Safe Living:
Road Safety

Rationale
This mini unit of work is designed to assist teachers in the planning and implementation of the content strand ‘Safe Living’, specifically Road Safety. The unit includes a series of six lessons, which focus on the three major components of pedestrian, bicycle, and passenger safety. These lessons have been created with the intention of invoking higher order thinking skills, such as creating, planning, evaluating, designing, and problem solving.

The main purpose of teaching students about Road Safety is to develop their awareness and understanding of the importance of staying safe outside of their home environment. This unit also provides the necessary life skills students need in order to carry out everyday activities, such as crossing the road, riding a bicycle, and travelling in a vehicle safely.

These lessons could be integrated across other PDHPE strands, such as Games and Sports, Active Lifestyle, and Interpersonal Relationships. In addition, the teaching of Road Safety can also effectively be integrated into other KLAs, including English, Science and Technology, and Creative Arts.

It is recognised that Road Safety is a topic of concern for both teachers and parents. Thus, it is important that both those concerned work together in a partnership of common goals. Students should be encouraged to discuss the road safety information taught at school with their parents and caretakers. Likewise, it is essential that the correct Road Safety guidelines are followed at home in order to model correct behaviours.

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**Lesson 1: Giddy Goanna Safety Show and Safety Recount**

**Purpose:** This introductory lesson aims to inform students about pedestrian, passenger and bicycle safety, with an emphasis on making students aware of the precautions they need to take when they are on the travelling.

**Stage:** 2

**Outcomes:**
SLS2.13 Discusses how safe practices promote personal wellbeing.
INS2.3 Makes positive contributions in group activities.

Integration with other content strands: Interpersonal Relationships (Communication – active listening skills)
Integration with other KLAs: English
Higher Order Thinking Skill/s: Evaluating road safety situations
Resources: Giddy Goanna guest speaker, English/PDHPE books and writing materials

Learning Experience:
- T prepares the class for the Giddy Goanna Safety Show by separating Ss into groups of approx. 5, and having each group brainstorm ideas about the different ways people can stay safe when travelling. Groups record their ideas in a safety mind map on A3 paper. ★
- The Giddy Goanna Safety Show goes for a duration of 1 hour. It mainly discusses issues in relation to road safety, however, briefly educates students about Safe Living in general. Ss are encouraged to interact with the Giddy Goanna performers through singing, dancing, miming, drama, poetry, safety scenarios, group work and many other fun ways of learning about safety.
- After the production, Ss can write a recount in their English books about what the Giddy Goanna Safety Show involved, with an emphasis on the ways they can stay safe when travelling. ★

Notes to Teacher
* The school is also provided with a set of Giddy Goanna children’s books (for Ss to borrow from the Library), and a Teacher Resource Package (includes DVD, Music CD with printed copies of lyrics, set of 6 Giddy Goanna books, and Blackline Master classroom activities).
** To organise the Giddy Goanna Safety Show, Ts can either log on to the Giddy Goanna website www.giddygoanna.org or email Pam Brown at giddy@giddygoanna.com
*** The cost of the “Giddy Goanna Safety Show” is $ 5 per student.

Assessment:
★ Ss prior knowledge of road safety can be assessed in groups through the brainstorming activity.
★ Ss will be assessed mainly on the knowledge, understanding and information they have gathered about road safety from the Giddy Goanna Safety Show, which will be evident from their recounts.

Lesson 2: Pedestrian Safety

Purpose: The purpose of this lesson is to identify the times when pedestrian safety is necessary, as well as learning and practising safe crossing procedures and strategies.

Stage: 2
Outcomes:
V4 Increasingly accepts responsibility for personal and community health.
DMS2.2 Makes decisions as an individual and as a group member.
INS2.3 Makes positive contributions in group activities.
PSS2.5 Uses a range of problem-solving strategies.

Integration with other content strands: Interpersonal Relationships (Communication-
active listening skills)

**Integration with other KLAs:** English, Science and Technology

**Higher Order Thinking Skill/s:** Problem solving, Planning, Designing

**Resources:** Cardboard and markers, 6 Steps to Crossing a Road sheet, A3 paper.

**Learning Experience:**

- As a class complete a tally on how many students walk to different places, such as to school, the park, the shops, the library, and the bus stop. After gathering these results, graph them on a large piece of coloured cardboard.

- Analyse the results and discuss the need for children to know how to be a safe pedestrian, including the following guidelines:
  - Always walk on the pavement.
  - If there is no pavement, walk on the right hand side of the road to face the oncoming traffic.
  - When crossing the road, always hold an adults hand.
  - Wear bright colours, with reflectors if possible.
  - Do not cross the road when in between parked vehicles.
  - If crossing at lights, only walk when there is a green man, and do not run.
  - If getting off a bus, wait until the bus has left, then find a safe place to cross.

- Ss discuss what a ‘safe’ place is in regards to crossing a road. A ‘safe’ place to cross is where the pedestrian can see in all directions clearly, and where all drivers can see the pedestrian. Ss then identify safe places to cross the road near their school and in their local area.

- The Ss then receive a copy of the 6 steps to crossing the road safely (Appendix A) and discuss each step in the procedure. Ss then practice the correct procedure for crossing roads using these steps in the classroom.

- Ss are then presented with the following problem-based learning task: *Drivers on roads sometimes feel that it is hard to see pedestrians at night time, even if they are wearing light coloured clothing. Your task is to design a piece of clothing or an invention that pedestrians can wear in order to let them clearly be seen by drivers in the dark.*

- In pairs, Ss then design their invention to solve the problem on A3 paper. Ss are required to label and colour their designs. The pairs then present their designs to the class, and discuss how their design allows pedestrians to be seen in the dark.

**Assessment:**

★Ss can be assessed on their ability to demonstrate the correct procedure in crossing a road safely. Ss should follow the 4 steps with confidence.

★Ss’ designs can also be assessed in regards to their fulfilment of the criteria stated in the problem-based task.
### Lesson 3: Excursion to C.A.R.E.S

**Purpose:** The purpose of this learning experience is to further develop student’s understanding of roads safety. This is achieved through real life experiences on a bike track.

**Stage:** 2  
**Outcomes:**  
- **INS2.3** Makes positive contributions in group activities.  
- **DMS2.2** Makes decisions as an individual and as a group member.  
- **MOS2.4** Displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations.  
- **PSS2.5** Uses a range of problem solving strategies.  

**Integration with other content strands:** Active lifestyle (Ways to be active - skill development activities)  
**Integration with other KLAs:** English  
**Higher Order Thinking Skill/s:** Evaluating  
**Resources:** Bicycles, helmets, and worksheet provided by C.A.R.E.S. Assessment sheet.

**Learning Experience:**  
Background information about C.A.R.E.S  
- C.A.R.E.S (Community and Road Education Scheme) is an educational facility which teaches children about road safety, bike skills and the appropriate behaviour while on the road.  
- The focus is of the excusing is ‘Safe Living’ and while at C.A.R.E.S students specifically learn about bicycle safety, pedestrian safety, road safety and awareness of hazards to pedestrians and cyclists.  

- Prior to attending the excursion, both teacher and students identify and discuss basic road rules, signals, signs and safety precautions to take when riding a bike.  
- Once at the facility, students listen to speakers discuss all the important aspects of road safety.  
- Each individual student is given a bike and the appropriate safety gear e.g. a helmet. In small groups students are taken around the bike track where they are presented with different hazards and situations they must respond to.  
- The track is a miniature version of a real road as it has signs, traffic lights, lanes, markings on the road and even speed humps.  
- Students also complete a worksheet provided by the people at C.A.R.E.S.  
- Back at school, students complete a cloze passage assessment based on the information learnt on the excursion. ★

**Assessment:** ★ A cloze passage complete individually by students. (Appendix B)

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### Lesson 4: Road Safety Poster and Campaign

**Purpose:** To encourage students to promote the importance of road safety to other people, as a campaign using posters.

**Stage:** 2  
**Outcomes:**
### Learning Experience:

- T and Ss discuss the effectiveness of advertisement campaigns through persuading people to do something. (Eg. Smoking/Alcohol campaign, Driving campaign, Healthy Eating campaign etc)
- T asks Ss to give examples of Road Safety campaigns or slogans that have been used in the media. (Eg. “Click Clack Front and Back”, “Drink Driving is a crime”, “Stop, Revive, Survive”, “It’s the Law Wear a Helmet” etc). Ss can record a list of these examples in their PDHPE books.
- In groups of 5, students are instructed to create their own Road Safety campaign and poster, targeting pedestrian, bicycle or passenger safety.
- Groups must invent their own original slogan, which they will promote on their A3 poster, and also as a 30 second advertisement campaign to the class.
- Ss can be shown RTA Road Safety posters, which have been used in real-life campaigns to give them an idea of what their poster should look like. If possible, the T can also show Ss a current TV advertisement campaign on Road Safety.
- Ss will present their poster in a Road Safety advertisement campaign to the class.

### Assessment:

★ Groups can be assessed on their creativity, originality and presentation of their poster and campaign.
Lesson 5: Road Safety Obstacle Course

**Purpose:** The purpose of this activity is to allow students to practise the passenger and driver safety skills being taught in a safe and risk-free environment.

**Stage:** 2

**Outcomes:**
- **SLS2.13** Discusses how safe practices promote personal wellbeing.
- **PSS2.5** Uses a range of problem-solving strategies.

**Integration with other content strands:** Active Lifestyle (Ways to be active – obstacle courses)

**Higher Order Thinking Skill/s:** Problem solving

**Resources:** Coloured whiteboard markers, cardboard, road sign sheet, masking tape, road signs and traffic lights for the course, cardboard car, assessment sheet.

**Learning Experience:**

- The class brainstorm on the board all the different things they may hear or see on and around a road. The children then use coloured whiteboard markers to circle those aspects that are potential safety hazards (Eg. cyclist not wearing a helmet), and those that are there to help us to be safe when on or near a road (Eg. traffic lights).
- The T then introduces the topic of road signs and asks the Ss to name and describe some road signs they have seen before. The T draws these on a piece of cardboard while the children are describing them.
- The T leads a discussion about what road signs are and what their purpose is (Ie. To give orders, warnings, or information to those travelling on the road in order to ensure their safety).
- The class look at the poster of their road signs and discuss the different types of signs, their shape, colours used, and where you might find each sign. The T explains that the signs that are a circle or octagon shape usually give orders (Eg. Speed zones and stop signs). Signs that are triangular usually give warnings (Eg. Roundabout ahead). Signs that are rectangular in shape usually give information (Eg. Place of interest).
- The Ss are given a sheet that focuses on the 5 most common road signs in Australia; stop, give way, speed zone, roundabout, and pedestrian crossing, as well as traffic lights. Each sign is discussed with regards to what action is to be taken for each.
- The Ss are then informed that they will now all get a turn at practising their new knowledge about road signs in a Road Safety Obstacle Course! A pretend road is marked around the perimeter of the room with masking tape. Along the road are the above road signs and a set of traffic lights. Each S will have a turn at completing the course (in a cardboard car) and obeying each of the signs correctly.
- After each child has experienced the course, they now complete the assessment sheet based on road signs (Appendix C).

**Assessment:**

★ Ss complete the Road Signs Assessment Sheet, which is based on the knowledge from the above lesson, as well as their excursion to C.A.R.E.S and their Giddy Goanna Safety Show.
## Lesson 6: Road Safety Games and Revision

<table>
<thead>
<tr>
<th><strong>Purpose:</strong></th>
<th>The purpose of this lesson is to revise everything students have learnt throughout the unit.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage:</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>Outcomes:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>INS2.3</strong> Makes positive contributions in group activities.</td>
<td></td>
</tr>
<tr>
<td><strong>PSS2.5</strong> Uses a range of problem solving strategies.</td>
<td></td>
</tr>
<tr>
<td><strong>Integration with other content strands:</strong></td>
<td>Interpersonal Relationships (Communication in group situations), Games and Sports (Playing the game – fair play, and rules and tactics)</td>
</tr>
<tr>
<td><strong>Integration with other KLAs:</strong></td>
<td>English</td>
</tr>
<tr>
<td><strong>Higher Order Thinking Skill/s:</strong></td>
<td>Problem Solving and Evaluating</td>
</tr>
<tr>
<td><strong>Resources:</strong></td>
<td>‘Move Ahead with Street Sense’ – stage two teachers’ resource kit games, crossword puzzle.</td>
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</tbody>
</table>

### Learning Experience:
- As a class, the teacher and students brainstorm and discuss the main aspects of the unit on ‘Road Safety’, including pedestrian, cyclist, and passenger safety guidelines.
- Ss individually complete a crossword (see appendix) which is based on what they learnt throughout the unit. ★
- Once the assessment has been completed, Ss then finish off the unit by playing road safety games.
- Games are apart of the ‘Move Ahead with Street Sense’ stage two teachers resource kit.

Games include:
- *Road Safety Ludo* – A game which gives Ss the opportunity to show how much they know about being a safe passenger, pedestrian and cyclist.
- *Walking Home Safely* – This game is about appropriate and safe pedestrian behaviour while walking home from school.

### Assessment:
- ★ Crossword based on concepts learnt throughout the entire unit. (See appendix)
Appendix A

6 Steps to Crossing the Road Safely

Stop Look Listen Think procedure:

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Hold an adult’s hand.</td>
<td><img src="hand.png" alt="Hand" /></td>
</tr>
<tr>
<td>2.</td>
<td>STOP one step back from the kerb (or edge of road if no footpath).</td>
<td><img src="stop_sign.png" alt="Stop Sign" /></td>
</tr>
<tr>
<td>3.</td>
<td>LOOK in all directions for approaching traffic.</td>
<td><img src="eyes.png" alt="Eyes" /></td>
</tr>
<tr>
<td>4.</td>
<td>LISTEN in all directions for approaching traffic.</td>
<td><img src="ear.png" alt="Ear" /></td>
</tr>
<tr>
<td>5.</td>
<td>THINK about when it is safe to cross (when the road is clear or the traffic has stopped).</td>
<td><img src="brain.png" alt="Brain" /></td>
</tr>
<tr>
<td>6.</td>
<td>Walk straight across the road. Keep LOOKING and LISTENING for traffic while crossing.</td>
<td><img src="family_crossing.png" alt="Family Crossing" /></td>
</tr>
</tbody>
</table>

Arrive Alive.

Appendix B
Road Safety Assessment

1. Always wear a helmet when riding a bike.

2. A helmet keeps me safe.

3. It is important that the bicycle is the right size for the cyclist.

4. As a bike rider you should always use hand signals.

5. The six point safety check includes checking the bell, brakes, reflectors, chain, tyres and pedals.

6. It is always important to pay attention to road signs.

7. When the traffic lights are green it means you can go.

8. An amber traffic light means you must slow down.

9. A red traffic light means you should stop.

10. Always do the six point safety check before attempting to ride a bike.

Appendix C
Road Signs Assessment

Complete the following:

1. Road signs that are a circle or octagon shape usually give **orders**.

   Draw and colour an example of a circle or octagon road sign.

2. Signs that are triangular usually give **warnings**.

   Draw and colour an example of a triangular road sign.

3. Signs that are rectangular in shape usually give **information**.

   Draw and colour an example of a rectangular road sign.

Road Signs Assessment continued…
<table>
<thead>
<tr>
<th>Road sign picture</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stop</td>
<td></td>
</tr>
<tr>
<td>Give way</td>
<td></td>
</tr>
<tr>
<td>Speed zone</td>
<td></td>
</tr>
<tr>
<td>Roundabout</td>
<td></td>
</tr>
<tr>
<td>Pedestrian crossing</td>
<td></td>
</tr>
<tr>
<td>Red traffic lights</td>
<td></td>
</tr>
<tr>
<td>Amber traffic lights</td>
<td></td>
</tr>
<tr>
<td>Green traffic lights</td>
<td></td>
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</table>