

FOCUS AREA 4

# Pedestrian Safety



## INTRODUCTION

This focus area provides the explicit teaching of content and skills related to pedestrian safety for Year 3 students. It focuses on:

- safe pedestrian practices such as crossing roads under adult supervision
- identifying safe routes to travel to and from school
- 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
- practising judging the speed of oncoming vehicles.

### Key understandings

- Traffic refers to vehicles including bicycles and pedestrians.
- Children are safer if they hold an adult's hand when walking near traffic and crossing roads.
- 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 singles, 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.
- 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.
- Pedestrians need to know where to stop when in traffic eg island.
- Crossing railway level crossings 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 consequences of decisions.
- Generate choices for a range of pedestrian-related situations and assess the positive and negative consequences of decisions.
- Practise using the stop, look, listen, think procedure for crossing roads.
- Practise expressing their feelings in unsafe situations and using 'I' to tell others their view or decision.
- 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 in the Australian Curriculum








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

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

### Addressing the Australian Curriculum General Capabilities through Challenges and Choices

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#### Key

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

## TEACHER NOTES

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

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

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

### Pedestrian-related injuries

- Pedestrians are vulnerable road users because they are unprotected if involved in a crash. Those who are particularly vulnerable are children, people older than 60 and those who have had too much to drink. Pedestrians make up about 12% of those killed on Western Australian roads.<sup>1</sup>
- Among the child pedestrian group, young children between the ages of 6 to 10 years are at highest risk of death and injury, with an estimated minimum four times the risk of collision compared to adult pedestrians (Struik, Alexander, Cave, Fleming, Lyttle & Stone, 1998; Thomson, 1996). This is most likely due to the beginning of independent unsupervised travel to and from school, and increases in exposure at a time when their road strategies, skills and understanding are not yet fully developed.
- Making the decision about when it is safe to cross the road in relation to available gaps in the traffic is a complex task, one that requires competence in a range of functional skills and much of the literature suggests that young children are less competent in traffic than adults due to immature and less well-developed cognitive, attentional, perceptual and visual skills, young children are less competent in traffic than older children and adults and this consequently increases their risk as pedestrians (Zeedyk, Wallace & Wpry, 2002; Whitebread & Neilson, 2000; Sarkar, Kaschade, and de Faria, 2003; Tabibi & Pfeffer, 2002; Dunbar, Hill & Lewis, 2001).
- It has also been shown that children are generally inconsistent in their road safety behaviours, are easily distracted, have difficulty estimating the speed and distance of oncoming cars appropriately, and are poor at recognising dangerous places to cross (Ampofo-Boateng et al., 1993; Connelly et al., 1998).
- 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.<sup>2</sup>

### 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.

1 Office of Road Safety (website). Retrieved from [ors.wa.gov.au/Demographic-Pages/I-am-a-Pedestrian](http://ors.wa.gov.au/Demographic-Pages/I-am-a-Pedestrian).

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

## 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 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.

### 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.

### 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 ten.

### 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.

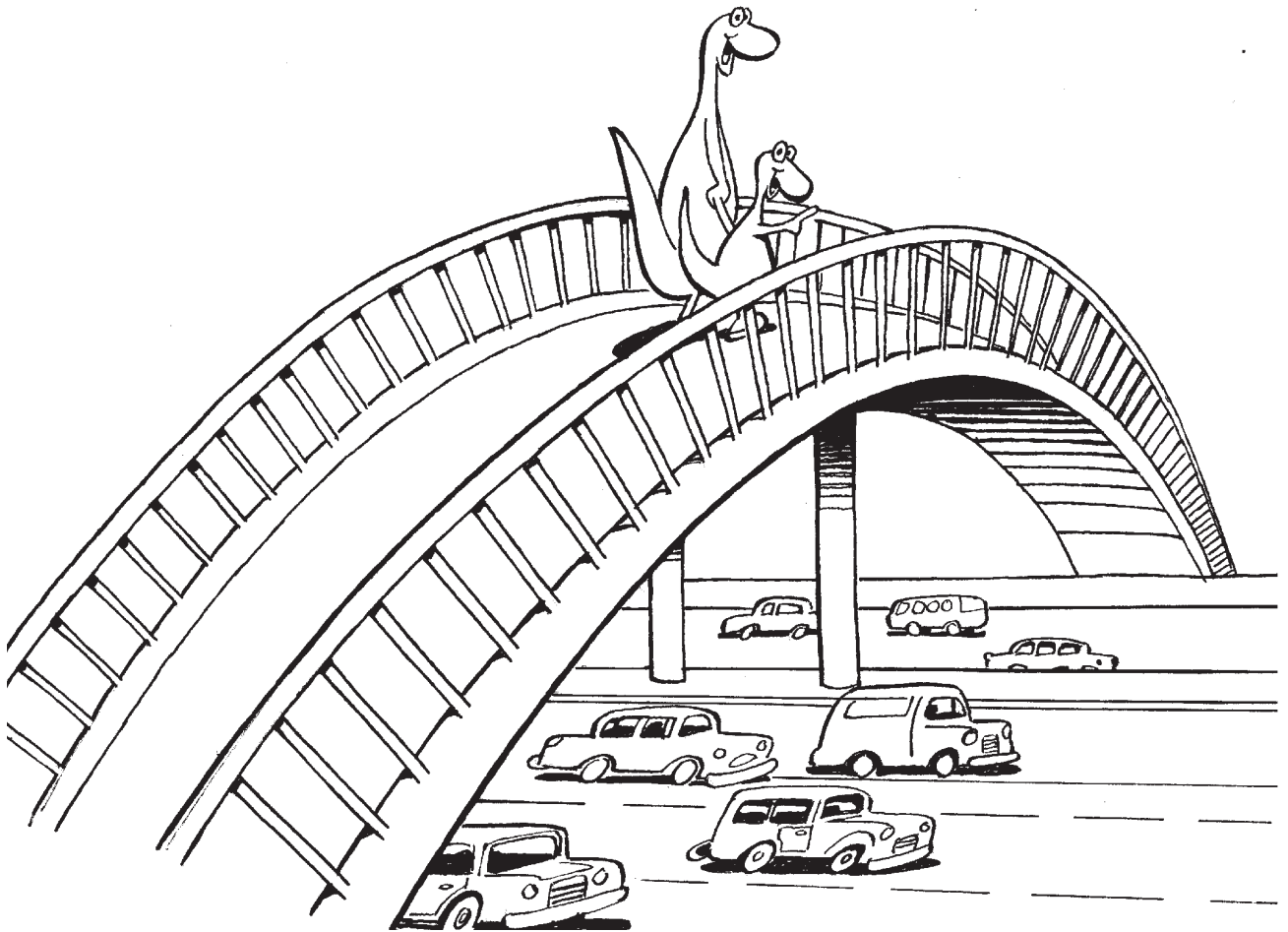
There are designated places to cross in a traffic environment. These include:

- **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 use the 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 commence to cross if the 'don't walk' phase is flashing or showing.
- **Railway level crossing** – are authorised locations where a road and 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:

- 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.

### Useful websites

For information on child pedestrians:

- Kidsafe WA  
<http://www.kidsafewa.com.au/pedestriansafety.html>
- Smart Steps, School Drug Education and Road Aware  
[www.sdera.wa.edu.au](http://www.sdera.wa.edu.au)



## ACTIVITY 1

### Pedestrians, traffic and vehicles

#### Preparation

- ▶ A3 paper or **Activity sheet ABC graffiti** – one sheet per group

- Have students define the terms – ‘pedestrian’, ‘vehicle’ and ‘traffic’.
- Conduct an **ABC graffiti** (refer to page 190). Give each group a sheet of A3 paper then show students how to write the letters A to Z on the page. Alternatively, the activity can be conducted using the activity sheet.

Explain that groups are to brainstorm a word (or phrase) for each letter of the alphabet that relates to pedestrians, pedestrian safety, vehicles, traffic and the road environment. For example: A – always stop; B – be alert; C – crosswalk; D – driveways. Allow enough time for groups to complete most of the graffiti sheet.

Sit the groups in a circle. Ask one group to read aloud the word on their graffiti sheet for the letter ‘a’. If other groups have the same word, they should tick it. Continue around the circle until all words for the letter ‘a’ have been exhausted. Encourage groups to add the new words supplied by other groups to their graffiti sheet. Repeat the process for the letter ‘b’ and so on until all letters have been completed.

Ask each group to circle five words or phrases on their sheet that are the most relevant to pedestrian safety. These words should then be used to write the group’s definition of a ‘responsible pedestrian’ in one or two sentences.

Listen to each of the definitions.

Keep the graffiti sheets to enable students to review and add other words and phrases in Activity 11 page 150.

The term ‘traffic’ refers to both vehicles and pedestrians. A vehicle is defined as any form of transport with wheels and includes cyclists, skateboarders, wheelchairs, and motorised scooters.

#### Ask

*How well did your group cooperate during the ABC graffiti?*

*Did everyone respect each other’s contributions?*

*Did you agree with your group’s definition of being a responsible pedestrian? If not, how did you feel when the others in your group didn’t use your idea?*

*What have you learnt from this activity?*



Name \_\_\_\_\_

ACTIVITY SHEET



## ABC graffiti

A	B	C
D	E	F
G	H	I
J	K	L
M	N	O
P	Q	R
S	T	U
V	W	X
Y	Z	



## ACTIVITY 2



## Crossing the street

## Preparation

- ▶ Internet access
- ▶ **Pedestrian slideshow** – cue the CD-Rom

- Watch the *Toy Story* video clip *Crossing the street* at <http://www.youtube.com/watch?v=mXdCHEcg50E&feature=related>.

After viewing the video clip, have students write down five things that the toys did not know about crossing the road. Listen to the students' responses.

Further discuss the video clip using the following questions.

**Ask**

*Why did the toys think they were safe crossing the road in the witches' hats?*

*What should the toys have done to cross the road safely? (Crossed at the traffic lights or a pedestrian crossing, or asked an adult for help.)*

*Why didn't the toys know how to cross the road? (Perhaps no-one had shown the toys or they knew how to cross a quiet street but not a busy street.)*

*What were some of the things that happened when the toys crossed? (Vehicles travelling down the road collided.)*

*Do you think they toys would have made it across the road if there was traffic coming in both directions?*

- View the slideshow photos which show children and adults walking together on footpaths, in car parks and along road sides. Use the following questions to prompt students and guide the discussion.

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 by the student.

**Ask**

*What is a pedestrian?*

*Why are the children walking with an adult?*

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

*Why are the children holding hands with the adult?*

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

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

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

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

- Place students with a partner. Have students choose one of the *Toy Story* characters from the video clip.

**Ask**

*How do you think your toy was feeling?*

*What was your toy thinking when crossing the road?*

*What might your toy do differently next time?*

*What could your toy tell other toys about crossing the road?*

- Have students write a short story from their toy's perspective explaining what not to do when crossing a road. Illustrations can be drawn and speech or thought bubbles added.

## ACTIVITY 3

### Practising crossing the road

#### Preparation

- ▶ *Crossing roads* slideshow – cue the CD-Rom
- ▶ A4 paper – one sheet per student
- ▶ Scissors and staplers – class set
- ▶ **Family information sheet** *Stop, look, listen, think* – photocopy one per student
- ▶ **Family information sheet** *Wait until the bus has gone* – photocopy one per student

- Show students the *Crossing roads* slideshow. Discuss places that are safer to use when crossing roads (eg straight stretches of road, crosswalks, school crossings, away from corners and hills, and at traffic lights with pedestrian phasing). Point out that standing between parked cars before crossing the road is not a safe practice and should only be used when there is no other option.

#### Ask

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

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

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

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

- With parent helpers or other staff members, take the students to a quiet local road. Have students identify a place along the road where it would be safe to cross eg not near a corner, curve or hill, or between parked cars.

#### Ask

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

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

*What are you listening for when you cross the road?*

*What are you looking for when you cross the road?*

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

*Why didn't you run across the road?*

*When did you stop thinking about crossing the road?*

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

Nominate groups of students to practise crossing the road with a helper and using the stop, look, listen and think procedure.

- Watch and listen to the song *Danger Rangers: Use that crosswalk: Sing-Along* at [http://www.youtube.com/watch?v=WmiXff\\_J5vc&feature=related](http://www.youtube.com/watch?v=WmiXff_J5vc&feature=related)
- Students make a flip book that shows pedestrians walking safely. A flip book can be made by:
  1. Cutting two sheets of A4 of paper into eighths.
  2. Arrange them in order like the pages of a book.
  3. Staple the pages together on one side.
  4. Draw the illustrations making small changes to each page.
  5. Flip the pages to watch the people move.

There are several video clips available on the internet that demonstrates how to make a flip book such as <http://www.youtube.com/watch?v=29SCiHN9zCI>. Have students locate these and follow the instructions.

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

Teachers may choose to take students to a quiet local road to practise the crossing procedure. This option should comply with school procedures for risk management and requires extra adult helpers.



# Stop, look, listen, think

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

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

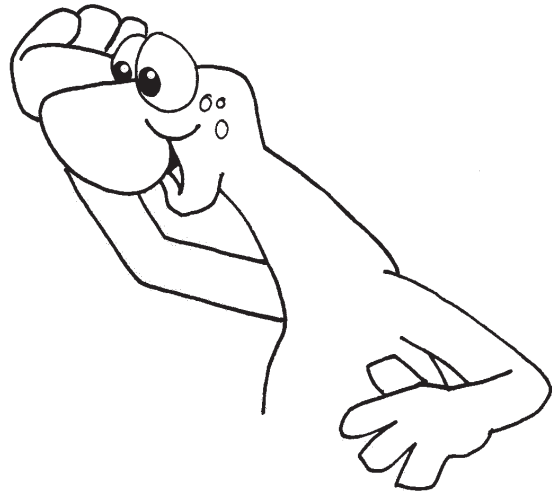
## STOP

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



## LOOK

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



## LISTEN

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



## THINK

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



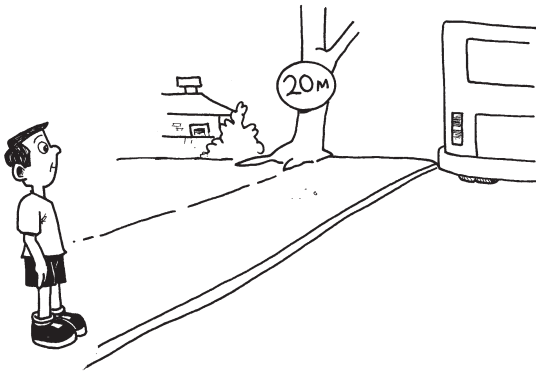
Thank you for playing a vital role in your child's road safety education.



# 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.



Make sure your child knows what to do:

- If you aren't at the bus stop to meet them.
- If they miss the bus to or from school.

Try to set up a 'bus buddy' for your child (another student who is older and takes the same bus route).

## ACTIVITY 4

### Practising judging distance and speed

#### Preparation

- ▶ Car and helper (a staff member or parent)
- ▶ Stopwatch (optional)
- ▶ **Strategy sheet** *Thought shapes* – photocopy one set of cards

- Take the class outside to the oval or large area. Select four students of similar height to stand in a line in front of the class. Confirm the height similarity with the other students in the class.

Position the four students at various distances away from the rest of the class (eg 20 metres, 30 metres, 40 metres, 50 metres).

#### Ask

*Who looks to be the tallest from here?*  
*Why does (insert child's name) look to be smaller?*  
*Are people harder to see when they are further away?*  
*Do you think children standing at the side of the road might be more difficult to see than adults?*

- Move the class to a straight stretch of road without any nearby intersections. Sit the students in an area well away from the edge of the road but where traffic can be easily seen. Have the helper drive the car some distance away from the class but still within sight.

#### Ask

*What do you notice about the car?* (The car looks smaller because of the distance.)  
*How will we be able to tell when the car starts moving?* (The car might appear to get larger and the sound of the engine will be heard.)  
*Will we be able to tell if the car is going slow or fast?* (No. Children at this age do not have the experience or the skills to make a judgement about the speed of vehicles. It is therefore important that students understand that they should not cross a road until a supervising adult gives that instruction.)

Signal the helper to drive slowly to the area where the class are sitting. Discuss the students' observations and the time taken for the car to reach the class.

Have the helper drive back to the same position down the road. Stand one student at the edge of the road. Tell the class to imagine that the student is getting ready to cross the road.

#### Ask

*Can the driver see (insert child's name)?*  
*Can (insert child's name) see the driver?*  
*Why is it important that the driver can see (insert child's name)?* (The size of most children at this age, compared to an adult, makes them difficult to see in the traffic environment.)  
*Is it safe for (insert child's name) to cross the road now?*  
*Why or why not?* (Make sure students understand that if they can see a vehicle approaching it is not safe to cross.)

- Explain to students that they will be investigating how long it takes for a vehicle to travel down the road to where they are sitting. Identify a lamp pole, traffic sign or tree as a 'start' marker. Explain that it is from this marker that students will be timing the vehicle using either a stopwatch or by clapping their hands at the rate of one clap per second.

When a vehicle is spotted, have students tell the person next to them the time it will take to reach their location. Start timing as soon as the vehicle passes the start marker.

Repeat the procedure for several vehicles then use the following questions to process the activity.

#### Ask

*What type of vehicles did we see?*  
*Did each vehicle take the same time to get to us? Why or why not?*  
*Did smaller vehicles take longer than bigger vehicles?*  
*Was it difficult to guess how long it would take the vehicle to get to us?*  
*What should you do if you see a car coming when you want to cross the road?*

- Back in the class, have students use three of the **thought shapes** (refer to page 200) to reflect on the vehicle distances and speed activity.
  - △ The most important thing I have learnt ...
  - Thoughts still going around in my head ...
  - What I enjoyed most about this activity ...

Students share their responses with a partner.

To conduct this activity, teachers will need to ensure that the school administration has been notified and all risk management policies have been followed.



## ACTIVITY 5



### Time to cross

#### Preparation

- ▶ *Different roads* slideshow – cue the CD-Rom
- ▶ 2 markers such as ice-cream containers, bean bags or witches hats
- ▶ Metre tape measure or trundle wheel
- ▶ **Activity sheet** *Cross the road* – photocopy one per student
- ▶ A3 paper – one sheet per student
- ▶ **Family information sheet** *Keep your kids safe in traffic* – photocopy one per student

- Show the *Different 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.
- Go outside to an area that is suitable for marking a road. Ask the class to place two markers a distance apart to represent the width of a local road.

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).

Select one student to walk from one marker to the other. Explain that the student must cross the road using the stop, look, listen and think procedure. Have the other students guess how long it will take for the selected student to walk across the 'road'. 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?*  
*How can you tell if a road is wide?*

Select several 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. Repeat the timing activity and compare with the first distance.

#### Ask

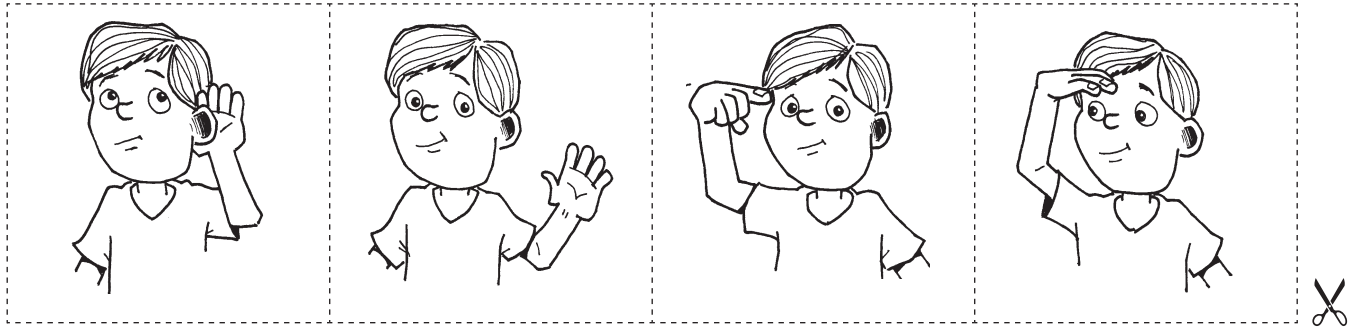
*What can you do to make sure you get across a road safely? (Always cross with an adult; use the stop, look, listen and think procedure; find places to cross where all traffic can be seen such as a straight stretch of road not on a corner; and use pedestrian crossing facilities such as crosswalks, over and underpasses, traffic signals with pedestrian phasing.)*  
*What things might distract you when you are crossing a road? (eg friends, music playing on mp3 player)*  
*What would you do if you saw a car coming while you were crossing a road? (eg wait on median strip, keep walking watching the car, move quickly to side of road where car is not approaching)*

- Distribute a copy of *Cross the road* to each student. Explain that students are to cut out the photos then glue them in the correct order on an A3 sheet of paper.
- Send home a copy of *Keep your kids safe in traffic* with each student to share with their family.



## Cross the road

Cut out each picture. Paste the pictures in order to show the correct way to safely cross a road.



--	--	--	--

Write why it is important to:

STOP \_\_\_\_\_

\_\_\_\_\_

LOOK \_\_\_\_\_

\_\_\_\_\_

LISTEN \_\_\_\_\_

\_\_\_\_\_

THINK \_\_\_\_\_

\_\_\_\_\_



# Keep your kids safe in traffic

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.



## ACTIVITY 6

### Walking in the local area

#### Preparation

- ▶ **Activity sheet** *Managing pedestrian hazards* – photocopy one per student
- ▶ **Local area map** – photocopy one per student
- ▶ **Family information sheet** *Walk and talk* – photocopy one per student
- ▶ **Family information sheet** *Walking to school* – 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 and local area map with walking route indicated.
- 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. 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.
  - Review the stop, look, listen and think procedure. Have an adult show students the procedure while saying each of the steps out aloud 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.
  - Back in the class, have groups write a list of the hazards observed on the local area walk on the activity sheet *Managing pedestrian hazards*. Some of the hazards may have been:
    - ◉ **Roads** – very busy roads with traffic in all directions, hard to see corners, hill or curve obscuring view
    - ◉ **Footpath** – broken pavers, driveways, cars parked across driveways, cyclists or skateboard rider, no footpath in country areas
    - ◉ **Vision restricted** – parked cars, plants overhanging the road, bus stops, street signs, road works
- Groups decide how each hazard could be best managed and write these ideas on the activity sheet. Listen to the strategies identified by each group to manage the hazards. Ask the class to decide if the strategy is safe or unsafe by using **thumbs up, thumbs down** (refer to page 201).
- 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.

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.

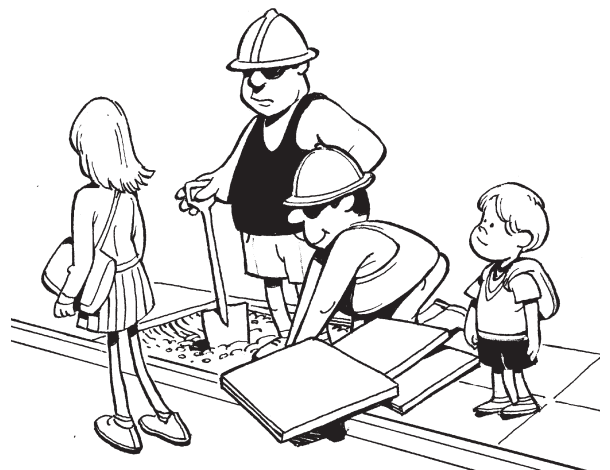
## Managing pedestrian hazards

1. Write the pedestrian hazards that you found in your local area.
2. Write how you could manage each hazard.

The hazard was ...	I would manage the hazard by...
A broken footpath	Walk on the verge or make sure that I walked carefully over the broken pavers.

Write how you manage at least two hazards when you walk or ride to school.

1. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
2. \_\_\_\_\_  
 \_\_\_\_\_  
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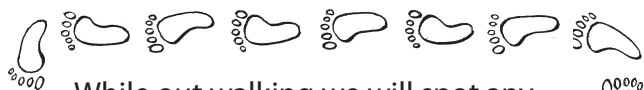




# Walk and talk

Dear family,

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

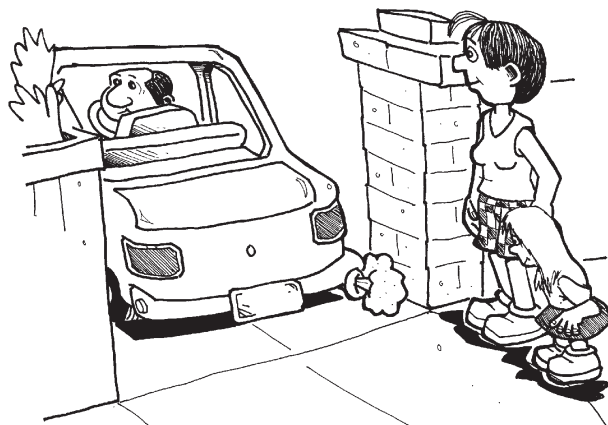


While out walking we will spot any hazards, such as:

- 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

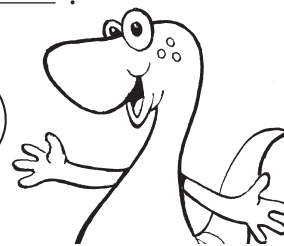


We would love you to join us and need \_\_\_\_\_ adults to make sure that every child has an adult's hand to hold.

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

YOUR CHILD  
NEEDS YOU TO TEACH  
THEM HOW TO BE A  
SAFE WALKER.



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. On your next walk with your child to school, practise some of these tips.



## Find the safest route to school.

Tell your child why it is best to walk this way.

## Point out the names of streets and landmarks along the way.

## 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.

**Talk about places that could be unsafe** such as laneways, busy roads, driveways, car parks and areas without footpaths.

## Talk to your child when crossing the road.

Explain to them what you are doing: *We need to wait until the bus has gone by and then we can check the road again.* This will help your child understand how to decide what to do and how to do it.

**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?

When the road is clear, walk straight across holding your child's hand and remind them to keep looking and listening for traffic.



## Tell your child about the dangers of crossing between parked cars or other vehicles.

Explain that this is dangerous because they cannot see cars that might be passing by and that the driver may not see them.



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

## ACTIVITY 7

### My journey to school

#### Preparation

- ▶ A3 paper – one sheet per student
- ▶ Pens and pencils for the class

- Group the students into pairs. Distribute a sheet of A3 paper to each student.

Explain that students are to draw and describe the route they travel to get to school. Suggest students start by drawing their home on one side of the paper.

When students have finished drawing, use the following questions.

#### Ask

*Do you feel safe when you come to school?*

*Are there any places along the way where you feel worried or afraid about getting hurt? (Use this question to focus students on the road conditions such as having to cross a busy road, deal with heavy traffic or be aware of vehicles reversing out of driveways.)*

Have students describe to their partner places along their journey where they need to be careful. These places can be marked with a red cross.

- Discuss some strategies students can use to manage the hazards identified on their drawing. Suggest students write these strategies on their drawing and take their work home to share with a family member.
- Have students write a letter to the local council outlining their safety concerns as a pedestrian or cyclist and suggest improvements specific to these road safety problems.

Download the free app *Street sounds* from iTunes or Google Play (search for VicRoads) or go to [vicroads.vic.gov.au/roadsafetybooks](http://vicroads.vic.gov.au/roadsafetybooks). This story written by Danny Katz provides a humorous look at being a safe pedestrian.

Students can draw their journey using a computer program such as Microsoft Paint or [http://www.abcya.com/abcya\\_paint.htm](http://www.abcya.com/abcya_paint.htm).



## ACTIVITY 8

### Walking a safe route to school

#### Preparation



- ▶ *Matilda's morning adventures* by Kim Chute
- ▶ Internet access to Google Maps Australia
- ▶ Construction materials such as cardboard boxes, coloured paper, pop sticks, scissors and glue
- ▶ Drawing materials

- Read the story *Matilda's morning adventures* which is about a young girl who travels to school each day using a different form of active transport ie walking and cycling. Highlight the road safety messages that are incorporated in the story.
- Conduct a **circle talk** (refer to page 192) using the following questions.

#### Ask

*How do you usually travel to school? (This question has been left open to accommodate those students who may not walk to school.)*

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

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

*Do you think children should walk to school? Why?*

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

*Do you know a safe route to walk to school?*

- Show students how to use Google Maps Australia, or a similar program, to locate their school. Talk about the major roads and intersections nearby and along the routes that students walk to and from school. Identify places where it would be safer for students to walk and cross roads.

- Students work in groups to construct a model of a town or suburb that has considered the safety of pedestrians by including crossing facilities such as crosswalks, traffic signals and slow speed zones.

When finished, groups can share their models to tell others what they know about walking safely to school.

- Have students reflect on the model making process.

#### Ask

*How well did your group work together to make the model?*

*How well did you cooperate with your group?*

*What would you do differently next time you are working in a group?*

*Matilda's morning adventures* was distributed to all WA schools in 2011 by the WA Physical Activity Taskforce. It can be viewed as a PDF at [www.beactive.wa.gov.au/assets/files/Guidelines/Choose%20Active%20Transport%20Resource%20Matilda%20story%20book.pdf](http://www.beactive.wa.gov.au/assets/files/Guidelines/Choose%20Active%20Transport%20Resource%20Matilda%20story%20book.pdf)

## ACTIVITY 9



## Making pedestrian decisions

### Preparation

- ▶ **Activity sheet** *Making pedestrian decisions* – photocopy and cut into cards
- ▶ **Strategy sheet** *Decision-making model* – photocopy one A3 sheet or show on an interactive whiteboard
- ▶ **Activity sheet** *Finger puppets* – photocopy one sheet per group

- Watch the video clip *The boy who didn't stop, look and listen* at <http://www.youtube.com/watch?v=CqGSBQAaxXQ&feature=related>. This clip highlights the need for pedestrians to stop, look, listen and think before crossing a road.

Using a **think-pair-share** (refer to page 200), have students share five things they wouldn't be able to do if they were injured.

- Show the **decision-making model** (refer to page 193). Explain each of the steps in the model will help students to identify a problem, predict the positive and negative outcomes of several choices, and finally make a decision.
- Choose one of the scenarios on *Making pedestrian decisions*. Work through the decision-making model with the class to find a solution that most students agree the character should use. Point out to students that the character in the scenario would need to be 'courageous' which means confidently standing up for yourself.

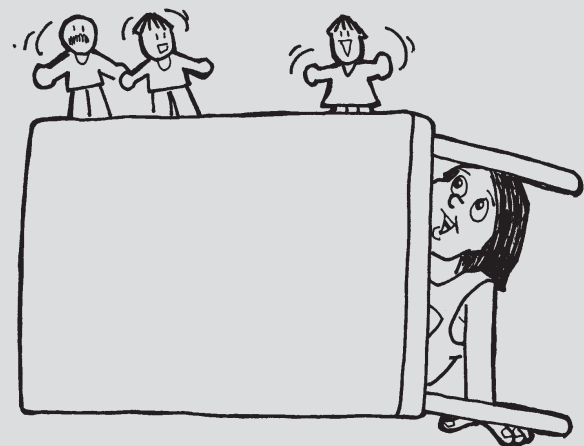
If students have not worked through the decision-making process before, it may be easier to start with a **decision-making model** (refer to page 193).

- Draw a **Y chart** (refer to page 199) on the board and have students identify what it looks like, sounds like and feels like to be 'courageous' in situations where students might feel unsafe.

Explain that knowing what to say and how to say it can help students to confidently deal with unsafe situations. Introduce using 'I' statements such as '*I don't feel comfortable*' or '*I don't think that is a safe thing to do.*'

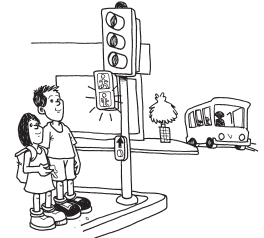
- Place students in groups of three. Groups select one of the pedestrian decision situations and create a **puppet role-play** (refer to page 196). The finger puppets on the activity sheet can be used or students can make their own. Set up a theatre by placing a desk on its side.

Have each group perform their puppet show. Ask the audience to watch and decide if the character made a safe decision.

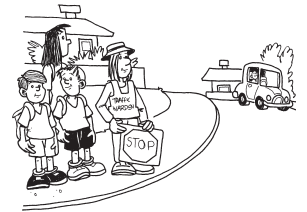


# Making pedestrian decisions

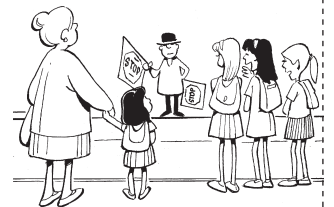
Anna and Max are visiting the busy city with their mum. Mum tells Anna and Max to stay close and walk with her to the traffic lights. Anna is so excited she runs ahead and sees other people crossing at the lights. She starts to cross before the green walk sign starts to flash. Max sees her. What should he do?



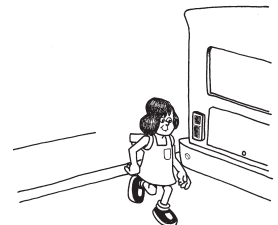
Bob and Rocco are waiting to cross at the school crossing. Bob says to Rocco, 'Let's go across as soon as the traffic warden puts the flag out. I want to get to school to play soccer with my mates.' Rocco's not sure that it's a good idea. What should he do?



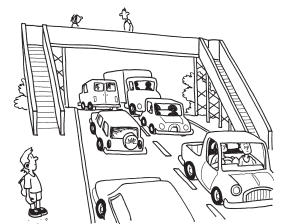
Bonnie is walking to school with her aunty. When it's time to walk across, Bonnie's aunty holds her hand. Bonnie sees some older kids laughing and whispering to each other. Bonnie feels embarrassed. What should she do?



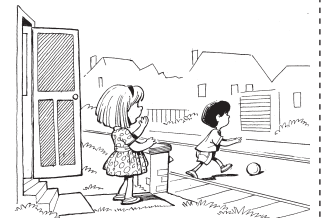
When Jenny gets off the bus at her stop she notices that her grandad isn't waiting to walk her home. There aren't any other kids about and the bus has gone. Jenny is feeling anxious. What should she do?



Harvey's mum is in hospital so his brother Mark has come to walk him home from footy training. Harvey knows the safest way to get home. When the boys get to the busiest road that they need to cross, Mark tells Harvey to follow him across the road. Harvey is worried because his mum usually walks a bit further up the road to cross at the overpass. What should he do?



Denni and Felix want to play soccer but Denni doesn't have a big enough backyard. Felix says to Denni, 'Let's go and kick the ball on the road, there's plenty of room there and not too many cars.' Denni is worried and knows her mum will get really angry if she sees them. What should she do?

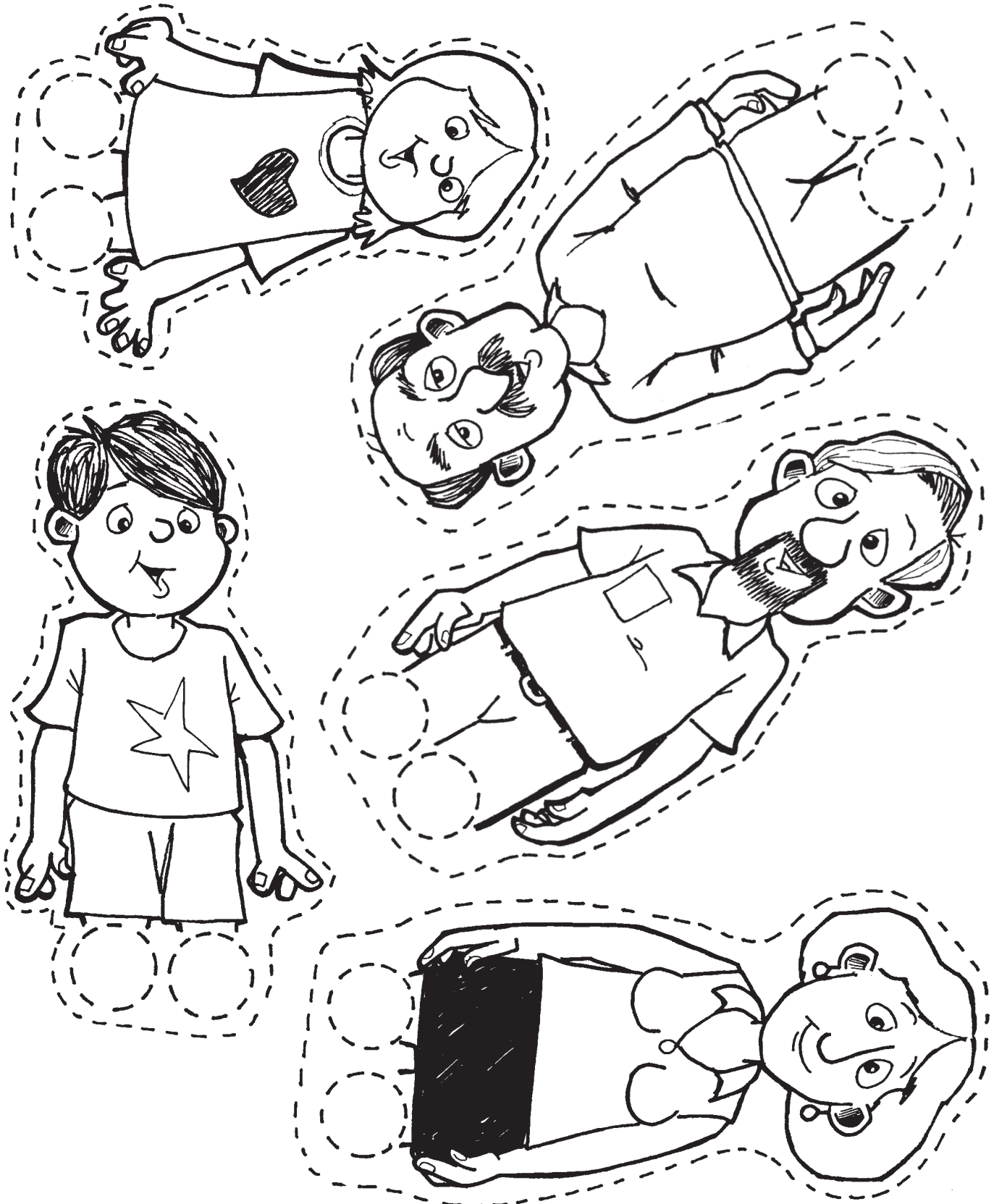


Jed and William were excited about going to buy food and decorations for a family party. When dad parked the car, Jed hopped out and started heading towards the shops. William yelled to him to stay near the car but Jed just kept going. What should he do?



## Finger puppets

Cut out the puppets. Attach the puppet to your finger with a piece of sticky tape.



## ACTIVITY 10

### My opinion

#### Preparation

- ▶ **Strategy sheet** *Agree, disagree* – photocopy one set of signs
- ▶ A4 paper – one sheet per student

- Place the agree sign at one end of the room and the disagree sign at the other to make the **values continuum** (refer to page 200).

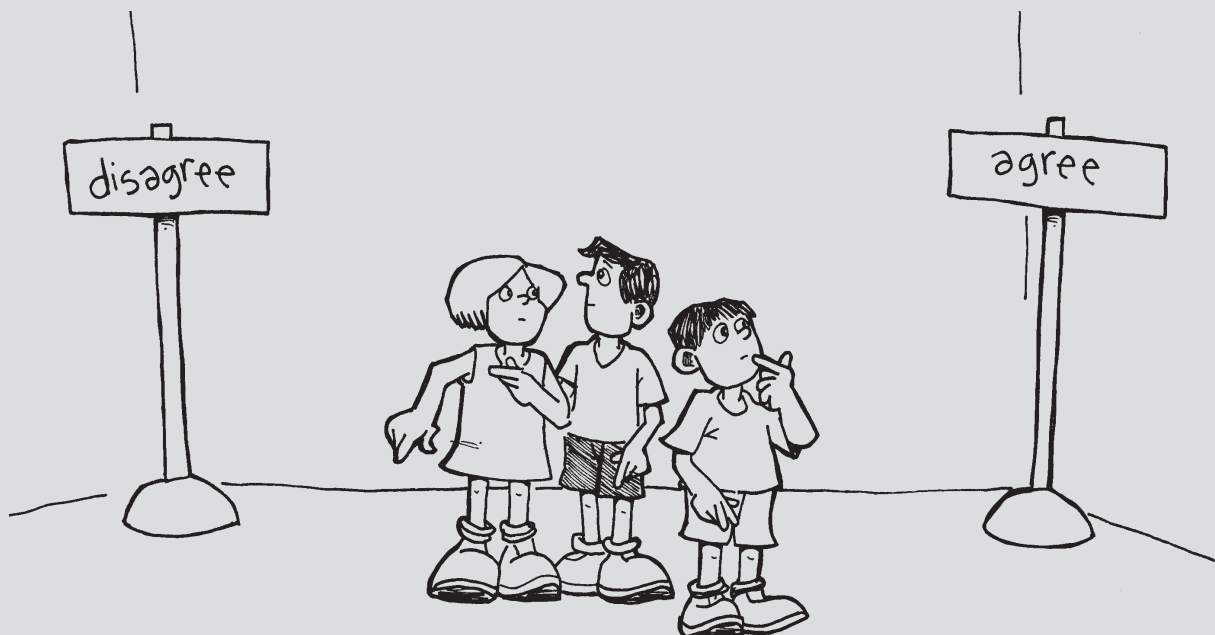
Have students consider one of the following statements then move to a position along the continuum that best represents their opinion. Invite students to discuss their selected placement on the continuum with others standing nearby.

Ask students at both ends of the continuum to share the reason behind their placement. After listening to the group's comments allow those students who want to change their opinion to move to another position on the continuum.

#### Statements

- ◉ Kids my age can cross a road without an adult.
  - ◉ Kids my age don't worry about safety when they are out walking.
  - ◉ Knowing how to cross roads is important.
  - ◉ Listening to music while you walk is a fun thing to do.
  - ◉ I think only little kids need to learn how to be a safe pedestrian.
  - ◉ Being able to tell your friends when you don't feel safe is a hard thing to do.
- Have students copy and complete the following unfinished sentences.
    - ◉ The most important thing a pedestrian must know is ...
    - ◉ Pedestrians can stay safe if they ...

If a student offers a response that indicates a high level of risk, talk to that student on their own at a later time.



## ACTIVITY 11

### Time to stop and think

#### Preparation

- ▶ *ABC graffiti* sheets from Activity 1
- ▶ **Activity sheet** *Take a walk game* – A3 photocopy per group
- ▶ **Activity sheet** *Hazard cards* – photocopy one set per group
- ▶ Dice – one die per group
- ▶ Poster paper – one sheet per student
- ▶ Drawing materials – class set

- Hand out the *ABC graffiti* sheets that students completed in Activity 1. Ask the groups to review the words and phrases originally written on their sheet then use a different coloured marker to add further ideas.

#### Ask

*What has changed in your knowledge about being a safe pedestrian?*

*Is there anything you still want to find out about being a safe pedestrian?*

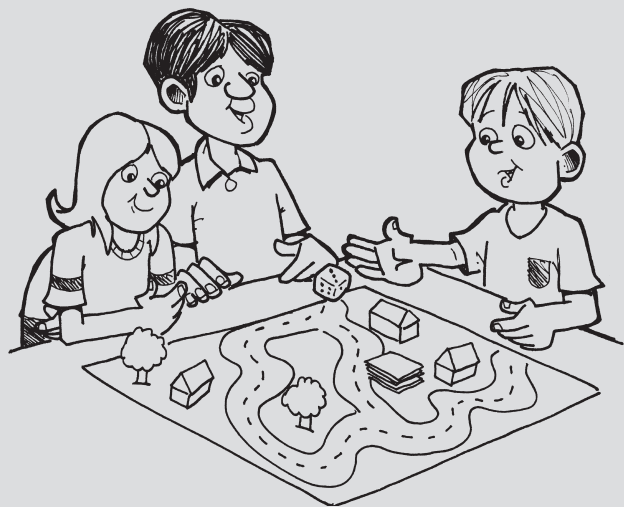
- Give each group a copy of the *Take a walk game* and the hazard cards. Explain the rules of the game. Nominate a person in each group to read the hazard cards if required.

Allocate enough time for students to play the game several times.

- Have students design a pedestrian safety game by drawing a board and writing new hazard cards. Alternatively the game could be designed on the computer.

In small groups, students can explain the rules of their game and then watch as others play the game. Encourage the group to give positive and constructive feedback to the student who designed the game.

- Send the games home for students to play with their families.





# Take a walk game

## You will need

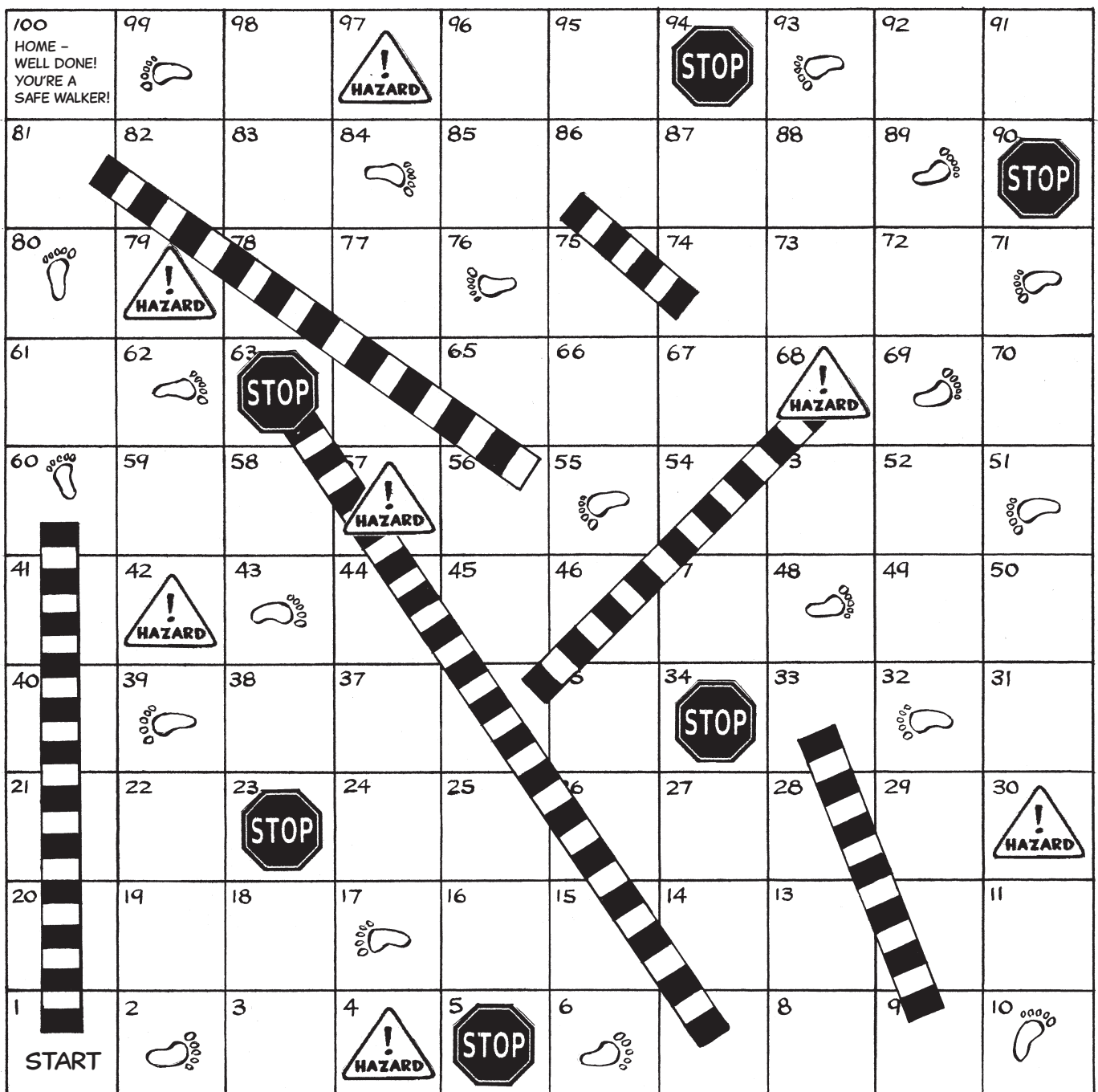
A die

A marker for each player

A set of hazard cards

## Rules of the game

1. Everyone rolls the die – highest number goes first.
2. Land on a crosswalk – move ahead.
3. Land on a stop sign – miss a turn.
4. Land on a hazard – answer a question. Get it right – move ahead 2 places. Get it wrong – go back to the start.
5. First person to land on HOME wins the walk.







# Hazard cards

<p><b>You are walking along the footpath and you can hear a car engine. Where should you look?</b></p> <p>A: Down driveways, laneways and the road.</p>	<p><b>You are about to walk onto the crosswalk. What should you do?</b></p> <p>A: Stop, look, listen and think. Make sure that all traffic has stopped. Make eye contact with the drivers.</p>
<p><b>You are walking along the footpath and a cyclist rings their bell behind you. What should you do?</b></p> <p>A: Move to the left of the path.</p>	<p><b>You are waiting at the traffic lights to cross. You see your friend on the other side of the road waving and calling to you. What should you do?</b></p> <p>A: Wait until the green walk sign is flashing and check that all traffic has stopped before you cross.</p>
<p><b>You want to cross the road. What should you do?</b></p> <p>A: Stop, look, listen and think before you cross with an adult.</p>	<p><b>You are walking in the rain. What should you do to make sure that drivers can see you?</b></p> <p>A: Wear light or bright coloured clothing.</p>
<p><b>You want to cross the road. Where should you cross?</b></p> <p>A: On a straight stretch of road – not on a curve, at a crosswalk, traffic signals, school crossing, overpass or underpass.</p>	<p><b>You want to cross the railway lines. Where should you cross?</b></p> <p>A: At an underpass, overpass, train level crossing or straight stretch of track – not on a curve.</p>
<p><b>You are waiting for the bus. Where should you stand?</b></p> <p>A: At least three steps back from the kerb or edge of the road.</p>	<p><b>You are walking along a road that doesn't have a footpath. What should you do?</b></p> <p>A: Walk well away from the edge of the road facing the traffic so they can see you and you can see the traffic.</p>
<p><b>You are going to cross at the school crossing. What should you do?</b></p> <p>A: Stop back from the kerb or edge of the road. Wait until the traffic warden stands in the middle of the road, with their flags out and has blown the whistle. Check that all traffic has stopped then walk across.</p>	<p><b>You are in a car park and hear a beeping sound. What should you do?</b></p> <p>A: Stop, look in all directions and listen. Trucks and some cars have a beeper to let pedestrians know that they are reversing.</p>

