

Focus area 4

Road rules and signs

Overview of the *Road rules and signs* focus area

This section provides an overview of the units included in the *Road rules and signs* focus area and the content related to children as pedestrians and cyclists in the traffic environment, identifying road signs, signals, markings and road rules.

Road rules and signs units

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

Unit 4.1 Road rules

This unit focuses on identifying road rules relevant to pedestrians and cyclists; consequences of non-compliance; and making decisions in road user situations.

Unit 4.2 Road signs and signals

This unit focuses on identifying road signs and signals relevant to pedestrians and cyclists.

Focus Area 4: Road rules and signs

SKILLS AND UNDERSTANDINGS

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

ROAD RULES AND SIGNS FOCUS AREA	KNOWLEDGE AND UNDERSTANDINGS	SELF-MANAGEMENT SKILLS	INTERPERSONAL SKILLS
<p>Unit 4:1 <i>Road rules</i></p> <p>Unit 4:2 <i>Road signs and signals</i></p>	<p>PROMOTING WELLBEING</p> <p>The meaning and dimensions of health</p> <ul style="list-style-type: none"> having a positive attitude towards personal wellbeing may influence a child to comply with road rules and signs as a pedestrian and cyclist <p>Ways to keep healthier and safer</p> <ul style="list-style-type: none"> identifying personal attitudes and values towards using safer road user behaviours identifying safety features of the traffic environment e.g. road signs, signals and markings identifying ways to respond to peers and others who are encouraging harmful or unsafe behaviours identifying personal attitudes and values towards acting responsibly as a road user acceptance of personal responsibility for safety <i>appreciating the need and responsibility to behave safely as a road user</i> <p>Resources and consumer skills</p> <ul style="list-style-type: none"> people in the community who contribute to a safer traffic environment e.g. police, local government, Main Roads locating road safety agencies and other sources for accurate information 	<p>SELF UNDERSTANDING</p> <p>Understanding emotions</p> <ul style="list-style-type: none"> modifying actions in response to stressful or unsafe situations using positive 'self talk' <p>Managing emotions</p> <ul style="list-style-type: none"> modifying actions in response to stressful or unsafe situations using positive 'self talk' identifying that strategies to cope with unsafe situations can be reactive and proactive <p>DECISION-MAKING</p> <p>Reviewing the situation</p> <ul style="list-style-type: none"> identifying road rules and signs relevant to a specific situation identifying an unsafe situation and determining if a decision needs to be made to reduce the risk identifying positive and negative consequences of a decision <p>Planning before deciding</p> <ul style="list-style-type: none"> identifying more than one option in a road situation identifying short-term goals and planning to reduce risk assessing feelings when making decisions and planning identifying the rules and responsibilities of individuals established by the community to which they belong e.g. complying with pedestrian signals or using shared paths correctly <i>appreciating the need for safer practices in a range of situations</i> <i>considering their responsibilities as a road user</i> <p>Deciding and acting</p> <ul style="list-style-type: none"> identifying positive and negative consequences in relation to road user situations managing influences in pedestrian situations with assertiveness and other protective behaviours <p>Monitoring and evaluating</p> <ul style="list-style-type: none"> being responsible for actions and consequences of road safety decisions monitoring effectiveness of strategies to cope with both covert and overt influences on road user behaviour 	<p>RELATIONSHIP SKILLS</p> <p>Communicating</p> <ul style="list-style-type: none"> expressing needs or opinions when asking for help expressing an opinion about safer road user behaviours effectively conveying key information asking questions to clarify information <p>Preventing and managing conflict</p> <ul style="list-style-type: none"> practising using assertive communication and negotiation in response to peer pressure (e.g. when to say 'no' or use brave talk) <p>WORKING WITH OTHERS</p> <p>Cooperating and collaborating in groups</p> <ul style="list-style-type: none"> share space and equipment with peers explain to others the rules for activities and the reasons for them <i>appreciate the need to accept differing attitudes and opinions</i> follow instructions and respond to questions, ideas and advice of others <p>Leading, initiating and facilitating</p> <ul style="list-style-type: none"> explain safer road-user behaviours to peers and younger students <i>value the need to encourage peers, family and the wider school community to participate in safer road-user behaviours</i>

Focus Area 4: Road rules and signs

BACKGROUND INFORMATION

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

UNIT 4.1 ROAD RULES

► **Pedestrians** must comply with road rules such as:

- cross by the shortest safe route and do not stay on the road longer than needed to cross safely which means no jaywalking
- use a designated pedestrian crossing or traffic light if it is within 20 metres of where you want to cross
- not crossing a railway line at a level crossing if there is a path, bridge or other structure within 20 metres designed for the use of pedestrians at the crossing

► **Cyclists** must comply with road rules such as:

- walk bicycles and wheeled recreational devices across pedestrian crossings, children's crossings and pedestrian crossing with signals
- when riding on paths there are rules that need to be followed:
 - keep to the left of the path
 - don't ride too fast
 - use a bell to let others know of your approach
 - ride in single file except when overtaking

- wearing an Approved Standards helmet
- riding on the left and going with the flow of the traffic
- stopping at all stop signs and traffic lights
- indicating turns by using hand signals
- not double dinking
- keeping one hand on the handlebars at all times
- giving way to pedestrians at all times
- maintaining a roadworthy bicycle.

UNIT 4.2 ROAD SIGNS AND SIGNALS

- Pedestrians and cyclists must comply with some road signs and signals (e.g. shared path, pedestrian phase signals and crosswalks).
- Children must understand that a green light on a normal traffic signal does not mean walk for a pedestrian. They should interpret the green light as a signal to use the systematic search strategy before crossing.
- Traffic signals with a pedestrian phase indicate when it is appropriate to cross after checking that cars have stopped or are not still in the process of turning the corner.



Road rules

Unit 4:1 Road rules

For students:

Key understandings

- All road users are required to comply with a set of rules.
- Not all road rules are relevant to pedestrians.
- Young people have a responsibility to ensure their own and other road users' safety.
- Peers, friends and family can influence decisions and attitudes.
- Appreciate that others may have different opinions about safety and complying with road rules.

Key skills

- Identify road rules that are relevant to pedestrians, cyclists and riders of wheeled recreational devices.
- Practise using responses when peers encourage unsafe or illegal behaviour.
- Identify situations and influences that can increase a road user's level of risk.
- Make decisions that reduce the level of risk as a road user.
- Share own opinions and attitudes about road safety.

TUNING IN

KWL

➤ Rules, rules, rules

Students brainstorm a definition of the term 'rule'. Suggestions can include dictionary definitions and students' interpretations. For example:

- law
- regulation
- instruction
- something that tells you what to do
- it keeps us safe
- rules tell us how we should behave.

Ask students to brainstorm the road rules they know that are applicable to pedestrians (e.g. not jaywalking and crossing with the 'walk' figure), passengers and drivers (wearing a restraint or travelling at or below the posted speed limit), cyclists (e.g. compulsory wearing of helmets and complying with road signs and signals) and riders of other wheeled devices such as scooters, skateboards and rollerblades. The rules are written on the 'know' column of the KWL chart.

Students write questions to be answered in the 'want to know' column of the KWL chart. Questions may include:

- *Who sets the road rules? (state, federal and local government) Why?*
- *Why do we need road rules?*

- *Who has to comply with the road rules?*
- *How are road rules enforced?*
- *How can rules keep road users safer?*

Correct any misconceptions in the 'know' column and use the questions in the 'want to know' column to determine the selection of subsequent learning experiences.

Display the KWL findings and invite groups to rotate through the other sheets adding to the 'know' and 'want to know' columns if appropriate. Students can complete the last column 'what I have learnt' at different intervals during this unit.

QUESTION PARTNERS

➤ Match the sign

Give each student a card from the *Resource Sheet 1: Road rules and signs* and explain that each rule has a matching road sign. Students move around the room to match their cards and talk to their partner about the rule and sign.

Repeat the activity several times to give students the opportunity to find out about other rules and signs. Invite students to share information learnt from the question and answer cards. If students want to know more about road signs, write a list (or add to the 'KWL' chart if completed in Tuning in) and use this to guide the selection of learning experiences.

Discuss:

Which of these signs have you seen in the local area?

Which road users have to comply with the sign? (For example - a stop sign applies to motorists and cyclists only).

Students draw some of the road signs and write an explanation of the relevant rule.

FINDING OUT

JIGSAW

► Rules for cyclists and riders of wheeled recreational devices

Photocopy and cut up the text passages on *Resource Sheet 2: Rules jigsaw*, making sure that each student has one card.

Students who have the same text passage form expert groups to discuss and decide the two or three main points.

Students move to form new groups which have all text passages represented.

Students take turns to share the information and main points from their text passage. Others in the group must write down the main points presented by each student.

Discuss:

What have you learnt from this activity?

Will knowing this information help you become a safer road user? Why or why not?

Students can:

- write a summary of the rules and regulations in 30 words or less
- add information to the KWL chart started in *Tuning in*.

PLACEMAT

► Breaking rules

In groups of four, students write their ideas about the following question on a placemat.

Why do road users break the rules?

Students take turns to share ideas with other group members (e.g. being lazy or in a hurry, showing off,

doing what your peers want you to do, or not understanding the rule).

Ask each group to decide which of the placemat ideas they agree with the most and write these in the centre of the placemat.

Listen to each group's ideas encouraging the students to justify their selection.

Discuss:

Are road rules easy or hard to follow? Why?

Do road users only follow rules so they don't get punished? Why or why not?

How do you feel when you see another road user not doing the right thing?

Draw conclusions about safety being a personal and community responsibility.

RESEARCH CORNER

► Cycling laws

Students research cycling laws using the NT Department for Lands and Planning or your local council websites www.roadsafety.nt.gov.au and write a school newsletter article that gives relevant information to families of child cyclists.

SORTING OUT

ARTS IDEAS

► Traffic environment

Students draw or paint pictures that include road signs and signals being obeyed by different road users. Speech bubbles with conversations related to safety and road rules can be pasted onto the pictures.

DESIGN A GAME

► Card games

Use *Resource Sheet 1: Road rules and signs* to make card games such as Snap, Concentration and Fish.

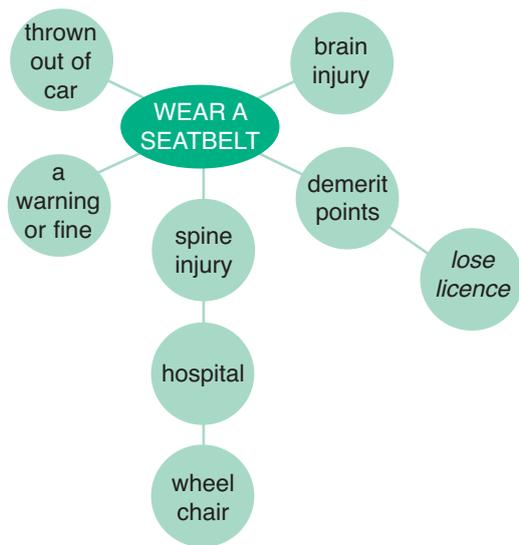
Students can use just the sign cards and play games with younger students. Add colour to the signs so students can talk about the road sign shapes and colours and the information they provide to road users.

Unit 4:1 Road rules

MIND MAP

► Consequences

Students choose one road rule and write this in the centre of a piece of paper. Ask students to think of the 'consequences' that can occur when a road user doesn't follow the rule (see example). Encourage students to build the mind map as far as possible.



Ask students to tick the 'physical' consequences on the mind map. Talk about other consequences (e.g. financial, emotional, legal and social) to demonstrate to students that the effects of a road user not following a rule can be far reaching, and both short and long term.

Discuss:

Who else besides the 'rule breaker' may have to deal with the consequences? Why?

If you could tell someone else about this, who would it be and why?

T CHART

► Matching signs

Give each group a set of cards from *Resource Sheet 1: Road rules and signs* and a T chart labelled 'rule' and 'sign'. Students read the clues and place the matching rule card next to the appropriate sign card on the T chart.

Check that students have matched the cards correctly and talk about situations where they may have to follow the rules (e.g. cycling with an adult on a road or shared path, and crossing roads). Explain to students that road users who do not follow the rules may endanger their own lives and the safety of others.

PUZZLES AND GAMES

► Celebrity Heads:

Celebrity heads is a fun way to learn about road rules.

Select three or four students to sit up the front and become the celebrity heads. For this activity use *Resource Sheet 1: Road rules and signs*. The sign indicates what each child up the front is representing. This is then stuck on the whiteboard above the child's head. Students ask questions to help determine what they are. When asking a question that is correct, students are granted another question. When students ask a question that is incorrect it becomes the next students turn to ask a question.

For example a student who is a 'Stop sign' might ask...

Am I a road rule? Yes

Am I a sign? Yes

Do I have a 'walk' figure showing? No

This proceeds until each student guesses what they are. Rotate students as Celebrity Head rounds are finished.

► Celebrity Backs

In this version of the game, every student has a road sign symbol stuck to their back. They mingle, asking questions in pairs, and thus the opportunities for participating are much greater.

DEVELOPING VALUES

VALUES VOTING

► Thumbs up, thumbs down

Pose one of the following statements for students to consider and indicate their vote by using a 'thumbs up' or 'thumbs down' signal.

Rules should only apply to cyclists when they are riding on the road.

So long as bicycles aren't falling to bits they should be allowed on the road.

A cyclist should be able to decide whether to wear a helmet or not.

If a cyclist is capable and experienced they should be allowed to dinky another person.

Allow time for students to share their opinions and listen to others.

MAKING DECISIONS

DECISION-MAKING MODEL

► Consequences

As a class, talk about making decisions that may have positive and negative consequences. Ask students to discuss the unsafe actions described on *Resource Sheet 3: Consequences of breaking the law* and decide the possible consequences.

Discuss:

Which decisions did Anne make that were unsafe? Why?

What were the negative consequences of her decisions?

PNI

► Breaking the rules

In groups, students think then list the positive, negative and interesting implications of one of the statements below using the *Resource Sheet 8: PNI* included in the **Making decisions** section.

Pedestrians not obeying road rules should be put in jail.

Cyclists shouldn't have to follow rules if they are riding on a cycle path.

Children need to be given a book about road rules.

PNI

► Riding and rules

In groups or individually, students consider one of the following statements to work through using a PNI.

The government has given cyclists the decision to wear a helmet.

Skateboards and rollerblades should only be ridden on footpaths.

All cyclists can ride on footpaths.

All cyclists, including children between 6 and 12 years, will have to pass a test before being allowed to ride on the road.

Groups share ideas about the statement.

Encourage students to question each other and justify their responses.

Share some of the responses with the class and invite discussion about the rules.

REAL-WORLD

PARENT INFORMATION AND AT-HOME ACTIVITY

► Cyclists and the law

Send the *At-Home Activity Sheet 1: Cyclists and the law* home with students to discuss and practise with their family.

REFLECTING

KWL

► What I know now

If the class used the KWL chart in *Tuning in*, ask students to reflect on their learning and write responses in the 'learnt' column.

THOUGHT SHAPES

► What do I think and feel?

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

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

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

REFLECTIVE QUESTIONS

► What does all this mean for me?

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

Alternatively, place students in two concentric circles so they are facing a partner. Pose a question and allow a minute thinking time. Indicate which circle is to start first before partners share their thoughts and ideas.

Which rules do you think pedestrians and cyclists should always follow?

Who is responsible for ensuring pedestrians and cyclists comply with road rules?

Road rules and signs

Cyclists must stop at this sign and give way to all traffic on the other road, and traffic turning into your road, before moving off again.



Cyclists must slow down at this sign but don't need to stop. If there is other traffic about, cyclists must let it pass first before continuing.



Cyclists must walk their bicycle across the road when the traffic attendant signals it's safe to cross.



Cyclists must keep with the traffic flow and not ride the wrong way.



Pedestrians must follow the traffic attendants's instructions.

Where this sign is shown, it is lawful for cyclists to ride on the path but only in single file. They must keep to the left of the path and give way to pedestrians.



This is a warning that the path finishes and that cyclists cannot continue to ride on the path. They should slow down and check all around for traffic, particularly turning vehicles coming from behind, before continuing on a road.



Cyclists must not enter if they see this sign.



This is the basic rule of the road. Only in one-way streets does the rule not apply. This sign tells the traffic which way to move and means it can pass on one side only.



Road rules and signs

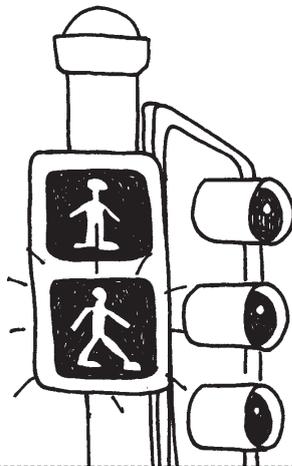
Always obey this sign. Stop for boom gates and/or flashing lights. At uncontrolled crossings or those with STOP signs - stop, look, listen and think - before you walk or wheel your bike across.



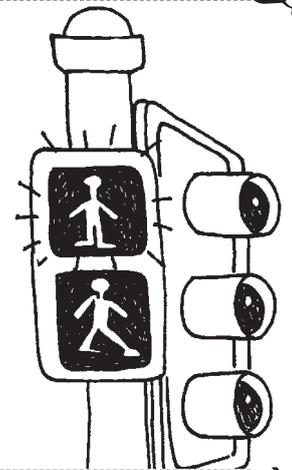
Pedestrians and cyclists can cross here. Cyclists must wheel their bikes, not ride them.



Pedestrians and cyclists can walk across when the green 'walk' figure is showing.



Pedestrians and cyclists (walking their bikes) must not cross when the 'don't walk' figure is showing. If the red figure starts to flash complete the crossing as quickly as possible, either to the median island or to the side of the road (whichever is closer).



Cyclists must travel in the direction of normal traffic and give way to traffic on the roundabout. Hand signals should be used to indicate when a cyclist intends to move out of the roundabout. (The safest advice for young cyclists is to not use roundabouts).



Rules jigsaw

Text 1 Under law, a rollerskater is considered a pedestrian when skating on a footpath. Skaters are allowed to ride on roads when they wear a helmet and it is a residential street but not:

- on roads with a continuous or broken centre line or dividing strip
- on roads divided into marked lanes for traffic
- where signs advise that skating is not permitted.

Skaters can skate between sunrise and sunset but not during times of low visibility.

Skaters must:

- not be towed by another vehicle
- not ride within 2 metres of the rear of a vehicle for a distance greater than two hundred metres
- not ride alongside a vehicle
- skate in single file
- give way to a vehicle on or about to enter a road except when skating on the footpath
- not overtake a vehicle travelling in the same direction
- observe all regulations and obey all directions of police officers and local law officers.

While it is desirable for skaters to alert pedestrians to their presence on footpaths, it is not a legal requirement.

Text 2 When riding at night your bicycle must have:

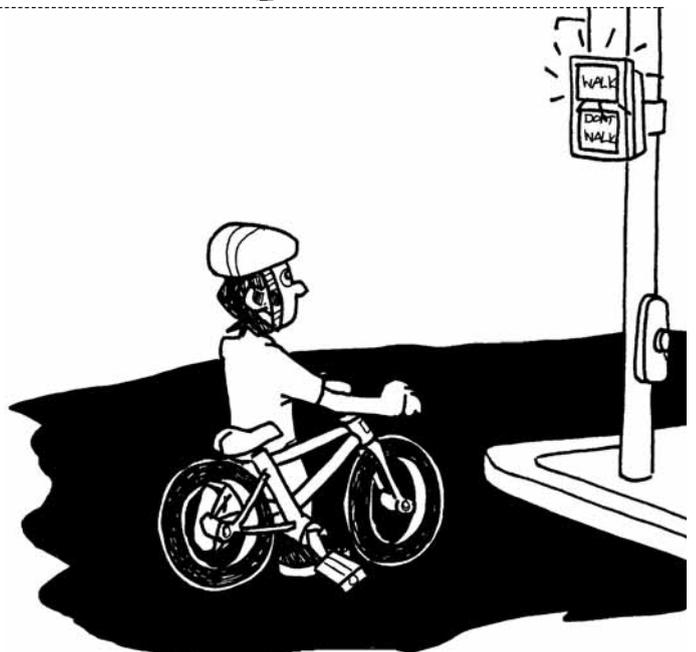
- a white front light visible up to 200 metres ahead
- an unobstructed red light at the rear visible up to 200 metres to the rear
- a red reflector that is clearly visible for at least 50 metres from the rear of a bicycle when lit up by a following vehicle's headlights.

Your bicycle must not have:

- a red light shining to the front
- any light except red shining to the rear.



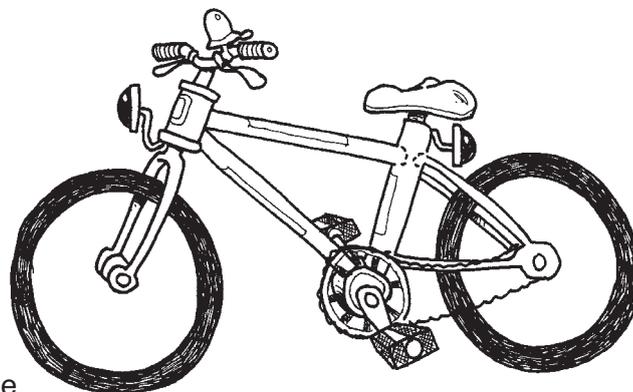
Text 3 The rider of a bicycle must not ride across a road by using a children's crossing, a pedestrian crossing or a marked crosswalk.



Rules jigsaw

Text 4 To remain legal, a bicycle must be properly maintained so that it does not present a danger to the rider or other road users. A bicycle can be judged to be not roadworthy if the:

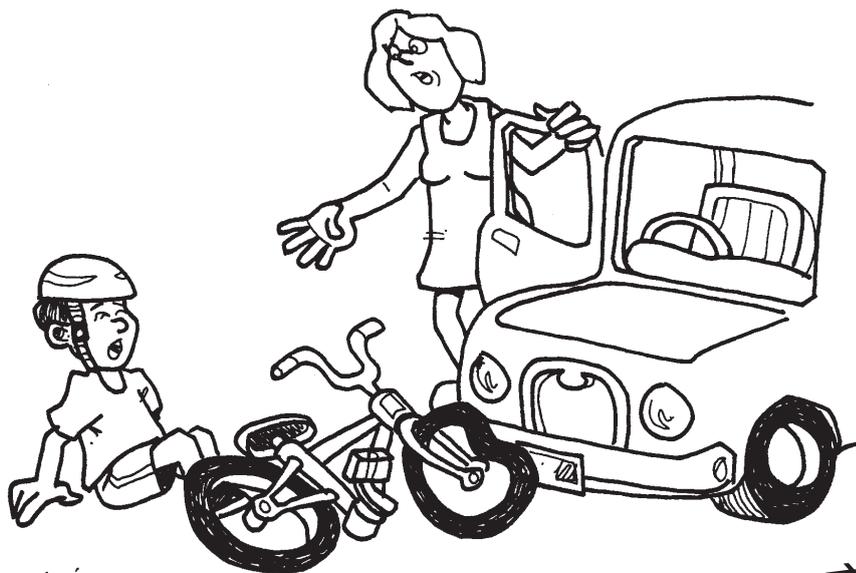
- chain is too loose
- wheel nuts or wheel bearings are loose
- tyres are in poor condition
- wheel rims are buckled or spokes are missing
- brake callipers are misaligned or brake shoes are excessively worn
- steering assembly is loose
- seat is not securely fitted
- maximum width of the handlebars is more than 660mm (330mm on either side of the centreline of the bicycle).



It is illegal to carry a load with a width of more than 660mm as it may make the bicycle unstable and a danger to other path users.

Text 5 If a bicycle rider is involved in a crash that causes injury to a person or animal or which results in damage to property, you must report the incident to the police. Reports to police must be made as soon as possible, usually within 24 hours.

The NT Motor Accidents Compensation scheme provides cover for person injured in a motor vehicle accident including drivers, passengers, pedestrians, motorcyclists or cyclists.
www.tiofi.com.au



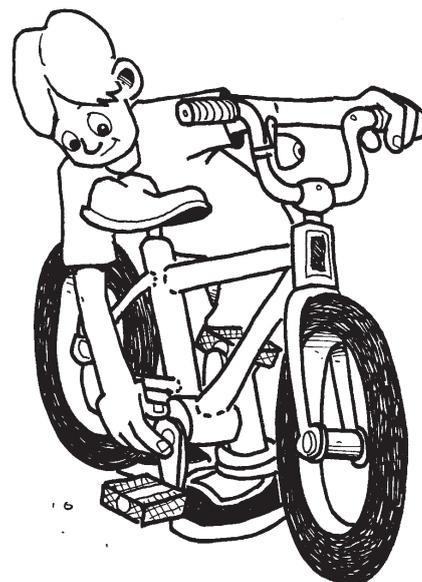
Text 6 When riding a bicycle, you are required to abide by all the rules and regulations that govern the drivers of other vehicles. These include traffic lights, 'STOP' and 'GIVE WAY' signs, signals and keeping to the left. The rules and regulations that only apply to cyclists include:

- riders and any passengers in a child-carry seat or trailer must wear an approved helmet correctly fastened at all times
- when riding on a shared path keep to the left and do not ride abreast of another bicycle unless you are overtaking
- when riding on a shared path you must give way to pedestrians (includes people walking, using motorised and non-motorised wheelchairs, and people on rollerblades and skates).
- another vehicle or bicycle must not tow your bicycle
- you must ride astride a permanent and regular seat attached to the bicycle
- you must have at least one hand on the handlebars
- do not carry more people than the number for which the bicycle is designed and equipped (no dinking)
- do not ride carelessly, recklessly or speed.



Rules jigsaw

Text 7 A bicycle is a legal road vehicle provided it is suitably constructed and equipped. In the Northern Territory, it does not have to be formally registered by licensing authorities in order to use public roads. Any two or more wheeled vehicle that is designed to be propelled by human power, using a belt, chain or gears, can be considered a cycle. This does not include scooters, skates, wheeled toys or wheelchairs. There is a number of standard requirements that need to be met before a bicycle can be considered legal for use on our road system. The angle of the front forks of a bicycle must be reasonably steep. To be legal, the distance from the front axle, back to the vertical line from the steering bearing, should not exceed 250mm. The handlebars must extend out at least 200mm, but not more than 330mm, on each side of the bicycle's centre. In addition, the uppermost part of the handlebars can be no more than 300mm above the height of the seat.



Text 8 Young cyclists under 17 years of age are required to wear an approved bicycle helmet when travelling on roads and paths that are accessible to the public. The helmet must be of a standard approved by the Registrar and complies with Australian Standard 2063. All approved helmets must be sold with a compliance sticker attached. Retention straps must be fastened at all times, so look for a helmet with a strap system that is easy to adjust. A child carried in a child carrier seat must wear an approved helmet. A passenger in a trailer being towed by a bicycle must also wear an approved helmet. Paying riders and passengers using a three or four-wheeled bicycle do not have to wear a helmet.



Text 9 Interstate, people are permitted to travel with their bicycle on trains at no additional cost during off-peak times, weekends and public holidays. For instance you may be able to take your bike on trains going away from the city (7am to 9am) or towards the city (4.30pm to 6.30pm).

In some states train passengers who travel with their bicycles require a permit. This is usually available at major stations and at no cost. Cyclists must walk their bicycles on and off the train. No bicycles are permitted in the first passenger car of the train.

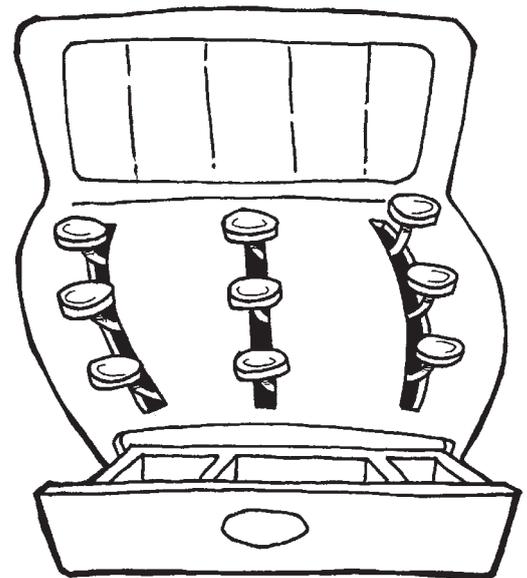


Consequences of breaking the law

After school Anne's mum asked her to go to the shops. Anne didn't want to go because her favourite television program was going to start soon.

She raced out the door and starting running along the footpath. She decided to cross a busy road rather than walking 10 metres more to use the crosswalk.

At the next intersection she cut across the road on an angle to get around a car waiting for the traffic to clear. She had to cross a main intersection and use the pedestrian lights. The 'don't walk' sign was showing so Anne pressed the button. It was taking for ever to change so she checked for traffic and crossed the road before the signal had changed to 'walk'. After all there wasn't any traffic around.



Which laws did Anne break?

Unsafe action	Traffic Regulations 2009	Consequences	Possible fine
Jaywalking is when you walk diagonally across the road. People jaywalk to dodge traffic or take short cuts.	The law says you must cross by the shortest safe route and not stay on the road longer than needed to cross safely.		Pedestrians jaywalking can be fined.
Walking on a road that says 'no entry' to cyclists and pedestrians.			Pedestrians can be fined.
Choosing not to use a pedestrian crossing or traffic lights to cross the road because you couldn't be bothered to walk that little bit further.	The law says if you are within 20 metres of a pedestrian crossing or traffic light you must use it to cross the road.		Pedestrians can be fined.
Disobey a 'don't walk' signal at a pedestrian traffic light because you're in a rush.			Pedestrians can be fined.
Walking over the railway tracks on or near a train station when a pedestrian bridge or underpass is available.	A pedestrian can not cross a railway line at a level crossing if there is a path, bridge or other structure designed for the use of pedestrians within 20 metres of the crossing		Pedestrians can be fined.

Cyclists and the law

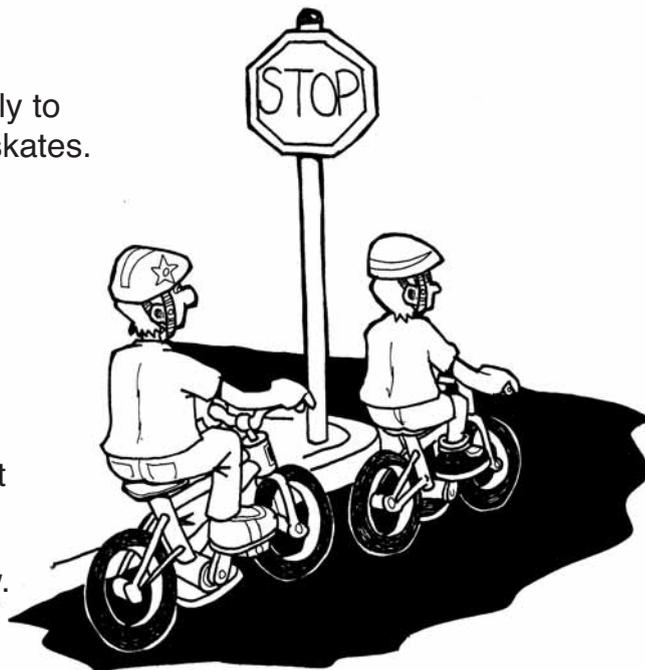
Dear family

Your child has been learning about rules that apply to cyclists and riders of skateboards, scooters and skates.

A cyclist must obey all traffic light signals and traffic signs just like cars.

How many of these rules does your child already know and follow?

- Young cyclists up to the age of 17 years must always wear a helmet.
- Always ride on the LEFT and go with the flow. Never ride against traffic. Cars will not be expecting to find a cyclist when they round a corner or go over a hill.
- It is safer to ride single file. When passing other cyclists or pedestrians let them know your position by ringing your bell.
- Stop at all STOP signs and traffic lights.
- Always signal before making a left or right turn. When cyclists want to stop, turn right or left, they must signal for long enough to warn other road users.
- Cyclists must get off their bikes and wheel them across crosswalks and children's crossings.
- Don't double dink. It makes it hard for you to see the road and you might lose control of your bike.
- Always have at least one hand on the handlebars.
- You must give way to pedestrians on footpaths and shared paths. Ring your bell to let them know you are approaching.
- Your bicycle must be roadworthy and legal. That means it needs to have brakes in working order, reflectors front and back, tyres in good condition etc.



Please take the time to talk about the rules your child needs to obey when riding.

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

Classroom Teacher

Road signs

Unit 4:2 Road signs and signals

For students:

Key understandings

- Pedestrians and cyclists are required to comply with road signs and signals.
- Not all road signs are relevant to pedestrians.
- Young people have a responsibility to ensure their own and other road users' safety.
- Make decisions that reduce the level of risk.
- Peers, friends and family can influence attitudes that may affect decisions and increase risk.
- Appreciate that others may have different opinions about safety and complying with road rules.

Key skills

- Identify road signs, signals and markings that are relevant to pedestrians and cyclists.
- Practise using responses when peers encourage unsafe or illegal behaviour.
- Identify situations and influences that can increase a road user's level of risk.
- Make decisions that reduce the level of risk as a road user.
- Share own opinions and attitudes about road safety.

TUNING IN

CARD CLUSTER

➤ Road signs and signals

Students think about road signs or signals they have seen in the traffic environment and write or draw these on post-it notes (or paper).

Ask students to place the post-it notes on the board. As a class, decide how to cluster the signs and signals (e.g. by shape, colour, meaning, symbols or words).

Discuss the generated signs and signals. Identify those that apply to pedestrians and cyclists. Talk about the rule or information each sign or signal gives and the importance of compliance to ensure the safety of all road users.

KWL

➤ Road signs and signals

Either individually or as a group, students use a KWL chart to write what they already know and want to know about road signs and signals.

Display the KWL findings and invite groups to rotate through the other sheets adding to the 'know' and 'want to know' columns if appropriate.

Correct any misconceptions in the 'know' column and use the questions in the 'want to know' column to

determine the selection of subsequent learning experiences. Students can complete the 'what I have learnt' column at different intervals during this unit.

FINDING OUT

MATHS INVESTIGATIONS

➤ Graphing signs

Display *Resource Sheet 1: Road signs and signals* in the classroom. Over a designated timeframe, ask students to:

- use a tally table to record the road signs and signals seen while travelling to and from school and in the local area.
- record where the sign or signal was located (such as at an intersection, or on a straight stretch of road, traffic island or roundabout).

Students convert the tally results into a bar graph and write a summary of their findings.

Discuss:

Why do you think there were more (include name) signs/signals in our local area?

Where were the signs/signals located? Why?

Who has to obey the signs/signals? Why?

What might happen if the signs/signals weren't obeyed?

Unit 4:2 Road signs and signals

PLACEMAT

► Pedestrians and road signs

Pose the following question for students to think about and ask them to write related ideas on a placemat.

The road signs, signals or markings that pedestrians are expected to comply with are ...

Group members share their ideas and select two main points to write in the centre section of the placemat.

A nominated speaker from each group presents the two points and fields questions from other groups.

Correct any misconceptions in relation to rules and the law.

Ask the class to identify and discuss signs, signals and markings that are relevant to cyclists and other road users.

Repeat the placemat procedure by having students consider the following question.

Do road signs, signals and markings make the roads a safer place for road users? Why or why not?

RESEARCH CORNER

► Information scavenger hunt

Students work in groups to find the answers to the following questions.

- Who decides where to put a road sign, signal or marking?
- Signs are grouped according to their type. What are the types of signs?
- Why are signs different shapes and colours?
- Which signs or markings can be found near schools?
- Which warning signs might you find in the rural areas?
- What is a 'guide' sign used for?

Groups can use the NT Department of Lands and Planning website www.nt.gov.au/transport/mvr/licensing and refer to the Road Users' Handbook which provides road sign information.

The first student to give the correct answer in writing gets a point for their group. The group that has the most points at the end of the week wins.

SORTING OUT

ARTS IDEAS

► Traffic signal with pedestrian phasing

Students design and make a traffic signal that includes pedestrian phasing (i.e. the 'walk' and 'don't walk' man). One idea is given below.

• Milk cartons

Cover milk cartons with black paper then cut out three holes on one side of the milk carton. Attach a piece of red, orange and green cellophane onto the back of the circles. Torches can be shone through to simulate a working traffic light.

Students use the traffic signal when talking to younger students about how to cross using the pedestrian phase lights.

► Tessellations

Students tessellate a road sign on a strip of card approximately 10cm x 25cm to make a bookmark. A road safety message or road rule can be written on the back of the bookmark and covered with clear contact to add durability.

PUZZLES AND GAMES

► Green light, red light

Students line up along a painted line on the playground to play a game of *Green light, red light*. Nominate one student to be the 'caller' who stands at the opposite end of the playground.

Explain to students that a call of 'green light' means they should look both ways and walk towards the caller at the other end of the playground. If they hear 'red light' from the caller they must stop immediately. If the caller spots a walker still moving after the red light call they must return to the starting line. The game continues until a walker reaches the caller.

Variation

If students have made traffic signals (see *Arts ideas* learning experience) the caller can show the walk and don't walk man instead of calling out instructions.

► Card games

Give each student a copy of *Resource Sheet 1: Road signs and signals*.

Students use the cards to play games such as Snap and Concentration. The games are made more complex by adding rules such as:

- to keep a pair, the player must say the name of the sign or signal and what it indicates to road users

Unit 4:2 Road signs and signals

- to keep a pair, the player must say where the sign is usually found or where the sign is in the local area.

T CHART

► What does it mean?

Draw a T chart and label one side 'Signs and signals' and the other side 'What does it mean?'

Students choose the signs or signal cards that relate to pedestrians, or traffic interacting with pedestrians, on *Resource Sheet 1: Road signs and signals* and place on one side of the T chart. The other side of the T chart is completed by students writing who has to comply with each sign or signal and why.

Share T charts and correct any misconceptions.

Discuss:

Do you think young people your age need to know about road signs and signals? Why or why not?

Where might you be able to get more information about road signs and signals?

VENN DIAGRAM

► Pedestrian, cyclist or motorist

With students in groups, explain that road signs and signals may apply to drivers, cyclists, pedestrians or all three. Give each group a copy of *Resource Sheet 1: Road signs and signals* and a large sheet of paper.

Students draw and label a Venn diagram – pedestrians, cyclists and motorists. Ask students to use the diagram to sort the resource sheet cards by deciding which signs and signals are applicable to pedestrians, cyclists and motorists.

As a class, discuss how each group sorted the cards and what interesting points were raised during the activity.

Discuss:

Which road signs or signals were applicable to all three types of road users?

Which road signs or signals do pedestrians need to obey?

What might happen if a pedestrian didn't obey these signs or signals?

Remind students that, as pedestrians, they have a responsibility to make decisions that contribute to their own and other road users' safety and that complying with road signs and signals is one of these responsibilities.

WRITTEN RESPONSES

► Cryptic clues

Select one of the road signs or signals on the resource sheet and model how to write cryptic clues. Ask students to guess which sign or signal the example below is describing.

I am triangular in shape.

I have a red border with two words written inside.

Traffic doesn't have to stop here but they must check that there are no oncoming vehicles.

Which sign am I?

Students write cryptic clues to:

- share or swap with a partner
- compile in a class book and give to another class.

MAKING DECISIONS

PNI

► What do you think?

In groups, students use *Resource Sheet 8: PNI* included in the **Making decisions** section to list the positive, negative and interesting implications of one of the following statements.

The government has decided to only erect road signs or signals where road crashes have occurred in the past.

All road signs should have flashing lights attached.

Schools and community groups should be able to decide where road signs and signals are placed in the local area.

Listen to the ideas generated by each group. Encourage students to question each other and justify their responses.

Discuss:

Does thinking about and listening to ideas from all points of view help you to make decisions? Why or why not?

Note: The location of road signs and signals is not dependent on crash sites.

Students select one of the statements discussed and write a 'letter to the editor' giving their opinion and providing supporting evidence or information.

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REAL-WORLD

EXCURSION

► Spotting signs and signals

As a class, go for a walk around the immediate school area to spot road signs and signals. Talk about the location and observe vehicles and other road users complying with the signs and signals.

Talk about railway crossings especially if no controls or barriers are in place. Explain to students the dangers of crossing at points along the line and encourage them to cross at the level crossing if one is available.

Photograph the signs to use in other road safety learning experiences.

After the excursion, draw and write about the signs and signals spotted on the walk and their relevance to road users.

REFLECTING

KWL

► Road signs and signals

If the KWL chart was started in *Tuning in*, ask students to complete the 'what I learnt' column by writing their ideas and opinions and answering the questions from the 'want to know' column.

THOUGHT SHAPES

► What do I think and feel?

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

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

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

REFLECTIVE QUESTIONS

► What does all this mean for me?

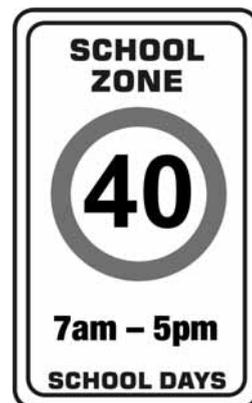
At the conclusion of a series of learning experiences ask students to respond to the following sentences.

• *Which road signs and signals do kids your age need to know about? Why?*

• *What might happen if kids your age do not comply with road signs and signals?*

Alternatively, place students in two concentric circles so they are facing a partner. Pose a question and allow a minute thinking time. Indicate which circle is to start first before partners share their thoughts and ideas.

Road signs and signals



Road signs and signals

