

# Focus area 2

## Pedestrian safety

### Overview of the *Pedestrian safety* focus area

This section provides an overview of the units included in the *Pedestrian safety* focus area and the content related to children as pedestrians in the traffic environment.

#### *Pedestrian safety* units

The units allow all students to take part in learning experiences that demonstrate their knowledge, skills and development of values relating to safer pedestrian behaviours.

#### **Unit 2.1 Crossing in different situations**

This unit focuses on the importance of crossing roads in different locations using the systematic search strategy; how to select a place to cross; and crossing after the bus has moved away.

#### **Unit 2.2 Considering pedestrian risks**

This unit focuses on identifying situations where pedestrians may be at risk; scanning the traffic environment; judging the speed and distance of approaching vehicles; and walking without a footpath.

#### **Unit 2.3 Getting to know the local area**

This unit focuses on selecting and planning safer ways to get to and from school and around the local area; and identifying potential pedestrian hazards in the local area.

# Focus Area 2: Pedestrian safety

## SKILLS AND UNDERSTANDINGS

The table below describes the skills and understandings that students will have opportunities to develop whilst engaging in the Pedestrian safety units.

PEDESTRIAN SAFETY FOCUS AREA	KNOWLEDGE AND UNDERSTANDINGS	SELF-MANAGEMENT SKILLS	INTERPERSONAL SKILLS
<p><b>Unit 2:1</b> <i>Crossing in different situations</i></p> <p><b>Unit 2.2</b> <i>Considering pedestrian risks</i></p> <p><b>Unit 2.3</b> <i>Getting to know the local area</i></p>	<p><b>PROMOTING WELLBEING</b></p> <p><b>Growth and development</b></p> <ul style="list-style-type: none"> <li>strategies to cope with influences on pedestrian behaviour</li> <li>personal actions to reduce the harm to self and others associated with road use</li> </ul> <p><b>Ways to keep healthier and safer</b></p> <ul style="list-style-type: none"> <li>identifying personal attitudes and values towards using safer pedestrian behaviours</li> <li>first-aid procedures</li> <li>features of traffic environments that make them safer for pedestrians e.g. footpaths and median strips, crossings, road signs, signals and markings</li> <li>behaviours and situations relating to pedestrians that may be risky or harmful</li> <li>identifying ways to respond to peers and others who are encouraging harmful or unsafe behaviours</li> <li>acceptance of personal responsibility for safety</li> <li><i>appreciating the need and responsibility to behave safely as a pedestrian</i></li> <li><i>personal attitudes and actions to promote the safety of themselves and other people e.g. asking trusted adults for help while crossing the road and using designated pedestrian crossings</i></li> </ul> <p><b>Resources and consumer skills</b></p> <ul style="list-style-type: none"> <li>identifying people in the community who contribute to a safer traffic environment such as Local Council, Road Safety, traffic attendants, Road Network Division and police</li> <li>locating road-safety agencies and other sources for accurate information</li> </ul>	<p><b>SELF UNDERSTANDING</b></p> <p><b>Understanding emotions</b></p> <ul style="list-style-type: none"> <li><i>identifying how peers, friends, family and laws relating to pedestrians can influence their attitudes to pedestrian behaviour</i></li> <li>identifying how thoughts in stressful situations impact on feelings, attitudes and behaviour</li> </ul> <p><b>Managing emotions</b></p> <ul style="list-style-type: none"> <li>modifying actions in response to unsafe situations</li> <li>using positive 'self talk'</li> <li>identifying that strategies to cope with unsafe situations can be reactive and proactive</li> </ul> <p><b>DECISION-MAKING</b></p> <p><b>Reviewing the situation</b></p> <ul style="list-style-type: none"> <li>identifying risks in pedestrian-related situations and determining if a decision needs to be made to reduce the level of harm</li> <li>identifying positive and negative consequences of a decision</li> <li>identifying ways to manage risks e.g. walk and cross roads with an adult</li> <li>identify hazards and plan safer routes to walk</li> </ul> <p><b>Planning before deciding</b></p> <ul style="list-style-type: none"> <li>identifying that there is more than one option in a pedestrian road situation</li> <li>identifying short term goals and planning to reduce risks as a pedestrian</li> <li>appreciate the need for safer practices in a range of situations</li> <li>consider their rights and responsibilities as a pedestrian</li> </ul> <p><b>Deciding and acting</b></p> <ul style="list-style-type: none"> <li>identifying positive and negative consequences in relation to road user situations</li> <li>managing influences in pedestrian situations with assertiveness and other protective behaviours</li> </ul> <p><b>Monitoring and evaluating</b></p> <ul style="list-style-type: none"> <li>being responsible for actions and consequences of pedestrian safety decisions</li> <li>monitoring effectiveness of strategies to cope with both covert and overt influences on pedestrian behaviours</li> </ul>	<p><b>RELATIONSHIP SKILLS</b></p> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>monitoring own and others' non verbal behaviours and active listening skills</li> <li>conveying clear, reasoned statements and requests about views, needs and emotions related to safety as a pedestrian</li> <li>asking questions to clarify information</li> </ul> <p><b>Preventing and managing conflict</b></p> <ul style="list-style-type: none"> <li>practising communicating assertively in harmful pedestrian situations (e.g. when to say 'no' or use brave talk)</li> <li>practising negotiation skills</li> <li>developing strategies to assist self and others to avoid the harms associated with unsafe pedestrian situations</li> </ul> <p><b>WORKING WITH OTHERS</b></p> <p><b>Cooperating and collaborating in groups</b></p> <ul style="list-style-type: none"> <li>following instructions and adapting communication skills to suit the purpose of the group</li> <li>responding to questions, ideas and advice of others</li> <li>practising ways to contribute to group cohesiveness and effectiveness</li> <li>appreciating the need to accept differing attitudes and opinions</li> </ul> <p><b>Leading, initiating and facilitating</b></p> <ul style="list-style-type: none"> <li>explaining safer pedestrian behaviours to others</li> <li><i>valuing the need to encourage peers, family and the wider school community to participate in safer pedestrian behaviours</i></li> </ul>

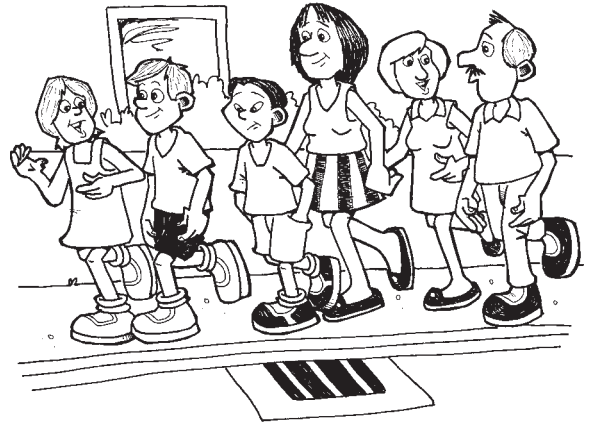
## BACKGROUND INFORMATION

The following information will support teachers when delivering content in this focus area.

- Generally to the age of ten, child pedestrians are at risk because:
  - their peripheral vision is still developing. Children have 1/3 the field of peripheral vision of adults and need to know the importance of turning their heads to view traffic
  - their directional hearing is still developing and this affects their ability to discriminate the direction of traffic sounds
  - they are easily distracted and behave inconsistently in traffic situations
  - judging the speed and distance of oncoming traffic is a skill that requires practice when crossing roads
  - decisions and actions that were previously appropriate may not always be the safer option due to the changing nature of a traffic environment
  - they may panic and be unable to adapt their actions to compensate.
- Adults should explain and model safer road crossing procedures with children as they cross the road together. The systematic search strategy listed below should always be used to cross the road.

Step 1	Choose the safest place to cross.
Step 2	Ask a trusted adult for help to cross the road.
Step 3	<b>Stop</b> back from the kerb and road.
Step 4	<b>Look</b> in all directions for traffic.
Step 5	<b>Listen</b> for traffic.
Step 6	<b>Think</b> about when it is safe to cross.
Step 7	When the road is clear, walk straight and quickly across the road, holding an adult's hand.
Step 8	Keep checking the road by looking, listening and thinking about traffic while crossing.

- Children up to the age of eight should hold an adult's hand when walking and crossing roads. It is recommended that children up to ten years of age are supervised by an adult when crossing roads.



## UNIT 2.1 CROSSING IN DIFFERENT SITUATIONS

- **Safer crossing places** include:
  - places with a clear view of traffic in every direction
  - traffic signals with pedestrian phasing
  - signal crossings
  - crosswalks
  - children crossings
  - pedestrian footbridge
  - underpasses or overpasses
  - roads with a median strip or island
  - railway crossing mazes.
- **School crossings** are usually located outside schools or near to where children cross the road. Traffic attendants are often present and use a hand held stop sign to signal drivers and children.
- **Zebra crossings/Crosswalks** occur on busy roads and are signalled by signs placed before the crossing and large white stripes painted on the road surface.
- **Railway crossings** occur where pedestrians need to cross the tracks. Pedestrians use the designated maze and systematic search strategy to cross safely when the lights are not flashing and the boom gate is not down. Where a signal is not in place, pedestrians should use the systematic search strategy and then walk straight across the tracks.

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- **Island crossings** occur where the road is a dual carriageway with an island or median strip in the middle. Pedestrians should use the systematic search strategy to cross to the island and stop, then repeat this before crossing to the other side.
- **Parallel phased crossings** control traffic, however vehicles turning left must give way to pedestrians.
- **Traffic signals** with pedestrian phasing are placed at busy intersections or between intersections to help pedestrians cross. By pressing the button located on the traffic pole, a green illuminated 'walk' man will appear and provide adequate time for pedestrians to cross safely until the red illuminated 'don't walk' man appears. Pedestrians should not commence to cross if the 'don't walk' man is flashing or showing. The flashing signal gives pedestrians sufficient time to complete the crossing.
- **Pelican signals** work like a normal traffic signal except that it has an extra phase – a flashing yellow light. If the light is flashing motorists must give way if a pedestrian is crossing or proceed with caution if no pedestrian is crossing.
- It is important that children use a controlled school crossing if one is available even if it means walking an extra distance. If a controlled crossing is not available, children should cross the road where traffic can be seen in all directions and drivers can see pedestrians.
- If there is no other safer option, children **crossing between parked cars** should:

- select a gap between two cars which have no drivers
- make sure it is not a driveway or a space big enough for a car to park
- walk to the outside corner of the car and stop where they can see and be seen (in line with the outside edge of the cars)
- repeat systematic search strategy before crossing.



### UNIT 2.2 CONSIDERING PEDESTRIAN RISKS

- Child pedestrians may be at risk because they do not:
  - always think about the consequences of their actions
  - always recognise potential hazards in the traffic environment
  - change their actions according to the traffic situation at the time.
- In the NT pedestrian trauma accounted for 41% of fatalities for children aged between 1 and 14 years between 2005 and 2009 (NT VADB 2010).
- Most traffic crashes involving child pedestrians are the result of errors made by the child. Between 2005 and 2009, seven children under 16 years were killed in the NT.
- If there is **no footpath or nature strip**, children should walk on the edge of the road facing towards oncoming traffic. When a vehicle is coming they should step off the road and wait until it has passed before continuing on their journey. Even when walking on the footpath, children need to be aware of hazards such as cars entering and reversing out of driveways.
- On shared paths, pedestrians and cyclists need to keep left. Pedestrians must not obstruct cyclists however cyclists must give way to pedestrians.
- Children can be at risk in **car parks** because:
  - they do not always consider a car park as part of the traffic environment and therefore disregard safety
  - the driver's vision can be blocked
  - they are small of stature and drivers have difficulty seeing them
  - they cannot predict the movement of vehicles
  - cars change direction frequently and suddenly as they negotiate a parking space
  - they have a short attention span
  - drivers are not always looking for pedestrians
  - drivers are concentrating on finding a parking space.

- Whether children travel by bus in the city, towns or rural communities, the same rules apply:

### **while waiting at the bus stop students should**

- wait as far from the traffic as possible
- play games that do not involve running or using equipment
- keep play equipment in a bag so items cannot roll away.

### **on leaving the bus students should**

- wait for their parents to cross the road and pick them up
- wait until the bus has driven a fair distance away before crossing

### **parents should**

- pick up and drop off children on the same side of the road as the bus stop.

## **UNIT 2.3 GETTING TO KNOW THE LOCAL AREA**

- This unit summarises all the pedestrian knowledge and skills learnt in other units and provides an opportunity for students to revise the following key concepts:
  - walk on footpaths (where provided)
  - walk on the road side or nature strip facing oncoming traffic if no footpath is available
  - check for cars entering and exiting driveways and crossovers
  - stand back from the kerb before crossing the road
  - cross the road with a clear view of traffic
  - use the systematic search strategy to cross the road (stop, look, listen and think)
  - wear brightly coloured clothing and walk where drivers expect to see pedestrians
  - use designated pedestrian crossings if available
  - check all traffic has stopped before crossing
  - plan safer routes to take to and from school and in the local area.

# Crossing situations

## Unit 2:1 Crossing in different situations

### For students:

#### Key understandings

- Pedestrians should always use the systematic search strategy (stop, look, listen and think).
- It is safer for pedestrians to cross where they have a clear view of the road or can use a designated crossing facility.
- Pedestrians should only cross between parked cars when there is no other option.
- Pedestrian injuries occur when disembarking passengers attempt to cross the road behind or in front of the bus. It is safer for pedestrians to wait for the bus to move away before crossing the road.
- When crossing a railway line, pedestrians should use the maze or railway crossing and not walk along the railway track.
- Make decisions to reduce the level of risk.
- Appreciate that others may have different opinions about pedestrian safety.
- Family, friends and peers can influence your decisions and attitudes about pedestrian safety.

#### Key skills

- Practise selecting safer places to cross.
- Practise crossing in different situations with adult supervision using the systematic search strategy:
  1. **Stop** back from the kerb.
  2. **Look** for traffic coming from both sides of the road.
  3. **Listen** for traffic coming.
  4. **Think** about crossing the road.
  5. Cross the road when it is clear.
  6. Keep checking for traffic while crossing.
- Practise using responses when others are encouraging unsafe pedestrian behaviour.
- Make decisions that reduce the level of risk.
- Share own opinions and attitudes about pedestrian safety.

### TUNING IN

#### EIGHT SQUARES

##### ➤ Different places to cross

Explain the eight square strategy. Ask students to write down a place where pedestrians may safely cross a road or railway line on another student's eight square sheet.

When students have an idea written in all eight squares, compile a class list from the generated ideas and identify those that are in the local area. Discuss how to safely use each type of crossing.

Students write two or three statements about selecting and using the different types of crossings.

#### Discuss:

*What did you learn from this activity?*

*What do you still need to know about using pedestrian crossings?*

# Unit 2:1 Crossing in different situations

## KWL

### ➤ Crossing safely

In groups, students use a KWL chart to identify what they already know and what they want to know about crossing roads and using pedestrian facilities such as crosswalks, pedestrian phase lights and railway crossings.

Ask one group to share a question from the 'want to know' column. If other groups have the same question on their KWL it is ticked off. Continue asking groups for questions until all have been shared. It may help to list the questions on the board to guide the selection and planning of learning experiences.

Display the KWL charts in the room. Encourage students to add information to the 'learnt' column during or at the completion of this unit.

## FINDING OUT

### BRAINSTORM

#### ➤ Difficult crossing situations

Students brainstorm places where it may be difficult to cross, such as:

- parked cars up and down the street
- hills and crests
- obstacles on the nature strip obscuring the view
- a divided road with no island
- curves and bends in the road
- a roundabout
- roads with heavy traffic
- traffic lights without pedestrian signals.

Discuss how to safely cross in each situation. Remind students that the 'stop, look, listen and think' procedure should always be used before and during crossing.

Students can write summaries, draw a cartoon or poster, or create a role-play to demonstrate safer crossing procedures.

#### ➤ Pedestrian facilities

Brainstorm the different types of pedestrian facilities in the local community and around the school (e.g. zebra crossing, children's crossing, railway crossing). Give students two dot stickers to place on the pedestrian facilities that they use regularly.

Ask students who use the pedestrian facilities to share with others the hazards that sometimes occur there (e.g. cars not stopping) and what procedures they use to cross safely.

Plan a walk in the local area to visit the pedestrian facilities, especially those not used regularly by students, and review safer crossing procedures.

### CIRCLE TALK

#### ➤ Crossing after getting off a bus

Sit or stand students in two concentric circles. Pose the following questions for students to discuss with their partner. Nominate the partner who is to start the discussion (i.e. inside or outside person).

After each question, move the outside circle two or three places in a clockwise direction to give students a new partner.

*After getting off the bus, children are sometimes injured when they try to cross the road. Why do you think this happens?*

*What do you know about crossing the road after getting off a bus?*

*If your parents pick you up from the bus, where should you wait?*

*Is it important that kids like you learn how to cross after getting off a bus? Why or why not?*

Share the ideas gained during the circle talk and discuss further, especially if students do not understand the importance of waiting for the bus to drive off before crossing.

Students can write a list of steps for safely crossing after getting off a bus. The systematic search strategy steps should be included (i.e. stop, look, listen and think before and during crossing).

### GUEST SPEAKER

#### ➤ Traffic attendant or police officer

Invite your school traffic attendant, school based constable or police officer to talk about using controlled pedestrian crossings. Students can prepare a list of questions prior to the guest speaker's visit.

During the presentation, have the speaker describe and demonstrate how pedestrians should behave at a controlled crossing.

Students can practise crossing by following the traffic attendant (in Northern Territory schools, this is usually a staff member) or police officer's instructions.

Write a letter of thanks to the guest speaker describing information gained from the presentation.

# Unit 2:1 Crossing in different situations

## JIGSAW

### ► Controlled crossings

Ask students to define the term 'controlled crossing' (e.g. a crossing that has traffic controls or an engineering feature to help pedestrians).

Place students in 'expert' groups. Give each group one of the information cards on *Resource Sheet 1: Controlled crossings*. Groups underline or highlight information about correct procedures for using the crossing and choose two important points to share.

Students move from their expert group to form 'sharing' groups. Each new group should include a student who can share information gained from the different sections of the resource sheet.

Ask students to record the information being presented by members of their group.

#### Discuss:

*Will knowing this information help you to make safer decisions as a pedestrian? Why or why not?*

*What rules or laws do pedestrians need to know?*

*Who else needs to know this information? Why?*

Students draw the different types of crossings and write two or three dot points next to each.

## SORTING OUT

### ARTS IDEAS

#### ► Cartoons

Students cut out magazine pictures showing people walking in the traffic environment and attach speech bubbles cut from white paper.

With a partner, students write the conversation occurring between the pedestrians in the speech bubbles. A pedestrian safety message should be included. For example: *Walking on the footpath is a safer thing to do.*

Compile the magazine pictures into a big book and share with a younger class.

#### ► Flick books

A flick book is made by cutting an A4 piece of paper into eight squares, placing the squares together and then stapling down one side.

Students draw one picture onto each square showing the procedural steps for crossing safely at a:

- set of traffic lights with or without pedestrian phasing
- railway line
- dual-highway with a traffic island
- crosswalk
- children's crossing, monitored by a traffic attendant
- children's crossing
- at a roundabout.



Show students how to flick the book with their thumbs. If performed correctly, the flicking will animate the drawings giving the impression that the pedestrian is moving.

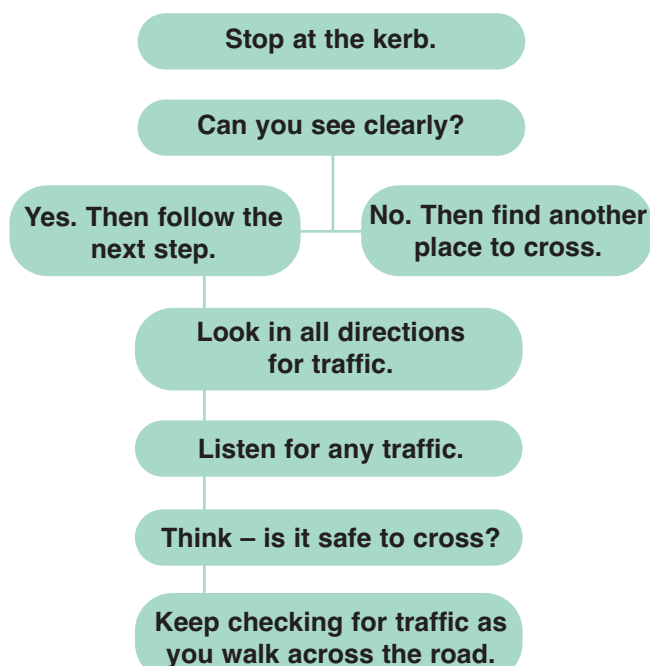
Students can swap flick books to determine if the correct procedure has been illustrated.

## SEQUENCING INFORMATION

### ► Crossing procedure

Explain the systematic search strategy (e.g. stop, look, listen and think) and remind students that this procedure should always be used whether crossing a road or in other places such as crosswalks, pedestrian phased lights and a railway crossing.

Ask students to draw a flow chart that includes a set of instructions to follow when crossing. For example:





# Unit 2:1 Crossing in different situations

Students cut out the instructions and give them to a partner who must place them in the correct order. Illustrations can be added to the instructions if students are to explain the procedure to a younger buddy.

## Discuss:

Why do pedestrians need to listen before deciding to cross?

What are pedestrians 'thinking' about before and while they cross?

What would you tell a young child about crossing the road? Why?

## WRITTEN RESPONSES

### ► Interpreting the image

Students draw a four-frame cartoon that promotes ways to stay safer as a pedestrian. The cartoon should include blank speech or thought bubbles.

Students swap cartoons with a partner who must deduce the safety message and fill in the blank bubbles accordingly.

### ► Tale with a twist

Review the importance of crossing roads using the systematic search strategy (see *Background information* at the start of this focus area).

In pairs, students choose a fairy tale to retell using a pedestrian safety message. For example *The Three Little Pigs* might look like this:

*Once upon a time there were three little pigs. Each little pig lived in their own house. One day, the big bad wolf blew down the first little pig's house. The little pig knew he was in trouble so he started running to the second pig's house as fast as he could. But on the way there he had to cross a very busy road so he asked the farmer to help him. The farmer and the little pig stopped at the kerb, looked up and down for traffic, listened for traffic sounds and then decided it was safe to cross. 'Let's go!' they both said. The little pig and the farmer walked hand in hand across the road.*

*When the big bad wolf reached the very busy road he didn't have anyone to help him get across. 'Bother!' growled the big bad wolf and went home. The little pig was safe for another day.*

Students can:

- use a computer to publish and illustrate the stories

- share the stories with a buddy
- read the stories at a school assembly
- create PowerPoint slides of the story and show them to another class.

### ► Street scene

Students can create their own street scene using software such as Easiteach.

Print the created pictures and ask students to write about the street scene describing the road furniture, parts of the road and places to cross.

## DEVELOPING VALUES

### CHOOSE A CORNER

#### ► Crossing decisions

Number each corner of the room. Pose the following statement and choices for students to consider.

*If a friend asked me to cross in an unsafe place, I could:*

- 1 *tell my friend that I wouldn't be safe*
- 2 *do it anyway so my friend still likes me*
- 3 *check the road carefully and cross*
- 4 *suggest that we walk further down the road and find a safer place to cross.*

Students share opinions with others in their corner and then between corners. Offer students the opportunity to change corners after hearing others' responses.

Repeat using the statements and choices below.

*If my friend decided to cross before the 'walk' signal was green, I could:*

- 1 *tell my friend it wasn't safe to cross*
- 2 *suggest to my friend that we wait until the light turns green*
- 3 *wait and cross when it was showing*
- 4 *cross with my friend.*

*If I noticed that one of my friends was going to cross the road before the bus had left, I could:*

- 1 *pretend I didn't see them*
- 2 *ask my friend to wait until the bus had moved away*
- 3 *cross the road too*
- 4 *tell my friend that it was unsafe.*

If these scenarios are not appropriate, ask students to generate their own pedestrian scenarios and choices.

# Unit 2:1 Crossing in different situations

Discuss the following questions to allow students to hear how others would respond to a peer's request to act unsafely.

- *What was the possible harm in each of the situations?*
- *How could the harm have been reduced?*
- *How confident do you feel to tell others what you want to do?*
- *What might they say to you about your choice?*
- *How would you feel?*
- *Would it change your decision?*

## MAKING DECISIONS

### BRAVE TALK

#### ► I feel, I think, I can

Ask students to think about a time when they were talked into doing something they really didn't want to do. It may have been unsafe or risky but because their friends said it was OK they went along with it. Talk about how students felt and what they were thinking at that time.

Use *Resource Sheet 3: I feel, I think, I can* (included in the **Making decisions** section) to explain to students that identifying feelings and thoughts can help them decide what to do and say. Explain that thoughts can be positive or negative and as a result may influence what a person decides to do or say.

Give groups one of the scenarios described on *Resource Sheet 2: Making decisions* and a decision-making model (included in the **Making decisions** section).

Students identify the problem, how the character is feeling and what positive and negative thoughts they might have before deciding what the character might do or say.

#### **Discuss:**

*Did identifying how the character was feeling and thinking help you to make a decision? Why or why not?*

*How might knowing this process help you to make decisions in real-life situations?*

## PLACEMAT

### ► Pamphlets

In groups, students think about places where pedestrians can safely cross roads and railway lines, and write their ideas on the placemat. Members share their ideas. The group then selects the three safest places to cross from the generated ideas and shares these with the class.

Alternatively, use the information gained from the 'eight square' activity in *Tuning in*.

Give students a range of pamphlets to look through and identify the target group, aim, style and layout.

Students design a pamphlet that promotes safer places to cross the road. Send the pamphlet home for students to share with their families.

## DECISION-MAKING MODEL

### ► What could you do?

In pairs or small groups, students discuss one of the scenarios on *Resource Sheet 2: Making decisions* and use a decision-making model (included in **Making decisions**) to decide the safest option.

Groups read their scenario and explain why they thought the decision chosen would be effective.

Ask students to write about a dilemma they have experienced, explaining the situation, what they decided to do and what happened as a result of their decision.

Talk about dealing with the reaction of peers, friends and family.

- *Knowing what happened as a result of your decision, would you make the same decision next time? Why or why not?*
- *What might your peers do or say if you made a decision they didn't agree with?*
- *How would you feel? Why?*
- *What could you say or do?*

List strategies students have used or could use when asked to do something they consider unsafe. Explain that the effectiveness of each strategy may depend on the situation and that students may need to use more than one strategy to stay safer.

# Unit 2:1 Crossing in different situations

## PNI

### ► What do you think?

In groups, students list the positive, negative and interesting implications of one of the statements below on the *Resource Sheet 8: PNI* (included in the **Making decisions** strategies section).

*The government has decided to remove all pedestrian phases at traffic signals.*

*Pedestrian injuries would be reduced if tunnels were built under all roads.*

*Buses should wait until all passengers have crossed the road before moving away.*

*The government has decided to introduce a new road rule which says 'if a driver sees a pedestrian standing on the side of the road they must stop to let them cross before driving on'.*

Discuss the statements as a class with groups sharing the ideas listed on their PNI sheet. Encourage students to question each other and justify their responses.

### Discuss:

*Why do we all have different opinions about these statements?*

*What might influence the way you respond to these statements?*

## SPEAKING OUT

### ASSERTIVE COMMUNICATION

#### ► Pedestrian facilities

Select five or six scenarios from *Resource Sheet 2: Making decisions* depending on the number of students in the class. Paste each scenario on the top of a large sheet of paper. Draw three columns under each scenario with the headings 'What I could think and say to myself', 'What I could say' and 'What I could do.' Some explanation of the self-talk column (What I could think and say to myself) may be required. It may also help students to use the *Resource Sheet: Shark thoughts* and *Dolphin thoughts* included in the **Making decisions** section.

Allow time for groups to brainstorm ideas under each heading for two or three of the scenario sheets.

Give each group one of the sheets to consider the generated ideas and decide what would be the most effective thing to say or do.

### Discuss:

*Do you think this would be easy to say in real life?*

*Do you think saying something assertive is the best approach for this situation, or would it be safer or easier to do something rather than say something?*

Ask students to role-play their decisions using assertive communication or negotiation skill.

## CHOOKHOUSE SPEECHES

### ► Pedestrian facilities

Pose one of the following statements for students to discuss with their peers. Ask students to prepare a one-minute talk using the information gained from their peers and previous learning experiences.

The talks should promote using the systematic search strategy and making individual decisions about the crossing.

*A safer place to cross is always a safer place to cross.*

*It is always safer to cross at the traffic signals or at a children's crossing with a traffic attendant*

*Teaching young people about how pedestrians are injured is useful because...*

*Railway crossings/mazes can be dangerous even if you know how to use them safely because...*

*If a bus has stopped, car drivers always look for passengers crossing the road.*

Allow time for students to practise the chook talks and then choose several names from a 'hat' to present their talk.

Listen to the talks and encourage other students to agree or disagree with the speakers stating reasons for their decision.

## HEALTH PROMOTION

### ► Pedestrian facilities

Students promote the use of pedestrian facilities in the local community by:

- inviting a council representative, school based constable or road safety officer to talk about the use of pedestrian facilities
- producing a local area map that highlights safer places to cross and distributing to families in the school
- writing a play to show what can happen if pedestrians don't use safer places to cross
- writing an article, including photographs, to print in the school newspaper.

# Unit 2:1 Crossing in different situations

## REAL-WORLD

### EXCURSIONS

#### ► Local area walk

Organise a walk around the local area for students to practise selecting safer and unsafe places to cross. For example:

- straight stretches of road
- crosswalks
- traffic signals with pedestrian phasing
- an overpass or underpass
- away from driveways or parked cars
- where there are no bushes, trees or shrubs to obscure the pedestrian's view.

In rural areas, talk about crossing on straight stretches of road and using the railway crossing rather than crossing along the track.

Stop at locations that present obvious difficulties or dangers as well as more suitable locations. If traffic signals are observed on the walk, talk about waiting for the 'walk' sign to illuminate before crossing while still checking for traffic. Explain that traffic signals without the pedestrian phase included are for traffic use not pedestrians (i.e. when the green light shows, traffic can move through the intersection or along the road and pedestrians need to check that traffic is allowing them to cross before doing so).

Take photographs of each site and use these to:

- create a road safety display including messages about crossing in safer places
- write a book for younger children
- include in a school newsletter article promoting a selection of safer crossing sites.

### PARENT INFORMATION AND AT-HOME ACTIVITY

#### ► Crossing

If students completed the 'Crossing course' (see *Simulated learning experience*) and *Resource Sheet 4: Self-evaluation*, send the sheet home for students to discuss with their family.

#### ► Crossing the road

Send the *At-Home Activity Sheet 1: Crossing roads* for students to discuss and complete with their family.

#### ► Safer places to cross

Explain to families where it is safer to cross a road using *At-Home Activity Sheet 2: Safer places to*

*cross*. Encourage students and their family to walk around the local area or walk to school to identify safer crossing places.

#### ► To and from the bus

Send home *At-Home Activity Sheet 3: To and from the bus* for students to discuss and complete the activity with their family.

## SIMULATED

### REPLICATING THE REAL WORLD

#### ► Road model

Working in small groups, students plan and make a 3D model of a traffic environment that includes road furniture (e.g. bus stop, street signs and light poles) and safer places to cross (e.g. pedestrian lights, crosswalks and straight stretches of road). The model should be large enough to move plastic figurines and toy cars along the footpaths and across the roads.

Students explain the pedestrian safety features of the model to other groups or younger students.

Encourage students to reflect on the model-making process, both individually and as a group. Determine the efficiency and cooperation of students by having them write responses to the questions below.

*How well:*

- *does your model incorporate safer places to cross?*
- *did your group work together to make the model?*
- *did you cooperate with the other members of your group?*
- *did you contribute to the group reaching its goal?*

After students have considered their answers, discuss how further group learning experiences can become more focused or productive.

#### ► Crossing course

With adult assistance set up three stations in the school grounds (e.g. on the oval or playing courts) for students to practise using the systematic search strategy (i.e. stop, look, listen and think) while crossing between parked cars, at the children's crossing in the 'kiss and drop' zone.

##### **Station 1: Crossing between parked cars**

*Park two cars or use chalk to draw the outline of two cars on the bitumen.*

##### **Station 2: Children's crossing**

*Use markers to indicate the crossing area. If possible invite the school traffic attendant to assist with this station.*

# Unit 2:1 Crossing in different situations

## Station 3: Crossing at a crosswalk

Place a series of markers or use chalk to draw the crosswalk lines on the bitumen.

Explain to adult helpers the key safety messages and procedures for each station by using *Resource Sheet 3: Crossing course*.

After completing all three stations, ask students to reflect on their practice and write a list of rules or points to remember when crossing on *Resource Sheet 4: Self-evaluation*.

### Discuss:

*Do you need to follow the same procedure wherever you cross?*

*When might you have to cross between parked cars? Is that the safer option? Why or why not?*

Send the sheet home for students to discuss with their family.

### ► Crossing the road

Mark out a road and footpath in the playground for students to practise using the systematic search strategy (refer to **Background information**).

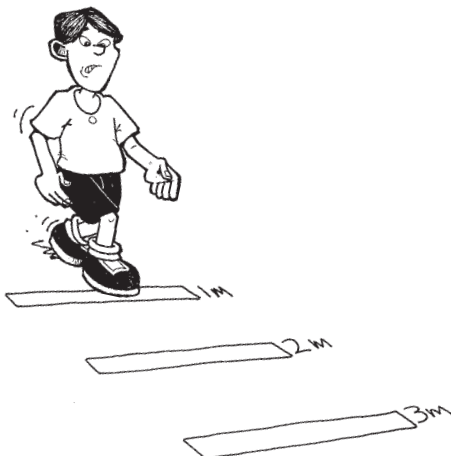
Use the following questions during the practice.

- *What are you looking and listening for when you cross the road?*
- *How will you know when it is safer to cross the road?*
- *When did you stop thinking about crossing the road?*
- *Why is it important to 'stop, look, listen and think' even when crossing with an adult?*

### ► Speed and stopping

Place ten markers approximately two metres apart in a straight line. Select one student to stand about 20 metres before the first marker.

Instruct this student to run, on command, past the line of markers until they hear a



whistle, which means stop as quickly as possible and stand perfectly still. Other students are to watch where the runner is when the whistle blows and count how many markers it takes the runner to stop. Measure the distance.

Repeat the activity, having the student run at different speeds to see if it affects stopping distance.

After watching this activity, talk about why it is important not to run along footpaths or across the road.

### Discuss:

*What did you notice about the runner's ability to stop on command?*

*Why do you think it is important to walk (not run) up to the kerb or road edge?*

*Why should pedestrians walk on footpaths and across the road?*

## REFLECTING

### JOURNAL

#### ► Crossing safely

Use the Think-pair-share strategy to help students recall what they have learnt during this unit before writing in their journal. The following questions can be used as a prompt.

- *If you had to tell someone else two important things to know about crossing the road or railway lines what would they be?*
- *What might you do differently when you next cross the road?*
- *What do you still want to know about crossing the road?*

### KWL

#### ► What have I learnt?

Students complete the 'learnt' column of the KWL chart started in the *Tuning in* section of this unit.

### UNFINISHED SENTENCES

#### ► What do I know and think?

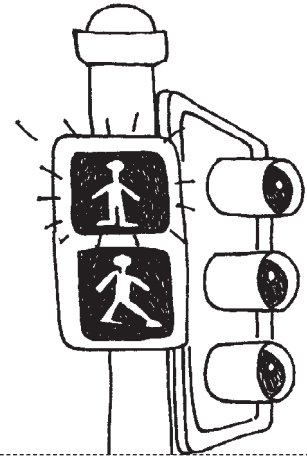
Ask students to reflect about the learning experiences they have been involved in during this unit and complete the following sentences.

- *When choosing a place to cross I know ...*
- *I think it is important to ...*
- *The safest way to cross is ...*
- *I still need to practise ...*

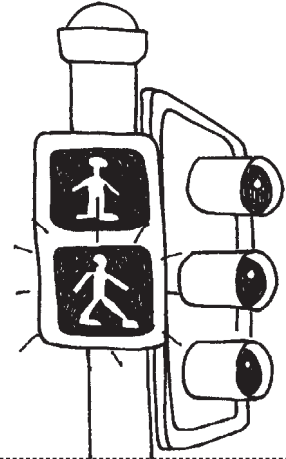
## Controlled crossings



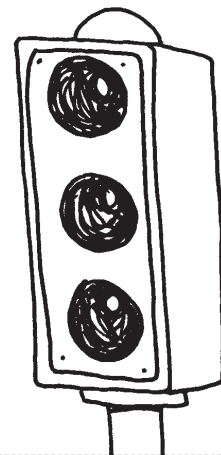
A steady red 'don't walk' figure means 'stop and do not cross the road'. Pedestrians must stay on the kerb and press the signal button and wait for the 'walk' signal. When the 'don't walk' signal is flashing it means 'complete your crossing'. The flashing red figure continues for the time it takes a normal pedestrian to fully complete the crossing. If the 'don't walk' signal is already flashing you must not start to cross the road. Wait for the next 'walk' signal.



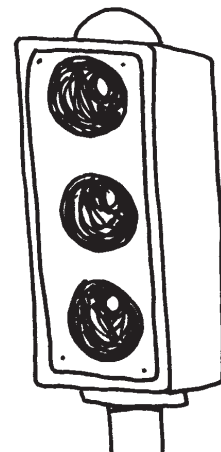
When the green 'walk' figure is illuminated, pedestrians should walk straight across the road. However, before and during the crossing, it is important for pedestrians to keep watching for traffic as sometimes drivers do not always stop. The 'walk' signal is usually displayed for about six seconds. If the red 'don't walk' figure starts to flash, pedestrians should quickly, but without running, complete their crossing.



With this type of crossing, the traffic signals do not include the 'walk' and 'don't walk' signals. They use red, amber and green lights. If a red light is showing, pedestrians must not cross. They should press the pedestrian button and wait until the light changes to green. The signal will stay green long enough for pedestrians to cross at normal walking speed. If the amber starts to flash, pedestrians must complete their crossing continuing to watch for traffic.

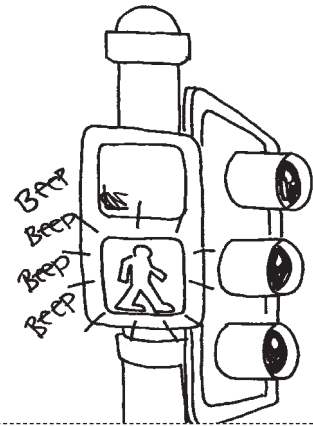


Pedestrians should not cross if the red traffic light is illuminated. When the light changes to green, pedestrians should check that traffic is not turning then proceed across the intersection. Drivers are required by law to give way to pedestrians who are crossing the road they are turning into. However it is important to know that drivers do not always do this.

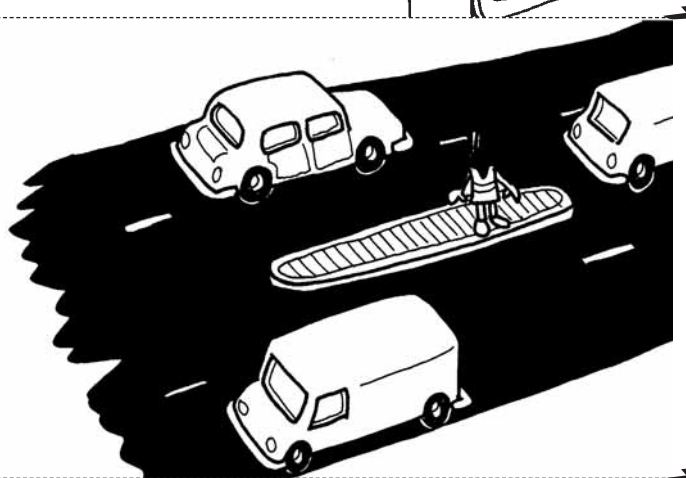


## Controlled crossings

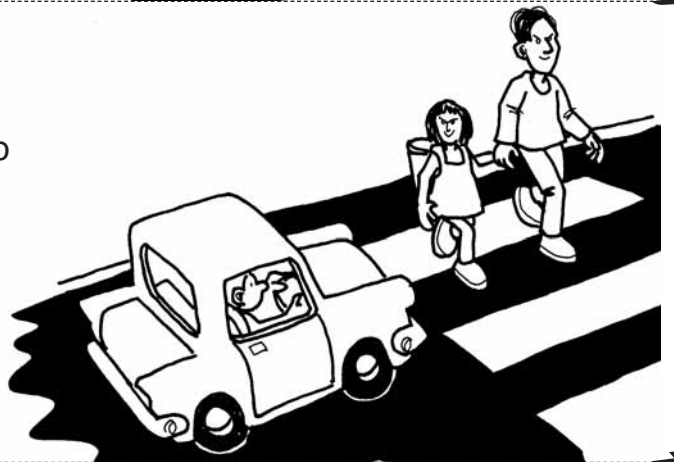
These devices are installed in pedestrian signals. The signal sends out a 'beeping' sound to tell people where to locate the push button. A 'clacking' sound tells pedestrians that the 'walk' signal is showing and to cross with care.



These islands are found in the middle of dual-lane roads. They enable pedestrians to cross in two separate stages. Pedestrians need to look in one direction at a time and must look and wait for a gap in traffic in one direction only. Other safety features of islands include grab rails for balance and an angled gap to encourage pedestrians to view oncoming traffic.



These are called pedestrian crossings or crosswalks. They have white stripes painted across the width of the road for pedestrians to walk on. A pedestrian crossing sign is placed near the crosswalk. Sometimes zigzag lines are painted on the road before the crosswalk to tell motorists that the crossing is ahead. Pedestrians using these crossings have priority over vehicles.

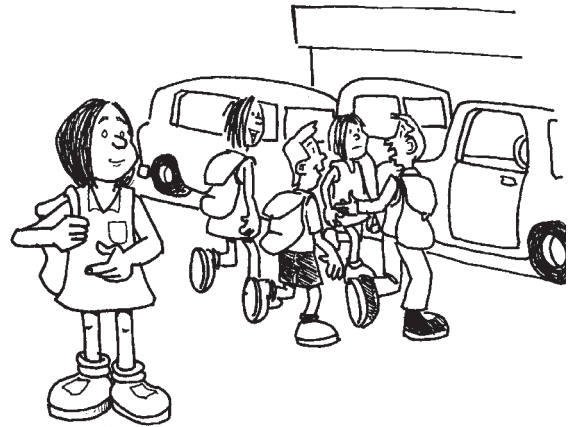


These are located near schools and operate on school days beginning at 7am and finishing at 5pm. At these crossings, pedestrians should approach the crossing and wait on the footpath until all traffic has stopped. At some schools a traffic attendant will monitor this crossing. The location of a children's crossing can be identified by red and white striped steel posts on the kerb, together with the warning signs, flags and road markings.



## Making decisions

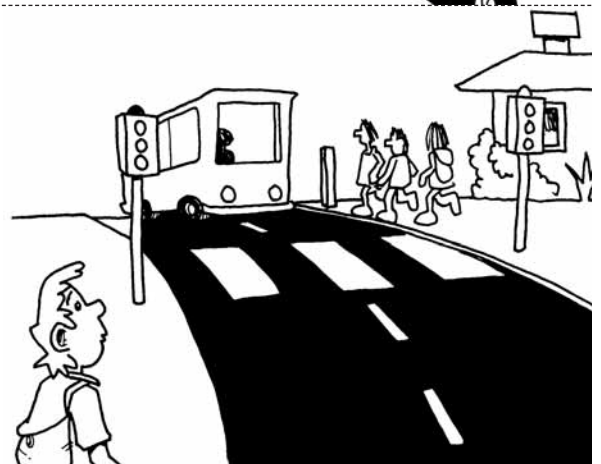
After school, Toni starts to head home. The safer way for Toni to get home takes about 20 minutes because she has to walk along several streets, across a main road and then through a park. Toni notices some kids who live near her are walking home too but they are taking the short cut through the local shopping centre car park and across the highway. It only takes 15 minutes.



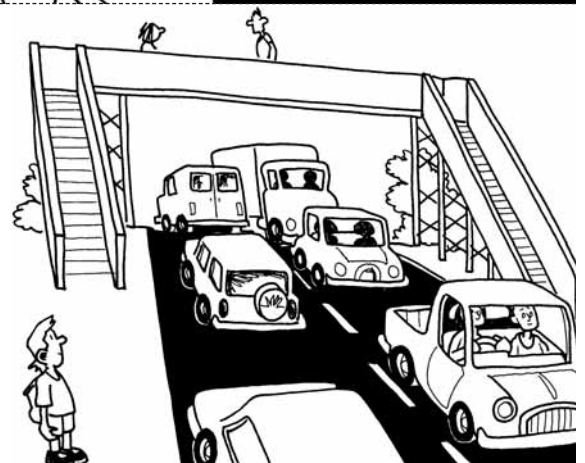
John is waiting to be picked up by his mum. John is getting worried because he has training after school and he doesn't want to be late. He notices that the traffic is starting to get heavier as workers head home. When John's mum finally arrives she parks on the other side of the road. It's about 25 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'll miss the bus. He doesn't want to miss the bus.



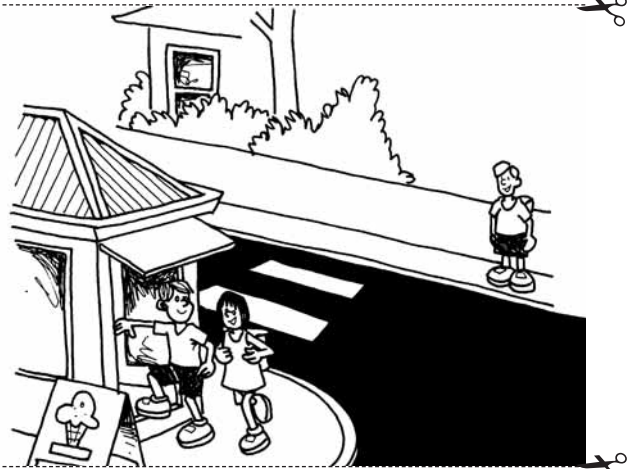
Robbie had an after school activity so when he reached the school crossing the flags had already been taken down. The school crossing is on a main road and there is an overpass about 200 metres down the road. Robbie knows his parents will be worried about him being late home.





## Making decisions

Zane is walking to school when he notices a group of his friends going into the shop on the other side of the busy road. There is a pedestrian crossing further down the road. Zane's friends call out, "Hey, hurry up, we're going in to get something to eat!"



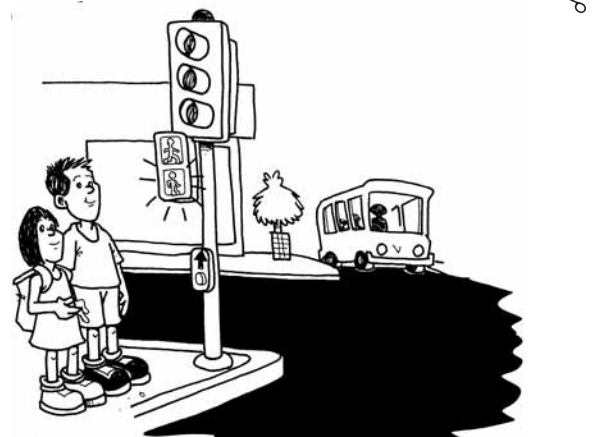
Sam's friend Tim is coming over after school to work on a class project. Sam can see his dad parked down the street. The traffic attendant is waiting to stop traffic at the children's crossing. Tim says, "Come on, this is taking for ever. Let's run down the footpath and cross over near your dad's car."



Noni and Jack are crossing the road. Noni drops her permission note for the sports carnival. She has to have the note signed and back at school the next day. The note starts to blow along the road. Jack says, "Quick Noni, go and get it or you won't be able to go."



Bobby is walking with Lucy to the catch the bus. They get to the pedestrian crossing and notice the 'don't walk' signal is flashing. The bus they want to catch is coming down the road. "Come on," says Lucy, "we'll miss it if we don't go now."



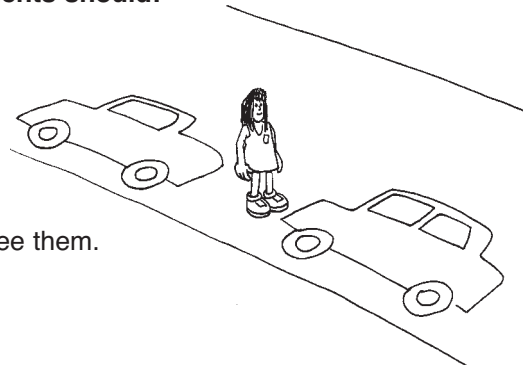
## Crossing course

### Station 1: Crossing between parked cars

**Before practising:** Discuss with students why they should try to avoid crossing between parked cars. Explain that it is dangerous because drivers often don't notice children standing between cars and that their size makes it difficult to be seen.

**For times when crossing between cars is their only choice, students should:**

1. Ask a trusted adult for assistance.
2. Select a gap between two cars which have no drivers.
3. Make sure it is not a driveway and the space is not big enough for a car to park.
4. Walk and stand near the front corner of the car.
5. Stop where they can see oncoming traffic and the drivers can see them.
6. Use the systematic search strategy (stop, look, listen and think) before crossing the road.
7. Walk straight across the road continuing to check for traffic.

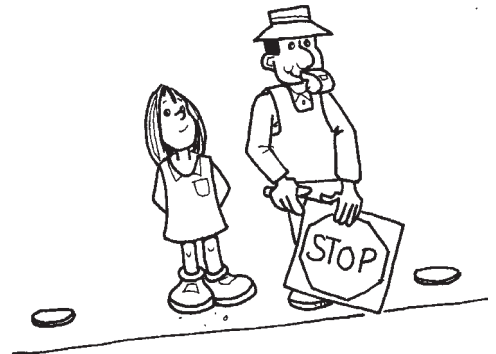


### Station 2: Crossing with a traffic attendant

**Before practising:** Explain to students that traffic attendants can judge when it is safer to cross. Ask students to explain what signals the traffic attendant uses to tell them when it is time to cross. Remind students to always look, listen and check for traffic even when there is a traffic attendant to help them.

**Students should:**

1. Stop back from the kerb.
2. Wait for the traffic attendant to blow their whistle and show the flags.
3. Check that all traffic has stopped.
4. Use the systematic search strategy (stop, look, listen and think) before crossing the road.
5. Keep checking traffic and listen to the traffic attendant's instructions.

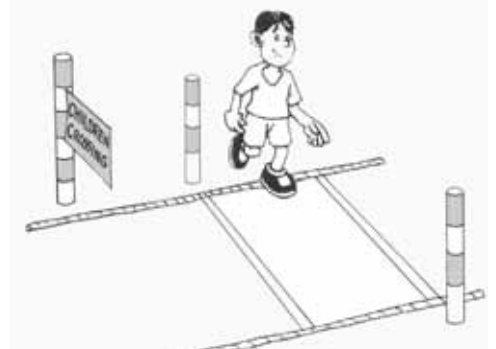


### Station 3: Crossing at a children's crossing

**Before practising:** Explain to students that traffic must stop at children's crossings when pedestrians indicate that they want to cross. However, explain that this does not always happen and it is important for students to wait until all traffic has stopped before deciding to cross.

**Students should:**

1. Stop back from the kerb.
2. Wait for all traffic to stop.
3. Make eye contact with the drivers.
4. Use the systematic search strategy (stop, look, listen and think) before crossing the road.
5. Walk straight across the crosswalk.
6. Continue checking for traffic while crossing.



## Self-evaluation

So how did you go at each station? Tick the box that shows how you feel about your ability to cross safely.



I definitely need more practice.



I did okay but still need more practice.



I did really well.

Crossing between parked cars.			
Crossing with the traffic attendant.			
Crossing at a children's crossings.			
Using – stop, look, listen and think – in all crossing situations.			

Three things I need to remember when I cross between parked cars are:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_



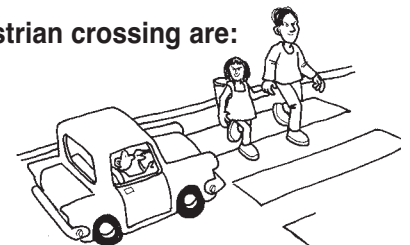
Three things I need to remember when I cross with a traffic attendant are:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_



Three things I need to remember when I cross at a children's crossing or pedestrian crossing are:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_



### At-home activity

Your child has been talking about and practising how to cross the road at pedestrian crossings, between parked cars and with a traffic attendant. Whenever you are out and about, practise crossing in different places to help your child become a safer pedestrian. Make sure they always stop, look, listen and think before crossing.

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

## Crossing roads

### Dear family

**Children under 10 years** are not able to be responsible for their own safety when crossing roads and railways lines, because:

- their peripheral vision and directional hearing is still developing
- they have difficulty judging the speed and distance of vehicles
- they are still developing the skills to search the traffic environment
- they have a tendency to be easily distracted and are unpredictable
- their smaller stature makes it difficult for drivers to see them.



**Children up to the age of 12** may also not have the ability to cross safely and should be supervised by an adult.

### At-home activity

When walking to school or around your local area, teach your child how to cross using the steps below. Show your child each step and explain why it is important to do this every time they cross.

**Step 1** Choose the safest place to stop and cross.

**Step 2** Ask a trusted adult for help to cross the road.

**Step 3** **Stop** back from the kerb and road.

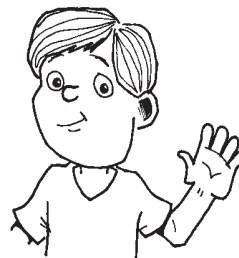
**Step 4** **Look** in all directions for traffic.

**Step 5** **Listen** for traffic.

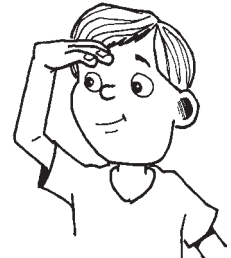
**Step 6** **Think** about when it is safer to cross.

**Step 7** When the road is clear, walk straight and quickly across the road.

**Step 8** Keep checking the road by looking, listening and thinking about traffic while crossing.



**STOP**



**LOOK**



**LISTEN**



**THINK**

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

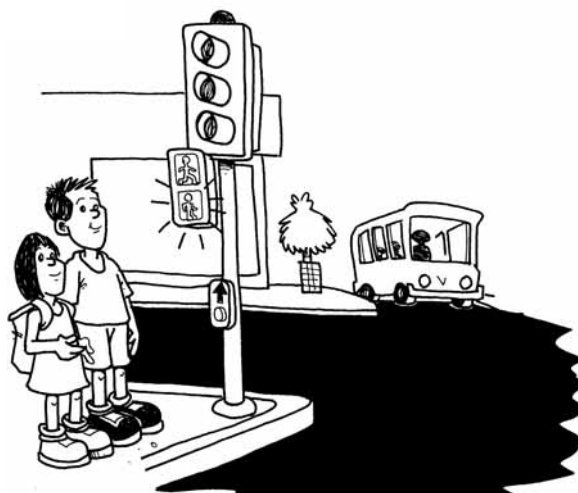
Classroom Teacher

## Safer places to cross

### Dear family

It is important that you supervise your child when crossing roads and talk about where it is safer to cross. Safer places include:

- places with a clear view of traffic in every direction
- pedestrian crossings
- roads with a median strip in the middle
- underpass/overpass
- traffic lights with pedestrian phasings
- pedestrian footbridge
- children's crossing
- places with a pedestrian refuge
- the maze crossing at railway lines



**Here are some important points to remember when teaching your child how to cross the road.**

- If there isn't a pedestrian crossing, it is safer to cross **on a straight flat section of road** where you can see traffic coming from all directions.
- When crossing at an intersection, stand where all traffic can be seen and where drivers can see you. **Check for turning traffic before crossing.**
- Remind your child that **it is unsafe to cross between parked cars**. However, when this is the only choice, your child should select a gap between two cars which have no drivers and walk to the outside corners of the cars. They should stop where they can see traffic and traffic can see them (i.e. in line with the outside edge of the cars) before using the safe crossing procedure.

### At-home activity

Take your child on a walk in the local area to find pedestrian facilities (see list above). Use this time to practise crossing the road. Remember to show your child how to **stop, look, listen, think** then cross.

**If there is a set of traffic signals with pedestrian phasing in your area,** help your child to:

- identify the red 'DON'T WALK' signal and explain what it means
- identify the green 'WALK' signal and explain what it means
- practise not leaving the footpath if the 'DON'T WALK' signal is showing
- practise crossing only when the 'WALK' signal is showing
- practise pressing the button and waiting for the 'WALK' signal to appear
- understand that cars are supposed to stop when the 'WALK' sign appears, but sometimes they might not.

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

Classroom Teacher

## To and from the bus

Dear family

Did you know that children are often injured when they walk behind the bus and try to cross the road before the bus has moved away?

Keep your child safer by:

- supervising them to the bus stop
- meeting them at the bus stop
- talking about safer ways to cross the road
- using the systematic search strategy - **stop, look, listen and think** before crossing.



Check and make sure your child knows ...

- where to wait for the bus
- how to cross the road after the bus had moved away
- what to do if no one is us at the bus stop to walk them home
- what to do if they miss the bus or their stop.

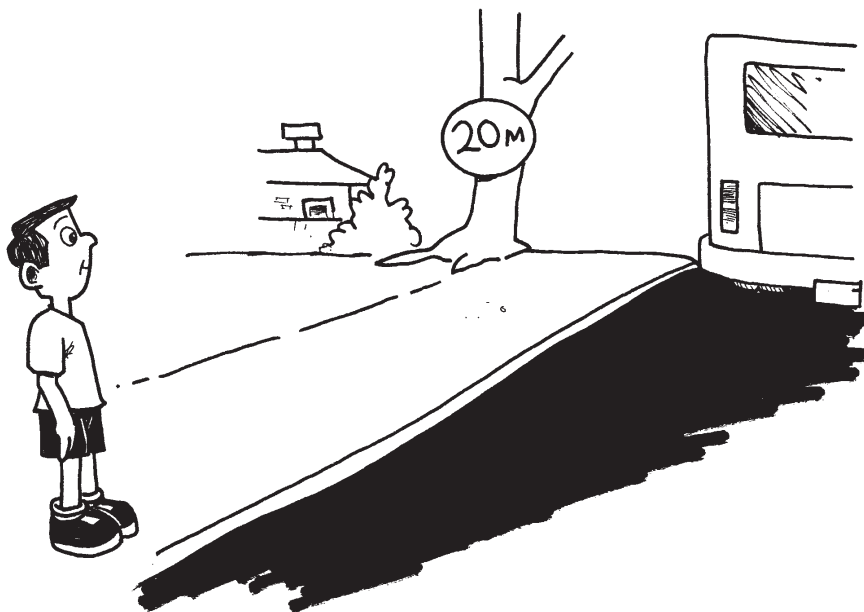
At-home activity

If your child travels to and from school by bus, explain that they should only cross the road after the bus has moved away. This will enable your child to see oncoming traffic and allow drivers to see them waiting to cross.

Take your child to their bus stop and point out a marker on the road edge such as a light pole, tree or fence post that is **at least 20 metres** down the road from where they get off the bus.

Explain to your child that until the bus has moved past that marker they should not attempt to cross the road.

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



Classroom Teacher

# Pedestrian risks

## Unit 2:2 Considering pedestrian risks

### For students:

#### **Key understandings**

- Pedestrian trauma accounts for 41% of injury deaths of children aged 1 to 14 (2005 - 2009).
- Traffic crashes involving child pedestrians are often the result of errors made by children.
- Pedestrian hazards may differ day to day as the traffic environment is not static.
- The complex interplay of factors such as pedestrian behaviour, conditions and location, increases the potential for traffic-related pedestrian injuries.
- The majority of pedestrian injuries occur on minor roads without particularly dangerous or hazardous features.
- There is a range of potential hazards for pedestrians such as cars entering and exiting driveways and car parks.
- A vehicle's stopping distance depends on the driver's reaction time, the speed of the vehicle and the braking distance.
- If there isn't a footpath, pedestrians should walk on the right hand side, away from the road edge and facing oncoming traffic.
- Choose the safest route through a car park and walk where cars expect to see pedestrians i.e. on the footpath.
- Traffic environment sounds and sights such as reversing lights, beepers, exhaust smoke and slamming doors indicate to pedestrians a possible hazard or risky situation.
- Pedestrians have a responsibility to act safely and make decisions that reduce their own and other road users' likelihood of crash involvement.
- Peers and friends can influence your decision making.

#### **Key skills**

- Practise scanning the traffic environment for potential hazards.
- Practise looking and listening for vehicles coming in and out of parking bays and driveways.
- Plan safer routes to walk to school and within the local area.
- Practise using positive responses when others are encouraging unsafe pedestrian behaviour.
- Make decisions that may reduce the level of harm.
- Share own opinions and attitudes about pedestrian safety with others.

### TUNING IN

#### BRAINSTORM

##### ➤ What's a hazard?

Ask students to define the term 'hazard'. For example: something that is dangerous and may hurt you; somewhere that isn't safe; something that gets in your way.

Students brainstorm hazards that pedestrians may encounter in a traffic environment, such as:

- cars reversing out of driveways
- tractors, quad bikes, motorbikes and farm machinery moving in and out of properties
- roads without footpaths
- cyclists on footpaths
- busy intersections
- roundabouts
- traffic signals without pedestrian phasing
- parked cars obstructing the view of the road.

# Unit 2:2 Considering pedestrian risks

## Discuss:

What hazards have you encountered walking to and from school?

Are the hazards there every day or do they change? Why?

Are young pedestrians always aware of hazards? Why or why not?

Consider the hazards identified in the brainstorm and list strategies that pedestrians can use to reduce the risk in each situation such as:

- always checking driveways and crossovers for cars going in and out
- walking on the right hand side of the road facing oncoming traffic if there isn't a footpath
- being aware of other path users
- knowing how to cross between parked cars (if that is the only option)
- always looking, listening and thinking before making decisions in the traffic environment.

Students write or role-play about how they safely cope with a pedestrian hazard encountered on the way to school or in the local area.

## PLACEMAT

### ➤ Safer car park strategies

Place students in groups and provide them with a large sheet of paper. Pose the following question about pedestrian safety in car parks and ask students to write some ideas on their section of the placemat.

*Car parks can be dangerous places.*

*What can children your age do to stay safer in car parks?*

Some ideas that students may write on the placemat are:

- walk with adult supervision
- hold an adult's hand
- check for vehicles entering or exiting car bays
- use footpaths if provided.

The group listens to each student's ideas and chooses two or three as key safety messages to write in the centre of the placemat.

As a class, discuss the car park strategies generated through the placemat and decide if these might reduce the risk for child pedestrians.

## FINDING OUT

### GUEST SPEAKER

#### ➤ Stopping distance for heavy vehicles

In rural and remote areas, pedestrians may have to deal with road trains, heavy haulage vehicles and trains. Invite a driver to talk about the difficulty of quickly stopping these vehicles due to their size. Take students outside to measure out stopping distances.

### HEAD TALK

#### ➤ Pedestrian risks

Give each group a copy of *Resource Sheet 1: Pedestrian risks*. Explain to students that three interacting factors – the **road user**, **conditions** and **location** – combine to create situations that may increase the level of risk for a pedestrian and which need to be individually assessed for safety.

In groups, students cut up the resource sheet and write the letters R (road user), C (conditions) and L (location) on the back of each card to avoid the cards being placed in the wrong pile.

Students place the cards in three piles and turn over the top card of each pile. The combination of the three cards creates a traffic situation which students should discuss.

After repeating this procedure five times, students rank the situations according to possible level of pedestrian risk (5 being the highest).

Conduct a head talk to let students justify their choices and rankings. Talk about strategies to reduce the risk in each of the highest ranked situations.

Remind students that it is not always possible to predict the behaviour of other road users. Point out to students that when there is no footpath:

- it is safer to walk as far away from the edge of the road as possible and on the right hand side facing oncoming traffic, (this makes it easier for children to see what traffic is coming and allows drivers to see them)
- move away from the road edge when traffic is passing, especially trucks and large vehicles
- rural vehicles (e.g. motorbikes and trucks) sometimes drive on the road edge.

## Discuss:

*Knowing how the combination of pedestrian behaviour, conditions and location can contribute to the level of risk, how will this impact on your behaviour as a pedestrian in the future?*



# Unit 2:2 Considering pedestrian risks

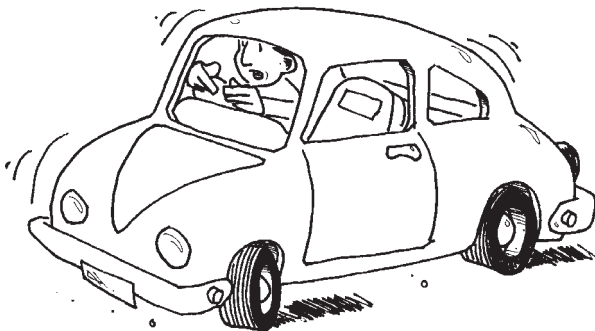
## MATHS INVESTIGATIONS

### ► Stopping distance

Explain to students that the distance taken for a vehicle to stop in an emergency depends on the driver's reaction (thinking time) and braking time as well as road and weather conditions.

reaction time + braking time = stopping distance

Ask students to guess the emergency stopping distance for a car travelling at 40km/h, 60km/h, 80 km/h and 100km/h. Make a sign for each of the speeds listed above then take students outside.



Ask students to place each sign to indicate where they think a vehicle would stop when travelling at the nominated speed. Use a trundle wheel to measure each distance.

Check the estimated distances against the following table then place a set of markers for students to compare with their estimations.

speed	stopping distance
40km/h	17.4 metres
60km/h	32 metres
80km/h	53.6 metres
100km/h	78.8 metres

Remind students that these distances are for a normal passenger vehicle. In rural and remote areas where traffic includes semi-trailers and road trains, stopping distances will increase due to the vehicle's size and weight.

### Discuss:

*How does speed change the distance it takes a driver to stop?*

*How long will it take a vehicle outside our school to stop in an emergency?*

*Why is it important for children and other pedestrians to know how long it takes a vehicle to stop?*

Ask students what might change the stopping distance (e.g. the road worthiness of the vehicle - efficient brakes; conditions of the road - wet weather, gravel road; the experience and alertness of the driver).

### Discuss:

*Why is it important for pedestrians to know that stopping distances can change depending on several factors?*

### ► Measuring stopping distance

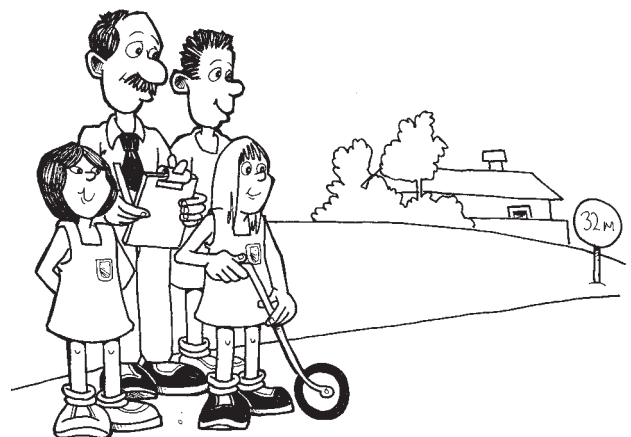
Ask students to estimate a distance of 32 metres by placing two markers from start to finish. Measure the distance using a trundle wheel to check accuracy.

- *What speed would a vehicle have to be travelling in order to take that distance to stop? (The answer is 60km/h in dry conditions.)*

To develop their ability to judge distances, students practise estimating and measuring the same distance in other areas of the school.

Process the activity by discussing its relevance to pedestrian safety when crossing roads.

Extend students' learning from this activity by completing the excursion described in the *Real-world* section of this unit.



## SORTING OUT

### WRITTEN RESPONSES

#### ► Finish the story

Students write the beginning of a story focusing on children walking to or from school and encountering hazards along the way. The pedestrian hazards identified in the *Tuning in* 'brainstorm activity' can be displayed to provide ideas.

# Unit 2:2 Considering pedestrian risks

Students swap their story with a partner who must identify the dilemma and write the ending by choosing a strategy that will reduce the pedestrian's risk.

Read the stories to younger students and ask them to talk about the problem the pedestrian encountered and decide if the strategy selected was the safest option.

## MAKING DECISIONS

### DECISION-MAKING MODEL

#### ► Pedestrian problems

Give groups one of the scenarios described on *Resource Sheet 2: Pedestrian problems* and *Resource Sheet: Decision-making model* included in the **Making decisions** section. Explain to students the steps involved when making a decision.

<b>Issue:</b>	What is the problem?
<b>Choices:</b>	What are the choices?
<b>Consequences:</b>	What are the positive and negative things that could happen with each choice?
<b>Feelings:</b>	How would the person feel about these choices?
<b>Decision:</b>	What do you think the person should do?

Students work through the decision-making model to identify choices and decide what the character could say or do.

Ask students to perform a role-play for the scenario showing the chosen action and response.

#### **Discuss:**

*Would the action chosen avoid injury or reduce the severity of the injury?*

*Would the response chosen avoid injury or reduce the severity of the injury?*

*What could have been changed to avoid injury or reduce the severity of the injury?*

*Why is it useful to think about and plan for difficult situations that might happen in real life?*

If the scenarios are not appropriate, students can create relevant pedestrian traffic problems. For example, rural and remote students may need to decide what to do when:

- a footpath isn't available
- passing traffic is travelling at very high speeds
- roads are unsurfaced and gravel is thrown up by passing traffic
- large road trains are passing
- they need to cross a railway line.

### ROLE-PLAY

#### ► Pedestrian hazards

In groups, students discuss one of the following scenarios to identify the potential hazard and determine ways to reduce the risk.

Ask each group to prepare a role-play demonstrating the strategies they would use in the situation.

*Workmen are replacing the footpath that Bob normally walks along to get to the shops. The workmen have parked their cars and are blocking most of the road. What could Bob do?*

*Tina is walking to school with her friend Sam who is kicking his ball along the footpath. Tina knows it's important to check driveways for cars coming in and reversing out. Sam doesn't seem to care and Tina is worried. What could Tina do?*

*A quiet road Millie uses on the way to school has been closed due to road works. The only other way to get to school is along and across a busy highway that doesn't have a pedestrian crossing or pedestrian signals. What could Millie do?*

*Alexis and Nik were going to soccer practice. Nik was really excited because he was wearing his new boots. As soon as Alexis' mum had parked the car, Nik got out and started running through the car park kicking his soccer ball. What could Alexis do?*

Students perform role-plays in a fishbowl format, where students outside the fishbowl observe the effectiveness of strategies. Pause the role-plays frequently and ask students on the outside of the fishbowl to suggest possible thoughts that might help the performers. Rotate students through performing and observing roles.

## SPEAKING OUT

### HEALTH PROMOTION

#### ► Stopping distances

Use the information gained from the *Maths investigations* learning experiences to inform others of the importance of understanding the distance a

# Unit 2:2 Considering pedestrian risks

vehicle can take to stop when travelling at different speeds.

Students decide how the information will be presented i.e. a poster, computerised graph, a letter to families in the school community or a simulated demonstration at a school assembly.

Remind students that the presentation should emphasise the need for pedestrians to be able to judge speed and distance and promote safer crossing.

## ► Problem pedestrian areas

Explain to students that human error is a causal factor in over 95% of traffic-related injuries and only behavioural changes can improve the safety of pedestrians and other road users.

Brainstorm a list of hazards or problem areas around the school or in the local area. For example: a lack of safer places to cross near the school, local shop, swimming pool or playing field; or a crossing facility that pedestrians often fail to use properly.

As a group, decide which unsafe traffic condition they can tackle as a project. Suggest to students that the project will need to promote safer behaviour as socially desirable and influence peer pressure in a positive way.

### Discuss:

*Why might people behave in an unsafe manner at this location?*

*What would be the best way to make the situation safer?*

*How might we change people's behaviour in this area?*

When the problem area has been identified, brainstorm possible solutions, ways of enlisting support from the school and local community, and who in the community can be contacted to help (e.g. police, local council, community newspapers and radio).

Allocate tasks that might include writing letters and advertisements, designing posters or pamphlets, and organising a representative from one of the identified agencies to visit the class or school.

Students should reflect on the effectiveness of their completed project and decide ways to report their findings to the community such as a letter in the school newsletter or local newspaper.

### Discuss:

*If you were to tackle another school or community traffic issue, what would you do differently?*

## REAL-WORLD

### EXCURSION

#### ► Stopping distance

It would be beneficial if students had completed the 'Measuring stopping distance' activity in *Finding out* before participating in this activity.

Take students to a regular crossing point near the school. Use a trundle wheel to measure out 17.4 metres on the footpath in both directions and place a marker or identify a landmark at that distance.

Explain to students that it takes 17.4 metres for a car travelling at 40km/h to stop in a school zone (in ideal weather and road conditions) and that the car needs to be further down the road than the marker if they are to have enough time to cross safely.

Emphasise that ideally the road should be clear, however there may be times when they will have to rely on estimation of distance to attempt a crossing.

Repeat the activity with a measurement of 32 metres to show how far it takes a car travelling at 60km/h to stop.

### Discuss:

*Why is it important for you to know this information as a pedestrian?*

*What might change the stopping distance of a vehicle?*

#### ► Local area walk

Invite families to supervise students on a walk around the local area using the *Resource Sheet 4: Local area walk*. The walk will focus on identifying potential pedestrian hazards.

While on the walk:

- discuss how footpaths stop at road intersections, driveways and crossovers and that it is important to always check these
- point out the difference between a footpath and a shared path (i.e. for cyclists and pedestrians)
- ask students to scan the traffic environment to identify potential hazards such as the surface and condition of the footpath, objects on or near footpaths (e.g. rubbish bins, light poles, phone box, parked cars and buses)

# Unit 2:2 Considering pedestrian risks

- practise walking on the left side of the footpath (i.e. the side away from the road)
- practise the systematic search strategy – stop, look, listen and think when crossing roads
- take digital photos of unsafe situations or potential hazards.

After the walk, share observations of the local area and use the digital photos to:

- make a book
- create a PowerPoint presentation
- inform others of hazards in the local area.

### Discuss:

*What hazards should a pedestrian be aware of when walking along a footpath?*

*Why is it important to use a footpath (if one is available) when walking alongside a road?*

*What would you do if the footpath was obstructed?*

*What can you do if there is no footpath where you are walking?*

*What should you do if you hear a bicycle bell when you are walking on a footpath or shared path?*

## PARENT INFORMATION AND AT-HOME ACTIVITY

### ► Pedestrian hazards

Use the *At-Home Activity Sheet 1: Pedestrian hazards* to encourage students to walk to school or around the neighbourhood with their family, identifying safer places to walk, play and cross.

If families are unable to complete this activity with their child, encourage students to arrange for another adult to help them to complete the activity.

## SIMULATED

### REPLICATING THE REAL WORLD

#### ► Reaction time

Sit students in a circle, holding hands and with their eyes closed. A student nominated by the teacher, squeezes the hand of their neighbour to the left or right. When the neighbour feels their hand squeezed, they pass it on to the next person as quickly as possible. When the 'squeeze' returns to the nominated student they shout 'stop'.

Record the time taken and repeat the activity until the time begins to increase. Discuss how students were

initially able to decrease their reaction time but after they became bored, tired or distracted the reaction time increased.

Relate this to the importance of remaining alert when using roads. Talk about how some drivers may be tired and therefore less alert when driving and consequently take longer to react in an emergency.

#### ► Reaction time

Photocopy *Resource Sheet 3: Reaction timer* onto card. In pairs, students observe and measure each other's reaction times. Discuss how reaction times differ between people and how this may affect pedestrians' safety in the traffic environment.

### Discuss:

*As a pedestrian, in what traffic situations might you have to have quick reactions?*

*Why can't we rely on quick reactions to keep us safer?*

Ask students to consider the implications of the time it takes for a driver and a pedestrian to react, and a vehicle to come to a stand still in the traffic environment.

Send the reaction timer home with students and suggest they test the reaction times of their family.

#### ► How long does it take to cross?

Ask students to estimate how long it would take a child their age to cross a single-lane road. As a rough guide it takes 6 - 8 seconds to cross a single lane road (10 seconds to cross a two-lane road and 15 seconds to cross a four-lane highway).

Using a stop watch, time how long it takes students to cross a simulated road which is as wide as a single lane road (approximately 8 metres). Remind students that it is important to use the systematic search strategy and to walk straight across the road.

Check if guesses were accurate and determine if all students took the same time to cross.

### Discuss:

*Why did some students take more or less time to cross?*

*Why should pedestrians walk across roads and not run?*

*What are the risks associated with crossing a road diagonally instead of walking straight across?*

## Unit 2:2 Considering pedestrian risks

Knowing how long it took you to cross a single lane road, how long would it take you to cross a two lane road?

### ► Judging traffic speed

Take students in small groups to a footpath next to a roadside. Use markers to indicate an 8 metre distance along the footpath to simulate the width of a single-lane road.

Ask students to stand on the footpath behind the first marker. Identify a light pole or tree that is further down the road from where students are standing.

Ask students to indicate when it would be safer to cross the road as they see a vehicle (driven by a parent or passing traffic) reach the light pole or tree.

Ask students to walk the 8 metres on the footpath to see how long after they decided to cross the simulated road, the car passed their starting point.

#### Discuss:

*Why is it important to know how long it takes you to cross a road?*

*What might affect the speed that you walk across the road?*

*Why is it difficult to judge how fast a vehicle is travelling?*

*How can you use landmarks to help estimate distance?*

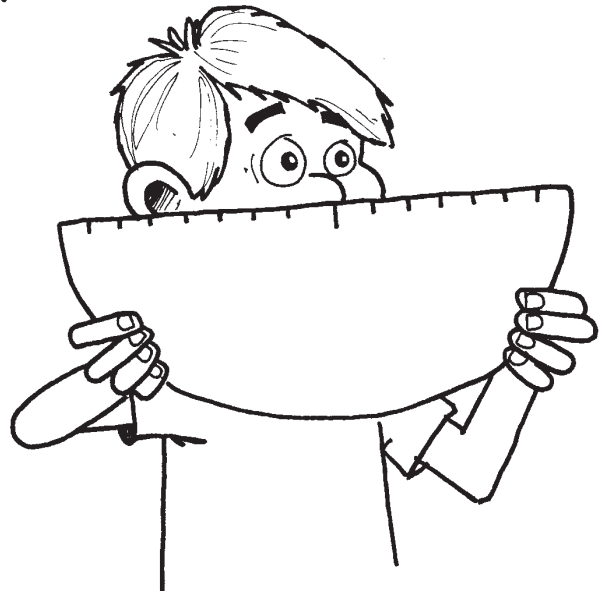
Encourage students to appreciate how difficult it is to judge the speed of a moving vehicle and that wherever possible they should not cross the road until any car they can see has passed.

### ► Peripheral vision

Ask students what 'peripheral vision' is and when they need to use it. Construct a large cardboard protractor for students to use to determine their field of vision.

Ask one student to sit facing the class, holding the protractor at eye level and with their nose in the centre. Another student should stand behind and bring a pencil in to the student's field of vision from the outside edge. The student holding the protractor indicates when they can see the pencil. Other students observe and note the angle at which the pencil is noticed. Repeat the process for the other side.

Explain to students that their peripheral vision becomes more developed as they get older.



Talk about the implications of limited peripheral vision for pedestrians and cyclists in the traffic environment. Ask students to suggest what they can do to compensate for their limited field of vision.

In the traffic environment it is important that children turn their heads from side to side to make sure approaching traffic is seen. When using peripheral vision, colours are not recognised so it is important to turn and look at signals or signs.

*(This activity has been adapted from Transport SA, Road Ready, Pedestrian Safety).*

### ► Pedestrian factors that affect stopping distance

Ask groups to identify what factors may affect the stopping distance of a vehicle (e.g. the condition of the brakes and tyres, weather and road conditions). Explain to students that friction is the force used to stop a vehicle. Ask students what might affect a pedestrian's ability to stop (e.g. running too fast, not wearing good grip shoes, not paying attention).

Students can test the stopping distance of different shoe soles.

## REFLECTING

### JOURNAL

#### ► What does all this mean for me?

Use the *Think-pair-share* strategy to help students recall what they have learnt during this unit before writing in their journal. The following questions can be used as a prompt.

## Unit 2:2 Considering pedestrian risks

- *If you had to tell someone else two important things about identifying hazards, what would they be?*
- *Who else might need to know this information? Why?*
- *What might you do differently when you next walk to school?*

### UNFINISHED SENTENCES

#### ► **What does all this mean for me?**

At the conclusion of a series of learning experiences ask students to respond to the following sentences either by drawing or writing their responses.

- *When I am out walking I need to...*
- *I could avoid potential pedestrian hazards by...*
- *I think it is important for pedestrians to ...*

## Pedestrian risks

Pedestrian	Condition	Location
an 8 year old	in wet weather	highway in the city
a group of 11 year olds who know that the traffic environment can change each day	sunny day	roundabout
a ten year old not listening to the traffic attendant's instructions	footpath blocked	driveway
two year 5 students who always walk this way home and think it will be safe	at night in wet weather	straight stretch of road
an 11 year old playing with a ball near the footpath	wet weather in daytime	steep hill
a 3 year old and an adult at traffic signals with pedestrian phasing	at night	dirt road

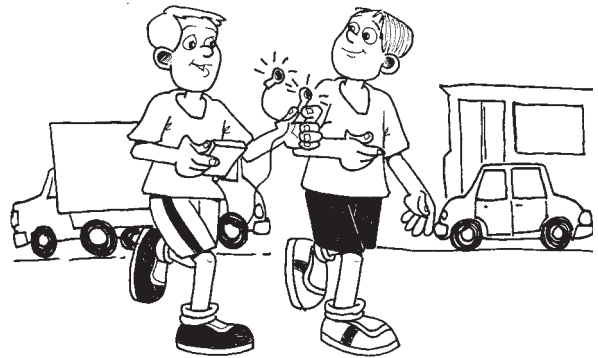
## Pedestrian risks

Pedestrian	Condition	Location
a 9 year old listening to their ipod	no footpath	on a corner
a 12 year old wearing dark clothing	road works blocking view and footpath	busy main road
a 10 year old with their 3 year old brother	driver has sun in their eyes	a busy shopping centre car park
a 10 year old wearing bright clothing	driver is reversing	a railway line
a group of students playing with a ball at the bus stop	traffic signals not working	four-lane highway



## Pedestrian problems

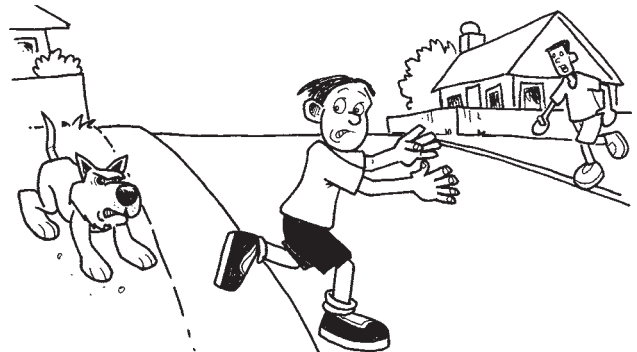
Tim and Jono are walking home together from training. Tim knows that pedestrians should always be listening out for traffic sounds but Jono wants Tim to listen to some really loud music.



While crossing the road, Damien drops something important. His friend Julie races out to pick it up.



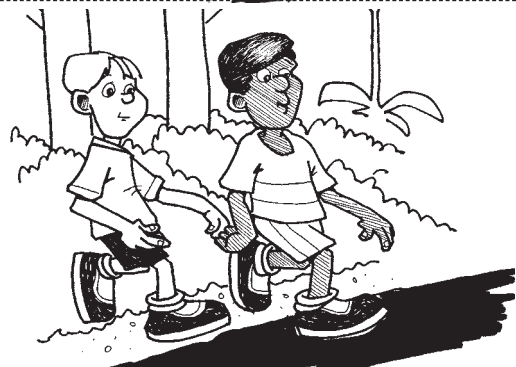
Steven is being chased onto the street by a dog. His friend Wayne who lives on the other side of the street sees what is happening and goes to help.



Kelly is skateboarding near the road. Her friend Fiona is worried that Kelly might lose control of her skateboard and roll out onto the road.



Kynan and Zane are walking along a country road that doesn't have a footpath. The side of the road is covered in bushes. Zane tells Kynan to walk on the road in case there are snakes in the bushes.



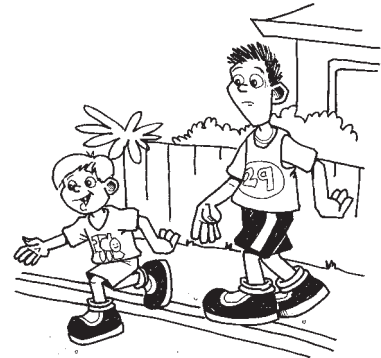
## Pedestrian problems



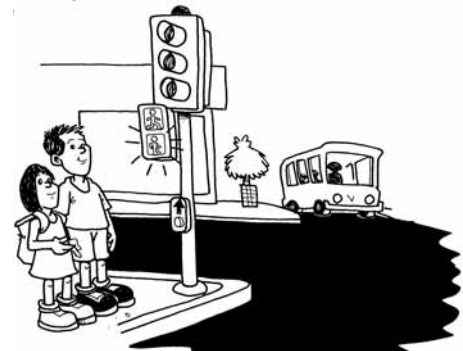
Paul is showing his friend Jamie how to play soccer on the edge of the road. Jamie misses the ball and it starts rolling around in the middle of the road. Paul tells Jamie to go and get the ball before it gets squashed.



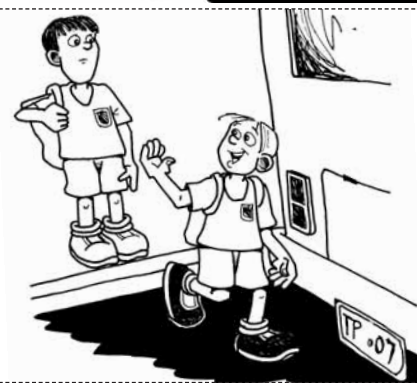
John's younger brother has run onto the road.



Lee and Jess are waiting for the 'walk' signal. Jess tells Lee that it's taking too long and to cross after the next car.



Mitch has just got off the bus and is waiting for it to move away before he crosses the road. His friend Owen says, "Don't be a chicken. Let's go."



Quentin and Erin find the footpath has been pulled up by some workmen. Erin tells Quentin to walk on the road because it's not busy so they won't get hurt.



## Reaction timer

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



### ADULTS' REACTION TIMER

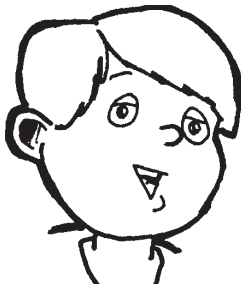
#### SLOW

Better take care and keep practising.



#### NOT BAD

Still need to practise. Stay alert!



#### AVERAGE

Keep watching - you might need to react quickly.



#### GREAT

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



#### FANTASTIC

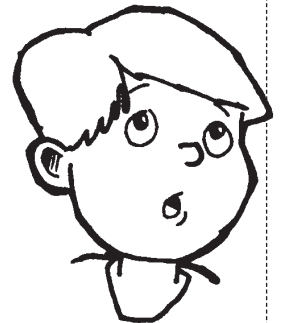
Excellent reaction response!



### CHILDREN'S REACTION TIMER

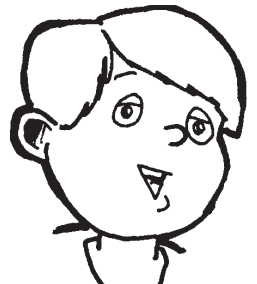
#### SLOW

You need to practise a lot more. Come on, you can do it!



#### NOT BAD

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



#### AVERAGE

Your reaction time is OK. Keep on practising!



#### GREAT

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



#### FANTASTIC

Excellent reaction response!

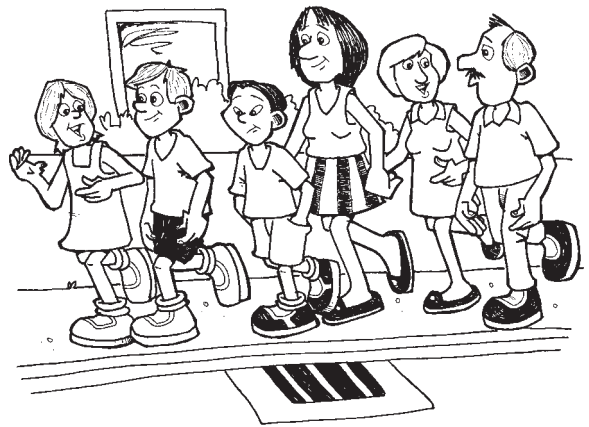


## Local area walk

### Dear family

On \_\_\_\_\_ (date) our class  
will be going for a walk to \_\_\_\_\_  
\_\_\_\_\_ (see the attached map).

The walk will help the students to find  
traffic and pedestrian hazards in their local  
area and practise crossing the road.



### We will be looking at potential hazards such as:

- the school car park
- a pedestrian crossing
- traffic signals (lights)
- a busy road
- road works
- car parks
- local footpaths
- driveways and crossovers
- roads without footpaths
- a roundabout
- railway crossing
- pedestrian signals

### We will be practising:

- selecting safer places to cross
- using the 'stop, look, listen, and think' procedure before crossing.

If you can participate on the walk between \_\_\_\_\_ am/pm (time) and  
\_\_\_\_\_ am/pm (time) please indicate on the form below and return to  
school by \_\_\_\_\_



I give permission for my child \_\_\_\_\_ (name)  
to attend the *Local area walk* excursion as indicated on the attached map on  
\_\_\_\_\_ (date).

I will be available / unavailable to accompany the class on the walk.

Signed (Parent/caregiver) \_\_\_\_\_ Date \_\_\_\_\_

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

## Pedestrian hazards

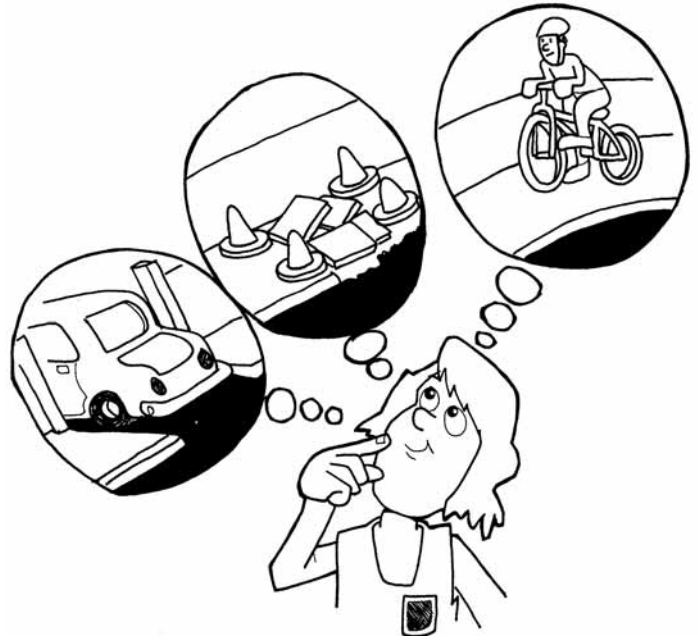
### Dear family

Each day your child may be faced with hazards when walking to and from school, and around their local neighbourhood.

Hazards may include cars entering and reversing out of driveways and crossovers, road works blocking access to footpaths or sharing a path with cyclists. These hazards may change from day to day.

### At home activity

It is important that your child practises scanning the traffic environment for potential hazards and knows what to do when they encounter a hazard.



Take a walk with your child to help them identify potential hazards that they may have to deal with on a daily basis or perhaps unexpectedly.

### As you walk with your child talk about:

- not crossing the road without assistance from an adult (where possible)
- choosing safer places to walk (i.e. on a footpath or the road edge facing oncoming traffic)
- choosing safer places to cross (e.g. a straight stretch of road or at a pedestrian crossing)
- checking driveways and crossovers for cars and other vehicles coming in or reversing out.

### When crossing the road practise these steps.

- Step 1** Choose the safest place to cross.
- Step 2** Ask a trusted adult for help to cross the road.
- Step 3** **Stop** back from the kerb and road.
- Step 4** **Look** in all directions for traffic.
- Step 5** **Listen** for traffic.
- Step 6** **Think** about when it is safe to cross.
- Step 7** When the road is clear and all traffic has stopped, walk straight and quickly across the road, holding an adult's hand.
- Step 8** Keep checking the road by looking, listening and thinking about traffic while crossing.

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

Classroom Teacher

# Local area

## Unit 2:3 Getting to know the local area

### For students:

#### Key understandings

- Negotiating a journey safely in the traffic environment requires planning and decision making.
- There are safer routes to walk to and from school, and within the local area.
- Pedestrians should choose safer places to cross the road and roads or streets that carry little traffic.
- Use the systematic search strategy to cross the road.
- Traffic crashes involving child pedestrians are often the result of errors made by children.
- Pedestrians have a responsibility to act safely and make decisions that reduce their own and other road users' likelihood of involvement in traffic crashes.
- Peers, friends and family can influence and increase your decisions.

#### Key skills

- Identify and plan the safest way to walk to and from school, and within the local area.
- Recognise potential hazards for pedestrians in the local area and on the way to school.
- Practise using the systematic search strategy to cross roads.
- Practise using positive responses when others are encouraging unsafe pedestrian behaviour.
- Make decisions that may reduce the level of harm.
- Share own opinions and attitudes about pedestrian safety.

### TUNING IN

#### QUIZ

##### ➤ Heads and tails

Explain the game and 'heads and tails' rules to students.

1. Listen to the question or statement.
2. Put your hands on your head if the answer is 'true'.
3. Put your hands on your tail (bottom) if the answer is 'false'.
4. If your answer is correct, keep on standing.
5. If your answer is wrong, sit down.

Randomly select questions from *Resource Sheet 1: True or false* for students to answer. Play the game until a winner is found.

*Answers:* 1(T), 2(T), 3(T), 4(F), 5(T), 6(F), 7(F), 8(F), 9(F), 10(T), 11(T), 12(F), 13(T), 14(T), 15(T), 16(T), 17(T), 18(F), 19(T), 20(F), 21(T), 22(F)

Discuss the questions that were not correctly answered by students or which caused discussion. For example the statement '*Cars will always stop at a crosswalk (pedestrian crossing) to let pedestrians cross*'. If students have always experienced cars stopping at crosswalks to let them cross, they may believe that this always occurs.

For students' safety, it is important they understand that pedestrians should not presume that what happens in the traffic environment one day will happen the next day.

### FINDING OUT

#### BRAINSTORM

##### ➤ Getting to school

Students brainstorm a list of pedestrian safety behaviours that should be demonstrated when walking to and from school. For example:

- use the systematic search strategy (stop, look, listen and think) before crossing

# Unit 2:3 Getting to know the local area

- plan and use a safer route with less traffic
- choose safer places to cross
- walk on the footpath
- if there isn't a footpath, walk on the nature strip or road edge facing oncoming traffic
- watch out for vehicles going in and out of driveways
- act responsibly and make your own decisions.

Ask students to explain the ideas on their list. Discuss the safer routes that students use to travel to and from school.

## Discuss:

*Why is the route you walk to school safer?*

*Will the route you walk to school always be safe?*

*Why or why not?*

If students did not identify planning a safer route, complete the *Making decisions* activity 'Plan a safer route to school.'

## EIGHT SQUARES

### ► What can I say and do

Explain that while being assertive is usually the best approach in conflict situations, sometimes making an excuse can help.

Students complete an eight square sheet of possible excuses that a pedestrian their age could use if they were being pressured to take risks. Some examples may include:

- *No, my mum wants me to walk home this way.*
- *I think it's quicker to go this way.*
- *No, I don't feel safe.*
- *It's easier to cross with the at the children's crossing.*
- *I don't like crossing between parked cars.*

Students form groups to write on a card a situation in which someone their age may be pressured to act unsafely as a pedestrian. The situation should state:

- **where** it happened
- **who** was involved
- **how** the person being pressured felt
- **what** the person was being influenced to do.

Collect the cards, ensuring they are suitable situations, and distribute to different groups.

Students use the excuses generated on the eight square sheets to decide which would be most

effective to use if they were the person involved in the situation. If none are appropriate, ask the group to decide on a more appropriate excuse.

Circulate the situation cards several times so that students understand that the same excuse is not appropriate in every situation.

Process the learning experience by reinforcing that there is more than one option in dealing with uncomfortable situations and that sometimes these actions require persistence.

## Discuss:

*Do you think this would be easy to say in real life?*

*Do you think saying something assertive is the best approach for this situation, or would it be safer or easier to do something rather than say something?*

## GUEST SPEAKERS

### ► Safer routes to school

Students invite officer from the Road Network Division or your local council to talk about creating a traffic environment around the school to keep pedestrians safer. Ask students to devise a list of questions to ask the guest speaker during the presentation.

Walk around the school perimeter with the guest speaker to identify hazards and areas where child pedestrians may be at risk (e.g. school car parks, parking areas along roads and roundabouts). Talk about why child pedestrians are at risk in car parks.

Take digital photos of the areas. Ask the guest speaker to explain to students the associated risks of walking through staff or visitor car parks.

Students can:

- write a letter of thanks to the guest speaker including information gained from the presentation
- write an article for the school newsletter promoting safer pedestrian behaviour around the school area
- create a PowerPoint presentation to show other students.

## MATHS INVESTIGATIONS

### ► Mapping

Use a street directory, local area map or maps on the computer to measure a kilometre radius around the school. Give students a large piece of paper or graph paper on which to draw or use a computer software program to create a scaled map of the school and

# Unit 2:3 Getting to know the local area

surrounding area. The map should include streets that are used by students to get to and from school, intersections, parks and notable locations such as a library, oval or shop.

Ask students to identify areas on the map that may be hazardous to pedestrians and colour them red. Students can use the map to check the route they take to school and determine if there are safer ways to walk (e.g. streets or roads that carry less traffic). Students who do not walk to school can plan a safer way to walk to another destination close to their home or school.

## Discuss:

*Which is the safest route for you to get to and from school? Why?*

*What else could be done to make the roads around the school safer for pedestrians?*

*What do pedestrians need to know to change the way they use the roads?*

To extend this activity, refer to the *Real world* 'mapping' learning experience.

## SORTING OUT

### ARTS IDEAS

#### ► Posters

Display a range of posters and review the design elements such as large print, small amount of informational text, appealing and colourful illustrations or photos.

Students design posters promoting three ideas from the list of safer pedestrian behaviours generated during the 'brainstorm' activity in *Tuning in*.

Display the posters for other students and parents to read or scan and include in the school newsletter.

### DESIGN A GAME

#### ► Safely to school

Have a look at board games such as 'Monopoly' or 'Snakes and ladders'. Discuss features such as:

- instructions and rules
- player tokens
- cards to instruct players to move forward or back, miss a turn, have another go
- start and finish position.

Ask students to design a board game based around walking safely to school that includes:

- at least two pedestrian crossings
- different types of roads (e.g. single and double lanes, straight and curved roads)
- road signs and signals
- landmarks (e.g. school, park, shop, car park)
- instructions for players
- task or question cards
- safety information for pedestrians.

When the game is completed, students evaluate their moves and teach younger buddies and their family how to play the game.

#### ► Road network

Use street directories and maps on the internet to talk about and locate features of the local area such as the:

- school
- park and recreation centre
- shopping centre
- library
- police station
- hospital/clinic
- streets, roads and highways.

Students design and make a large road map (similar to those used by young children on the floor) which includes all or some of the features listed above, and traffic signs and signals to place on the road map.

The maps can be shared with other students, highlighting walking safely in their local area.

### STREAMLINE

#### ► True or false

Students sort cards from *Resource Sheet 1: True or false* into two piles. Before giving students the correct answers (see *Tuning in*), ask students to compare and discuss their answers with a partner.

Each pair chooses five of the correct statements that they believe are the most important for pedestrians to know and rank them from one to five.

Pairs join to make groups of four and compare their five statements and rankings. The group then decides which are the five most important statements and eliminates the others.



# Unit 2:3 Getting to know the local area

All groups display their cards and share reasons for the rankings. As a class, choose the five top tips for pedestrians and further explain these in the school newsletter.

## WRITTEN RESPONSES

### ► Narrative

Discuss the structure of narratives before students write and illustrate a story that promotes walking safely to or from school. The story should include information about using the systematic search strategy (stop, look, listen and think) before crossing, selecting quieter streets and roads and being aware of – and dealing with – potential pedestrian hazards.

Students can make finger puppets to use while reading their stories to younger students.

## VALUES CONTINUUM

### ► Agree or disagree ?

Using an 'agree' and 'disagree' continuum and the questions required to process this strategy well, conduct the values continuum using the following statements.

*Planning a safer route to school will reduce the risk of a crash.*

*Knowing places to cross on the way to and from school will make the journey safer.*

*Saying "No" or "I don't feel safe" to friends is an easy thing to do.*

*Kids my age need to know their way around the local area.*

*A safer way to school is always a safer way to school.*

Provide opportunity for students to share and listen to others' reasons for choosing their place on the continuum. Offer students the option to change position.

### **Discuss:**

*How does it feel to share your opinions with others?*

*Do you think hearing others' opinions and thoughts will change your behaviour as a pedestrian? Why or why not?*

## MAKING DECISIONS

### BRAVE TALK

#### ► What we think affects how we behave in unsafe situations

Use the scenario cards created by students in the 'eight square' learning experience. Ask each group to read the scenario and discuss:

- **shark thoughts** that would not help their character
- **dolphin thoughts** that would help their character.

See **Making decisions** section if students are not familiar with this strategy.

Students draw the scenario as a comic strip and use thought bubbles to show the dolphin thoughts that they think would be effective.

### DECISION-MAKING MODEL

#### ► What to do?

Give students a copy of the decision-making model included in the **Making decisions** section of this resource. Read one of the following scenarios and ask students to decide what Ben or John should do or say.

*Ben's mum is late to pick him up from school. He sees his best friend Sally who is walking home. She lives a few streets away from Ben's house. Sally tells Ben to walk home with her but Ben knows that Sally always takes a short cut through a shopping car park and across a busy highway.*

*John is standing outside the local shop. His mate Vic rides by with some other kids from school and tells John to come over to his place. John has never walked to Vic's house before but he knows it's on the other side of town.*

If students have not used the model previously, work through the model as a class using the following focus questions.

- |                      |   |
|----------------------|---|
| <b>Issue:</b>        | What is the problem?  |
| <b>Choices:</b>      | What are the choices?   |
| <b>Consequences:</b> | What are the positive and negative things that could happen with each choice? |
| <b>Feelings:</b>     | How would the character feel about these consequences?                        |
| <b>Decision:</b>     | What do you think the character should do or say?                             |

# Unit 2:3 Getting to know the local area

Students draw pictures that include thought and speech bubbles to show what Ben or John might think, say and do in the situation.

Share the pictures and discuss the decisions made by students. Talk about making decisions when pressured by peers to act unsafely.

### Discuss:

*Which of these scenarios would you find the most difficult to deal with? Why?*

### Extension

Students role-play the scenario practising the decision that they decided would be most effective.

## PLANNING

### ► Plan a safer route to school

Use the table provided below to help students identify and plan safer ways to walk to and from school. Ideas can be written under each of the headings.

### Example: Getting to school

<b>Before</b>	<ul style="list-style-type: none"><li>• Discuss and plan a safer route to school with my family.</li><li>• Practise walking the route with my family.</li><li>• Know my address and phone number, where the nearest Safety House is (if in the area) and who I can ask for help if I need it.</li></ul>
<b>During</b>	<ul style="list-style-type: none"><li>• Walk with an older sibling or adult if I'm under ten years of age.</li><li>• Stay on the planned route.</li><li>• Practise using 'stop, look, listen and think' before I cross.</li><li>• Cross at safer places.</li><li>• Ask for help if I'm worried.</li><li>• Keep checking for potential hazards.</li></ul>
<b>After</b>	<ul style="list-style-type: none"><li>• Use the safer route to school.</li><li>• Cross where it is safer.</li><li>• Continue to practise crossing using 'stop, look, listen and think'.</li></ul>

Share individual plans in small groups to discuss if the strategies planned will increase safety and identify any issues students still have.

### Discuss:

*If you were walking somewhere else in the local area, would these strategies still be useful? Why or why not?*

Send the plan home for students to discuss with their family.

## SPEAKING OUT

### THINK-PAIR-SHARE

#### ► Sharing opinions about pedestrian safety

Using a think-pair-share strategy, students think about the pros and cons of the following statements.

*Children under the age of ten should not walk to school alone.*

*All pedestrians, including kids my age, who act unsafely should be fined.*

*Walking to school should be made compulsory for all kids.*

*Parents need to teach their kids how to be safer in the traffic environment.*

Students share thoughts and opinions with their partner and then with the class.

## REAL-WORLD

### EXCURSION

#### ► Mapping

Take students on a walk around part of the 'one kilometre radius' area identified in the *Finding out* learning experience.

While on the walk, discuss and photograph different types of roads, crossing facilities, road signage and hazards, and practise the systematic search strategy.

After the walk, add to the map any road signs and other pedestrian features identified along the way. Use the photos to complement the maps, and display for others to view.

## PARENT INFORMATION AND AT-HOME ACTIVITY

### ► Safer ways to get to and from school



Provide each student with a map of the local area (or use the map constructed in the *Finding out* and *Real-world* learning experiences) and a copy of *At-Home Activity Sheet 1: Safer ways to get to and from school*.

Encourage students to locate their home and highlight the route they take to and from school with their family.

When the map is returned, use different colours or codes to show the routes taken by all students.

Discuss the class map to:

- find who takes the same route to school
- mark crossings and roads that do not have footpaths
- find other areas where students need to be careful.

### **Discuss:**

*What do you notice about the map?*

*Do any children take the same route?*

*Which roads do most children have to cross on the way to school?*

*Are these safer places to cross? (e.g. children's crossing, traffic lights with pedestrian phasing, pedestrian crossing and straight stretches of road).*

*Where on the map are unsafe places to cross roads? (e.g. near busy intersections or the bend of road).*

## REFLECTING

### REFLECTIVE QUESTIONS

#### ► Safer journeys

Students use *Resource Sheet 3: Safer journeys* to reflect on their learning during this unit.

Send the sheet home for students to discuss with their family.

### THOUGHT SHAPES

#### ► What do I think and feel?

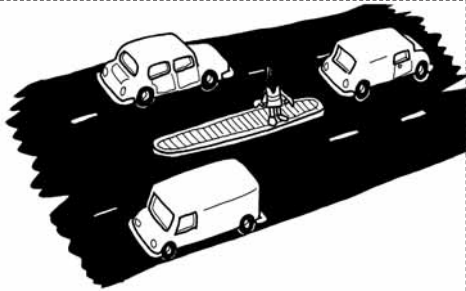
Ask students to think about the learning experiences they have been involved in during this unit.

Students write about or tell someone an answer to all or some of the four thought shapes.

Alternatively, use the thought shapes to guide a whole-class reflective discussion.

## True or false

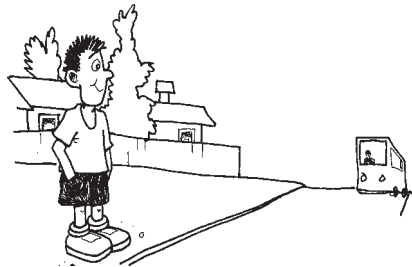
1 It is safer to cross at pedestrian facilities.



2 Car parks can be dangerous places for children.



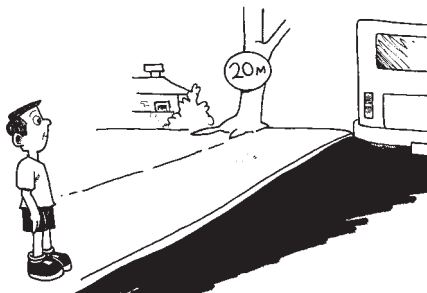
3 It is safer to stop, look, listen and think before you cross.



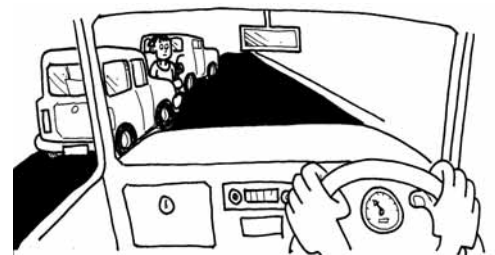
4 Footpaths are only for pedestrians.



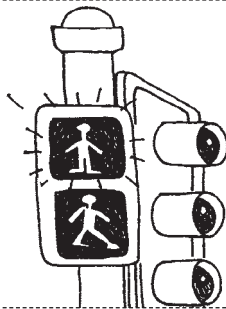
5 It is safer to wait for the bus to leave before crossing the road.



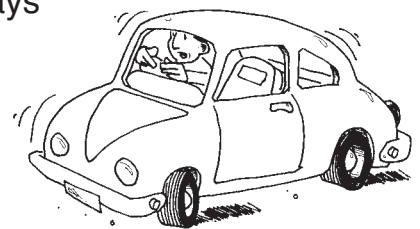
6 If I can see a car, the driver must be able to see me.



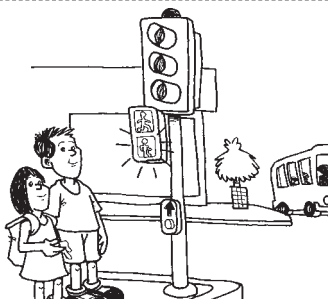
7 It's OK to start crossing if the red 'don't walk' signal is still flashing.



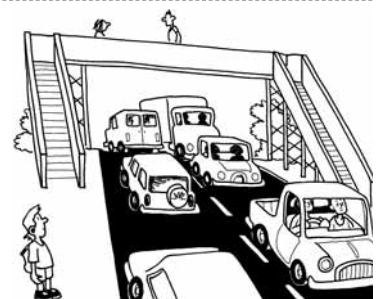
8 Drivers always look out for pedestrians.



9 Children are always careful when crossing the road.



10 It's better to walk a bit further and cross where it's safer.



11 If there isn't a footpath, pedestrians should walk on the right hand side of the road facing oncoming traffic.



12 Cars will always stop at a crosswalk to let pedestrians cross.

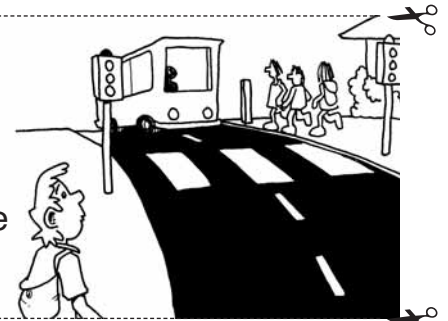


## True or false

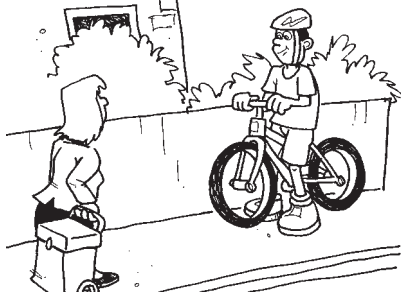
13 Pedestrians are not allowed to jaywalk.



14 Pedestrians must use a crosswalk if it is within 20 metres of where they are going to cross.



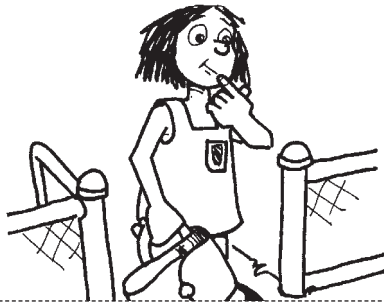
15 Cyclists have to give way to pedestrians on shared paths.



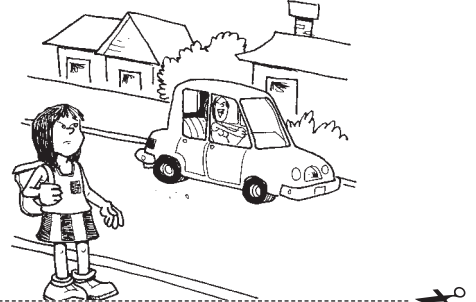
16 It is safer to stand away from the road edge when you wait for a bus.



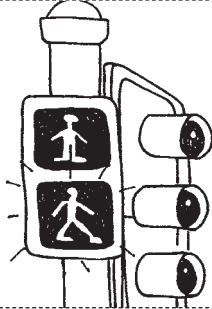
17 Children should know the safest route to walk to and from school.



18 Any place is safe to cross so long as you look carefully.



19 You can cross when the green 'walk' figure is showing.



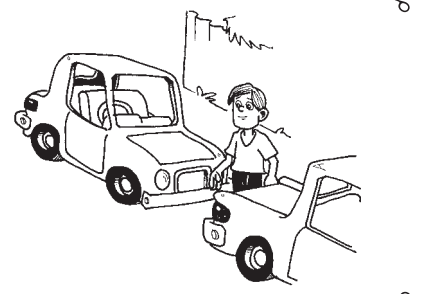
20 If you drop something on the road, put your hand up and the traffic will stop.



21 Wearing bright or light coloured clothes makes it easier for drivers to see pedestrians.



22 Drivers always notice children standing between parked cars.

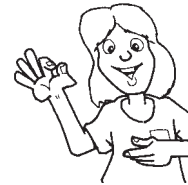


## Safer journeys

Planning your journey can make it safer and more enjoyable. Consider the questions below and tick the relevant box.



never



sometimes



always

I think twice before taking a short-cut to school.			
I take the longer way if it is the safer way.			
I plan the way I will walk to and from school.			
I avoid unsafe locations on the way to and from school.			
I cross roads using places that are safer such as crosswalks, traffic lights, straight roads, underpasses and overpasses.			
I look out for potential hazards along the way.			
I make sure that drivers and other road users can see me before I cross the road.			
I wear visible clothing in wet weather and when it is dark.			
I ask for help if I need it.			
I wait for the bus to leave before I cross the road.			
I stop, look, listen and think before crossing the road.			
I keep checking for traffic while crossing the road.			
I wait for the traffic attendant to signal or blow the whistle before stepping onto the crossing.			
I wait for the 'walk' signal before crossing at the lights.			
I check that all traffic has stopped before crossing at the crosswalk.			
I check for cars entering and exiting driveways.			
When walking in a car park, I use pathways and watch out for cars entering and exiting car bays.			
I try to not cross the road between parked cars if possible.			
I stop and stand well clear of railway lines and look, listen and think before crossing.			

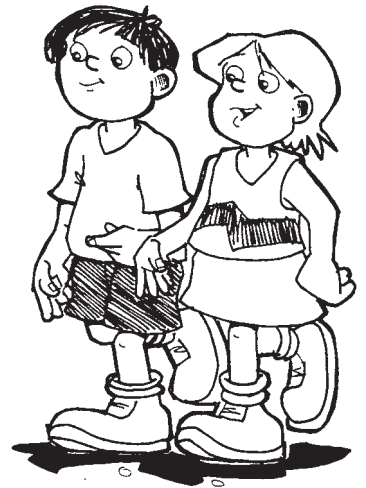
Dear family

Walking to school is great exercise. However, it is recommended that children up to the age of twelve are supervised by a trusted adult.

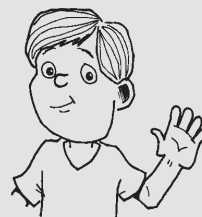
This can be a great time to teach and practise road safety with your child.

It is especially important for your child to learn the safest way to walk to and from school.

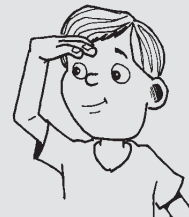
- Show your child the safest route to school. It is usually the way with the least traffic and fewest roads to cross.
- Tell your child the footpath is always the safest place to walk. If there isn't a footpath, show your child how to walk on the right hand side of the road as far away from the edge of the road and facing oncoming traffic.
- Remind your child to look out for vehicles coming in and out of driveways.
- Get your child thinking about some of the hazards and dangers that might exist. Ask:
  - *Is this a safer place to cross?*
  - *Is there somewhere better to cross, like a pedestrian or school crossing?*
  - *Can we be seen by motorists?*
  - *How fast is the traffic moving?*
  - *Do you feel safe crossing here?*
- **Make sure your child knows how to cross the road using the following steps.**



- 1 Choose the safest place to cross.
- 2 Ask a trusted adult for help to cross the road.
- 3 **Stop** back from the kerb and road.
- 4 **Look** in all directions for traffic.
- 5 **Listen** for traffic.
- 6 **Think** about when it is safe to cross.
- 7 **Walk straight across the road when it is clear in all directions.**
- 8 **Keep checking for traffic while crossing.**



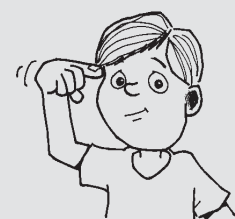
STOP



LOOK



LISTEN



THINK

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

Classroom Teacher