

FOCUS AREA 4

Pedestrian Safety

INTRODUCTION

This focus area provides the explicit teaching of content and skills related to pedestrian safety for Foundation students. It focuses on:

- identifying and choosing safer places to cross roads such as crosswalks, traffic signals and straight stretches of road
- how to cross roads using the 'stop, look, listen and think' procedure and with an adult
- the reasons why young children need to walk with supervision and hold an adult's hand to cross the road
- identifying the sounds that can be heard in the traffic environment and what these sounds mean to a pedestrian.

Key understandings

- Traffic can mean cars, trucks, buses, bicycles etc.
- There are many features in the traffic environment that help pedestrians stay safe eg a crosswalk, traffic signals, kerbs and footpaths.
- Children are safer if they hold an adult's hand when walking near traffic and crossing roads.
- It takes time for a pedestrian to stop when running.
- Use the systematic search strategy to cross the road.
- There are safer places to cross such as straight stretches of road, pedestrian crosswalks, school crossings, traffic signals, and overpasses and underpasses.
- Pedestrians should walk on the footpath, if available, or away from the road edge and facing oncoming traffic when a footpath is not available.
- Car parks can be dangerous places for children.
- Respond to relevant sights and sounds such as reversing lights, beepers, exhaust smoke and slamming doors when near a car park.

Key skills






- Transfer their knowledge to situations that may arise as a pedestrian.
- Practise making responsible decisions in a range of pedestrian-related situations.
- Practise using the crossing procedure.
- Identify other options when an adult's hand is not available ie holding onto a pram, trolley, shopping bag or adult's clothing.
- Listen to, remember and follow simple instructions.
- Listen for specific things such as the details of a story and an answer to a given question.
- Participate in informal situations, for example play-based experiences which involve the imaginative use of spoken language.
- Work with a partner or in small groups using strategies such as waiting and taking turns, staying on task and sharing resources.

General capabilities in the Australian Curriculum








The general capabilities of the Australian Curriculum comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to become successful learners, confident and creative individuals, and active and informed citizens.

The content and activities in this focus area provide teachers with the opportunity to explicitly teach some of the general capabilities. The table below outlines how this resource addresses these capabilities.

Addressing the Australian Curriculum General Capabilities through Challenges and Choices

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Key

-  Literacy
-  Numeracy
-  Information and communication technology (ICT) capability
-  Critical and creative thinking
-  Ethical understanding
-  Personal and social capability
-  Intercultural understanding

TEACHER NOTES

Being a pedestrian is a normal part of childhood in Australia. Active transport, or walking and other pedestrian-related activities, are important for children's transportation and physical activity.

However there are many environmental risk factors for child pedestrians including the volume and speed of traffic, kerbside parking, lack of safe crossing sites and safe play areas, and the density of housing.

The type of pedestrian-related injuries sustained by children is related to their age and stage of development. Factors such as stature and weight, lack of knowledge and understanding, inattention and their perceptual skills not being developed all increase a young child's ability to cope with and assess the dangers of traffic as a pedestrian.

Pedestrian-related injuries

Pedestrians are vulnerable road users because they are unprotected if involved in a crash. Those who are particularly vulnerable are children under 14 years of age, people older than 60 and those who have had too much to drink.

Young children in early childhood are most at risk as pedestrians when they cross the road and are walking to and from school. Children under 10 do not have the necessary cognitive and perceptual skills to negotiate traffic and make safe decisions. Adults should always accompany young children in traffic.

Most crashes involving child pedestrians and vehicles are the result of errors made by the children. Two recurring scenarios in Princess Margaret Hospital data for pedestrian injuries commonly involve either:

- Children being hit by a car reversing out a driveway.
- Children hit by a car or other vehicle while trying to cross the road¹.

Why are children up to the age of 10 at risk as pedestrians and unable to make safe decisions?

- **They are still developing their directional hearing and peripheral vision.** In fact a child's ability to view objects such as cars in their side vision is restricted as they are only able to see through a limited area which is around 1/3 that of an adult.
- **They are smaller in stature.** This makes it difficult not only for them to see past parked cars but also for drivers of vehicles to notice them in the traffic environment.
- **They can be impulsive, unpredictable, easily distracted and have a limited concept of danger.** Children at this age do not always think about the consequences of their actions and often dart out onto the road especially when playing. They also have limited control over their body and may have difficulty stopping on command when running quickly.
- **They have difficulty judging the speed and distance of oncoming vehicles.** Often children will observe a slow travelling vehicle pass by and then presume that the next vehicle, which may be travelling at a greater or lesser speed and from the same distance, will then take the same time to reach where they are waiting to cross a road.

Strategies to help keep children safe as pedestrians

The suggested age for children to walk with adult supervision is up to the age of ten.

It is recommended that children at this age:

- Always hold an adult's hand when near traffic or crossing the road.
- Are always supervised by an adult when near traffic.
- Learn how to cross roads using the Stop, Look, Listen and Think steps.
- Are shown places where it is safer to cross the road such as at pedestrian crossings, on a straight stretch of road and not between parked cars.
- Are given clear, consistent and brief directions that they can understand and follow in an emergency situation.
- Play well away from roadside and driveways.
- See adults demonstrating safe road user behaviour as a model to follow.
- Hear adults' positive attitudes to road safety and their intention to behave safely as a pedestrian.

¹ Pikore, T, Everison, R, Leeds, M & Wicks, S. *Pedestrian Related Injuries*. Kidsafe WA (No. 21), 2010.

Crossing the road

Pedestrians should always use the systematic search strategy when crossing a road. The steps are:

1. **Stop** – well back from the kerb and road edge
2. **Look** – for traffic in all directions
3. **Listen** – for traffic coming in all directions
4. **Think** – is it safe to cross?
5. **Cross** – the road when it is clear by walking quickly and straight across, still checking for traffic.

Young children need to be explicitly taught this procedure and given opportunity to practise the steps in both simulated and real world situations.

Safer places to cross

Whenever possible, pedestrians should choose a place to cross the road that provides a clear view of traffic in every direction and where drivers can easily see the pedestrian.

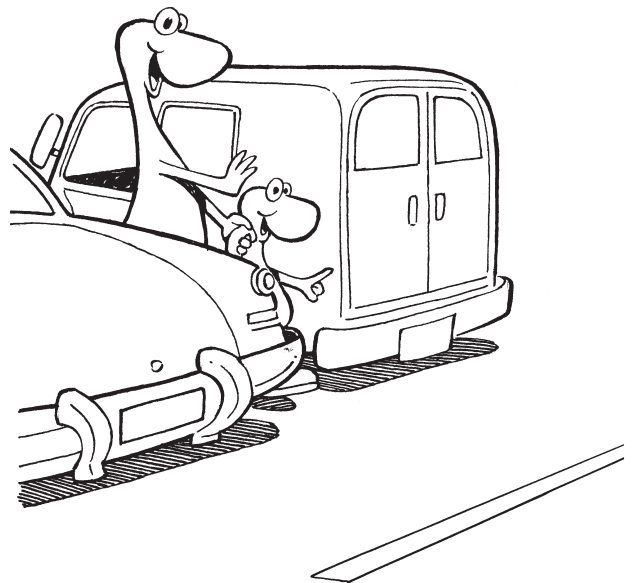
There are designated places to cross in a traffic environment. These include:

- **School crossing** – these are usually located outside schools or on the busy roads close to the school. Traffic wardens are employed to assist pedestrians to cross.
- **Pedestrian crossing** – occur on busy roads and are signalled by signs placed before the crossing and large white stripes painted on the road surface. These are sometimes referred to as 'zebra crossings'.
- **Island crossing** – occur where the road is a dual carriageway with an island strip in the middle. Pedestrians should cross to the island and then stop to assess if it is safe to continue before crossing to the other side.
- **Signal crossing** (or traffic lights) – are placed at busy intersections to help pedestrians cross the road. By pressing the button located on the traffic pole, a green 'walk' signal with the outline of a pedestrian, will appear. The signal provides adequate time for pedestrians to cross safely before the red 'don't walk' signal appears. Pedestrians should not commence to cross if the 'don't walk' phase is flashing or showing.
- **Railway level crossing** – are authorised locations where a road and a railway line intersect at the same level allowing road users (including pedestrians and cyclists) to travel over the railway tracks. There are five types of railway level crossings including pedestrian.
- **Pedestrian footbridge, underpass or overpass** – located strategically to assist pedestrians to walk over or under busy roads and intersections.

Crossing between parked cars

Crossing between parked cars is obviously not the safest option however when this cannot be avoided, children should:

- Select a gap between two cars (not a truck or a bus).
- Make sure the gap is not a driveway or a space big enough for a car to enter or park.
- Walk to the outside corner of the car and stop (ie in line with the outside edge of the cars) where traffic can be seen in all directions and drivers can see the pedestrian.
- Check that neither vehicle has a driver as the driver may be getting ready to reverse or move off into traffic and will not be able to see a small child.
- Use the stop, look, listen and think procedure to cross.



No footpath

Pedestrians should use the footpath or walk as far away from the road edge as possible. However in many situations this is not possible. Pedestrians should then walk on the side of the road which allows them to face oncoming traffic.

When a vehicle such as truck, semi-trailer or road train is coming, and a pedestrian is close to the road edge, the pedestrian should walk as far away from the road as possible and wait until it has past before continuing on their journey. Often these large vehicles produce a 'wind' that can unbalance a pedestrian.

In the car park

Car parks are part of the traffic environment and pose dangers for young children if not supervised by an adult. Children can be at risk because:

- The driver's vision can be obscured.
- They are small of stature.
- They cannot predict the movement of vehicles.
- Cars change direction frequently and suddenly as they negotiate parking spaces.
- Drivers are not always aware of pedestrians as they are often concentrating on entering or exiting a parking space.

Pedestrians waiting for public and community transport

While waiting at the bus stop pedestrians should:

- Stand well away from the road side.
- Not play games that involve running or using equipment that may roll onto the road.
- Keep sport equipment in a bag so items do not roll onto the road.

Pedestrians after disembarking a bus

Pedestrians are often injured after disembarking a bus when they choose to cross the road in front or behind the bus. It is safer for pedestrians to wait until the bus has moved on at least 20 metres allowing the pedestrian to see traffic in all directions and drivers to see the pedestrian.

In country areas where students use buses to travel to school, parents should wait or park their car on the same side of the road as the pick up and drop off area reducing the need for children to cross the road.

Useful websites

- Kidsafe WA
<http://www.kidsafewa.com.au/pedestriansafety.html>
- Smart Steps, School Drug Education and Road Aware
www.sdera.wa.edu.au
- Department of Transport
www.transport.wa.gov.au

ACTIVITY 1

Talking traffic

Preparation

- ▶ **Activity sheet** *Izzy* (refer to page 81, Focus area 3) or the *Izzy slideshow* – cue the CD-Rom
- ▶ *Talking traffic slideshow* – cue the CD-Rom
- ▶ Two hoops – one set per group
- ▶ Strips of paper – two per group
- ▶ **Activity sheet** *Talking traffic* – one per group and cut into cards
- ▶ Magazines, scissors and glue
- ▶ Large poster paper
- ▶ Square, circle and rectangle shapes – class set

- Introduce Izzy the road safety mascot to the class by using the activity sheet or slideshow. Explain that Izzy knows how to stay safe when he goes out walking, riding his bike or scooter, and travelling in a car or bus, and that he is going to help the class learn how to stay safe around roads and traffic.
- Introduce the concept of traffic and vehicles using these questions.

Ask

When you walk to school or around your neighbourhood, what are some of the things you often see?
What does the word 'traffic' mean? (Traffic is defined as the movement of vehicles, cyclists and pedestrians.)
There are many different types of vehicles – buses, cars, trucks – anything that has wheels and travels on the road.
What vehicles do you often see near your house?
Do the big vehicles/small vehicles near your house go fast or slow? (These questions are to help students understand that the size of a vehicle does not indicate the speed at which it might travel. Often children believe that red cars or sporty looking cars can travel faster than other vehicles.)

- Use the *Talking traffic* slideshow to talk about the different types of vehicles. Students can identify where they often see some of the vehicles eg buses parked outside the school, taxis at the shopping centre and trucks on the highway. Point out to students that 'traffic furniture' eg kerbs, footpaths, traffic lights, pedestrian crossings, road signs, can help pedestrians to stay safe.

- Place students in small groups. Give each group a set of activity cards and two hoops. Model writing the word 'traffic' on a strip of paper and then 'not traffic' on another strip of paper. Place one strip in each hoop.

Explain students are to take turns to sort the cards into the hoops. When finished, ask students to share their answers. Clarify any responses that were incorrect.

- Have students look through magazines and cut out pictures of different types of vehicles. Stick the pictures onto a large sheet of paper then write labels to build onto students' current vocabulary.
- Students trace around the different shapes onto paper, and cut them out to construct a car or truck.
- Watch the video clip *Traffic song* at http://www.youtube.com/watch?v=c_zSzvrXZQU&context=C4c9713fADvjVQa1PpcFO3ZgvJJvrAsvnFB35kiMjtxTusz020soA=

Have students reflect on the activity using the following questions.

Ask

What did you learn in this activity?
How well did you work with your group?
Did you speak clearly and listen carefully when others were speaking?

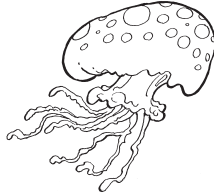
Have students circle the traffic pictures on their own copy of the activity sheet then share their responses with a partner.

Talking traffic

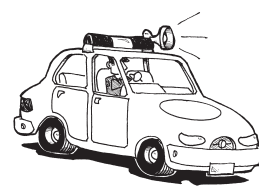
Which of these are vehicles?



plane



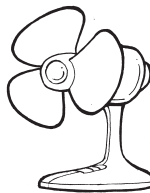
jellyfish



police car



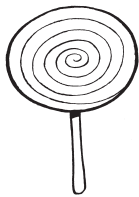
bike



fan



anchor



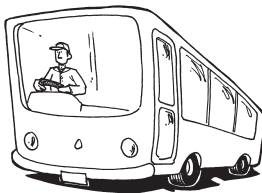
lollipop



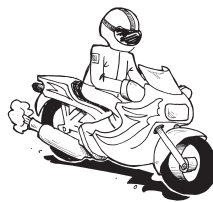
Izzy



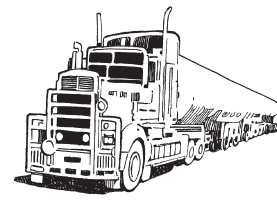
train



bus



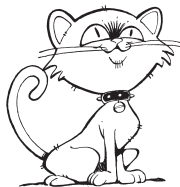
motorbike



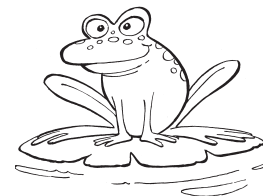
semi-trailer



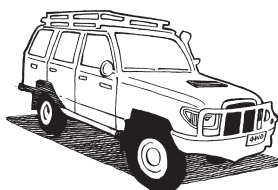
taxi



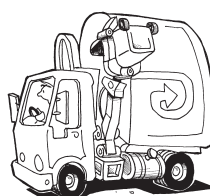
cat



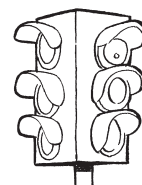
frog



4WD



rubbish truck



traffic light



ACTIVITY 2

That's the sound the street makes

Preparation

- ▶ *That's the sound the street makes* by Danny Katz



- ▶ *Traffic sounds* – cue the CD
- ▶ **Activity sheet** *Traffic sounds* – photocopy one set per group
- ▶ Counters
- ▶ **Activity sheet** *We know* and cue the CD
- ▶ Internet access

- Show the cover of *That's the sound the street makes* then flick through the inside pages to give students a brief look at the story.

Ask

What do you think this story is about?

Can you guess the title?

Who is in the story?

Where is the story happening?

Read the story using different voices to make the sounds illustrated on each page.

Have students find and make the 'sound' words located throughout the book eg 'screech' of the scooter or 'plock plock' of the traffic signal. Discuss why these words are in small or big font. Ask students what sounds they might hear in the traffic environment eg engines revving, people walking, bicycle bells and fire engine sirens.

Read the story again and let students make each traffic sound when it appears in the text.

- Sit students in a circle then 'cut' the circle into small groups of three or four. Allocate a traffic sound from the story to each group. Explain that each group is to make their sound when given a signal and that they are to keep making the sound until all groups have been included. This will become extremely noisy but a lot of fun.

- Keep students in their groups to play a game of traffic sounds bingo. Have one student in each group deal the cards then give five counters to each member.

Explain that students are going to listen to some traffic sounds. If the sound matches one of their cards, students should place a counter on that card. The winner is the student who has all cards covered first. Remind students to shout out 'bingo' or perhaps 'stop'.

Shuffle and deal the cards then play the game again or leave it set up in for students to play.

- Play the traffic sounds game on Izzy's road safety games website at www.sdera.wa.edu.au. Other traffic sound activities can be found at <http://www.totallittlelearners.co.uk/kids.php> (What comes next?) and <http://www.safetymatters.renault.co.uk/kids/?sub=sounds> (recognising sounds).
- Sing the song *The sounds of the traffic* and *We know* with students. Use objects or percussion instruments to accompany the song.

The sounds of the traffic

(Sung to the tune of *The wheels on the bus*)

The cars on the road go brm, brm, brm,
Brrm, brm, brm,
Brrm, brm, brm.

The cars on the road go brm, brm, brm,
All the way to town.

The road trains in the outback go
whoosh, whoosh, whoosh,
Whoosh, whoosh, whoosh,
Whoosh, whoosh, whoosh.

The road trains in the outback go
whoosh, whoosh, whoosh,
All the way to town.

The bikes on the path go tinkle, tinkle, tinkle,
Tinkle, tinkle, tinkle,
Tinkle, tinkle, tinkle,
The bikes on the path go tinkle, tinkle, tinkle,
All the way to town.

- Use classroom instruments or voice and body percussion to create some traffic sounds.

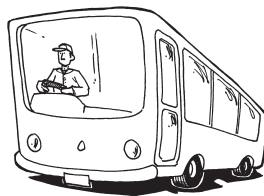
Traffic sounds



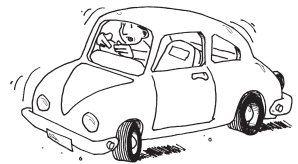
people walking



dog barking



bus



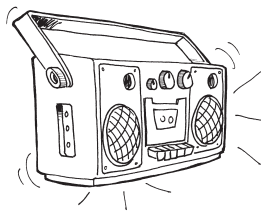
car brakes



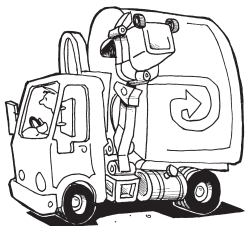
car



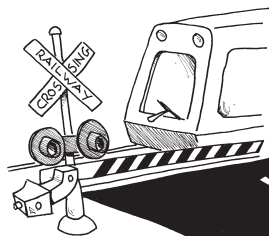
bike



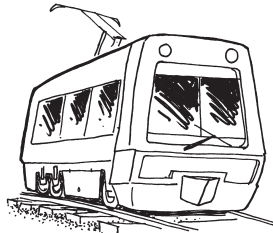
stereo

school crossing
whistle

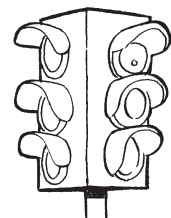
rubbish truck



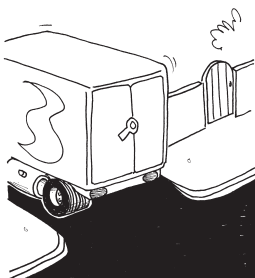
railway crossing



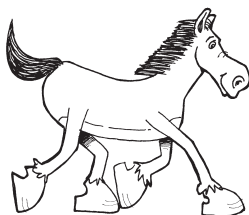
train



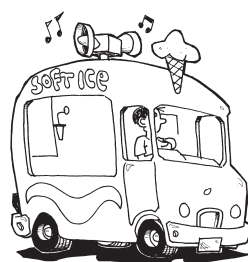
traffic light



truck reversing



horse



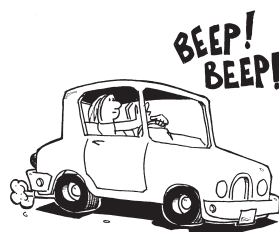
ice-cream van



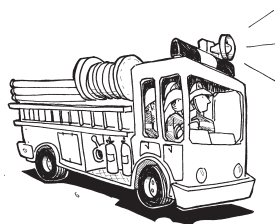
bouncing ball



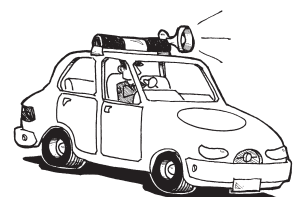
motorbike



car horn



fire engine



police car



We know

Words and music by The Hooley Dooleys

We know (clap clap) we know (clap clap) to hold on to a

grown-up's hand. On the foot-path, in the car-park we

un-der-stand. The road is very busy so hold a hand.

Verse 2

We know (clap clap), there are cars (clap clap),
 They go brmm, brmm, brmm, brmm and beep! beep!
 So we hold on tight to a grown-up's hand.

Verse 3

We know (clap clap), there are trucks (clap clap),
 They go vroom, vroom, vroom, vroom and honk! honk!
 Cars go brmm, brmm, brmm, brmm and beep! beep!
 So we hold on tight to a grown-up's hand.

Verse 4

We know (clap clap), there are bikes (clap clap),
 They go chicka, chicka, chicka, chicka, ding! ding!
 Trucks go vroom, vroom, vroom, vroom and honk! honk!
 Cars go brmm, brmm, brmm, brmm and beep! beep!
 So we hold on tight to a grown-up's hand.

Verse 5

We know (clap clap), there are buses (clap clap),
 They go psssssssssssssssssh. All aboard!
 Bikes go chicka, chicka, chicka, chicka, ding! ding!
 They go vroom, vroom, vroom, vroom and honk! honk!
 Cars go brmm, brmm, brmm, brmm and beep! beep!
 So we hold on tight to a grown-up's hand.

Verse 6

They go ding! ding! (clap clap), honk! honk! (clap clap),
 Beep! beep! (clap clap), all aboard!
 Bikes go chicka, chicka, chicka, chicka, ding! ding!
 They go ding! ding! (clap clap), honk! honk! (clap clap),
 Beep! beep! (clap clap), all aboard!

So we hold on tight to a grown-up's hand.

We know has been reproduced with the kind permission of The Hooley Dooleys Touring Company Pty Ltd and the NSW Roads and Traffic Authority.



ACTIVITY 3

Hands are for holding

Preparation

- ▶ *Hands are for holding* slideshow – cue the CD-Rom
- ▶ Art paper – one sheet per student
- ▶ Drawing or painting materials – class set
- ▶ Salt dough ingredients – class set
- ▶ Plastic knives – one per student
- ▶ Rolling pins – class set
- ▶ Adhesive magnetic strip – one piece per student
- ▶ **Activity sheet** *Hands are for holding* and *Somebody* – cue the CD
- ▶ Internet access
- ▶ **Family information sheet** *Keep your kids safe in traffic* – photocopy one per student

- Write the word 'pedestrian' on the board. Read it aloud then have students guess what it means. (In the road rules, a pedestrian refers to 'someone who walks on foot'.)

Ask

Who can be a pedestrian?

When are you a pedestrian? (eg walking to school or the shops)

Why is it fun to be a pedestrian? (eg using active transport to reach destinations, see different things along the route taken)

- Show students the *Hands are for holding* slideshow. Have students talk about the photos and share their own pedestrian experiences. The following questions can be used to guide the discussion.

Ask

Why are the children walking with a grown up?

Is the footpath a safe place to walk?

What do you do if there isn't a footpath to walk on?

(Pedestrians should walk along the verge facing oncoming traffic and away from the road edge.)

Why do children your age need to hold a grown up's hand when they cross the road? (Children at this age do not

have the skills to assess all traffic situations. Also, the traffic environment can quickly change and children do not always have the skills to assess the situation and change their behaviour. For example the traffic flow on the street near a child's home is usually low until one day when road works detour traffic down the street. The child is now faced with making decisions to deal with the higher flow of traffic.)

Where else do you need to hold a grown up's hand?

(Children should hold an adult's hand in the car park, at a pedestrian crossing or traffic signals, and whenever they are crossing the road or railway lines.)

- Introduce the song *This is the way we all hold hands*. Ask the students to choose some simple actions for each part of the song (eg looking to the left and right for the lyrics 'this is the way we cross the road'). Have students find a partner and sing the song together.

This is the way we all hold hands

(Sung to the tune of *Here we go round the mulberry bush*)

This is the way we all hold hands,

All hold hands, all hold hands.

This is the way we all hold hands when we go out walking together.

This is the way we cross the road,

Cross the road, cross the road,

This is the way we cross the road holding hands together.

- Have students draw or paint a picture showing them holding hands with an adult while walking or crossing the road. Encourage students to write a safety message to accompany their picture eg *Hold hands and stay safe* or *Hands are for holding*. Scribe the safety message for those students who need support with writing.

Place students in small groups to share their artwork and safety messages.

Display the artwork so students can talk about holding hands with their family.

- Play the song *Hands are for holding* and encourage students to join in performing the actions ie clapping, shaking, jumping. Talk about the actions that are linked to the road crossing procedure of stop, look, listen and think ie looking, turning, thinking, holding, walking.
- Write and illustrate the recipe ingredients on the board. Help students to follow the recipe to make a batch of salt dough. (The measurements are for one student.)

Salt dough recipe

1 cup of flour

1 cup of salt

½ cup of water

Combine the flour and salt then add the water a little at a time. Knead the dough until it is smooth. Left over dough can be wrapped in plastic and stored in an airtight container.

Ask students to roll out a piece of salt dough that is bigger than their hand. Students take turns pushing their hand into the rolled out dough while their partner uses a plastic knife to cut around the outside.

Dry the hand shapes before students paint and attach a magnetic strip to the back.

- Ask students to listen to the lyrics of the song *Somebody* to identify the 'grown-ups' who can help a child cross the road.

Have students choose up to five people who can help them when crossing roads. Remind students that only adults they know and trust should be approached for help. Students can write (or have scribed) one name on each finger of their saltdough hand.

- Watch the video clip *Be smart* at <http://www.youtube.com/watch?v=SvBa3rd6qVY&context=C439fc49ADvjVQa1PpcFO3ZgvJJvrAstzjWAw6Utqldq7mdxLpG-mo> Talk about the safety messages in the song (eg hold a grown up's hand when you cross the road).
- Send the saltdough hands and *Keep your kids safe in traffic* home for students to share with their family.

Download for free *That's the sound the street makes* storybook at iTunes and Google Play (search for VicRoads). Students can listen and read along with the story.



Hands are for holding

Words and music by The Hooley Dooleys



Hands are for clap-ping. ____

Hands are for shak-ing. ____



Hands are for wav-ing. ____

But hands are for hold-ing when you're cros-sing the road. ____



cros-sing the road. ____

Hands are for hold-ing when you're cros-sing the road. ____

Verse 2

Legs are for jumping ... boing! boing!
 Legs are for stomping,
 Legs are for dancing,
 But legs are for walking
 When you're crossing the road.

Verse 3

Heads are for nodding,
 Heads are for thinking,
 Heads are for turning,
 Turning and looking
 When you're crossing the road.


Verse 4

Hands are for holding,
 Legs are for walking,
 Heads are for turning,
 Hands are for holding
 When you're crossing the road. (Repeat)

Somebody

Words and music by The Hooley Dooleys

Chorus G C D G



There has to be some - bo - dy who will hold my hand and cross the road. _____

The musical notation is on a single staff with a treble clef and a key signature of one sharp (F#). The time signature is common time (C). The melody consists of quarter notes and half notes. The lyrics are written below the staff, with a blank line at the end of the phrase 'cross the road'.

Chorus

There has to be somebody who will hold my hand and cross the road.

Somebody, yeah, but not just anybody...

Somebody...

Mm, it needs to be a grown-up...

Somebody...

Somebody I know...

Chorus

There has to be somebody who will hold my hand and cross the road.

It could be my Dad, it could be my Mum,
It could be my big sister ... she's in high school.
It could be my uncle – yeah!

Chorus

There has to be somebody who will hold my hand and cross the road.

It could be my neighbour, it could be my grandma,
It could be my pop ... he talks a lot!
It could be my teacher – yeah!

Chorus

There has to be somebody who will hold my hand and cross the road.

Spoken

Or in the car park, or on the footpath.

Somebody, yeah, but not just anybody...

Somebody – it needs to be a grown-up...

Somebody – somebody I know...

Chorus

There has to be a grown-up who will hold my hand and cross the road.

There has to be a grown-up who will hold my hand and cross the road.

Somebody has been reproduced with the kind permission of The Hooley Dooleys Touring Company Pty Ltd and the NSW Roads and Traffic Authority.



Keep your kids safe in traffic

Young children might try to make safe decisions and follow the road rules but because of their age they are often unable to identify dangers. They are also easily distracted and impulsive, and their small size makes it difficult for drivers to see them, especially when reversing a car.



So what can you do to help keep your children safer while out walking? Here are a few tips.

Hold your child's hand

Explain to your child why it is important for children up to 10 years of age to hold an adult's hand when crossing the road. Point out that adults are more familiar with the road rules and can also decide when a situation may be dangerous.

Stop look listen think

Teach your child these simple steps to cross the road.

STOP at least one step back from the kerb or edge of the road.

LOOK in all directions for approaching traffic (left, right, front and back).

LISTEN in all directions for sounds of approaching traffic.

THINK before deciding if it is safe to cross.

Tell your child to keep listening and looking for traffic while crossing the road.

Safe places to cross

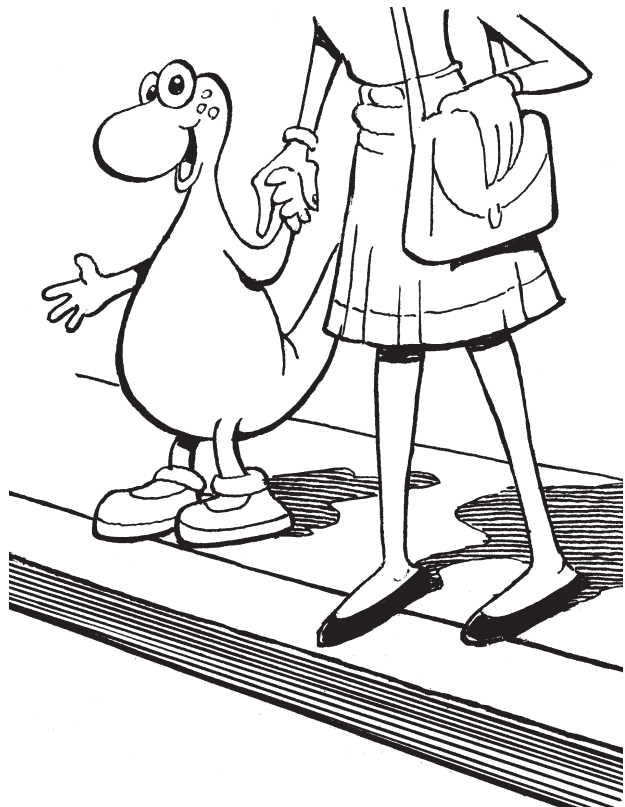
Talk about where it is safer to cross the road such as away from corners and roundabouts, on straight stretches of road and not on a hill, or using a crosswalk or traffic signals with pedestrian lights.

Dangers for pedestrians

Point out some of the dangers that pedestrians need to watch out for. For example, cars coming out of driveways and laneways might not be able to see young children, or cars might not stop at pedestrian crossings.

Let your child know when they are behaving safely

Praise your child when you notice them walking and crossing roads safely.



Thank you for playing a vital role in your child's road safety education.

ACTIVITY 4

Stop

Preparation

- ▶ **Road sign pack** – take out the stop sign and traffic signals
- ▶ Markers such as beanbags, ice-cream containers or skipping ropes
- ▶ **Activity sheet** *Stop sign* – photocopy one per student
- ▶ Scissors and glue – class set
- ▶ CD player and music CD
- ▶ **Activity sheet** *Stop, look, listen and think* and cue the CD

- Show students the stop sign. Discuss the attributes of the sign (ie shape, colour and letters), then use the following questions.

Ask

What do you know about this sign?

Where have you see this sign?

Who has to stop when they see this sign? (Cyclists, drivers and motorcyclists must comply with the sign.)

Do pedestrians have to stop at the sign?

When you're out walking, where do you have to stop? (Some child pedestrian examples include: before the kerb to check that it is safe to cross; at a crosswalk to wait for other traffic to stop; when an adult calls out.)

- Show the traffic signal and discuss the shape and colours. Ask students to identify which colour indicates 'stop'. Teach students the poem *Traffic light*.

Traffic light

Red on top, red means 'stop'.

Green below, green means 'go'.

Amber means 'wait', even if you're late.

- Sing the song *Twinkle twinkle traffic light* with the class.

Twinkle twinkle traffic light

(Sung to the tune of *Twinkle twinkle little star*)

Twinkle twinkle traffic light,

Shining in the street so bright.

When it's green it's time to go.

When it's red it's stop you know.

Twinkle twinkle traffic light,

Shining in the street so bright.

- Take students outside to play a game of 'stop'. Set up a boundary using the markers. Explain students are to move around inside the boundary without bumping

into anyone else and until the music stops. Students must then stop straight away, as still as statues and look to the teacher. Anyone seen moving by the teacher must sit down until only one or two players remain. The game then begins again. During the game, change the movement instructions eg run, walk, skip. After playing the game several times, discuss why it is important to be able to stop quickly in and around traffic.

Ask

Was it easy to stop quickly when you were walking?

Was it easy to stop quickly when you were running?

Why is it important to walk up to the edge of the road and stop before you cross?

Why shouldn't you run across the road?

What does a driver have to do to stop a car?

Do cars stop straight away when the driver puts their foot on the brakes? (No. A car travelling at 40km/h can take up to 21 metres to stop.)

- Distribute the *Stop sign* activity sheets. Have students identify each of the letters on the sign then explain the activity. The stop signs could be displayed inside or outside of the classroom to remind students where they need to stop and check for other students ie entering and exiting the classroom, canteen or library.
- Sing the song *Stop right now* while students move around the room. When the word 'stop' is sung, students must stand still and hold up their stop sign.

Stop right now

(Sung to the tune of *Three blind mice*)

Stop right now, stop right now.

When you hear me call, when you hear me call.

At the side of the road or out on the street,

Make sure you stop and don't move your feet.

It will keep you much safer so do as I say,

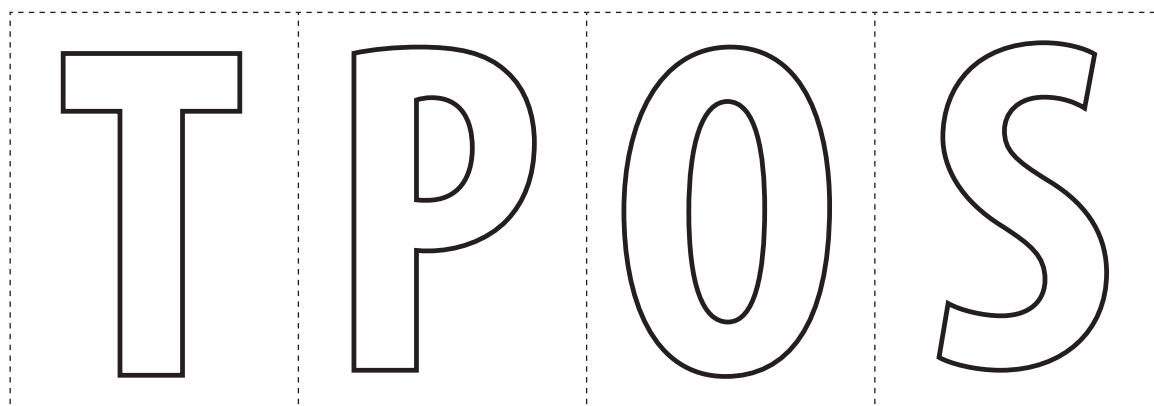
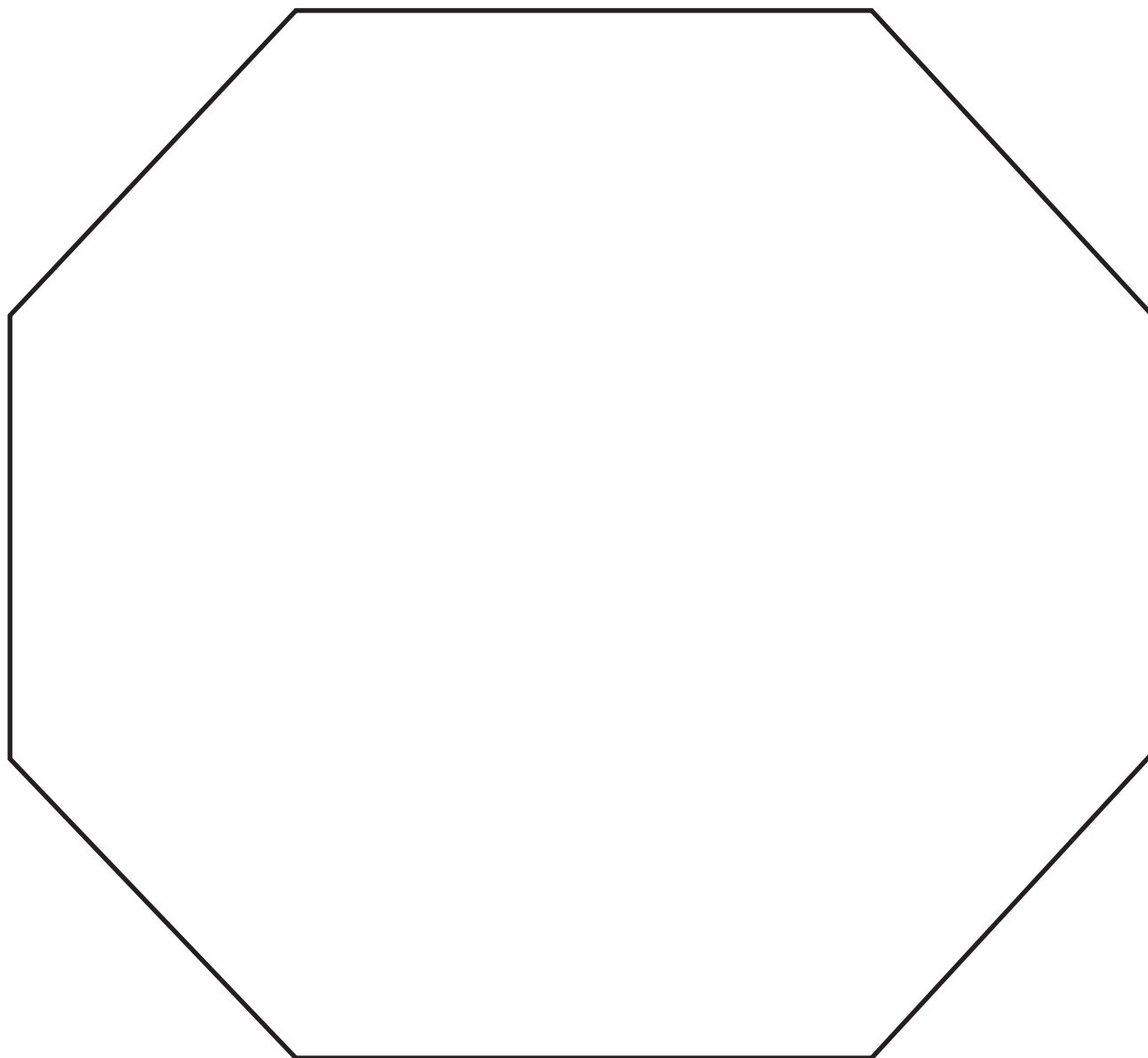
And stop right now.

- Listen to the song *Stop, look, listen and think* and have students put their hand out in front of their body to indicate 'stop' each time they hear the word in the lyrics. Talk about the lyrics that promote crossing the road safely eg hold hands with an adult; using the stop, look, listen and think procedure; using a crosswalk.

The *Road sign* pack was distributed with the first edition of *Challenges and Choices* in 2005.

Stop sign

Make a stop sign by colouring it red and pasting the letters on in the right order.



Stop, look, listen and think

Words and music by Boyd Wilson
Recorded and produced by Boyd Wilson Music
Performed by Big Giggle

Verse 1

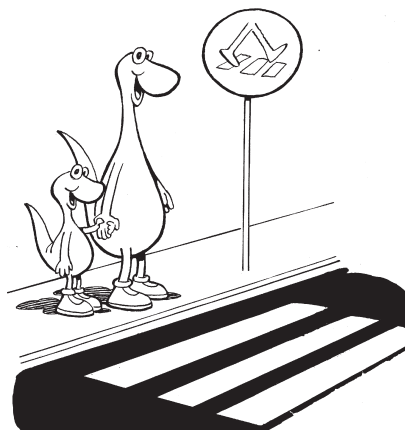
^C ^G
Here's the way we cross the road
^C ^D ^G
First you hold my hand
^C ^G
Here's the way we cross the road
^C ^D ^G
First you hold my hand (repeat)

Verse 2

^C ^G
Here's the way we cross the road
^C ^D ^G
Look a zebra crossing
^C ^G
Here's the way we cross the road
^C ^D ^G
Look a zebra crossing (repeat)

Chorus

^G ^C ^G ^D
La la la lah, la la la lah, La la la lah – yeh,
^G ^C ^G ^D
La la la lah, la la la lah STOP LOOK
^G ^{CDG}
LISTEN AND THINK!



Verse 3

^C ^G
Here's the way we cross the road
^C ^D ^G
Look left, right, left
^C ^G
Here's the way we cross the road
^C ^D ^G
Look left, right, left (repeat)

Verse 4

^C ^G
Here's the way we cross the road
^C ^D ^G
STOP, LOOK, LISTEN
^C ^G
Here's the way we cross the road
^C ^D ^G
STOP, LOOK, LISTEN WOO!
^C ^D ^G
STOP, LOOK, LISTEN AND THINK!

Chorus

^G ^C ^G ^D
La la la lah, la la la lah, La la la lah,
^G ^C ^G ^D
La la la lah, la la la lah STOP LOOK
^G
LISTEN AND THINK!
^G ^C
La la la lah, la la la lah,
^G ^D
Be safe, be sure, be road wise
^G ^C
La la la lah, la la la lah,
^G ^D ^G
STOP, LOOK, LISTEN,
^C ^D ^G ^G
STOP LOOK, LISTEN AND THINK!

Stop, look, listen and think has been reproduced with the kind permission of Boyd Wilson Music.

ACTIVITY 5

Stop, look, listen and think

Preparation

- ▶ *Crossing roads* slideshow – cue the CD-Rom
- ▶ **Activity sheet** *Stop, look, listen and think* – photocopy cards to A4 size
- ▶ **Activity sheet** *Cross the road* – photocopy one per student
- ▶ Scissors and glue – class set
- ▶ Long piece of black plastic
- ▶ Dress up box
- ▶ **Family information sheet** *Stop, look, listen and think* – photocopy one per student
- ▶ Large cardboard boxes or wheeled devices eg tricycles, scooters
- ▶ Pasta for threading – four pieces per student
- ▶ Wrist length of ribbon or string – one per student
- ▶ Small snap lock bags – one per student

- Show students the *Crossing roads* photos and discuss. Highlight the safety message that children should always walk and cross the road with adult supervision, and use the 'stop, look, listen and think' procedure.

Ask

When you want to cross the road there are four things you need to remember – stop, look, listen and think.

Where should you stop when you want to cross the road? (Pedestrians should stop back from the kerb or road edge so that they are not in danger of being hit by passing traffic and can commence the crossing procedure.)

What do you need to look for? (Traffic coming in all directions, not just the left and right as traffic may come around a corner behind a pedestrian or from a road intersecting the road where they have stopped.)

What do you need to listen for? (Any sounds that may indicate traffic is approaching.)

What do you need to think about? (Is it safe to cross now or do I need to keep looking and listening a little longer?)

- Hold up the *Stop, look, listen and think* cards. Ask students to guess the meaning of each illustration ie stop, look, listen or think. Have the class practise the crossing procedure while saying each step out aloud. Use the cards as a prompt.
- Distribute copies of *Cross the road*. Show the activity sheet on an interactive whiteboard and have students read each of the words – stop, look, listen and think. Ask the class to decide the first step when crossing a road and then draw a line from 'stop' to number one.

Have students complete their own activity sheet by cutting out the pictures and gluing them in order.

- Listen to the song *Before we cross the street*. Students can join in when they hear the words – stop, look, listen and think. Play the song again and encourage students to join in singing and miming the actions. The music score and lyrics can be found on the activity sheet.
- Set up a 'road' in a clear flat area using a long sheet of black plastic. Provide a dress up box. Place the *Stop, look, listen and think* cards near the marked out road. With help of another adult, **role-play** (refer to page 165) the procedure for crossing a road. One adult should play the part of a young child.

Encourage students to dress up and role-play crossing the road using the stop, look, listen and think steps. Characters for adults could include parents, grandparents, a police officer or traffic warden. Suggest that some children pretend to be vehicles using the cardboard boxes.

Engage in conversations with the students to extend the learning experience and check their understanding of crossing the road and the importance of holding an adult's hand when walking or crossing roads. Use the following questions in the conversations.

Ask

What are you looking and listening for?

How will you know when it is safe to cross the road?

Why didn't you run across the road?

Do you keep thinking when you are walking across the road?

Why do you need to stop, look, listen and think even when you have an adult to help you cross the road?

- Show students the crossing road game at <http://www.dft.gov.uk/think/education/early-years-and-primary/media/stop-look-listen/>
- Send a copy of the family information sheet and the pasta wrist band materials in a snap lock bag home with each student.

Black plastic can be purchased by the metre from gardening or hardware stores. Alternatively draw chalk lines on the playground or lay ropes in parallel lines to indicate the road edge.

Stop, look, listen and think



Stop



Look



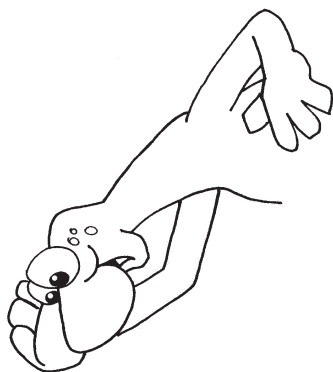
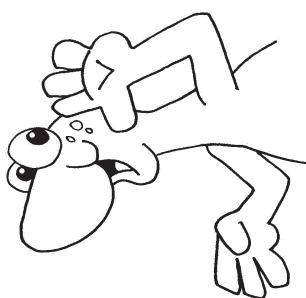
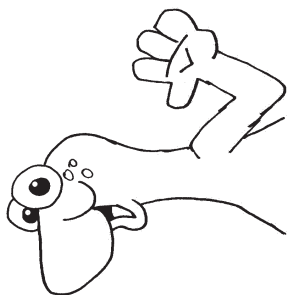
Listen



Think

Cross the road

Izzy wants to cross the road. Can you help him? Cut out each picture and glue it in the right box.



THINK

LISTEN

LOOK

STOP





Stop look listen think

Your child needs to understand why STOP LOOK LISTEN THINK is important when crossing a road.

Here are some key questions to ask your child when you practise crossing the road together.



STOP

Where should you stop and wait before crossing?
Is this a good place to stop?
Why do you need to stop before crossing?
Can you see traffic coming in all directions?
Can traffic see you?

LOOK

What do you need to look for?
Where do you need to look?
Why do you need to look in all directions?
Where else could traffic come from?
What could happen if you only looked in one direction?
Can you see all of the traffic if you only look straight ahead?

LISTEN

What do you need to listen for before you cross the road?
Can you hear any traffic coming?
Which direction is the sound coming from?

THINK

Is the road clear in all directions?
Can the drivers and other people see you?
Is there a better place for you to cross the road?
Is any traffic coming towards you?
Can you get all the way across safely?
Is there somewhere to wait if you have to stop halfway?
Is it safe to cross now?

THANK YOU
FOR PLAYING A
VITAL ROLE IN YOUR
CHILD'S ROAD SAFETY
EDUCATION.



At home activity – Pasta band

Ask your child to draw a picture or write the word 'stop' on a piece of tube pasta. Repeat this for look, listen and think. Now thread the pasta, in order, onto a piece of ribbon or string.

Tie the pasta band on your child's wrist when you go out walking to remind them about crossing the road.



Walking to school for the first time

If your child is walking to school for the first time this year, take a few moments to think about how you will prepare your child to stay safe along the way.



Identify safety houses along the way

Point out the homes that have 'safety house' plaques on their letter boxes or homes of family or friends where your child might stop for help in case of trouble.

Teach your child the basic rules about being a pedestrian while you're walking with them

You can practise the rules about the road and traffic with your child during your walks, so that much of this understanding feels like second nature to your child. Make it fun by playing games with the road signs such as I spy and praise them when they get it right. In this way, by the time your child is old enough to walk to school without your help, none of the pedestrian road rules should come as a surprise to them.

Always stop, look, listen and think before stepping onto the road

Each time you cross the road make sure your child stops back from the kerb. Tell your child to look in all directions and listen for vehicles that they cannot see. However, be sure to tell your child not to rely on their hearing as the only form of knowing whether or not vehicles are about as many newer vehicles can be extremely quiet. Train them to use both their eyes and their hearing together when checking for traffic.

Hold your child's hand

As you leave your house you are very likely to be near a road even if it is a quiet road. Always hold your child's hand and if there is no footpath and you have to walk along the road edge, have your child walk on the side which is away from the traffic. You just never know when your child might stumble or do something unpredictable that could put them in front of an oncoming vehicle.

Choose the safest route possible

Choose a route with footpaths (if you can) and one that crosses very few (if any) busy streets.

Walk the route with your child

Before school starts, walk the route together and talk about things your child needs to remember along the way such as staying on the footpath. If there is no footpath, walk along the edge of the road as far away from traffic as possible, and facing oncoming traffic.

Ask your child questions about what they'd do in certain situations when you're walking

For example, you come to a crossing. Ask your child what they should do now. You should expect your child to answer something like: "I stop, look in all ways to check the cars are actually stopping before I cross and only when I am sure they've stopped can I go across". Keep reminding your child of the right approach until they're able to say it back to you in their own words (this shows they've understood it properly).

Explain to your child why paying attention to certain things when walking is important

This doesn't just mean the obvious hazards like speeding cars but also less evident ones such as cars coming around corners suddenly or vehicles not stopping at pedestrian crossings. Explaining the reasons for staying alert while walking helps children to understand more clearly why something is expected of them, especially if they know the consequences of not paying adequate attention or of not practising basic safety precautions.



Teach your child to cross only at safe places

Show your child places where they can cross safely such as pedestrian crossings, even if this means having to walk a bit further.

Arrange for your child to walk with another child if possible

It might not always be possible for you to walk your child to school so set up a 'walking buddy' or find out if there is a Walking School Bus near you. A Walking School Bus is a system where several parents take responsibility for walking a group of children to and from school. For further information contact the Department of Transport. The Walking School Bus can provide a smooth and safe transition between no longer walking with your child and walking alone completely.

Driveways can be dangerous

Remind your child that drivers backing out of driveways cannot see very well and don't always think to look for children passing by and sometimes don't even slow down. The same goes for laneways and street corners. Always insist that your child stay alert and not expect drivers to be doing the same.

Teach your the child what to do if a car suddenly comes out of a driveway such as jumping back or stopping and not proceeding any further into the car's path. It might help to use toy cars to explain to your child how to deal safely with traffic situations.

Be a good road safety role model

Unfortunately, adults break a number of road rules every day and children see this and think that it's okay for them to do too. Be open with your children about it and explain that adults shouldn't be doing this either but they get lazy or think that they know better. Also make it clear that adults tend to rely on their height to help them see more than your children can. Explain to your children that adults get injured and killed not doing the right thing when crossing streets, and that it is never a good idea to follow adults who are breaking the rules.



Thank you for playing a vital role in your child's road safety education.



ACTIVITY 6

Walking talking day

Preparation

- ▶ **Family information sheet** *Walking talking day* – photocopy one per student
- ▶ Digital camera
- ▶ A4 paper – one sheet per student
- ▶ **Activity sheet** *Before we cross the street* and cue the CD

- Hold a *Walking talking day* to encourage families to walk their children to school. Invite families to participate by sending home a copy of *Walking talking day* with each student. If not all students are able to walk to school with adult supervision, suggest that parents organise for their child to walk with another family. Alternatively a grandparent may enjoy the opportunity to walk their grandchild to school.
- On the day of the event, take photos of students as they arrive at the school entrance.
- Show one of the photos on the interactive whiteboard or print a copy. Discuss the walking day with the class.

Ask

What were some of the things you learnt when you walked to school?

When you crossed the road, what did you do?

Were there any dangerous or tricky places along the way?

What did you do when you found these dangerous or tricky places?

How did you feel when you were walking to school?

- Model how to create a **story map** (refer to page 168) for the walking day. Divide a page into quarters then write the beginning, two events along the route to school and finally the outcome ie safely arriving at school.

Distribute paper to the class and have students write or draw a story map using their photo as a prompt.

Send the story map home with each student to share with their family.

- Listen to the song *Before we cross the street* and *In the car park*. Have students identify the lyrics that promote walking safely eg hold hands, our eyes will look around for traffic. Play the song again and have students join in and perform the actions.

Teachers should ensure that all risk management procedures and policies have been met and the school administration is aware of this event.



Walking talking day



The aim of the day is for families to leave their cars at home and walk to school. Along the way you can teach your child some things they need to know when they are out walking.

- Walk on the footpath.
- Walk facing oncoming traffic and as far away from the road edge if there isn't a footpath.
- Check driveways and crossovers for traffic.
- Stand back from the kerb or road edge when getting ready to cross the road.
- Choose a place to cross where you can see traffic in both directions – not between parked cars on a hill or on a bend.
- Make sure to stop, look, listen and think before crossing the road.
- Use the school crossing and follow the traffic warden's instructions.
- Check that all traffic has stopped before crossing the road even at a crosswalk, school crossing or traffic lights.

Classroom teacher

Thank you for playing a vital role in your child's road safety education.



Please complete the form below and return to your child's teacher.

Child's name _____ Room _____

Parent/carer name _____

Signature _____ Date _____

☐ I will be walking my child to school on *Walking talking day*.

☐ I have organised for my child to walk to school with _____ on *Walking talking day*.

Before we cross the street

Brightly $\text{♩} = 76$

Words and music by Melissa Perrin

The musical score is written on four staves in G major (one sharp) and 4/4 time. The tempo is marked 'Brightly' with a quarter note equal to 76 beats per minute. The key signature has one sharp (F#). The score includes lyrics and guitar chords (F, Gm, C7). The lyrics are: 'Be - fore we cross the street, what do we need to use? Be - fore we cross the street, we need to use our feet. Our feet will stop at the kerb. Spoken: Stop. Stop. Stop at the kerb. Stop. Stop. Stop at the kerb. Stop. Stop. Our feet will stop at the kerb. Be - safe.' The score includes a repeat sign at the end of the first line and a double bar line at the end of the fourth line. There are also some 'x' marks on the staff lines, possibly indicating where to place a capo or a specific fingering.

Verse 2

Before we cross the street,
What do we need to use?
Before we cross the street,
We need to use our eyes.
Our eyes will look around for traffic.
Look all around.
Look around for trucks.
Look all around.
Look around for bikes.
Look all around.
Our eyes will look around for cars.

Verse 3

Before we cross the street,
What do we need to use?
Before we cross the street,
We need to use our ears.
Our ears will listen for traffic.
Listen. Listen.
Listen for buses.
Listen. Listen.
Listen for vans.
Listen. Listen.
Our ears will listen for cars.

Verse 4

Before we cross the street,
What do we need to use?
Before we cross the street,
We need to use our hands.
Our hands will hold on tight.
Yours. Mine.
Hold on tight.
Yours. Mine.
Hold on tight.
Yours. Mine.
Our hands will hold on tight.

Verse 5

Before we cross the street,
What do we need to use?
Before we cross the street,
We need to use our heads.
Our heads will check if it is safe.
Think. Think.
Is it far to cross?
Think. Think.
Is there time to cross?
Think. Think.
Our heads will check if it is safe.

In the car park

Words and music by The Hooley Dooleys

When you're in the car park, walk - ing in the car park.

Hold on to a grown - up's hand when you're in the car park.

Verse 1

Now if their hands are busy,
Here's what you can do,
Hold on to the shopping trolley,
That's the thing for you ... Oo!

Chorus

When you're in the car park,
Walking in the car park,
Hold on to a grown-up's hand,
When you're in the car park.

Verse 2

Now if their hands are busy,
Here's what you can do,
Hold on to that grown-up's clothes,
Yes, that's the thing for you ... Hoo!

Chorus

When you're in the car park,
Walking in the car park,
Hold on to a grown-up's hand,
When you're in the car park.

Verse 3

Now if their hands are busy,
Here's what you can do,
Hold on to a bag or pram,
That's the thing for you ... Hoo!

Chorus

When you're in the car park,
Walking in the car park,
Hold on to a grown-up's hand ...
Or trolley or clothes or bag or pram ...

Hold on to a grown-up's hand,
When you're in the car park.
Ooo!

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ACTIVITY 7



Time to think

Preparation

- ▶ Red and blue pop sticks (any two colours will do) – one per student
- ▶ Pencils or markers – one per student
- ▶ **Activity sheet** *The hold my hand rap* and cue the CD
- ▶ **Activity sheet** *Time to think* – photocopy one per student

- Show students how to draw a smiley face on one side of their pop stick and a sad face on the other.

Place students with a partner then explain the **pop stick faces** strategy (refer to page 169).

Choose one of the statements to read aloud. Ask students to think about the statement then vote if they agree or disagree by showing their pop stick to their partner. Nominate which colour pop stick is to start the discussion ie red or blue.

Invite students to share their opinions with the class. This allows students to hear a range of opinions that may differ from those discussed with their partner.

Repeat the process using another statement.

Statements

- ⊙ Little kids can walk on their own to school.
- ⊙ It's okay to cross the road if your Mum is watching from the other side.
- ⊙ Sometimes you don't have time to stop, look, listen and think before you cross the road.
- ⊙ It's not dangerous to cross the road at a crosswalk.
- ⊙ Big kids think you're silly if you hold a grown-up's hand.
- ⊙ I help my friends to be safe pedestrians.
- ⊙ If I am walking with a grown-up I don't need to check for traffic – they do it for me.

- The above activity can also be conducted by having students place their pop stick in an 'agree' or 'disagree' jar. Count the pop sticks in each jar to determine how the class voted. Use vocabulary such as more, less, equal and the same in the discussion.
- Have students listen to *The hold my hand rap* and identify at least two pedestrian safety messages eg stand on the kerb, hold my hand.
- Distribute a copy of *Time to think* to each student to complete.

Give each student a happy and sad face to glue onto either side of the pop stick. This makes it easier to see from a distance how the class are voting. Keep the pop sticks in a jar ready to use for other values activities.

Time to think

Write two things you know about staying safe when you go out walking.

