



Mauritius Institute of Education

under the aegis of



**Ministry of Education, Tertiary Education,
Science and Technology**

**Ministry of Land Transport and Light Rail
(Traffic Management and Road Safety Unit (TMRSU)) &**

Mauritius Police Force (RSU)

ROAD SAFETY EDUCATION

**National Curriculum Framework &
Teaching and Learning Syllabus**

ROAD SAFETY EDUCATION

National Curriculum Framework & Teaching and Learning Syllabus

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REPUBLIC OF MAURITIUS

Ministry of Education, Tertiary Education, Science and Technology

Foreword



Today, more and more it has come to be recognised that the development of well-rounded individuals who are adequately equipped with 21st Century skills lies at the heart of a sound education system. This inevitably includes due consideration to socialization through the development of responsible citizenship, itself an intrinsic part of the vision of the Nine-year Continuous Basic Education.

If the development of civic skills is fundamental for our children to turn into responsible citizens, how we conduct ourselves as road users is a good indicator of our civility. This is even more important in the face of increasing road safety issues. Indeed, our country is fast developing, and this is reflected in how busy our roads have become.

We must recognise, though, that the expansion of the traffic flow and diversification of the means of transport ineluctably come with pitfalls, as seen in the increasing number of casualties recorded on the road annually. Education becomes one of the most effective means of tackling this problem and it is primordial that our children be sensitized about road safety and adopt appropriate behaviours as road users as early as possible. Children need to develop appropriate skills, attitudes, values and habits related to safe use of roads. Habits inculcated from an early age are bound to be more firmly rooted, hence the need for Road Safety Education right from Grade 1.

It is important to realize that our focused actions regarding Road Safety in education are cast within the parameters of such international frameworks as the Second Decade of Action for Road Safety 2021 - 2030 that has set the ambitious target to reduce road deaths and injuries by 50% by 2030, and the Stockholm Declaration of 2020. Education is also one of the major areas covered under the UN Global Plan for the Decade of Action for Road Safety.

This explains our insistence on Road Safety Education as part and parcel of the offerings on the school timetable since it is central to the reduction of the risk of injury and death from road accidents and lays the foundation for lifelong safe use of roads.

Accordingly, by formalizing this subject through the development of a Road Safety Education Curriculum Framework and Teaching and Learning Syllabus, we are ensuring that its significance is accrued, given the needs of the times. In addition, the curriculum materials developed are aligned with contextual realities and modern pedagogical trends.

It is with much pleasure therefore that I present the work accomplished with regard to the development of the Curriculum Framework and Teaching and Learning Syllabus for Road Safety Education. I thank the MIE, the Ministry of Land Transport and Light Rail, the Mauritius Police Force and all other stakeholders who partnered for a close and active collaboration in this endeavour.

I also wish the Educators and learners an enriching and enjoyable experience as they delve deeper into the subject. Here's wishing for safer roads for all users!

Hon. Mrs. Leela Devi DOOKUN LUCHOOMUN, GCSK
Vice Prime Minister
Minister of Education, Tertiary Education, Science & Technology



REPUBLIC OF MAURITIUS

Ministry of Land Transport and Light Rail

Foreword



Road Safety is a matter of concern for everyone. The safety of our road users remains a priority for this Government. In this respect, in 2015, a National Road Safety Strategy Plan 2016-2025 has been developed and adopted by the Government. The Strategy is based on the "Safe System Approach" and has also been aligned with Sustainable Development Goal 3 "Ensuring healthy lives and promote well-being for all at all ages" of the United Nations 2030 Agenda for Sustainable Development.

In the face of the increasing number of road accidents, injuries and fatalities in recent years, my Ministry, through the National Road Safety Strategy 2016-2025, is reinforcing its commitment to significantly reducing mortality and morbidity resulting from road accidents.

Road Safety Education is one of the strategies that will assist in the reduction of road crashes. Realising the vulnerability of the children on our roads and the fact that today's children will be tomorrow's riders and drivers, it is deemed urgent to inculcate them with road safety values since the beginning itself.

Following its validation by the Honourable Prime Minister in 2017, Road Safety Education has been declared a priority area in view of its vital significance. It has thus been introduced as a separate and compulsory subject in the school curriculum for Grade 1 to 13.

The first phase of the project has already been initiated in primary schools. 851 persons, including 509 primary school educators for the teaching of non-core subjects, 290 Deputy Headmasters/Health and Physical Instructors, 44 School Inspectors and 8 MIE lecturers have been trained. Practical training has also been conducted for some 480 primary school educators for the teaching of non-core subjects.

The Mauritius Institute of Education has prepared, in collaboration with the Traffic Management and Road Safety Unit and other stakeholders, a National Curriculum Framework and Teaching and Learning Syllabus, with the aim of ensuring that all primary school children get the opportunity to develop their understanding, skills, attitudes and values in a road safety context.

I therefore commend the use of the National Curriculum Framework and Teaching and Learning Syllabus which will enable all learners to become responsible citizens, effective communicators, critical, creative and innovative thinkers, well-balanced individuals, autonomous life-long learners and effective collaborators.

I seize this opportunity to express my deepest gratitude to all those who have contributed to the implementation of the Continuum of Road Safety Education and to the development of the National Curriculum Framework and Teaching and Learning Syllabus for Grade 1 to 6. I also wish to express my appreciation to the officers of my Ministry, the Ministry of Education, Tertiary Education, Science and Technology and the Mauritius Institute of Education.

I wish you all the best in this new endeavour. I look forward to the implementation of the second phase of the project for Grades 7 to 13.

Let us spare no effort in bringing a change in the road safety culture for a safer world.

Hon. Alan GANOO

Minister of Land Transport and Light Rail, Minister of Foreign Affairs,
Regional Integration and International Trade



Mauritius Institute of Education

Foreword



A key objective of the Nine-Year Continuous Basic Education is to ensure the holistic development of learners. This involves, among others, the development of civic skills which contributes towards responsible citizenship. One expression of civility is to abide by agreed rules of conduct, namely those for safe use of roads. This, therefore, calls for Road Safety Education (RSE). While RSE was taught, there is now the need to make more space in the curriculum to accommodate this important aspect of citizenship education. Indeed, our roads are becoming increasingly busy and also, unfortunately, potentially dangerous if safe practices are not adopted. Thus, apart from good engineering and law enforcement, it is a priority to have a longer-term strategy to ensure road safety, and this is through Road Safety Education.

Primary school learners are pedestrians, cyclists, as well as users of private, public and school transport. As road users, they need to develop road safety knowledge, and doing so in the school context will certainly highlight how serious road safety is. Additionally, it will serve to encourage as well as support parents' and carers' initiatives to help children learn about road safety and adopt appropriate habits.

An early start on Road Safety Education from Grade 1 itself is believed to be most effective as the curriculum is then better aligned with children's development and their lived experiences as road users as they grow up. By engaging children in a range of activities to develop their (i) knowledge of basic traffic rules and risky behaviour, (ii) motor skills for safe movement and orientation on the roads and in traffic, and (iii) responsible attitude for safe, inclusive and sustainable road use, we are laying the foundations for lifelong safe and responsible road use. Beyond the long-term benefits, with Road Safety Education we will also decrease risks of injury and risks of more fatal consequences for the children. Indeed, RSE is a formidable tool for self-protection, which will be very valuable for children as they become more independent on the roads as they grow up. With Road Safety Education, children will no doubt be actors of their own safety on the roads.

This curriculum document testifies to how high the safety of our children lies on our agenda and that we want to give schools and Educators the tools they need to ensure the overall development of our learners so that they become responsible citizens. To do so, we have worked closely with various stakeholders in a bid to bring together our respective expertise for the benefit of our children. We hope this guiding document provides Educators with the necessary framework to support their work and make Road Safety Education a successful endeavour.

Dr. Hemant BESSOONDYAL
Director
Mauritius Institute of Education

ROAD SAFETY EDUCATION (RSE)

RATIONALE

Traffic accidents and collisions cost our nation dearly in both human and financial terms. They involve both direct and indirect costs. Besides injury, emotional trauma on victims and their families, and the inestimable cost of lost lives, are the expenses for vehicle repair and replacement. Road traffic injuries constitute a major public health problem. Successive World Health Organisation Reports (WHO, Global Status Reports 2015-2018)** show that these accidents are the leading cause of death by injury, the 10th leading cause of all deaths, and the 9th leading contributor to the burden of disease worldwide. Road accidents can be prevented in three main ways and education plays a crucial role in this endeavour as shown in Figure 1.

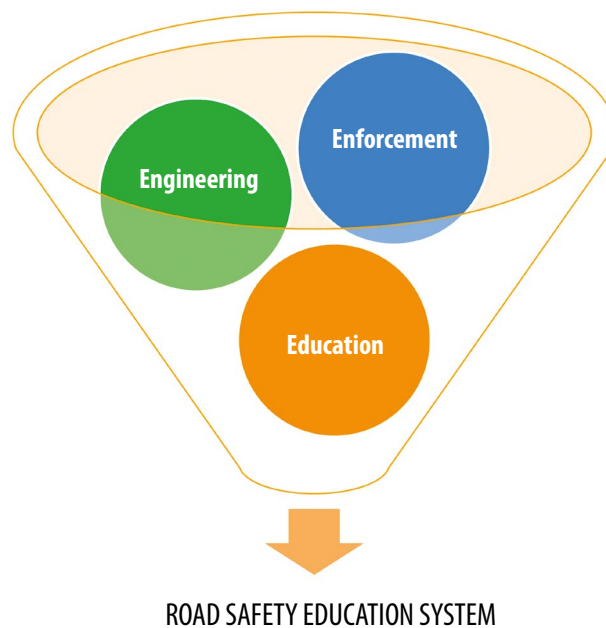


Figure 1: Key elements for the prevention of road accidents

Road safety problems arise because people are constantly moving about in their physical environment under complex conditions and with human vulnerabilities. Engineering measures and planning improvements, such as traffic signals, pedestrians crossings, junction layouts and speed control humps are law enforcement mechanisms that help reduce road accidents. In addition, education plays a pivotal role in preparing road users by developing requisite skills and understanding, and providing real world experiences that enable them to make safe and responsible choices.

The RSE Curriculum Framework for Primary Education foregrounds the significance of road safety education as a subject in its own right. It creates opportunities for learners to develop requisite knowledge, skills and values to stay safe on or around the road. It promotes a comprehensive approach to road safety to instil fundamental road use practices and behaviours during the formative years of the children's lives. A comprehensive, sequential and ongoing Road Safety Education program is key to supporting the State's Road Safety Strategies.

**WHO, Global Status Reports (2015-2018) available at WHO Statistical Information System (WHOSIS): <http://www3.who.int>

IMPORTANCE OF RSE FOR CHILDREN

Every day, children and young people are interacting with the road traffic system either as a passenger, pedestrian or a cyclist .

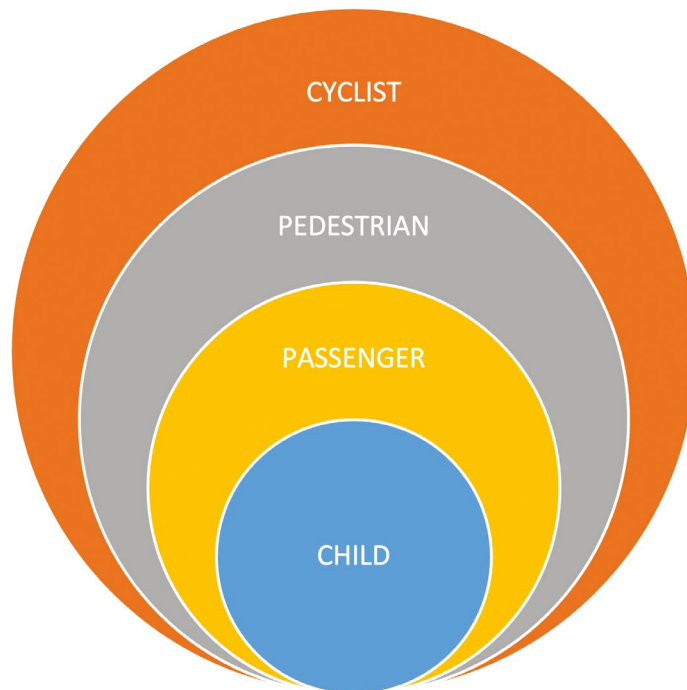


Figure 2: The child in the road traffic system

Children are extremely vulnerable road users. They are, by nature, impulsive hence unpredictable on the road. They also have a limited attention span, are often absorbed in play and are easily distracted by the environment. Furthermore, their vision is restricted because of their lack of height; they are immature, and do not have the knowledge and skills to operate safely in traffic environments. A well-developed RSE curriculum with appropriate activities for the younger generation is an imperative as it brings about significant behavioural changes on the road thereby reducing the number of casualties. This RSE curriculum considers the above-mentioned drawbacks with a view to reducing the risk of children becoming victims of accidents. It promotes constructive RSE such that young learners develop their ability to take appropriate decisions while using the road as passengers, pedestrians or cyclists. It is important for children to develop an understanding of and learn fundamental safe traffic practices under the supervision of their educators. Once these safe practices have been acquired, the children are better equipped to deal with traffic in real life situations.

The goals of RSE are to:

- Develop learner's competencies to be responsible and safe road users; and
- Encourage learners to take steps to improve road safety in their community.

Working collaboratively with our Partners: Ministry of Land Transport and Light Rail and Mauritius Police Force.

Road Safety Education is a complex multidisciplinary undertaking leading to the:

1. Promotion of knowledge and understanding of traffic rules and situations;
2. Development of practical skills to interact effectively with the road system; and
3. Enhanced consideration to risk awareness, personal safety and the safety of other road users.

A successful RSE Curriculum Framework thus requires the collaboration of several stakeholders, namely road safety consultants from the Ministry of Land Transport and Light Rail and the Mauritius Police Force. These significant allies in this educational endeavour have brought added value to the RSE Curriculum Framework due to their expertise in the area. They have been involved at the level of conceptualization and validation of the curriculum framework and resources and will continue to be active partners for the continuous professional development of educators in RSE.

AIM OF ROAD SAFETY EDUCATION

The aim of RSE is to reduce the risk of trauma from injury and death due to road accidents and to lay the foundations for safe road use.

RSE helps pupils become safer road users by developing:

- their knowledge and understanding of the road environment
- their decision-making and behavioural skills on the road
- their knowledge and understanding of traffic rules
- their knowledge and understanding of the causes and consequences of accidents
- their ability to be responsible road users as passengers, pedestrians, and cyclists
- a responsible attitude towards their own safety and that of others
- on-the-road values such as courtesy and respect

Expected Learning Outcomes for RSE

By the end of Grade 6, pupils will be able to:

- Demonstrate appropriate knowledge and understanding of the road system
- Use vocabulary related to RSE in speaking and writing
- Demonstrate knowledge of rules and road safety concepts
- Demonstrate appropriate skills as pedestrians, cyclists and passengers
- Interact with and respect other road users
- Identify the causes and consequences of road accidents

- Display greater awareness of the need to be courteous and responsible road users
- Abide by traffic laws and basic rules when on the road
- Adopt safe practices to protect themselves and others on the road
- Demonstrate confidence and sound decision-making skills on the road
- Become global citizens and apply knowledge gained when travelling to other parts of the world

Specific Learning Outcomes for RSE

At the end of Grade 1, pupils should be able to:

- Identify the reasons for using the road
- State the different types of roads (large, narrow, path and trail)
- Identify the basic road features/furniture: colour of the road, road signs, road lamps, dustbin poles, bus-stop, footpath, handrail, pedestrian crossing, overhead foot bridge, underground, traffic lights, traffic signs, trees, animal
- Identify different road users (pedestrians, drivers, passengers and motorists)
- State the different types of vehicles on the road
- Identify safe and unsafe places to walk when on the road
- State the proper dress code when going to school on foot (appropriate shoes, bags, and clothing)
- State the advantages of walking to school
- Demonstrate safe practices when walking with a grown up and holding hands
- State do's and don'ts when walking alone on the road
- State consequences of unsafe behaviours on the road
- Demonstrate good behaviours when travelling to school by van, car, bus or any other vehicle
- Demonstrate understanding of the importance of wearing seat restrainers and using the booster /accommodation seats

At the end of Grade 2, pupils should be able to:

- Understand the school layout (parking area, pedestrian pathway and the vehicle driveway)
- Identify safe places to walk when in the school compound
- Demonstrate knowledge of safe use of the pavement when on the road
- Identify the hazards for pedestrians when on the road
- Indicate safe places for drop-off and pick-up points when travelling by van, bus, cars and motorbike
- Demonstrate good behaviours when waiting at pick up and drop off points

- Explain the importance of walking on the right-hand side of the road
- Practise walking in a single file when on the road to avoid accidents
- Display good behaviours when on the road
- Display responsible behaviour on the road (avoid littering, playing, etc)
- Adopt safe practices when walking on the road

At the end of Grade 3, pupils should be able to:

- Explain the importance of being attentive/alert on the road
- Demonstrate where to walk on the road (practise the concept of see and be seen)
- Identify the directions of vehicles on the road
- Identify the different types of road markings for pedestrian crossing
- Identify different types of roads (motorways, main road, single lane, etc)
- Describe roundabouts and their purpose in the traffic system
- Recognize traffic signals for pedestrian crossings
- Identify the different types of crossings (zebra, pelican, under path and footbridge)
- Demonstrate steps to cross the road using the zebra crossing
- Identify good and bad practices when using the zebra crossing
- Explain how weather conditions such as rain, cyclone, floods and mist/fog affect road conditions for road users
- Recognize that changes in weather conditions create dangers for pedestrians
- Demonstrate understanding of the importance of appropriate clothing when using the road
- Identify causes of accidents in relation to pedestrians

At the end of Grade 4, pupils should be able to:

- Identify selected traffic signs in relation to crossing the road
- Identify hazards such as parked cars, bends and vehicles approaching
- Identify hazardous places to cross the road (trough, crest, bends, between, in front of and behind parked vehicles, motorway and roundabouts)
- List the steps involved in crossing the road safely where there is no zebra or pelican crossing
- Identify the different types of crossings (zebra, pelican, under path, footbridge and humped pedestrian)
- Outline the steps to be adopted when crossing the road using the pelican crossing
- Outline the steps to be adopted when crossing the road where the pelican crossing is not working
- Demonstrate understanding of the concept of traffic lights (colours, lights for vehicles and lights for pedestrians)

- Demonstrate understanding of how to cross the road when there are traffic lights for pedestrians only
- Demonstrate understanding of how to cross the road when there are traffic lights at junctions
- Identify a humped pedestrian crossing
- Demonstrate how to cross the road at a humped pedestrian crossing
- Distinguish hand signals of police officers for crossing the roads

At the end of Grade 5, pupils should be able to:

- Demonstrate understanding of the role of bicycles in transportation
- List the reasons people ride bicycles
- Recognise hazards when on a motorcycle as pillion riders
- Identify safety features when travelling on a bicycle
- Identify the types of safety gear to be worn when on a bicycle (helmet, vest, shoes, etc)
- Identify the different parts of the bicycle and their functions
- Demonstrate understanding of the importance of safety accessories on bicycles and for bicycle riders (lights, horn, brakes, headlights, reflectors and reflective jackets)
- Show awareness of the proper dress code for cycling
- Show awareness of the importance of safety gear to be worn
- Recognize where to ride a bicycle
- Demonstrate understanding of traffic signs and signals for bicycle riding
- Demonstrate understanding of the importance of hand signals for bicycle riding
- Demonstrate appropriate hand signals for different situations
- Identify risky behaviours when riding a bicycle

Practical component

Pupils should be able to:

- Control a bicycle with hands while walking
- Get on and off a bicycle safely
- Start riding a bicycle
- Balance a bicycle
- Ride in a straight line
- Ride in between cones
- Know how to negotiate a bend safely
- Apply braking techniques
- Keep distance when riding a bicycle
- Perform hand signals while riding a bicycle
- Ride a bicycle safely

At the end of Grade 6, pupils should be able to:

- Demonstrate understanding of the regulations pertaining to cycling in Mauritius
- Demonstrate understanding of the link between health and cycling
- Demonstrate understanding of the link between sustainable environments and cycling
- Recognise directional cues from motorists when riding a bicycle
- Describe how to ride a bicycle at night
- Use a roundabout as a cyclist
- Demonstrate understanding of the relation between weather conditions and safe bicycle riding
- State the importance of light rail
- Demonstrate understanding of the regulations pertaining to light rail in Mauritius
- Recognise light rail traffic signs
- Identify the do's and don'ts when using light rail transport
- Show understanding of the safety aspects when travelling in the Metro
- Demonstrate understanding of the importance of speed deterrents (road humps, speed cameras)
- Identify traffic signs related to speed limits
- Demonstrate understanding of selected road markings (yellow box, double white lines, single white line, red road marking...)

Practical component - Safe Bicycle Riding

Pupils should be able to:

- Do a quick check of the bicycle before riding
- Ride a bicycle along a road with a T junction
- Exit a T junction while riding a bicycle
- Execute a right turn and a left turn while riding a bicycle
- Check behind when changing lane
- Stop at traffic lights
- Give way at a roundabout
- Take right turns in traffic
- Cycle in a group

TEACHING AND LEARNING SYLLABUS

ROAD SAFETY EDUCATION (RSE)

The Teaching and Learning Syllabus (TLS) is based on the RSE Curriculum Framework for Grades 1 to 6. It provides direction and focus for the effective implementation of Road Safety Education (RSE) in the classroom. It details out the different components and topics to be taught, and the competencies to be developed at each level. These have been worked out bearing in mind the 21st Century skills and SDG Targets 4.7, 3.6 and 11.2.

This comprehensive Road Safety Education Teaching and Learning Syllabus (RSETLS) places great emphasis on the three roles of the young road user, namely, **the child as a passenger, child as a pedestrian and the child as a cyclist.**

An effective TLS provides a guide to the development of relevant reading materials, visual aids, appropriate tools and equipment as well as a plan for teaching. At primary level, as seen in the Curriculum Framework, RSE emphasizes the promotion of necessary knowledge, skills and attitudes for learners to become effective road users. It also develops an awareness of good practices and considerations for personal safety and the safety of other road users.

Teaching approach

Effective RSE is founded on a pedagogical approach that makes learning interesting, relevant, authentic and enjoyable. It promotes deep learning and influences lifelong choices and behaviours.

Navigating the road safely and effectively is an important skill that demands application in real life situations from a young age. It is this imperative that learners understand and apply concepts related to safe practices on the road early on. A constructivist approach is thus privileged as it enables learners to be active participants in the construction of knowledge. Activity-based teaching and learning promote learner involvement and practical sessions provide the pupils with opportunities to develop requisite know-how. In line with Vygotsky's construct of the Zone of Proximal Development (ZPD), the learners are supported by educators who have acquired special training in RSE.

Assessment and Evaluation

The outcomes of the syllabus are determined through pupils' demonstration of positive behaviours, good judgment and decision-making skills, and socially responsible attitudes as road users. These can be observed while pupils are engaged in a variety of structured learning experiences within the school environment.

The RSE learning area empowers pupils to critically evaluate the challenges associated with the road system and take healthy action and informed decisions for their own well-being and the safety of others. The subject teaches them how to avoid injury and reduce accidents. Both formative and summative evaluation are an integral part of teaching and may be conducted through a variety of tools, such as worksheets to test behavioural, social, and cognitive skills when using the road; and observation checklists and rubrics to assess learners during practical sessions. Schools are strongly advised to organise road safety campaigns, traffic weeks and other road safety sensitising projects to ingrain the awareness and adoption of good practices as road users in their pupils.

ROAD SAFETY EDUCATION AND THE DEVELOPMENT OF 21ST CENTURY COMPETENCIES

The conceptualization of the Road Safety Education TLS is embedded within the 21st century skills. The components of RSE develop a range of skills, such as critical thinking, communication, problem solving and collaboration, as well as global awareness, civic literacy and social responsibility. A sound knowledge of RSE enables learners to become informed citizens able to face the challenges of increasingly complex road systems. RSE plays a valuable role in inculcating values such as safe mobility, respect, politeness, shared norms for road safety behaviours, and thus shared patterns of behaviour and expectations regarding the behaviours of others. Experiential learning ensures that pupils are engaged in good practices as road users. They are driven to analyze and synthesize information in view of taking sound decisions for their safety and that of others. They also learn to value and appreciate life and behave in a responsible manner within the context of the road, thereby growing tolerant towards others.

ROAD SAFETY EDUCATION AND SDGS

There are two main references to road safety in the SDGs. Goal 3, which focuses on promoting healthy lives and well-being for all at all ages, includes a specific target, namely 3.6 concerning the reduction of road fatalities. Goal 11 aims to make cities and communities inclusive, safe, resilient and sustainable. It includes target 11.2 that specifically addresses urban road safety. In addition to the two above-mentioned targets, target 4.7 offers opportunities for synergies with many actions under Global Citizenship and Sustainable Lifestyles in the field of road safety. Sustainable, human-oriented traffic training, which involves all categories of road users, can be defined as one of the most effective instruments to reduce traffic accidents. The alignment with significant educational conventions ensures the success of the RSE Curriculum Framework.

Expected Learning Outcomes for RSE

By the end of Grade 6 pupils should be able to:

- Demonstrate appropriate knowledge and understanding of the road system
- Use vocabulary related to RSE in speaking and writing
- Demonstrate rules and road safety concepts
- Demonstrate appropriate skills as pedestrians, cyclists and passengers
- Interact with and respect other road users
- Identify the causes and consequences of road accidents
- Display greater awareness of the need to be a courteous and responsible road user
- Abide by traffic laws and basic rules when on the road
- Adopt safe practices to protect themselves and others on the road
- Demonstrate confidence and sound decision-making skills on the road
- Become global citizens and apply knowledge gained when travelling to other parts of the world

Time Allocation for RSE Lessons: 25 minutes per week for all Grades

Scope and Sequence of Content for RSE

Grade 1

TOPIC	SUB TOPICS	LEARNING OUTCOMES	SPECIFIC LEARNING OUTCOMES
The child as a road user	Importance of the road	Understand the importance of having roads	State the importance of the road
	Types of roads	Be aware of the various types of roads	State the different types of roads - large, narrow, path and trail
	Reasons for using the road	Recognise the reasons of using the road	Identify the reasons for using the road
	Basic road furniture and road features of the road	Create an awareness of the road set-up	Identify the basic road features/furniture: colour of the road, road signs, road lamps, dustbin poles, bus-stops, footpaths, handrails, pedestrian crossing, overhead foot bridges, underground, traffic lights, traffic signs, trees, animals...

	Road users	Be aware of road users	Identify road users – pedestrians, drivers, passengers and motorists
	Types of vehicles on the road	Recognise the different types of vehicles on the road	List the different types of vehicles on the road (include light rail)
	Safe and unsafe places on the road	Demonstrate awareness of the importance of:	Identify safe and unsafe places when walking on the road
	Proper dress code when on the road	- walking to school - safe and unsafe places when walking on the road	State the proper dress code when going to school on foot – appropriate shoes, bags and clothing
	Walking to school	- proper dress code – - being accompanied by an adult	State the advantages of walking to school
	Safe practices when walking with a grown up	- safe practices when on the road	State safe practices when walking with a grown up and holding hands
	Do's and don'ts when walking alone on the road	Recognise safe and unsafe practises when walking alone on the road	State do's and don'ts when walking alone on the road
	Consequences of unsafe behaviours on the road	Identify the consequences of unsafe behaviours on the road	State consequences of unsafe behaviours on the road
	Good behaviours when using the school bus/van or car	Demonstrate good behaviours when travelling to school in vehicles	Identify good behaviours when travelling to school by van, car, bus and any other vehicle (bicycle, motorcycle)
	Importance of wearing restrainers and using the booster seats	Demonstrate understanding of the importance of wearing seat restrainers, using the booster / accommodation seats	State the importance of wearing seat restrainers, using booster /accommodation seats

Grade 2

TOPIC	SUB TOPICS	LEARNING OUTCOMES	SPECIFIC LEARNING OUTCOMES
The child as a road user	School traffic layout	Understand the school layout – parking area, pedestrian pathway and the vehicle driveway	Identify parking area, pedestrian pathway and the vehicle driveway at school
	Safe places to walk in the school compound	Demonstrate understanding of safe places to walk in the school compound	Identify safe places to walk when in the school compound Make use of pedestrian gates when getting in and out of the school compound
	Use of pavement	Demonstrate understanding of the safe use of the pavement on the road	Demonstrate safe use of the pavement on the road
	Hazards on the road	Demonstrate awareness of the hazards for pedestrians when on the road	Identify the hazards for pedestrians when on the road
	Vehicles drop off and pick up points	Show awareness of safe places for drop-off and pick-up points when travelling by van, bus, cars, motorbike and metro	Indicate safe places for drop-off and pick-up points when travelling by van, bus, cars, motorbike and metro
	Good behaviours when waiting at pick up and drop off point	Demonstrate knowledge of good behaviours when waiting at pick up and drop off points	State good behaviours when waiting at pick up and drop off points
	Walking on the right-hand side of the road	Demonstrate understanding of -which side of the road to walk -How to walk in a file	Explain the importance of walking on the right-hand side of the road
			Practise walking in a file when on the road to avoid accidents
	Good practices when walking on the road	Display good behaviours when on the road	List good behaviours when on the road
			Identify responsible behaviours when on the road - no littering, no play, good behaviour
	Adopt safe practices when walking on a road which has: a footpath no footpath a footpath on the left-hand side only	Explain safe practices when walking on a road which has: a footpath no footpath a footpath on the left-hand side only	

Grade 3

TOPIC	SUB TOPICS	LEARNING OUTCOMES	SPECIFIC LEARNING OUTCOMES
The child as a passenger and a pedestrian	Good practices when on the road	Demonstrate the importance of being alert and seen when on the road	Explain the importance of being attentive/alert on the roads
		Demonstrate the importance of being “seen” when on the road	Demonstrate where to walk on the road (concept of see and be seen)
	Vehicles on the road	Identify the directions of vehicles on the road	Identify the directions of vehicles on the road (including light rail)
	Road markings	Demonstrate understanding of the different types of road markings for pedestrian crossings	Identify the different types of road markings for pedestrian crossings
	Types of the road	Demonstrate understanding of the different types of roads – motorways, main road single lane . . .	Identify the different types of roads – motorways, main road, single lane, one way . . .
	Roundabouts	Demonstrate understanding of roundabouts and their purpose in the traffic system	Describe roundabouts and their purpose in the traffic system
	Traffic signals	Demonstrate understanding of traffic signals for pedestrian crossings	Recognize traffic signals for pedestrian crossings
	Types of crossing	Identify the different types of crossings (zebra, pelican, under path, level crossing (light rail) and footbridge)	Identify the different types of crossings (zebra, pelican, under path, level crossing (light rail) and footbridge)
	Using the Zebra Crossing	Show awareness of how to use the zebra crossing	Demonstrate steps to cross the road using the zebra crossing
		Demonstrate knowledge of the good and bad practices when using the zebra crossing	State good and bad practices when using the zebra crossing
	The road and weather conditions	Explain how changes in weather can be dangerous for pedestrians	Explain how weather conditions such as rain, cyclone, floods, mist/fog affect road conditions for road users
			Recognize that changes in weather conditions create dangers for pedestrians
	Causes of accidents on the road	Explain how changes in weather can be dangerous for pedestrians	State the importance of appropriate clothing when using the road
			Identify causes of accidents in relation to pedestrians
			Demonstrate understanding of causes of accidents in relation to pedestrians

Grade 4

TOPIC	SUB TOPICS	LEARNING OUTCOMES	SPECIFIC LEARNING OUTCOMES
The child as a passenger and a pedestrian	Traffic signs	Recognise selected traffic signs in relation to crossing the road	Identify selected traffic signs in relation to crossing the road
	Hazards on the road	Demonstrate awareness of hazards :	Identify hazards such as parked cars, bends, vehicles approaching
	Dangerous places to cross the road	-such as parked cars, bends, vehicles approaching - places to cross the road (trough, crest, bends, between, in front of and behind parked vehicles, motorway and roundabouts)	Identify hazardous places to cross the road (trough, crest, bends, between, in front of and behind parked vehicles, motorway and roundabouts)
	Crossing the road	Demonstrate how to cross the road safely -where there is no zebra /pelican crossing	List the steps involved in crossing the road safely -where there is no zebra /pelican crossing
	Pelican, under path, humped and foot bridge	Show awareness of the different types of crossings (zebra, pelican, under path, footbridge and humped pedestrian)	Identify the different types of crossings (zebra, pelican, under path, footbridge and humped pedestrian)
	Crossing the road using the Pelican crossing	Demonstrate good practices : -when crossing the road using the pelican crossing	Outline the steps to be adopted when crossing the road using the pelican crossing
		-when crossing the road where the pelican crossing is not working	Outline the steps to be adopted when crossing the road where the pelican crossing is not working
	Traffic lights	Demonstrate understanding of the concept of traffic lights (colours, lights for vehicles and lights for pedestrians)	Explain the concept of traffic lights (colours, lights for vehicles and lights for pedestrians)
	Crossing the road using the traffic lights	Demonstrate -How to cross the road when there are traffic lights for pedestrians only	Describe how to cross the road when there are traffic lights for pedestrians only
	Crossing the road at junctions	-How to cross the road when there are traffic lights at junctions	Describe how to cross the road when there are traffic lights at junctions
	Crossing the road using Humped crossing	Demonstrate understanding of how to cross the road at a humped pedestrian crossing	Identify a humped pedestrian crossing Explain how to cross the road at a humped pedestrian crossing
	Hand signals	Demonstrate understanding of hand signals of police officers for crossing the roads	Distinguish hand signals of police officers for crossing the roads

Grade 5

TOPIC	SUB TOPICS	LEARNING OUTCOMES	SPECIFIC LEARNING OUTCOMES	
The child as a passenger, a pedestrian and a cyclist INCLUDING PRACTICAL SESSIONS	Role of bicycles (historical perspective)	Demonstrate understanding of the role of bicycles in transportation	State the role of cycles in transportation	
	Reasons why people ride bicycles	List the reasons people ride bicycles	List the reasons people ride bicycles	
	Hazards involved when riding the bicycle	Recognise hazards when on a bicycle as pillion riders	Recognise hazards when on a bicycle as pillion riders	
	Safety features of the bicycle	Identify safety features when travelling on a bicycle	Identify safety features when travelling on a bicycle	
	Safety gear and their importance	Demonstrate awareness of the different types of safety gear to be worn when on a motorcycle (helmet, vest, shoes...)	Identify the types of safety gear to be worn when on a motorcycle (helmet, vest, shoes...)	
	Parts of the bicycle	Identify the different parts of the bicycle and their functions	Identify the different parts of the bicycle and their functions	
	Safety accessories for the bicycle	Demonstrate understanding of the importance of safety accessories on bicycles and for bicycle riders (lights, horn, brakes, headlights, reflectors and reflective jackets)	List safety accessories on bicycles and for bicycle riders (lights, horn, brakes, headlights, reflectors and reflective jackets)	
	Dress code when going cycling	Demonstrate understanding of the importance of proper dress code for cycling	Identify proper dress code for cycling	
	Riding the bicycle	Recognize where to ride the bicycle	State where to ride the bicycle	
	Traffic signs and signals	Demonstrate understanding of traffic signs and signals for bicycle riding	Identify traffic signs and signals for bicycle riding	
	Hand signals	-Understand the importance of hand signals for bicycle riding -Demonstrate knowledge of appropriate hand signals for different situations	Explain the importance of hand signals for bicycle riding	
			Demonstrate appropriate hand signals for different situations	
	Risky behaviours when riding a bicycle	Show awareness of risky behaviours when riding a bicycle	Identify risky behaviours when riding a bicycle	
	PRACTICAL SESSION – RIDING THE BICYCLE	Control a bicycle with hands while walking	Control a bicycle with hands while walking	Explain how to hold a bicycle with the hands while walking
		Control a bicycle using hands	Get on and off a bicycle safely	Explain how to get on and off a bicycle safely
		Getting on and off the bicycle	Demonstrate how to: - Start riding a bicycle - Balance on a bicycle - Ride in a straight line - Ride in between cones - Negotiate a bend safely - Apply braking techniques	Describe : -How to start riding a bicycle -Explain how to balance a bicycle -Describe how to ride in a straight line -Ride in between cones -Negotiate a bend safely
		Start riding the bicycle		
		Balance the bicycle		
		Ride in a straight line		
Ride in between cones				
Negotiate a bend safely				
Braking techniques		Describe braking techniques		
Practice keeping distance when riding a bicycle		Explain the importance of keeping distance when riding a bicycle		
Perform hand signals while riding a bicycle		Describe how to perform hand signals while riding a bicycle		
Ride a bicycle safely		Demonstrate how to ride a bicycle safely		

Grade 6

TOPIC	SUB TOPICS	LEARNING OUTCOMES	SPECIFIC LEARNING OUTCOMES	
INCLUDING PRACTICAL SESSIONS	The child as a passenger, a pedestrian and a cyclist	Rules and regulations pertaining to cycling	Demonstrate understanding of rules and regulations pertaining to cycling in Mauritius	State the rules and regulations pertaining to cycling in Mauritius
	Advantages of using a bicycle	Demonstrate understanding of the link between health and cycling	List the advantages of using the bicycle	
		Demonstrate understanding of the link between sustainable environments and cycling		
	Directional cues from motorists	Recognise directional cues from motorists when riding a bicycle	Identify directional cues from motorists when riding a bicycle	
	Riding the bicycle at night	Demonstrate understanding of how to ride a bicycle at night	Describe how to ride a bicycle at night	
	Using the roundabout	Use a roundabout as a cyclist	Explain how to use the roundabout as a cyclist	
	Weather conditions and bicycle	Demonstrate understanding of the relation between weather conditions and safe bicycle riding	Describe the weather conditions and safe bicycle riding	
	The light rail	Demonstrate understanding of the importance of light rail	State the importance of light rail	
	Regulations and light rail	Demonstrate understanding of regulations pertaining to light rail in Mauritius	State regulations pertaining to light rail in Mauritius	
	Traffic signs	Recognise light rail traffic signs	Identify light rail traffic signs	
	Travelling by light rail	Show understanding of the do's and don'ts when using light rail transport	Identify the do's and don'ts when using light rail transport	
	Safety issues when using the light rail	Demonstrate knowledge of the safety aspects when travelling in the Metro	State the safety aspects when travelling in the Metro	
	Speed deterrents	Demonstrate understanding of the importance of speed deterrents (road humps, speed cameras)	Explain the importance of speed deterrents (road humps, speed cameras)	
	Traffic signs and speed limits	Show understanding of traffic signs related to speed limits	Identify traffic signs related to speed limits	
	Road markings	Demonstrate understanding of selected road markings (yellow box, double white lines, single white line, red road marking...)	Identify and state the functions of selected road markings (yellow box, double white lines, single white line, red road marking...)	
	Getting the Bicycle ready for the road	Demonstrate how to:	List the points to check in a bicycle before riding	
	Entry and exit of T-junctions	-Check of the bicycle before riding	Explain how to ride a bicycle along a road with a T junction	
		-Ride a bicycle along a road with a T junction		
	Right and left turn	-Exit a T junction while riding a bicycle	Explain how to exit a T junction while riding a bicycle	
-Execute a right turn and a left turn while riding a bicycle				
Changing lanes	-Check behind when changing lane	Describe 'checking behind when changing lane'		
Stopping at traffic lights	-Stop at traffic lights	Explain how to stop at traffic lights		
Riding in roundabouts	-Give way at a roundabout	Describe how to give way at a roundabout		
Making right turns	-Make right turns in traffic	Describe how to make right turns in traffic		
Cooperative cycling	-Cycle in a group	Explain how to cycle in a group		

