

FOCUS AREA 4

Pedestrian Safety

INTRODUCTION

This focus area provides the explicit teaching of content and skills related to pedestrian safety for Year 2 students. It focuses on:

- different types of vehicles and levels of traffic
- sounds in the traffic environment
- using the senses of sight and hearing when crossing roads
- safe pedestrian practises such as crossing roads under adult supervision
- identifying and understanding the 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 quickly 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.
- Only cross between parked cars when there is no other option.
- Pedestrians need to know where to stop when in traffic eg island.
- Crossing railway tracks should only be done with an adult at a marked crossing (if available) and when the tracks are clear.

Key skills to practise



- 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 outcomes 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.
- Identify other options when an adult's hand is not available ie holding onto a pram, trolley, shopping bag or adult's clothing.
- 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

Activity		page
TUNING IN		
1 Roads and traffic	  	118
2 Road signs	   	120
FINDING OUT		
3 That's the sound the street makes	  	122
4 Time to cross	  	124
5 Stop before you cross	    	128
6 Walking in the local area	    	130
SORTING OUT		
7 Making decisions as a pedestrian	   	134
8 Shoebox story	     	136
REFLECTING		
9 Stop and think	  	141

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. Pedestrians make up about 12% of those killed on Western Australian roads¹.

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 road.²

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 www.ors.wa.gov.au/Documents/Statistics/statistics-annualcrashstats-2011.aspx viewed September 2012

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

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.

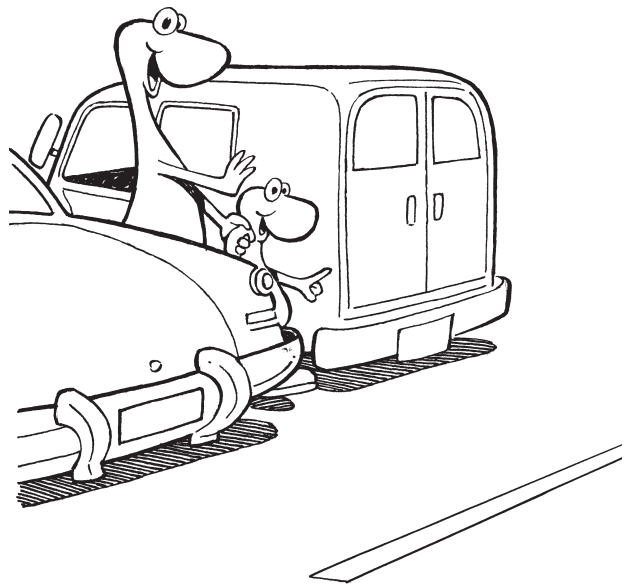
There are designated places to cross in a traffic environment. These include:

- **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.

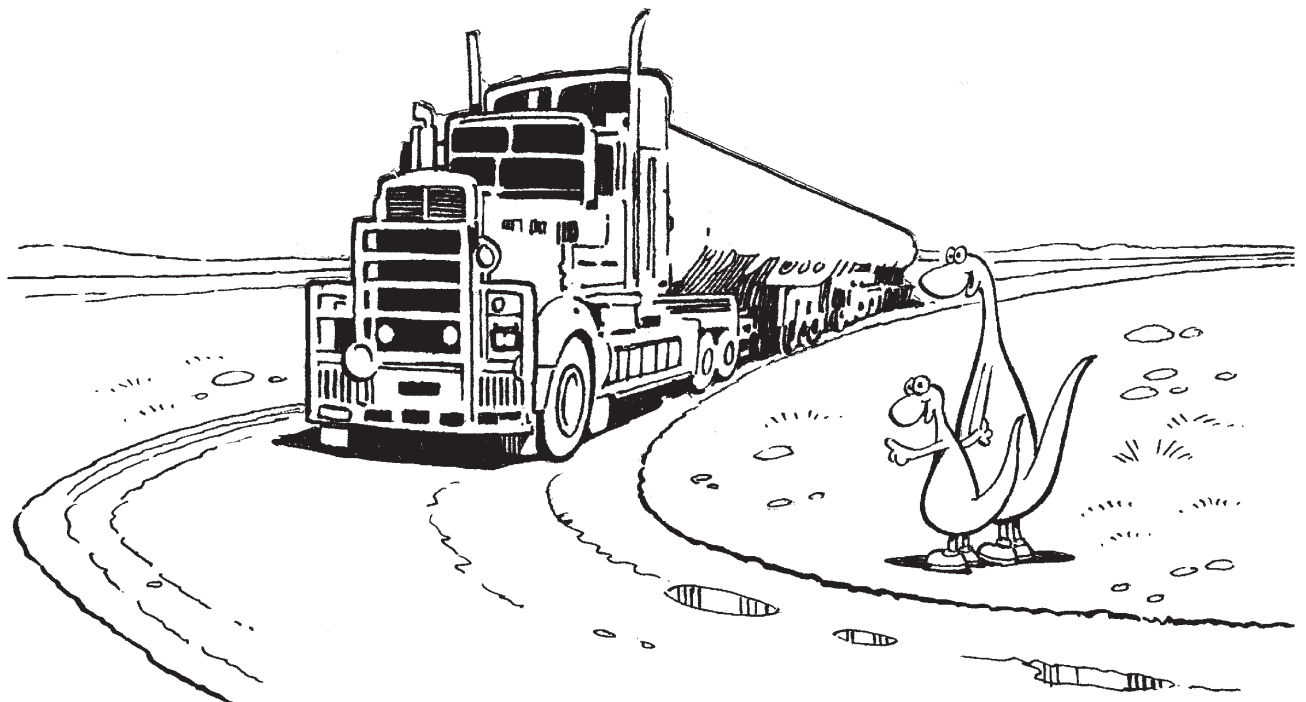
In country areas where students use buses to travel to school, parents should wait or park their car on the same side of the road as the pick up and drop off area reducing the need for children to cross the road.

Useful websites

- Kidsafe WA
<http://www.kidsafewa.com.au/pedestriansafety.html>
- Smart Steps, School Drug Education and Road Aware
www.sdera.wa.edu.au
- Office of Road Safety
www.ors.org.au

Literature

Download the free app *That's the sound the street makes*. This interactive storybook written by Danny Katz is available on iTunes and Google Play (search for VicRoads).



ACTIVITY 1

Roads and traffic

Preparation

- ▶ **Activity sheet** *Izzy* (refer to page 87 in Focus area 3) or **Izzy slideshow**
- ▶ Post-it notes (or small squares of paper) – class set
- ▶ **Activity sheet** *Roads and traffic* – photocopy one per student
- ▶ **Roads and traffic slideshow** – cue the CD-Rom

- 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 this focus area by discussing where students live and the different types of names used for roads such as street, avenue, crescent, highway, drive, and boulevard.

Ask students to define the term 'vehicle'. (A vehicle is defined as any form of transport with wheels and includes bicycles, wheelchairs and motorised scooters.)

Explain there are many different types of vehicles on and near roads, and that pedestrians must always be on the lookout for vehicles on the road and in other places such as car parks, driveways and laneways.

Brainstorm (refer to page 180) a list of vehicles and write each vehicle on a post-it note.

Use a **Venn diagram** (refer to page 192) to sort the post-it notes into the following categories:

- ⊙ vehicles that carry passengers
- ⊙ vehicles that carry goods
- ⊙ vehicles that carry passengers and goods.

Tick the vehicles that are only seen at certain times of the day or year (eg school buses in the morning and after school; postal vans and motorbikes; grain trucks and harvesters).

Ask

What vehicles do you often see on your street? (Tick the brainstorm list as students identify the vehicles.)

What do we mean by 'traffic'? (The term 'traffic' refers to the coming and going of vehicles and pedestrians.)

Does the traffic always travel slowly past your house?

Is there a lot of traffic on your street?

If your street doesn't have a lot of traffic does that mean it is always a safe street?

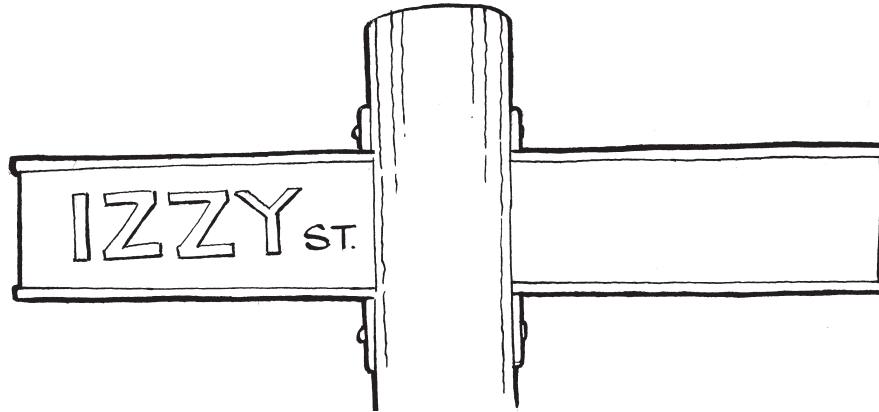
Is there more traffic during the day than at night time on your street?

- Model how to write an acrostic poem using the word 'traffic'. An example has been provided. Students can write their own poem using the brainstorm list of vehicles.
Trucks and semi-trailers out in the country.
Red vans deliver parcels to the shops.
Ambulances rush patients to the hospital.
Fire engines are ready at the station.
Fast trains go across the outback of Australia.
I see traffic near my house.
Cars go up and down the city streets.
- Show students the *Roads and traffic* slideshow. Discuss the different types of vehicles and road 'furniture' (eg a bus stop, road signs and signals, post boxes and benches). Have students identify the road furniture in their local area. A list of possible examples has been provided. Discuss why these items are in the road environment eg footpaths are built to give pedestrians a safe place to walk.

footpath	pedestrian crossing
driveways	bus stop
roundabout	train station
kerb	road signs
car park	traffic lights
median strip	railway crossing
laneway	verge
school crossing	power pole
school bus stop	rubbish bin

- Students complete the *Roads and traffic* sheet then take it home to conduct further observations of their local road environment.

Roads and traffic



My address is _____

The traffic I usually see on my street is:

- | | | | |
|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> cars | <input type="checkbox"/> trucks | <input type="checkbox"/> road trains | <input type="checkbox"/> motorcycles |
| <input type="checkbox"/> pedestrians | <input type="checkbox"/> buses | <input type="checkbox"/> bicycles | <input type="checkbox"/> trains |
| <input type="checkbox"/> taxis | <input type="checkbox"/> other _____ | | |

Draw the traffic that passes by your house.

Which of these can you see near your house?

- | | | |
|-------------------------------------|--|--|
| <input type="checkbox"/> power pole | <input type="checkbox"/> kerb | <input type="checkbox"/> roundabout |
| <input type="checkbox"/> bus stop | <input type="checkbox"/> school crossing | <input type="checkbox"/> footpath |
| <input type="checkbox"/> stop sign | <input type="checkbox"/> pedestrian crossing | <input type="checkbox"/> give way sign |
| <input type="checkbox"/> post box | <input type="checkbox"/> driveway | <input type="checkbox"/> car park |

ACTIVITY 2



Road signs

Preparation

- ▶ *Road signs and signals slideshow* – cue the CD-Rom
- ▶ Road sign pack
- ▶ A3 paper – one sheet per group
- ▶ **Activity sheet** *Road signs* (refer to page 99-100 Focus area 3) – photocopy one set of cards per group
- ▶ **Activity sheet** *Guess the sign* – photocopy one per student

- Show students the slideshow or the signs in the road sign pack. Explain that road signs, signals and markings are used to give road users information such as warnings about hazards, to separate different types of road users (eg vehicles and pedestrians), and the road rules (eg keep to the left).

Ask

Who has to obey the road signs? (All traffic including cyclists and pedestrians must comply with road signs.)
What might happen if everyone ignored the road signs?
What else might tell you to take care when you are walking near traffic? (Pedestrians can be alerted to danger through sounds such as the beeping sound a reversing truck makes or an ambulance siren. Drivers can be informed about a dangerous situation through police or road workers directing or slowing down traffic, emergency vehicles flashing lights and sirens, and rumble strips on the edge of the road.)

- Place students in small groups. Distribute a set of *Road signs* cards and a sheet of A3 paper to each group.

Ask groups to sort the cards using their own classifications such as shape, size, words and symbols.

- Show the class how to draw a three circle **Venn diagram** (refer to page 192) and label the circles 'for drivers', 'for pedestrians' and 'for cyclists'. Explain that some road signs will be relevant to two or three of the circles. Show students where to place these signs in the intersections of the Venn diagram. Have groups sort the road signs in their own Venn diagram.

Check the groups have sorted the cards correctly. Discuss the purpose of the road signs relevant to a pedestrian eg pedestrian crossing, school crossing, and pedestrian phased traffic signals. Make sure students understand that although a pedestrian crossing sign and markings on the road are in place, traffic may not always stop. Students should wait until all traffic has stopped before crossing.

- Distribute the *Guess the sign* sheets for students to complete. Check answers and have students write their own clue to describe a road sign.

The road sign pack was issued with the first edition of *Challenges and Choices*.

Guess the sign

I am an octagon. I am red. I have four white letters that tell traffic they can't go ahead until it is safe.



I am a diamond shape. I have a border. I have three arrows following each other.



I am a rectangle. I am found near schools. Drivers must slow down when they see me.



I am a diamond shape. I am yellow. I tell drivers that there are lights up ahead.



I am a rectangle. I am white. I am near roads and tell drivers the maximum speed they can travel.



I am round. I tell pedestrians to cross at this place.



Draw the sign that tells children to cross here when the traffic has stopped.



ACTIVITY 3

That's the sound the street makes

Preparation

- ▶ **Activity sheet** *Traffic sounds* – photocopy one per student
- ▶ *Traffic sounds* – cue the CD
- ▶ A4 paper – one sheet per student
- ▶ *That's the sound the street makes* by Danny Katz
- ▶ Art paper and drawing materials – class set

- Have students identify the five senses (eg sight, taste, hearing, touch and smell) and the parts of the body that a human uses for each of the senses. Explain that Izzy knows that when he is in traffic it is important to use some of the five senses. Ask the class to identify the senses Izzy would use when walking, cycling or riding, and crossing roads (eg sight and hearing).

Ask

Think about the sounds you might hear when you are near traffic. What sounds can tell us we need to look out and be alert?

What traffic sounds might you hear on a busy street?

What traffic sounds might you hear on a quiet street?

What other part of the body do we use to help us make good decisions when we are crossing roads?

Can a quiet street become a busy street?

Where do we need to look for traffic? (Traffic can come from all around therefore pedestrians should not only look left and right, but also in front and behind before crossing a road.)

- Explain that there are many sounds in the traffic environment and as pedestrians it is important to listen for these and know what each one may indicate. For example the beep of a reversing truck tells pedestrians to be alert and move out of the way.

Play a game of traffic sound bingo. Have each student circle six pictures on their *Traffic sounds* sheet. Explain that students must listen to each of the traffic sounds as they are played. If the sound played matches a picture that is circled on their sheet, a cross should be drawn through that picture. The winner is the first person to call out 'bingo' when all of their circled pictures are crossed out. Continue playing the sounds to enable other students to complete their bingo sheet.

- Show the cover of *That's the sound the street makes* then flick through the inside pages.

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 and use different voices to make the sounds illustrated on each page. Have students find and make the 'sound' words located throughout the book such as the 'screech' of the scooter or 'plock plock' of the traffic signal. Discuss why the illustrator has drawn the traffic sound words in small or big font.

Students draw a picture that includes pedestrians walking in the traffic environment and at least three sounds written in different sized font.

- Read the two examples of *What am I?* Ask students to guess the vehicles that have been described.

What am I?

I am red.

I have four wheels.

The people sitting inside me wear a uniform.

I have hoses, ladders and a water tank.

Sometimes I have to travel very fast.

'Whrrrrrrrrrrrrrrrrrrrrrr' is the sound I make to tell drivers and pedestrians to get out of the way.

I am a _____ . (fire engine)

What am I?

I have two wheels.

I have a chain and handlebars.

You have to wear a helmet when you ride me.

You might sometimes hear 'ting a ling, ting a ling'. This warns pedestrians that I am coming.

I am a _____ (bicycle)

Model how to write three or four clues to describe a vehicle. One clue must be about the sound the vehicle makes in traffic eg siren, bell, beep, horn, brakes.

Have students write their own 'What am I?' Compile the descriptions in a class book and send home with each student to share with their family.

Use the Wiggles version of *Heads, shoulders, knees and toes* at http://www.youtube.com/watch?v=xBB_-LC_eV8&feature=related

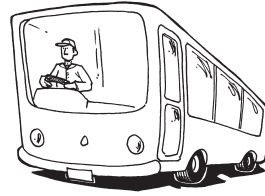
Traffic sounds



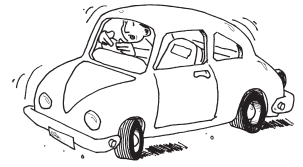
people walking



dog barking



bus



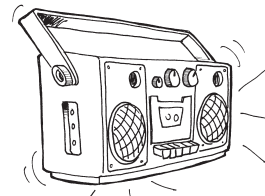
car brakes



car



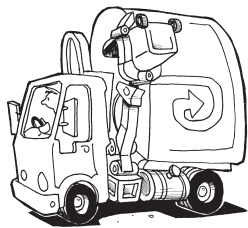
bike



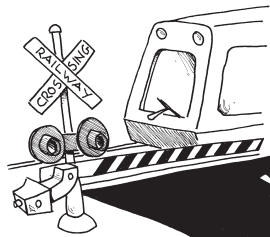
stereo



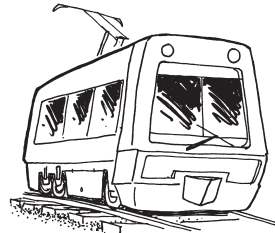
school crossing
whistle



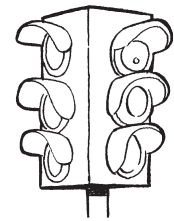
rubbish truck



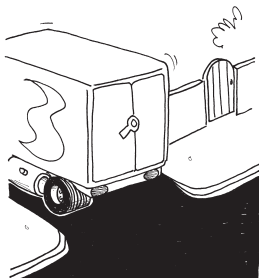
railway crossing



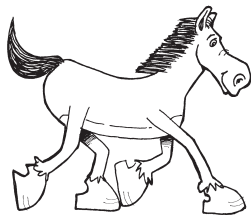
train



traffic light



truck reversing



horse



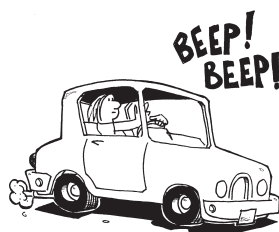
ice-cream van



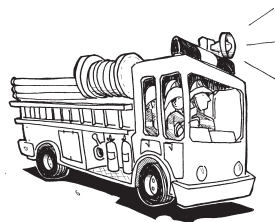
bouncing ball



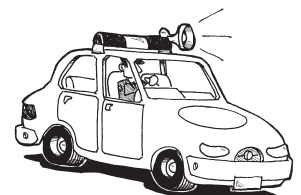
motorbike



car horn



fire engine



police car



ACTIVITY 4



Time to cross

Preparation

- ▶ **Roads slideshow** – cue the CD-Rom
- ▶ 2 markers such as ice-cream containers, bean bags or witches hats
- ▶ Metre tape measure or trundle wheel
- ▶ Stopwatch
- ▶ *The hold my hand rap* and cue the CD
- ▶ **Activity sheet** *The hold my hand rap* – one per student
- ▶ Computer access
- ▶ **Family information sheet** *Keep your kids safe in traffic* – photocopy one per student

- Show the *Roads* slideshow. Point out how the type of road eg local, freeway or highway, can determine its width and number of lanes. Talk about the pedestrian facilities that are to be used when crossing roads eg median strip, islands, overpass and underpass.
- Take the class outside to an area that is large enough to mark out a road. Ask the class to guess the width of a local road (ie without a central white line) and place two markers a distance apart to represent their guess. Measure the distance using a trundle wheel or tape measure. After measuring, tell the class that the width of a local road is usually seven metres. Move the markers to show this distance (unless the students guessed correctly).
- Review the stop, look, listen and think procedure for crossing roads. Ask for a student volunteer to 'cross the road' by walking from one marker to the other. Have the class guess how long it will take the student to walk across the road once the stop, look, listen and think procedure has been used. Time the student walking across using a stopwatch.

Ask

Did it take (name of student) more than the time you guessed to cross the road?

Did (name of student) walk quickly or slow?

Would it be better to run across the road then walk quickly? Why?

Did (name of student) stop, look, listen and think before crossing?

Does everyone take the same time to cross a road?

Will it take longer to cross a wide road? Why?

Select two other students and repeat the timing activity. This will help students understand that the time it takes for a person to cross the road may differ

depending on their step size and the speed in which they cross.

- Change the distance between the two markers to represent a road near the school or in the local area that students often cross such as a two lane road, a four lane road or a highway. Repeat the activity and compare observations.
- Time how long it takes a student to walk across a two lane road. Have the student 'jaywalk' across the road. Discuss any difference in the time taken to cross. Point out to students that it is illegal to jaywalk.

Ask

What can you do to make sure you get across a road safely? (Always cross with an adult; use the stop, look, listen and think procedure; find places to cross where all traffic can be seen such as a straight stretch of road not on a corner; and use pedestrian crossing facilities such as crosswalks, over and underpasses, traffic signals with pedestrian phasing.)

- Back in class, use **thought shapes** (refer to page 190) to have students reflect on the activity with a partner. Check in with the class when they respond to the circle shape or 'the thoughts still going around in my head are' and clarify the students' questions.
- Distribute the lyrics to *The hold my hand rap*. Listen to the rap and encourage students to join in clapping or clicking the beat. Write a list of pedestrian safety messages on the board for students to use when writing their own rap. Have students perform the raps at a school assembly or for another class. The raps could also be recorded and used as a backing track to a Power Point presentation on being a safe pedestrian.
- Send home a copy of *Keep your kids safe in traffic* with each student to share with their family.

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.

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.

Chorus

(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!

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The hold my hand rap

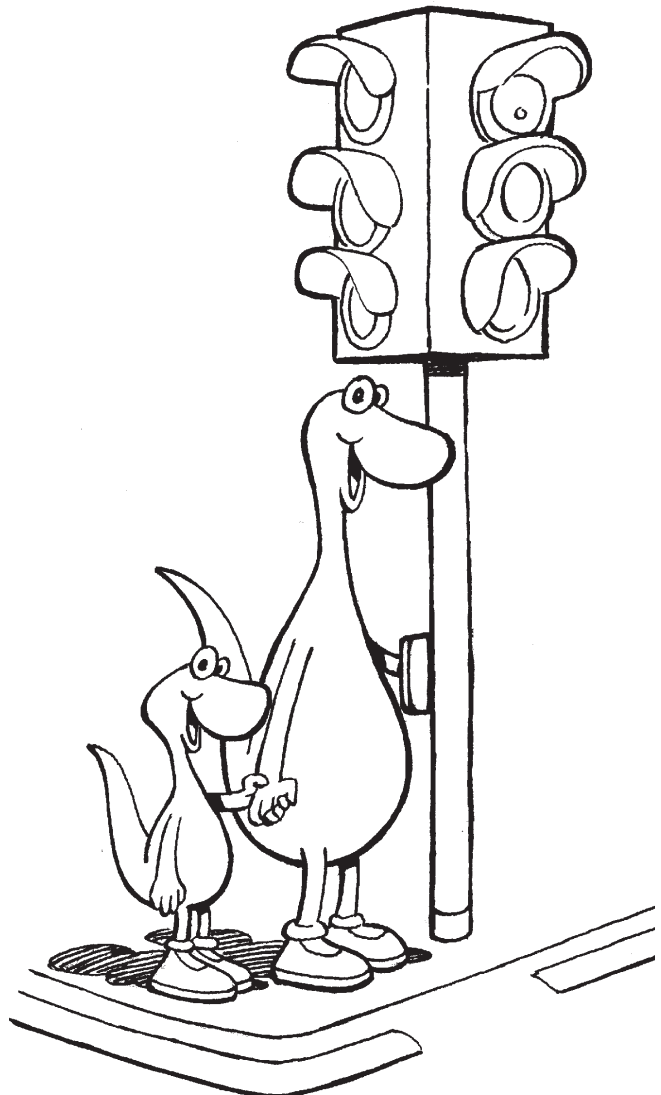
Hey, mummy, daddy got a message for you.
If you want to cross the road you've got to know what to do.
We stand on the kerb and see if traffic is there,
And if it's all clear then we can cross with care.
But wait! That's not all of my job for you.
There's one important thing left for you to do.
It's really very easy when you have a go,
And I'll sing it very loud so that you will know.

CHORUS

I said hey!
(Clap your hands twice in the air.)
You've got to hold my hand.
(Wave your hands in the air.)
I said hey! Hey!
(Clap your hands twice in the air.)
Make sure you hold my hand.
(Wave your hands in the air.)
Now listen all you grown-ups,
(Put your hand up to your ear.)
I hope you understand,
(Put your hands in front, palm upwards.)
To cross the road with me,
(Move your arms and walk on the spot.)
You've got to hold my hand.
(Wave your hands in the air.)

REPEAT RAP

Yeah!
(Clap your hands twice in the air.)





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

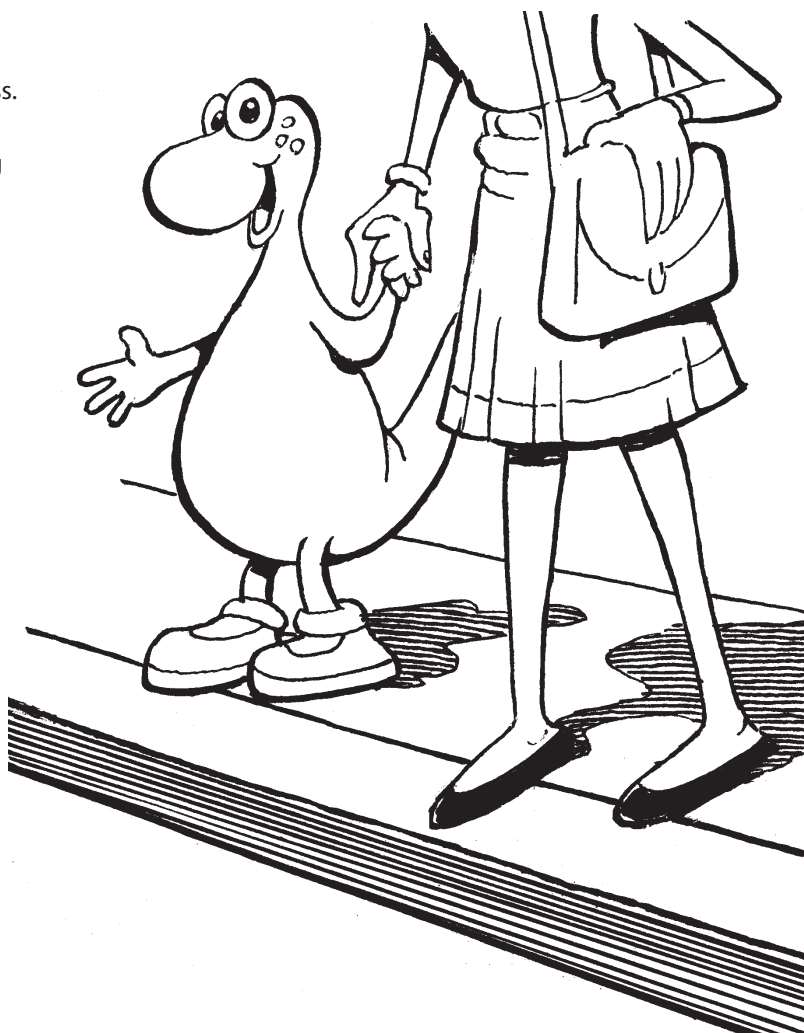
Talk about where it is safer to cross the road – on straight stretches of road, away from corners and roundabouts, not on a hill, and at a crosswalk or traffic signals with pedestrian lights.

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 5



Stop before you cross

Preparation

- ▶ 10 markers such as ice-cream containers, bean bags or witches hats
- ▶ Whistle
- ▶ Metre tape measure or trundle wheel
- ▶ **Family information sheet** *Stop, look, listen, think* – photocopy one per student

- In an outdoor area or on the oval, place ten markers in a straight line and approximately one metre apart. Ask for a student volunteer and explain that this student is to role-play being a pedestrian. Stand the student about five metres before the first marker.

Have one student stand at each of the markers and explain their role is to observe the pedestrian.

Instruct the pedestrian to walk along the line of markers until they hear the whistle which will indicate that they should stop as quickly as possible and stand perfectly still. The observer closest to where the pedestrian was when the whistle was blown should put their hand in the air. Count how many markers the pedestrian walked past before stopping and measure the distance.

Have the pedestrian run at normal speed along the markers. Observe and measure the distance taken to stop. Repeat the activity once more with the pedestrian running as fast as possible.

Ask

Is it easy to stop quickly when you are walking?

Is it easy to stop quickly when you are running?

Does it take longer to stop when you are running normally or running really fast?

Why do pedestrians have to stop at the kerb or edge of the road before they cross?

Why do you need to walk quickly but not run across the road?

If you were crossing the road and you saw a car coming, what would you do? (Move quickly to the safest position on the road such as the median strip or island, return to the original side of the road, or the side of the road in which you intended.)

- Take students for a walk around the school perimeter to identify physical barriers such as fences, walls, gates and hedges that will stop students from running out onto nearby roads. Talk about the need to have a teacher retrieve balls from roads and the rules related to going out of the school boundary.
- Back in the classroom, have students complete these sentences.
 - ⊙ It is important to stop before you cross because ...
 - ⊙ Pedestrians should walk across roads because ...
- Send home a copy of *Stop, look, listen, think* with each student to share with their family.



Stop, look, listen, think

Your child needs to understand why each step of the STOP LOOK LISTEN THINK procedure is important. Use these questions when you practise crossing the road with your child.

<p>STOP</p> <ul style="list-style-type: none"> • 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? 	
<p>LOOK</p> <ul style="list-style-type: none"> • 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? 	
<p>LISTEN</p> <ul style="list-style-type: none"> • What do you need to listen for? • Can you hear any traffic coming? • Which direction is the sound coming from? 	
<p>THINK</p> <ul style="list-style-type: none"> • 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? 	



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



ACTIVITY 6

Walking in the local area

Preparation

- ▶ Digital camera – one per group
- ▶ Computer access
- ▶ **Family information sheet** *Walk and talk* – photocopy one per student
- ▶ **Family information sheet** *Walking to school* – photocopy one per student

- To conduct this activity, teachers will need to ensure that the school administration has been notified and all risk management and excursion policies have been followed. The *Walk and talk* sheet outlines the purpose of the walk and provides families with some tips that can be applied when walking with their children.
- Before starting the walk, have students **brainstorm** (refer to page 180) the safety procedures that need to be followed such as: students are to stay with their partner and adult supervisor; students must listen for and follow all instructions; students must be ready to stop when told by a parent or the teacher. Write the generated ideas on the board and reinforce these with the class.

Explain the purpose of the walk is to locate road signs and signals; potential hazards for pedestrians such as driveways, laneways, busy roads; and identify places where it may be safer to cross.

- Place students in small groups with a parent helper and a digital camera. Brief the parents, who will be assisting during the walk, on their role and responsibilities.
- On the walk, stop at regular intervals to allow students to observe and talk about what they can see, and take photos. Use the suggested questions to discuss the types of vehicles; road furniture including road signs, signals and markings; potential hazards; the volume of traffic; and safe places to cross the road.

Invite parents to participate by sending home the *Walk and talk* sheet.

Ask

What road signs can you see? (Discuss the shape, colour, words, numbers and symbols on each of the road signs.)

Why is the sign located here?

Who has to follow this road sign? (Some road signs are to be complied with by all road users whereas other signs may only be relevant to a driver, pedestrian or cyclist. Focus on those signs relevant to pedestrians and cyclists.)

What do you have to do at this road sign?

What sounds can you hear?

Do we need to be careful? Why?

- Find a straight stretch of road without any nearby intersections. As a vehicle approaches, ask students to decide when it would be safe to cross the road. Remind students that factors such as the vehicle speed, distance away and the time it would take a pedestrian to cross the road, should all be taken into account when crossing roads.

Ask

What types of vehicles can you see?

Which vehicles are coming towards to us?

Which vehicles are going fast?

Which vehicles are going slow?

How do you know?

Will a fast vehicle get to us sooner than a slow vehicle?

Is this a busy street or a quiet street? Why?

Point out driveways or laneways along the walk. Discuss why these areas pose hazards for pedestrians and cyclists.

Ask

How can we tell if a vehicle is coming out of a driveway or laneway? (Sound of an engine, lights at night, reverse lights on the car are illuminated, beep of a truck.)

What should we do if a vehicle turns into a driveway?

(In this situation the pedestrian has the right of way however students should be advised to always wait or move quickly across the driveway, as not all drivers will comply with this rule. Where possible, students should also make eye contact with the driver when the vehicle is entering and exiting a driveway.)

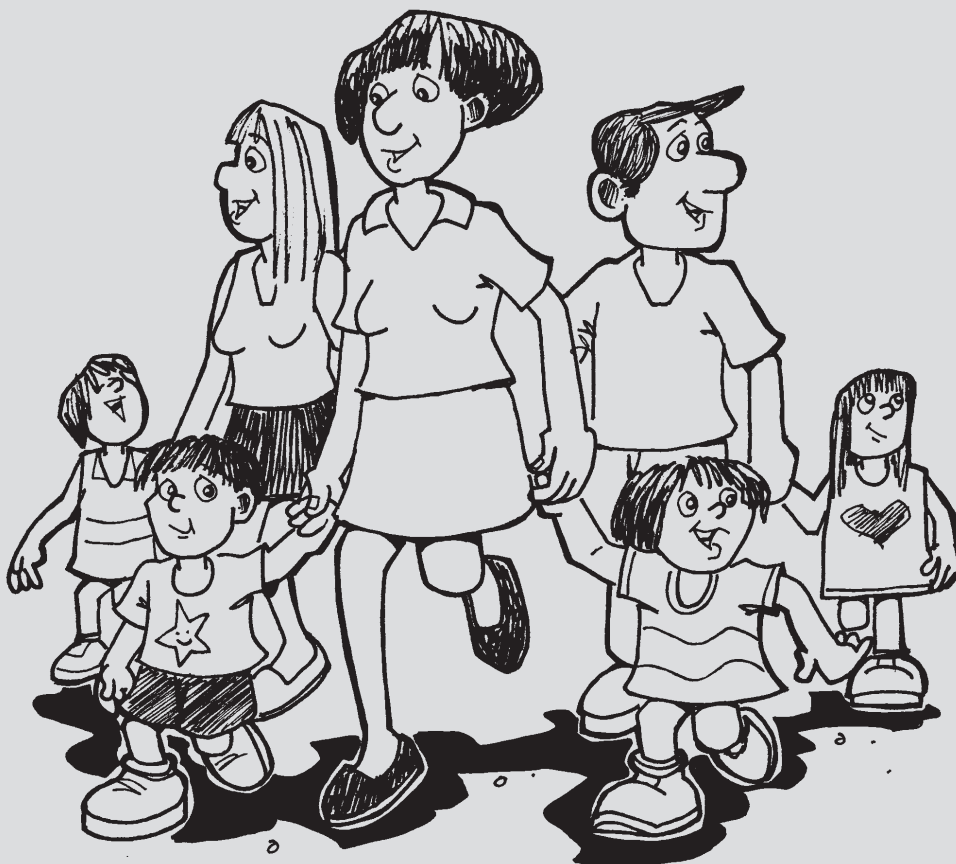
Why might a driver not stop for a pedestrian when they are reversing out of a driveway? (eg obstructed view, small child lower than the back of the vehicle, in a hurry)

- Review the stop, look, listen and think procedure. Have an adult demonstrate the procedure and provide a commentary as they carry out each of the steps while crossing a road.

For example: *I am stopping back from the kerb. Now I am looking in all directions – left, right, front and behind – to see if there are any vehicles coming and how fast or slow they are travelling. And now I need to think and decide – is it safe to cross? Yes it is, so I'm going to walk straight across the road. I need to keep looking and listening for traffic until I make it to the other side.*

Have students practise crossing the road holding hands with their parent helper. Encourage the students to verbalise each step of the crossing procedure as previously modelled. Take a series of photos showing a student crossing the road with a parent.

- Back in class, have students upload the digital photos and use to write a recount of their 'walk and talk' day using the activity sheet on page 93 of Focus area 3. Alternatively place the photos in a PowerPoint presentation and have students add information to each slide.
- Print the photos showing the student crossing the road with a parent. Have the class write information for each photo in sequence such as:
 - ⦿ Stop back from the edge of the road.
 - ⦿ Look in all directions and check for traffic.
 - ⦿ Listen for traffic.
 - ⦿ Think to yourself – Is it safe to cross now?
 - ⦿ Walk straight across holding hands with a grown-up.
- Write a thank you letter to the parent helpers highlighting the pedestrian safety tips that the students learnt.
- Send home a copy of *Walking to school* with each student to share with their family.





Walk and talk

Dear family,

On _____ (date) our class will be walking around the local area near the school (see the attached map).

While out walking we will spot any hazards for pedestrians such as:

- Busy roads
- Driveways and laneways
- Railway crossings
- Roads without footpaths
- The school car park.

We will practise:

- Choosing places where it will be safer to cross the road.
- Using the stop, look, listen and think steps to cross a road.

We would love you to join us and need _____ adults to make sure that every child has an adult's hand to hold.



If you can come on the walk between _____ am/pm and _____ am/pm, please fill out the form below and send it back to school with your child by _____ .

Yours sincerely
Classroom teacher

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



I give / I do not give permission for my child _____ to attend the *Walk and talk* excursion.

- I am available to help on the excursion.
- I am not available to help on the excursion.

Name _____ Date _____



Walking to school

Although your child may be too young to walk to school on their own right now, they will need to know how to do this in the future.

When you walk with your child to school, practise some of these tips.

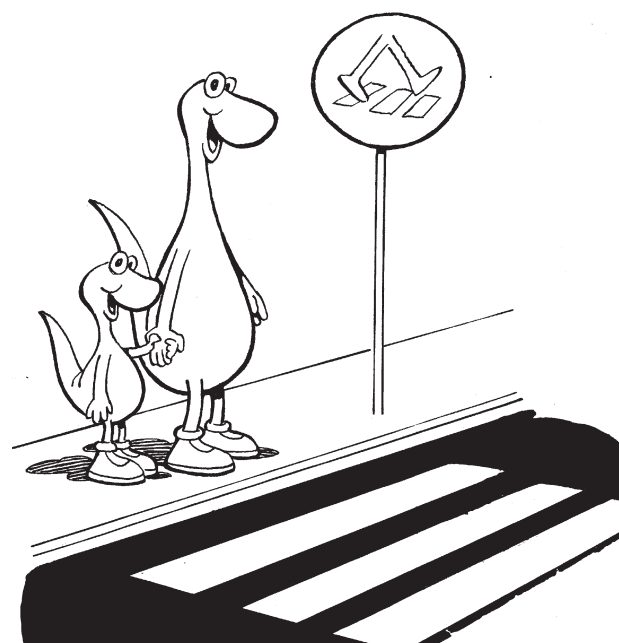


1. **Walk along the safest route to school.**
Tell your child why it is best to walk this way.
2. **Point out the names of streets and landmarks along the way.**
3. **Point out the road signs along the way**
As you leave your house you are very likely to be near a road even if it is a quiet road. Always 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.
4. **Talk about places that could be unsafe** such as laneways, busy roads, driveways, car parks and areas without footpaths.

5. **Explain to your child what you are doing and thinking when you cross a road.**
For example: *I'm checking that there isn't any traffic coming. See how I looked in all directions. We need to wait until the bus has gone by and then we can check the road again.*
6. **When you cross the road, talk about and practise these steps with your child.**
Stop at least one step back from the kerb or road.
Look in all directions for traffic, not just right and left, but front and back too.
Listen in all directions for traffic.
Think – is it safe to cross?

Walk straight across the road holding onto your child's hand when it is safe to do so. Remind your child to keep looking and listening for traffic while crossing.

7. **Tell your child about the dangers of crossing between parked cars or other vehicles.**
Show your child places where it is safer to cross along the route to school.



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

ACTIVITY 7 

Making decisions as a pedestrian

Preparation

- ▶ **Activity sheet** *Making decisions* – photocopy one per student

- Show the *Making decisions* sheet on the interactive whiteboard or give each student a copy. Read the scenario together.

Scenario

Mick and Ellie are walking to school with Mick’s dad. Ellie says to Mick, ‘Your dad’s so slow. If we don’t hurry up we’re going to be late. Come on, let’s go. We don’t need him to watch us. I know how to cross the road.’

Work through each step of the **decision-making model** (refer to page 181) process shown on the activity sheet. Explain that students need to:

1. identify the problem
2. identify two choices for Mick
3. predict the positive and negative outcomes of each choice.

Have students complete all of the *Making decisions* sheet on their own except for the last box.

With a partner, students share the choices they identified and the positive and negative outcomes of each, then decide which choice would have the safest outcome and write this in the last box on the sheet.

Listen to some of the decisions made by the class then ask the following questions.

Ask

Why is it important to think about all the choices you have before making a decision?

Did it help to listen to your partner’s ideas? How?

If this was a real situation and you were Mick, would you have the time to stop and think through all the choices and then make a decision? (Students need to understand that in many situations a decision will need to be made straight away and that having a ‘backpack’ full of useful responses or ‘comebacks’ is a good idea.)

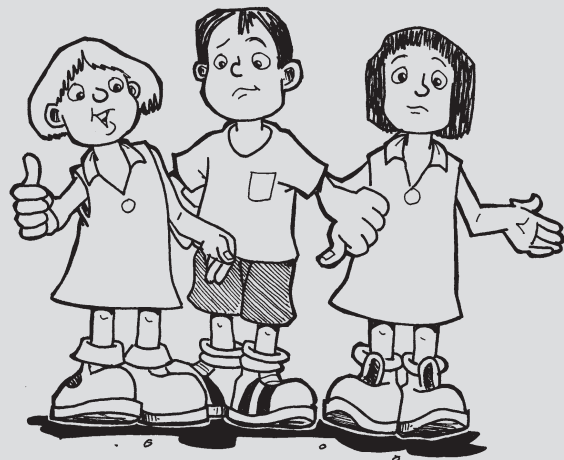
- Point out to students that Mick would need to be ‘courageous’ if he decided to tell his friend that he didn’t want to run ahead. Ask the class to define ‘courageous’ (eg confidently standing up for yourself or others).

Draw a **Y chart** (refer to page 189) on the board. 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.*’

With a partner, students **role-play** (refer to page 186) the scenario described on the activity sheet and take turns to be Mick. Point out that the student playing the role of Mick must use ‘I’ statements. Give students time to practise then perform their role-play in front of the class.

After each performance, ask the audience to indicate if they thought ‘Mick’ used a strategy that was useful by using **thumbs up, thumbs down** (refer to page 190).

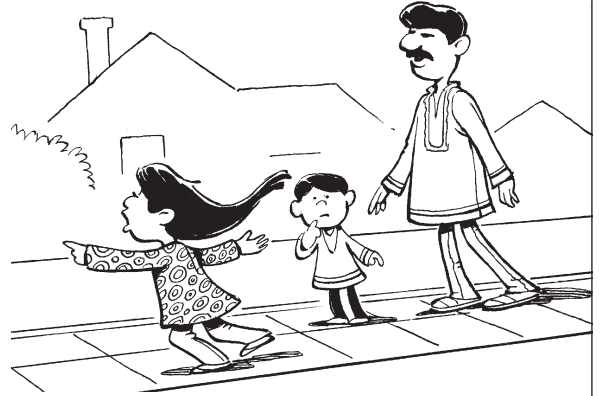


- Students write a least two statements that they can use when a friend asks them to do something that has the potential to make them unsafe.

Making decisions

Mick and Ellie are walking to school with Mick's dad. Ellie says to Mick, 'Your dad's so slow. If we don't hurry up we're going to be late. Come on, let's go. We don't need him to watch us. I know how to cross the road.'

What should Mick do?



The problem is

Mick could

Mick could

What would be 'good' about this choice?

What would be 'not so good' about this choice?

What would be 'good' about this choice?

What would be 'not so good' about this choice?

I think Mick should



ACTIVITY 8



Shoobox story

Preparation

- ▶ **Activity sheet** *A walking week* – photocopy one per student
- ▶ Highlighters – one between two students
- ▶ Internet access
- ▶ **Activity sheet** *Shoobox movie theatre* – photocopy one per student
- ▶ Materials for making a shoobox theatre
- ▶ **Family information sheet** *Kids crossing roads* – photocopy one per student
- ▶ **Family information sheet** *Wait until the bus has gone* – photocopy one per student

- Give each student a copy of *A walking week* or alternatively use an interactive whiteboard to show the story. Read the story together.

With a partner, students are to highlight the words or phrases in the story and circle parts of the illustration that explain how the class stayed safe while out walking. For example – we held hands; we walked along the footpath; a bell went ‘ting-a-ling’.

- Show students the *Make a movie* game on Izzy’s road safety games website at http://www.det.wa.edu.au/ccm-ldn-theme-assets/_ccm_/themes-prod/sdera/flash/road_safety_games/index.html. Have the class decide on the order that the pictures should be placed. Drop and drag each picture into the frames and then play the movie.

Discuss how the movie was created by drawing each step for crossing the road and placing the pictures in order.

Pre-make a shoobox movie theatre to show students the end result.

- Distribute a copy of *Shoobox movie theatre* to each student and read through the instructions together. Show the class an example of a shoobox movie theatre to illustrate each step of the task. (Students may need an adult to cut the slits in their shoobox. This is something that could be done at home)

Suggest that students make a movie based on either the *A walking week* story or create their own pedestrian safety story.

Allow enough time for the class to make and decorate their shoobox movie theatre.

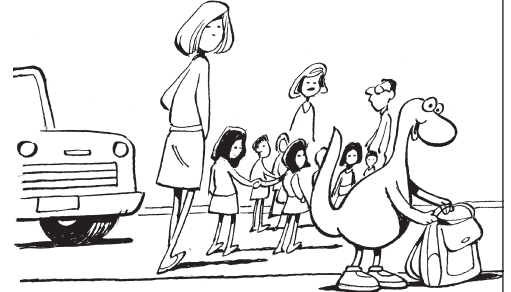
When finished, hold a ‘movie’ day where students share their movies with a friend or a parent.

- Send a copy of *Kids crossing roads* and *Wait until the bus has gone* home with each student to share with their family.

A walking week

On **Monday** our class went to visit the Kindy kids. We held hands and walked with our partner. Everyone stayed together in the line. There were cars everywhere so we waited until it was safe to cross. Everyone crossed safely.

Everyone, except Izzy!



On **Tuesday** our class went to the library. We had to use the school crossing. Mr Morris checked the road and stopped the traffic. When Mr Morris blew the whistle, everyone walked straight across.

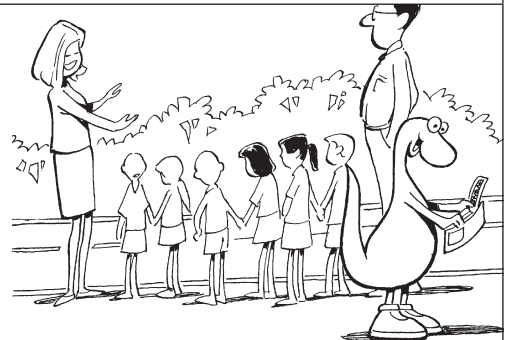
Everyone, except Izzy!



On **Wednesday** our class went to the shopping centre.

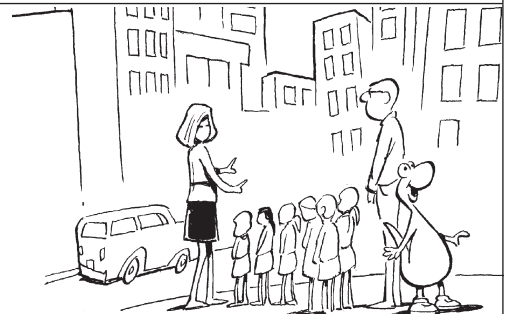
We walked along the path. We had to cross the street so we found a safe place to cross. Everyone stopped, looked in every direction and listened for traffic. And we thought – is it safe to cross?

Everyone, except Izzy!



On **Thursday** our class went to the city. We waited until the bus had gone before we crossed the road. We walked along the footpath and everyone watched for cars coming out of laneways. Everyone waited for the green man to start flashing before we crossed at the lights.

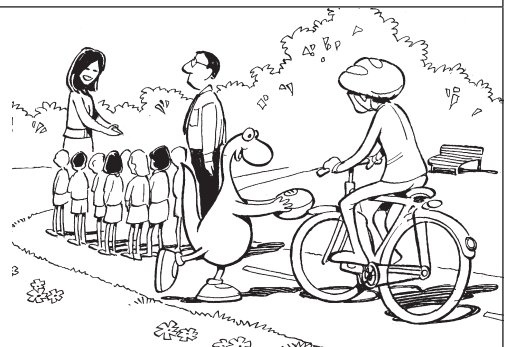
Everyone, except Izzy!



On **Friday** our class went to play at the park. We walked along the path. When a bell went 'ting-a-ling' everyone stepped to the side and let the cyclist go past.

Everyone, except Izzy!

Boy Izzy! Thank goodness you had us to keep you safe.

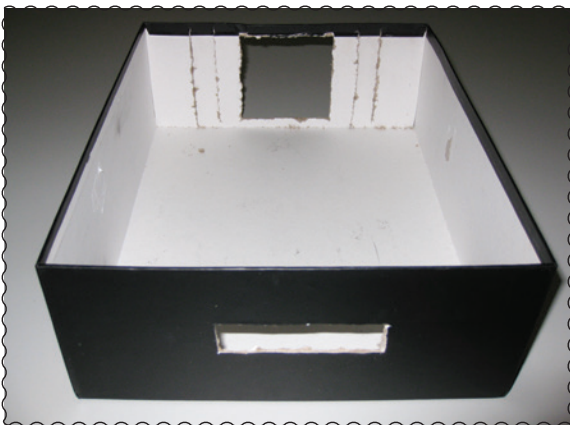


Shoe box movie theatre

You need:

- A shoebox with a lid
- Ruler
- One piece of A3 paper
- Scissors
- Sticky tape or glue
- Textas and colouring in pencils

1. Mark a square on the back of the shoebox (about 8 centimetres x 8 centimetres) and cut it out.
2. Keep the piece of cardboard you cut out – you will need it for Step 6.
3. Ask an adult to help you cut two slits on either side of the square – make the slits a bit bigger than the square.
4. Cut a peep hole on the front of the shoebox.
5. Measure and cut a strip of paper as wide and tall as the square on the back of the shoebox. You can make the strip as long as you like – just stick two or three strips together.
6. Mark off sections on the strip of paper using the square of cardboard you cut out in Step 1.
7. Now you're ready to draw your movie. Leave the first and last squares blank on the strip of paper.
8. Thread the strip of paper through the slits on the back of the shoebox. Make sure the pictures show up in the square.



9. Put the lid on the shoebox.
10. Look through the peep hole and hold the shoebox up to the light.
11. Pull the paper strip through the square – one at a time so you can watch your movie.





Kids crossing roads

Young children are not able to make decisions to cross roads safely on their own. Adults need to supervise and teach children how to be a safe pedestrian.



- If you are driving to school, park the car safely and legally, get out of the car and walk your child to the school gate. After school, meet your child at the school gate.
- If your child comes home on the school bus, meet them at the bus stop and walk home together.
- If you pick your child up from the school bus stop, park your car on the same side of the road as the bus stop.
- Talk about what your child should do if you are late at pick up time.
- Until your child is at least 10 years old, hold their hand on the footpath, in the car park and when crossing the road.
- Explain that your child should hold your hand until the crossing task is safely completed and you are walking on the footpath or other side of the road.
- Ask your child to suggest what else they could hold onto if an adult's hands were already full eg when carrying shopping bags or wheeling a pram.

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

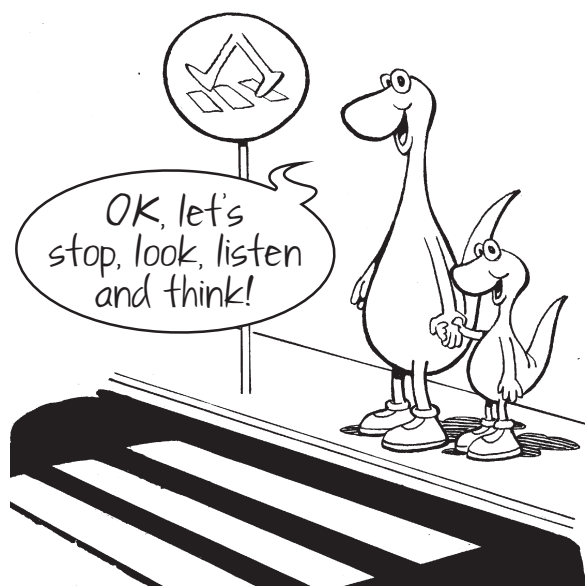
Stop – back from the kerb or road.

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

Listen – in all directions for sounds of approaching traffic.

Think – is it safe to cross? Tell your child to keep listening and looking for traffic as you cross the road.

Tell your child to keep listening and looking for traffic as you 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 9

Stop and think

Preparation

- ▶ **Activity sheet** *Time to think* – photocopy one per student
- ▶ **Strategy sheet** *Thought shapes* – photocopy two sets
- ▶ A4 paper – one sheet per student

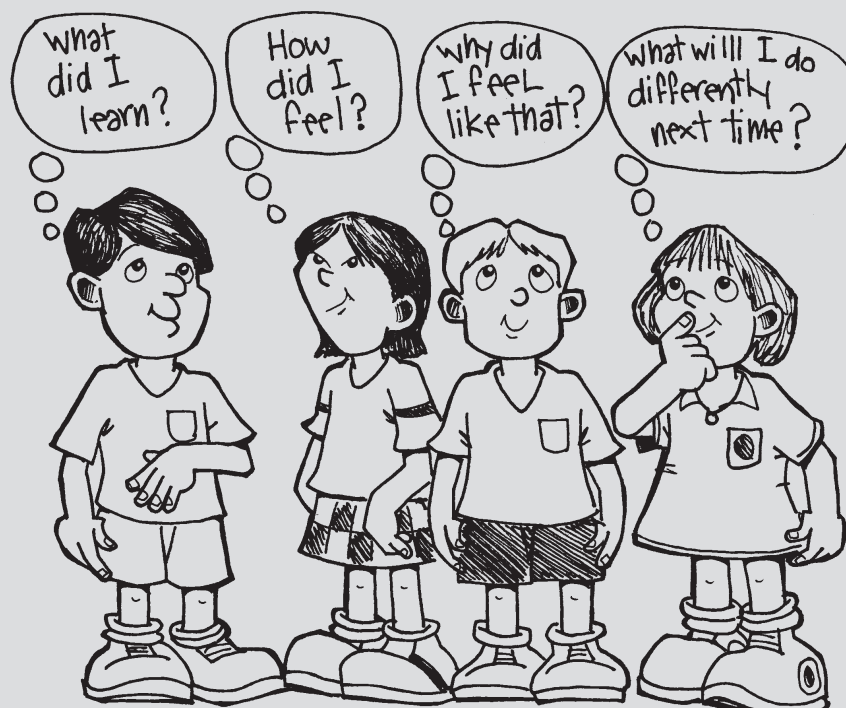
- Display the four **thought shapes** cards (refer to page 190) and explain the purpose of each shape.

Have students draw the four shapes on a piece of paper. Explain that students are to reflect on the activities they have participated in during this focus area then write at least one response for each shape. Suggest students copy the sentence starter shown on each shape and use this to start their writing.

Place students in groups. Give each group one of the thought shapes cards. Students are to take turns sharing their written responses with others in the group.

After a nominated time, groups can swap their card and repeat the process.

- Distribute the *Time to think* sheet and have students complete the activity on their own.



Time to think

A person who walks is called a _____.

It is safer to cross a road with an _____.

Always _____ back from the road edge or kerb.

Look in _____ directions before you cross the road.

Listen for _____ coming in all directions.

Use your brain and _____ – is it safe to cross?

Only cross at the traffic lights when the _____ walk sign is flashing.

Check that the cars have stopped at the _____ before you cross the road.

stop

traffic

adult

all

think

green

pedestrian

crosswalk

Write two places where a pedestrian can cross the road.

1. _____

2. _____

What does this sign mean?



Where should you walk if there isn't a footpath?

