

Focus area 2

Focus area 2: Pedestrian safety

Overview

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

Pedestrian safety units

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

The following units are included in the *Pedestrian safety* focus area:

Unit 2:1 Hands are for holding

This unit focuses on the importance of holding an adult's hand when walking and crossing roads.

Unit 2:2 Stop!

This unit focuses on situations where pedestrians need to stop immediately in the traffic environment.

Unit 2:3 Safer places to cross

This unit focuses on identifying places in the traffic environment where pedestrians can safely cross the road.

Unit 2:4 Hazards when walking

This unit focuses on identifying potential and existing hazards in the traffic environment.

Unit 2:5 In the car park

This unit focuses on getting in and out of vehicles and walking through car parks.

Unit 2:6 Crossing the road

This unit focuses on the systematic search strategy that pedestrians use when crossing the road and safer ways to cross the road after alighting from a bus.

Unit 2:7 Safer ways to get to and from school

This unit focuses on selecting and planning safe routes to walk to and from school and within the local area.

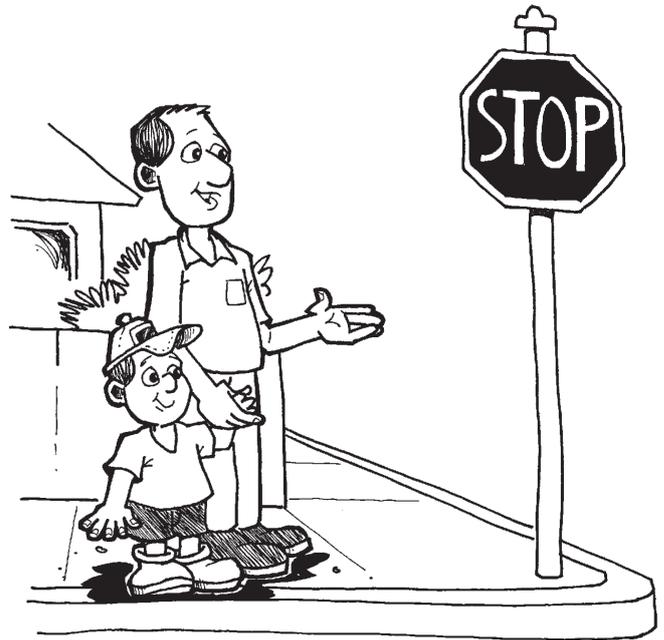
Focus area 2: Pedestrian safety

BACKGROUND INFORMATION

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

UNIT 2:1 HANDS ARE FOR HOLDING

- Young children are not physically or cognitively able to be responsible for their own safety. They are at risk in the traffic environment because they have:
 - under-developed peripheral vision and directional hearing
 - difficulty judging speed and distance of vehicles
 - a smaller stature making it difficult for drivers to see them
 - not developed the skills to search the traffic environment
 - a tendency to be easily distracted and are unpredictable.
- Children up to the age of eight should hold an adult's hand when walking and crossing roads.
- Children should know safer pedestrian strategies to use when an adult's hand is occupied or not available (e.g. holding onto the pram or shopping bag, or an adult's arm or clothing).



UNIT 2:2 STOP!

- The word 'STOP' can confuse young children as it has different meanings. For example it can mean 'prevent' (stop something from happening), 'finish' (complete or stop doing something) or 'stop' (immediately). Young children need to understand that 'stop' when used in the traffic environment means to immediately stand still and to stay still without movement.
- Children at this age are at risk because they:
 - do not think about the consequences of their actions and are likely to dart out onto the road
 - often forget rules when they are playing
 - have a limited concept of danger.
- Young children have a limited ability to stop on command. They need to learn how to stop when their bodies are in motion.
- Children often have trouble stopping at the kerb and may rush out onto the road, particularly if they are excited or distracted. Remind children to stop on the footpath or at least one step back from the kerb before crossing the road.
- In traffic situations, adults need to give clear, consistent and brief directions that children are able to understand.
- Children need to know that stop signs and traffic lights tell pedestrians and vehicles to stop.

UNIT 2:3 SAFER PLACES TO CROSS

Designated safer crossing places include:

- places with a clear view of traffic in every direction
 - traffic signals with a pedestrian phase
 - crosswalks
 - attended or unattended school/children's 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. At some school crossings, traffic attendants may be present and use a sign or flags to signal drivers and children.
 - **Pedestrian crossings** occur on busy roads and are signalled by signs placed before the crossing and large white stripes painted on the road surface. These are sometimes called 'zebra crossings'.
 - **Train crossings** occur where pedestrians need to cross the railway 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 walk straight across the tracks.
 - **Island crossings** occur where the road is a dual carriageway with an island 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.
 - **Signal crossings** (or traffic lights) are placed at busy intersections to help pedestrians cross the road. By pressing the button located on the traffic pole, a green 'walk' man will appear and provide adequate time for pedestrians to cross safely until the red 'don't walk' man appears. Pedestrians should not commence to cross if the red 'don't walk' man is flashing or showing.
 - It is important to use a controlled school crossing if one is available even if it means walking an extra distance.
 - If a controlled crossing is not available, cross the road where approaching traffic can be seen and drivers can see pedestrians.

► Between parked cars

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.

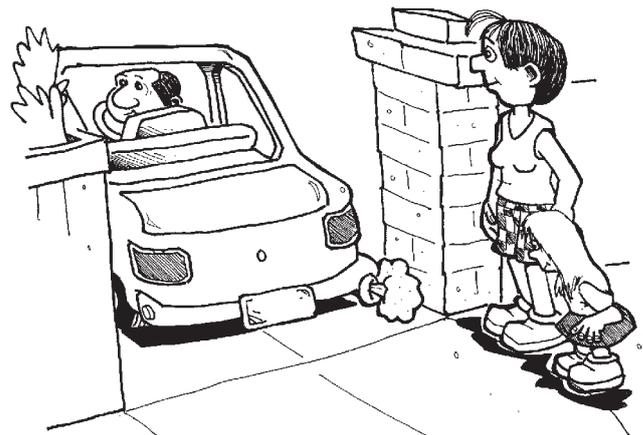


UNIT 2:4 HAZARDS WHEN WALKING

► No footpath

If there is no footpath, children should walk a safe distance from the edge of the road facing towards oncoming traffic. When a vehicle such as a truck, semi-trailer or road train is coming they should step as far off the road as possible 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.
- When walking on footpaths and shared paths, students need to remember to keep left and share the path with cyclists.



UNIT 2:5 IN THE CAR PARK

- Car parks are part of the traffic environment. Children and their parents may not consider car parks as part of the traffic environment and therefore be less vigilant.

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- Young children can be at risk in car parks, because:
 - drivers' 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.



UNIT 2:6 CROSSING THE ROAD

Children can cope with different levels of traffic according to their developmental abilities. Young children have difficulty with:

- understanding the concept of danger
- noticing objects unless they are directly in front, as they have one-third the field of peripheral vision of adults. Adults need to teach children to turn their heads to view traffic
- behaving consistently in traffic situations and must be supervised at all times
- concentrating in a traffic environment as their attention span is short and they are easily distracted
- judging the speed and distance of oncoming traffic
- discriminating the direction of traffic sounds, as they have less developed directional hearing
- deciding when it is safe to cross the road if there is a change in a traffic situation. They may panic and be unable to adapt their actions to compensate.

► Systematic search strategy

Adults should explain and model safe road-crossing procedures with young 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 an 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, 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.

- Whether children travel by bus in the city or in the rural area 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, a student should:

- wait until the bus has driven away before using a safe place to cross.

Parents should:

- wait on the same side of the road as the bus stop
- pick up and drop off children right in front of the school to avoid them rushing across the road.



UNIT 2:7 SAFER WAYS TO GET TO AND FROM SCHOOL

- This unit summarises all the pedestrian knowledge and skills learnt in other units. It provides an opportunity for students to revise the following key concepts:
 - walk on footpaths (where provided)
 - check driveways and crossovers for cars
 - stand back from the kerb to cross the road
 - make sure that they are not crossing the road where it will be difficult for drivers to see them
 - follow the systematic search strategy to cross the road (stop, look, listen and think before crossing)
 - wear brightly coloured clothing and walk where drivers expect to see pedestrians
 - use the school/children's crossing with a traffic attendant
 - check all traffic has stopped before crossing using the green 'walk' man.
- Planning routes to walk to school and to other places in the local area is a strategy that young pedestrians should use.

Hands are for holding

Unit 2:1 Hands are for holding

For students:

Key understandings

- ▶ Always hold an adult's hand in traffic.
- ▶ Always walk with an adult when you are in traffic.

Key skills

- ▶ Practise asking an adult to hold your hand.

TUNING IN

SHARED READING

▶ Hands are for holding

It is important that students understand that holding an adult's hand on the footpath and while crossing the road will help to keep them safer. Read the story *Hands are for Holding When You're Crossing the Road* by The Hooley Dooleys to introduce students to this concept.

Who can you see on the cover of this book?

What are they doing?

Where are they?

Why are they holding hands?

The following questions may focus the students when discussing their experiences of walking in the traffic environment.

Who's hand do you hold when crossing the road?

Why do you need to hold an adult's hand when crossing the road?

Why do you need to hold an adult's hand when walking near the road?

What can you do if you can't hold an adult's hand?

Talk about situations where students may find it difficult to walk with and hold an adult's hand. Ask the class to suggest ways to reduce the risk (e.g. know how to cross the road safely, walk with older students, walk away from the road edge).

▶ Where's Banjo Mum?

Read the story *Where's Banjo Mum?* by Libby Hathorn then make a list of the places where Jess held his Mum's hand. Discuss and reinforce the message of holding an adult's hand in the traffic environment. Use the following questions.

Where do you wait at school to be picked up?

Why did Jess's mum hold his hand?

Why is it important for you to hold an adult's hand?

What could you say to someone who thinks it's silly to hold an adult's hand?

What can you do if an adult can't hold your hand?

KWL

▶ Safer pedestrians

In small groups, students identify what they know and want to know about keeping safer in the traffic environment as pedestrians.

Use the information gathered to select and plan future learning experiences. For example, if students are unsure of how to cross the road using traffic signals or what to do when there isn't a footpath available, select learning experiences from relevant units in this resource.

PICTURE TALK

▶ Hold my hand

Use the discussion photo and story *Hands are for holding* to talk about the importance of always holding an adult's hand. Use the focus questions provided to guide the discussion and encourage students to talk about situations where they need to hold an adult's hand (e.g. in the car park, crossing the road and walking on the footpath).

Students draw a picture of themselves holding hands with an adult while walking or crossing the road. Write or scribe accompanying sentences or safety messages (e.g. *Hold hands and stay safe* or *Hands are for holding*).

FINDING OUT

BRAINSTORM

▶ Adults who can help me

Brainstorm a list of people who are 'grown-ups' or adults. Talk about characteristics that make them a grown-up (e.g. they drive a car, go to work or are a parent).

Unit 2:1 Hands are for holding

Use the list to identify adults whom students can trust to help them cross the road and discuss how they would ask those adults for assistance.

SORTING OUT

ARTS IDEAS

► Hold my hand collage

Identify adults who can help students in the traffic environment (e.g. family member, police officer, teacher or traffic attendant). Students draw pictures of themselves in the centre of a piece of paper and around the outside draw pictures or paste photographs of these adults to make a 'hold my hand' collage.

Write messages about holding hands on the collage then display where others can see them. Alternatively send the collage home and encourage students to talk about holding hands with their parents.

► Hand messages

Use the following ideas to reinforce the concept of holding hands with an adult in the traffic environment.

- Trace or draw the outline of a hand then write the names of five adults (one on each finger and thumb) who can hold their hand.
- Write messages about holding hands on inflated disposable surgical gloves. Attach the gloves to the school fence or in a location where students and parents will be reminded to hold hands.
- In pairs, students take turns to place their hand on rolled out salt dough while their partner uses a plastic knife to cut out a hand shape. Dry the dough hands before painting and writing a holding hands message. Students take the dough hand home and discuss with parents.
- Glue a magnet to the back of the dough hand to make a fridge magnet. Students can place it on their fridge with any take home notes for parents.

► Places to hold hands

Draw or paint places where students need to hold an adult's hand (e.g. walking along a footpath or road edge, crossing the road, after getting out of a car or walking in a carpark.). Write an explanation why it is important for an adult to hold their hand in that location.

Display the artwork where others will be able to read the messages or send home. Encourage students to talk about holding hands with their parents.

MUSIC AND MOVEMENT

► Somebody

Listen to the song *Somebody* (Resource Sheet 1) to

identify people who can hold students' hands when crossing the road. The resource sheet provides the lyrics and music.

Form small groups of students and stand them in a circle. Give each student a picture card showing adults who can be asked for help when crossing the road (e.g. parents, grandparents, teachers, traffic attendants or police officers).

Stand one student in the centre of the circle. The class sing the chorus 'There has to be somebody who will hold my hand and cross the road' then the student in the centre says an adult's name. The student with that card moves to the centre of the circle and holds hands with the other student. Repeat this until two or three 'adults' are in the centre of the circle.

Play the game several times swapping the student in the middle. It may help to thread the picture cards onto a piece of string to hang around the students' necks.

► Holding hands

Holding hands with a partner, sing the songs *This is the way we all hold hands*, *If you want to cross the road*, *Hold hands tightly*, *Hands are for holding* (Resource Sheet 2) and *We know* (Resource Sheet 3).

This is the way we all hold hands

(Sung to *Here we go 'round the mulberry bush*)

*This is the way we all hold hands,
All hold hands, all hold hands.
This is the way we all hold hands,
To keep us safe today.*

*This is the way we cross the road,
Cross the road, cross the road.
This is the way we cross the road,
Holding hands together.*

If you want to cross the road

(Sung to *If you're happy and you know it*)

*If you want to cross the road hold my hand.
If you want to cross the road hold my hand.
If you want to cross the road,
Here's something that you should know.
If you want to cross the road
Hold my hand.*

Hold hands tightly

(Sung to *Frère a Jacques*)

*Hold hands tightly (repeat)
With your Mum. (repeat and substitute other adults
for 'Mum')
When you're out walking,
Or crossing over roads,
Hold hands tight, yes that's right!*

► The hold my hand rap

Listen to the *Hold my hand rap*. The words are provided on *Resource Sheet 4: Hold my hand rap*. Encourage students to use body percussion and the actions suggested below.

Chorus:

I said hey!

(Put hands in the air)

You've got to hold my hand

(Wave hands in the air)

I said hey!

(Put your hands in the air)

Make sure you hold my hand

(Wave hands in the air)

Now listen all you grown-ups

(Hand up to ear)

I hope you understand

(Hands in front, palm upwards)

To cross the road with me

(Alternate arms forwards and backwards as if walking)

You've got to hold my hand

(Wave hands from side to side)

MAKING DECISIONS

DECISION-MAKING MODEL

► Think about your choices

Ask students to consider the following situation then select which option they would choose.

You want to cross the road but your Dad is pushing the pram. What can you do?

Choice 1: Hold onto the pram and cross the road with Dad.

Choice 2: Hold onto Dad's elbow and cross the road together.

Choice 3: Sit on the front of the pram.

Choice 4: Ask Dad to watch you carefully as you cross the road.

Encourage students to explain why they made their choice. Allow time for students to make another choice after listening to the discussion.

Alternatively, use the *Resource Sheets: Think about your choices* and *Choose the one you like best* to prompt students to identify the choices for the situation above and then make a decision. The sheets are included in the **Making decisions** section on page 207.

ROLE-PLAY

► What can you do?

Identify situations where students may find it difficult

to hold an adult's hand (e.g. when an adult is pushing a pram, is carrying bags of shopping or a younger child, or there isn't an adult at all).

In pairs, students discuss suitable alternatives to holding hands in the situations identified, then role-play the strategies selected to others in the class.

Alternatively, use the scenarios below for students to discuss and role-play. Check that students understand the rules of a role-play (refer to the **Making decisions** section on page 212).

Mum has a heavy trolley to push through the car park and can't hold your hand. What can you do?

You have a little brother whom Dad has to push in a pram. What can you do?

Dad is carrying your little sister and holding the hand of your brother. What can you do?

You are in Year Two and your big sister is in Year 11. You usually walk to school with your sister but she has an exam today and isn't going to school. You know the way to school and start walking. On the way you see your friend on the other side of a very busy road. She calls out for you to cross the road. What can you do?

► Shopping trip

Ask students to bring items from home that their families might buy on a shopping trip (e.g. food and drink packages, toys or magazines).

Put the items into shopping bags and ask students to find a way to carry the shopping across a road set-up while holding hands with a partner (e.g. holding onto each other's clothing or shopping bag).

Discuss the strategies students can use to deal with situations where an adult's hand might be occupied or unavailable.

DEVELOPING VALUES

VALUES CONTINUUM

► Safer or unsafe

Place a 'safer' sign at one end of the room and 'unsafe' sign at the other. Have students consider one of the following scenarios (or a class-generated idea) then move to the sign or position along the continuum that best represents their opinion. Invite students to discuss their selected placement on the continuum with others standing near them.

Unit 2:1 Hands are for holding

Your family are walking through a car park. Dad is pushing the shopping trolley and you are walking behind him.

The traffic attendant walks onto the road and you start to cross the road without holding your Mum's hand.

School is over and no one has come to pick you up. You start to walk home. There are other children and adults crossing the road so you decide to cross the road with them.

Provide opportunity for students to move their position on the continuum after listening to others' opinions.

SPEAKING OUT

THINK-PAIR-SHARE

► What would you do?

Ask students to think about one of the following scenarios then with a partner share ideas on how they would deal with the situation to ensure their safety.

You are walking with your Mum. She is busy talking on her mobile to a friend and isn't holding your hand. What would you do?

Your friend is on the other side of the road and calls you to come over and play. What would you do?

Your ball has rolled across the road and you're worried it might get squashed by a car. What would you do?

Remind students that they should always ask an adult to retrieve a lost ball or toy from the road.

REAL-WORLD

PARENT INFORMATION AND AT HOME ACTIVITY

► Hold my hand

Photocopy *At Home Activity Sheet 1: Hold my hand* to inform parents of why children are at risk in the traffic environment and the importance of holding their child's hand in the traffic environment. Encourage students to complete the at home activity.

SIMULATED

REPLICATING THE REAL WORLD

► Setting up roads

Set up a road in a clear flat area by either drawing chalk lines on the play area, using a long sheet of black plastic, or laying ropes or hoses in parallel lines.

Wearing dress-ups, students can role-play being adults who help others to cross the road (e.g. parents, grandparents, police and traffic attendants).

Engage in conversations with the students to extend the learning experience and check their understanding of holding hands with an adult. Use this time also to practise the systematic search strategy described in *Unit 2:6 Crossing the road*.

REFLECTING

UNFINISHED SENTENCES

► Photo thoughts

Photograph students entering and exiting school grounds holding the hand of an adult. Students can write a sentence to describe the photo. For example

When I'm walking I...

Always remember to ...

Display the photos and accompanying sentences where others can see them or place them in a big book for students to take home and read with their parents.

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

I know ...

I think that it is important to...



Hold my hand

Dear family

Do you know why young children have difficulty coping with a traffic environment?

They may have a short concentration span or be thinking about one thing at a time and ignoring other things happening around them. In traffic this can be very dangerous.

They have trouble judging the speed of vehicles. They may let a slow vehicle pass and cross in front of a fast one.

They are less likely to take notice of objects not directly in front of them. Unless they deliberately turn their heads they may not notice vehicles to their right or left.

They may often have problems working out where sounds are coming from. They may expect traffic to come from the wrong direction.



They are likely to be easily distracted especially in the company of friends.

They may have a poorly developed concept of danger.

They may be able to say when the road is clear and safe to cross, but a sudden change in traffic conditions can cause confusion and panic.

They are unlikely to change from the chosen path, even if it is dangerous.

They often have trouble stopping at the kerb especially if excited and may dart out onto the road without thinking.

Your child has been learning about the importance of always holding an adult's hand in the traffic environment, especially when they are:

- walking along the footpath or away from the road edge
- crossing the road
- in a car park.

Here are some things to talk about and practise with your child.

- ✓ Always hold an adult's hand on the footpath, crossing the road or in a car park.
- ✓ Hold onto the pram, stroller, trolley, shopping bag or an adult's clothing if their hand is not available.

At home activity

Trace around each other's hand on a piece of paper. Cut around the traced hands and place them together on the fridge to remind your child to always hold hands with you or an adult in the traffic environment.

Make sure your child knows who they can trust to help them cross the road.

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

Yours sincerely

Classroom Teacher

STOP!

Unit 2:2 STOP!

For students:

Key understandings

- ▶ Stop when an adult says stop in the traffic environment.
- ▶ Stop back from the kerb when crossing the road.
- ▶ Your reaction time will affect how long it takes to stop.
- ▶ The faster you go the longer it takes you to stop.
- ▶ It takes traffic a long time to stop.

Key skills

- ▶ Follow instructions and practise stopping quickly.

TUNING IN

PICTURE TALK

- ▶ **Crossing the road** 

Use the discussion photo *Crossing the road* to talk about where the children and adults have stopped before crossing the road. Use the focus questions to guide the discussion.

Point out where the children's feet are placed in relation to the road edge, footpath and kerb. Stress the importance of following an adult's instructions to stop immediately when walking in the traffic environment.

FINDING OUT

MATHS INVESTIGATIONS

- ▶ **Reaction time** 

Photocopy *Resource Sheet 1: Reaction timer* onto card. In pairs, students observe and measure each other's reaction times. Discuss how reaction times differ among people and how this may affect their safety in the traffic environment.

Discuss with students how long it takes for a vehicle to stop, especially if students live in rural areas where semi-trailers or road trains are prevalent and speed limits are higher.

Why does it take time for a vehicle to stop?

Would the size of a vehicle affect the time it takes to stop? Why?

Would the weather affect how long it takes a vehicle to stop? Why?

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

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

SORTING OUT

ARTS IDEAS

- ▶ **Stop sign**  

Discuss the shape, colour and letters of the stop sign included in the *Road sign pack*. Make stop signs by tracing around an octagonal template. After painting the signs red, give students the letters S, T, O and P to paste on in the right order.

MUSIC AND MOVEMENT

- ▶ **Green feet, red feet** 

Students trace around their feet then colour either red or green. Cut around the feet shapes and place them around the room or in an open space. Students move around the room following the footsteps. Walking on a red foot means stop and count to 10 before moving on again.

- ▶ **Musical statues** 

Play a game of musical statues using the stop sign included in the *Road sign pack*. Students move around the room until the stop sign is held up and the teacher says 'stop'. Students must stop straight away, not touching anyone else and be still as statues. Anyone moving has to sit down until only one or two players remain then the game begins again.

Remind students that it is important to stop quickly when an adult says stop.

Suggest that students move slowly to enable them to stop quickly. Change the way students move such as walking, skipping and hopping.

- ▶ **Spot**

Play a game of *Spot* to help students practise stopping quickly. One student is nominated as a 'spotter' and is placed a short distance away with their back turned to

the rest of the class. The other students creep towards the spotter. The spotter turns around and yells 'stop' and tries to spot any student who is still moving. Those students spotted moving must return to the starting line. The game continues until a student reaches and touches the back of the spotter.

► Stop right now

Move around the room singing the song *Stop right now*. Students must stand still when they sing the word 'stop'. Change the way students move to demonstrate how much harder it is to stop when skipping or running.

Stop right now

Sung to *Three blind mice*

Stop right now, (repeat)

When you hear me call. (repeat)

At the side of the road or out on the street,

*Make sure you **stop** and don't move your feet.*

It will keep you much safer so do as I say,

*And **stop** right now!*

REAL-WORLD

OUT AND ABOUT

► Physical barriers

Walk around the school perimeter to identify physical barriers such as fences, walls, gates and hedges that will stop students from running out onto a road.

Talk about the need to have a teacher retrieve lost balls from roads and stay within the school boundaries.

Take photos of barriers and display with accompanying sentences written by the students.

SIMULATED

REPLICATING THE REAL WORLD

► Speed and stopping

Place ten markers approximately one metre apart in a straight line. Select one student and place them about five metres from the start of the markers.

Instruct the student to run down the line of markers until they hear a whistle, which means stop as quickly as possible and stand perfectly still. Other students watch where the student is when the whistle blows and count how many markers are passed before the runner can stop.

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. Guide the discussion with the following questions.

Can you stop as quickly if you are running?

Why is it important to walk up to the kerb?

Why should pedestrians walk on footpaths and across the road?

► Stop on the spot

Ask students to continue skipping around in a designated space until they hear the word 'stop'. This means 'stand still as quickly as possible'.

Discuss if it was difficult to stop straight away and how long it took their body to stop moving.

Repeat the activity with students moving in different ways and speeds to enable them to understand why it is easier to stop when moving slowly.

Is it harder to stop when you are doing things faster or slower?

Why might adults ask you to STOP when near traffic?

As a variation, repeat the activity, encouraging students to chat to a friend or sing a song as they move. After a few turns, ask students to decide if it was difficult to listen to instructions when there were other noises around them.

REFLECTING

JOURNAL

► Reflective writing

Students write or draw about the importance of stopping immediately when in the traffic environment. The following prompts may help students.

Think about what you have learnt about stopping.

Write or draw a picture that shows why this is important for you.

UNFINISHED SENTENCES

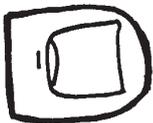
► Thinking back

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

I think that it is important to stop when...

I am going to stop when ...

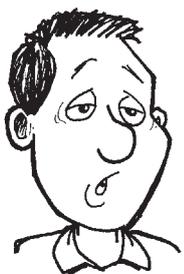
Get a friend to hold the top of the timer while you hold your hand near the bottom. When your friend drops the timer, grip it as quickly as you can.



ADULT'S REACTION TIMER



SLOW
Better take care
and keep
practising.



NOT BAD
Still needs
practice. Stay alert!



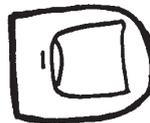
AVERAGE
Keep watching
- you might need
to react quickly.



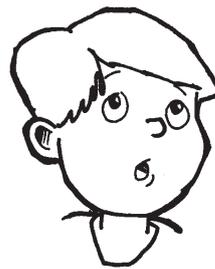
GREAT
Well done! Your
reaction should help
you - but don't be
over confident!



FANTASTIC
Excellent reaction
response!



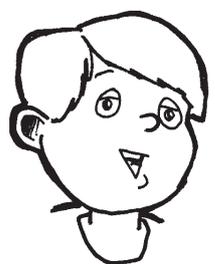
CHILD'S REACTION TIMER



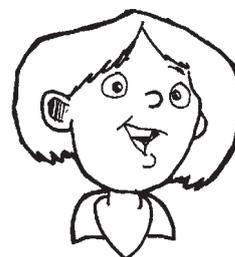
SLOW
You need to
practise a lot more.
Come on, you can
do it!



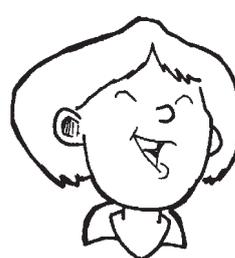
NOT BAD
Still a bit slow so
practise, practise,
practise! Stay alert!



AVERAGE
Your reaction time
is okay. Keep on
practising!



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



FANTASTIC
Excellent reaction
response!



Safer places to cross

Unit 2:3 Safer places to cross

For students:

Key understandings

- ▶ Cross the road where you can see traffic and traffic can see you.
- ▶ There are certain places where it is safer to cross such as straight stretches of road, crosswalks, traffic signals, overpasses and underpasses.
- ▶ Crossings controlled by traffic attendants have been placed near schools to help students safely cross the road.
- ▶ Cross the road at traffic signals when the green 'walk' man is flashing.
- ▶ When crossing at a railway, use the maze or the train crossing area rather than along the lines.

Key skills

- ▶ Identify safer places to cross in the traffic environment.

TUNING IN

FOUR SQUARES

▶ Safer places to cross

Explain to students that they are going to use the four-square strategy to find out safer places to cross the road. It may help the students by displaying the discussion photo *Safer places to cross*.

When students have completed the four squares, share the identified places. As a class, decide if they are safer or unsafe.

Identify safer crossing places near the school and in the local community. Ask students to look for these when walking with an adult on their next outing.

GRAFITTI

▶ Road safety terminology

Explain that there are many words used to describe the traffic environment. These words can be grouped using three headings - 'traffic', 'parts of the road' and 'road furniture'. Examples are provided below.

Traffic - cars, trucks, bicycles, motorbikes...

Parts of the road - kerb, footpath, median strip, nature strip, corner...

Road furniture - light poles, letterbox, telephone box, bus stop...

Give groups a sheet of paper with one of the

headings to brainstorm. Ideas can be drawn or written on the page.

Share the graffiti sheets and discuss unknown terminology. Add any others not identified by students, then make a class dictionary of traffic words.

PICTURE TALK

▶ Types of crossings

Show the discussion photo *Safer places to cross*. Talk about what is happening in each photo and why the selected places to cross are safer.

What type of crossing can you see in this photo?

Why is this a safer place to cross?

Who or what helps people to cross here?

What crossings have you seen or used before?

Why should you always cross with an adult?

Can you think of some other safer places to cross?

Where have you practised crossing the road? Who helped you?

Provide each student with a piece of A3 paper. Fold into half and half again to make a small book. Staple and cut where necessary. Students write about the different types of crossing facilities and how to cross at each one.

Illustrations can be included throughout the book. Alternatively, take digital photos of places to cross in the local area and use these in the books.

Unit 2:3 Safer places to cross

When completed, read the books to other students or send home to share with parents.

FINDING OUT

GUEST SPEAKER

► Traffic attendant or police officer visit

Invite a traffic attendant or police officer to talk about road safety and using controlled crossings. Prepare questions for the guest speaker related to crossing the road prior to the visit.

During the visit, have the speaker describe and demonstrate what students should do at a controlled crossing. Let students practise walking up to the traffic attendant or police officer, asking for help to cross the road and following their instructions.

Write a letter of thanks to the guest speaker including information gained from the experience.

SORTING OUT

MUSIC AND MOVEMENT

► Where do we cross?

Sing the song *Where do we cross?* with students.

Where do we cross?

(Sung to *Three blind mice*)

Where do we cross? (repeat)

When we cross the road. (repeat)

We choose a place where we can see,

The traffic and they can see me,

Remember to stop, look, listen and think,

Before we cross the road.

MAKING DECISIONS

BRAVETALK

► I feel, I think, I can

Ask students to consider the following scenario. Use the *Resource Sheet: I feel, I think, I can* to prompt students to discuss how they would feel and think in this situation. The sheet is included in the **Making decisions** section on page 205. Encourage students to decide what they might do to stay safer.

You are walking home with your friends. They want to cross a busy road by themselves rather than walking a bit further to use the crosswalk.

PLACEMAT

► Pamphlets

Place students in groups then ask them to think about safer places to cross the road. Students write their ideas on the placemat then share with the group.

Each group then selects the three safest places to cross from the generated ideas, and shares these with the class.

Show a range of pamphlets and explain the purpose and style of these. Students design a pamphlet using *Resource Sheet 1: Pamphlet* that promotes safer places to cross.

Send the pamphlet home for students to share with their families.

REAL-WORLD

OUT AND ABOUT

► Local area walk

Organise a walk in the local area for students to observe and practise selecting safer places to cross roads including straight stretches of roads, crosswalks, traffic signals, overpasses and underpasses. This may be as simple as walking to the school/children's crossing or observing crossings while out on an excursion. (Remember to organise an appropriate number of adults per students.)

If in rural areas, talk about crossing on straight stretches of road and using the provided crossing across rail lines and not anywhere along the track.

If traffic signals are observed on the walk, talk about waiting for the green man to illuminate before crossing. Explain that traffic signals without the pedestrian phase included are for traffic use not pedestrians (i.e. when the green light indicates, 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).

PARENT INFORMATION AND AT HOME ACTIVITY

► Safer places to cross

Send home *At Home Activity Sheet 1: Safer places to cross* to explain to parents and their children where it is safer to cross a road. Encourage the students and parents to take a walk around their local area or walk to school to identify these safer crossing places.

SIMULATED

REPLICATING THE REAL WORLD

► Traffic environment

Use signs included in the *Road sign pack* in the outdoor play area by placing the signs on poles or attach to chairs. Make a pedestrian crossing using a large sheet of black plastic with masking tape lines marked. Chairs can represent cars if wheeled devices are not available.

Have one student role-play being a traffic attendant. Students move around the traffic environment selecting safer places to cross.

► Road model

Revise the different crossing facilities that are in the traffic environment by using the discussion photo *Safer places to cross*. Look at the signs and road markings that accompany each crossing.

Working in small groups, students begin planning a model of a traffic environment that includes safer places to cross.

When the planning is complete, provide a variety of construction materials (e.g. cardboard, pop sticks, matches, strong glue, paints, coloured paper) and allow time for students to construct the model.

When models are completed, encourage students to reflect on the model-making process (e.g. *How well does your model incorporate safer places to cross?*), group efficiency and cooperation (e.g. *How well did your group work together to make the model?*) and self-reflection (e.g. *Was I a cooperative group member? Did I contribute to the group reaching its goal?*).

REFLECTING

UNFINISHED SENTENCES

► Thinking back

Ask students to think about the learning experiences they have been involved in during Unit 2:3 *Safer places to cross* by completing the following sentences.

When choosing a place to cross I know ...

I think it is important to ...



**CROSSING ROADS
SAFELY**



Safer places to cross

Dear family

Children are not always able to be responsible for their own safety when crossing roads. This is because they have:

- under-developed peripheral vision and directional hearing
- difficulty judging speed and distance of vehicles
- not developed the skills to search the traffic environment
- a tendency to be easily distracted and are unpredictable
- a smaller stature making it difficult for drivers to see them.

It is important that you supervise your child when crossing roads and talk about where it is safer to cross. These 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
- supervised children's crossing
- the maze crossing at rail lines.



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

- ✓ The safest places to cross are at marked crossings, traffic lights, median islands or where there is a traffic attendant.
- ✓ If there is no special crossing, it is safer to cross on a straight flat section of road.
- ✓ When crossing at an intersection, stand where all traffic can be seen and where drivers can see you and your child. Check for turning traffic before crossing.
- ✓ Remind your child 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 car. They should stop where they can see traffic and be seen by traffic (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 safer places to cross (see list above) and use this time to practise crossing the road. Remember to demonstrate to your child how to **Stop Look Listen Think** then cross.

If you have a set of traffic lights with pedestrian signals, please help your child to:

- identify the red 'DON'T WALK' signal and what it means
- identify the green 'WALK' signal and what it means
- practise not leaving the footpath if the red 'DON'T WALK' signal is showing
- practise crossing only when the green 'WALK' signal is showing
- practise pressing the button and waiting for the green '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.

Yours sincerely

Classroom Teacher

Hazards when walking

Unit 2:4 Hazards when walking

For students:

Key understandings

- ▶ Scan the traffic environment for potential hazards such as driveways and crossovers.
- ▶ If there is no footpath, walk far away from the road edge and facing oncoming traffic.
- ▶ Hazards may change from day to day.
- ▶ Some paths need to be shared with cyclists.

Key skills

- ▶ Practise scanning the traffic environment for potential hazards such as driveways and crossovers.

TUNING IN

BRAINSTORM

▶ What's a hazard?

Introduce the term 'hazard' to students. Suggest that it means something or somewhere that is not safe and may hurt or put them in a dangerous situation.

Show the discussion photo *Driveway hazards* and talk about why pedestrians should always be checking for hazards. Use the questions provided to guide the discussion.

Brainstorm pedestrian hazards within a traffic environment such as:

- cars reversing from driveways
- tractors, quad bikes and motor bikes moving in and out of properties
- roads without footpaths
- bike riders on footpaths
- busy intersections.

Discuss if the hazards identified are always obvious and remain the same each day.

What hazards do you need to look for when you are walking?

Are there any hazards in your local area or when you walk to school?

Are those hazards always there or do they change?

What do you do when you spot a hazard?

Ask students to suggest strategies pedestrians can use to reduce the risk. For example, walking with an adult, always checking driveways and crossovers before proceeding, walking on the right side of the

road facing oncoming traffic if there isn't a footpath and being aware of other path users.

Ask students to write about a hazard they encounter each day as a pedestrian.

▶ No footpaths

Use the discussion photo *No footpaths* to talk about different types of road situations (e.g. single and double lanes, rural roads without footpaths and traffic signals) that pedestrians may encounter.

Talk about situations where students cannot walk on the footpath and where road works or building sites block pedestrians' access.

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 traffic, so it is easier to see what traffic is coming and drivers can see them
- move away from the road edge when trucks or large vehicles are passing
- rural vehicles (e.g. quad and motor bikes, tractors and trucks) sometimes drive on the road edge.

MAKING DECISIONS

DECISION-MAKING MODEL

▶ Think about your choices

Ask students to consider the following situation then select which option they would choose.

You are walking home the way you do everyday when you see that workmen are pulling up the footpath and have parked their trucks on the verge. What can you do?

Choice 1: Walk around the trucks using the edge of the road and checking for cars.

Choice 2: Ask one of the workmen to help you.

Choice 3: Cross the road remembering to stop, look, listen and think.

Choice 4: Go back and use another way home.

Encourage students to explain why they made their choice. Allow time for students to make another choice after listening to the discussion.

Alternatively, use the *Resource Sheets: Think about your choices* and *Choose the one you like best* to prompt students to identify the choices for the situation above and then make a decision. The sheets are included in the **Making decisions** section on page 207.

ROLE-PLAY

► Pedestrian hazards

Place students in small groups to discuss one of the scenarios provided below (or class-generated scenarios) to identify the pedestrian hazards and determine ways to reduce the risk. Ask each group to prepare a role-play demonstrating the strategies they would use in the situation discussed.

Workmen are replacing the footpath that you normally walk along.

You are crossing a driveway and a car turns in from the street.

There is no footpath on the road you are walking along.

A road you use on your safe route to school has a 'detour' sign due to road works.

Make three 'safer idea' cards and three 'helpful idea' cards. Give members of the audience either a safer or helpful card. The safer cards are given to the role-play group if they have demonstrated a safe strategy. The helpful idea card is presented if the audience member has another strategy that could be used in the same situation.

REAL-WORLD

OUT AND ABOUT

► Walk and talk

Invite parents to supervise students on a walk around the local area by using *At Home Activity Sheet 1: Walk and talk*. Ensure that the adult to student ratio complies with your school's excursion policy.

The walk should focus on parts of the traffic environment (e.g. footpath, kerb, gutter, driveway and crossover) and identify hazards. Discuss how footpaths stop at road intersections, driveways and crossovers and that it is important to always check these. Point out that all paths are shared paths unless signs indicate otherwise.

On the walk, students can scan the traffic environment to identify potential hazards such as the surface and condition of the footpath, what can be seen on or near the footpaths (e.g. rubbish bins, light poles, phone box, parked cars and buses).

Use the walk to practise walking on the left side of the footpath (i.e. the side away from the road) and the safe crossing procedure to cross roads.

Take digital photos of points of interest.

After the walk, share observations of the footpaths and potential hazards in the local area.

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 very busy or blocked?

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

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

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

Use the digital photos to make a class booklet. Include sentences generated by students to accompany each photo.

PARENT INFORMATION AND AT HOME ACTIVITY

► Take a walk together

Send home *At Home Activity Sheet 2: Take a walk together* to encourage families to walk to school or around the neighbourhood with their child, identifying safer places to walk, play and cross.

If parents are unable to do this activity, encourage students to arrange for another adult to complete the activity with them.

Unit 2:4 Hazards when walking

REFLECTING

JOURNAL

► Reflective writing

Students write or draw about hazards in their local traffic environment and how they can safely deal with these.

UNFINISHED SENTENCES

► Thinking back

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

When I am out walking I need to...

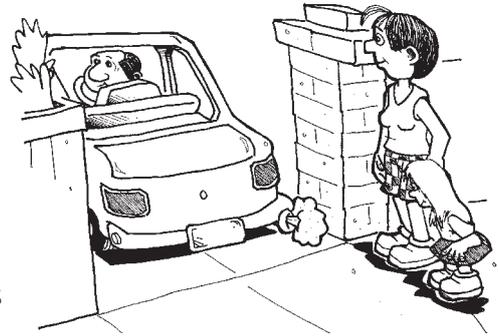
I think it is important to ...



Walk and talk

Dear family

On our class will be going for a walk to (see the attached map). The walk will help your child to find hazards in their local area and practise crossing the road.



We will be looking for potential hazards such as:

- | | |
|---|--|
| <input type="checkbox"/> the school car park | <input type="checkbox"/> local footpaths |
| <input type="checkbox"/> a pedestrian crossing | <input type="checkbox"/> driveways |
| <input type="checkbox"/> traffic signals (lights) | <input type="checkbox"/> roads without footpaths |
| <input type="checkbox"/> a busy road | <input type="checkbox"/> a roundabout |
| <input type="checkbox"/> road works | <input type="checkbox"/> railway crossing |

We will be practising:

- holding hands with an adult
- selecting safer places to cross
- stopping back from the kerb, looking in all directions for traffic, listening for traffic sounds, thinking whether it is safe to cross and then walking straight across the road.

We need _____ adults to make sure that every child has a grown-up's hand to hold.

If you can come on the walk betweenam/pm (time) andam/pm (time) please indicate on the form below and return to school by

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

Yours sincerely

Classroom Teacher



I give/I do not give permission for my child..... (name)
to attend the *Walk and talk* excursion as indicated on the attached map on
..... (date).

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

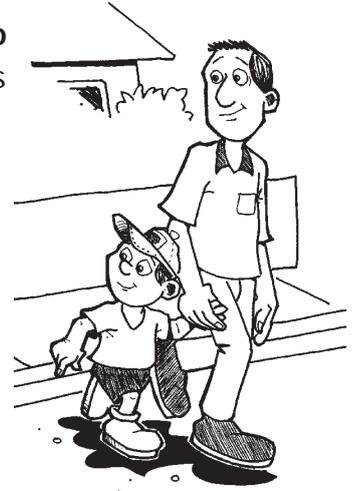
Signed (parent/caregiver) Date

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.

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 deal with on a daily basis or perhaps unexpectedly.

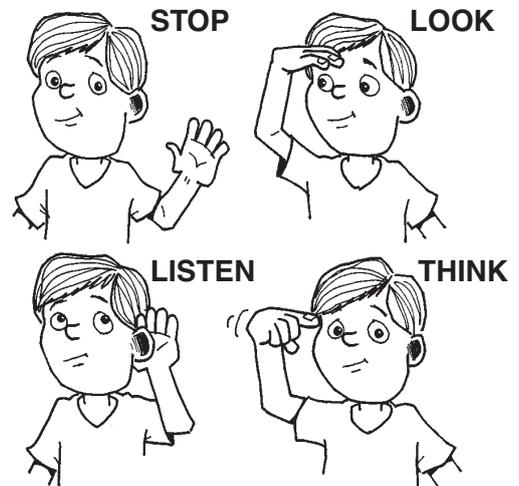


As you walk with your child talk about:

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

Practise the systematic search strategy with your child. The steps are:

- Step 1** Choose the safest place to cross.
Step 2 Ask an 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.



After the walk help your child to draw or write about the hazards spotted along the way. (Use the back of this sheet and return to school.)

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

Yours sincerely

Classroom Teacher

In the car park

Unit 2:5 In the car park

For students:

Key understandings

- ▶ Stay close to an adult and always hold their hand in a car park.
- ▶ Hold onto the pram, trolley, shopping bag or adult's clothing if their hand is occupied.
- ▶ Choose the safest route through a car park and walk where cars expect to see pedestrians, i.e. on the footpath.
- ▶ Respond to relevant sights and sounds such as reversing lights, beepers, exhaust smoke and slamming doors as these indicate a warning of possible danger to pedestrians.

Key skills

- ▶ Practise looking and listening for vehicles driving in and out of parking bays.

TUNING IN

GRAFFITI

▶ Safer car park strategies

Place students in small groups and provide them with a large sheet of paper. Pose the following question about pedestrian safety in car parks.

Car parks can be dangerous places. What do pedestrians need to look out for and how can they stay safer when walking through a car park?

Ask students to suggest safer strategies for pedestrians to use when in a car park (e.g. holding an adult's hand, waiting until an adult opens the car door to get in and out, and checking for reversing vehicles).

Students write or draw their ideas on the paper then share these with the group. A consensus is then reached on the main points, which are written in the centre of the paper.

As a class, discuss the strategies generated through the graffiti and determine if they will reduce the risk for pedestrians in car parks.

PICTURE TALK

▶ In the car park

Use the discussion photo *In the car park* to discuss where car parks are located (e.g. underground, at a shopping centre, sports ground, park, at school, in the main street, beside a block of units or at the beach).

Identify the unsafe features of car parks for pedestrians and in particular young children. Explain that the height of children makes it difficult for drivers to see them. Use the following questions to guide the discussion.

What do cars do in car parks?

How can you tell if a car is reversing? (By looking at the lights.)

Why do you think car parks can be unsafe places for children?

Why do you think undercover and multi-storey car parks are unsafe places for children? (They are often dark and small.)

Does your family have special rules to follow in a car park? Tell me about them.

Remind students that walking with an adult is the safest action to take.

FINDING OUT

BRAINSTORM

▶ Keeping safer

Brainstorm ways for young children to be safer in a car park. Ensure the list includes:

- always holding an adult's hand
- listening to an adult
- staying close to the car
- looking and listening for reversing cars.

Discuss the ideas generated in the brainstorm then write and illustrate a list to display in the room.

SORTING OUT

MUSIC AND MOVEMENT

▶ In the car park

Listen to the song *In the car park* (Resource Sheet 1) following the words provided in the storybook *Hands are for holding*.

Unit 2:5 In the car park

Photocopy one of the relevant pages for students to talk about then write the alternatives to holding an adult's hand when their hand is not available.

SEQUENCING INFORMATION

► Getting in and out of the car

Talk about the sequence that family members should enter and exit a vehicle in a car park and other road situations (i.e. the most mobile child should be the last out and first in the car). Have students suggest reasons for this sequence.

Using *At Home Activity Sheet 1: Getting in and out* students cut out and paste the pictures in the correct order.

Nominate students to be the family members (i.e. the baby, sister, child and driver) and set up a car using five chairs. Ask the nominated students to role-play getting in and out of the car.

MAKING DECISIONS

DECISION-MAKING MODEL

► Think about your choices

Ask students to consider the following situation then select which option they would choose.

You are walking in the car park with your Dad. He is pushing the shopping trolley and can't hold your hand. What can you do?

Choice 1: Hold onto the shopping trolley.

Choice 2: Walk behind Dad.

Choice 3: Walk next to Dad.

Choice 4: Sit on the front of the shopping trolley.

Encourage students to explain why they made their choice. Allow time for students to make another choice after listening to the discussion.

Alternatively, use the *Resource Sheets: Think about your choices* and *Choose the one you like best* to prompt students to identify the choices for the situation above and then make a decision. The sheets are included in the **Making decisions** section.

ROLE-PLAY

► Puppet show

In groups, students talk about one of the scenarios provided below to decide what would be a safe action to take. Students then create a puppet show using *Resource Sheet 2: Finger puppets*.

Julie was excited about going to the shops. It was her birthday and she was going to buy the food and decorations for her party. When Dad parked the car, Julie hopped out and started skipping towards the supermarket.

Chu was going to soccer practice. He was really excited because he was wearing his new boots. When his Mum parked the car, he quickly got out of the car and started running towards the oval kicking his soccer ball.

While watching each puppet show, ask the audience to spot the safer actions taken. Talk about these after the show.

REAL-WORLD

OUT AND ABOUT

► Features of a car park

Send the *At Home Activity Sheet 2: Car park visit* to inform parents of the excursion and seek permission for children's participation.

Organise adult helpers (a ratio of one adult per two students) to supervise students while visiting a local shopping centre. Explain the purpose of the visit is to identify the features of a car park.

Give students questions to consider during the car park study and to use when reporting observations. Examples have been provided below. Take photos of the car park to use in displays or further discussions.

What can you see in a car park? (brake lights, cars, parking bays, trucks, trolleys, people, signs)

What can you hear in a car park? (engines reversing, warning tones on trucks, doors banging, people talking, footsteps, trolley wheels, babies crying)

Who uses car parks? (pedestrians, drivers, delivery trucks)

What are safe things to do in a car park? (hold an adult's hand, trolley, stroller, pram, bag; walk where drivers expect to see pedestrians, check for cars going in and out of parking bays)

Compare observations then develop a list of safe strategies to use in a car park. Write letters to the local shopping centre management suggesting ways for pedestrians to stay safer while using the car parks.

PARENT INFORMATION AND AT HOME ACTIVITY

► Staying safer in car parks

Photocopy *At Home Activity Sheet 3: Staying safer in car parks* for students to complete with their family.

SIMULATED

REPLICATING THE ROAD ENVIRONMENT

► **Road network tablemat**  

Identify car parks shown on the *Road network tablemat*. Place two or three toy cars in the car parks. Ask students to identify the safety door of each car. Discuss the dangers that may exist if they were to get out of the vehicle and walk around the car park without an adult. Highlight the range of possibilities showing the unpredictable movements of vehicles in a car park.

JOURNAL

► **Reflective writing**

Students write or draw ways to stay safer in car parks when getting in and out of cars.

REFLECTIVE QUESTIONS

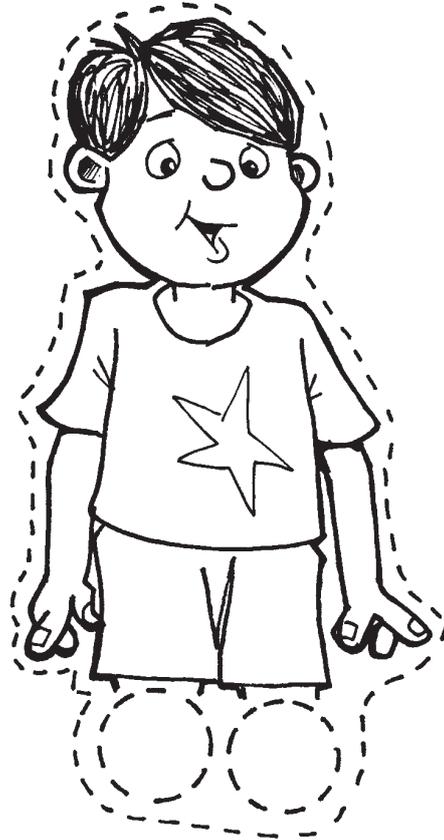
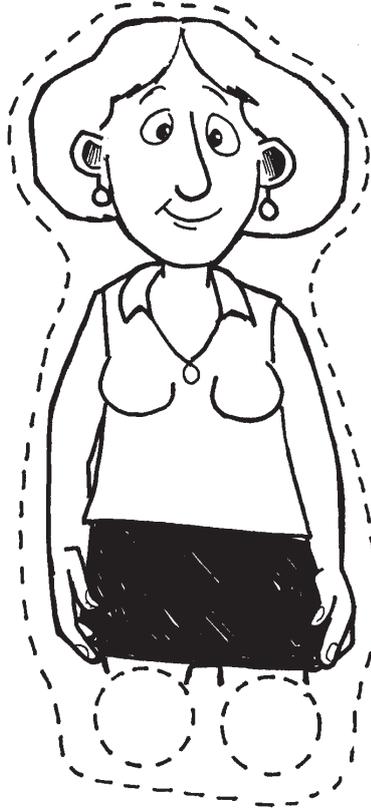
► **Thinking time**

Provide time for students to consider the following questions and share their thoughts.

What have I learnt about car parks?

Why is it important for me to know about using car parks?

How will I stay safe when I'm in a car park?



Dear family

When getting your family out of the car, leave the most mobile child, usually the oldest, until last. This means you don't have to worry about them moving away from the car without your supervision.

When getting your family into the car, place the most mobile child in first, then other children and finally the shopping or pram.

At home activity

Talk about the pictures showing a family getting safely in and out of a car. Help your child to cut out the pictures and place them in order.

Yours sincerely

Classroom Teacher

Paste the pictures in order



The baby goes in.



1.



Now Mum gets in the car.



2.



Little sister and I get in the car.



3.



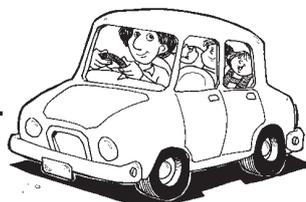
I am going to school.



4.



We drive to school.



5.





Car park visit

Dear family

As part of your child’s road safety education program we will be visiting the

..... car park on

This visit aims to provide your child with information related:

- to entering and alighting from a parked vehicle
- walking through a car park with adults’ supervision
- the difficulties that drivers have with seeing small children in a car park.

Your child has been informed of safety procedures while in the car park, however, we require assistance from parents and carers to ensure adequate supervision of the children. It is anticipated that an adult will supervise no more than two students. Please indicate if you are available to assist with the car park visit.

After the car park visit, children should be able to talk about important steps necessary to ensure their safety while using a car park with an adult. Please talk to your child about these safety steps and reinforce the message.

If you understand the aim of the car park visit, please provide your consent by signing the form below.

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

Yours sincerely



Classroom Teacher

----- ✂ -----

- I am able to assist during the car park visit.
- I understand the aim of the car park visit and consent to my child’s involvement.
- I do not consent to my child’s involvement in the car park visit.

Child’s name _____

Parent signature _____

Date _____

Dear family

Car parks can be dangerous places for young children. Drivers are concentrating on moving their cars in and out of parking bays and don't always think to check for pedestrians.

Because your child is small it makes them even harder to be seen.

Please read the information below and make sure that your child knows how to get in and out of the car when in a car park and other road situations.

Getting out of the car children should:

- wait for an adult to get strollers, babies or toddlers out of the car first
- wait for an adult to let them out of the car
- stand next to the car and wait for an adult's instructions
- walk through the car park holding an adult's hand or a part of their clothing, pram, trolley or shopping bag
- keep looking and listening for cars moving in and out of parking bays.

Getting into the car children should:

- wait beside the car until an adult opens the door
- be put in the car before toddlers, babies, shopping and strollers.

At home activity

The next time you and your family are in a car park talk about:

- who gets in and out of the car first
- places where it is safer for pedestrians to walk
- the people and traffic that use the car park (e.g. shoppers, trolley collectors, couriers, trucks, motorbikes, cars)
- words that describe parts of the car park (e.g. parking bay, lane, kerb, parking meter, trolley return)
- and watch how cars drive in and out of parking bays
- why drivers find it difficult to see young children walking alone.

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

Yours sincerely

Classroom Teacher



Crossing the road

Unit 2:6 Crossing the road

For students:

Key understandings

- ▶ Always hold an adult's hand when crossing the road.
- ▶ Know how to cross the road if an adult is not available.
- ▶ Do not cross the road in front of a bus or car.
- ▶ Only cross between parked cars when there is no other option.

Key skills

- ▶ Practise crossing the road using the systematic search strategy:
 - **Stop** back from the kerb.
 - **Look** for traffic coming from both sides of the road.
 - **Listen** for traffic coming.
 - **Think** about crossing the road.
 - If there is no traffic decide to cross the road.
 - Think about crossing the road until safely across.

TUNING IN

SHARED READING

▶ First Best Friends

Read or listen to the story *First Best Friends* by Margaret Wild then discuss the information gained (e.g. crossing at traffic lights and with a traffic attendant, holding hands with an adult and stopping at the kerb). The following questions can be used to guide the discussion.

In the story, what unsafe things did Tom Timothy King do? Why?

Why do you think Jasmine held her mother's hand?

Which places did the children use to safely cross the road?

What must you do and think about when you are crossing a road?

Ask students to share their walking to school experiences. Although it is important for students to understand that it is safer to walk with an adult, this may not happen with all families and teachers need to be sensitive to this during the discussion.

PICTURE TALK

▶ Systematic search strategy

Use the discussion photo *Crossing the road* to talk about the systematic search strategy. The strategy describes eight steps that should be used whenever crossing.

Write the words 'stop, look, listen, think and cross' for students to copy when writing or drawing.

FINDING OUT

MATHS INVESTIGATIONS

▶ Checking speed

With the supervision of parent helpers (ratio one adult per two students) take students to estimate the time taken for a vehicle to reach a given location. Use this time to also talk about moving and stationary vehicles as some children have difficulty distinguishing these.

Explain to students that they will be investigating the time taken for a vehicle to travel a certain distance.

Identify a marker down the road (e.g. a light pole, bus stop or driveway) then ask students to guess how many claps/seconds a vehicle will take to travel from the marker to their location.

The guesses can be recorded in a table similar to the example below.

CAR NUMBER	GUESS (TIME IN CLAPS OR SECONDS)	ACTUAL (TIME IN CLAPS OR SECONDS)

When a vehicle is sighted at the marker, students measure the time taken by either clapping together (try to clap at the rate of one clap per second) or by using a stopwatch. Repeat this several times.

Unit 2:6 Crossing the road

Discuss if the 'guesses' were accurate and why or why not. Talk about the speed of the vehicles observed and ask which had the greater number of claps or seconds, the faster or slower vehicles.

Discuss if the size or colour of a vehicle affected the speed travelled as students may think that certain coloured vehicles always travel faster than others (e.g. often children think that red cars go faster).

Relate this information about vehicle speed to crossing the road and making decisions about when it is safer to cross.

Why is it difficult to judge the speed of a moving vehicle?

What should you do if you see a car coming when you want to cross the road?

► Road width

In an outdoor area, ask students to guess the width of a two lane road and place markers to represent their guess. Have students measure the guesses using a tape measure or trundle wheel. Tell students the width is approximately eight metres wide. Have students move the markers if their guess was inaccurate.

Now ask students to guess how long it will take to walk across the marked out road. Remind students that it is important to walk straight across and not run.

Have one student demonstrate the systematic search strategy then walk across the road while the class times this with a stopwatch. Ask the group if their guesses were accurate, did it take longer or shorter than they thought. Why? Repeat this several times to determine if all students take the same time to cross.

Discuss why it is important to walk quickly and not run across the road.

Does everyone take the same time to cross the road? Why not?

Would it be quicker to walk or run across the road?

Why is it important to walk across the road and not run?

SORTING OUT

SEQUENCING INFORMATION

► Steps to cross the road

In small groups, students read *Resource Sheet 4: Steps to cross the road* then decide the correct order before cutting and pasting these on *Resource Sheet 5: Road*.

As a class, share and discuss the steps to crossing

the road safely using the completed resource sheets.

TEXT INNOVATION

► The Three Little Pigs

Retell the story of *The Three Little Pigs* incorporating pedestrian messages for safely crossing the road. An example is given below.

When the big bad wolf blew down the first little pig's house, the first little pig ran away as fast as he could. He had to cross a road to get to the second little pig's house. So he asked an adult to help him. They both stopped at the kerb. They looked in all directions for traffic. They listened for traffic sounds and then they thought to themselves, 'Is it safe to cross?' Then the first little pig and the adult walked hand-in-hand across the road keeping their wits about them. The big bad wolf didn't have anyone to help him so he couldn't get across the road.

After the story, ask students to identify the safety messages for pedestrians. Discuss the importance of crossing roads using the systematic search strategy (see background information at the start of this focus area).

Make the story into a big book and illustrate. Students can write safety messages in speech bubbles attached to each character.

Dramatise the story and perform for other students and parents.

ARTS IDEAS

► People crossing

Using a long strip of paper, students paint a road then sponge print adults and children holding hands. Ask students to generate safety messages and write these on the painting (e.g. 'Hold our hands' or 'Never cross the road without a grown-up').

MUSIC AND MOVEMENT

► Stop, look, listen, think

Listen to the song *Stop, look, listen, think* (*Resource Sheet 2*) then talk about the safety message.

► Eyes, ears, brain and hands

Discuss the body parts and senses used in each of the steps when crossing the road. For example:

eyes: looking and checking for traffic

ears: listening and sensing traffic noises and direction

brain: thinking if it is safe to cross

hands: holding hands with an adult or alternative (e.g. pram or shopping bag).

Sing the song *Eyes, ears, brain and hands* to emphasise the importance of students using their senses when crossing the road.

Eyes, ears, brain and hands

(Sung to *Heads, shoulders, knees and toes*)

Eyes, ears, brain and hands, brain and hands. (repeat)

So stop, look, listen and think before you cross.

Eyes, ears, brain and hands,

Brain and hands.

► **Crossing songs**

Sing the songs *Let's go walking*, *Stop, look, listen and think* (words on *Resource Sheet 2*) and *Before we cross the street* (words on *Resource Sheet 1*) to emphasise the importance of using the systematic search strategy with an adult when crossing the road.

Let's go walking

(Sung to *Twinkle twinkle little star*)

Let's go walking down the street.

Let's walk slowly with our feet.

Stop at the kerb and hold hands tight.

Look listen think is it all right?

Keep checking up and down the street,

While crossing the road, with your feet.

► **Safe crossing**

Revise the eight steps to cross the road. As a class, practise these new actions for each step:

Stop – hold one hand in front of body

Look – use both hands to open up eyes

Listen – cup a hand behind one ear

Think – place a finger to the temple and look left and right

Cross safely – pretend to hold a person's hand and walk on the spot.

To play the game call out the steps in random order for students to do the matching action. The student who follows the action last has to sit down.

MAKING DECISIONS

DECISION-MAKING MODEL

► **What could you do?**

It is important students understand the safest way to cross roads is under adult supervision. However, there will be times when an adult is not available. Pose this scenario or ask students to provide their own, then use the decision-making model to determine the safest options.

Mum rang the school to say that she can't pick you up and you have to walk home alone. What could you do?

Share the decisions reached by the students.

ROLE-PLAY

► **Traffic attendants**

Use the discussion photo *Crossing the road* to talk about the role of the traffic attendant at school crossings. Identify the location of crossings controlled by traffic attendants in the local area.

Have students mime the actions the traffic attendant use to tell pedestrians when to cross the road.

Discuss and role-play what students would do in the following scenario.

The traffic attendant is sick and no one is controlling the crosswalk. What could you do?

REAL-WORLD

OUT AND ABOUT

► **Systematic search strategy**

Take students and parent helpers to a quiet roadside to practise crossing the road using the systematic search strategy (refer to **background information** at the start of this focus area). Make sure that the helpers are aware of the strategy before the excursion and students understand that they are not to go onto the road without an adult.

Photocopy the *Resource sheet 3: Certificate* to award to students who successfully demonstrate the strategy. If a student is unsuccessful, organise further practice sessions and advise parents of how to help their child.

Unit 2:6 Crossing the road

PARENT INFORMATION AND AT HOME ACTIVITY

► Crossing the road

Photocopy *At Home Activity Sheet 1: Crossing the road* for students to complete with their families.

Photocopy *Resource Sheet 3: Certificate* for parents to tick each step as their child demonstrates it correctly. On successful completion parents can award the certificate to their child.

► To and from the bus

Send home *At Home Activity Sheet 2: To and from the bus*. Encourage students to complete the at home activity with their family.

SIMULATED

REPLICATING THE REAL WORLD

► Crossing the road

Mark out a road and footpath in the playground for students to practise the systematic search strategy. Have an adult supervise to ensure that students follow the eight steps. It may help to place the pictures shown on *Resource Sheets 6 and 7: Crossing clues* near the marked out road. 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 safe to cross the road?

Show me how you cross the road.

Why didn't you run across the road?

When did you stop thinking about crossing the road?

Why is it important to look, listen and think even when crossing with an adult?

Other students not involved in the crossing practice can pretend to be 'traffic' and wear cardboard boxcars or ride wheeled devices.

► Classroom crossing

Set up a crosswalk between two classrooms. Students can practise using the systematic search strategy on the pretend crosswalk when moving between the two rooms.

REFLECTING

JOURNAL

► Reflective writing

Students write or draw about crossing the road and things they need to remember and practise.

UNFINISHED SENTENCES

► Thinking back

Ask students to think about the learning experiences they have been involved in during this unit and complete the following sentences or draw a picture.

The safest way to cross the road is ...

I still need to practise

CIRCLE TALK

► Walking to and from the bus

Sit students in two concentric circles. Pose the following statements and questions for students to discuss with their partner.

It is important to walk with an adult to the bus stop.

When is it safe to cross the road after getting off the bus?

What can you do while waiting for the bus?

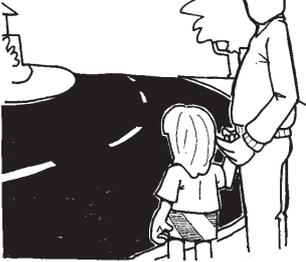
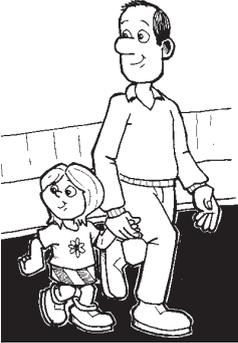
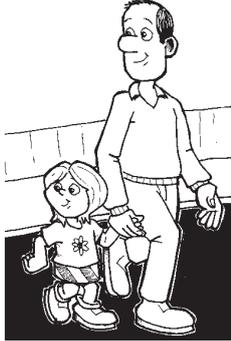
has practised and knows how to cross the road safely.

- Step 1** Choose the safest place to cross.
- Step 2** Ask an 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, 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.



When you want to cross the road safely there are some things you need to remember.

Cut out each step then paste them in the right order to make sure you get across the road safely.

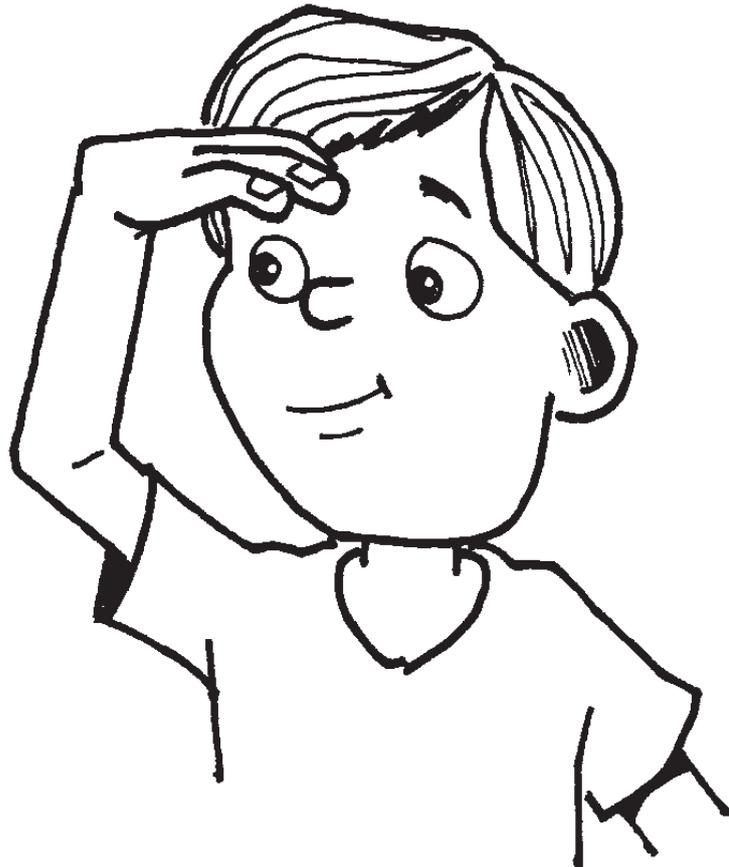
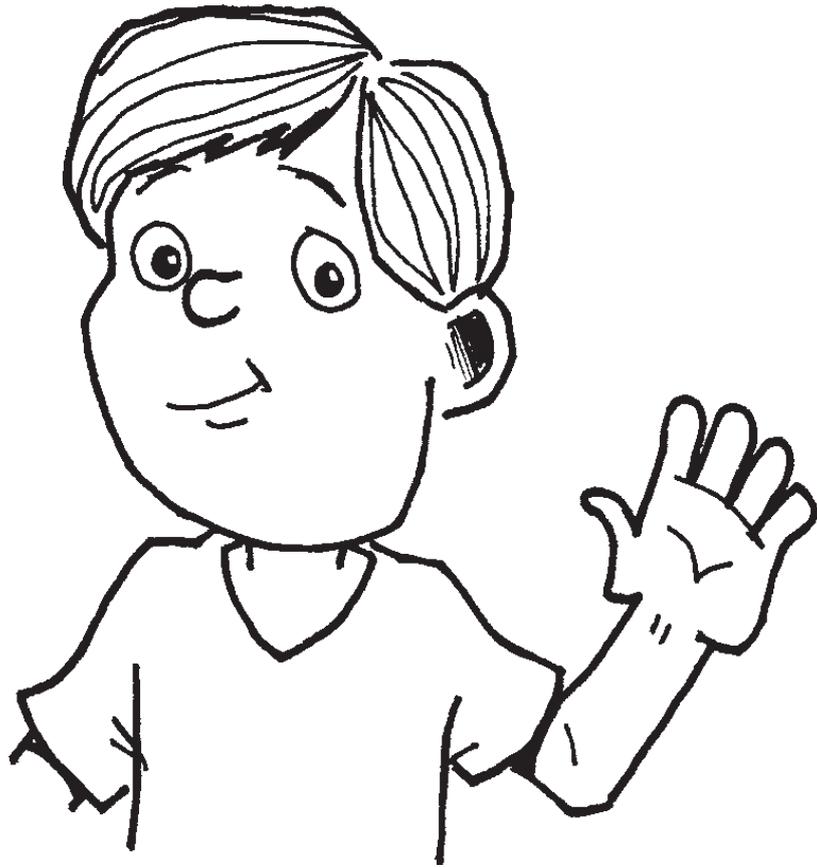
<p>Look in all directions for traffic.</p> 	<p>Listen for traffic.</p> 
<p>Think about when it is safe to cross.</p> 	<p>Ask an adult for help to cross the road.</p> 
<p>Choose the safest place to cross.</p> 	<p>Keep checking the road by looking, listening and thinking about traffic while crossing.</p>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

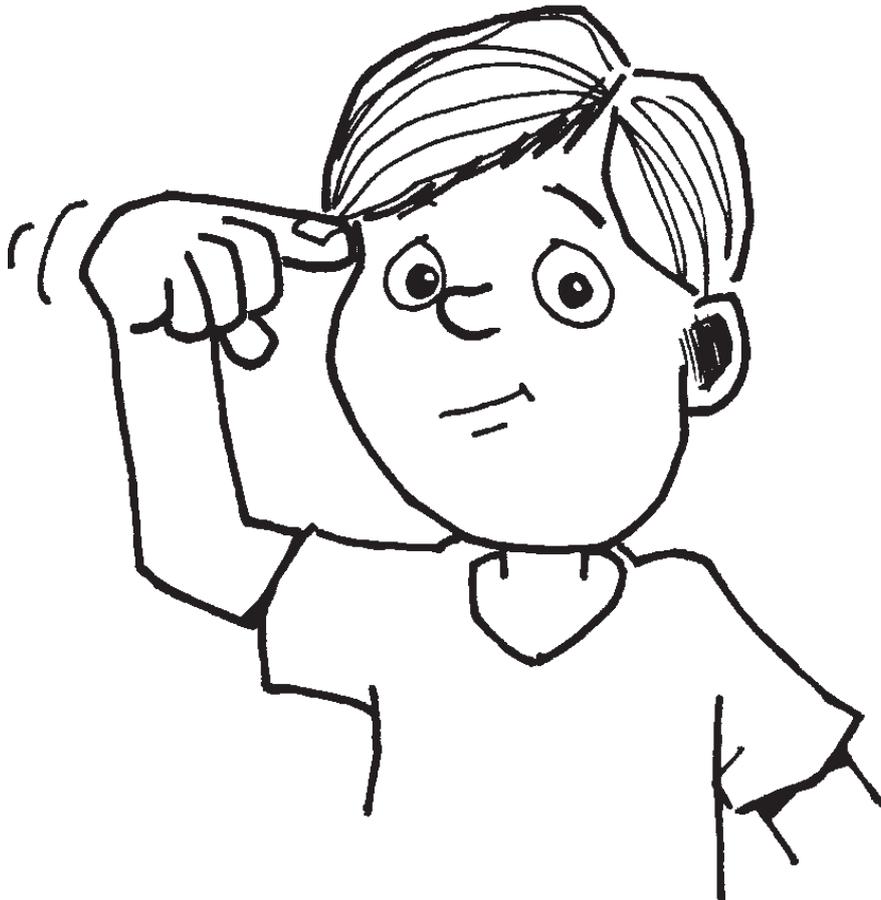
Paste the steps in order to make sure you get across the road safely.

1.	2.	3.
-----------	-----------	-----------

4.	5.	6.
-----------	-----------	-----------

7.	
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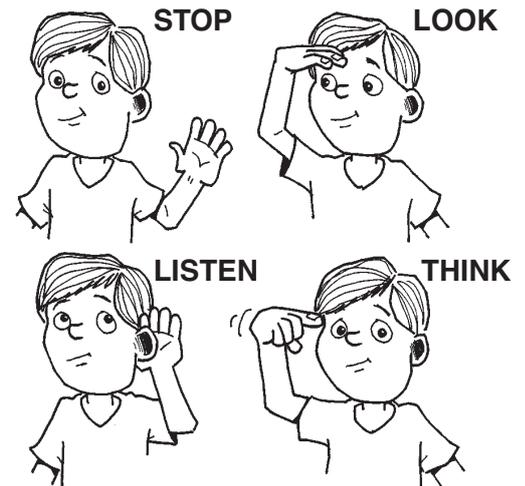
Dear family

Children are not always able to be responsible for their own safety when crossing roads.

Systematic search strategy (road crossing)

There are eight steps that are important for your child to remember when crossing the road. Please read and talk about these with your child.

- Step 1** Choose the safest place to stop and cross.
- Step 2** Ask an 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, 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.



At home activity

When walking to school or around your local area, use the walk to help teach your child how to cross the road using the eight steps. Show your child how to do each step and explain why. This will help your child to understand the importance of each step. An example is given below:

- *Where do you think we should cross the road? Why?*
- *Let's stop right back from the kerb so we won't accidentally step onto the road.*
- *Can you see any traffic coming? Keep looking both ways.*
- *Now let's listen. Can you hear any traffic?*
- *Do you think it is safe to cross?*
- *Let's walk straight across the road. Remember to keep looking, listening and thinking.*

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

Yours sincerely

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?

Because your child is still young, it is important to always:

- hold their hand and walk together to the bus stop
- meet them at the bus stop, not across the road
- talk about the safer way to cross the road
- use the systematic search strategy of stop, look, listen and think before crossing the road when the bus has gone
- take enough time to cross the road safely.



At home activity

Tick the box after you and your child have talked about and practised each of these safer behaviours.

- We walked to and from the bus stop together, holding hands.
- We practised crossing the road together after getting off the bus.
- We talked about what to do if there is no one to meet us when we get off the bus.
- We talked about what to do if we miss our bus or our correct stop.

Draw a picture of you crossing the road safely after the bus has driven away.

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

Yours sincerely

Classroom Teacher

Safer ways to school

Unit 2:7 Safer ways to get to and from school

For students:

Key understandings

- ▶ There are safer routes to walk to and from school, and within the local area.
- ▶ Walk with an adult and hold their hand.
- ▶ Always choose safer places to cross the road.
- ▶ Use the systematic search strategy to cross the road.
- ▶ Keep checking for hazards when walking.

Key skills

- ▶ Practise finding the safest route to walk.

TUNING IN

SHARED READING

▶ Walking to school

Conduct a survey of how many students walk to school. Ask them to list other places they walk.

Read or listen to the story *First Best Friends* by Margaret Wild then talk about the walk Jasmine and Tom Timothy King took to school. Identify where Jasmine's mum chose to cross the road. Relate to students' experiences of walking to school.

▶ Where's Banjo, Mum?

Discuss some of the things students see travelling to and from school each day.

Read the story *Where's Banjo, Mum?* by Libby Hathorn then identify the hazards that Jess and his mum experienced while getting home from school. Talk about the safer strategies that they used getting on and off the bus, in the car park and crossing the road.

Students can write and illustrate a recount of Jess's journey with safety messages highlighted in colour.

FINDING OUT

BRAINSTORM

▶ Getting to school

Brainstorm a list of things to remember when getting to and from school safely. This could include:

- Remember the safest way to get to school.
- Use safer places to cross.
- Always remember to stop, look, listen and think before crossing safely.

- Walk on the footpath or on the road edge facing oncoming traffic as far away from the road's edge as is possible if there isn't a footpath.
- Watch out for cars coming out and going into driveways.
- Use crossings if available.
- Ask a 'trusted' adult to help cross the road.

Review the elements of poster design such as large print, small amount of text and appealing and colourful illustrations. In pairs, students design a poster promoting three ideas from the generated list.

Display the posters in an area where other students and parents can read the posters.

GUEST SPEAKERS

▶ Safe routes to school

Invite an engineer from the Department of Lands and Planning, Transport Division or the local Council to talk about creating safer traffic environments around schools and areas where students may be at risk (e.g. school car parks). Members of the parent council or committee can also be invited.

While the engineer is at school, students and parents can walk around the school perimeter to identify hazards for pedestrians, cyclists and drivers.

Talk about how students should enter and exit the school grounds (e.g. not through staff or visitor car parks, or crossing between parked cars).

SORTING OUT

DESIGN A GAME

► Safely to school

Look at board games such as *Snakes and ladders* and talk about the layout, rules and instructions before students design and make a board game based around walking safely to school. Talk about the aim of the game and devise a list of criteria. For example include:

- safer crossing places
- 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.

Play and evaluate the games using the criteria. Students can take the games home to play with family.

STORY MAP

► First Best Friends

After reading or listening to the story *First Best Friends* model how to create a story map. Talk about the map showing the route taken by Jasmine and Tom Timothy King, places they walked past and major events that happened along the way to school.

In groups, students design a story map including labels and written descriptions of the safe route walked by the two children.

Have students highlight safety strategies used by the children by retelling the story using the map.

PUZZLES AND GAMES

► Heads and tails

Explain the rules of the game, which are:

1. Listen to the question.
2. Put your hands on your head if the answer is 'yes'.
3. Put your hands on your tail (bottom) if the answer is 'no'.
4. If your answer is correct, keep on standing.
5. If your answer is wrong, sit down.

Play the game until a winner is found. Some questions have been provided below.

It is safe to walk on the footpath.

You should always look for cars backing out of driveways.

It is safe to walk on the kerb.

Pedestrians belong on the road.

Does traffic include cars, trucks and bicycles?

Is the safest route always the quickest?

Is running the safest and quickest way to cross roads?

DEVELOPING VALUES

VALUES CONTINUUM

► Important not important

Make two labels 'important' and 'not important'. Read the following statements for students to consider before placing themselves on the continuum.

Walking the same route to school every day.

Knowing my name and address.

Knowing where a telephone box is on the way to school.

Knowing safer places to cross on the way to and from school.

Knowing where your friend lives.

Practising walking to school with my family.

Looking for cars coming in and out of driveways.

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

MAKING DECISIONS

DECISION-MAKING MODEL

► What to do?

Have students identify the problem for the road safety situation below (i.e. walking without an adult and taking a different route home) then use the model described in the **Making decisions** section (page 209) of this resource to help students choose options and make a decision.

Unit 2:7 Safer ways to get to and from school

Your mum is late picking you up from school. Your best friend who lives a few streets away from your house tells you to walk home with her. What could you do?

Share the decisions reached by having students draw a picture and write speech bubbles showing what they would do and say.

PLANNING

► Plan a safer route to school

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

Share individual plans in small groups to discuss if the strategies planned will increase students' safety.

BEFORE	DURING	AFTER
Talk about safer ways to walk to school with my parents.	Walk with an adult and hold their hand.	I will know the safe route to walk with my parents.
Plan a safer route to walk with my family.	Stay on the safe route.	I will know where it is safer to cross roads on the way to school.
Practise walking to school with my parents.	Practise stop, look, listen and think before I cross the road with an adult.	I will know how to cross a road.
Practise asking adults for help.	Cross at safer places.	
Make sure I know who can help me if I get lost or hurt.	Don't talk to strangers.	
Know my address and phone number.	Ask a 'trusted' adult for help if I need to cross a road, feel worried or am hurt.	

Example: Getting to school

REAL-WORLD

OUT AND ABOUT

► Walking talking day

Hold a *Walking talking day* where parents walk their children to school using the safest route and talking about safety issues along the way (e.g. not crossing the road near parked cars, making sure the road is clear, using the school crossing and staying on the footpath).

Invite parents by using *At Home Activity Sheet 1: Walking talking day*. If not all students can be walked to school by a parent suggest that another trusted adult (i.e. a grandparent or school friend's parent) be asked to participate in the day.

PARENT INFORMATION AND AT HOME ACTIVITY

► Safer ways to get to and from school

Provide each student with a map of the local area and *At Home Activity Sheet 2: Safer ways to get to and from school*. Encourage the students to locate their home and highlight the route they take to and from school including safer places to cross on the map with their family.

When the map is returned to school, students copy their route from home to school onto a large class map, using a different code or colour.

Discuss the class map and find who takes the same route to school. Mark crossings (e.g. traffic signals, school crossings), roads that do not have footpaths and other areas where students need to be careful.

What do you notice about the map?

Do any children take the same route?

Where do most children cross the road when they are coming to school?

Are these safe places to cross? (e.g. traffic attendant crossing, traffic lights, 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 a road)

REFLECTING

UNFINISHED SENTENCES

► Thinking back

Ask students to think about the learning experiences they have been involved in during the unit by completing the following sentences.

I know the safest way to walk to school is ...

I think that it is important to...



Dear family

We are organising a Walk Safely to School Day on _____.

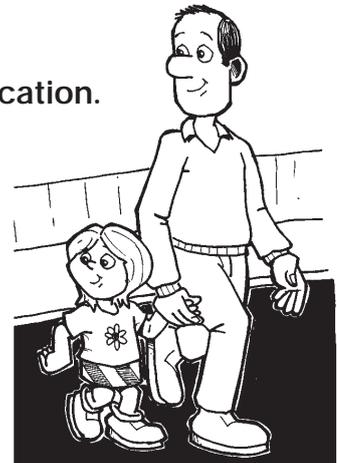
The aim of this day is for families to walk to school, talking about the safest route to take and other road safety procedures along the way. Some of these may include:

- walking on footpaths if provided
- walking facing oncoming traffic and as far away from the road edge as possible (if footpath not provided)
- checking driveways and crossovers for cars, trucks and other vehicles
- standing back from the kerb or road edge
- choosing a place to cross where traffic can be seen and traffic can see you
- using the systematic search strategy to cross the road (stop, look, listen and think before crossing)
- wearing brightly coloured clothing and walking where drivers expect to see pedestrians
- crossing with the traffic attendant at a school crossing (if provided)
- checking all traffic has stopped before crossing using the green 'walk' man.

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

Yours sincerely

Classroom Teacher



Child's name _____ Parent/carer signature _____

- I am able to walk my child to school on the **Walk Safely to School Day**.
- I understand the aim of the **Walk Safely to School Day**; however, I am unable to participate. I have organised for another adult to walk my child to school on this day.



Dear family

It is important for your child to learn the safest routes to take when walking to and from school, and within their local area.

At home activities

Please talk about and help your child locate the following things on the map attached to this note:

1. their home (mark with an X)
2. the safest route you have shown your child to walk to and from school (highlight)
3. places where it is safer to cross (mark with a dot)
4. the safest route to and from other local places such as the park, a friend's house, the library or shop (highlight).



As you are completing this mapping activity, help your child decide what they should do if they ever needed help walking to school or another location in their area.

Walk together

Take a walk together along the route marked on the map. Talk about landmarks along the way to remind your child of the safest route. Identify unsafe and safe crossing places such as crossing at intersections, driveways and areas without footpaths.

Crossing the road

Use this time to practise crossing the road with your child. The steps are:

- Step 1** Choose the safest place to cross.
- Step 2** Ask an 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.

Yours sincerely

Classroom Teacher