

**Teacher's Book**

# Road Safety Education

Grade  
1



**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)





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# Foreword

The Mauritius Institute of Education has embarked upon the production of a set of textbooks for pupils at primary level to enable the implementation of the Road Safety Education (RSE) Curriculum. The textbooks have been designed according to different levels to suit the developmental profile of young learners as specified in the National Curriculum Framework/Teaching and Learning Syllabus. The teaching and learning materials are practically oriented and consist of a range of activities to engage pupils with the road traffic system in their roles as a passenger, pedestrian and/or cyclist. To ensure that the teaching and learning materials align with the technical skills that road users need to develop, the textbooks have been collaboratively written by MIE Lecturers, practising Educators and members from the Mauritius Police Force as well as Officers from the Ministry of Land Transport and Light Rail. The RSE textbooks contain varied activities to engage pupils in practical exercises so that they learn Road Safety practices through lived experiences. The materials are fully contextualized and consist of numerous illustrations to be more appealing and to facilitate understanding.

Alongside the pupils' textbooks, we have also developed corresponding Teachers' manuals to outline the pedagogical approaches that may be used to engage pupils during the RSE lessons. Educators have a critical role to play in the implementation of the curriculum to ensure that pupils develop the behavioural, social and cognitive skills necessary to become responsible road users. Educators are encouraged to involve their pupils in road safety campaigns, traffic weeks and other road safety sensitising projects.

We hope that the practical experiences provided in the textbooks will help to educate a new generation of careful and safe road users.

**Dr. Hemant BESSOONDYAL**  
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# Preface

## ROAD SAFETY EDUCATION (RSE)

RSE is premised on the three roles of the young road user, namely, the child as a passenger, the child as a pedestrian and the child as a cyclist. It aims at developing the requisite knowledge, skills and attitudes for learners to become conscious and safe road users. By engaging learners in the road traffic system via practical activities, the textbook develops an awareness of good practices and considerations for personal safety and the safety of other road users.

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 thus 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. The practical activities in the textbook provide pupils with opportunities to experience the traffic road system conventions and develop safe practices. The educator thus has a crucial role in helping learners make sense of the road traffic system. The RSE learning area empowers pupils to critically evaluate the challenges associated with the road system and take informed decisions and actions for their own well-being and the safety of others. The subject teaches them how to avoid injury and reduce accidents.

## Note to Educators

The teaching and learning resources in the textbook provide a guide to educators for the implementation of the RSE curriculum and are not meant to be prescriptive. The educator can adapt the activities to suit the needs of his/her class and s/he may develop supplementary activities as necessary. As a role model for pupils, the educator should demonstrate genuine interest in the subject and be proficient in road safety concepts and guidelines. Above all, s/he must enable pupils to derive essential insights into RSE through careful preparation of the lessons.

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. The outcomes of the syllabus will be determined through pupils' demonstration of positive behaviours, good judgment and decision-making skills, and socially responsible attitudes as road users.

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## Lesson 1 Importance of the road

**Learning Outcome:** By the end of the lesson, pupils should be able to:

- Identify the importance of roads

**Materials/Equipment:** Coloured pencils, picture cards

**Venue:** Indoors

**Duration:** 25 minutes

**Procedure:**

Introduce the lesson through a brainstorming session by using the picture provided.



You may ask the following questions:

- Have you ever used the road? (Pupils can be asked to stand up or raise their right hand if the answer is “yes”.)
- Would you be able to come to school if there were no roads?
- Why are roads important?

Elaborate on pupils’ responses.

**Evaluation :** Ask pupils to complete the activity in the Pupil’s book.

## Lesson 2 **Types of roads**

**Learning Outcome:** By the end of the lesson, pupils should be able to:

- Identify different types of roads

**Materials /Equipment:** Teacher-made picture cards of a trail, a narrow road and a large road with labels

**Venue:** Indoors

**Duration:** 25 minutes



### **Teachers' Note**

- A trail is a route that has been planned and marked out to create healthy recreational and transportation opportunities.
- A narrow road is one where the distance between the two edges is very short. Most of the time, only one vehicle can move easily along that road.
- A large road has two or more lanes. It is generally a 2-way road. Vehicles can easily move along both lanes in opposite directions.

### **Procedure:**

Brainstorm on the types of roads they use to come to school. You may use the following questions:

- How are the roads that you use?
- Are they large or narrow?
- What are they made of? Are the roads asphalted?
- Are there footpaths?

Discuss whether there are vehicles along these roads. Use the following questions as guide:

- Do you see vehicles along the roads that you use?
- How do the vehicles move along the road?

Note pupils' responses and provide feedback accordingly. Elaborate on the answers and use the picture cards to introduce the three main types of roads.

1. A trail
2. A narrow road
3. A large road



**Evaluation:** Ask pupils to complete the activity in the Pupil's Book.

Picture cards.



*Trail*



*Narrow road*



*Large road*

### Lesson 3 Reasons for using the road

**Learning Outcome:** By the end of the lesson, pupils should be able to:

- State the reasons for using roads

**Materials/equipment:** 4 soft balls

**Venue:** Indoors and Outdoors

**Duration:** 25 minutes



#### Teachers' Note

- Roads are an important means to travel from one place to another.
- Roads allow vehicles to transport goods and people.

**Procedure:** Refer to the picture in the Pupil's Book. Ask pupils to observe the picture.





Ask the following question:

- What do you see in the picture?

Note pupils' responses and provide feedback accordingly. Elaborate on the following to explain the importance of the road:

- Roads take us to our destinations.
- They represent a safer and more comfortable way to travel.
- They are an easy and common way to travel.
- Roads are used to transport goods.



### 'I use the road to...' Game

Divide the class into 4 groups (4-8 members per group, depending on class size). Give a ball to one child in each group. To start the game, the child (in each group) having the softball in his/her hands calls out: 'I use the road to ..... (go to school, market....)'. The child who has the ball then throws it to any other friend in the same group. The one who catches the ball has to repeat what the previous friend has said and needs to add another place. This process continues till all the children in the group have been given the opportunity to send and receive the ball.

In case of bad weather, or for better classroom management, this activity can be carried out using the whole class approach.

**Evaluation:** Ask pupils to complete the activity in the Pupil's book.

## Lesson 4 Types of road furniture (Part 1)

**Learning Outcome:** By the end of the lesson, pupils should be able to:

- Identify the different types of road furniture on the road

**Materials/Equipment:** Teacher-made picture cards showing examples of road furniture

**Venue:** Indoors

**Duration:** 25 minutes



### Teachers' Note

Road furniture are the features found along the road and that are intended to provide amenities, information and safety to road users. There are many types of road furniture. These are:

- **Information signs** that help road users reach their destination. For example, they provide directions along the roads.
- **Handrails** channel pedestrians on the road and protect them from vehicles.
- **Lighting poles** that are useful to illuminate roads/ walkways.
- **Cat's eyes** that are used to guide motorists at night.
- **Traffic signs** that are used to regulate, warn, and guide motorists and pedestrians.
- **Footpaths** are used to separate pedestrians from vehicles.
- **Pedestrian crossings** facilitate crossing the road.
- Other examples of road furniture are bus shelters and litter bins.

**Procedure:**

**Refer to the picture in the Pupil's Book .**

**Conduct a class discussion on the following :**

What can you see on the road? (road markings, handrail, traffic sign, fencing, footpath, pedestrian crossing)

Note the pupils' responses and provide feedback accordingly. Elaborate on the answers. Use the metaphor of 'furniture in the house for specific rooms' and relate to road furniture.

Proceed to Activity 2 where pupils are asked to identify the road furniture near the school.

**Evaluation:** Ask pupils to complete the activity in the Pupil's Book.

## Lesson 5 Types of road furniture (Part 2)

**Learning Outcomes:** By the end of the lesson, pupils should be able to:

- State the importance of selected road furniture
- State the natural surroundings found on the road

**Materials/Equipment:** Whiteboard, marker, teacher-made picture cards of road furniture

**Venue:** Indoors/Outdoors

**Duration:** 25 minutes

**Procedure:**

**Recap from previous lesson:**

- Road furniture are items installed along or on the road for the safety of road users.
- They guide all road users (including drivers, passengers, cyclists, motorcyclists and pedestrians) to better use the road.
- They give useful information (e.g. direction, destination and distance) to road users.
- Examples of road furniture are guardrails, handrails, road studs, cat's eyes, fixed speed cameras, street lighting poles, footpaths, pedestrian crossings, bus stops, bus shelters, signal lights, road markings, etc.

Divide the class into groups. Allocate a flash card to each group. Ask pupils to observe and discuss the purpose of the road furniture. Each group comes in front of the class, shows their cards and makes a short presentation on the purpose of the road furniture. Provide feedback accordingly. Elaborate on the answers given and add any missing information.

### Picture Cards – Road furniture

Use the following pictures as reference to prepare your picture cards.



*Handrails*



*Signal lights*



*Cat's eyes*



*Street lamps (light poles)*





*Fixed speed camera*

*Guardrail*



*Pedestrian crossing sign*



*Street barriers*



Pupils observe the picture and answer the following questions:

- What can you see on both sides of the road?
- What should we do if we see animals on the road?

Safety points to emphasize during class: Trees along the roadside can have roots at a level above ground which can be an obstacle to pedestrians. Animals like cats and dogs can cross or walk along the road unexpectedly. So, road users should be careful as these can be the cause of accidents. Children should not be distracted by these animals while using the road.

**Evaluation:** Ask pupils to complete the activities in the Pupil's Book.

## Lesson 6 **Signal lights**

**Learning Outcomes:** By the end of the lesson, pupils should be able to:

- List the colours of a signal light for vehicles in the correct order
- State the purpose of a signal light for vehicles

**Materials/Equipment:** Picture of a signal light, red circle flash card, amber circle flash card, green circle flash card

**Venue:** Indoors/ Outdoors

**Duration:** 25 minutes



### **Teachers' Note**

Before explaining the importance of signal lights, it is important to understand the following:

Signal lights are usually located at road junctions and other places, e.g., narrow roads, bridges, blind corners, mid block pelican crossings.

Signal lights indicate to motorists that vehicles should stop (red), prepare to stop/stop (amber) or go (green) on roads. Pupils need to check that all vehicles have stopped or that there is no vehicle before crossing the road. Pupils need to be reminded that, in case the signal lights are not working, vehicles have priority to circulate and pedestrians must wait for vehicles to stop. They may cross the road when there are no vehicles.

### **Procedure:**

**Refer to the picture in the Pupil's Book and brainstorm.**



Have you come across/seen signal lights? Where? (Pupils can be asked to stand up if answer is “yes”)

Use the following questions as prompts:

- What is the purpose of a signal lights?
- Where do you see signal lights?
- Why is it important?

Let us learn about the colours of the signal lights. Ask pupils to refer to the picture in their book. Name the colours of the signal lights.

Praise pupils for their answers. Emphasize that the middle colour is **AMBER** and not yellow, the top colour is **RED** and **GREEN** is found at the bottom.

**Red** (top) – Stop. Don’t go.

**Amber** (middle) – The light is about to turn red. Stop. Don’t go.

**Green** (bottom) – Go.



### CLASS ACTIVITY

Pupils sing the song to the tune of “Twinkle Twinkle Little Star” and mime the action indicated while walking on the spot.

Twinkle, twinkle signal light

Round the corner shining bright

**Red** means **Stop** - (pupil to stop)

**Amber** means **prepare to stop and stop** - (walk slowly and stop)

**Green** means **Go** - (walk rapidly on the spot)

Twinkle, twinkle signal light

Round the corner shining bright

**Evaluation:** Ask pupils to complete the activity in the Pupil’s Book.



## Lesson 7 Pelican crossing

**Learning outcomes:** By the end of the lesson, pupils should be able to:

- State the purpose of a pelican crossing

**Materials/Equipment:** Pictures/flash cards of pelican crossing lights, red/green colouring pencils

**Venue:** Indoors/Outdoors

**Duration:** 25 minutes



### Teachers' Note

It is important to understand the following:

1. A pelican crossing indicates to pedestrians what they should do, that is whether they can cross the road or stop and wait.
2. The 'Red Standing Man' indicates stop/wait and the 'Green Walking Man' indicates walk (cross).
3. In Mauritius, pelican crossings are used instead of zebra crossings on main roads where there is much traffic or where vehicles travel at high speed for e.g., on the motorway.
4. Pelican crossings work in accordance with signal lights for vehicles.
5. When signal lights for vehicles show green or amber, the pelican crossing shows red.
6. When signal light for vehicles shows red, the pelican crossing shows green.



### Procedure:

Introduce the theme of the lesson. Review the previous lesson on signal lights for vehicles.

Refer to the picture in the Pupil's Book. Conduct a class discussion on the 'Red Standing Man' and 'Green Walking Man'.

Describe the position of each little man (stopping and waiting/walking).

- What does each one of them indicate?
- Why is it important for a pedestrian?

Note pupils' responses and provide feedback accordingly. Elaborate on the answers given.



### CLASS ACTIVITY

#### Let's mime the little man.

Flash cards of the green/red little man are shown to the pupils and they have to mime whether they should walk or stop/wait.

**Evaluation:** Ask pupils to complete the activity in the Pupil's Book.

## Lesson 8 Importance of traffic signs

**Learning Outcomes:** By the end of the lesson, pupils should be able to:

- Identify the colours and the shapes of selected traffic signs
- Describe the importance of traffic signs

**Materials/Equipment:** Pupils' Book, colouring pencils, flash cards, traffic signs flash cards

**Venue:** Indoors

**Duration:** 25 minutes



### Teachers' Note

Traffic signs help to keep all road users safe. They inform, guide and warn all road users. It is important to follow them to avoid accidents.

Traffic signs come in five main shapes:

1. Circles
2. Triangles
3. Squares
4. Rectangles
5. Octagons

There are traffic signs of different colours: red, blue, yellow, green, brown, white and black.

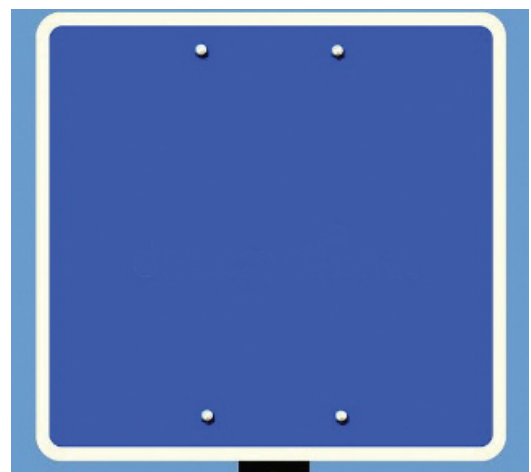
Red border triangles are 'to warn' and blue squares are 'to inform'.

For Grade 1 pupils, emphasis is on the pedestrian crossing traffic signs.

- Pedestrian crossing ahead sign (Triangular sign with red border)
- Pedestrian crossing sign (Square blue sign)

### Procedure:

Show the following shapes and colours of road signs. Briefly mention and write the names of the shapes (triangle and square) on the whiteboard.



The Triangular sign with red border indicates danger ahead.  
The Square blue sign gives information.

Refer to the Pupil's Book:

1. 'Pedestrian crossing' sign (Square blue sign)
2. 'Pedestrian crossing ahead' sign (Triangular sign with red border)



Brainstorm on the traffic signs. You may ask the following questions:

- What are the shapes of the traffic signs?
- Are these road signs important for pedestrians? Why? (Mention the 'walking man' on the traffic signs. Indicate why these traffic signs are important for pedestrians.)

Note pupils' responses and provide feedback accordingly. Elaborate on the answers given and add any missing information.

Refer to the picture below and conduct a class discussion.



Use the following questions as prompts:

- What are the pedestrians doing?
- Where should the pedestrian cross the road?
- Why should a pedestrian cross the road at the pedestrian crossing?

Note pupils' responses and provide feedback accordingly. Elaborate on the answers given and add any missing information.

**Evaluation:** Ask pupils to complete the activity in the Pupil's Book.

## Lesson 9 Types of road furniture – bridges

**Learning Outcomes:** By the end of the lesson, pupils should be able to:

- Identify the different types of bridges
- State the purpose of each type of bridge

**Materials/Equipment:** Whiteboard, markers and teacher-made picture cards on footbridge

**Venue:** Indoors

**Duration:** 25 minutes



### Teachers' Note

A footbridge is a narrow bridge that is only used by people who are walking.

An overhead bridge is a bridge that passes over a main road where there is dense traffic flows and vehicles travel at high speed for example, motorway.

An underpass crossing is a pathway for pedestrians to go beneath/under the main road to the other side.

**Procedure:**



Refer to the illustration/picture in the Pupil's Book.

Conduct a class discussion on the observations made by the pupils. Refer to normal bridges and their purpose and use this as an example to explain the concept of footbridges as one type of road furniture.

You may ask the following questions:

- Do you know what a bridge looks like?
- Where can we see bridges?
- Have you ever used a bridge as a pedestrian? If yes, where? why?
- Are all the bridges that you have seen the same?
- How are they different?

Note down the responses on the whiteboard and emphasize that there are different types of bridges.

Explain the following types of bridges by referring to the pictures in the Pupil's Book. Emphasize the purpose of such types of bridges.

**Evaluation:** Ask pupils to complete the activity in the Pupil's Book.



## Lesson 10 Types of road users (Part 1)

**Learning Outcome:** By the end of the lesson, pupils should be able to:

- Identify different types of road users

**Materials/Equipment:** Picture in Pupil's Book

**Venue:** Indoors

**Duration:** 25 minutes



### Teachers' Note

A 'road user' is anyone who uses the road, such as a pedestrian, passenger, cyclist, motorcyclist or driver. It also includes people using wheelchairs and it can even include a baby in a pram. Each road user is responsible for his/her actions while travelling on the road. Road users should be careful. For example, children should walk on a footpath and cross the road only at a pedestrian crossing. Drivers should not use their mobile phones while driving and they should abide by traffic rules.

### Procedure:



Refer to the picture in the Pupil's Book and brainstorm on road users.

Ask pupils to describe:

- the types of road users they see in the picture.
- how road users are supposed to behave on the road. Encourage pupils to share their experiences.

Elaborate on the answers given and add the missing information.

Draw pupils' attention to the fact that all types of road users need to respect specific traffic rules and regulations.

**Evaluation:** Ask pupils to complete the activity in the Pupil's Book.

## Lesson 11 Types of road users (Part 2)

**Learning Outcome:** By the end of the lesson, pupils should be able to:

- Identify the types of road users who travel on the road in vehicles or on foot

**Materials/Equipment:** Cones

**Venue:** Outdoors

**Duration:** 25 minutes



### Teachers' Note

The road is a space shared by all road users. There are different categories of road users, namely pedestrians, passengers, drivers, cyclists and motorcyclists. Pillion Riders are those sitting at the back of a motorcyclist.

### Procedure:

Recall previous lesson on the different categories of road users.

Refer to the illustrations in the Pupil's Book for consolidation: pedestrian, driver, passengers, cyclist, motorcyclists, pillion riders.



### CLASS ACTIVITY

To practise safe walking around the school compound and to reinforce good behaviour as a pedestrian.

**Instructions:** Walk in line (one after another in single file)

- Walk in a clockwise direction first.
- Change to an anti-clockwise direction.

Ask pupils to be careful when walking in line behind or in front of their friends. They should allow some distance between each other to avoid tripping if one stops abruptly.

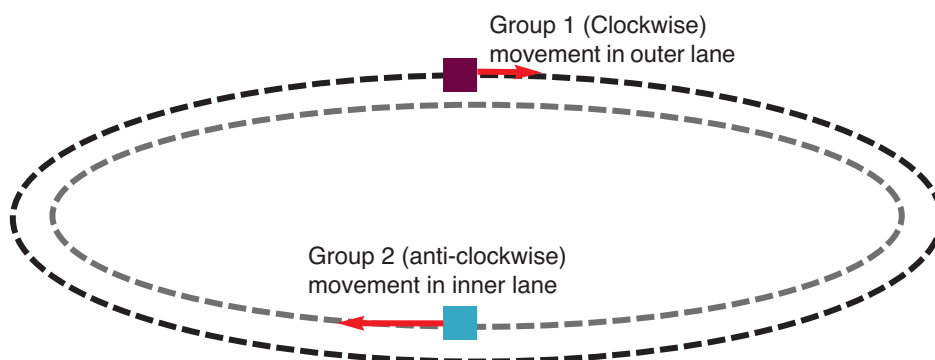
**CAUTION:** Vary the pace from walking slowly to walking fast.



### Variation:

Repeat the activity but do it with two groups of pupils who will walk one after the other. Group 1 pupils will follow the outer lane in a clockwise movement while Group 2 pupils will go in the opposite direction (anti-clockwise direction).

Both groups will start their journey at the same time but **not** at the same starting point.



**Role-play:** For each group, there is a driver who is first in line and the others are passengers of their respective vehicles.

- The first pupil in the line (driver) controls all pupils behind him/her and is in control of the direction in which they are going.
- Those who are at the back are the passengers and they follow the driver.

Ask one pupil to abruptly move in the other lane.

Brainstorm with the whole class about the consequences of changing lanes. Remind pupils that they should stay in their own lane.

**Evaluation:** Ask pupils to complete the activity in the Pupil's Book.

## Lesson 12 Types of vehicles (Part 1)

**Learning Outcome:** By the end of the lesson, pupils should be able to:

- Identify different types of vehicles

**Materials/Equipment:** Laptop, pictures of different vehicles for flash card.

**Venue:** Indoors

**Duration:** 25 minutes



### Teachers' Note

- The lesson on the different types of vehicles will be divided into two parts. The first part will create an awareness of the various types of vehicles on the road.
- For the purpose of this activity, a vehicle is defined as any form of transport with wheels. Pupils come across different types of vehicles on the road. They should know how to behave when they come across such vehicles.
- Vehicles perform a vital role in a busy society and they are used for various important purposes such as for emergencies, transportation of goods, materials, people and so on.

## Procedure:







Ask pupils to observe the pictures in their Pupil's Book.

Conduct a class discussion based on their responses. You may ask the following questions to guide the discussion.

- What are vehicles?
- Do you often see vehicles on your way to school?
- Which vehicles do you usually see on your way to school?
- If yes, name some of the vehicles that you see.
- Are they small or big?

Explain that vehicles are of different sizes. A large vehicle will take more space on the road than a smaller one. They should be careful if they are on the side of the road.

Divide the class in groups of 3-5 depending on the number of pupils in the class. Give each group the picture of a vehicle and ask them:

What sounds do the various modes of transport make? (light rail vehicle (metro): bell-like sound, lorry: horn, police car: sirens, ambulance: sirens, bicycle: bell). Each group comes in front of the class and produces the sound. The group must also explain the purposes of the vehicles. Note pupils' responses and provide feedback accordingly. Elaborate on the answers given and add any missing information.

**Evaluation:** Ask pupils to complete the activity in the Pupil's Book.

## Lesson 13 Types of vehicles (Part 2)

**Learning Outcome:** By the end of the lesson, pupils should be able to:

- Identify different types of vehicles

**Materials/Equipment:** Laptop, Teacher-made picture cards showing pictures of different vehicles.

**Venue:** Indoors

**Duration:** 25 minutes



### Teachers' Note

In this lesson pupils will have to identify vehicles used for emergency purposes, goods carrying vehicles, garbage truck and other large vehicles usually found on our roads.

Note that, depending on the regions that the pupils are from, they may be exposed to different types of vehicles. For example, some will be exposed to cement trucks, others will come across the Light rail vehicle (metro) more often compared to others who will see tractors more often.

### Procedure:

Recap previous lesson on large and small vehicles.

Divide the class into different groups so that each group has at least 2 pictures to discuss.

Let them discuss about the vehicles among themselves. Ask them to use the following questions to guide their discussion:

- What is the name of this vehicle?
- Do we usually find it on the roads?
- Why do we use this vehicle?

Ask them to present their vehicles to the rest of the class.

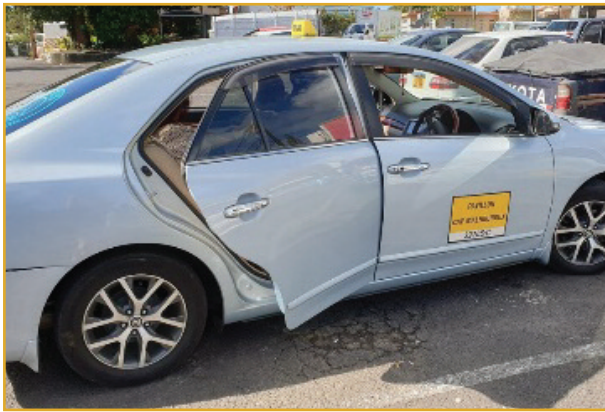
Note down the responses given by each group on the board and elaborate on the purpose of the vehicles.

**Evaluation:** Ask pupils to complete the activity in the Pupil's Book.





**Pictures for flash cards**











## Lesson 14 **Safe and unsafe places on the road**

**Learning Outcome:** By the end of the lesson, pupils should be able to:

- List safe and unsafe places to walk on the road

**Materials/Equipment:** Flash cards with safe/unsafe places, green/red colouring pencils

**Venue:** Indoors

**Duration:** 25 minutes



### **Teachers' Note**

Recapitulate that people who walk are called 'pedestrians'.

The footpath is a safe place to walk.

If there is no footpath, walk on the right hand side of the road, facing vehicular traffic.

Walking between parked cars on the side of the road is unsafe because motorists may not see the children because of their height.

Reiterate to pupils the need to be cautious – to look and listen, to seek help or to be accompanied by an adult.

Dangerous situations to walk on footpaths include the following:

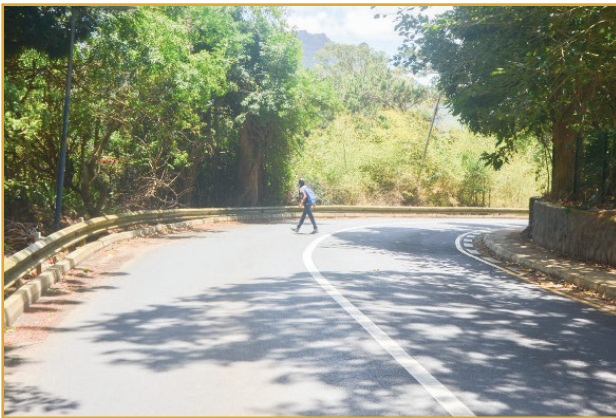
1. road works on footpaths
2. vehicles parked on footpaths
3. stray animals lying on footpaths
4. uneven footpaths
5. construction work on footpaths
6. walking on the kerb of the footpath

### **Procedure:**

Explain the meaning of 'safe and unsafe places' on the road. Inform pupils that the lesson will be on footpaths which are an important part of the road. Form groups of 5-6 pupils, depending on class roll. Ask each group to work on a picture of safe/unsafe road situations. The pupils are invited to discuss the scenes which they see in their book.

Pupils are invited to share their discussion with the whole class.

Note pupils' responses and provide feedback accordingly. Elaborate on the answers given and emphasize safe behaviours and consequences of unsafe behaviours on the road.







**Evaluation:** Ask pupils to complete the activity in the Pupil's Book.



## Lesson 15 Proper dress code

**Learning Outcome:** By the end of the lesson, pupils should be able to:

- State the proper dress code when going to school on foot

**Materials/Equipment:** Picture from Pupil's Book

**Venue:** Indoors

**Duration:** 25 minutes



### Teachers' Note

**Before explaining the importance of a dress code, it is important to understand the following:**

This lesson is intended to create an awareness of the proper attire for children who are on the road.

- a. They can easily be identified in case of any trouble.
- b. The appropriate dress code enhances the safety of the child.

### Procedure:

Introduce the theme of the lesson.

Explain to the pupils that it is important to wear the school uniform on their way to school as road users are more cautious on seeing them.

Ask the pupils to observe the picture in their book.

Conduct a class discussion. You may ask the following questions as prompts:

- How are the pupils dressed?
- What can happen if a child's trousers are too long?
- Are their shoelaces properly tied? What can happen if shoelaces are not tied?
- Are their shoes well-fitted? What can be the consequence of wearing loose shoes?



Remind them that they should wear clothes of appropriate size and length. For example, their trousers should not be too loose or too long as they may trip (while walking) and fall. If their laces are loose, they may trip over them. If shoes are loose, they may come off. This can be very dangerous especially when they are crossing the road.

**Evaluation:** Ask pupils to complete the activity in the Pupil's Book.

## Lessons 16 & 17 Walking to school

**Learning Outcomes:** By the end of the lesson, pupils should be able to:

- Demonstrate an awareness of the importance of always being accompanied by an adult whilst on the road
- State the advantages of walking to school

**Materials/Equipment:** Pictures from Pupil's Book

**Venue:** Indoors

**Duration:** 2 × 25 minutes



### Teachers' Note

It is important for a child pedestrian to always be accompanied by an adult whilst on the road as a child cannot assess potential dangers on the road. Children feel safe when they are accompanied by an adult on the road. That person helps them take certain decisions on the road, guides and prevents them from losing their way. Children feel better protected from dangers like accidents and kidnapping. Sometimes, the elder person helps the child to carry his/her heavy bags. Pedestrians walk on the footpath and vehicles travel on the carriageway, **except when** pedestrians cross a road. However, a child pedestrian should always be accompanied by an adult.



### Procedure:

Brainstorm on the importance of having an adult to accompany pupils to school. You may ask the following questions and refer to the pictures in the Pupil's Book. Refer especially to which side of the road they should be walking on.

- Do you walk to school?
- Do you come to school alone?
- Who accompanies you to school?
- On which side of the road do you walk?
- Why should you always be accompanied by an adult when you walk on the road?
- How should you behave when walking with an adult on the road?

Note pupils' responses and provide feedback accordingly. Elaborate on their answers.



### CLASS ACTIVITY

Get the pupils to walk in front of the classroom in pairs. Role-play an adult holding the hand of a child walking on the footpath to come to school. The child should be on the inner side of the footpath, away from vehicles.



### Teachers' Note

Children are normally active in nature. They are interested in basic free movements like walking to keep them busy. It is important that they are always accompanied by an adult. Encouraging the child to walk to school has many social, health and environmental benefits.

- Health benefits (exercising).
- It is good for the environment (no air pollution)
- It makes the school area safer (less traffic flow).
- It is fun (meeting friends and chatting on the way)!

**Evaluation:** Ask pupils to complete the activity in the Pupil's Book.

## Lesson 18 Safe practices when walking with an adult

**Learning Outcome:** By the end of the lesson, pupils should be able to:

- Demonstrate safe practices when accompanied by an adult

**Materials/Equipment:** Nil

**Venue:** Indoors/Outdoors

**Duration:** 25 minutes



### Teachers' Note

Children should always be accompanied by an adult/older sibling whenever they go for a walk on the road. They are not ready to venture alone on the road. The child pedestrian is less visible to others due to his/her height. Hence, they should be accompanied on the road. Even when accompanied by an adult, the child must always pay attention to people and vehicles around him/her. The accompanying adult should set a good example, making sure the child remains safe along the road, to develop a road safety culture.

A **Footpath** is a safe place where people walk.

A **carriageway** is a place where vehicles are driven.

On a **footpath**, the accompanying adult must always hold the child's hand and not let the child walk/run ahead. He/she ensures the child walks on the inner side of footpath away from vehicular traffic.

#### Emphasize:

**Cross a Road** - Always cross the road on a straight alignment where you can see and be seen.

Never cross at a bend and behind, before or between stationary vehicles.

Always cross at a pedestrian crossing, where available.



### Procedure:

Refer to the picture in the Pupil's Book and brainstorm on safe practices when accompanied by an adult. You may ask the following questions:

- How should you and the adult who is accompanying you walk on a footpath? Show them the picture.
- Should you be holding the hand of the adult or should the adult hold your hand?
- On which side of the footpath should you walk? Why?

**Road crossing:** To cross the road, even though children are accompanied by an adult, they must always look to the right, left and then right again. Children should cross the road only when vehicles have stopped or when there is no oncoming traffic. Always cross the road at a **pedestrian crossing** where available.



### CLASS ACTIVITY

Role-play the correct way of crossing the road.

**Evaluation:** Ask pupils to complete the activity in the Pupil's Book.



## Lesson 19 **Personal safety – Do's and Don'ts**

**Learning outcomes:** By the end of this lesson, pupils should be able to:

- Define who a stranger is
- Explain the do's and don'ts when encountering a stranger

**Materials/Equipment:** Colouring pencils, Pupils' Book

**Venue:** Indoors/Outdoors

**Duration:** 25 minutes



### **Teachers' Note**

A stranger is a person whom the pupil or his/her family does not know. Elaborate on the following points for children's safety. They should use routes/way their parents have shown them; avoid secluded shortcuts and quiet streets; and always go straight to school from home or go straight home from school. Using the "No-Go-Yell-Tell" strategy which consists of the four actions that pupils should undertake in case of danger in the presence of a stranger. Parents and children should establish a code word to identify anyone who is sent to pick children up from school by their parents.

### **Procedure:**

Read the following story:

*One day, Sam was returning home from school alone. He was walking on the footpath when, suddenly, a smiling man approached him.*

*"Hello! Do you want a candy, dear child? Come into my car over there. You will get a big candy!"*

*Sam was scared. He remembered that his mother had told him not to talk to strangers. Sam yelled "No!" and quickly started running away. He saw a policeman and informed him about the man. The strange man got scared of the policeman and ran away! Sam was relieved.*

### Key questions:

- Have you ever met a stranger on the road and felt you were in danger? Why did you feel you were in danger? What did you do?
- Do you think Sam did the right thing?

Ask pupils who are the persons they feel safe with.

Note their responses and provide feedback accordingly. Encourage the sharing of stories/experiences and also advice from parents.



### CLASS ACTIVITY

### Role Play

Divide the class into groups. Ask each group to come up with a scenario on the following situations which they will enact in front of the class.

One pupil will pretend to be a child pedestrian going home after school and the other will pretend to be a stranger.

1. A stranger says: "Come with me. I have candy for you."
2. A stranger says: "I have a toy for you in my car. Come with me!"
3. A stranger asks for help to look for his/her lost puppy.
4. A stranger says: "Your parents have met with an accident. I will take you to the hospital to visit them."
5. A stranger says: "I have some money for you as a gift. Come and I will give it to you."



### Teachers' Note

Pupils who role play the child pedestrian should demonstrate the appropriate reaction by:

- Saying "No!"
- Running away as far as possible
- Yelling that they will inform the police/parents
- Informing their parents about what happened

**Evaluation:** Ask pupils to complete the activities in the Pupil's Book.

## Lesson 20 **Safety on the road – Do's and Don'ts**

**Learning Outcome:** By the end of the lesson, pupils should be able to:

- State the do's and don'ts when walking on the road

**Materials/ Equipment:** Cones, whistle

**Venue:** Outdoors

**Duration:** 25 minutes



### **Teachers' Note**

It is dangerous to run/play on the road or the footpath. Children can trip and fall down and meet with an accident.

Remind pupils that they should not use electronic devices (e.g., a mobile phone, a tablet or headphones) while walking on a footpath.

Pupils need to be instructed that, if their ball or any other object goes on the road, they should not run to pick it up. Instead, they need to seek the help of an adult.

Remind pupils to listen to the policemen.

Emphasize the need to be attentive on the road and to be accompanied by an adult.

### **Procedure:**

Use the **Walk/Run Game** and **Play with a Ball Game** to teach the concepts of Road Safety.

Pupils are taken outdoors: **The Walk/Run Game**

Cones/water bottles are placed on two sides with space in the middle. This represents the road/footpath.

Inform pupils that they will be asked to walk or run. They should listen to the educator's instructions.

Whistle to signal pupils to walk in between the cones/water bottles. Shout "Stop" to instruct pupils to stop.

Then ask pupils to run. The "stop" instruction is repeated while they are running.

The educator then initiates a class discussion:

- Was it easier to stop while you were walking or running?
- Was it easier to hear the instructions while you were walking or running?
- Why is it dangerous to run on a road or a footpath?

Initiate another game: **Play with a Ball Game**

Give pupils a ball. Each takes a turn to throw or catch the ball while walking.

Initiate a brief class discussion by asking pupils:

- Is it easier to walk with a ball or a mobile phone or without a ball or a mobile phone?
- Why is it dangerous to use an object while you are on a road/footpath?

Note pupils' responses and provide feedback accordingly. Elaborate on the answers given and add any missing information.

**Evaluation:** Ask pupils to complete the activity in the Pupil's Book.

## Lesson 21 Consequences of unsafe road behaviours (Part 1)

**Learning Outcome:** By end of the lesson, pupils should be able to:

- Identify the consequences of unsafe behaviours on the road

**Materials/ Equipment:** Pictures in Pupil's Book

**Venue:** Indoors

**Duration:** 25 minutes



### Teachers' Note

Pedestrians are the most vulnerable road users. Unsafe road behaviours, such as running, playing on road/footpath, be unaccompanied by adults and failure to obey traffic rules, can result in serious consequences. Most road accidents are harmful and affect the lives of victims and their families. Injuries can be serious and cause permanent disabilities, such as brain damage, spinal injury, paralysis and death.

### Procedure:

Refer to the pictures in the Pupil's Book.

Ask pupils to observe the pictures.

Ask the following questions: Are the children behaving safely on the road? What are they doing?







Ask pupils about the consequences of unsafe road behaviours. Note pupils' responses and provide feedback accordingly. Elaborate on the answers given. Emphasise the following and ask pupils to repeat: **'I am always attentive when on the road. I look around me. I listen carefully to the sound of engines. I take extra care to be safe.'**

**Evaluation:** Ask pupils to complete the activity in the Pupil's Book.

## Lesson 22 Consequences of unsafe road behaviours (Part 2)

**Learning Outcome:** By end of the lesson, students should be able to:

- State more consequences of unsafe road behaviours

**Venue:** Indoors/Outdoors

**Duration:** 25 minutes

**Procedure:**

Recap Lesson 21.

Refer to the Pupil's Book - Observe the picture and conduct a class discussion.

**Discussion:**

Ask pupils to observe the picture below.

- What sort of unsafe behaviour may have resulted in the accident?



The child may have used a mobile phone while crossing the road outside the pedestrian crossing.

Note pupils' responses and provide feedback accordingly. Elaborate on their answers.

Ask the pupils the following questions:

- What may happen if they run on the road?
- What may happen if they play on a road/footpath?
- What may happen if they cross a road in front of a vehicle?

Note pupils' responses and provide feedback accordingly.



## CLASS ACTIVITY

### Ready, get set, go!

- Divide the class into groups.
- Each group lines up and takes turns.
- Say "Ready, get set, go!"
- Pupils from one group run straight ahead.
- Shout "Stop" abruptly.

**Most pupils will take 5/6 steps before they come to a stop because moving bodies have momentum. Explain how this activity shows that running makes it harder to stop in front of an unexpected vehicle.**

Repeat the same activity with each group but ask them to walk instead.

**Most children will stop within a step or two after the teacher says "Stop".**

**This comparison will show pupils that when they walk, they have more control.**

**Evaluation:** Ask pupils to complete the activity in the Pupil's Book.

## Lesson 23 **Good behaviours when travelling by the school van**

**Learning Outcome:** By the end of the lesson, pupils should be able to:

- Identify good behaviours when travelling to and from school in the school van

**Materials/Equipment:** Pictures from the Pupil's Book

**Venue:** Indoors

**Duration:** 25 minutes



### **Teachers' Note**

Pupils come to school using different means of transport.

The school van is technically known as the school microbus. Usually, the normal microbus (van) is allowed to carry up to 16 persons. However, school vans (microbus) are allowed to carry more than 16 pupils. There is always an attendant who guides the children in and out of the van. The attendant also walks the child to his/her school or house. The attendant also assists the pupils in crossing the road after getting out of the van.

It is important for pupils to understand that they should behave properly when they are travelling in any vehicle.

### **Procedure:**

Start the lesson by asking the pupils how they usually come to school. You may ask the following questions. Pupils raise their hands if they wish to answer.

- Who travels in the school van?
- How do you behave when you are in the school van?
- How should you behave when you are in the school van?
- How do you cross the road once you get out of the school van?



## CLASS ACTIVITY

### Observation and discussion

Show the picture to the pupils. Let them observe the picture for a few minutes.



Ask pupils what the consequences might be if they do not behave properly in the school van.

Remind pupils that they should be careful in the school van. They **should not**:

- fight with each other
- enter or leave the van using the back door
- throw any object out of the van
- put their heads and hands out of the windows
- push other passengers to get into the van
- play/run in the van

**Evaluation:** Ask pupils to complete the activity in the Pupil's Book.



## Lesson 24 **Good behaviours when travelling by bus**

**Learning Outcome:** By the end of the lesson, pupils should be able to:

- Identify good behaviours when travelling by bus

**Materials/Equipment:** Pictures of different situations in a bus

**Venue:** Indoors

**Duration:** 25 minutes

**Procedure:**

Recap previous lesson.



### **CLASS ACTIVITY**

Divide the class into two groups.

Arrange the rows of chairs in front of the class as in a bus. Ask a group of 10 pupils to demonstrate how they would enter the bus (queuing) and behave properly.

The other group does the same.

Remind the pupils that they should be careful while travelling by bus. They **should not:**

- fight with each other in the bus
- get in or off the bus using the emergency backdoor as they may trip and fall (due to its height) or they might not be seen by the driver who can start driving off
- push their friends to get into the bus
- cross the road behind or in front of a bus
- walk in the bus while it is moving
- sit on the backrest of the seat as they may fall down when the driver applies the brakes

Explain that they should behave properly for their own safety.

**Evaluation:** Ask pupils to complete the activity in the Pupil's Book.

**Learning Outcomes:** By the end of the lesson, pupils should be able to:

- Identify good behaviours when travelling to and from school by car
- State the importance of a booster seat in a car
- State the importance of using child safety restraints (seat belts) and booster seats

**Materials/Equipment:** Pictures of different situations in a car

**Venue:** Indoors

**Duration:** 2 x 25 minutes



### Teachers' Note

Many parents nowadays own a car. Children often travel by car to and from school or to any other place.

It is important that safety measures are observed in a car. (Children usually have the tendency to misbehave in the car). An off-guard moment may lead to an accident and serious consequences.

There are regulations for the safety of drivers and passengers. Children need to understand that their good behaviour helps their parents to drive safely.

### Procedure:

Start the lesson by asking the pupils who travel by car to raise their hands.

Let them state where they usually sit in the car.

Note pupils' responses and provide feedback accordingly.



### Teachers' Note

Explain to pupils that they should sit on a booster seat and wear their seat belts for their security. It prevents children from moving out of their seats in case of an accident or sudden braking.

#### Importance of a booster seat

A booster seat raises and positions a child so that the vehicle's lap-and-shoulder belt fits properly over the stronger parts of a child's body, such as the hips, across the chest and collar bone.

It helps prevent injury and save lives as it keeps a child secured in a restrained/appropriate position while giving safety and comfort.

**It is important for pupils to know that they are not allowed to sit in the front passenger seat unless they are 10 years old or above. Drivers will have to pay a fine in case they are stopped by Police Officers.**

Refer to pictures in the Pupil's Book. Let them observe these pictures for a few minutes.



Ask pupils to describe each picture. You may use the following questions as prompts:

- Where should you sit in the car?
- Why should you sit on a booster seat and wear your seat belt?
- How should you behave in the car?
- What can happen if you misbehave in the car?

Remind pupils that unless they are ten years old or above, they should sit in the back seat.

Explain that they should not distract the car driver as it may lead to an accident.

**Evaluation:** Ask pupils to complete the activity in the Pupil's Book.

## Lesson 27 Importance of seat belts

**Learning Outcome:** By the end of the lesson, pupils should be able to:

- Explain the importance of a seat restrainer (seat belt)

**Materials/Equipment:** Colouring pencils, Pupil's Book, pencil, eraser

**Venue:** Indoors/Outdoors

**Duration:** 25 minutes

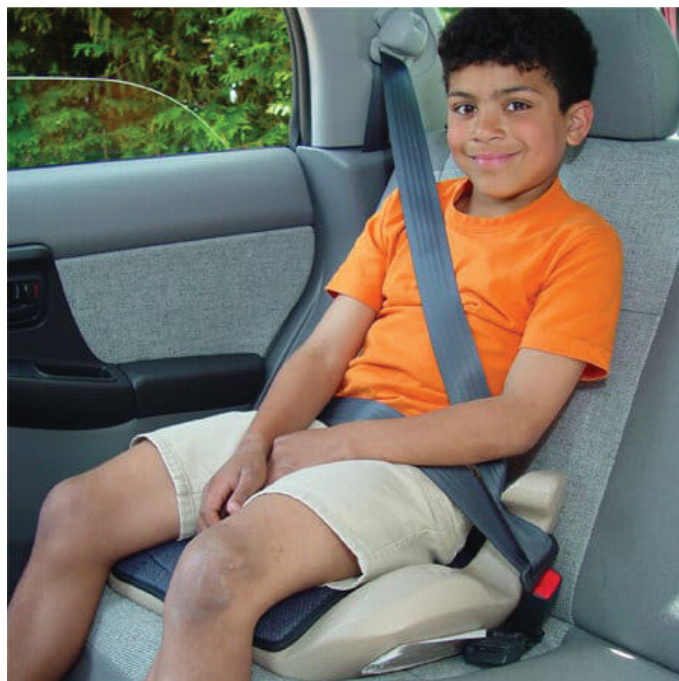


### Teachers' Note

- Children cannot use the car seat belt directly as it is not adapted to their height.
- The seat belt will not hold them securely in case of accidents and it may even cause injuries.
- Seat restrainers provide a more secure option. They are designed to be the primary restraining device to secure the child inside the car.
- Seat restrainers and booster seats are chosen according to the child's height.
- The booster seat provides the leverage for the use of the car seat belt.
- A car seat, also known as an infant safety seat, child restraint system, child seat, baby seat is a portable seat for an infant or a small child that is attached to an automobile seat and holds the child safely.
- A car seat and a booster seat are designed specifically to protect infants, small child/children from injury or death during vehicles collisions.

### Procedure:

Refer to the picture in the Pupil's Book. Conduct a class discussion on bootser seats and seat belts. Ensure that pupils understand the importance of booster seats and seat belts.



Key questions which you may ask:

- What can you see in the picture?
- Can you see the seat belt? Can you see the booster seat ?
- How does the booster seat help to keep the boy safe?

Note pupils' responses and provide feedback accordingly.



### CLASS ACTIVITY

Get pupils to sit on their chairs and mime how to 'buckle up'. Observe them and ensure that they make the right movements. Highlight that they always need to be buckled up when travelling by car.

**Evaluation:** Ask pupils to complete the activity in the Pupil's Book.



## Lesson 28 **Good behaviours on a two-wheeler**

**Learning Outcome:** By the end of the lesson, pupils should be able to:

- Identify good behaviours when travelling to and from school on a bicycle

**Materials/Equipment:** Pictures of different situations on a bicycle

**Venue:** Indoors

**Duration:** 25 minutes



### **Teachers' Note**

Many pupils come to school on a bicycle. They are usually accompanied by their parent or grandparent.

It is important for pupils to realise that bicycles are one of the less safe vehicles for travelling. People are more exposed to accidents and harm than in a 4-wheeled vehicle. More than 50% of fatalities in Mauritius involve two-wheelers.

It is a common practice to carry children on bicycles or motorcycles. It should be noted that it is only allowed to carry children on motorcycles if their feet can rest on the motorcycle footrests.

### **Procedures:**

Start the lesson by asking how many pupils usually come to school on a bicycle. Ask them who drops them to school.

Refer to the picture in the Pupil's Book and conduct a class discussion.





You may ask the following key questions:

- Where are the children – in front or at the back?
- Is it important to wear a helmets when you are on a bicycle?
- Is it important to fasten the helmet?
- Describe some of the precautions that you should take when travelling by a bicycle.



## CLASS ACTIVITY

Refer to the pictures in the Pupil's Book and conduct a class discussion on the good and bad behaviours.

Ask pupils to describe each picture. You may use the following questions as prompts:

- How are the children behaving while on the bicycle?
- Are these good behaviours?
- Is it safe to stand on a bicycle? Why not?

**Evaluation:** Ask pupils to complete the activity in the Pupil's Book.



