

FOCUS AREA 4

Pedestrian Safety

**Focus Area 4
Pedestrian Safety**

INTRODUCTION

This focus area provides the explicit teaching of content and skills related to pedestrian safety for Year 1 students. It focuses on:

- safe pedestrian practises such as crossing roads under adult supervision
- identifying road signs and signals relevant to pedestrians
- practising the stop, look, listen and think procedure when crossing roads
- identifying and responding to unsafe situations for pedestrians in traffic
- identifying safe places to cross roads.

Key understandings

- Traffic refers to vehicles including bicycles and pedestrians.
- 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.
- To cross the road correctly, the stop, look, listen and think procedure should always be used.
- There are safer places to cross such as straight stretches of road, pedestrian crosswalks, school crossings, traffic signals, and overpasses and underpasses.
- Where footpaths are not provided, pedestrians should walk facing oncoming traffic and well away from the edge of the road.
- 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.
- Wait until the bus has moved away before crossing the road.

Key skills

- Practise working in groups and listening when others share their ideas.
- Identify people to go to for help in the traffic environment.
- Assess positive and negative consequences of decisions.
- Generate choices for a range of pedestrian-related situations and assess the positive and negative consequences of decisions.
- Practise using the stop, look, listen, think procedure for crossing roads.
- Practise expressing their feelings in unsafe situations and using 'I' to tell others their view or decision.
- Cooperate and communicate effectively with others.
- Practise making responsible decisions in a range of pedestrian-related situations.
- Work effectively in a team to make decisions and play a game.

General capabilities








The general capabilities 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 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 alcohol 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.

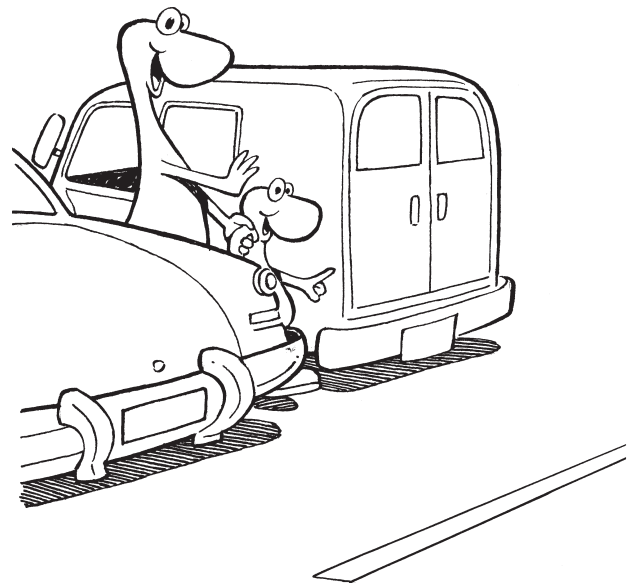
There are designated places to cross in a traffic environment. These include:

- **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 facing oncoming traffic but well away from the road.

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.
- When the bus approaches, signal clearly with your left arm out straight.
- 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 (Walking)
<http://www.transport.wa.gov.au/activetransport/24021.asp>

ACTIVITY 1

Out walking

Preparation

- ▶ **Activity sheet** *Izzy* (Focus area 3) or **Izzy slideshow** – cue the CD-Rom
- ▶ **Pedestrian slideshow** – cue the CD-Rom
- ▶ **Activity sheet** *Talking traffic* – photocopy one per student
- ▶ **Activity sheet** *Hands are for holding* and cue the CD

- 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.
- View the *Pedestrian* slideshow which shows children and adults walking together in a range of situations such as on footpaths, in car parks and along road sides. Use the following questions to prompt students and guide the discussion.

Ask

What is a pedestrian?

Why are the children walking with an adult?

Why are they walking on the footpath? (In areas where footpaths are not available, pedestrians should walk facing oncoming traffic but as far away from the road edge as possible.)

Why are the children holding hands with the adult?

Why have they stopped at the kerb? (This is the first step to use when crossing the road. Pedestrians need to stop back from the edge of the road to ensure they are not hit by passing traffic.)

What are they looking for? (Pedestrians should look for traffic coming in all directions.)

What are they listening for? (Pedestrians need to be aware of the sounds that indicate that traffic is approaching.)

What are they thinking about? (After stopping, looking and listening, pedestrians need to then decide if it is safe to cross.)

- Place students with a partner to share their experiences of walking to school or other locations.
- Listen to the song *Hands are for holding* then have students identify the safe pedestrian messages included in the lyrics (eg holding hands to cross the road; heads are for thinking; legs are for walking).
- Distribute the *Talking traffic* activity sheet. Read the sentences together. Explain that students are to match each sentence to its corresponding photograph.

When finished, check the answers with the class then listen to the safety messages created by the students.

Teachers should be aware and sensitive to those children who come from families that do not always offer the supervision required for young pedestrians. Remind these students that they do have other options such as walking with an older sibling, friend or another family. However it is important to stress that these people should be known and trusted to the student.

Talking traffic

These children are out walking safely. Draw a line between the photo and sentence that matches.



Walk when the traffic warden blows the whistle.

Walk when the green man light is flashing.

Walk on the footpath.

Walk with a grown-up and hold their hand.

Write a walking safety message. Draw a picture.

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 cross-ing the road. ____

cross-ing the road. ____ Hands are for hold-ing when you're cross-ing 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)

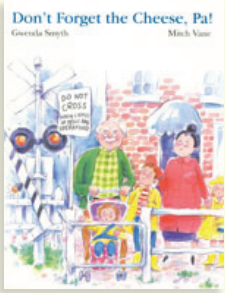
ACTIVITY 2



Walking in traffic

Preparation

- ▶ Don't forget the cheese, Pa! by Gwenda Smyth



- ▶ **Activity sheet** *Road signs and signals* – photocopy one per student
- ▶ A4 and A3 paper – one sheet per student
- ▶ Drawing pencils and pens – class set
- ▶ **Activity sheet** *Somebody* and cue the CD
- ▶ **Family information sheet** *Keep your kids safe in traffic* – photocopy one per student

- Conduct a **shared reading** (refer to page 176) using the storybook *Don't forget the cheese, Pa!* Show students the cover then quickly flick through the illustrations on each page of the book.

Ask

What do you think the story might be about?

Who do you think will be in the story?

Does the title – Don't forget the cheese, Pa! – give us any clues?

Do you think this story is a true or imaginary story?

What is the sign on the cover?

Why is everyone waiting?

Read the story highlighting the pedestrian safety messages in the text.

Ask

Why did the children put on their yellow raincoats?

(Pedestrians and cyclists are more easily noticed in the traffic environment when they wear bright or light coloured clothing.)

Why did Jessie and Leo hold Nonna's hand?

Where did the family cross the road? (At a crosswalk, a railway crossing, traffic lights with pedestrian phasing ie green and red walk man.)

Why did they stop, look, listen and think at the crosswalk? (Traffic doesn't always stop at crosswalks so pedestrians need to use the stop, look, listen and think procedure before moving on the crosswalk.)

Why did they have to wait for the green walk man on the traffic lights?

What did they all do before crossing the road? (The characters stopped, looked, listened and then decided if it was safe to cross.)

- Give each student a copy of *Road signs and signals*. Identify the signs and signals that were used in the story. Locate these in the book.
- Have students draw a picture that shows the story characters walking and crossing the road safely. The road signs on the activity sheet can be cut out and pasted onto the student's drawing.
- Talk about the people who can supervise students when they are out walking or crossing the road. Explain that the class is going to make a 'holding hands' display.

Give each student a sheet of paper. Working in pairs, students take turns tracing around the outside of their partner's hand. Students think of five people to hold hands with and then write one name on each finger and thumb.

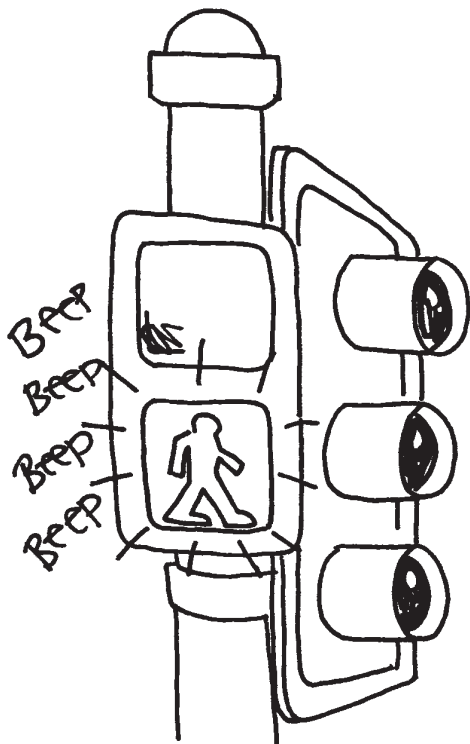
Students can use the computer to write and design safety messages to place with the display. For example: *We all holds together to keep us safe in traffic. Hold hands together to go for a walk. Hold hands, stay safe together.*

- Listen to and sing the song *Somebody*. Have students write the names of five people who can help them to cross roads on each of their fingers and thumb. Sit students with a partner to share the people they have identified.
- Send a copy of *Keep your kids safe in traffic* home with each student to share with their family.

Although it is important for young children to understand that it is safer to walk and cross the road with an adult, this may not happen with all families. Teachers should be sensitive to this during the discussions.

Don't forget the cheese, Pa! was distributed with the first edition of *Challenges and choices*.

Road signs and signals



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. _____

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.



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 the dangers when walking in and around traffic.

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

- **Teach your child how to cross the road**

1. **STOP** at least one step back from the kerb or edge of the road.
2. **LOOK** in all directions for approaching traffic (left, right, front and back).
3. **LISTEN** in all directions for sounds of approaching traffic.
4. **THINK** before deciding if it is safe to cross?

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

- **Show your child how to find a safe place to cross the road**

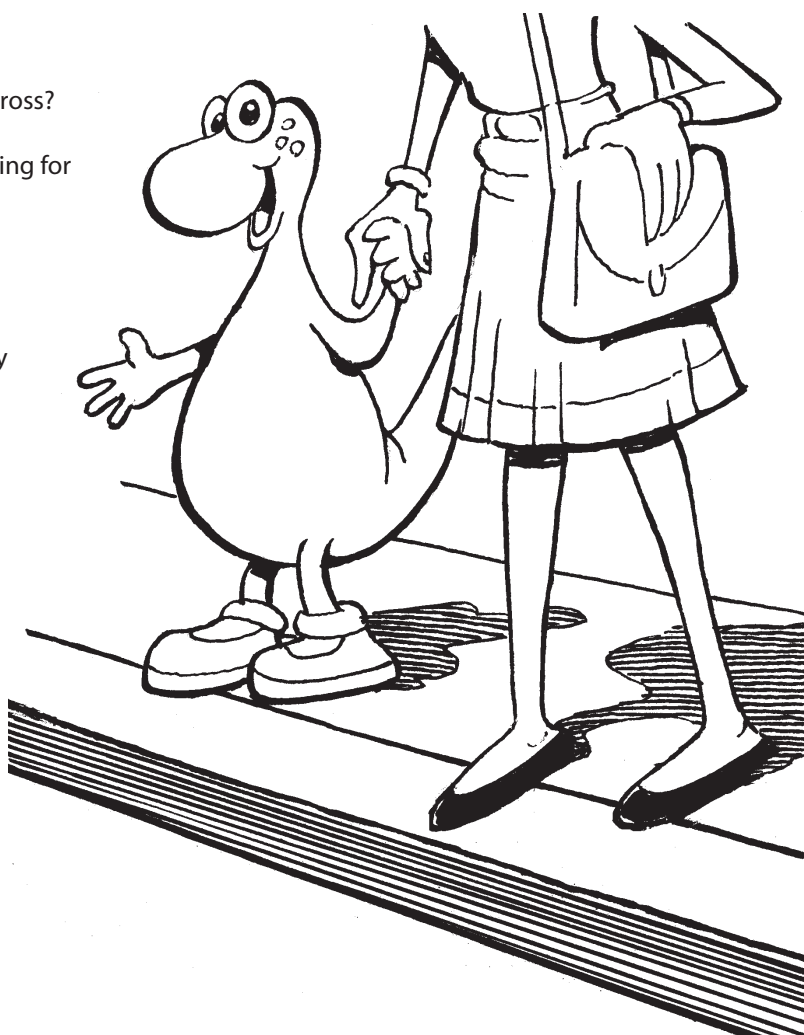
Talk about where it is safer to cross the road – on straight stretches of road, away from corners and roundabouts, not on a hill, and at a crosswalk or traffic signals with pedestrian lights.

- **Talk about the dangers**

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 3

Stop, look, listen, think

Preparation

- ▶ **Activity sheet** *Izzy out and about* – A3 photocopy
- ▶ Small post-it notes – one pack
- ▶ **Activity sheet** *Out and about* – photocopy one per student
- ▶ Internet access
- ▶ **Activity sheet** *Stop, look, listen and think* and cue the CD
- ▶ Movie camera (optional)
- ▶ **Family information sheet** *Stop, look, listen, think* – photocopy one per student

- Read the story *Izzy out and about*. Have students look at the illustrations that demonstrate the crossing procedure of stop, look, listen and think.

Ask

Why have Izzy and his dad stopped? (Pedestrians need to stop back from the road edge and check for traffic coming in all directions.)

What is Izzy looking for? (Traffic can come in all directions so pedestrians need to look all around.)

What could happen if Izzy only looked in one direction?

Can you see all of the traffic if you only look straight ahead? (No. Young children up to 10 years of age do not have the peripheral vision range of an adult.)

What is Izzy listening for? (Pedestrians need to listen for sounds that indicate that traffic is nearby or approaching eg emergency sirens and reversing beeps on trucks.)

What might Izzy be thinking? (Is the road clear in all directions? Can the drivers and other people see me? Is there a better place to cross the road? Can I get all the way across safely? Is there somewhere to wait if I have to stop halfway? Is it safe to cross now?)

- Cover Izzy's name in each sentence of the story with a small post-it note. Choose several students' names to write onto the post-it notes. Reread the story using the new sentences eg Jack is walking with his dad. "Stop!" says Jack.

Explain that students are to insert their name and the other missing words into the sentences on *Out and about* then draw illustrations to match the story.

Have students take the stories home to read with their family.

- Play the song *Stop, look, listen and think* and teach students *Let's go walking*. Have students practise the stop, look, listen and think crossing procedure while singing the songs.

Let's go walking

(Sung to the tune of *Round and round the mulberry bush*)

Let's go walking down the street,

down the street, down the street.

Let's go walking down the street,

holding hands together.

Let's stop walking at the kerb, at the kerb, at the kerb.

Let's stop walking at the kerb, holding hands together.

Let's look about and check for traffic,

check for traffic, check for traffic.

Let's look about and check for traffic,

holding hands together.

Let's listen carefully, what can you hear,

what can you hear, what can you hear?

Let's listen carefully what can you hear?

Holding hands together.

Let's think right now is it safe to cross,

safe to cross, safe to cross?

Let's think right now is it safe to cross,

holding hands together?

Let's cross together, holding hands,

holding hands, holding hands.

Let's cross together holding hands,

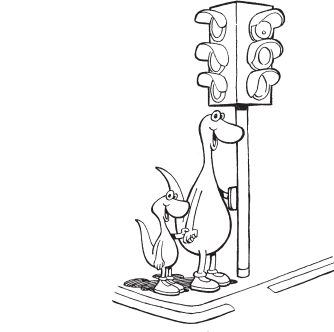
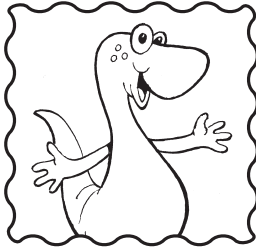
That's the way we do it!

- Watch the video clip *Stop, look, listen* at http://www.youtube.com/watch?v=I1f9NACD0I8&context=C4e2dd52ADvjVQa1PpcFO3ZgvJJvrAsqYhkBAO_jOx0SdQ4FulCr4=
- Have students record their own pedestrian safety video clip using one of the songs. Show the finished movie at a school assembly, parent evening or to students in other classes.
- Send a copy of *Stop, look, listen, think* home with each student to share and talk about with their family.

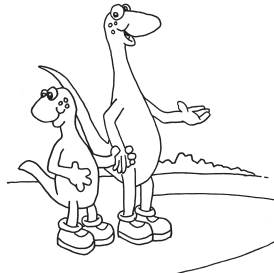
Izzy out and about is also available on the CD-Rom as a PowerPoint.

Out and about

IZZY OUT AND ABOUT



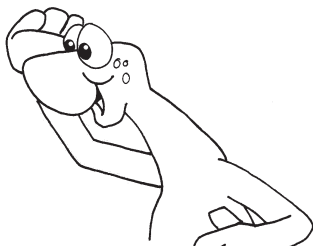
Izzy is walking with his dad.



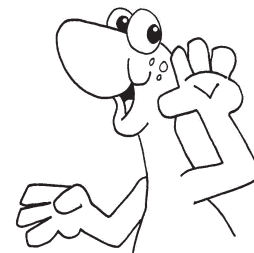
Izzy and his dad are walking on the footpath.



"Stop!" says Izzy.



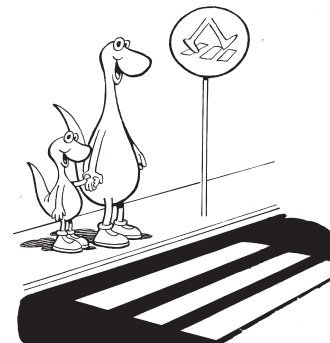
"Look!" says Izzy.



"Listen!" says Izzy.



"Think!" says Izzy.



"Now it's safe to cross," says Izzy.





Out and about

<p>_____</p> <p>out and about.</p>	<p>_____ is walking</p> <p>with _____</p> <p>_____.</p>
<p>_____</p> <p>and _____</p> <p>_____</p> <p>are walking on the footpath.</p>	<p>" _____ !" says</p> <p>_____.</p>
<p>" _____ !" says</p> <p>_____.</p>	<p>" _____ !" says</p> <p>_____.</p>
<p>" _____ !" says</p> <p>_____.</p>	<p>"Now it's _____ to</p> <p>cross," says _____.</p>



Stop, look, listen and think

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

Verse 1

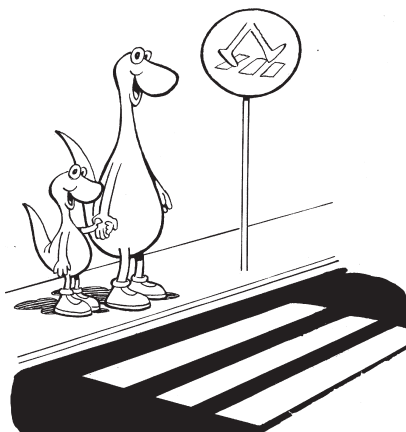
C G
Here's the way we cross the road
C D G
First you hold my hand
C G
Here's the way we cross the road
C D G
First you hold my hand (repeat)

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.



Stop, look, listen, think

Your child needs to understand why each step of the STOP LOOK LISTEN THINK procedure is important.

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

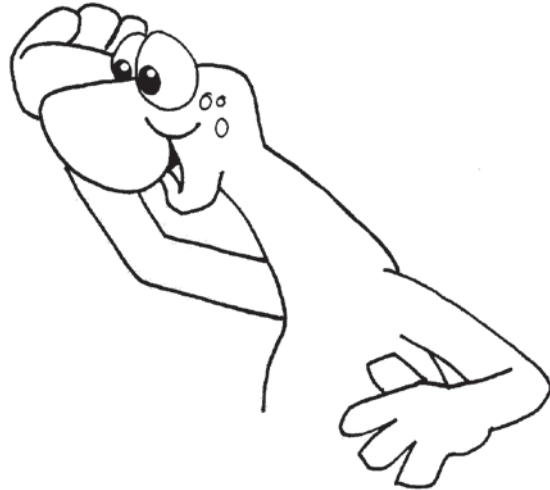
STOP

- Is this a good place to cross the road?
- Can you see the traffic coming in all directions?
- Can the drivers see you?
- Why have we stopped back from the road?
- Why do you need to stop before crossing?



LOOK

- What are we looking for?
- Is any traffic coming?
- Can you see the traffic if you only look straight ahead?
- Why do you need to look in all directions?
- Where else could traffic come from?



LISTEN

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



THINK

- Is it safe to cross now?
- Is the road clear in all directions?
- Can you hear any other traffic coming?
- Can you get all the way across safely?
- Is there somewhere to wait if you have to stop halfway?



ACTIVITY 4

Stopping in traffic

Preparation

- ▶ Markers such as witches hats or beanbags
- ▶ Whistle
- ▶ Traffic signal and the 'walk' and 'don't walk' sign included in the road sign pack
- ▶ **Activity sheet** *Traffic light* – photocopy one per student
- ▶ **Activity sheet** *Walk, don't walk* – photocopy one per student
- ▶ Red, orange and green cellophane – class set
- ▶ Red and green crayons – class set
- ▶ Scissors and glue or sticky tape – class set

- Mark a boundary that is large enough for the class to move easily around in. Explain that students are to walk around inside the boundary until they hear the whistle which means 'stop and stand still as quickly as possible.' Let students practise this several times.

Repeat the activity with students skipping and running at different speeds within the boundary. Use the following questions to discuss if speed affects stopping distance.

Ask

Was it easy to stop quickly when you were walking?
Was it easy to stop quickly when you were running?
Why is it harder to stop when you were running?
Would you be able to stop quickly if you were running up to the edge of a road?
Why do you think you should walk across the road?
 (Students may suggest that running across the road means they get across quicker. True but students also need to understand that by running they have less capacity to react quickly in a dangerous situation and may also trip over and land in front of traffic.)

Repeat the activity encouraging students to chat to a friend or sing a song as they move around, making as much noise as they can.

After a few turns, ask students the following questions to discuss if noise and distractions affect a pedestrian's ability to stop quickly.

Ask

Was it easy to hear the whistle when you were talking or listening to your friend?
What do you need to listen for when you are out walking? Why?
Do you think it is safe to walk and listen to music with your headphones on?

- Play a game of 'Stop' to help students practise stopping quickly. Nominate one student as the 'spotter'. Place this student a distance away from the class. The spotter should stand with their back to the class. The other students creep towards the spotter until that person yells 'stop' and turns around. If the spotter notices any student still moving they call out that student's name who must then return to the starting line. The game continues until a student reaches and touches the back of the spotter.
- Back in class, revisit the story *Don't forget the cheese, Pa!* Have students identify where the family had to stop and what signs or signals gave them this message (eg the stop sign, the traffic lights with a walk and don't walk phase, and the flashing lights at the railway crossing).
- Teach students the two verses of *Twinkle, twinkle, traffic light*.

Twinkle, twinkle, traffic light

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

Twinkle, twinkle, traffic light,
 Watching traffic day and night.
 Red on top,
 Green below,
 Amber in the middle, I'm sure you know.
 Twinkle, twinkle, traffic light
 Watching traffic, day and night.

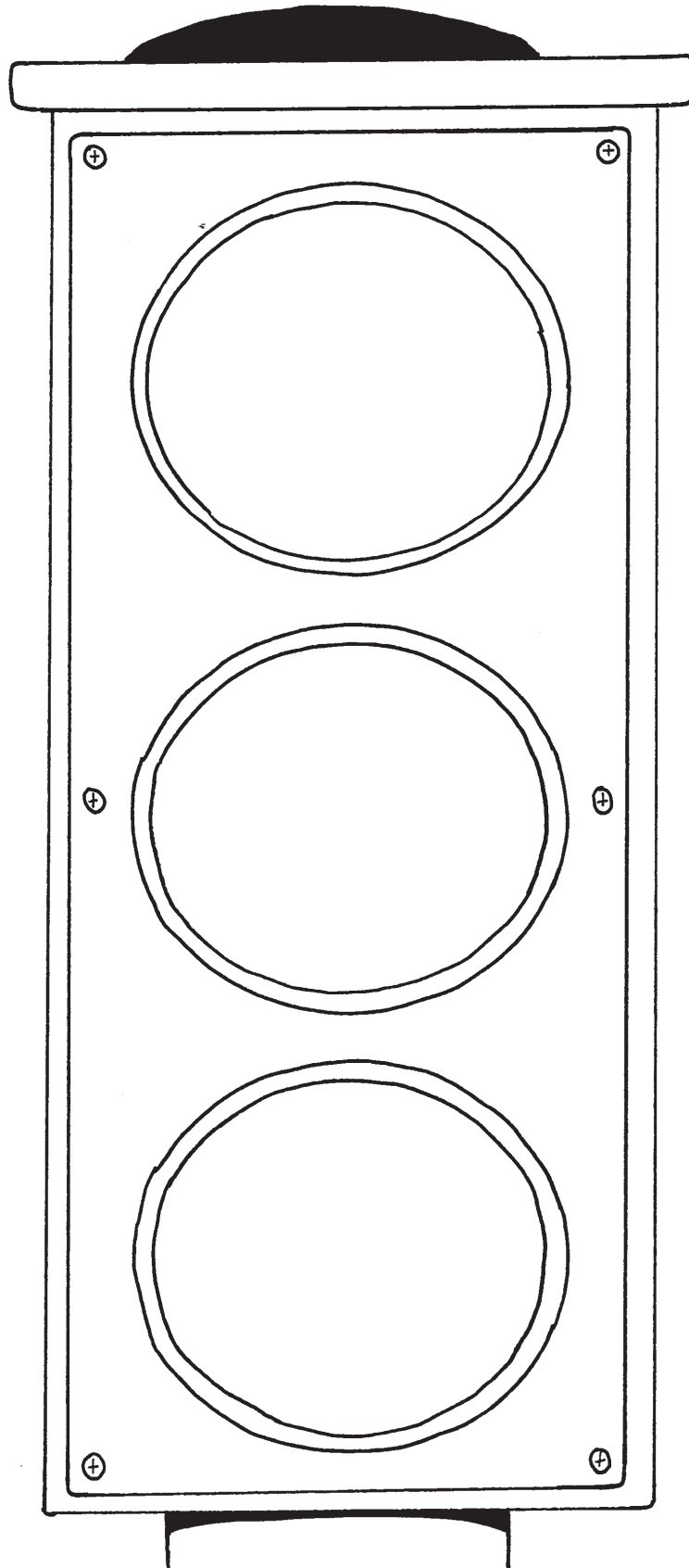
Twinkle, twinkle, traffic light
 Watching traffic, day and night.
 Red says, 'Stop!'
 Green says, 'Go.'
 Amber says, 'It's time to slow.'
 Twinkle, twinkle, traffic light
 Watching traffic, day and night.

- Show students the traffic signal and 'walk' and 'don't walk' sign. Talk about how traffic must follow the meaning of the red, amber and green lights (ie stop, slow down, and go). Point out that a green light doesn't always mean that pedestrians can cross the road without checking for traffic.
- Discuss the walk and don't walk man lights that can be found on some traffic signals. Explain that pedestrians can cross when the green 'walk' man is flashing. If the red 'don't walk' man starts to flash while a pedestrian is crossing they must walk quickly across. Ask students to share their experiences with using pedestrian phased traffic lights and in particular - pressing the button; hearing the 'plock plock plock'; and checking the walk and don't walk light to see how long they have to cross.
- Make traffic lights by cutting out the light on the activity sheet then attaching a piece of red, orange and green cellophane to the back, and colour the walk/don't walk sign.

Sing the *Twinkle, twinkle, traffic light* song again while students cover the lights not required in each line. For example while singing 'red on top' students should cover the amber and green light with their hands.

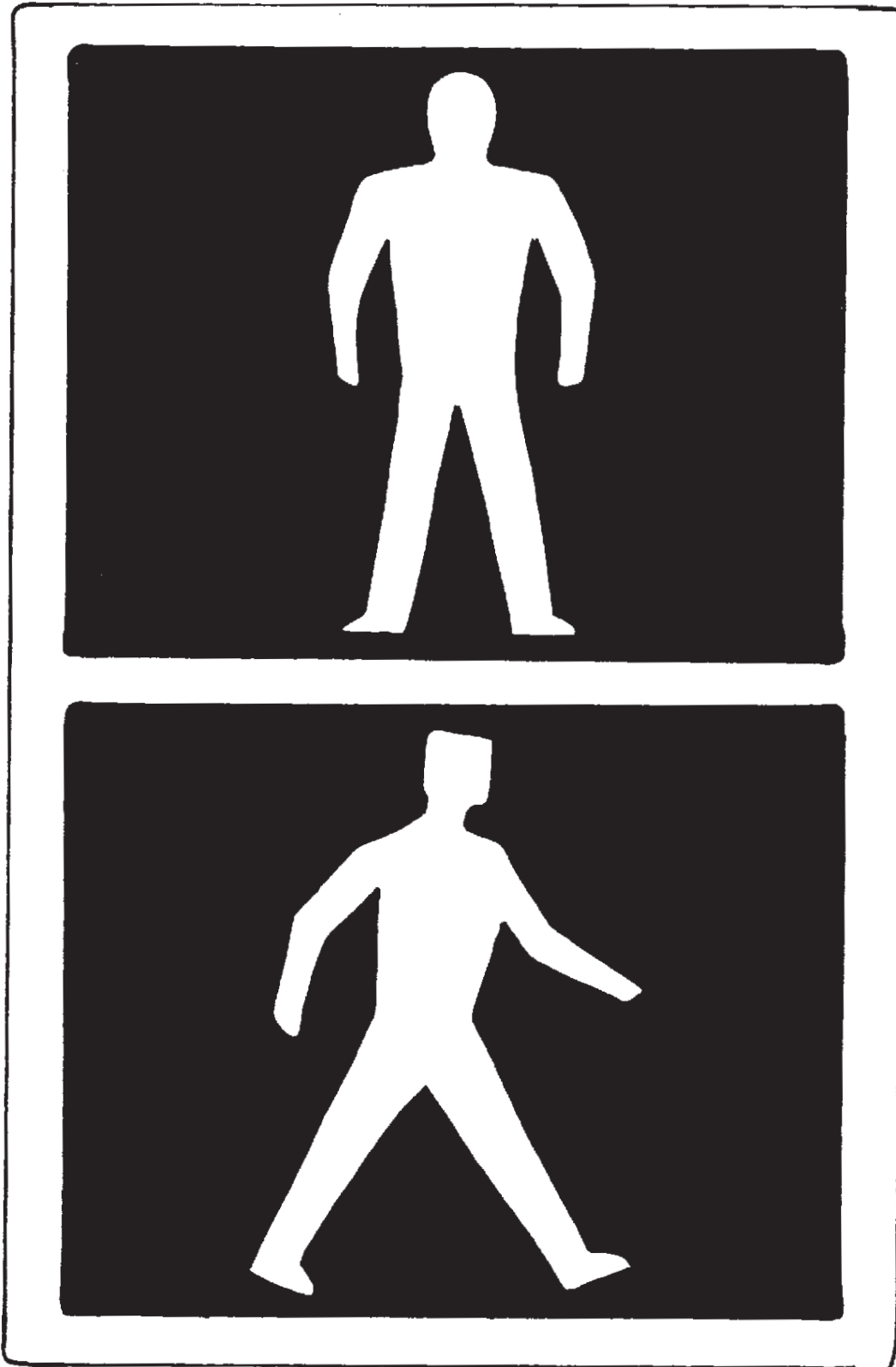
The road sign pack distributed with the first edition of *Challenges and Choices* includes a traffic light.

Traffic light





Walk/don't walk

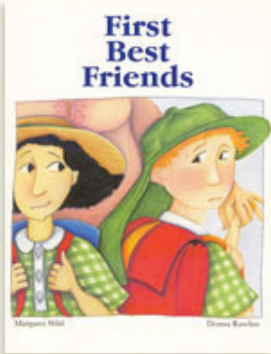


ACTIVITY 5

Being a safe pedestrian

Preparation

- ▶ *First best friends* by Margaret Wild – cue the CD



- ▶ Large paper – one sheet per student
 - ▶ **Activity sheet** *The hold my hand rap* and cue the CD
 - ▶ **Family information sheet** *Walking to school* – photocopy one per student
 - ▶ Internet access (optional)
- Conduct a **shared reading** (refer to page 176) of the story *First best friends*. Show students the cover then quickly flick through the illustrations on each page of the book.

Ask

What do you think this story might be about?
Who do you think will be in the story?
Does the title – First best friends – give us any clues?
Do you walk to school?

Read the story encouraging students to predict what might happen next.

Ask

Why did Tom Timothy King have to walk to school with Jasmine and her mum?
What unsafe things did Tom Timothy King do?
Where did Jasmine and Tom Timothy King safely cross the road?
Do you think Jasmine meant to upset Tom Timothy King?
How did Tom Timothy King feel when he reached school?
Why?
What are some of the things to remember when you are out walking or crossing the road?

- Students do a search through the book looking for words that have the 'st' sound (eg first, best, stopped, started). Write the words on the board. Talk about the word 'stop' and what it means in relation to staying safe as a pedestrian in traffic.
- Have students retell the story *First best friends* by asking what happened first, second and so on. Model how to create a **story map** (refer to page 176) showing some of the events that happened as Jasmine and Tom Timothy King walked to school.

Working with a partner, students create their own story map that includes labels, written descriptions and pedestrian safety messages eg always stop at the kerb before you cross. Have students share their story maps.

- Listen to *The hold my hand rap*. Have students identify the pedestrian safety messages in the lyrics.
- Send home a copy of *Walking to school* with each student to share with their family.
- Download the free interactive storybook app *That's the sound the street makes* by Danny Katz from iTunes or Google Play (search VicRoads).

Students can take turns to listen to the audio version of *First best friends* while following the text in the storybook.



The hold my hand rap

Spoken in a rap style ♩ = 132

Words and music by Melissa Perrin



Hey, Mum-my, Dad-dy, got a mes-sage for you. If you want to cross the road you've got to



know what to do. We stand on the kerb and see if traf-fic is there, and



if it's all clear then we can cross with care. But wait! That's not all of my



job for you. There's one im - por - tant thing left for you to do. It's



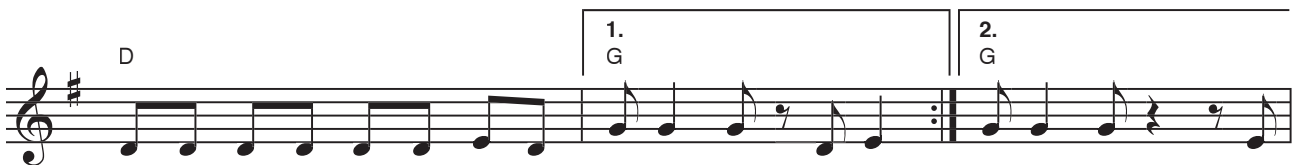
real-ly ve-ry ea-sy when you have a go, and I'll sing it ve-ry loud so that you will know.



(sung) I said hey! Hey! You've got to hold my hand. I said hey! Hey! Make sure you



hold my hand. Now list - en all you grown-ups, I hope you un - der - stand, to



cross the road with me you've got to hold my hand. I said hold my hand. To



cross the road with me you've got to hold my hand. Yeah!

The hold my hand rap has been reproduced with the kind permission of Roads Corporation t/as VicRoads 2001 and Melissa Perrin.



Walking to school

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.



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. Make it fun by playing 'I Spy' with the road signs or street names. Praise your child 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. Train your child to use both their eyes and ears when checking for traffic. Tell your child to look in all directions and listen for traffic that they cannot see. Be sure to tell your child not to rely only on their hearing as some newer vehicles can be extremely quiet.

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

When you come to a crossing, ask your child what they should do. 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'.

Explain why paying attention 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.

Walk the route with your child

Before school starts, walk the route together and talk about the things your child needs to remember along the way – staying on the footpath or if there isn't a footpath, walking along the nature strip as far away from traffic as possible, and facing oncoming 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. You just never know when your child might stumble or do something unpredictable that could put them in front of an oncoming vehicle.



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.

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.

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

ACTIVITY 6

Walking a safe route to school

Preparation

- ▶ *Matilda's morning adventures* by Kim Chute
- ▶ A3 paper or art paper – one sheet per student
- ▶ Internet access to Google Maps Australia

- Read the story *Matilda's morning adventures* which is about a young girl who travels to school each day using a different form of active transport ie walking and cycling. Highlight the road safety messages that are incorporated in the story. Alternatively if students have not listened to *First Best Friends*, read this story using the shared reading process outlined in Activity 5.
- Conduct a **circle talk** (refer to page 170) using the following questions.

Ask

How do you usually travel to school? (This question has been left open to accommodate those students who may not walk to school. However encourage students to share their experiences about walking to school rather than by other forms of transport.)

What are some of the things you see on your way to school? (Prompt students to talk about streets, roads, crossings, major landmarks, shops, safety house etc.)

What road signs do you see on the way to school?

Do you think children should walk to school? Why?

(Promote the use of active transport as not only a means to increase physical activity but also to decrease the amount of traffic around the school grounds and reduce the environmental impact from vehicle emissions.)

Do you know a safe route to walk to school?

- Take students for a walk around the perimeter of the school while staying within the boundary. Talk about the names of the surrounding streets; areas where parents can drop off and pick up students; the staff car park; road signs, signals and crosswalks. Have students identify where they enter and exit the school grounds.

- Back in the classroom, show students how to use Google Maps Australia or a similar program, to locate their school. Talk about the major roads and intersections nearby and along the routes that students walk to and from school. Identify places where it would be safer for students to walk and cross roads.
- Have students draw their house in one corner of a large sheet of paper then write their address next to their house. Ask students to draw the route they use to walk (or travel) to school that includes the landmarks, streets, road signs and signals etc they see along the way.

When finished, students can share their drawings and tell the other members of their group what they know about walking safely to school.

Matilda's morning adventures was developed by the WA Physical Activity Taskforce and distributed to all WA schools in 2011.



ACTIVITY 7 

Practising crossing the road

Preparation

- ▶ *Crossing the road slideshow* – cue the CD-Rom
- ▶ Materials for marking out a road such as long piece of black plastic, two lengths of rope, beanbags or markers
- ▶ **Activity sheet** *Crossing the road* – photocopy one per student
- ▶ **Activity sheet** *Before we cross the street* and cue the CD
- ▶ Internet access
- ▶ **Family information sheet** *Kids crossing roads* – photocopy one per student
- ▶ **Family information sheet** *Wait until the bus has gone* – photocopy one per student

- Use the slideshow to discuss places that are safer when crossing roads such as straight stretches of road, crosswalks, school crossings, away from corners and hills, and at traffic lights with pedestrian phasing. Point out that standing between parked cars before crossing the road is not a safe practise and should only be used when there is no other option.

Ask

Why did the pedestrians choose to cross the road at these places? (Pedestrians can see the road clearly and traffic can see them.)

Why are the children crossing with an adult? (Young children need an adult to assess risks and make safe decisions for crossing the road.)

What else are the children doing? (The children are using the 'stop, look, listen and think' procedure before crossing with an adult.)

When you cross with the traffic warden what do you need to do? (Wait on the footpath or edge of the road until the warden has the flags out, blows the whistle and indicates that pedestrians can cross. Point out that pedestrians should continue checking for traffic as some vehicles do not always stop.)

- Take students outside to the playground. Mark out a length of 'road' using the suggested materials. Nominate groups of students to practise crossing the road using the stop, look, listen and think procedure.

Ask

Where do you need to stop? (Some places include at the kerb, the edge of the footpath, on a pedestrian refuge, on the median strip, at the side of a vehicle in a car park, or where there are driveways or laneways.)

How do you know if it is a safe place to stop? (There will be a clear view of traffic in every direction and where traffic will see the pedestrian.)

What are you listening for when you cross the road?

What are you looking for when you cross the road?

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

When did you stop thinking about crossing the road?

Why do you need to stop, look, listen and think even when you are crossing the road with an adult?

- Back in the classroom, show students the illustrations on *Crossing the road* activity sheet. Have students vote using **thumbs up, thumbs down** (refer to page 178) if the illustrations are safe (thumbs up) or unsafe (thumbs down). When votes have been placed, invite students to share the reason behind their vote. Conduct voting for all statements before students complete the activity sheet on their own.

- Teach students the song *What do we do?*

What do we do?

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

What do we do? (repeat)

When we want to cross the road? (repeat)

We find a place where we can see,

The traffic each way, and they can see me.

Let's hold hands together to cross safely.

That's what we do.

- Listen to the song *Before we cross the street* and discuss the lyrics. Write the question *Before we cross the street, what do we need to use?* on the board. Have students write two answers to the question.

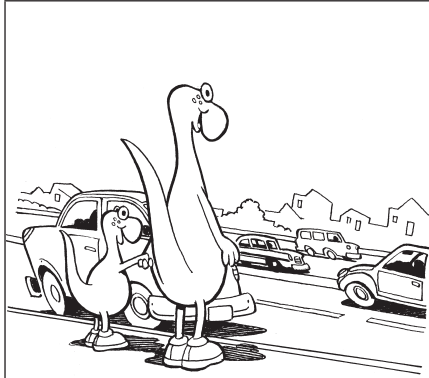
- Watch the video clip *Be smart* at <http://www.youtube.com/watch?v=SvBa3rd6qVY&context=C439fc49ADvjVQa1PpcFO3ZgvJJvrAstzjWAw6Utqldq7mdxLpGmo=>

- Send home a copy of *Kids crossing roads* with each student to share and discuss with their family. For those students who travel to and from school by bus, also send home the *Wait until the bus has gone* information sheet for families.

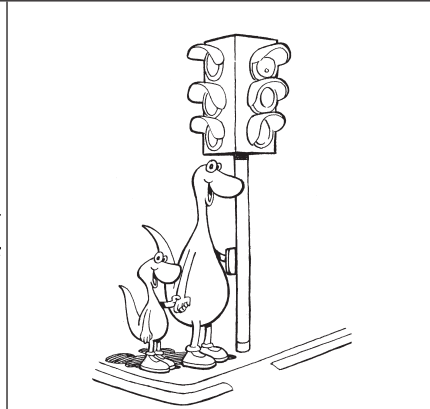
Black plastic can be purchased from hardware stores or large rubbish bags can be cut open and taped together. Teachers may choose to take students to a quiet local road to practise the crossing procedure. This option should comply with administration procedures for risk management.

Crossing the road

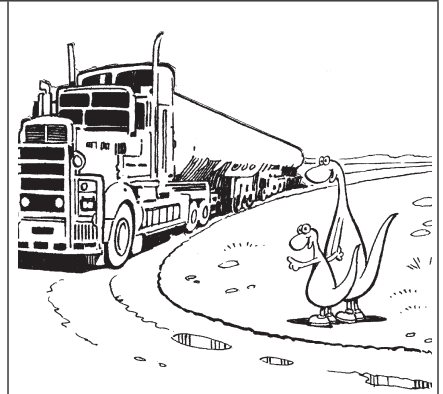
Help Izzy choose the places that are safe to cross.



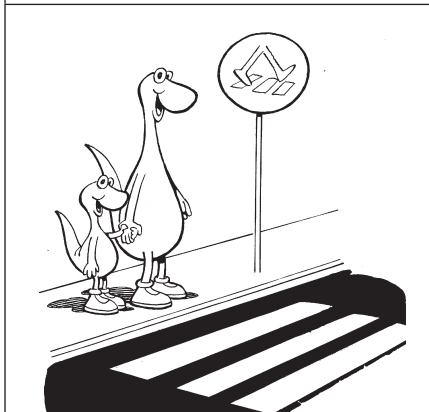
- This is a safe place to cross.
- This is not a safe place to cross.



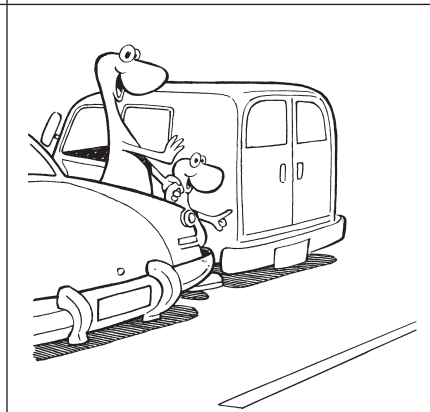
- This is a safe place to cross.
- This is not a safe place to cross.



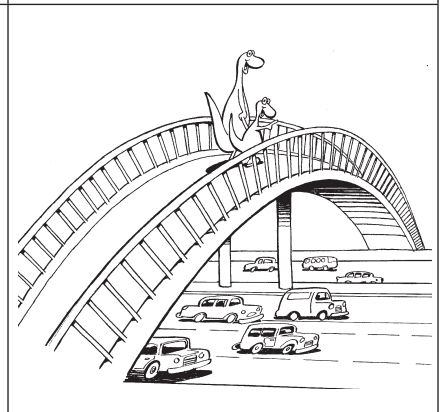
- This is a safe place to cross.
- This is not a safe place to cross.



- This is a safe place to cross.
- This is not a safe place to cross.

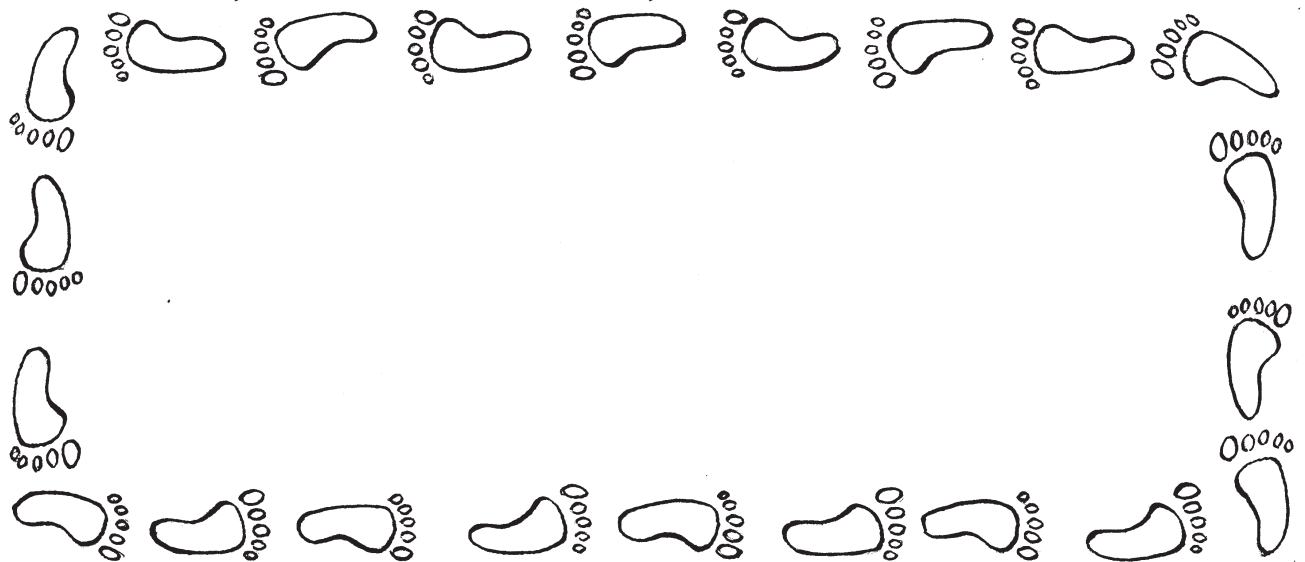


- This is a safe place to cross.
- This is not a safe place to cross.



- This is a safe place to cross.
- This is not a safe place to cross.

Draw where you cross the road safely.



Before we cross the street

Brightly $\text{♩} = 76$

Words and music by Melissa Perrin

The musical score is written in G major (one flat) and 4/4 time. It consists of four staves of music with lyrics underneath. The first staff begins with a treble clef, a key signature of one flat, and a common time signature. The tempo is marked 'Brightly' with a quarter note equal to 76 beats per minute. The first staff has a repeat sign and a fermata over the final note. The second staff has a fermata over the final note. The third staff has a fermata over the final note. The fourth staff has a fermata over the final note. 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.'

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.



Kids crossing roads

Young children are not able to make decisions to cross roads safely on their own. They need an adult to hold their hand and watch them.



Hold your child's hand

Until your child is at least 10 years old, hold their hand when crossing the road.

Sometimes it might not be possible to hold your child's hand if you are carrying shopping bags or wheeling a pram. Tell your child to stay close and hold onto your clothing or the pram.

Teach your child to stop, look, listen and think before crossing the road

1. **Stop** – back from the kerb or road.
2. **Look** – in all directions (left, right, front and back) for approaching traffic.
3. **Listen** – in all directions for sounds of approaching traffic.
4. **Think** – is it safe to cross? Tell your child to keep listening and looking for traffic as you cross the road.



Find places to cross safely

Show your child the best places to cross the road between your home and school.

If you drop off or pick your child up from the school bus, park your car on the same side of the road as the bus stop. This way they do not have to cross the road.

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





Wait until the bus has gone

Here are simple tips to help make sure that your child doesn't have to cross the road to get to or from the bus.

- When you drop off or pick your child up from the bus, park your car on the same side of the road as the bus stop.
- If you can't park on the same side of the road as the bus stop, meet your child at the stop and supervise them across the road.
- Wait until the bus has driven down the road at least 20 metres before crossing the road together. This will let you and your child see traffic coming in all directions.
- As a driver, always slow down when a school bus has stopped and look for children who might be getting ready to cross the road.

Make sure your child knows:

- Where to wait for the bus.
- How to behave on the bus.
- What to do if you're late meeting them at the bus stop.



ACTIVITY 8

Making pedestrian decisions

Preparation

- ▶ **Activity sheet** *Making pedestrian decisions* – photocopy and cut into cards
- ▶ **Strategy sheet** *Decision-making model* – photocopy one A3 sheet or show on an interactive whiteboard
- ▶ **Activity sheet** *We know* – cue the CD
- ▶ **Activity sheet** *In the car park* – cue the CD

- Show the **decision-making model** (refer to page 171). Explain each of the steps in the model that will help students to identify a problem, predict the positive and negative outcomes of several choices, and finally make a decision.
- Choose one of the scenarios on *Making pedestrian decisions*. Work through the decision-making model with the class to find a solution that most students agree the character should use. Point out to students that the character in the scenario would need to be 'courageous' which is confidently standing up for yourself.
- Draw a **Y chart** (refer to page 177) on the board and have students identify what it looks like, sounds like and feels like to be 'courageous' in situations where students might feel unsafe.
- Explain that knowing what to say and how to say it can help students to confidently deal with unsafe situations. Introduce using 'I' statements such as 'I don't feel comfortable' or 'I don't think that is a safe thing to do.'

- Place students in pairs. Using the same scenario chosen for the decision-making activity, nominate who will play each character. Give students time to **role-play** (refer to page 174) the scenario.

Have each pair perform their role-play for the others in the class.

- Listen to the songs *We know* and *In the car park*. Discuss the need for students to hold an adult's hand when crossing roads and walking in car parks.

Ask

When you're crossing the road or walking in the car park and your mum or dad don't have a free hand for you to hold, what can you do? (Hold onto their clothes, bag, pram or shopping trolley.)

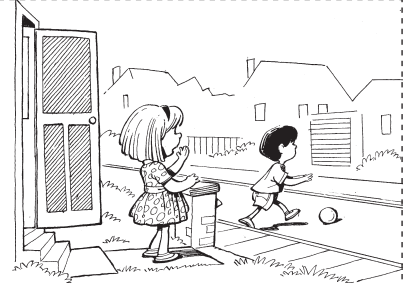
- Have students complete the *Hold on* activity sheet.

If students have not worked through the decision-making process before, it may be easier to start with the easier decision-making model (refer to page 181-182).

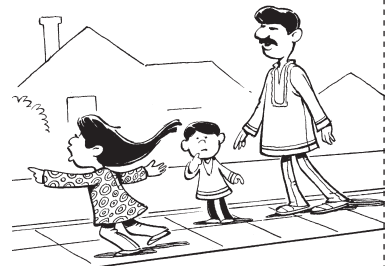


Making pedestrian decisions

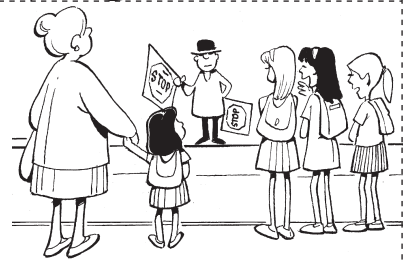
Tina and Nik are playing catch with her new netball in the front yard. Nik drops the ball and it rolls onto the road. Nik says he will go and get it. Tina is worried that Nik will get run over. What should she do?



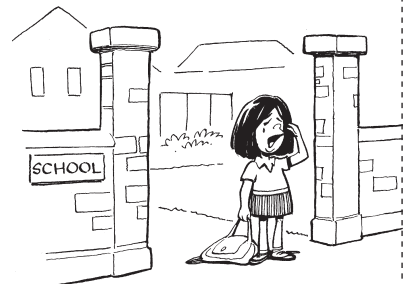
Ari and Desta are walking to school with Ari's dad. Desta says to Ari, 'Let's run ahead and see if we can cross the road before your dad gets there.' Ari is worried that his dad will be angry. What should he do?



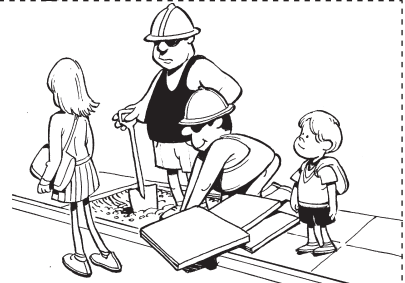
Jasmine is walking to school with her Grandma. At the school crosswalk Grandma asks to hold Jasmine's hand while they cross. Jasmine hears some older kids laughing and saying 'what a baby'. Jasmine feels embarrassed. What should she do?



Malika's mum isn't waiting at the school gate to walk her home. There aren't any other kids about and most of the teachers have gone home. Malika is upset. What should she do?



Billy is walking home with his big sister Charlee. Billy can see that some of the footpath has been pulled up by workers and it's very sandy. Charlee tells Billy to walk on the road because it is easier than walking on the sand. Billy is scared. What should he do?

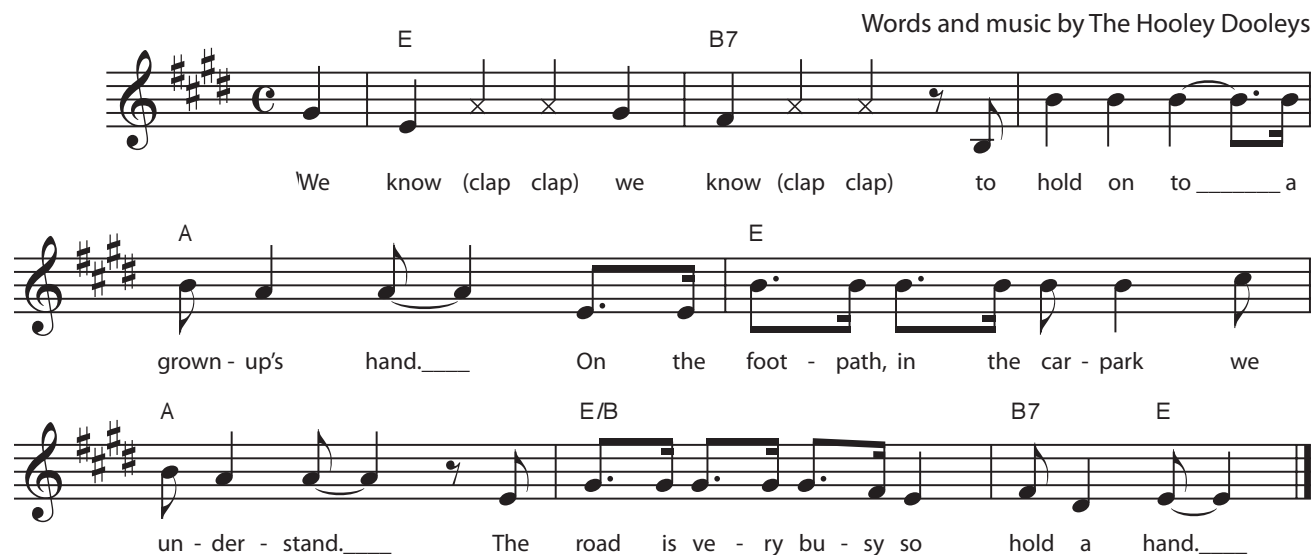


Jahno and Ali want to play footy but Ali's mum won't let them go to the park. Jahno says to Ali, 'Let's kick the ball on the road. There aren't many cars going by!' Jahno is worried. What should he do?



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 ve-ry bu-sy 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.

In the car park

Words and music by The Hooley Dooleys

The musical notation is written on two staves in G major (one sharp) and 4/4 time. The first staff contains the melody for the first line of the chorus, with chords A7, D, A7, and D above it. The second staff contains the melody for the second line of the chorus, with chords G, D, A7, and D above it. The lyrics are written below the notes.

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!

Hold on

Finish the sentences.

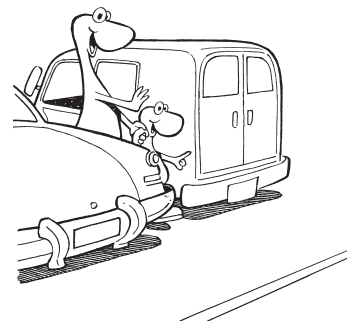
a grown-up's hand

a grown-up's clothes

a grown-up's bag

the shopping trolley

the pram



When you're crossing the road, hold _____ .

When you're walking in the car park, hold _____ .

Hold on to _____ when a grown-up's hands are full.

Hold on to _____ when a grown-up can't hold your hand.

Draw Izzy holding a grown-up's hand in the car park.

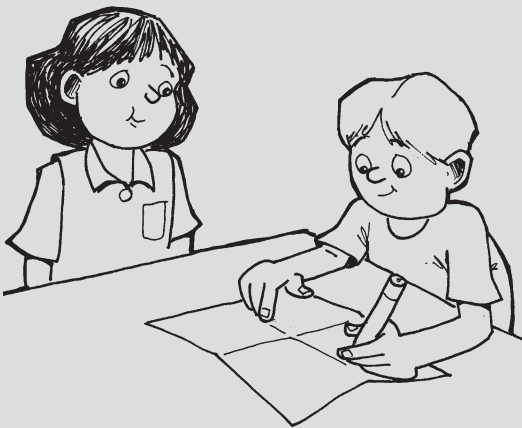
ACTIVITY 9

Time to stop and reflect

Preparation

- ▶ A4 paper – one sheet per student

- Show students how to fold the sheet of paper into quarters.
- Introduce the **four square** strategy (refer to page 172) to the class. Explain that students are to ask others in the class to write one pedestrian safety idea on their sheet until all four squares have been completed.



Allow time for students to move around gathering ideas for their sheet. Make sure that students thank each student when they have written a suggestion on their sheet.

- Place students in small groups. Explain that students are to take turns in sharing the ideas written on their four square. While listening to others in their group, students should tick any ideas that are already written on their sheet, as this encourages students to actively listen to others.
- To complete the reflection activity, have students finish the following sentences about staying safe while travelling as a pedestrian.

Reflection sentences

- ⊙ The most important thing I have learnt about being a safe pedestrian is....
- ⊙ I am a safe pedestrian because ...
- ⊙ I need to practise ...