

FOCUS AREA 4

Pedestrian Safety



INTRODUCTION

This focus area provides the explicit teaching of content and skills related to pedestrian safety for Year 4 students. It focuses on:

- safe pedestrian practices such as identifying safe places to cross roads and walk under adult supervision
- identifying road rules relevant to pedestrians
- practising the stop, look, listen and think crossing procedure
- identifying and responding to unsafe situations for pedestrians in traffic
- factors that can affect a pedestrian to make decisions in the traffic environment.

Key understandings

- Children are safer if they are supervised by an adult when crossing roads.
- The traffic environment is a changing environment therefore anticipating and reacting to hazards is a crucial aspect of pedestrian safety.
- Most WA children are driven to and from school each day, even though they live close to school. Active transport (walking, cycling and using public transport) has advantages and disadvantages as a travel option.
- Pedestrians should choose places where it is safer to cross the road such as on a straight stretch of road and at pedestrian crosswalks, school crossings, traffic signals, and overpasses and underpasses. Only cross between parked cars when there is no other option.
- Where footpaths are not provided, pedestrians should walk facing oncoming traffic and well away from the edge of the road.
- The stop, look, listen and think crossing procedure should always be used.
- Wait until the bus has moved away before crossing the road using the stop, look, listen and think procedure.
- Use pedestrian gates at railway crossings and with adult supervision. To cross railway tracks where pedestrian gates are not available, children should use the stop, look, listen and think procedure and check in both directions for trains.
- There are safer routes to walk to and from school and within the local area.
- Negotiating a journey safely in the traffic environment requires planning and decision-making.
- Peers, friends and family can influence decisions and attitudes about road safety.
- Pedestrians have a responsibility to act safely and make decisions that reduce their own and other road users' likelihood of involvement in traffic crashes.

Key skills


- Identify and plan a route to walk to and from school to avoid potential hazards for pedestrians.
- Generate decisions for a range of pedestrian-related situations and assess the positive and negative consequences of these decisions.
- Practise using the stop, look, listen and think procedure for crossing roads.
- Practise using assertive responses when others are encouraging unsafe pedestrian behaviours.
- Identify attitudes to road safety and share these with others.
- Listen when others share their ideas.
- Cooperate and communicate effectively with others.
- Work effectively in a team to make decisions.

General capabilities in the Australian Curriculum








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

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

Addressing the Australian Curriculum General Capabilities through Challenges and Choices

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Key

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

TEACHER NOTES

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

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

The type of pedestrian-related injuries sustained by children is related to their age and stage of development. Factors such as stature and weight, lack of knowledge and understanding, inattention and their perceptual skills not being developed all increase a 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.

Children under 10 do not have the necessary cognitive and perceptual skills to negotiate traffic and make safe decisions. Adults should always accompany 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.¹

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

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 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.

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.

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

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

Children walking with adult supervision

Children are not physically or cognitively able to be responsible for their own safety as a pedestrian because they have:

- Under-developed peripheral vision and directional hearing
- Difficulty judging the speed and distance of oncoming vehicles
- A smaller stature making it difficult for drivers to see them
- Not developed the skills to search the traffic environment and assess potential hazards
- A tendency to be easily distracted and unpredictable.

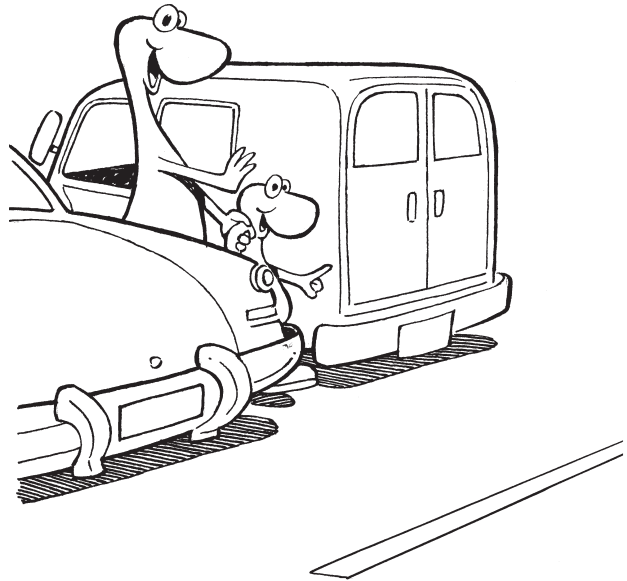
The suggested age for children to walk with adult supervision is up to the age of 10.

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 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 cross if the 'don't walk' phase is flashing or showing.
- **Railway level crossings** – are authorised locations where a road and railway line intersects at the same level, allowing road users (including pedestrians and cyclists) to travel over the railway tracks. There are five types of railways 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 a 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:

- Wait as far away from the road side as possible.
- 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 more likely to be 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.

Promoting active transport

- One way to increase physical activity levels among WA primary students is for schools to encourage students to walk, cycle, scooter or take public transport to and from school. These modes of transport are known as active transport.
- In a recent survey, only 32% of WA primary school aged boys and 26% of primary school aged girls report to have actively commuted to school on the previous day. Children who actively travel to school are reported to be more alert on arrival than those transported by car.²
- More than two out of three WA children are driven to and from school each day, even though many live within two kilometres of school.³

- A supported active transport environment:
 - ⊙ Improves self confidence among young road users and helps develop important road safety skills.
 - ⊙ Improves road safety and congestion around schools by reducing traffic.
 - ⊙ Helps make a school and surrounding community feel safer by having more people out and about and more 'eyes' around the school.
 - ⊙ Encourages parent involvement in physical activity. Children with parents as active role models are more likely to be active.⁴
 - ⊙ Helps the community's impact on climate change by reducing pollution through car emissions.

Useful websites

For information on child pedestrians:

- Kidsafe WA
<http://www.kidsafewa.com.au/pedestriansafety.html>
- Office of Road Safety
www.ors.wa.gov.au

2 Martin, K., Rosenberg, M., Miller, M., French, S., McCormack, G., Bull, F., Giles-Corti, B., Pratt, S. Move and Munch Final Report. Trends in physical activity, nutrition and body size in Western Australian children and adolescents: the Child and Adolescent Physical Activity and Nutrition Survey (CAPANS) 2008. Western Australia: Western Australian Government; 2010.

3 Children's Physical Activity Coalition. Charter for Active Kids: a Blueprint for active and healthy children in Western Australia [Internet]. 2009 [cited 2010 Jun 18]. Available from: http://www.heartfoundation.org.au/SiteCollectionDocuments/Charter%20for%20Active%20Kids_2007.pdf

4 Children's Physical Activity Coalition. Charter for Active Kids: a Blueprint for active and healthy children in Western Australia [Internet]. 2009 [cited 2010 Jun 18]. Available from: http://www.heartfoundation.org.au/SiteCollectionDocuments/Charter%20for%20Active%20Kids_2007.pdf

ACTIVITY 1

Considering pedestrian safety

Preparation

- ▶ **Strategy sheet** *KWL* – A3 photocopy per group
- ▶ **Family information sheet** *Stop, look, listen, think* – photocopy one per student

- Place students in groups of three or four. Distribute a **KWL** sheet (refer to page 193) to each group.

Explain that students are to record what they already know (the K column) and what they want to know (the W column) about pedestrian safety and the risks that can be associated with being a pedestrian.

Listen to some of the responses recorded by each group in the K column. Correct any misconceptions that were suggested by the class.

Ask one group to read out a question from the W column on their sheet. If other groups have the same question on their KWL sheet it should be ticked. Continue this process until all groups have shared their questions. It may be useful to compile a class list of the questions raised by students.

Display the KWL sheets in the classroom. Encourage students to add information to the L column during or at the end of this focus area.

- Introduce the game of 'heads and tails' to the class where students must decide if the answer to a question is true or false. If the answer is 'true', students place their hands on their head. If the answer is false, students place their hands on their tail (bottom). Give the answer to the question. Those students who were correct remain in the game and the others must sit down. The game continues until a winner is found.

Questions

1. Footpaths are only for pedestrians. (False. However pedestrians have the right of way.)
2. A pedestrian is someone who travels by foot. (True)
3. Pedestrians are allowed to jaywalk when they are in a hurry. (False. Jaywalking is illegal at all times.)
4. Cyclists have to give way to pedestrians who are walking on a shared path. (True)
5. If you drop something on the road you should put your hand up and the traffic will stop. (False)

6. Pedestrians must use a crosswalk if it is within 20 metres of where they are crossing. (True)
7. Drivers always notice children standing between parked cars. (False)
8. Wearing bright or light coloured clothes makes it easier for drivers to see pedestrians. (True)
9. If there isn't a footpath, pedestrians should walk on the right hand side of the road facing oncoming traffic. (True)
10. It is okay to start crossing if the red 'don't walk' light is flashing. (False)
11. Traffic must stop at a crosswalk when a pedestrian is crossing. (True. Stress that students should not rely on vehicles stopping and should always use the stop, look, listen and think procedure before stepping onto the crosswalk.)
12. Pedestrians can cross when the green 'walk' signal is flashing. (True)
13. Any place is safe to cross as long as you look carefully. (False)
14. Traffic turning left must give way to pedestrians crossing the road. (True. Stress that students should not rely on vehicles complying with this rule and to always stop, look, listen and think before crossing. Students should also learn to make eye contact with the driver of a vehicle.)

Discuss the questions that were incorrectly answered by most students or which caused discussion. For example students may have responded 'true' to the statement – *cars will always stop at a crosswalk to let pedestrians cross*. This may be because those students have always experienced cars stopping to let them cross. For students' safety it is important they understand what happens in the traffic environment on one day will not always happen again in the future.

- 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 when crossing a road.

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

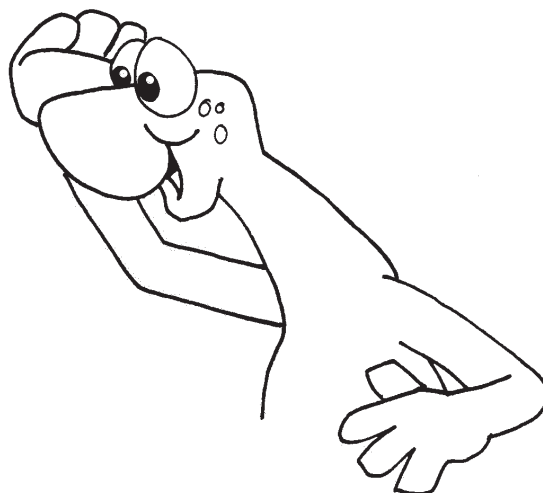
STOP

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?



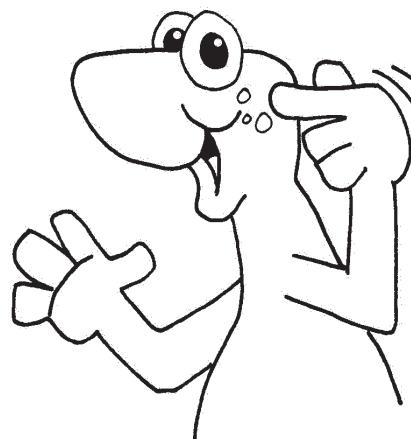
LISTEN

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 2



Identifying risks for pedestrians

Preparation

- ▶ **Activity sheet** *Pedestrian risks* – photocopy and cut into cards
- ▶ *Low risk, high risk* – one set of signs

- Draw a triangle on the board. Label the three corners of the triangle – person, environment and vehicle. Explain that the risks associated with road-related trauma and pedestrian crashes are nearly always related to one or more of these three things: the behaviour of the person; the environment (or place and the conditions at the time); and the vehicle.

Ask the class to listen to the following scenario and identify the factors that contributed to the crash.

Scenario

Glenn and Bob were walking to school. It started to rain so the boys decided to huddle together under a big black umbrella. They needed to cross over a busy road near a corner at the top of a hill, so Bob said, 'Quick let's go, I think there's a break in the traffic'. A car came speeding around the corner and hit both of the boys.

Use the triangle to write the contributing factors to the crash eg person – Glenn and Bob; they didn't use stop, look, listen and think before they crossed; they made a poor decision about where it was safe to cross; environment – a busy road; on a corner; top of a hill; wet roads; poor visibility for driver; poor visibility for Glenn and Bob under the umbrella; vehicle – speeding.

Discuss what the boys could have done to reduce the level of risk and cross the road safely eg worn raincoats that were a light colour or had fluoro strips; walked with an adult or older sibling who could make safer decisions; used the stop, look, listen and think procedure; found a safer place to cross.

- Form students into groups of three. Give each group a person, environment and vehicle card. Explain that the three cards when placed together create a situation involving a pedestrian. Ask students to discuss the situation and identify strategies the pedestrian could use to reduce the level of risk. For example:

Person	Environment	Vehicle
10 year old girl	A busy main road at night	A car with foggy windscreen

The girl could walk with an adult or older sibling, wear bright coloured or reflective clothing, and find a safe place to cross and use the stop, look, listen and think procedure.

Have students share their scenario and the strategies identified to reduce the level of risk for the pedestrian.

Ask the student in each group who was given the 'environment' card to move to another group. This will enable students to discuss another pedestrian situation and identify further harm reduction strategies.

Ask

Most kids your age know about how to be a safe pedestrian but are they able to make safe decisions in different traffic situations?

Think about the places you walk to each day. What might happen that could put you in danger? What could you do to keep yourself from being injured?

- Set up a continuum using the 'low risk' and 'high risk' signs. Read one of the statements then ask students to decide if the situation is low or high risk and position themselves on a point along the continuum.

Ask students positioned at different locations on the continuum to explain why they chose to stand there. After hearing several responses, invite students to consider their placement on the continuum and either remain where they are or reposition themselves along the continuum.

Statements

- ⦿ A Year 4 boy is walking along the footpath near his school listening to some really loud music. There are only a few cars.
- ⦿ A Year 4 girl walking with a friend along the edge of a road that doesn't have a footpath and a semi-trailer is coming towards them.
- ⦿ A group of kids who are your age are walking on the footpath near a busy road on their way to the local shop. They are laughing and throwing a ball to each other. The speed limit is 70km/h.
- ⦿ A Year 4 boy is walking up a hill on the right hand side of the road. It is late in the afternoon and the sun is going down. A semi-trailer is coming up the hill and is travelling at 100km/h.

After conducting the continuum, use the following questions.

Ask

If you moved your position on the continuum, what made you change your mind?

How did you feel when some of your classmates had a different opinion to you?

Why don't we always have the same opinion as our friends?

Why do some people have different opinions about what is safe and what is unsafe?

Why is it important to make your own decisions about your safety?

What could you do if you were being pressured to act unsafely by your brother/sister or a friend? (Stress that seeking help when you have identified that you can't do anything further to deal with a problem is not the same as 'dobbing'.)



Pedestrian risks

PERSON A 5 year old girl	ENVIRONMENT A highway in the city with no crosswalks or overpasses	VEHICLE Speeding motorbike
PERSON A Year 4 boy	ENVIRONMENT At a roundabout with cars queued up	VEHICLE Truck with a heavy load
PERSON A 10 year old wearing headphones and listening to music	ENVIRONMENT A straight stretch of road at night	VEHICLE Car travelling at 70km/h
PERSON A Year 7 playing with a ball near the road	ENVIRONMENT A road without a footpath and red dust everywhere	VEHICLE A 4WD with bad brakes
PERSON Two girls talking and not listening to the traffic warden	ENVIRONMENT A busy main road with cars parked on both sides	VEHICLE A bus travelling at 60km/h
PERSON A 12 year old wearing dark coloured clothing	ENVIRONMENT A curve on a country road and it's raining	VEHICLE A semi-trailer travelling at 100km/h
PERSON An 11 year old girl walking home from school with friends	ENVIRONMENT A railway line where the lights have stopped working	VEHICLE A car travelling at 40km/h
PERSON A 3 year old and her older brother	ENVIRONMENT A busy shopping centre car park on a foggy morning	VEHICLE A car with a cracked windscreen
PERSON Group of school kids who always walk home	ENVIRONMENT A school crossing on a bright sunny day	VEHICLE A van travelling at 80km/h



ACTIVITY 3

Responding to pedestrian risks

Preparation

- ▶ Internet access
- ▶ **Strategy sheet** *Decision-making model* – photocopy one per student
- ▶ **Strategy sheet** *Bulldog, panda, mouse* – photocopy one per student

- View the animation *How did the frog cross the road?* at http://www.youtube.com/watch?v=R1n_V-F787I&feature=related. The clip is a story about two frogs trying to cross a busy road and the consequences of their decisions (3:34).

After viewing, show the **decision-making model** (refer to page 191) on the interactive whiteboard or give each student a copy of the strategy sheet. Use these questions to discuss the content of the animation and take students through the decision-making process.

Ask

What was the problem the two frogs were trying to solve?
(The frogs wanted to get across a busy road.)
What decision had Reggie made to get Rocky across the road? (Reggie thought it would be safe to use a catapult.)
Why did the frogs decide to cross using the catapult?
(They didn't know how to cross a road safely.)
What didn't the frogs know about crossing a road safely?
(Waiting until all traffic has passed; finding a place where all traffic can be seen; and using the stop, look, listen and think procedure.)
Should Reggie have allowed Rocky to do what he did?
How do you think Rocky felt when he realised that his decision caused Reggie to be hit by a truck?
What other decision could Reggie have made in this situation?

- Introduce the **bulldog, panda, mouse** (refer to page 189), communication styles using the strategy sheet. Explain that assertive communication requires a person to actively listen and communicate in a calm but direct way.

Place the panda in the middle of a **Y chart** (refer to page 198) drawn on the board.

Have students identify what an assertive communicator would look like, sound like and feel like. For example:

Looks like: standing straight, calm, listening, looking at the person

Sounds like: *'I know you want me to run across the road but I don't feel safe doing that.'* Using *I* statements, firm voice

Feels like: being in control, strong, confident.

Ask

If you want your friend to know that you mean what you say, without being rude, how should your voice sound? (Not shouting, even, calm.)
What will your body look like? (Stand up straight, look at the person, don't shuffle, relaxed.)
How will you feel?

- Set up a **circle talk** (refer to page 190). Explain that students standing in the outside circle are to take on the character of Reggie and must try to convince Rocky (the students standing in the inside circle) to get into the catapult.

The students role-playing Rocky must practise using assertive responses that include *'I'* statements saying what they want and why.

Swap the roles and repeat the procedure to enable all students to practise using assertive communication.

Process the role-play using the following questions.

Ask

Did your partner find it difficult to talk you into getting into the catapult when you were being assertive?
How did you feel when you were assertive?
When you were role-playing Reggie, how did you feel when your partner kept telling you 'no' or used assertive answers?
If your mates asked you to do something unsafe, would you be able to tell them that you didn't want to and why?
Will being assertive always have a 'happy ending'?
(Students need to understand that acting assertively can have both positive and negative outcomes for the person acting assertively and the other person involved.)

ACTIVITY 4

Walking in the local area

Preparation

- ▶ A3 paper – one sheet per group of four students
- ▶ **Strategy sheet** *Agree, disagree* – photocopy one set of signs
- ▶ **Family information sheet** *Pedestrian road rules* – photocopy one per student

- Introduce the concept of rules in the community.

Ask

What are some rules we have to follow in our community?
(These rules can be for any situation and not only related to pedestrian safety. For example - children have to go to school, drivers aren't allowed to speed and dogs must be kept on a leash in public places. It may help to give students a few prompt words or heading such as – rules at school, rules at the beach.)

Why do communities have rules?

Are there rules when you travel as a pedestrian?

What rules do passengers have to follow?

What might happen if no one obeyed the rules for the road?

- Place students in small groups. Give each group an A3 sheet of paper and demonstrate how to draw a **Y chart** (refer to page 198) then label the Y chart – passenger rules, pedestrian rules and cyclist rules. Explain that students are to write the rules associated with each type of travel on the Y chart.
- Have the class define the terms 'responsible' and 'courteous'. Explain that road users who are responsible and courteous not only contribute to their own safety but also the safety of others.
- Ask each group to review their Y chart and decide if their responses are related to safety or being responsible and courteous. Groups should write 'S' next to the rules related to safety and 'R' next to those that relate to road users being responsible and courteous. For example: pedestrians must use a crosswalk within 20 metres of their location (S) and pedestrians must walk on the left hand side of the footpath (R).

Explain that some 'rules' are actually laws (eg drivers are required by law to give way to pedestrians crossing the road the vehicle is turning into) and when the law is not followed, an offender may be fined or receive a custodial sentence.

- Set up a **values continuum** (refer to page 200) labelled 'agree' and 'disagree'. Explain that students are to consider a statement and then stand on a position along the continuum that best represents their opinion. Ask students to share their view with other students standing close by then repeat the process using another statement.

Statements

- ⊙ *Pedestrians who don't obey the rules should be put in jail.*
- ⊙ *All school kids should learn about road safety.*
- ⊙ *If there were more crosswalks everyone would use them.*
- ⊙ *Most kids my age don't know the rules for pedestrians.*
- ⊙ *Kids my age always follow the road rules.*

Ask

Did everyone in our class have the same opinion?

Why or why not?

How did you feel sharing your opinion?

Did you change your opinion after listening to other students? Why or why not?

- Send a copy of *Pedestrian road rules* home for students to share with their family.

Teachers should be aware and sensitive to those children who come from families that do not always comply with pedestrian laws. However it is still important these children understand that it is safer to follow the rules of the road such as crossing at crosswalks, pedestrian phased traffic signals and pedestrian gates at railway level crossings.



Pedestrian road rules

As your child becomes more independent and starts to walk to school and other locations, it is important they understand the road rules.

Intersections without traffic lights

Drivers are required by law to give way to pedestrians crossing the road the vehicle is turning into. Make sure your child knows to always check that vehicles have seen them before continuing with their crossing – not all vehicles follow this rule.

Driveways and laneways

Vehicles entering or exiting a driveway must give way to any pedestrians on the footpath. Tell your child to always check driveways and laneways before crossing.

Pedestrian crossing signals

A pedestrian has the right of way until the 'red man' has stopped flashing and is solid. Teach your child how to cross at pedestrian crossing signals.

Walk signal – cross with care.

Clearance 'flashing signal' – finish crossing but do not start.

Don't walk signal – do not cross.



Crosswalks and children crossings

Vehicles must give way to pedestrians using a crosswalk. Teach your child to use the **stop, look, listen** and **think** procedure to cross. Remind your child to continue checking the traffic as some vehicles do not always stop.



Railway level crossings

Like any other pedestrian crossing, when using a pedestrian crossing on the rail line, you have to obey the safety signs.

1. Stop and wait when the red lights are flashing and the automatic gates are starting to close.
2. Never walk around the gates, as the train will be close and there could be a second train approaching.
3. Never push open or jump over fences, gates or barriers. Even if one train has passed, there are two train lines and one could be coming from the opposite direction.
4. Once the red lights and warning sounds have stopped and the gates have opened, it is safe to cross the train lines.

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

ACTIVITY 5

Stop, look, listen, think

Preparation

- ▶ *Crossing roads* slideshow – cue the CD-Rom
- ▶ **Activity sheet** *Stop, look, listen and think before you cross* – photocopy one per student
- ▶ **Family information sheet** *Kids crossing roads* – photocopy one per student
- ▶ **Family information sheet** *Wait until the bus has gone* – photocopy one per student
- ▶ Computer access

- Show students the slideshow to review the stop, look, listen and think crossing procedure.

Ask

Where and why do you stop at the kerb? (Stopping before using the other steps enables a pedestrian to make a safe crossing decision.)

Where do you stop if there isn't a kerb? (At least two steps back from the edge of the road.)

Why don't you just look left and right? (Traffic can come in all directions – left, right, in front and behind the pedestrian.)

What are you listening for? (The pedestrian needs to listen for sounds that will indicate if traffic is approaching.)

What do you need to think about? (Is it safe? Can drivers see me standing here? Can I see traffic coming in all directions? Is there enough time to cross over?)

Where else do you need to use the stop, look, listen and think crossing procedure? (Pedestrians should use this procedure at crosswalks, school crossings and pedestrian phased traffic signals, and at pedestrian gates at railway crossings.)

When might pedestrians ignore or forget to use all of the steps?

- Distribute *Stop, look, listen and think before you cross* activity sheet. Students are to explain how each step of the crossing procedure assists a pedestrian to make a safe crossing.

- Students write and illustrate a story suitable for a younger child that includes messages about being a safe pedestrian.
- Show students the story *That's the sound the traffic makes* by downloading the app from iTunes or Google Play. Talk about the use of humour and how the author, Danny Katz, incorporated the safety messages into the story.
- Send home a copy of *Kids crossing roads* and *Wait until the bus has gone* with each student to share with their family.

Download 'Street Sounds Book & Game' at iTunes (search VicRoads) for iPads.

Download 'Street Sounds Tablet' at Google Play for tablets.



Stop, look, listen and think before you cross

Explain why a pedestrian should follow the stop, look, listen and think steps before crossing the road.

STOP at the kerb.

LOOK in all directions.

LISTEN in all directions.

THINK and decide if it is safe to cross.

CROSS the road when it is safe.



Kids crossing roads

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

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** 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.

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 your child doesn't have to cross the road.



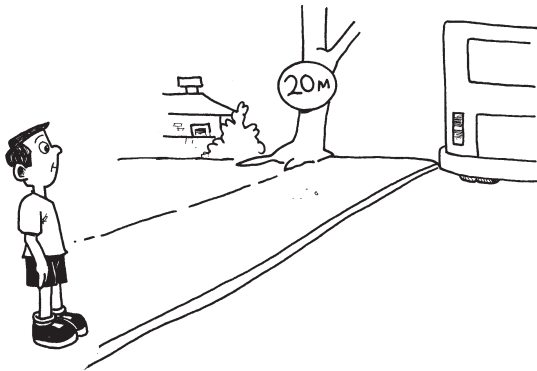
Thank you for playing a vital role in your child's road safety education.



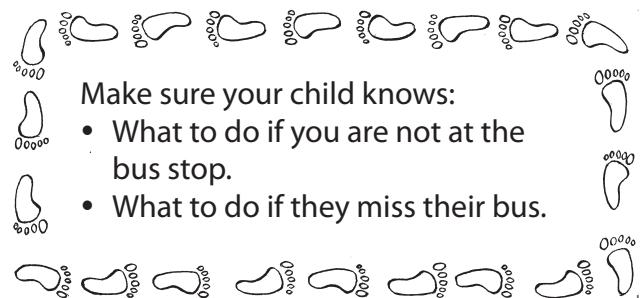
Wait until the bus has gone

Here are simple tips to help make sure 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.



ACTIVITY 6

Factors influencing young pedestrians

Preparation

- ▶ **Activity sheet** *Reaction timer* – photocopy on card and one per student
- ▶ Stopwatch
- ▶ Pencils – class set

- Sit students in a circle. Nominate a student to squeeze the hand of the person sitting on their left or right. Explain that when students feel their hand being squeezed they must pass the squeeze on as quickly as possible as the game is to test their reactions. The game continues until the first student has their hand squeezed and yells 'stop'.

Have students close their eyes and hold hands then start the game. Record the time taken on the board. Repeat the activity at least two more times so differences in the students' reactions can be discussed.

Ask

Did the time taken to get around the circle change each time? Why or why not? (Everyone was concentrating and ready to react on the first round of the game. Each time the game was repeated some people may have become bored or distracted.)

Do you think if we did this activity after dinner tonight the time would be less or more than the time we have taken now?

Do our reactions become slower when we are tired or not concentrating?

What might happen to a driver's reaction time if they are tired or distracted? (Reaction and braking time contributes to the distance it will take a driver to stop a vehicle. If a driver is distracted or tired their reaction may be slower and therefore the stopping distance of the vehicle will increase.)

- Place students in pairs. Distribute a reaction timer to each pair. Explain that Student A is to hold the top of the reaction timer at eye level. Student B is to place their open hand at the bottom of the timer. Student A then lets the timer fall. Student B must try to stop the timer from falling to the ground. Students then swap roles.

Form new groups by placing two pairs together.

Repeat the activity with one pair distracting Student B (who is trying to stop the reaction timer) by talking or asking questions or tapping their shoulder.

Discuss the difference in Student B's ability to react quickly when distracted.

Ask

Why does a pedestrian need to be able to react quickly?

What might distract you when you are out walking?

Why can't we just rely on our reactions to keep us safe?

- Send a reaction timer home with each student to share with their family.
- Explain to students that peripheral vision is a person's side vision. It gives a person the ability to see objects and movement outside of the direct line of vision. Point out the peripheral vision of a child their age, compared to an adult's, may only be one third and needs time to develop.

Have one student sit facing the class. Stand behind the student then slowly move a pencil from behind the student's head into their peripheral vision. The student should tell the class when they first notice the pencil. The class should observe and note the position on the side of the student's head. Repeat the process for the student's peripheral vision on the other eye.

Have students conduct the peripheral vision test with a partner.

Talk about the implications of reduced peripheral vision for pedestrians and cyclists in the traffic environment.

Ask

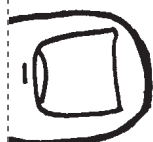
Now that you know you can't see everything out of the corner of your eye, what will you need to do when you are out walking? (Children should learn to move their body in the direction they are looking, not just their head.)

Why must you always check for traffic in all directions?

When might it be difficult to see approaching traffic?

Reaction timer

Get a friend to hold the top of the timer while you hold your finger and thumb about a centimetre apart under the timer. When your friend drops the timer, grip it as quickly as you can.



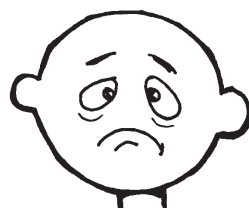
REACTION TIMER

SLOW

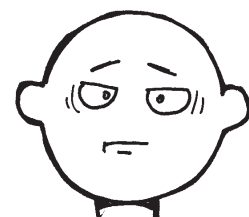
Better take care and keep practising. Come on, you can do it!

**NOT BAD**

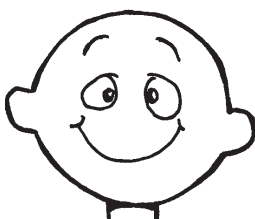
Still a bit slow – so practise, practise, practise. Stay alert!

**AVERAGE**

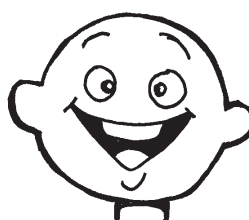
Your reaction time is okay. Keep watching – you might need to react quickly.

**GREAT**

Well done! Your reactions should help you – but don't be over confident.

**FANTASTIC**

Excellent reaction response!



REACTION TIMER

SLOW

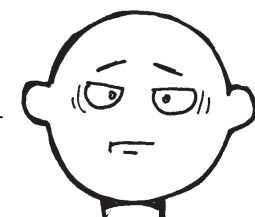
Better take care and keep practising. Come on, you can do it!

**NOT BAD**

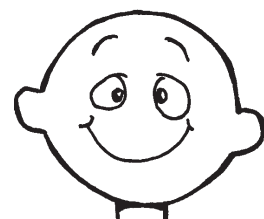
Still a bit slow – so practise, practise, practise. Stay alert!

**AVERAGE**

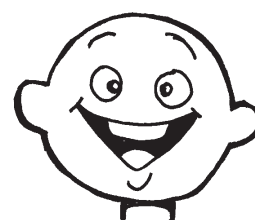
Your reaction time is okay. Keep watching – you might need to react quickly.

**GREAT**

Well done! Your reactions should help you – but don't be over confident.

**FANTASTIC**

Excellent reaction response!



ACTIVITY 7

Walking a safe route to school

Preparation

- ▶ **Family information sheet** *Walk and talk* – photocopy one per student
- ▶ **Family information sheet** *Walking to school* – photocopy one per student
- ▶ Local area map – photocopy one per student

- Inform and invite parents to participate in the local area walk by sending home the *Walk and talk* family information sheet.

Before taking the class for a walk in the local area, explain the safety procedures that must be followed. For example: 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.

- On the walk, stop at regular intervals to allow students to observe and talk about what they can see in the traffic environment. Use the suggested questions to discuss the types of vehicles; road furniture including road signs, signals and markings; the volume of traffic; and safe places to cross the road.

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?

Point out driveways or laneways along the walk. Discuss why these 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.)

- 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 with an adult. 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.

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?

- Review the stop, look, listen and think procedure. Have an adult show students the procedure while saying aloud each of the steps eg *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?*

Have students practise crossing the road with an adult.

- Have students write a thank you letter to their parent helper highlighting the pedestrian safety tips they learnt.
- Send home a copy of *Walking to school* with each student to share with their family.

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 information sheet for families outlines the purpose of the walk. It also provides families with some tips that can be applied when walking with their children.



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, such as:

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

We will practise:

- Choosing places to cross the road
- Stop, look, listen and think.



We would love you to join us and need _____ adults to make sure that every child is being supervised.

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

If your child walks to school, take a few moments to think about how you will prepare them to stay safe along the way.



Plan a safe route

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

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 edge of the road as far away from traffic as possible, and facing oncoming traffic.

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 their hearing together when checking for traffic. Tell your child to look in all directions and listen for traffic 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.'

Find the safety houses along the way

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



Walking to school

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.

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.

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. 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 child what to do if a car suddenly comes out of a driveway such as jumping back and not proceeding any further into the car's path.

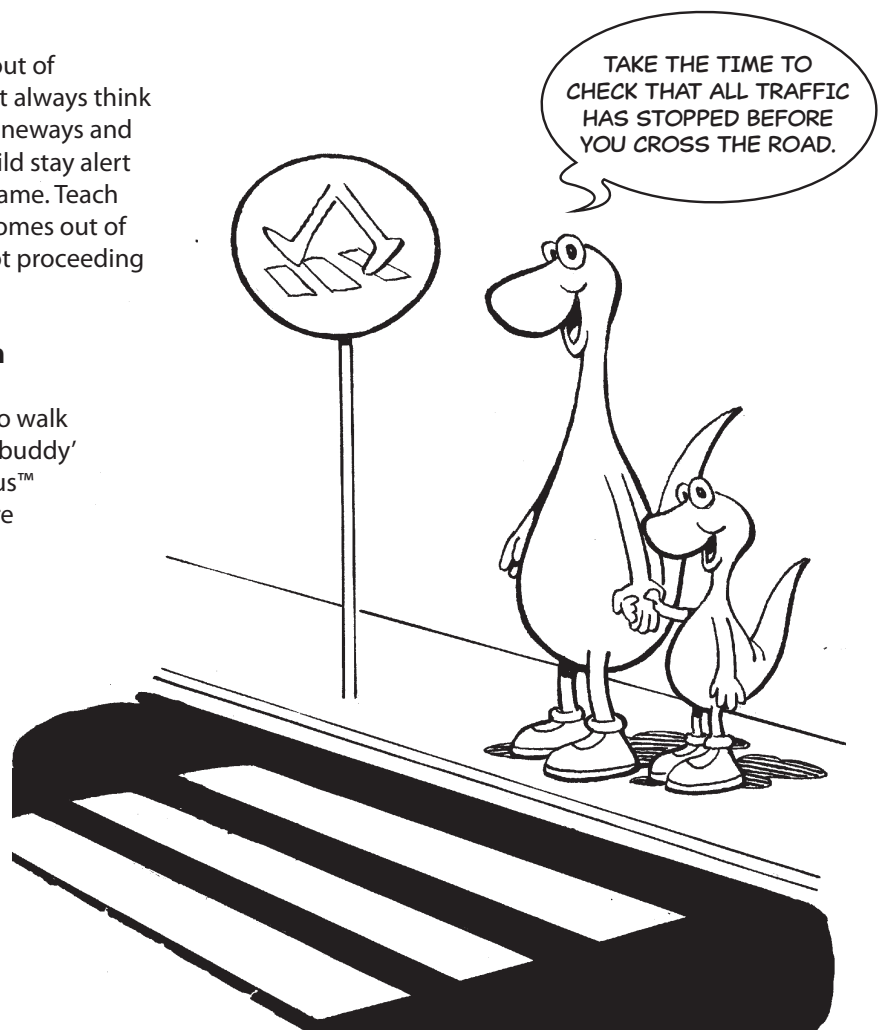
Arrange for your child to walk with another child if possible

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 where several parents take responsibility for walking a group of children to and from school.

For further information on Walking School Bus™ contact the Department of Transport.

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



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

ACTIVITY 8

Planning a safe route to school

Preparation

- ▶ Access to computers
- ▶ Interactive whiteboard (optional)
- ▶ **Activity sheet** *Planning a safe route to school* – photocopy one per student

- Conduct a survey of the class to determine how many students:
 - ⊙ walked to school today
 - ⊙ cycled to school today
 - ⊙ came by public transport or school bus to school today
 - ⊙ came by car to school today.

Graph the results and explain that walking, cycling and using public transport are what are known as 'active' transport.

Ask

What are some advantages of travelling by car to get to school? (eg convenient, fast, not dependent on weather, not dependent on availability)

What are some disadvantages of travelling by car to take these trips? (eg reduction of physical activity and fitness, greenhouse gas emissions, traffic congestion around school, cost of fuel and maintenance, lack of community interaction, frustration and road rage.)

Which of the types of transport we surveyed would be better for the environment? Why?

Which of the types of transport we surveyed would help keep you fit and healthy? Why?

Which of the types of transport we surveyed would provide opportunities for community interaction?

What are some factors that might stop you from choosing the active transport modes to get to and from school each day? (eg convenience, cost, time, weather, parental support, access to bikes and public transport)

What things would need to happen at our school to encourage more students to use active transport to get to and from school?

- Show the class a local area map or on the computer using a site such as Google maps. If possible display the map on an interactive whiteboard. Identify and mark known landmarks, streets, parks, buildings and the school on the map. Discuss and mark some of the common routes students take to get to and from school. Talk about the areas that might be tricky for pedestrians such as crossing two lane roads and intersections.
- Distribute copies of *Planning a safe route to school* and read through the activity together. Explain that students are to download a map that includes their home address and the school to complete the activity.

When finished, have students share their plans with a partner.

If internet access is unavailable provide students with a map of the local area from a street directory.

Planning a safe route to school

A new family have just moved in next door to your house. Jana is the same age as you and is excited about starting school. She wants to know if you can walk to school together but her parents are worried that it won't be safe.

1. Download and print a map that shows your home address and the school.
2. Plan the route that you and Jana will walk to school.
3. Mark the route you will walk in blue on a map. Choose the roads that you know have less traffic during school hours.
4. Write the directions to walk from your home to school.
5. On your map, mark areas in green that are safer for pedestrians to walk and cross roads – at crosswalks, overpass, underpass, traffic signals, pedestrian gates at railway crossings.
6. Colour in red the sections on the route that may be dangerous or tricky for pedestrians such as roads without footpaths, shopping car parks and intersections that don't have crosswalks or traffic signals.
7. Take a few photos of the tricky sections along the route to show Jana's parents and talk about how you manage them.



Write 3 safety tips for walking to school.

1. _____
2. _____
3. _____



ACTIVITY 9



Making pedestrian decisions

Preparation

- ▶ **Strategy sheet** *Choose a corner* – photocopy one set of number cards
- ▶ **Activity sheet** *Making decisions* – photocopy and cut into cards
- ▶ **Strategy sheet** *Decision-making model* – photocopy one per group

- Place a number card in the corner of each room.

Conduct a **choose a corner** (refer to page 190) using the following scenario and choices.

Scenario

If my friend asked me to cross the road in an unsafe place, I would:

1. Tell my friend that I didn't want to.
2. Cross the road so my friend still likes me.
3. Check the road very carefully then cross.
4. Suggest that we walk to another place where it would be safer to cross.

Ask students to move to the number that best represents the choice they would make if faced with a similar situation. Allow time for students in each corner to share and discuss the scenario.

Invite students to explain the reason behind their decision. Discuss the risks for the pedestrians in the scenario. After listening to the other students, some of the class may want to change corners. Offer this opportunity and then ask those students to explain why they moved.

- Repeat the activity using the scenarios provided. If these scenarios are not relevant to the class, students can generate their own pedestrian safety scenarios.

Scenario

If my friend told me to cross at the lights when the don't walk signal was flashing, I would:

1. Tell my friend it wasn't safe and wait for the signal to turn green.
2. See if any adults were crossing and walk with them.
3. Cross the road very quickly with my friend.
4. Go with my friend but tell them later how stupid it was.

Scenario

If I saw my friend getting ready to cross the road behind the bus, I would:

1. Tell my friend that it wasn't safe.
2. Pretend I didn't see my friend.
3. Ask my friend to wait and cross the road when the bus had moved well away.
4. Ask my friend to walk further down the road and cross there.

Process the activity using the following questions.

Ask

Do you feel confident telling your friends that you don't want to do something?

What might your friends say to you if you told them to stop behaving unsafely?

How would you feel?

How would you feel if your friend 'dropped' you because you didn't want to do something?

Is listening to how other students deal with unsafe situations helpful? Why or why not?

Do you always have time to stop and think about how you could deal with a situation in real life? (Students need to understand that often decisions have to be made quickly and on the spot. In these situations the responses students have rehearsed can be called upon to keep themselves safe.)

- Place students in groups of three or four. Distribute a copy of a **decision-making model** (refer to page 191) to each group. Explain how the model is used, highlighting that decisions can have both positive and negative outcomes.

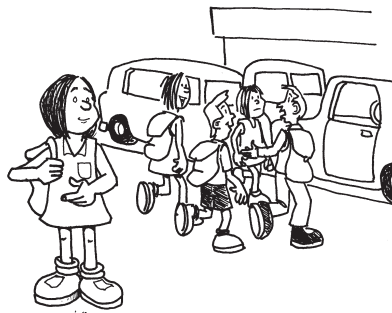
Give each group a scenario card from the activity sheet to read and work through using the decision-making model sheet.

Listen to each group's scenario and the decision that was made. Ask others in the class if the decision made by the group would reduce the risk for the characters in the scenario. Repeat the process for the remaining groups.

If the shape of the room does not allow cards to be placed in corners, conduct the activity by placing the card, in a line (ie a continuum).

Making decisions

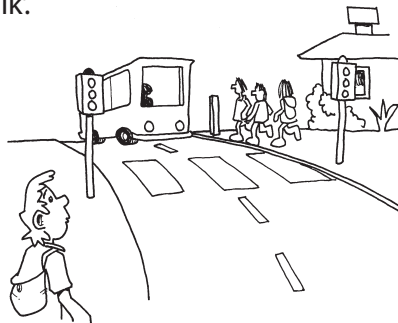
After school Toni starts to head home. The safer way for Toni to get home takes about 20 minutes. Toni knows that some kids who live near her also walk home but they take the short cut through the local shopping centre car park and across the busy highway. This only takes 15 minutes.



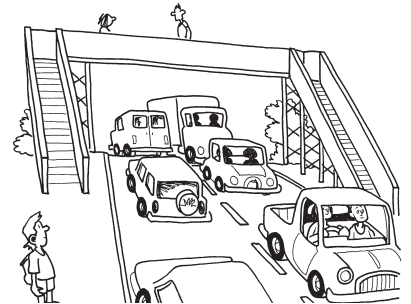
It's nearly 4pm and John is still waiting to be picked up by his mum. John is getting worried because he has training after school and he doesn't want to be late because the coach bans late kids from playing in the weekend game. He notices that the traffic is starting to get heavier as city workers head home. When John's mum finally arrives she parks on the other side of the road. It's about 25 metres for John to walk down to the pedestrian crossing.



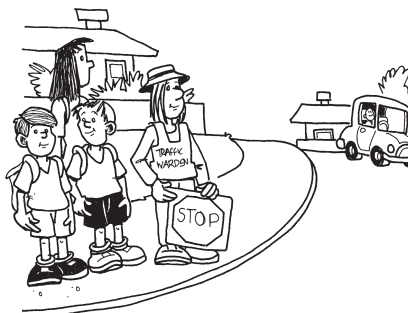
Carlo is walking home from school. He notices some of his friends further down the road. They have already crossed over using the pedestrian lights and are calling to him to hurry up or he will miss the school bus. He doesn't want to miss the bus and the pedestrian lights are flashing 'don't walk'.



Robbie had to stay in after school so when he reached the school crossing the traffic warden had finished for the day. The school crossing is on a main highway and there is an overpass about 200 metres down the highway. Robbie knows his parents will be worried about him being late home.



Sam's friend Tim is coming over after school to work on a class project. Sam can see his dad parked down the street. The school traffic warden is waiting to stop the traffic. Tim says, 'Come on, this is taking for ever. Let's run down to where your dad is and cross over there.'



Noni and her big brother Josh are crossing the road together. Noni drops her permission note for the sports carnival. She has to have the note signed and back at school today or she can't go. The note starts to blow along the road. Josh says, 'Quick Noni, get the note or you won't be able to go!'



ACTIVITY 10

Time to stop and reflect

Preparation

- ▶ KWL sheets completed in Activity 1
- ▶ Die
- ▶ **Strategy sheet** *Thought shapes* – photocopy one set
- ▶ A4 paper – one sheet per student

- Return the KWL sheet to each group to review. Ask students to read through the responses written in the W column – want to know. Have groups place a tick next to the questions or topics that have been covered during this focus area. Groups should then complete the L (learnt) column. If questions have not been answered, take the time to discuss these now.
- Place students in groups of six. Using a **toss a die** strategy (refer to page 199), have students respond to the following questions. Wander around the groups listening to students' responses.

Toss a die questions

1. Where are the safest places to cross the road when you are walking to our school?
 2. What are the main hazards in our area for pedestrians?
 3. What could you think to yourself when someone is trying to influence you to do something unsafe around roads and traffic?
 4. What could you say to someone who is trying to influence you to do something unsafe around roads?
 5. How can you be a good role model for your younger brothers and sisters or younger children when you are out walking?
 6. What is one thing you would tell a kid your age to do to stay safer while out walking?
- Have students use **thought shapes** (refer to page 199) to reflect and write about their learning during this pedestrian safety focus area. Sit students with a partner to share their responses.
 - △ The most important thing I learnt about being a pedestrian is ...
 - A question still going round in my head is ...
 - ♡ How I feel about using the skills and ideas I have learnt is ...
 - What I enjoyed most about this pedestrian safety topic was ...