.
- Basic traffic rules.
- The interpretation of the meaning of traffic signs.
- The immediate traffic environment.

4.2.2 Use of media and programmes available

We live in a world of media, which contributes to an effective total teaching-learning situation. Traffic Safety Education media will stimulate the interest of the learner and teaching and learning will take place productively and effectively. On the other hand it is emphasised that media should not replace the practical work, it should supplement the class work. The addition to class work of a few independent sentences, derived from the learner's own research in the media centre, is preferable to long projects or assignments.

Cognitive teaching only has value if used with audio-visual teaching aids. Without the use of appropriate teaching aid such as video recordings, slide projector, posters, etc. teaching traffic safety is less successful (CENETS, 1999:98). It is important that facilitators are taught this and are encouraged to use these together with other resources in educating the school children.

According to CENETS (1999:4) in Outcomes-Based Education (OBE) learning support material (media) facilitates the learning process and encourages the use of many resources. These include printed and audio- visual media.

Du Plooy (1983:31) identifies the following:

- Printed media - ready material, reference books, subject literature, fiction stories, magazines, newspaper, posters, brochures and many more.
- Audio -visual media includes software and hardware.
- Software is transparencies, slides films, cassettes, tape recording microphones, etc.

- Hardware is writing boards and accessories, other boards, overhead projectors, slide projectors, cameras, stencil plates and many others.

4.2.3 Development of young children and implication for Traffic Safety Education

From a Traffic Safety Education's point of view the child is seen as a young inexperienced person with specific distinguishable personal God given talents or gifts such as physical, social psychological personal talents as a totality which determine the child's safety in the traffic environment (Du Plooy, 1983:50). The development and learning of learners are influenced by hereditary patterns and by experience provided by the surroundings. These developmental aspects as discussed in Chapter two have implications for the education of children, in that, children should be taught something at their level of development. It is therefore important that facilitators be sensitised of the different developmental stages of humans and how to adjust leaning materials to suit the developmental levels.

4.2.4 Importance of Traffic Safety Education

The importance of traffic safety is recognised world-wide. An important fact is that the mere promulgation of traffic regulations and its application do not solve the problem of traffic safety and it places emphasis on education and training of human beings in safe road usage.

The most important reasons for it, are quoted from CENETS (1999) are stated below:

- The youth play an essential role in the traffic safety situation in the Republic of South Africa. The road user population is increasing at an alarming rate and by the year 2010 most of youth between 15-18 will be active road users.
- It is generally accepted by educationalists that in order to shape the attitude and behaviour of the people (a nation) it is necessary to begin with young children. Through education, acquisition of knowledge, skills and experience their attitude towards traffic safety will be channelled in the right course. It is thus more likely to change the behaviour of the child than an adult.
- Young children are more receptive to new behaviour patterns and knowledge than adults.
- It is essential to create a positive attitude towards traffic safety and Traffic Safety Education.

Training of facilitators needs to take these aspects into consideration with emphasis on the necessity of using these for the effective education of the children.

4.2.5 How to integrate Traffic Safety Education in the learning programme

Within Curriculum 2005 eight learning areas have been developed as mentioned in Chapter three. From these learning areas Traffic Safety Education does not manifest physically hence learners have to be aware of traffic safety by means of integration in various learning programmes.

CENETS (1999:231) indicates that integration offers the proverbial golden mean to inculcate facts of life in learners with particular reference to traffic during teaching of the entire spectrum of learning programmes.

Integration in this regard is essential for aspiring teachers to fully understand this concept and what it means so as to be able to integrate it in relevant learning programmes.

4.2.5.1 Definition of the concept 'integration'

Integration as defined in the Reader's Digest Word-finder is the act or an instance of integration into a whole. 'Integrate' is in turn defined as 'to combine into a whole' and complete by addition of parts.

To integrate Traffic Safety Education into learning programmes, in view of the above-mentioned involves that Traffic Safety Education must be assimilated into a large whole. This means that Traffic Safety Education is assimilated into Literacy or Life Skills Education. This action brings about that Traffic Safety Education now inseparably belongs to the nature of the mentioned learning programme (CENETS 1999:231).

Integration of Traffic Safety Education requires each educator to be creative and to have initiative. Only one, who has fully comprehended the aspects of the above-mentioned concept, will be able to master its application fully. Venter (1992:2) says to integrate Traffic Safety Education successfully with existing subjects, provision must be made for many-sided mutual bonds, for a continuous thread, for the integration of ideas, and consequently for progressive extension of pupils' concept structures.

4.2.5.2 *Important aspects of integration*

Integrating Traffic Safety Education with learning programmes and from other perspective aspects, significantly enhances learning and accelerates internalising the subject learned. Three aspects, which must be considered for integration of Traffic Safety Education as found in CENETS (1999:232) are the following:

- The multi-disciplinary approach: the different fields of the learning programmes in each teaching situation must allow the facilitator to determine his share. According to this approach, a particular theme is selected and then integrated during the teaching of different learning programmes.
- The interdisciplinary approach: the contents of the different learning programmes overlap with each other. Certain facts are now taught at particular levels. Each activity is labelled by breaking it down into the learning field concerned.
- The trans-disciplinary approach: In the teaching situation, one chooses a theme and uses it as a strategy to explain facts. Likewise in Traffic Safety Education, a particular theme is taken for example to instil certain facts in learners concerning particular learning programme. Common themes are selected according to the trans-disciplinary approach to teach facts related to any learning programme.

4.3 ASPECTS UNDERLINING GUIDELINES FOR TRAINING OF FACILITATORS

According to DoE (1998:68-69) the schooling sub-field system provided seven roles and three competencies for a normal facilitator. These roles describe what is expected from a facilitator. These roles are discussed below.

4.3.1 Mediator of learning

The facilitator will mediate learning which is sensitive to the diverse needs of learners, construct learning environments that are appropriately contextualised and inspirational, communicate effectively showing recognition of and respect for differences of others. A teacher will also demonstrate sound knowledge of subject content and various principles, strategies and resources appropriate for teaching in the South African context.

From a Traffic Safety Education point of view the facilitator will focus on:

- Use of pavement by all learners taking into consideration the demands of diversity, e.g. rural and urban areas. For example, walking as far left as possible where there is no pavement.
- Foundation and intermediate phase children at home and children moving on their own to and from school.
- Safe places to play and educate where the learners should ride tricycles or bicycles and also emphasise that playing with pets along the road is dangerous.

- Engaging learners in debates dealing with traffic fatalities and allowing them to relate their life stories. By so doing, the facilitators are provoking their skills. He/she should ask them probing questions.

4.3.2 Interpreter and designer of learning programmes and material

The facilitator will understand and interpret provided learning programmes, design original learning programmes, identify the requirements for specific context of learning and select and prepare suitable textual and visual resources for learning.

All Traffic Safety Education programmes for the foundation phase and intermediate phases have been mentioned in Chapter three. The facilitator therefore should interpret the puzzles and posters and also design other posters that will enhance insight on how best can learners utilise the traffic environment. From the posters a programme that is traffic safety based is developed e.g. crossings and on the edge drill, etc.

4.3.3 Leader, administrator, mediator and manager

The facilitator will make decisions appropriate to the level, manage learning in classroom, carry out classroom administrative duties efficiently and participate in school decision-making structures. These competencies will be performed in ways which are democratic, which support learners and which demonstrate responsiveness to changing circumstances and needs.

Every facilitator leads by example. In a lesson on crossing a street at a block pedestrian, the facilitator will request each learner to bring white paper, cardboard of 4x15 cm, glue, a pair of scissors and crayons. The facilitator will ask each learner to draw five rectangles on the black paper next to one another. Thereafter the learner will have to cut them and draw ten similar rectangles on white paper. The facilitator will instruct the class on the following activity. The learners will paste one black rectangle skipping every alternative white rectangle. The learners will cut the whole strip and each one will have a block pedestrian crossing.

The learners will be able to decide if the traffic situation allows them to cross at the block pedestrian crossing. They will also be responsible for the changing circumstances of the traffic environment by continuously looking and looking again while crossing.

4.3.4 Learner, researcher and lifelong learner

The learner will achieve ongoing personal, academic, occupational and professional growth pursuing reflective study and research in the learning area, in broader professional and educational matters and in other related fields.

The learner engages in tasks of research on the following traffic signs:

STOP, Yield and No Entry. They should indicate where these signs appear, what shapes they are, what colours they are, what colours are the letters on STOP signs.

In all the learners are being developed a desire for independent exploration and an interest in traffic safety by given opportunities to:

- plan and carry out investigations, either individually or in groups,
- make careful observations,
- discuss findings and draw conclusions, and
- record and illustrate where necessary.

The learning should be such that learners are guided to self activity, independent observation and experimentation.

4.3.5 Community, citizen and pastoral role

The facilitator will practise and promote critical, committed and ethical attitude towards developing a sense of respect and responsibility towards others, one that upholds the constitution, and promotes democratic values and practices in schools and society.

Within the school, a facilitator will demonstrate an ability to develop a supportive and empowering environment for the learner and respond to the educational and other needs of the learners and fellow educators. The facilitator will develop supportive relations with parents and other key persons and organisations based on a critical understanding of community development issues.

With regard to traffic safety the facilitator will cultivate within the learners' knowledge and skills which will lead them to a positive attitude towards their safety and the safety of other road users. In order to involve parents in the learners' education, the facilitator sticks a printed message "cross the street at the block pedestrian

crossing”, this is where the drivers expect to find the pedestrians and consequently drive more carefully (DoT, 1999:51).

This is a way the facilitator can promote supportive relations with parents and other key persons. By so doing the facilitator conscientises the parents to educate children on safe ways of crossing the road. Remember parents have values with regard to road safe measures, which should be imparted to the children in order to respect other road users. Parents are role models and the primary educators of the children. Therefore children will show tolerance and respect for others in their behaviour on the road and in play areas.

4.3.6 Assessor

The facilitator will assess the learners while demonstrating their applied competence. The assessor will make inferences from the evidence collected in order to judge that the learner is competent.

The facilitator in all learning programmes is applying continuous assessment. In Traffic Safety Education, the facilitator will take the learners to the Junior Traffic Training Centre (JTTC) if available at a school. A facilitator may devise means if the JTTC is not available at school, like making use of a quiet street or invite traffic safety officials to train the children because they have mobile mats. The learners will be divided into groups such as pedestrians, shop assistants, traffic officers, cyclists and motorists. The facilitator introduces the block pedestrian crossing and appropriate traffic signs and instructs the learners to adhere to given instructions (DoT, 1999:54).

The learners will demonstrate what they understood about the stop sign, block pedestrian crossing and the golden rule for a pedestrian before crossing the road.

4.3.7 Learning area/subject/discipline/phase specialist

The facilitator/educator will be grounded in the knowledge, skills, values, principles, methods, and procedures relevant to the discipline, subject learning area and/or phase of study. The facilitator will know about different approaches to teaching and learning and how these may be used in ways which are appropriate to the learner and content. He will have a well-developed understanding of the content knowledge appropriate to the specialisation.

According to the DoT (1999:62) a theme 'Children as passengers in cars' has been developed. In this learning programme, the facilitator promotes language usage and extension of vocabulary, e.g. cars, passenger, driver, seat belt, dangerous.

The facilitator tells the young learners a traffic safety story about a trip to the river.

The story goes as follows:

"It was a short holiday when Uncle Sam decided to take children to the river to swim. The children got in the car and off they went to the river. Everybody was excited. One of the children wanted to take toys with him but Uncle indicated that it should be soft toys because hard toys could hurt them if he suddenly braked the car. He taught them that it was dangerous to hold anything out of the window. He suggested that they should not put head, arm or feet outside as well. On their way to the river, Uncle Sam taught them what passengers, drivers, seat belts are. He also emphasised why passengers wear seat belts in a car.

On their arrival they enjoyed great fun splashing about in the river."

From this learning programme the facilitator was able to integrate Traffic Safety Education, identify a traffic safety theme and determine relevant Specific Outcomes (SO's). Consequently the learners will be able to demonstrate practical competence, foundation competence and reflexive competence as discussed below.

4.4 THE THREE FORMS OF COMPETENCE

At the heart of all approaches to OBE, is the concept of competence. The DoE (1997: 73) identifies three competencies, which are used to define and assess educators, viz.:

- *Practical competence* is the demonstrated ability, in an authentic context, to consider a range of possibilities for action, make considered decisions about which possibility to follow, and to perform the chosen action.
- *Foundational competence* where the learner demonstrates an understanding of the knowledge and thinking which underpins the action taken, and being integrated through.
- *Reflexive competence* in which the learner demonstrates the ability to integrate or connect performances and decision making with understanding and with an ability to adapt to change and unforeseen circumstances and to explain the reason behind these actions.

4.5 CONCLUSION

Teacher training with Traffic Safety Education will contribute to reducing the unsafe situation through a paradigm shift in the minds of our youth. Owing to the total spectrum of Curriculum 2005 it is of cardinal importance to equip the learners with knowledge, skills and a positive attitude towards Traffic Safety Education.

In the receptive minds of almost 13 million young learners enrolled in South African schools, lie our greatest hope of abating the alarming massacre on the roads, a problem which in economic terms is estimated to be costing up to 14 billion each year (Drotské, 1997:4).

CHAPTER FIVE

5. EMPIRICAL INVESTIGATION

5.1 INTRODUCTION

In Chapter four attempts were made to discuss the different aspects that implicate guidelines for training facilitators in Traffic Safety Education.

This chapter deals with the analysis and interpretation of the data that has been collected through the questionnaires. Information collected from the lecturers of the universities, technikons and colleges of the Eastern Cape province. Pre-primary teachers of East London district also responded to a special questionnaire that was designed for them. Tables 5.1 and 5.2 show the names of universities, colleges, technikons and schools that were used in this study.

Table 5.1: Institutions that responded to the questionnaires

UNIVERSITY	TECHNICON	COLLEGE
Transkei University	Eastern Cape Technicon	Cicira College - Umtata
Rhodes University	Port Elizabeth Technicon	Transkei College -Umtata
Port Elizabeth University		Dawa College -Port Elizabeth
		Algoa College -Port Elizabeth

Note: A total of nine tertiary institutions participated in this study (three universities, two technikons and four colleges of education).

Table 5.2 Pre-primary schools that responded

RURAL	URBAN
Ngqinisa	Kusweg
Twecana DCC	Cambridge
Kiwana	Parkside
Nontutuzelo	Presbyterian
Ilinge	Tomorrow land
Mpongo	West bank
Noluthando	Dow
Khanyisa DCC*	Stepping stone
Gqala	Clarendon
Jojweni DCC*	Selbone
Vusumzi	Grens
Nomzamo	Voorbereiding
Lukhanyo	Rose garden
Hlotyeni	New rest
Bongolwethu	Little blessings
Chulumca	
Masifunde	

**DCC - Development Community Centre*

Note: Thirty-two pre-primary schools in East London District participated in the study.

5.2 POPULATION

A total number of 102 respondents completed the questionnaires that were designed for the study. From these, 64 were pre-primary teachers and 38 were tertiary institution lecturers.

5.3 CONSTRUCTION OF QUESTIONNAIRES

Two sets of questions were designed for pre-primary teachers in East London District and lecturers of Universities, Technikons and Colleges of Education in Eastern Cape Province. For the purpose of this study the questionnaire for pre-primary teachers is labelled Questionnaire one, and that for tertiary institution is labelled Questionnaire two (see Appendix 1 and 2).

The pre-primary teacher questionnaire consisted of nine questions of which eight were provided with options. A respondent had to choose from the options. Four of the eight questions required the respondent to justify their choices, e.g. required to specify their answers. One specific question was open ended where the respondents had to give their opinions.

The questionnaire for the lecturers consisted of ten questions. The first question required personal information. Six were open ended questions asking for their views on Traffic Safety Education. The last four required choice and justification.

5 4 ADMINISTRATION OF QUESTIONNAIRES

Deans of Education Faculties, Rectors of Colleges and the District Manager of East London district were visited and a brief objective of the research explained. The colleges preferred short presentations on traffic safety products after which questionnaires were handed out. The remaining rector suggested that the researcher should visit the lecturers in their offices. This was a tough game because most of them were not available. There was no choice but to leave the questionnaires in their mailboxes but most of them responded successfully. The tertiary institutions were selected according to the information obtained from the Department of Education regarding institutions that are participating in the training of teachers.

A list of all pre-primary schools in East London district was obtained from the District Manager. There were also NGO's pre-primary teachers who were easily reached as they were graduating in February 2001 after completion of their ECD programmes. The researcher was given an opportunity to give a brief presentation on traffic safety programmes. Teachers were given questionnaires to answer on the spot. This was a huge success. Most of the teachers were from rural areas and farm schools.

5.5 PRE-PRIMARY TEACHERS' QUESTIONS AND RESPONSES

(Note: 64 respondents were involved.)

Question 1: Respondent and place.

The respondent and place required in question 1 were asked to distinguish the rural and urban areas.

Question 2: Do you think that Traffic Safety Education is being taught in schools?

The answers provided to this question were “Yes” or “No” and the facilitators responded as shown below.

Yes	%	No	%	Not responded	%
14	22	49	77	1	2

The study shows that the majority of respondents is of the opinion that Traffic Safety Education is not taught at schools.

Question 3: To what extent is Traffic Safety Education taught in schools?

Almost always	%	Often	%	Real often	%	Almost never	%	Not responded	%
7	11	18	28	23	36	13	20	3	5

From the above results 11% of facilitators agreed that they teach Traffic Safety Education in schools while 28% say they often teach it. 36% indicated that they quite often teach traffic safety. This could be attributed to the independent ways in which subjects were designed. The school facilitators saw Traffic Safety as an additional work load. The differing response of 20% is derived from those who attended training and who were thereafter re-deployed to other schools. The worse part of it, the valuable material obtained from the in- service training is either under utilised or hoarded without even being used.

The extent at which Traffic Safety Education is taught at schools is minimal, it is imperative therefore to equip school facilitators with necessary information with regard to teaching of the subject.

Question 4: Do the following hamper the implementation of Traffic Safety Education in schools?

- Lack of knowledge by facilitators.
- Lack of skills in integrating Traffic Safety Education.
- Insufficient traffic safety material.

The answers provided to this question were Yes or No.

More than 50% of the school facilitators agreed that the implementation of traffic safety is hampered by a lack of knowledge. Though 34% indicated insufficient traffic safety material, it was stated in Chapter one that expecting pre-primary facilitators to shoulder the responsibility of teaching Traffic Safety Education is easier said than done. Teachers cannot accept the responsibility of teaching Traffic Safety Education without being trained as to how many problems exist pertaining to actual circumstances (Drotské, 1997:6).

Insufficient material also contributes to a negative effect towards teaching of traffic safety.

Question 5: Do you agree that the training of facilitators in Traffic Safety Education is conducive for changes to take place at school?

Yes	%	No	%
64	100%	-	-

The response shows that 100% simultaneously agreed that training of teachers in Traffic Safety will be significant to ensure the preservation of the most precious lives of our national assets, the lives, health and happiness of our children.

This assertion supports the fact that teachers cannot teach Traffic Safety Education unless they know what to teach, how to teach and know something about the child psychology (RoSPA, 1975:23).

Question 6: Have you ever attended an in-service/workshop in Traffic Safety Education?

Yes	%	No	%	Not Responded	%
8	13	56	87	-	-

Few pre-primary teachers had attended in service training in the district (see 13%). The reason being that concentration was paid to Grade 1 teachers by the traffic safety officials, therefore it was unfortunate for pre-primary teachers whose schools were not combined with primary schools. For Grade R teaching of Traffic Safety Education was the responsibility of parents.

Teachers have indicated that they received material although they never attended a workshop. This could happen because much material is displayed during awareness campaigns. On the other hand traffic safety material is left in District Managers' offices on request.

Question 7: Did you receive any of the following traffic safety products from the workshop: Flipcharts, posters and manuals?

Yes	%	No	%	Not Responded	%
16	25	47	73	1	2

Seventy three percent of teachers indicated that they had not received traffic safety material. This could be the case because the material was handed to only those who attended the workshop. Even if school facilitators could only get material from traffic safety campaigns, Venter (1994:2) asserts that it is nevertheless impossible for teachers to use traffic safety material like posters, flipcharts and teacher guides because traffic safety is a specialised subject which needs knowledge and skills of integrating it.

Question 8: If you answered "Yes" in 7; are the products worthwhile to change the attitude and /or behaviour of young children?

Yes	%	No	%	Not Responded	%
8	13	56	87	-	-

13% have agreed that the material is useful to change the attitude of children towards safe road usage. 87% doubt usefulness or worthiness of material because they have never attended any training in Traffic Safety Education. Even if they could get material by chance, Venter, (1997:4) stresses that it is not suffice to have teachers present Traffic Safety Education if they have not undergone training during their formal training or in-service training for those already in the teaching field.

Question 9: Have you observed from your experience knowledge that teaching Traffic Safety Education:

- a) required a background on Traffic Safety Education?
- b) requires expertise in this field?
- c) can be a fun?

	Yes	%	No	%	Not Responded	%
a)	58	90	5	8	1	2
b)	56	88	8	12	-	-
c)	56	88	8	12	-	-

90% of teachers generally have accepted that teaching Traffic Safety Education requires a background on Traffic Safety Education. Their opinion is that to develop knowledge, skills and attitude effectively necessitates expectancies regarding education and instruction. Drotské, 1997:6 states that it can hardly be expected from a layman to perform the educational task with regard to traffic safety. Fewer than 12% have said that teaching Traffic Safety Education does not require a background or expertise.

In order to convey the road safety message subtly on a continuation basis constant support in a form of in-service training or seminars is essential.

Question 10: Reasons for not teaching Traffic Safety Education in schools are:

- a) did not consider it yet,
- b) insufficient traffic safety material,
- c) scarcity of in service training by traffic safety officials.

	Yes	%	No	%	Not Responded	%
a)	66	66	7	11	15	23
b)	69	69	5	8	15	23
c)	80	80	6	9	7	11

This question consists of three sub-questions and the lecturers responded to them all. To the first question, more than 65% school facilitators have indicated that they have not considered Traffic Safety Education yet. Most of these facilitators are in rural areas and it is difficult to reach all rural schools because of the fragmented way in which they are situated, therefore the reason could be that the facilitators are not aware of the programmes.

To the second question 69% stated that they have knowledge and skills of teaching traffic safety but they experience a shortage of material. Teachers of the same school are requested to share material especially Safety in Traffic Education Programme (STEP) because it has been made to last for many years.

The last response shows that the scarcity of in-service training by the traffic safety official has contributed to 80% of respondents' response. All the schools in urban areas have considered traffic safety, and do share material. Note has been taken with regard to capacitating rural facilitators with traffic safety information.

Question 11: In which way do you help the child to develop with regard to Traffic Safety Education?

This question was open ended hence facilitators responded differently.

Children for outing	%	Develop Cognitive aspect	%	Not Responded	%
32	50	30	47	2	3

The results of the empirical investigation reveal that 50% of the facilitators reflect that Traffic Safety Education should be taught at school. They suggest that it should contribute to the developing of a child's broader life skills. During school excursions, teachers teach children safe ways from home to school, show them traffic signs, which should be obeyed by a motorist as well as a pedestrian. They believe that Traffic Safety Education lies in producing members of the society whom are considerate to others and have an ability to detect danger.

Although 3% representing two facilitators maintain a neutral position, 47% have agreed that they help children to develop with regard to traffic safety through themes, games, songs etc. This is in line with the life skills learning programme, OBE because themes enhance language vocabulary and build self-concept of a young child so as to think critically not only in the classroom situation but also in the traffic situation. Games are important to instil into the child's mind decision making

and critical thinking. If these aspects are developed the child will be able to act independently in traffic.

Most of them indicate that they make use of lift club rules, build safety puzzles as well as showing them Danny Cat videos.

5.6 RESPONSES TO LECTURERS' QUESTIONNAIRES

Question 1: Gender

Female	%	Male	%
30	79	8	21

From the above table 79% are female respondents. This states distinctly that very little is done by male lecturers regarding promotion of Traffic Safety. This proves that females are nurturers, guiders and protectors who are always concerned about the safety of their children in general.

Question 2: Ethnographic information.

The ethnographic information was required for a statistical purpose.

- African (A).
- Coloured (C).
- Indian (I).
- White (W).

A	%	C	%	I	%	W	%
23	60	1	3	4	11	10	26

The response of the African lecturers gives indication that they consider the fact that out of every ten children killed or maimed on the road, six are African children. Therefore education, specifically the teaching profession has a major and indispensable role to play in as far as Traffic Safety is concerned. Most of the children in rural areas walk long distances to school on their own. 26% of the participants were white lecturers whereas Indians and Coloureds were less represented.

Question 3: Traffic Safety Education is important because.....

This question is formulated in terms of finding the lecturers' opinions whether knowledge of Traffic Safety Education leads to reduction of accidents among young children. The high response from the lecturers raises hopes that all Tertiary institutions realise the importance of traffic safety (see 100% in item 5.1). The ceiling effect will be achieved only when training of student teachers is considered.

Question 4: Practical techniques/issues I have learnt about Traffic Safety

Education which I would subsequently apply in Curriculum are.....

Y	%	No	%	Not responded	%
4	11%	-	-	34	89

Only 11% of the lecturers (4 lecturers) have responded and indicated that they discuss all issues pertaining traffic accidents which appear in news papers or are announced on national and community radios with the student teachers. 89% of the lecturers did not respond. It is essential that efforts to remediate or alternatives be identified.

According to DoE (1997:73) the facilitator has been identified as an interpreter, designer of learning programmes and material. Therefore once this process is put in place lecturers and managers of institutions will be able to adapt and select learning resources that are appropriate for the age, language competences, culture, and gender of learning groups or learners.

Question 5: Changes that have been brought by Curriculum 21 with regard to Traffic Safety Education

Considering this question 13% proves beyond doubt that even the lecturers need internalise knowledge and skills of implementing Traffic Safety Education. Some of them emphasise that student teachers should always be alert. They also refer much to statistics announced in the Arrive Alive campaign as well as the speeches made by the minister of Transport during peak seasons. But the development of professional educators is central to the new policy (DoE, 1997:6). The policy requires a new comprehensive approach to teacher education, training and development which includes implementation of Curriculum 2005 with its Outcomes-Based approach.

From the information above 87% lecturers have not responded. It might be the uncertainty experienced by some of the lecturers as some of the universities are about to be closed down. Seemingly much needs to be done regarding OBE in Tertiary institutions because they are not conversant at this juncture. In Chapter two it was stated clearly that traffic safety features prominently in the Life Orientation learning area.

Question 6: I could not apply much of Traffic Safety Education because.....

Most lecturers have pointed out that the nature of their lessons do not include traffic safety therefore they could not apply it. It has been clearly indicated in DoE (1997:4) that all qualifications of educators must enable people to consider options, make decisions and do things (practical) understand what and why we and /or others are doing things (foundational); and be able to reflect on what we have done and make changes to our practices in light of this reflection.

At this juncture lecturers are not yet trained in the new system (Curriculum 2005) hence they could not apply Traffic Safety Education.

Question 7: Any comment on Traffic Safety Education you would like to make.....

No comments have been indicated by the lecturers.

Question 8: Have you ever shared what you know about Traffic Safety Education with your student teachers?

Yes	%	No	%	Not Responded	%
4	11	34	89	-	-

The above question indicates that 89% of lecturers realise the need to train student teachers in Traffic Safety Education.

Question 9: Do you feel that tertiary institutions are dealing adequately with Traffic Safety Education?

Yes	%	No	%	Not Responded	%
4	11	29	76	5	13

According to the above table 76% strongly admit that the Tertiary institutions are not at all dealing adequately with Traffic Safety, the reason being that it is not for an academic-popular nation. This is true because previously there have been inequalities in school systems and training of teachers (DoE, 1997:5). Little was done concerning training of pre- primary teachers. Their curricula in both form and content were characterised by outdated and autocratic concepts, philosophies and methodologies that did not develop teachers' ability to think critically and problem solve (DoE, 1997:7).

Question 10: In the case of capacitating student teachers with Traffic Safety Education, should the Tertiary institutions:

- integrate it with existing Curriculum,
- invite a training session from Traffic Safety officials, and
- advise student teachers about in -service training once they leave the institution.

Yes	%	No	%	Not Responded	%
34	89	4	11	-	-

The data obtained shows that Traffic Safety should be integrated with the existing curriculum so as to capacitate student teachers. The lecturers also indicate that a training session by the Traffic Safety officials is important. The lecturers support the above three options to be applied because there are those lecturers who never taught and those who are upgrading.

Question 11: Do factors relating to the limitations of a young road user determine a need to train school facilitators on Traffic Safety Education?

Yes	%	No	%	Not responded	%
34	89	4	11	-	-

From the above table 89% realise that the need to train student teachers in factors relating to the limitations of children in traffic situation.

Question 12: Do you support that school facilitators should be fully informed and trained with regards to content and didactics of traffic safety?

Yes	%	No	%	Not Responded	%
35	92	3	8	-	-

92% of the lecturers support the statement that teacher students should be trained with regard to the content and didactics of traffic safety. The above results reveal that traffic safety should be made compulsory.

In Chapter 1 it has been stated that accidents involving children are low in countries where traffic safety is compulsory. In SA it could be integrated in many learning areas, therefore facilitators should put in a little bit of traffic safety in whatever they teach. The teachers are urged to approach traffic safety officials for the material and possibly arrange for presentations.

Question 13: Will inclusion of the following in training of school facilitators make a difference:

- basic principles of Traffic Safety Education,
- the limitations of the child which make him risky in traffic, and
- the methodology to integrate Traffic Safety Education into existing learning areas.

Yes	%	No	%	Not responded	%
30	79	8	21	-	-

In the last three questions rating 89%, 92% and 79% respondents agree that Traffic Safety Education inclusion will eliminate accidents because student teachers will be able to convey the message to the children after leaving the institution. Although the other percentage disagree, they are of the opinion that Traffic Safety officials should sit down with area specialists and figure out how to integrate it. They further stress that student teachers should also be equipped on what to do in case of accidents.

Beyond doubt of contradiction it can be stated that Traffic Safety is ignored in Tertiary institutions despite the high rate of accidents among children.

From the information above other lecturers have not responded. It might be the uncertainty experienced by some of the lecturers, as some of the universities are about to be closed down.

5.7 CONCLUSION

Judging the suggestions and recommendations from the pre-primary facilitators and the lecturers of the province, it is identified that training of facilitators with regard to Traffic Safety Education is imperative. The successes with traffic safety elsewhere in the world have been achieved by training student teachers during their formal training. The lack of a comprehensive curriculum for pre-primary facilitators has prompted a need for development of curriculum guidelines. The researcher has noticed that facilitators and lecturers admit that traffic safety is a life-long process, which starts at pre-primary level. This understanding by facilitators and lecturers would form a strong basis on which value and utility shall be made of the guidelines proposed by a study for a curriculum for the training of facilitators for Grade R learners.

CHAPTER SIX

6. SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 INTRODUCTION

This study has been undertaken to ascertain whether or not there is a need for guidelines for the curriculum of pre-primary teachers in Traffic Safety Education. An investigation with regard to the school responsibilities, the need of Grade R school teachers the existing traffic safety programmes as well as the training of school teachers in Traffic Safety Education has been made.

The studies in the preceding chapters have shown that traffic behaviour and the attitude of young children at pre schools can be successfully modified if teachers have internalised knowledge and skills of integrating Traffic Safety Education into the learning programmes at their formal professional training. Traffic accidents are the biggest cause of deaths and serious injuries among young people (see statistics in Chapter one). By nature, this threat not only has an impact on the direct victims, it has its effect on the daily life of children and their parents in the form of worry, fear, anxiety and restriction of movement (Rothengatter, 1981:7).

To that effect this chapter deals with the summary, recommendations and provision of guidelines for the curriculum for training of Grade R teachers in Traffic Safety Education.

6.2 FINDINGS

Two sets of questionnaires were completed by pre-primary teachers of East London district and lecturers in Universities, Colleges of Education and Technikons who train teachers in Eastern Cape Province. From the data collected the findings are as follows:

6.2.1 With regards aim 1.3.1 - the responsibilities of the school towards Traffic Safety Education

The researcher has noticed that the pre-school facilitators have accepted the responsibility of schools toward Traffic Safety Education. They considered the fact that schools are the only institutions in which formal education takes place at an integrated manner. For example in the questionnaire where they are asked how they help children to develop with regards to traffic safety, they indicated that they take children for outings and then to crossings and safe areas to play.

They also indicated that they do what is reasonably possible to assure that young children become safe road users. The facilitators themselves are aware that they are children's role models as young children learn by imitation.

Though most of pre-primary facilitators expressed their sincere concern that they had never been exposed to Traffic Safety Education training, but that they teach traffic safety. They are aware that through training they would acquire knowledge and skills and pass the information on to the young children.

The facilitators had shown that efficiency is particularly important as they spend endless efforts and time training children. Educating a child to act independently in traffic, needs one who has basic principles and background in Traffic Safety Education, they said.

In other areas of the district, teachers have shown that they do take children for outings in which they educate them on traffic related matters like safe areas to play and safe routes to school.

6.2.2 With regards aim 1.3.2 - evaluation of traffic safety education training programmes and the curriculum process

The facilitators' responses with regard to the effectiveness of traffic safety programmes was accepted because they spelt out that the programmes are in line with OBE. Most of the teachers received the programmes while they attended presentations on traffic safety. The fact is that those who have been trained in Traffic Safety Education and who are re-deployed to other schools leave the programmes not fully utilised.

The lectures and pre-primary facilitators suggested that all teachers should be trained in traffic safety at the institutions. This will overcome the problem of those teachers who cannot attend workshops that are scheduled for after working hours because they stay far away from their workplaces.

The lecturers were uncertain about the future of colleges of education as the revised norms and standards currently made by the Department of Education stated that all colleges should form partnerships with Universities and Technikons. According to them, this move implies that the matter of the inclusion of TSE in school curriculum should be discussed at a higher level as part of the educational reforms.

6.2.3 With regards aim 1.3.3 - determine the needs of Grade 'R' facilitators with Traffic Safety Education

The study reveals that teachers need knowledge and skills with regard to Traffic Safety Education whether through in-service training for those who are already teaching or inclusion of Traffic Safety Education in tertiary institutions. Answers to question 4 (on the questionnaire given to pre-primary facilitators on page 72) show the extent of which lack of knowledge and insufficient material by facilitators hamper teaching of Traffic Safety Education.

The researcher also proposes that teachers need detailed instruction and demonstration of methods and techniques, which they can successfully apply to young children.

It is apparent from their responses to the questionnaire, that the lecturers seemed to have a positive response with regard to provision of guidelines for training of student teachers in Traffic Safety Education.

6.2.4 Guidelines for a curriculum for the training of Grade R facilitators in Traffic Safety Education

In view of the above reflections, the following serve as guidelines for the Curriculum for the training of Grade R facilitators in Traffic Safety Education. These guidelines are to be presented in an integrated manner in all learning areas within Curriculum 2005.

6.2.4.1 *Introductory phase*

- Necessity of Traffic Safety Education.
- Definition.
- Objectives of Traffic Safety Education.

6.2.4.2 *Limitations of the child*

- The child in foundation/intermediate phase.
- The adolescent stage.

6.2.4.3 *Programmes*

- Child in Traffic Programme.
- Safety in Traffic Education Programme (STEP).
- Junior Traffic Training Centre (JTTC).
- Traffic Safety in pre-school.

6.2.4.4 *Factors that play a role in an effective Traffic Safety Education*

- Disposition or attitude.
- Responsibility.
- Rules of the road.

6.3 RECOMMENDATIONS

In view of the above findings the study makes conclusions and recommendations based on findings as follows:

6.3.1 The responsibilities of schools towards Traffic Safety Education

The successes with road safety education will be achieved if the facilitators:

- do not only educate and train young road users to have knowledge and skills,
- but also cultivate the correct attitudes towards road usage,
- cultivate respect, and
- create a sense of consideration for other road users.

It is the responsibility of the schools to develop a desire for independent exploration in traffic safety.

6.3.2 Training programmes and curriculum process

The training programmes that have developed by the Department of Transport (discussed in section 3.7) hinge on a number of elements, which include:

- The basic principles on Traffic Safety Education.
- Limitations of the child (pre school) which makes him to act unsafe in traffic.
- Methodology to integrate Traffic Safety Education in many learning programmes (facilitators' guides).
- The acquaintance of the facilitators with educational media and how to make use of them.

The programmes are in line with the Outcomes-Based Education (OBE) and they conveniently fit in the three learning programmes of the foundation phase, viz. literacy, mathematics and life skills.

6.3.3 The needs of Grade R facilitators

The school facilitators will be trained on Traffic Safety Education through teacher seminars and in-service training. The traffic safety material will also be handed to all school facilitators who would avail themselves. This will overcome the problem of insufficient material in schools.

6.4 RECOMMENDATION FOR FURTHER STUDIES

It is hereby recommended that further studies should be carried out to determine the extent to which the guidelines suggested in this study assist the Grade R facilitators in their task of teaching learners to be safer road users.

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QUESTIONNAIRES FOR PRE-PRIMARY TEACHERS IN EAST LONDON AREA

QUESTIONNAIRE NUMBER

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 (1)

The purpose of this questionnaire is to determine what the responsibility of schools and the needs for pre-primary teachers are towards Traffic Safety Education. With this information attempts will be made to improve the training of pre-primary teachers with regard to Traffic Safety Education. You are requested to be honest when giving your input.

1.	Respondent				(2)
	Place				(3)

2. Please indicate by placing a tick in the box

2.1	Do you think that traffic safety is being taught in schools?		Yes	No	(4)
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2.1.1	To what extent is traffic safety taught at schools?	Always	Some-times	Never	(5)
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2.2 Do the following hamper the teaching of traffic safety education in schools?

2.2.1.	Lack of knowledge by the facilitators		Yes	No	(6)
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2.2.2	Lack of skills of integrating traffic safety into the learning programme		Yes	No	(7)
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2.2.3	Insufficient teaching and learning material for traffic safety		Yes	No	(8)
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2.3	Do you agree that the training of facilitators in traffic safety education is necessary in order for changes to take place in schools?		Yes	No	(9)
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2.4	Have you ever attended an in- service / workshop in traffic safety education?		Yes	No	(10)
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2.5 If yes, did you receive any of the following traffic safety products from the workshop

2.5.1	Flip chart		Yes	No	(11)
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2.5.2	Posters		Yes	No	(12)
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2.5.3	Manuals		Yes	No	(13)
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2.6	Are these products worthwhile to change the attitude and / or behaviour if young children?		Yes	No	(14)
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2.7 Have you observed that teaching traffic safety education?

2.7.1	Requires a background on traffic safety education		Yes	No	(15)
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2.7.2	Requires expertise in this field		Yes	No	(16)
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2.7.3	Can be fun		Yes	No	(17)
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2.8 Reasons for not teaching traffic safety

2.8.1	Did not consider it yet		Yes	No	(18)
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2.8.2	Insufficient traffic safety material		Yes	No	(19)
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2.8.3	Scarcity of in service training by the traffic safety officials		Yes	No	(20)
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2.9 In which way do you help the child to develop with regard to traffic safety?

.....

QUESTIONNAIRE FOR UNIVERSITIES/TECHNIKONS AND COLLEGES THAT TRAIN SCHOOL TEACHERS IN THE EASTERN CAPE

QUESTIONNAIRE NUMBER

		(1)
--	--	-----

The purpose of this questionnaire is to determine whether the training of Grade R teachers will promote Traffic Safety Education in schools. With this information attempts will be made to provide guidelines for a curriculum for the training of Grade R teachers in Traffic Safety Education. Please be honest when giving your input.

1	Gender	M	F	(2)
2	Faculty			
3	Occupation			
4	Ethnic origin (Required only for statistical purpose)			
4.1	African			(3)
4.2	Coloured			(4)
4.3	Indian			(5)
4.4	White			(5)

5 Instruction : Looking at the existing curriculum for teacher training and the experience you have, please complete the following

5.1	For me traffic safety education is important because			(6)
5.2	Practical techniques / issues I have learnt about traffic safety education which I would subsequently apply to the students			(7)
5.3	Changes that have been brought by curriculum 21 with regards to Traffic Safety Education are			(8)
5.4	I could not integrate much of traffic safety because			
5.5	Any comment on Traffic Safety Education that you would like to make			(9)
5.6	Have you ever shared what you know on traffic safety education with your teacher students	Yes	No	(10)
5.7	Do you feel that Tertiary institutions are dealing adequately with traffic safety education?	Yes	No	(11)

5.8 In the case of capacitating teacher students with Traffic Safety Education, should the tertiary institutions:

5.8.1	Integrate it with the existing curriculum	Yes	No	(12)
5.8.2	Invite a training session from traffic safety officials	Yes	No	(13)
5.8.3	Advise student teachers to attend in-service training once they have left the institution	Yes	No	(14)
5.9	Do factors relating to the limitations of young road users determine a need to train facilitators in traffic safety education?	Yes	No	(15)
5.10	Do you support that facilitators should be fully informed and trained with regard to content and didactics on traffic safety?	Yes	No	(16)
5.11	Will the inclusion of the following in the training of school facilitators make a difference to traffic safety?	Yes	No	(17)
5.11.1	Basic principles of traffic safety	Yes	No	(18)
5.11.2	The limitations of the child which make him risky in traffic	Yes	No	(19)
5.11.3	The methodology to integrate Traffic Safety Education into existing learning programmes	Yes	No	(20)