

Teacher's Book

Road Safety Education

Grade
3



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
Director
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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 *Always be attentive on the road*

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

- State the importance of being attentive on the road
- Discuss the consequences of not being attentive on the road

Material/Equipment: Pupil's Book

Venue: Indoors

Duration: 25 minutes

Procedure:

Introduction

Introduce the lesson by referring to the Pupil's Book. (Activity 1)

Depending on the size of the class, make groups of 4/5 pupils.

Allocate one picture to each group. (Activity 2 in Pupil's Book)

Pupils need to observe and discuss whether the picture demonstrate 'Being Alert' or 'Not Being Alert' when on the road.

Have a class presentation.

Conclude each presentation by reiterating the importance of being attentive on the road and the consequences of not being attentive on the road.



Picture 1: Walking on the edge of the footpath and texting on mobile



Picture 2: Crossing the road while texting



Picture 3: Crossing at a bend



Picture 4: Children playing on the road



Picture 5: Child running on the road

Evaluation: Ask pupils to complete Activity 3 in the Pupil's Book.

Lesson 2 Types of roads (motorways and main roads)

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

- Identify different types of roads

Materials/Equipment: Pupil's Book, teacher-made picture cards (vehicles travelling on the motorway, vehicles travelling on main road), projector and laptop (optional).

Venue: Indoors

Duration: 25 minutes



Teachers' Note

1. A motorway is a dual carriageway with two or more lanes in each carriageway. Vehicles travel in the same direction on each carriageway. Vehicles are separated by a central reservation or jersey barrier.
A central reservation is the strip of land between the carriageways of a motorway or any major road. A jersey barrier is a concrete barrier used to separate the carriageways of a motorway or any major road.
2. A main road is a road having a large amount of traffic travelling in either opposite or same, directions.
3. Characteristics/Differences:

	Motorway	Main road
1	Connects long distances around the island.	Connects one locality to another.
2	Dual carriageway, each carriageway has one direction.	Single carriageway, generally with footpaths.
3	Two or more lanes per carriage way in same direction.	Commonly two lanes with opposite directions.
4	Has roundabouts and flyovers.	Has intersections such as roundabouts, T-junctions and cross junctions.
5	High speed road.	Speed: lower as compared to Motorway.

Procedure:

Introduction

Brainstorm on different types of roads.

Refer to the pictures in Activity 1 in the Pupil's Book.

Observe the pictures and have a class discussion. Differentiate between the two pictures.

Guide pupils to observe what separate the opposite directions.



Motorway (dual carriageway)



Main Road (single carriageway)

*Central
reservation*

Discuss the characteristics of both roads: motorways and main roads.

Explain the expression 'central reservation' to the pupils.

Evaluation: Ask pupils to complete Activity 2 in the Pupil's Book.

Lesson 3 Types of roads (narrow road and wide road)

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

- Identify different types of roads

Materials/Equipment: Pupil's book, teacher-made picture cards (vehicles travelling on a narrow road, vehicle travelling on a wide road), projector, laptop (optional)

Venue: Indoors

Duration: 25 minutes



Teachers' Note

1. On narrow roads for 2-way traffic, when two vehicles meet, one must pull off the road to let the other pass.
2. Narrow roads have no lane separation marking.
3. Narrow roads have no footpath.
4. On wide roads lanes are separated by a center line marking.
5. Narrow and wide roads can be either one-way or two-way.

Procedure:

Introduction:

Brief recap of previous lesson on motorway and main roads.

Recap on the characteristics of motorway and main roads orally.

Refer to Activity 1 in the Pupil's Book – Observe the pictures and have a class discussion.



Picture A: Narrow road



Picture B: Wide Road

- a. How is the road in picture A?
- b. Describe Picture B (two lanes-vehicles moving in opposite direction)
- c. Highlight: Narrow road, wide road

Discuss about the characteristics of narrow and wide roads.

Evaluation: Ask pupils to complete Activity 2 in the Pupil's Book.

Lesson 4 Vehicles' directions on the road

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

- List common road vehicles
- Identify the directions of vehicles' movement on the road

Materials/Equipment: Pupil's Book, teacher-made flash cards on different types of vehicles (use cuttings from old magazines: cars, bus, ambulance, lorry, light rail vehicles, heavy vehicles).

Venue: Indoors

Duration: 25 minutes



Teachers' Note

The purpose of vehicles are to carry people, passengers/objects, goods/sick people/school children/workers from one place to another.

In Mauritius, traffic flows on the **Left**-hand side on a two-way road.

Light Rail vehicles travel on the left-hand side of the railway track.

Light Rail vehicles have two drivers compartments (cabins).

The train Captain changes compartment when travelling in the opposite direction.

Procedure:

Introduction:

Brainstorm on the different types of vehicles that we see on the road.

List the answers on the board. Emphasize that vehicles move on the road.

Divide the class into groups and allocate one flash card (vehicle) per group. Ask pupils to state the importance of each type of vehicle.

Have a class presentation.

Refer to the pictures in Pupil's Book – Activity 1.



A: One-way road



B: Two-way road

Have a class discussion on the direction in which vehicles are going in each picture.

From discussion, draw the road layout on the board and ask pupils to insert vehicles to show:

- Vehicles moving in one direction only.
- Vehicles moving in opposite directions.

Refer to picture of the light rail vehicle. Carry out the same exercise for the Light Rail vehicles (metro) by drawing the track layout.



C: Light rail vehicle (Metro) – Two-way track

Evaluation: Ask pupils to complete Activity 2 in the Pupil's Book.

Lesson 5 **One-way road and Two-way road**

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

- Differentiate between one-way road and two-way road
- Identify the movement of vehicles on a one-way road and a two-way road

Materials/Equipment: Pupil's Book

Venue: Indoors

Duration: 25 minutes



Teachers' Note

- Vehicles move according to the type of the road: one-way or two-way road.
- One-way road: vehicles are going in the same direction. (Notice the traffic sign)
- Two-way road: vehicles are travelling in opposite directions.
- On a one-way road vehicles may park on both sides of the road facing the same directions of the traffic. Vehicles can also travel on the right-hand side of the road.
- On a two-way road, vehicles can park on both sides of the road staying on the left-hand side of the road.

Procedure:

Refer to picture in Pupil's Book - Activity 1.

Have a class discussion focusing on the way the vehicles are moving on the road.



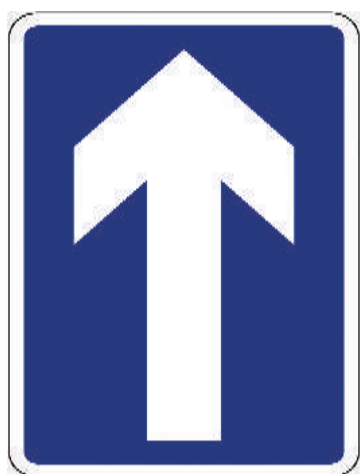
Two-way road



One-way road

Gear discussion on the characteristics of the road: one-way road and two-way road. It is important to follow the road sign at the entrance of a road to know whether the road is a one-way road or a two-way road.

Draw the road sign on the board to explain the concept: 'one-way' and 'two-way' roads.



One-way road sign



Two-way road sign



Evaluation: Ask pupils to complete Activities 2, 3 & 4 in the Pupil's Book.

Lesson 6 Road markings

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

- Identify road markings and their importance

Material/Equipment: Pupil's Book

Venue: Indoors

Duration: 25 minutes



Teachers' Note

Road markings help to regulate traffic and guide road users. They are usually red, blue, white or yellow in colour. There are different types of road markings:

- **Longitudinal markings** – continuous line, broken lines, zig-zag line, edge marking, single and double yellow lines.
- **Transverse markings** – stop line, give way line, camera markings, yellow box, pedestrian crossing.
- **Other markings:** directional arrows, word markings and symbols.

Procedure:

Introduction

Conduct a brainstorming session on road markings.

Ask pupils if they have noticed road markings on their way to school.

Tell them to describe or draw the road markings on the board: (which colour they are, if they are across the road or along the road or whether the lines are continuous or broken).

Have a class discussion on pupils' responses.

Emphasize:

Road markings can be found at the edge of the road, across the road or along the road.

Road markings are of different colours: red, blue, yellow and white.

Refer to Activity 1 in Pupil's Book for identification of longitudinal road markings – One picture at a time.

Help pupils to name the lines (special reference to colour of the road markings as well as where they are found).

Longitudinal Road Markings



Continuous line

*Double yellow lines,
(no parking or standing)*



Zig-Zag line



Broken line



Edge of road line

Activity 2

Transverse road markings



Yellow box



Pedestrian Crossing (zebra)



Stop line



Give way line

Activity 3

Other markings



Directional arrows



*Symbol marking
(Parking reserved for disabled)*



Word marking

Evaluation: Ask pupils to complete Activities 1, 2, 3 and 4 in the Pupil's Book.

Lessons 7 & 8 **Types of footpaths**

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

- Identify the different types of footpaths
- List the different materials of footpaths

Material/Equipment: Pupil's Book

Venue: Indoors

Duration: 2 x 25 minutes



Teachers' Note

- Footpaths are the safest place for pedestrians to walk.
- There are different types of footpaths in Mauritius.
- These may be different in terms of their width, height, or materials used.
- In some places there are handrails that separate the footpaths from the carriageway.
- Handrails are also placed on busy roads, near schools, hospitals, market, Urban Terminal, traffic centres, etc.

Procedure:

Introduction

Refer to picture 1 in Pupil's Book.



CLASS ACTIVITY

Observe and discuss the following picture.



Footpath

Key Questions:

- What is the girl doing?
- Where is she?



Activity 2

Different types of footpaths

Refer to Pupil's Book – Activity 2

- Divide the class in eight groups/pairs.
- Allocate a picture to each group – that is pupils in one group observe one picture.
- Ask pupils to observe the pictures in their Pupil's Book.



*This is an anti-skid
tiles footpath.*

*The covered drain forms part
of the carriageway.
This is NOT a footpath.*



Precast slab footpath



Stone footpath



Brick footpath



Concrete footpath



Asphalt concrete footpath

Each group will work out:

- The type of footpath.
- If the footpath have a height, that is, if it is at same level of the road or higher.
- The width of the footpaths.
- The material of the footpaths (brick, concrete, slabs, gravel, grass, stones, etc.).

Have a class presentation and discussion. Praise students for their efforts.

Evaluation: Ask pupils to complete Activity 3 in the Pupil's Book.

Lesson 9 Importance of seeing all oncoming vehicles

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

- State that pedestrian should always walk on footpaths (whether available on left or right hand side)
- Identify where to walk on the road to face oncoming vehicles where there is no footpath

Materials/Equipment: Pupil's book, coloured chalks or tape.

Venue: Indoors

Duration: 25 minutes



Teachers' Note

- Footpaths are the safest place to walk because they segregate pedestrians from vehicles. Always walk on footpaths where available.
- If there is no footpath, always walk on the right-hand side of the road, facing oncoming vehicles.
- In Mauritius, vehicles drive on the left-hand side on a two-way road therefore, walking on the right-hand side enables a pedestrian to see oncoming vehicles.

Procedure: Refer to Activity 1 in Pupil's Book

Introduction

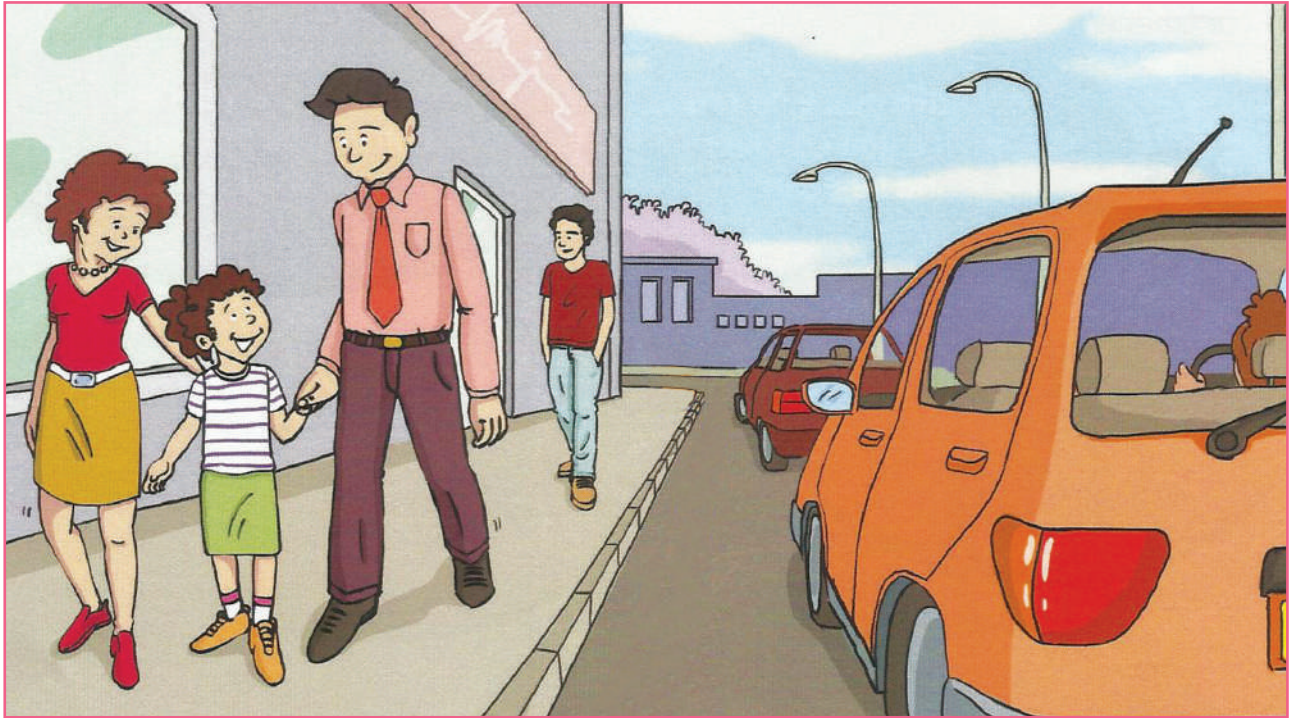


CLASS ACTIVITY



Activity 1

Walking along the road



Key Questions:

- Observe the picture.
- Where are the pedestrians walking?
- Are they safe?



CLASS ACTIVITY



Activity 2

Facing oncoming vehicles (Refer to Activity 2 in Pupil's Book)

Ask pupils to observe and compare the two pictures.



Proceed to class discussion.



Teachers' Note

- When on the road, you should always walk on the right-hand side facing oncoming vehicles, where there is no footpath .
- If you face vehicles, you can see them coming towards you and you can protect yourself by staying away at a safe distance from them.
- Use footpaths even if it is on one side only. If there is no footpath, walk on the right-hand side as all vehicles drive on the left-hand side of a two-way road.



CLASS ACTIVITY

Roleplay on facing oncoming vehicles

Draw an area on the ground (using tape or coloured chalks either indoor or outdoor) to show a road with two lanes.



- Choose four pupils to assume the roles of vehicles and another two pupils to act as pedestrians.

Scene 1

- The two pupils (vehicles) will move along one lane and another 2 pupils (vehicles) will move along the other lane. The pedestrians will walk on the right-hand side of the road, facing oncoming vehicles.
- Prompt questions from the audience: Are the pedestrians walking facing the vehicles? Can they see the oncoming vehicles?

Scene 2

- The pedestrian restarts the roleplay by walking in the same direction but this time they are on the left-hand side, having their back to vehicles.
- Are the pedestrians walking facing the vehicles? Can they see the vehicles?

Highlight the good and bad practices.

Evaluation: Ask pupils to complete Activities 3 & 4 in the Pupil's Book.

Lesson 10 Importance of being seen on the road

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

- State the importance of 'to be seen' as a pedestrian on the road
- List the steps taken for 'to be seen' on the road

Materials/Equipment: Pupil's Book, pupils' desks

Venue: Indoors

Duration: 25 minutes



Teachers' Note

- As a pedestrian, it is important that you are seen by other road users to avoid any kind of accidents.
- When motorists clearly see pedestrians walking or crossing the road, they can take appropriate actions.
- To be seen, you should:
 - a. Always walk on footpaths. If there is no footpath, walk on the right-hand side of the road, facing oncoming vehicles.
 - b. Avoid walking near obstructions like bins, parked vehicles, or roadworks.
 - c. Not cross the road before, after or at a bend, between parked vehicles or near a crest.
- Emphasize on being attentive when on the road.

Procedure:

Introduction:

Refer to the picture – Activity 1 in the Pupil's Book.



Key Questions:

- What can you see?
- Where are the people walking – is it in front of the bus or behind the bus?
- Is this safe? Why?
- Can the driver see these people?
- What may happen if the driver decides to reverse suddenly?

Refer to Activity 2 in the Pupil's Book.



Activity 2

Who is visible?

Which of the three pedestrians wishing to cross the road will be seen clearly by the motorcyclist and why?



- Divide the class in three groups (rows or clusters of desks).
- Allow pupils some time to observe the picture.
- Each group will be allocated with one situation of the pedestrian.
- Let them discuss in their respective groups.
- The group will then do a class presentation on whether the pedestrian can be seen by the motorcyclist and they should justify their answer and also elaborate on how safe the pedestrian is.

Evaluation: Ask pupils to complete Activity 3 in the Pupil's Book.

Lesson 11 Crossing the road safely

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

- List the steps to cross the road safely

Material/Equipment: Pupil's Book

Venue: Indoors

Duration: 25 minutes



Teachers' Note

Steps taken to cross the road (**STOP, LOOK, LISTEN, and THINK - SLLT**)

STOP: stop by the edge of the road/on the footpath, concrete platform or shoulder.

LOOK: in all directions for approaching vehicles – right and left then again right – as approaching vehicles are nearer to our right-hand side.

LISTEN: for approaching vehicles.

THINK: whether it is safe to cross the road – when the road is clear or all vehicles has stopped.

Procedure:



CLASS ACTIVITY

Let us learn how to cross the road.

Brainstorm: Why do we need to cross the road?

Elaborate on pupils' answers.

Explain and demonstrate the steps on page 26.

Find a safe place to cross, where you can
see and be seen.

Stop by the edge
of the road.

Look all around for vehicles
look right, left
and right again and listen.

If there are vehicles coming, be patient.
Wait until they are gone.

Then walk straight across,
do not run.

And keep looking
and listening while you cross.

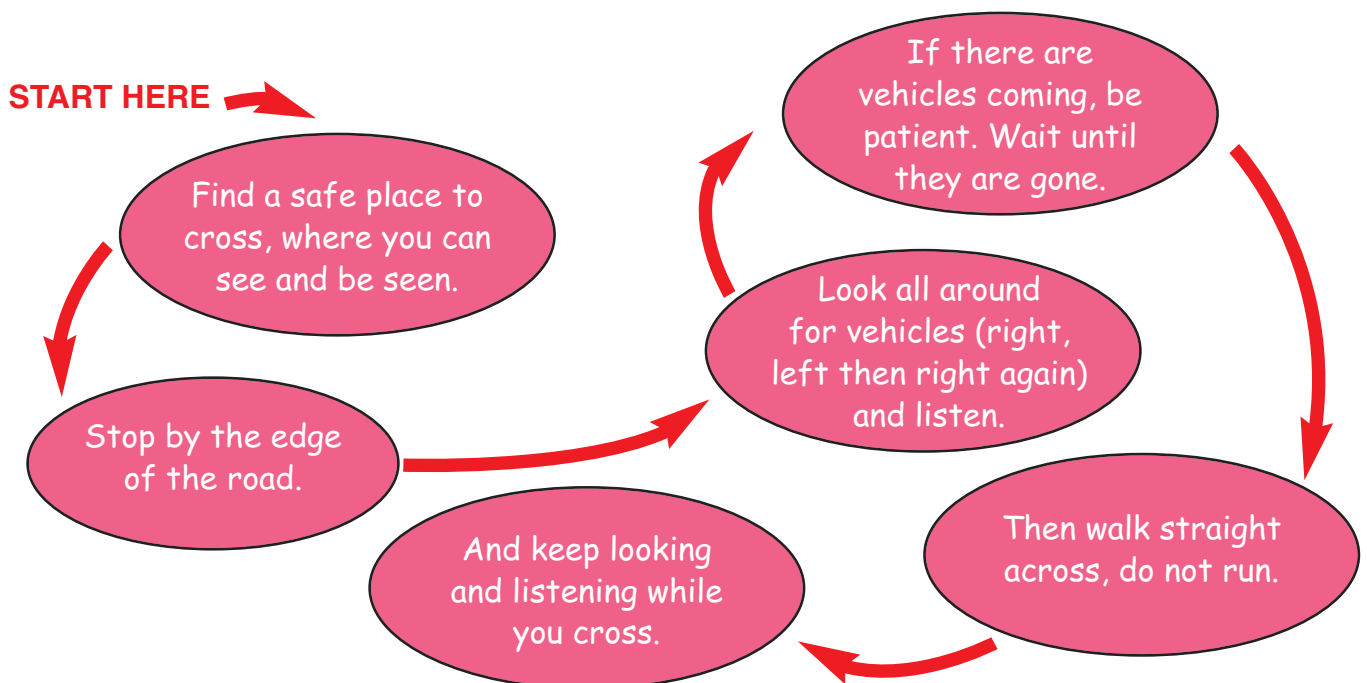
When crossing, walk straight across on the road. Keep looking and listening for approaching vehicles.

In the absence of a pedestrian crossing, always look for a safe place to cross (look for a place where the road is straight and flat – not near a crest or at bends).

Activity 2

Steps to cross the road safely.

I learn how to cross the road safely.



Follow the arrows above and write the steps in the correct order below.

1. Find a safe place to cross where you can see and be seen.
2.
3.
4.
5.
6.

Evaluation: Ask pupils to complete Activity 2 in the Pupil's Book.

Lesson 12 Zebra Crossing

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

- Identify a “Zebra” crossing (Pedestrian Crossing)
- Identify the traffic signs with respect to “Zebra” crossing (Pedestrian Crossing)

Materials/Equipment: long paper/cardboard stripes (color white) or chalk

Flash card:

1. pedestrian crossing
2. traffic sign for pedestrian crossing, pupil's book

Venue: Indoors/Outdoors

Duration: 25 minutes

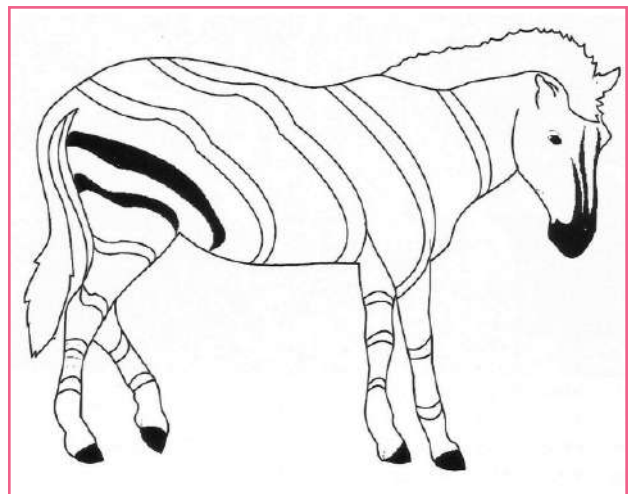


Teachers' Note

- A zebra crossing is a pedestrian crossing.
- It has white stripes on the road.
- A zebra crossing is a place reserved for pedestrians to cross a road.
- A zebra crossing is intended to increase pedestrian's safety.
- A pedestrian crossing traffic sign lets motorists know that they have to slow down so as to prevent an accident.

Procedure:

Introduce the lesson by referring to the picture of the zebra in Pupil's Book.



Key questions:

How is this animal called?

Do we have zebras in Mauritius?

Where can you see zebras in Mauritius?

Ask pupils to describe the zebra – What colour is a zebra?

Refer to Activity 2 in the Pupil's Book.

Ask pupils to label pictures A and B in their book.



Picture A



Picture B

What colour is the marking on the road? (Note – In some places the road are now being painted red to attract attention of motorists).

Explain that the stripes on the road resemble that of the zebra. This is the reason why it is known as ZEBRA CROSSING.

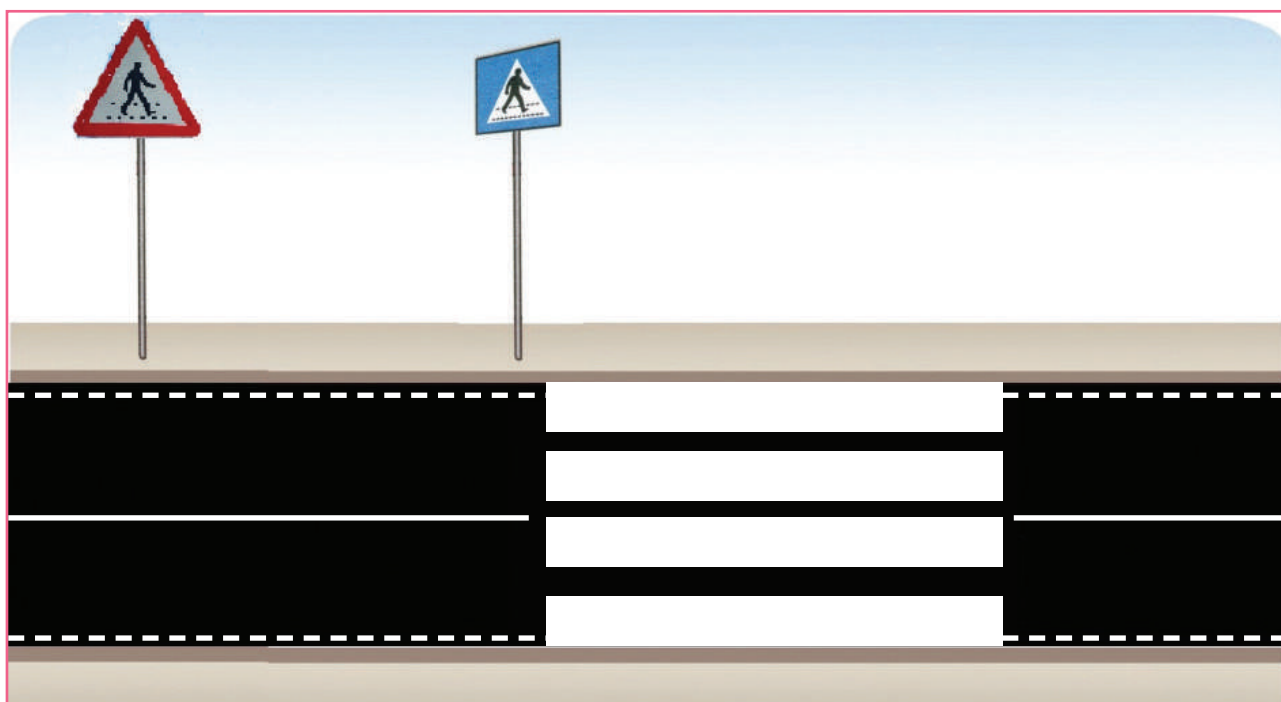
Ask pupils to observe the road sign in Activity 3 in their Book.



At every pedestrian crossing there is an informative pedestrian crossing sign (blue square traffic sign) on each side of the road. It indicates where pedestrian should cross the road.



Before the pedestrian crossing, there is a danger warning sign (triangular sign with red border) indicating that there is a zebra pedestrian crossing ahead. Motorists have to slow down so as to prevent accident.



Evaluation: Ask pupils to complete Activities 2, 3, 4 and 5 in the Pupil's Book.

Lesson 13 Steps to cross the road at a Zebra Crossing

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

- List the steps to cross the road safely at a zebra crossing

Material/Equipment: Pupil's Book

Venue: Indoors/Outdoors

Duration: 25 minutes



Teachers' Note

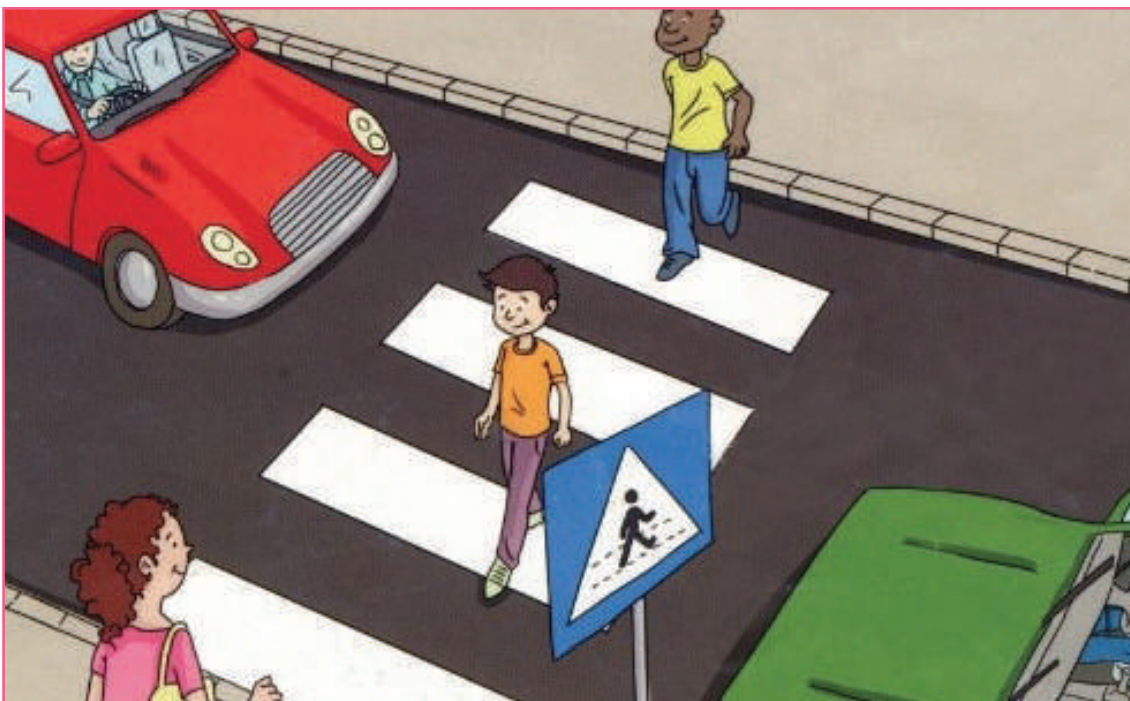
To cross the road at Zebra crossing, you should apply the principle of SLLT. Wait for all vehicles to stop or the road is clear before crossing. Use hand gestures and eye contact to make sure the motorists are able to see us before crossing. When crossing, walk straight across the road. Keep looking and listening for approaching vehicles.

Procedure:

Introduction:

Recap on previous lesson by conducting a brainstorming/questioning session on Zebra Crossing.

Ask pupils to observe the picture in their Book. (Activity 1)



1. What are the children doing?
2. Why do you need to cross the road?
3. Do you run while crossing the road?
4. Do you walk leisurely when crossing the road?
5. Where do you cross the road? Why?
6. Who help you to cross the road?
7. Describe how the part of the road is where the children are crossing.

Explain and demonstrate the following steps. Guide pupils to follow the steps in their Book (Activity 2).

1. Stand by the edge of the road – where you can see and be seen, signifying your intention to motorists that you want to cross the road.

2.



LOOK to your right

3.



LOOK to your left

4.



*LOOK to your right again.
Listen and Think before crossing the road*

5.



*While crossing the road
keep looking and listening*



CLASS ACTIVITY

Divide class in groups.

Have them mime vehicles and conduct the SLLT concept (Stop, Look, Listen and Think).

Allow some pupils to cross from both sides of the road.

Why should an adult hold the hand of a child?

Children might become distracted; children are small and this makes it difficult for them to see vehicles, and for motorists to see them; adults have more experience and know where danger can come from and where the best place to cross is. Adults are responsible for children's safety.

Address misconception such as people should not look when using the Zebra Crossing.

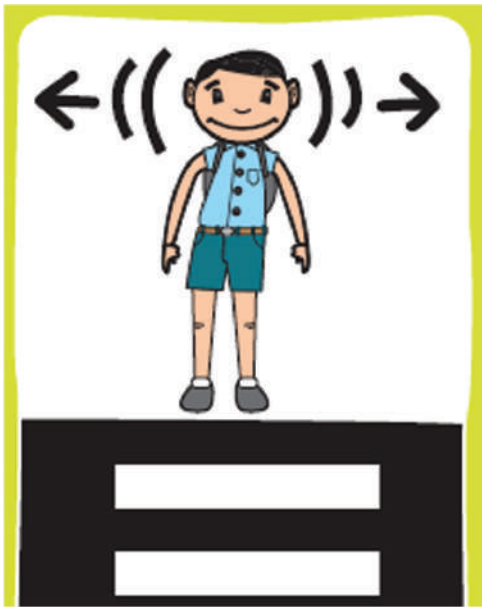


Activity 3

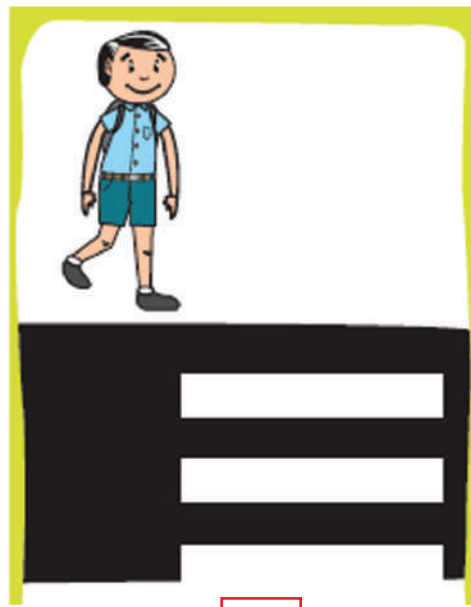
How to cross the road safely

1. Observe the pictures below.
2. I help my friend to cross the road safely.

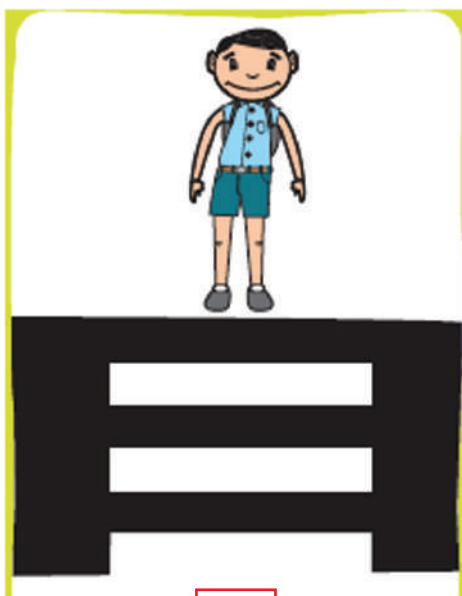
Help your friend to cross the road by numbering 1 to 4 in the correct order in the boxes below.



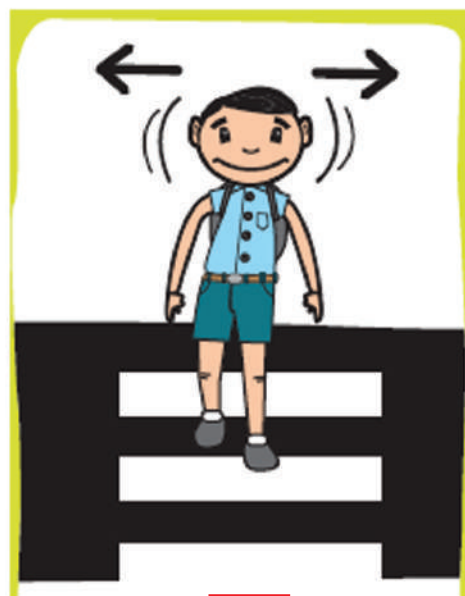
3



1



2



4

Evaluation: Ask pupils to complete Activity 3 in the Pupil's Book.

Lesson 14 Traffic signal lights for pedestrians (Pelican Crossing)

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

- Identify signal (traffic) lights for pedestrian crossing
- State the colours of the traffic light

Material/Equipment: Pupil's Book

Venue: Indoors

Duration: 25 minutes



Teachers' Note

- This signal light is for pedestrian to use.
- The signal light for pedestrians enables pedestrians to cross the road safely. It works together with signal lights for vehicles.
- The pelican crossing has two colours and forms:
 - Red, with a standing-still figure, which demonstrate that pedestrians should stop and wait. They should not cross the road. (The Red Standing Man)
 - Green, with a walking figure, show that pedestrians can now cross the road. (The Green Walking Man)
 - When already engaged on the pelican crossing, pedestrian should continue to cross, even if the Green Walking Man is flashing. Do not start to cross when the Green Walking Man is flashing.
 - Some pelican crossing are equipped with a countdown timer and push button device/hand sensor.

Procedure:

Introduction

Refer to Pupil's Book.

Ask pupils to observe the pictures.



Picture A



Picture B

Class Discussion:

Key Questions:

- Name the colours of the lights on the pictures.
- For whom is this signal light?
- What does the signal light show in Picture A and Picture B?
- Where have you seen such type of signal lights?
- What is the name of such type of signal lights? – Pelican Crossing

Write the term Pelican Crossing and explain its meaning. Pelican is the abbreviation for – **P**edestrian + **L**ight + **C**ontrolled.

Ask pupils to complete Activity 1 in the Pupil's Book.

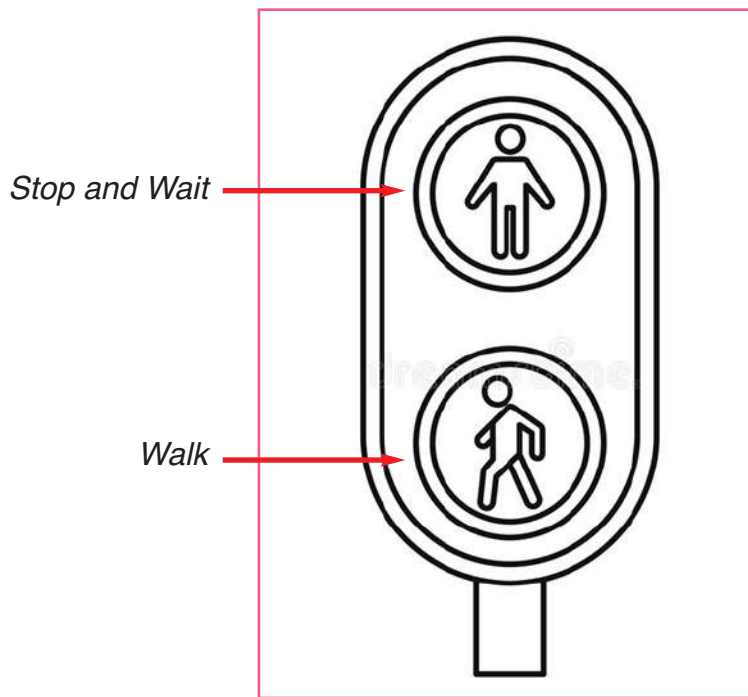


Activity 2

Guess the Colour of the signal lights!

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

They may work in pairs and say which colour should the little man be in each case.



Ask pupils to colour the little man in both cases.

Evaluation: Ask pupils to complete Activity 3 in their book.

Lesson 15 Pelican Crossing

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

- Demonstrate an understanding of the colour on a signal light for pedestrians

Materials/Equipments: Teacher-made figure of 'Red Standing Man' and 'Green Walking Man' cut out from red and green bristol paper, reusable adhesive (e.g., Blu-Tack), Pupil's Book

Venue: Indoors/Outdoors

Duration: 25 minutes



Teachers' Note

- The figures on the signal light for pedestrians are indicative. They are made as such to indicate pedestrians the action to be taken when each of them lights up.
- The Red Standing Man (Picture A on page 40) has a close figure, with arms close to the body and legs together to demonstrate a standing position. Therefore, when it lights up, pedestrians should stop by the edge of the road and wait. They should not attempt to cross the road.
- The Green Walking Man (Picture B on page 40) has an open figure, with arms far from the body and legs far apart to demonstrate a walking stance. Thus, when it lights up, pedestrians can walk to cross the road.
- The signal lights for pedestrians work together with the signal lights for vehicles.
- When the signal light for vehicles shows green, the signal light for pedestrians shows red. When the signal light for vehicles shows red, the signal light for pedestrians shows green.
- When the signal light is not in working condition (off mode), pedestrians need to pay great attention before crossing by observing whether motorists have noticed their intention to cross. Always look to the right, left and right again and listen and cross only when it is safe to do so.

Procedure:

Introduction

Recap on previous lesson for colours on a signal light for pedestrians. Use pieces of reusable adhesive (e.g., Blu-Tack) to stick the figures of the 'Red Standing Man' and the 'Green Walking Man' on the white board.

Key Questions:

- How is the figure of both little men?
- How does this help pedestrians to know the action to be taken?



CLASS ACTIVITY

Miming – Show time!

Explain the activity to the pupils.

When the 'Green Walking Man' is pointed at, pupils have to mime walking on the spot.

When the 'Red Standing Man' is pointed at, pupils have to stop, stand and wait.

Carry out the activity several times.



Activity 2 Role Play

The Red Standing Man and the Green Walking Man

Divide the class into groups.

Each group of pupil is placed to form a circle.

Each group need to select two pupils – one to represent the Red Standing Man and the other the Green Walking Man, they are placed in the middle.

The Red Standing Man to stand correctly.

The Green Walking Man to walk on the spot.

On teacher signal, (teacher to clap once for red man and twice for green man), the Red Standing Man stands and the rest of the group follow. When teacher clap twice, the Green Walking Man walks on the spot, while the rest walk in a circle.



Picture A



Picture B

Evaluation: Ask pupils to complete Activity 1 in the Pupils' book.

Lesson 16 Types of crossing (Pelican Crossing)

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

- Identify a Pelican Crossing
- Understand the functioning of Pelican Crossing

Material/Equipment: Pupil's Book

Venue: Indoors

Duration: 25 minutes



Teachers' Note

- A pelican crossing (**PE**destrian **L**ight **CON**trolled), is a type of pedestrian crossing with traffic signals for both pedestrians and vehicular traffic.
- A PELICAN crossing is activated by a **Push button device** or **hand sensor** for pedestrians, the Green Walking Man lights up to indicate the pedestrian to cross.
- Pelican crossing may have timers accompanied by a 'beep beep beep' sound.
- The timer allows pedestrians a lapse of time to cross. The sound keeps people alert.
- A Pelican crossing also helps to regulate traffic flow.

Procedure:

Introduction : Recap previous lessons on signal lights for pedestrian

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

To press the Push button device in case you want to cross when signal light for pedestrians is red (Red Standing Man light on)



Key questions:

- What are the people doing?
- Why can they cross the road?
- What is the signal light for pedestrians indicating?
- What is the signal light for vehicles indicating?
- What should you do in case you want to cross the road and the Red Standing Man is showing?



- When the signal light for vehicle is **RED**, the Green Walking Man is **GREEN**; it means Pedestrians can cross the road but vehicles CANNOT go. We must, however always be sure that vehicles have stopped or there is no vehicle before crossing.



- The signal light is **Green** for vehicles, the Red Standing Man is **RED**; it means pedestrians CANNOT cross, vehicles can go.



Push button Device



Hand sensor device

Evaluation: Ask pupils to complete Activities 2 & 3 in the Pupil's Book.

Activity 2

The Pelican crossing features.



When do you press this button? – Circle the correct answer below.

- a. When the signal light for pedestrian is green.
- ☒ b. When the signal light for pedestrian is red.

Activity 3

Fill in the blanks.

Timer off, timer on, vehicles go, pedestrians cross, vehicles stop, pedestrians stop and wait.



Vehicles stop



Pedestrians cross



Vehicles go



Pedestrians stop and wait

Timer on

Timer off

Lesson 17 Crossing zone

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

- Identify safe crossing zone on a Zebra crossing
- Identify safe crossing zone on a Pelican crossing

Materials/Equipment: Pupil's Book, teacher-made poster of zebra crossing, coloured pencil, crayon

Venue: Indoors/ Outdoors

Duration: 25 minutes



Teachers' Note

1. Zebra crossing zone is demarcated by rectangular white stripes.
2. Pelican crossing zone is demarcated by metal studs/small white painted squares.
3. Crossing outside the crossing zone is a dangerous/unsafe practice.
4. Only those areas which are shown in the pictures on page 46 are safe areas.

Procedure:

Introduction:



CLASS ACTIVITY



Activity 1

Use the poster to recall previous lesson on road markings with special reference to Zebra crossing.

Then proceed to the following questions:

Why do we need to cross the road?

Where should we cross the road?

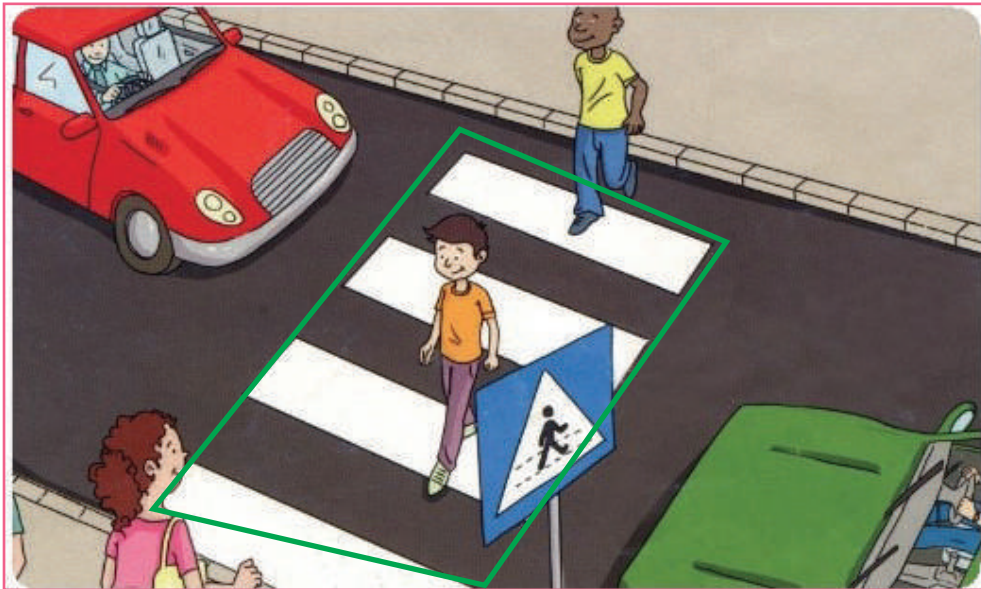
Refer to the poster of the Zebra crossing.

Ask pupils to describe the pictures A and B – special reference to colours and stripes across the road.

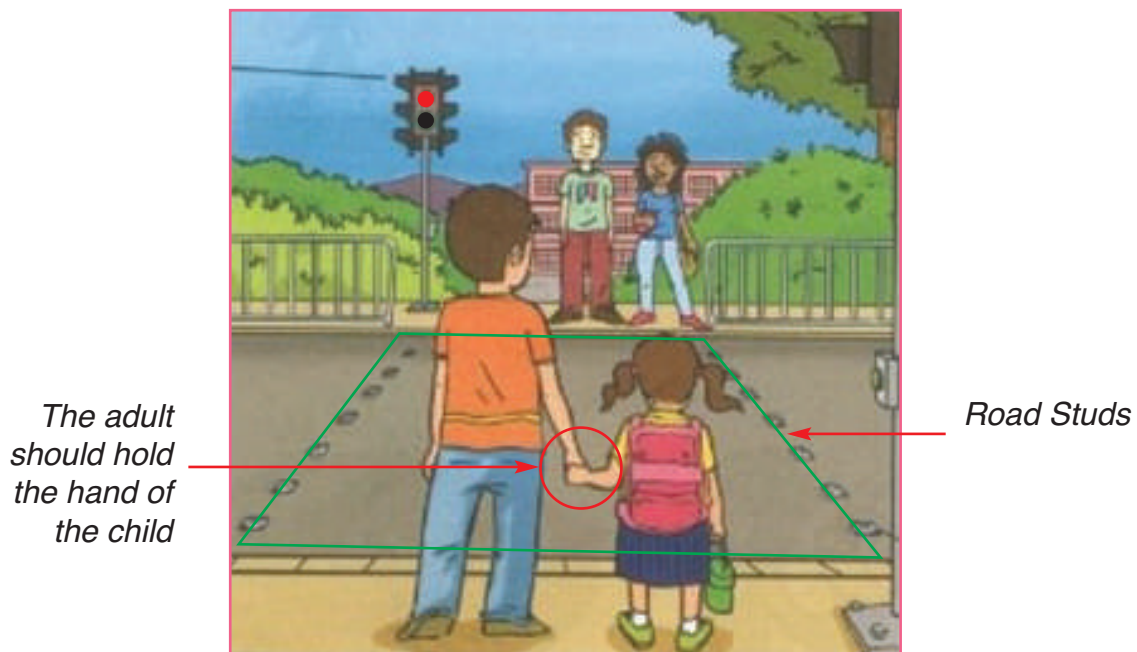
Explain the concept of safe crossing zone using the Zebra crossing.

Activity 2

Ask pupils to complete Activity 2 in their book – Draw the safe crossing zone on a Zebra crossing.



Ask pupils to draw the safe crossing zone on a Pelican crossing.



Note:

Emphasize on road studs as the demarcation line for pelican crossing. Always cross the road straight across within the safe crossing zone.

Evaluation: Ask pupils to complete Activity 3 in the Pupil's Book.

Lesson 18 **Good and bad practices when crossing the road**

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

- Identify the good practices when crossing the road
- Identify bad practices to avoid when crossing the road

Material/Equipment: Pupil's Book

Venue: Indoors/Outdoors

Duration: 25 minutes



Teachers' Note

When there is a Police Officer regulating the traffic – follow the directions given by the Police Officer.

Procedure:

Introduction:

Recap on previous lesson by brainstorming/questioning on SLLT of crossing the road.

Activity (better done outdoor) – Role Play – On good and bad behaviours when crossing the road.

Divide the class into two groups – Have them role-play the following scenarios – each group should play both scenarios.

Scenario 1

Bad behaviours: crossing outside the pedestrian crossing zone, crossing diagonally, running while crossing, stopping/waiting in the middle of the road, crossing in groups outside the safe crossing zone, inattentive while crossing (playing with friends, listening to music on headset, using electronic gadget and cell phone).

Ask the group questions about the consequences of each of the bad behaviour above.

Scenario 2

Good behaviours: steps of crossing the road, people waiting in an orderly way by the edge of the road, crossing straight across the road within the safe crossing zone, be attentive (look and listen) while crossing, adult holding child's hands while crossing.



CLASS ACTIVITY



Activity 1

Safe and dangerous crossing.

1. Observe the pictures below carefully.
2. Put a (✓) for good practices and a (✗) for bad practices in the circle provided.



Crossing when the road is clear in the absence of a pedestrian crossing



Crossing at a bend



Crossing behind vehicles



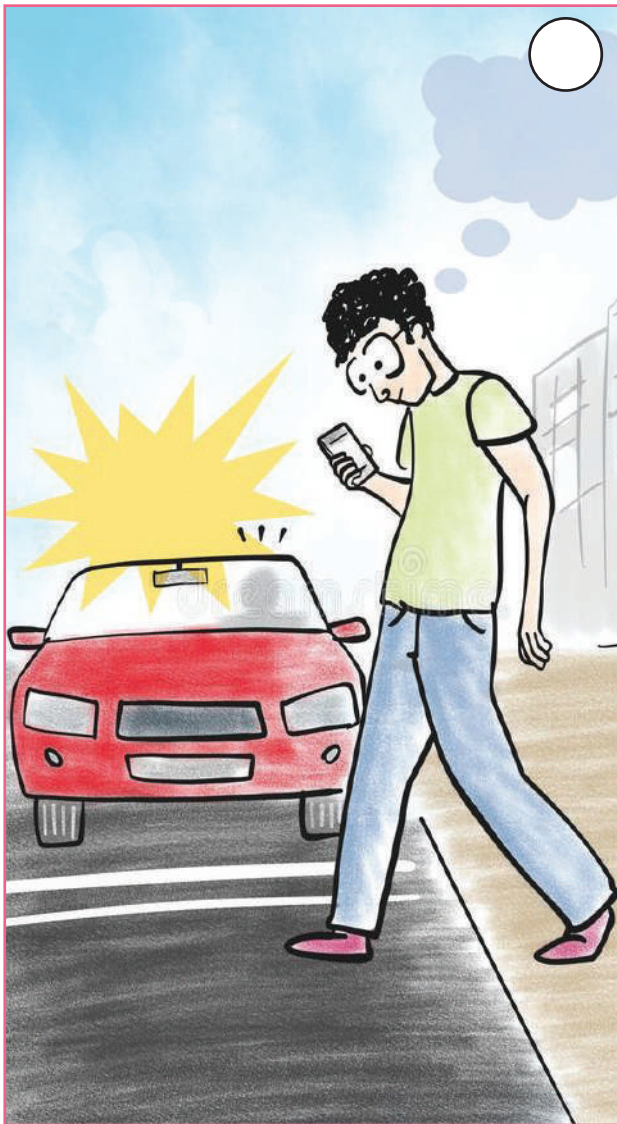
Crossing at a pedestrian crossing



Using the footbridge to cross



Crossing between vehicles



*Crossing the road
while using the cell phone*



Playing on the road



*Crossing the road
within the safe crossing zone*

Evaluation: Ask pupils to complete Activity 1 in the Pupil's Book.

Lesson 19 Close and Far, Towards and Away, Fast and Slow

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

- Identify if a vehicle is moving fast or slow
- Identify if a vehicle is close or far
- Identify if a vehicle is moving towards or away

Material/Equipment: Pupil's Book

Venue: Indoors/Outdoors

Duration: 25 minutes



Teachers' Note

It is easier to see an adult compared to a child as the adult is bigger in size. Teacher explain the concept of far and close to identify vehicles movement – when a vehicle is far it appears smaller and when it approaches you it looks bigger. The same applies to sound – when the vehicle is far and looks small you may not hear any sound. You will start hearing the sound as the vehicle comes closer to you. The sound also becomes louder. Likewise the sound lowers when the vehicles goes away from you. However, electric vehicles emit very low sound even when they are near. These information are very important for you to judge when the road is safe to cross.

Procedure:

Introduction:

Recap lesson 'crossing the road'.

Demonstrate the visual effect of 'close and far' – Line up three or four pupils who are of the same height. Have them stand close together to show the class that they are the same height.

Next, position them at various distances away from the class (can be done in the yard – for a better visual effect).

Then, ask the pupil who is far to gradually move towards the rest of the pupils. Ask the pupils what they can observe when their friends gradually come towards them.

Questions:

- Who is the tallest?
- Why does the child furthest away seem so small?
- Are the child furthest away and the one closest really that tall or small?
- Are people harder to see when they are further away?
- Are smaller people more difficult to see than adults?
- What happens when your friend who is far away comes towards your direction?



CLASS ACTIVITY



Activity 1

Refer to Pupil's Activity Book - Pictures 1 to 4

Observation and discussion

Ask pupils to describe each pair of pictures (Picture 1 and Picture 2, Picture 3 and Picture 4) at a time.

In which picture is the vehicle close? How does the vehicle appear as it approaches?



Picture 1



Picture 2



Picture 3



Picture 4

Key questions:

- How do you know if a vehicle is coming towards you?
- How do you know if a vehicle is going away from you?
- How does the vehicle appear when it comes towards you?
- How does the vehicle appear when it goes away from you?



Teachers' Note

It is important for pupils to understand that the vehicles appear bigger to us as they come closer and appear smaller when they are far away from us.

Fast and slow

Procedure:

- Explain to pupils the concepts 'fast' and 'slow'. Ask pupils to run 'fast' and shout 'stop' suddenly.
- Then ask pupils to run slowly and shout 'stop' suddenly.
- Carry out the following discussion:
 - How long did you take to stop in both scenarios?
 - If you are crossing the road and a car is coming fast, will it stop in time?
- Remind pupils that they should always be aware of their surroundings.

Evaluation: Ask pupils to complete Activities 1 & 2 in the Pupil's Book.

Lesson 20

Types of crossing (Footbridge, Underpass and Pedestrian Level Crossing on Railway track)

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

- Identify the different types of crossing
- Understand the purpose of different types of crossing

Materials/Equipment: Pictures in Pupil's book

Venue: Indoors

Duration: 25 minutes



Teachers' Note

- Motorway have heavy traffic flow with vehicles moving at high speed; it is very dangerous to cross. You should never attempt to cross motorways if there is no pedestrian crossing facilities.
- A footbridge is an overhead bridge that allows pedestrians to safely cross roads that have heavy traffic flow and high speed.
- An underpass is a tunnel which allows pedestrians to cross safely, for example, at Caudan there are two underpasses that are used to cross motorway.

Introduction:

Refer to pictures in Pupil's Book to initiate brainstorming about whether it is safe to cross motorways.

Key questions:

- Describe a motorway (recall lesson on motorway).
- Where have you seen motorways?
- How do vehicles move usually on a motorway?
- Is it safe to cross motorways?
- Where must you cross motorways?



CLASS ACTIVITY



Activity 1



Footbridge

Picture 1



Activity 2

Refer to pictures 2A and 2B.



Picture 2A



Picture 2B

Key Questions

- Describe the picture.
- Have you seen such type of bridge?
- Where?
- Why do motorways have footbridge?

Activity 3

Refer to picture 3.



Picture 3

Key questions

- Describe the picture.
- Have you seen such type of stairs? Where?
- Is it in a building underground?
- Why do people take underpass?

Activity 4

Refer to picture 4.



Picture 4



Teachers' Note

- A level crossing is at the same level with the road (including Zebra and Pelican Crossings).
- Level crossing are also present for pedestrians to cross the railway tracks.
- The Pelican Crossing across the railway tracks operates in the same way as a Pelican Crossing on the road. Pedestrians can cross with care when the Green Walking Man appears.
- **LEVEL CROSSING** :To cross the road or railway track we should use Pedestrian Crossing or follow the instructions from the Police Officer.

Evaluation : Ask pupils to complete Activity 5 in the Pupil's Book.

Lesson 21 The road and weather conditions (Part 1)

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

- Recognize that changes in weather conditions create dangers for pedestrians

Material/Equipment: Pupil's Book

Venue: Indoors

Duration: 25 minutes



Teachers' Note

- Bad weather conditions affect the road for all road users.
- However, during bad weather such as heavy rain or fog/mist, or even during cyclones, the road becomes a dangerous place for road users.
- The carriageway and footpaths are slippery during rain and floods. There is reduced visibility when there is heavy rain, fog and mist.
- During cyclone, debris of broken trees can cause obstructions on carriageway and footpaths.
- Pedestrians may get seriously injured when using the roads during those weather conditions.

Procedure:

Introduction

Have a class discussion about the weather (sunny, cold, cloudy, rainy, thunderstorm, windy, foggy) and how these affect us, in terms of clothing and what precautions need to be taken.

You may relate to how weather conditions affect children going to school as well: no school during cyclone warnings, heavy rain, torrential rain, floods and so on.

Discuss how each of the above weather conditions affect the road. Relate with events taking place when there is torrential rain/heavy rain.



CLASS ACTIVITY

Refer to Pupil's Book: Activity 1.

The road during bad weather



Ask pupils to observe the picture in their Book.

Key Questions:

- What can you see in the picture?
- What kind of weather condition is shown?
- What are the pedestrians doing?
- What may happen to them if they stay on this road?

Activity 2

Pedestrians on the road during bad weather

Divide class into four groups. Each group is assigned one picture from their Book.

They will proceed to a group discussion to find out how it can be dangerous for a pedestrian to engage on the road during such weather.

Each group will then present their findings in front of the class.



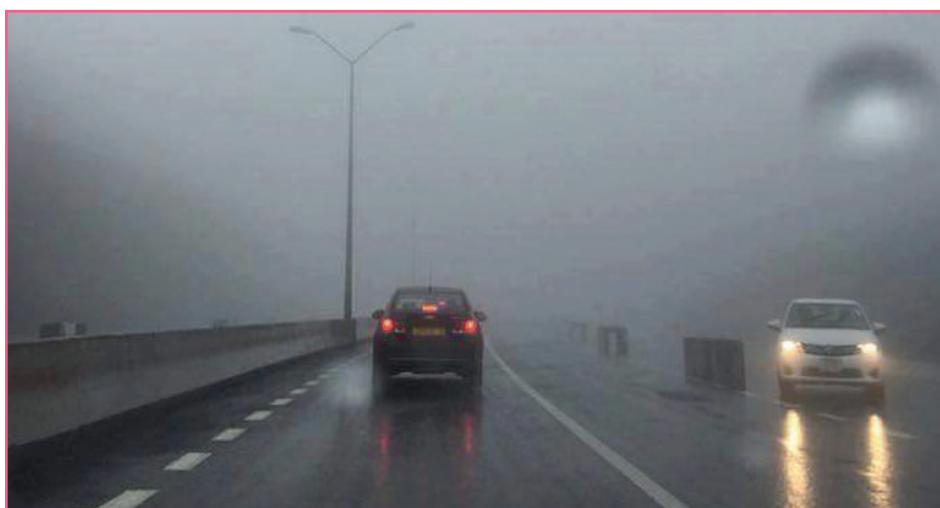
Picture 1: Flood



Picture 2: Cyclone



Picture 3: Heavy rain



Picture 4: Fog/Mist

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

Lesson 22 The road and weather conditions (Part 2)

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

- List the different bad weather conditions that affect roads
- State how these weather conditions affect the roads

Material/Equipment: Pupil's Book.

Venue: Indoors

Duration: 25 minutes



Teachers' Note

- Bad weather conditions affect the road and its users. They can make the roads dangerous and cause accidents as they reduce visibility for both drivers and pedestrians.
- Heavy rainfall and wind may hinder hearing.
- Bad weather conditions make the carriageway and footpaths slippery.
- As pedestrians, we should be more careful when there is bad weather.
- There are many bad weather conditions that affect the roads, and the most common are: rain, flood, mist/fog, strong wind and cyclone.

Procedure:

Introduction



CLASS ACTIVITY

The road during bad weather

Refer to Pupil's Book – Observation and Discussion



Key Questions:

- What can you see in the picture?
- What has caused the road and the footpath to be in such conditions?
- Is it safe to use such roads as a pedestrian?



Activity 2

Weather Conditions

Refer to Pupil's Book.

Ask pupils to observe the pictures showing different bad weather conditions. They will discuss on each weather condition and say how this can cause harm to road users. Pupils may be paired or grouped for this class discussion.



Picture A: Heavy rain



Picture B: Cyclone



Picture C: Mist/Fog



Picture D: Wind

Evaluation: Ask pupils to complete Activity 3 in the Pupil's book.

Lesson 23 **Appropriate clothing during bad weather conditions when on the road**

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

- State the importance of wearing appropriate clothing and accessories when using the road during bad weather

Material/Equipment: Pupil's Book.

Venue: Indoors

Duration: 25 minutes



Teachers' Note

- When there are bad weather conditions, the road becomes dangerous for road users.
- Pedestrians engaging on the road during weather changes should take necessary precautions to avoid any accidents.
- Pedestrians should be equipped with appropriate accessories when using the road during bad weather.
- Some essential accessories are: umbrellas, rain boots and raincoats with retro-reflective vests bands.

Procedure:

Introduction

Recap of previous lesson on the road and the weather conditions.



CLASS ACTIVITY

Pedestrians during bad weather.

Activity 2

Appropriate accessories during weather changes

Refer to Activity 2 in the Pupil's Book.

- Ask pupils to observe the pictures.
- Identify and discuss the importance of each accessory and clothing to be worn during weather changes.



Teachers' Note

- An umbrella protects us from getting wet in the rain. It covers us from the top of our head to keep us dry. An umbrella should not hamper the visibility of a pedestrian and should be held ABOVE the head.
- Always wear light coloured clothes or RETRO-REFLECTIVE accessories when the weather is bad or at night.
- Rain boots keep our feet dry during bad weather. It is important to have boots which have RETRO-REFLECTIVE BANDS. Boots have special grooves in its sole which prevent slip and falls.
- A raincoat covers our body and keeps us dry. It is recommended to have a raincoat with RETRO-REFLECTIVE BANDS.

Evaluation: Ask pupils to complete Activities 3 & 4 in the Pupil's book.

Lesson 24 **Be Bright Be Seen**

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

- Understand the importance of wearing brightly coloured clothing on the road during the day
- Understand the importance of using high visibility clothing (retro-reflective vests/bands or light coloured clothing) at night

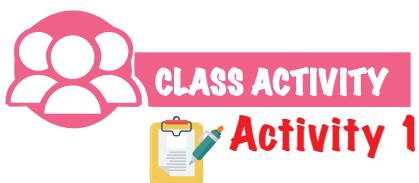
Materials/Equipment: Pictures in Pupil's Book.

Venue: Indoors

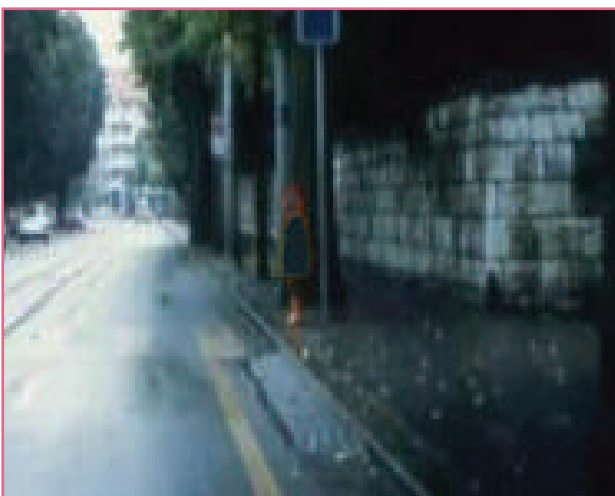
Duration: 25 minutes

Procedure:

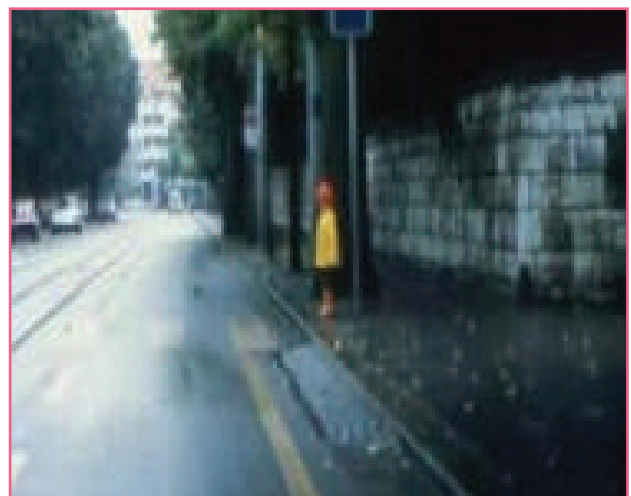
Introduction:



Refer to Pupils Activity book Picture 1 and 2 in Activity 1.



Picture 1



Picture 2

Ask pupils to compare pictures 1 and 2.

Highlight to pupils that the child is NOT VISIBLE in Picture 1 because he/she is wearing dark coloured clothes. Explain what the consequences can be when wearing dark coloured clothes when it is dim or dark outside.

After discussion of pictures, query on the following:

- Is it safe to cross the road at night?
- Why are pedestrians in danger at night?
- What can be done to be safe on the road at night?

Emphasize - During the day, wear bright colour or fluorescent clothes.

During the night, wear light coloured clothes or retro-reflective vests/bands.

The motto is : Be Bright Be Seen.

Refer to Picture in Activity 2.

Have a class discussion.



Teachers' Note

- A retro-reflective vest/band is made of a special material which is visible during the night.
- The retro-reflective material reflects back the light to its source.
- The retro-reflective bands enhance your visibility on the road and thus keep you safer in poor light conditions.

Wearing light coloured clothes or retro-reflective vests/bands during poor light condition or at night.	Wearing dark coloured clothes during poor light condition or at night.
Visible to traffic because of light coloured clothes.	NOT visible to motorists.
Less prone to accident.	Accident prone.
Can be SEEN by motorists.	CANNOT be SEEN by motorists.

Evaluation: Ask pupils to complete Activities 3 and 4 in the Pupil's Book.

Lesson 25 Intersections

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

- Identify the different types of intersections
- Recognize a roundabout
- State the importance of roundabout

Materials/equipment: Pupil's Book

Venue: Indoors/Outdoors

Duration: 25 minutes

Procedure:

Introduction

Roads have bends, downhill, uphill and also intersections.

Draw the above types of roads on the board.

Intersection is a junction where two or more roads meet.

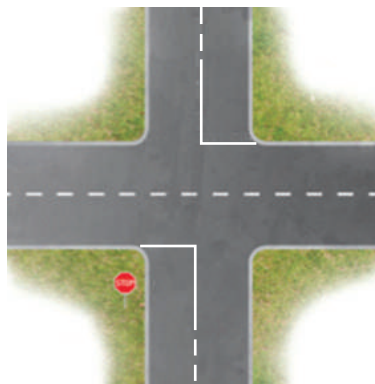
Refer to Pupil's Book to brainstorm about the different types of intersections.



CLASS ACTIVITY

Types of intersections

Cross Junction

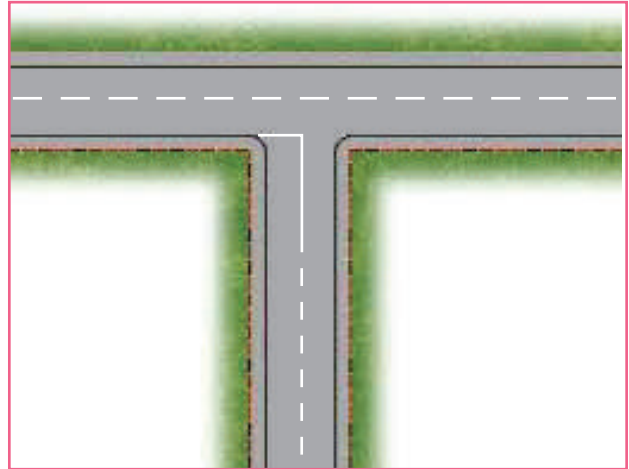




Teachers' Note

Cross junction (also applied to railways) **A location where two roads/tracks cross.**

T-junctions



Teachers' Note

A T-junction is a junction in the form of a "T" where one road join another at right angles without crossing it.

Roundabout

Briefly explain the features and flow in a roundabout. You may use the picture below to guide you. Draw a simple roundabout on the board.

Emphasize on the movement of vehicles at a roundabout as shown in the picture below.





Teachers' Note

A roundabout is a circular intersection where vehicles travel clockwise around a center island. It is one of the safest intersection. There is no continuous stopping line but a give way line indicating that a motorist should stop only when there is another vehicle coming from the right-hand side.

Roundabouts are designed to make intersections safer and improve traffic flow.

Evaluation: Ask pupils to complete Activities 2 & 3 in the Pupil's Book.

Lesson 26 Road accidents in relation to pedestrians' behaviours

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

- Differentiate between good and bad behaviours (pedestrians)
- Understand that bad behaviours of pedestrians may cause accidents

Material/equipment: Pupil's Book

Venue: Indoors

Duration: 25 minutes



Teachers' Note

Accidents happen when there is an interaction between the different components of the road system: Road users, vehicles, road.

Procedure:

Introduction

Start by a brainstorming session on the causes of accidents.

Note pupils' answers on the whiteboard and discuss.



CLASS ACTIVITY

The road system interactions

- 1) Draw a simple road on the whiteboard. Ask pupils if there is any possibility of accidents if there is only the road (no vehicles or road users)? (The answer is NO)
- 2) Add a vehicle which is moving on the road and a pedestrian crossing the road and repeat the question. (The answer is YES)

Refer to Pupil's Book – Activity 1.

Bad behaviours which may lead to accidents :



Picture 1: walking outside the footpath



Picture 2: crossing when the signal light for pedestrian is red



Picture 3: playing with friends while walking on the road



Picture 4: crossing at bend



Picture 5: using electronic devices (mobile/headset) while crossing the road



Picture 6: walking in between vehicles



Picture 7: crossing behind vehicles



Picture 8: Running in front of a moving bus

Good Behaviours



*Picture 1:
walking in a single line on the footpath*



*Picture 2: waiting on the edge of a straight
road before crossing where there is no
Pedestrian Crossing facilities*



*Picture 3: ensure all vehicles have stopped
before crossing*



*Picture 4:
crossing within the safe crossing zone*



*Picture 5:
Adult holding child's hand
when crossing the road*



*Picture 6:
Walking on the footpath*



*Picture 7:
walking facing oncoming vehicle when there is no footpath*

Evaluation: Ask pupils to complete Activities 2 & 3 in the Pupil's Book.

