

# ACTIVITY

## module 1

# Let's go walking

### Link to VELS

#### Physical, Personal and Social Learning

- The individual learner
- Managing personal learner

#### The Arts

- Creating and making
- Exploring and responding

#### English

- Writing
- Speaking and listening

#### Mathematics

- Number

#### The Humanities

- Geography

## IN THE CLASSROOM

### Preparation

- Print off pictures of traffic signs available from the VicRoads website ([www.vicroads.vic.gov.au](http://www.vicroads.vic.gov.au)) by following the links to Traffic Safety Education or Tel: 03 9854 2782 to purchase printed versions.

### Identify and discuss features of the road environment.

Begin this module with a discussion about where students live. Ask:

- Do you live in a street, avenue, boulevard, road, court, crescent, drive, esplanade, square, grove, etc?
- Is your road/street busy or quiet?
- What types of traffic do you see near where you live?
- Can we tell how busy/quiet or safe/dangerous a road is by its name or the number of lanes it has?

Brainstorm the features of a road environment and list the ideas on the board. Clarify what these are as you go. Encourage students to include the following: footpath, driveway, laneway, fence, road, road sign, road marking, nature-strip, kerb, verge, pedestrian crossing, children's crossing, traffic lights, railway crossing, median strip, roundabout, street vegetation (trees, shrubs), street furniture (bus shelters, post boxes, benches).

### Ask students to describe what traffic is.

A suitable description would include:

- **On the road:** cars, trucks, buses, motorcycles, bicycles.
- **On paths:** pedestrians, baby strollers, skateboarders, wheelchairs, motorised scooters.
- **On rails:** trains, trams, light rail.

**Identify and discuss the purpose of road signs and road markings.**

Signs and markings give information, warn about dangers, keep different vehicles and road users separate (eg. cars and pedestrians), and help keep all people using the roads safer when everyone obeys them.

Discuss how signs can be sorted and have the class sort pictures of signs in different ways:

- Shape, colour, size
- Traffic or non-traffic (eg. animals crossing)
- Road law (eg. Stop) or warning (eg. Slow down – Roadworks)
- Those with words, those that use symbols
- Those relating to drivers and those for pedestrians and cyclists.

Discuss what could happen if these signs and road markings were ignored. Identify other ways that road users get messages about the roads, signs and signals (eg. sounds from pedestrian signals, textured paint on the edges of roads to warn drivers, flashing hazard lights, road workers or police directing or slowing down traffic).

**Build an understanding about the need to use our senses to keep us safe – look and listen.**

Discuss how important it is to listen when in traffic.

- What do we listen for? (Parent instruction, vehicle noise, pedestrian signal beeps)
- Why is it important to listen when in traffic?
- What does a busy street/road sound like? What sounds can you hear?
- How does a quiet street/road sound? Are there still sounds in a quiet street?
- Where does traffic come from? (Ensure students understand that it comes from all around)
- What do we need to look for?
- When can a quiet street become busy, and a busy street become quiet?
- Can both busy and quiet streets be dangerous? (Yes) What dangers are there with both kinds of streets?

**Explore the concept of danger and introduce the concept of a road safety hazard.**

A danger is anything that interferes with our safety or puts us at risk of being hurt/injured. Tell the class that they will be looking for dangers when on a walk.

Discuss the concepts of fast, slow, near, far, towards, away from, busy and quiet.

## EXPLORING THE LOCAL AREA

### Preparation

- Choose an area in the school ground where you can mark out different widths of 'roads' using chalk or tape.
- Organise adult helpers for the observation walk and ensure excursion protocols are followed. It may be useful to repeat an observational walk at a couple of different times in the day and have the class experience different traffic volumes and behaviour.
- You may like to take a camera on the observation walk to take photographs for later use in the classroom.

### Mark out different widths of 'roads' in the school ground to practise crossings.

Discuss the concepts of 'wide' and 'narrow' and different types of roads. Ask:

- How can you tell if the road is wide or narrow? (One lane, many lanes)
- If a road is wide, will it take more time to cross than if it is narrow?

Individually in turn, or in small groups, have the students cross the 'roads' that are marked out. Other students should observe and could count the steps they need and even the time it takes to cross.

Talk about what crossing time and road widths mean for safety.

### Plan to go on a group walk around your local area.

Explain the group walk procedure and practise this on the way to the school gate (see *Safe Walking Procedures* in Book 1).

Give clear instructions such as: "Walk to the ... and stop." Explain why it is important to stop when told.

- Being small, children can't always see traffic and not all drivers can see them.
- Children are not always aware of what is dangerous and where that danger is coming from.



**Go on a group walk.**

Stop along the way at suitable locations and spend about 10 minutes each time observing and discussing what they can see:

- Observe the types of vehicles using the roads.
- Note and discuss road and footpath features.
- Look for anything that could be a hazard.

Discuss the volume of traffic:

- Is the road busy or quiet? What makes it busy or quiet?
- Which vehicles are coming toward us and which are going away from us? How can we tell?
- Which vehicles are going fast and which are going slow? How do we know?
- When vehicles are going fast, do they get to us sooner than those that go slower?

Observe signs and road markings:

- What do the signs and road markings direct people to do?
- Who are the signs and road markings for? (eg. pedestrians, cyclists or drivers)
- Where are they located and why might they be here?
- Discuss the shape, colour, words and numbers on the road signs and markings.

**As you walk, look out for driveways.**

Ask and discuss:

- How can pedestrians tell if a vehicle is coming out of the driveway? (eg. listen for sounds, look for clues such as exhaust emissions, reversing lights or beeps from trucks)

**Introduce the concept of the time it takes to cross a road.**

If there are pedestrians visible, observe how long it takes them to cross roads and if possible count the number of steps it takes.

If there is a signalised crossing, count out how long the green man signal stays on. Note this information somewhere, and you could have the class rehearse road crossings again in the school ground later and see if they can cross this width of a road in the allocated time – walking not running.

Stop on a straight stretch of road away from any cross roads (mid block) and have the class pick out a vehicle in the distance and decide when it would be safe to cross, if they were with an adult. They should take into account the time it takes to cross the road, as well as the speed of the vehicle and the time until it arrives. Focus on the Look part of the Stop, Look, Listen, Think procedure and ask them to tell you where other vehicles are while they are looking at their chosen vehicle.

# BACK IN THE CLASSROOM

## Preparation

- If not done earlier, print off pictures of traffic signs available from the VicRoads website ([www.vicroads.vic.gov.au](http://www.vicroads.vic.gov.au)) or Tel: 03 9854 2782 to purchase printed versions.

**Remind students about the concept of hazard, and ask them to think of examples they have seen.**

List these examples of hazards on the board, such as:

- Vehicles travelling towards them or in the same direction.
- Things that restrict/limit vision – such as parked cars, plants on the sides of roads.
- The roadway itself – may be partly concealed by a bend or curve, hills, hard to see corners.
- Things on the footpath that cause you to leave the footpath – people riding bikes, scooters, pot holes, cars parked across footpaths.
- Things a pedestrian might do – such as not concentrating, playing with a ball, showing off, not wanting to use the Stop, Look, Listen, Think procedure, not thinking safely, running across driveways/laneways.
- In rural areas there may be no footpaths so people need to walk along the side of the road.

**Organise the class into small groups and allocate them a road safety hazard that was identified in the local area.**

Each group should discuss what they could do to manage the hazard and then report back to the class. As a class decide if each proposed strategy is a safe/unsafe way to manage the danger. For example:

- If the hazard was a group of shrubs obstructing the view of the road, you could manage this by moving along the footpath to a place where you had a clear view in all directions before crossing the road.
- In rural areas with no footpaths you should walk on the side of the road facing oncoming traffic, and walk with no more than two people side by side.

Have the class draw some of the dangers they need to be aware of when they are walking.

Write sentences or stories about narrow and wide roads, busy and quiet roads.

**Emphasise the importance of holding hands when near traffic.**

Discuss why it is important to hold hands with an adult when you are near traffic – eg. an adult is taller and has a better view of traffic, is more familiar with road rules and where danger may come from.

Ask:

- What else could you hold onto when an adult's hands are full? (eg. when carrying shopping bags, hold onto one of the bags)
- When can it be okay to let go of an adult's hand? (eg. when the crossing task is safely completed and you are walking on the footpath, when you are older and have had lots of practise)

**Have students design and produce a frieze of the signs and signals in the local area.**

Draw on their experiences of the local area during the group walk. Use the picture of signs and road markings to stimulate their thinking. Add to the frieze over time as they discover more.

Use the signs and road markings in the frieze as a starting point to encourage story writing about a trip they have made, identifying what was safe (or unsafe) about the trip. If they cannot think of a trip they have made themselves, they could think of an instance where they observed others doing safe or unsafe things related to road signs, signals or rules.

## AT HOME

### Preparation

- Put the *Module 1 - Information for parents/carers* into the school newsletter to help parents understand how to cross roads safely with their children.
- Make copies of *Module 1 - Take Home Activities 1 and 2* for the class.

**Distribute Take Home Activity 1: My street record sheet.**

Explain to students that they are to talk to their parents/carers about the ways to stay safe when they are walking and then complete the activity.

**Distribute Take Home Activity 2: Signs in my neighbourhood.**

Ask students to go on a walk around their local area with their parents/carers and take note of any signs and signals they observe. Tell them to fill in the activity sheet as they go, and discuss with their parent/carer what the signs and signals mean and who they are for.