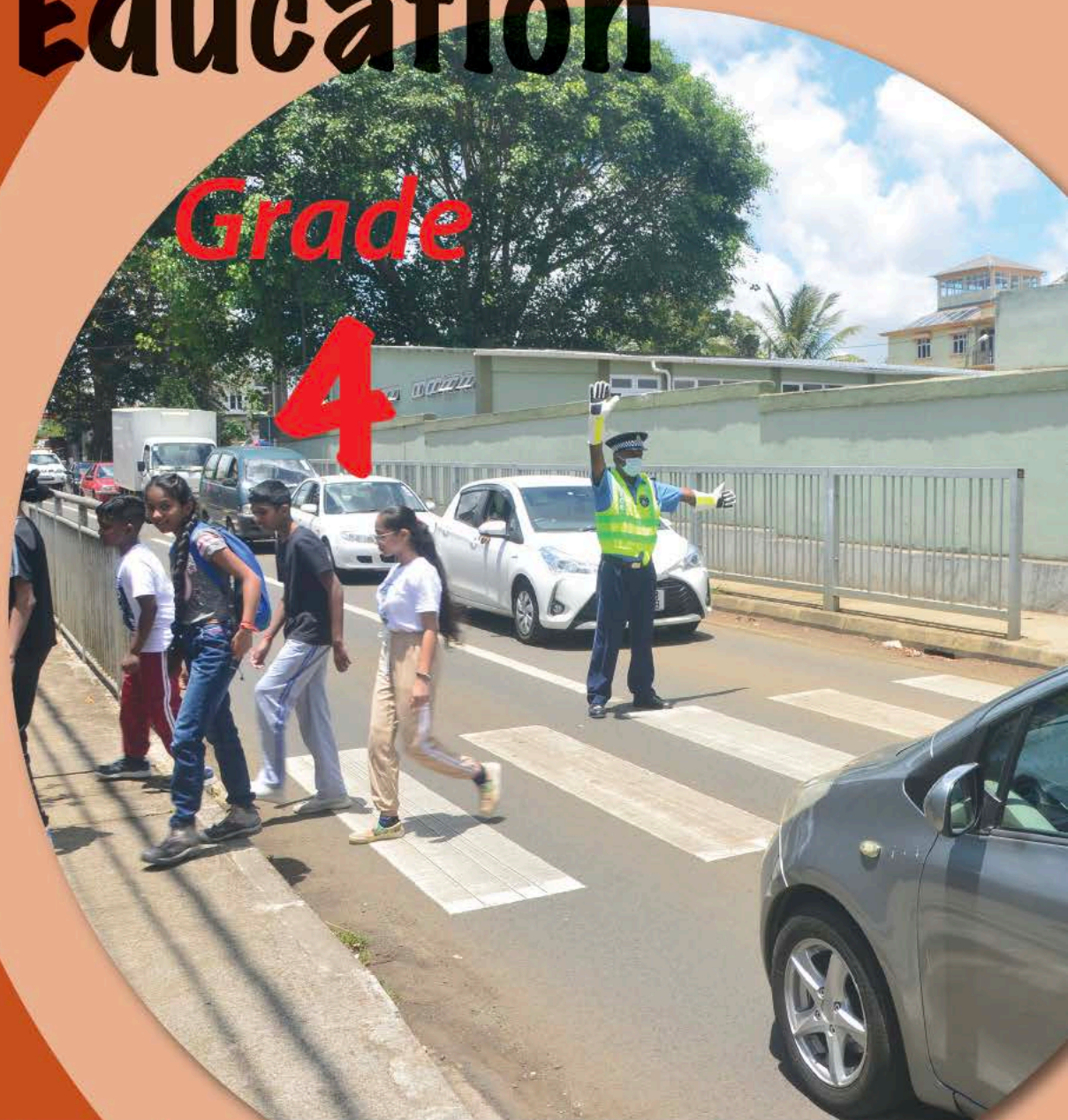


Teacher's Book

Road Safety Education

Grade
4



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
Mauritius Institute of Education

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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Lessons 1 & 2 Traffic Signs in relation to crossing the road

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

- Identify traffic signs in relation to crossing the road
- State the purpose of these traffic signs

Materials/Equipment: Pupil's Book, teacher-made flash cards of two selected traffic signs

Venue: Indoors/Outdoors

Duration: 2 x 25 minutes

Procedure:

Introduction

Brainstorming Session



Activity 1

Ask pupils to observe the picture in their book.



Brainstorm: focusing on the following:

1. Pedestrian (zebra) crossing
2. Safe crossing zone
3. The two Traffic signs (Blue and red)
4. Pedestrians procedure to cross – SLLT



Activity 2

Traffic signs



*Warning sign:
pedestrian crossing ahead*



*Informative sign:
for pedestrian crossing*

Refer to Pupil's Book – Activity 2 – Traffic signs.

Ask pupils to observe the two pictures and have a class discussion.

Ask them to identify the differences and the similarities between the two traffic signs.

Note responses and ask pupils to complete Activity 2 in Pupil's Book



Teachers' Note

- Explain the purpose of 'triangular sign with a red border' is to warn road users of a danger. The 'Walking man' inside warns road users that there is a Pedestrian Crossing ahead.
- It is found a few metres **before** the Pedestrian Crossing.
- Explain that the 'blue square sign' is to inform the place where the Pedestrian Crossing is found.
- They are found at the Pedestrian Crossing on both sides of the road and in both directions.
- Both signs are important when it comes to cross the road. Emphasise that the **red border one warns** motorists about the presence of a Pedestrian Crossing ahead and the **blue one indicates** where the Pedestrian Crossing is located.



CLASS ACTIVITY

Role play

Use the two flash cards for this activity.

A group of pupils are to act as pedestrians and another group will act as vehicles. Give the following instructions: Upon teacher showing the 'red triangular sign', those representing the vehicles should 'freeze'. Then on being shown the 'blue square sign', those representing the pedestrians should walk around.

Ask pupils to complete Activity 3 in their book.

One-way and two-way roads

Recap previous knowledge on one-way road and two-way road. Ask questions on traffic movement on these roads.



Teachers' Note

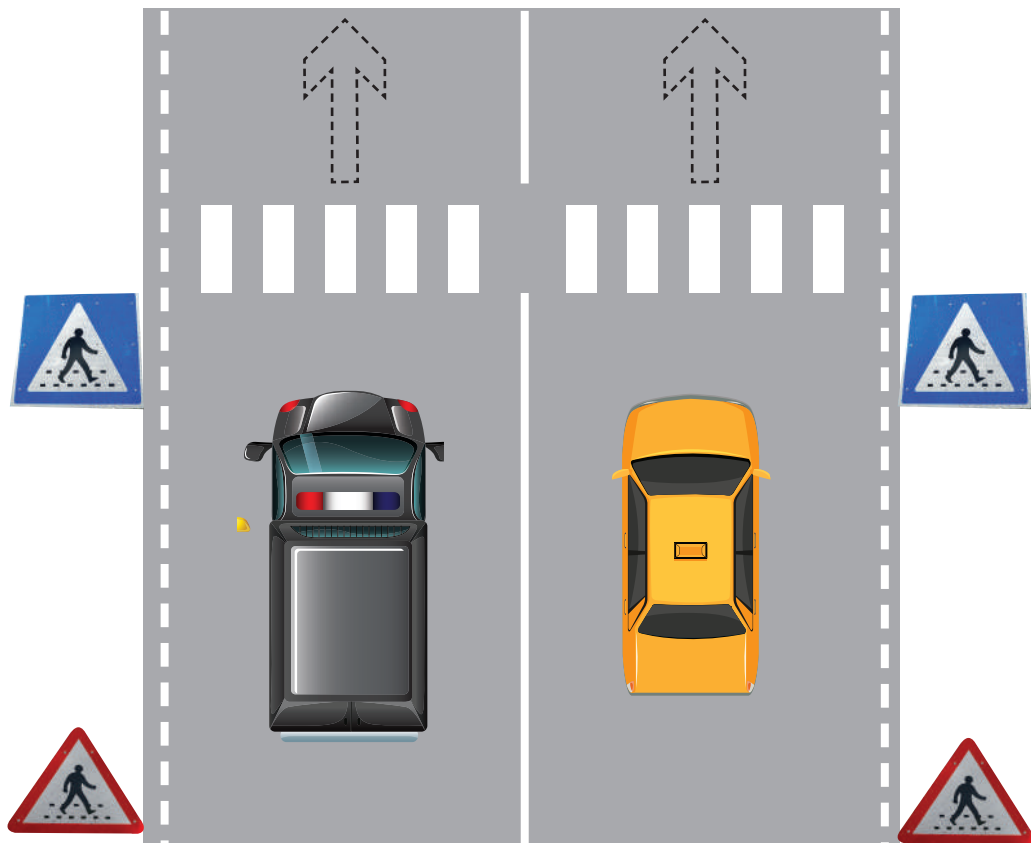
Refer to pictures on page 4.

- On a two-way road, the triangular sign with a red border is found on both sides at a distance before a Pedestrian Crossing in each direction.
- On a one-way road, the triangular sign with red border is placed on both sides at a distance before the Pedestrian Crossing.
- On a two-way road, the blue square signs are placed on both sides of the Pedestrian Crossing in each direction.
- On a one-way road, the 'blue square signs' are found at the Pedestrian Crossing on both sides of the road.

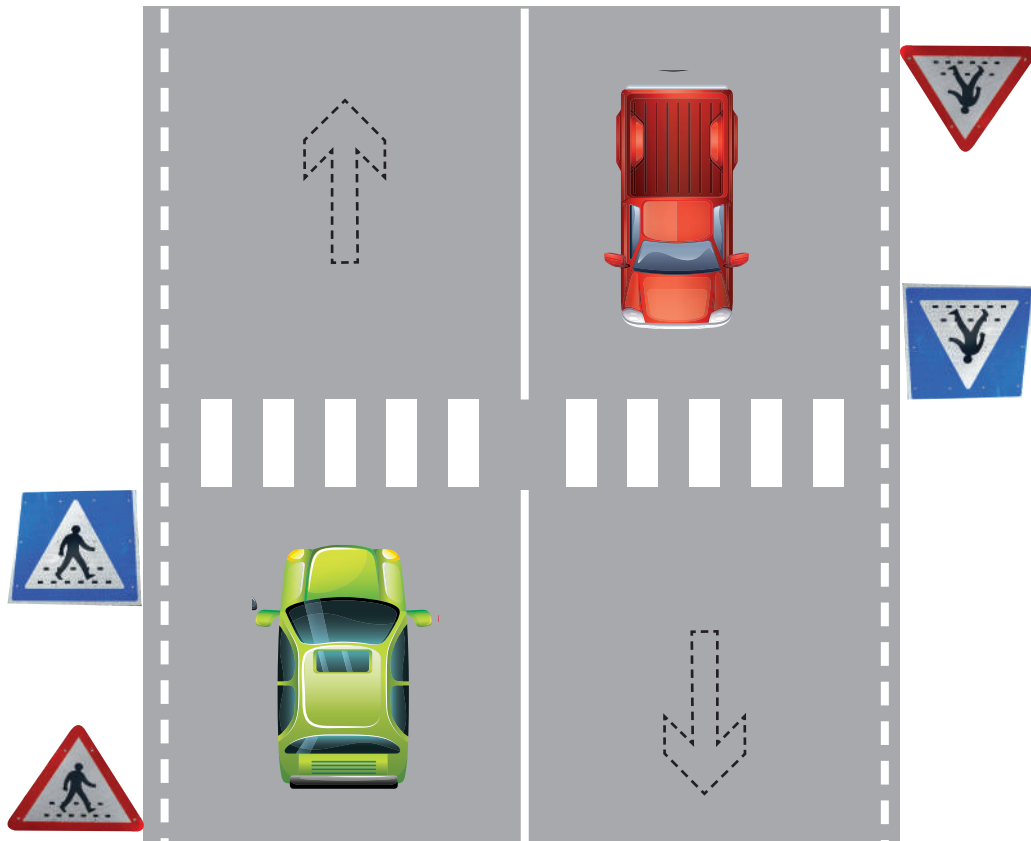
Explanation of the placement of traffic signs: Teacher to draw the diagram of a one-way road and a two-way road on the board and insert the signs accordingly.

Pupils can be asked to label diagrams and draw the appropriate traffic signs in the correct position.

Pedestrian traffic signs



One-way road



Two-way road

Evaluation: Ask pupils to complete Activities 4 & 5 in their book.

Lessons 3 & 4 **Road Humps**

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

- Identify a road hump
- Demonstrate an understanding of the importance of round top and flat top road humps

Materials/Equipment: Pupil's Book, cones, balls, cardboard for the platform

Venue: Outdoors

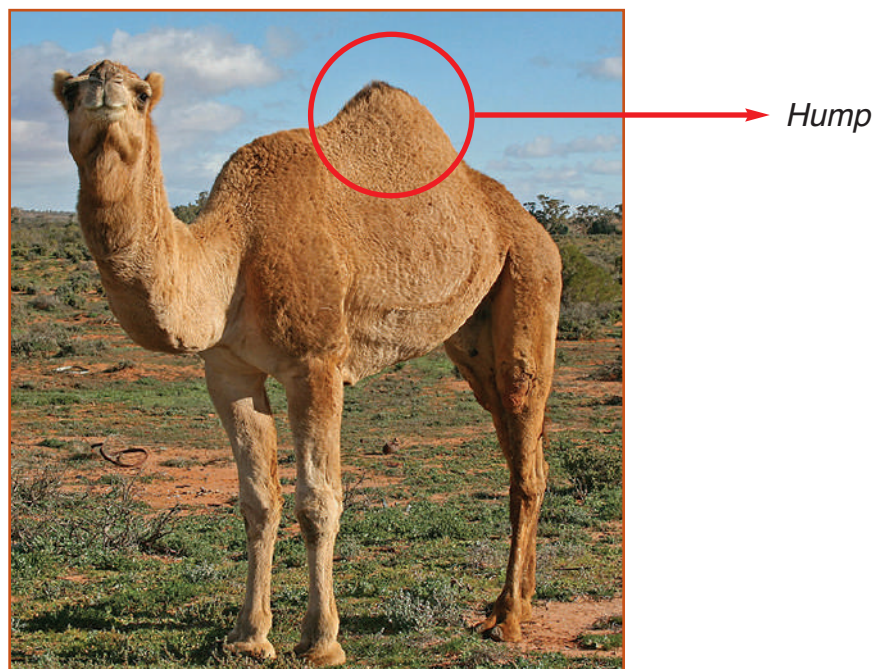
Duration: 2 x 25 mins

Procedure:

Introduction:

Brainstorming session

Refer to the picture of the camel in the Pupil's Book to explain the word 'hump'.
Ask pupils to label the 'hump'.



Teachers' Note

Introduce the term "hump" and explain that it is a physical feature which shows a raised surface.

On the road, a hump means the road is higher at a particular place than the normal level of the road.

Refer to Activity 2 in the Pupil's Book. Ask pupils to observe the pictures and have a class discussion.



Picture A: Round top road hump



Picture B: Flat top road hump



Teachers' Note

Road humps

A road hump is a safety feature intended to slow down vehicles. If you drive over a road hump at a high speed, you will definitely feel a hard jolt, which is not comfortable for the vehicles or the people sitting in it.

A road hump can have 2 different shapes:

- (i) Round top
- (ii) Flat top

When a Flat top hump is over a long distance, it is called a speed table. It has a red colour texture.

On a long Flat top hump (speed table) a zebra crossing can be painted to allow pedestrians to cross the road safely.

A road hump is not meant for pedestrians to cross, except where a zebra crossing has been painted on it.

The traffic signs for road humps are:



Picture A: Triangular sign with a red border warning of a road hump ahead



Picture B: Square blue sign informing where the hump is located on the road

Draw and explain the signs on the whiteboard.

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



CLASS ACTIVITY

Humps as speed breaker

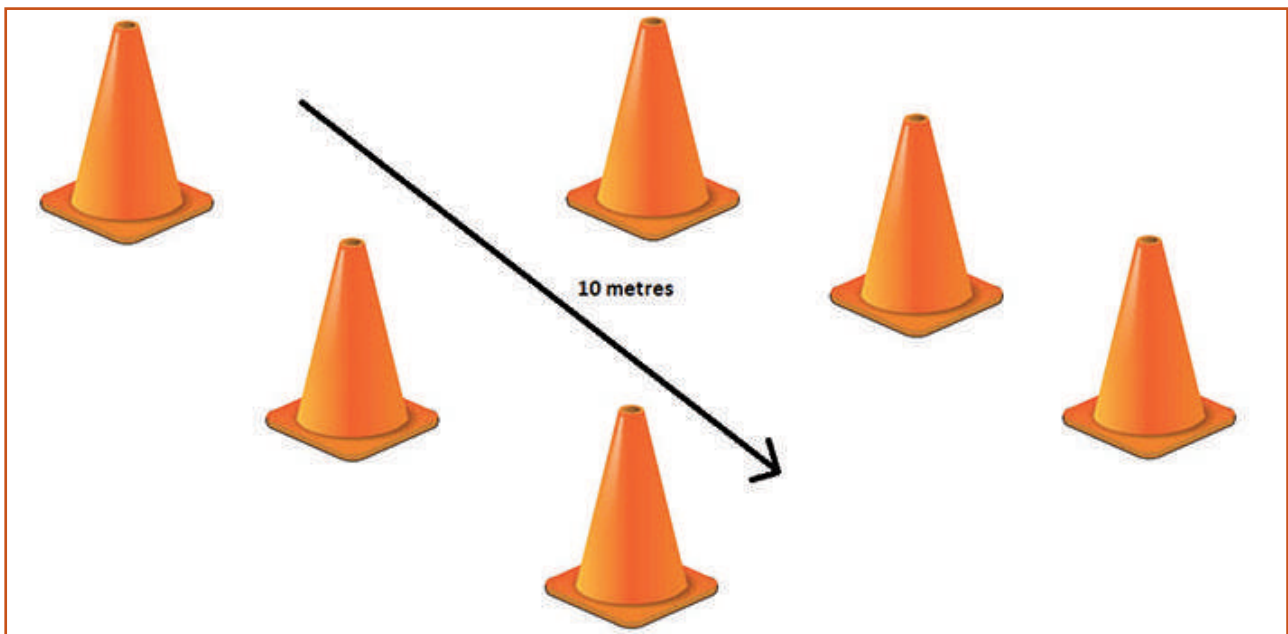
Track 1

Prepare a track of about 10 metres using cones – You may have several tracks – depending on the space and cones available.

Divide class into groups.

Ask pupils to take turns and throw the ball so that it rolls inside the track (bowling style). Ask them to observe carefully what is happening.

Ask pupils to discuss among themselves.



Track without cardboard

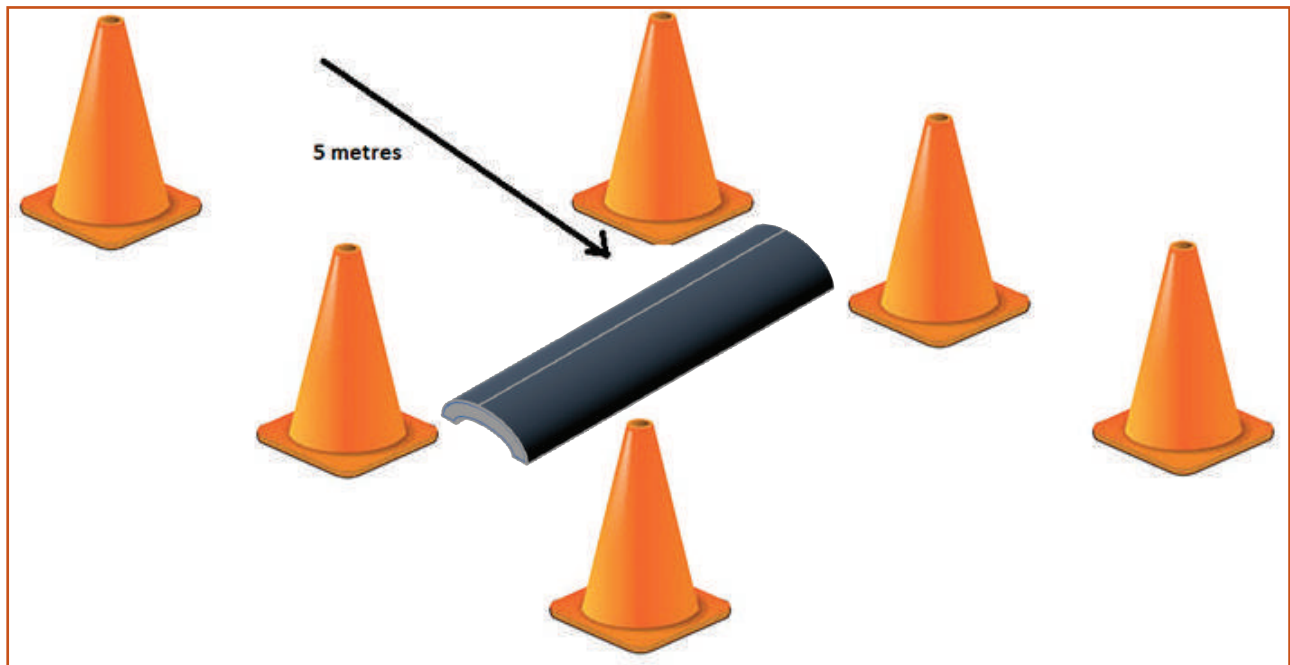
Track 2

Prepare another track of about 10 metres using cones. You may have several tracks – depending on the space and cones available.

Place a levered “cardboard structure” representing a hump at 5 metres as shown below.

Throw the ball again so that it rolls inside the track. Pupils may try out several throws. Ask them to observe carefully.

Record their feedback.



Track with the cardboard

Ask pupils to discuss their observation among themselves. They may try several throws. Ask one pupil in each group to come forward and describe both scenarios.

Use the above metaphor to explain the presence of humps on the road which forces motorists to slow down their vehicles.

Follow up Activity: Clapping and sitting down.

Explain the rules of the game that is **clap** if it is true and **sit down** if it is false.

1. A hump is useful on the road.
2. When a driver sees a hump, he must not slow down.
3. Driving fast on a hump can damage the car.
4. When a driver sees a hump, he must slow down.

Evaluation: Ask pupils to complete Activity 4 in their book.

Lessons 5 & 6 **Types of Pedestrian crossing: Humped Pedestrian Crossing**

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

- Identify humped pedestrian crossing on the road
- Understand the role of the humped pedestrian crossing

Materials/Equipment: Pupil's Book

Venue: Indoors

Duration: 2 x 25 mins

Procedure:

Introduction:

Brainstorming session

Recall previous lessons taught on Pedestrian Crossing and Humps on the road.

- The Pedestrian Crossing – Zebra crossing.
- The traffic signs which inform and warn about a Pedestrian Crossing on the road.
- Humps on the road.

Refer to Activity 1 in the Pupil's Book and have a class discussion on the Humped Pedestrian crossing.





Teachers' Note

A Humped Pedestrian Crossing is a flat top surface which is slightly elevated to form a vertical deflection that create a change in the height in the carriageway. It forces motorists to slow down. It has white stripes painted across the flat surface to allow pedestrian to cross the road safely. There is also a stop/ramp leading up and down each side of the crossing to ease movement of vehicles.

Refer to the traffic sign (Activity 2 in Pupil's Book) for Humped Pedestrian Crossing and recall the importance of the colours (**red** - danger, **blue** - informative).

Emphasize that the triangular sign with red border is for pedestrian crossing is placed before a humped pedestrian crossing to warn road users. Also a panel with the wording 'Humped Pedestrian Crossing' is placed under the triangular sign with red border.



The blue squared one is placed at the Humped Pedestrian Crossing to inform the presence of a Humped Pedestrian Crossing.



Note: On some flat top hump (speed table) there are pedestrian crossing markings. Not all road humps are used for crossing.

Class Activity:

Draw the two types of road humps. (One with pedestrian crossing markings and one with triangular and square markings)

Have a class discussion on which type of humps, road users should use to cross roads.

Ask pupils to complete Activities 3 and 4.

Evaluation: Ask pupils to complete Activities 5 and 6 in the their Book.

Lesson 7

Identification of Signal Lights (vehicles)

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

- Identify the different Signal Lights for vehicles
- State the purpose of the colours of the Signal Lights for vehicles

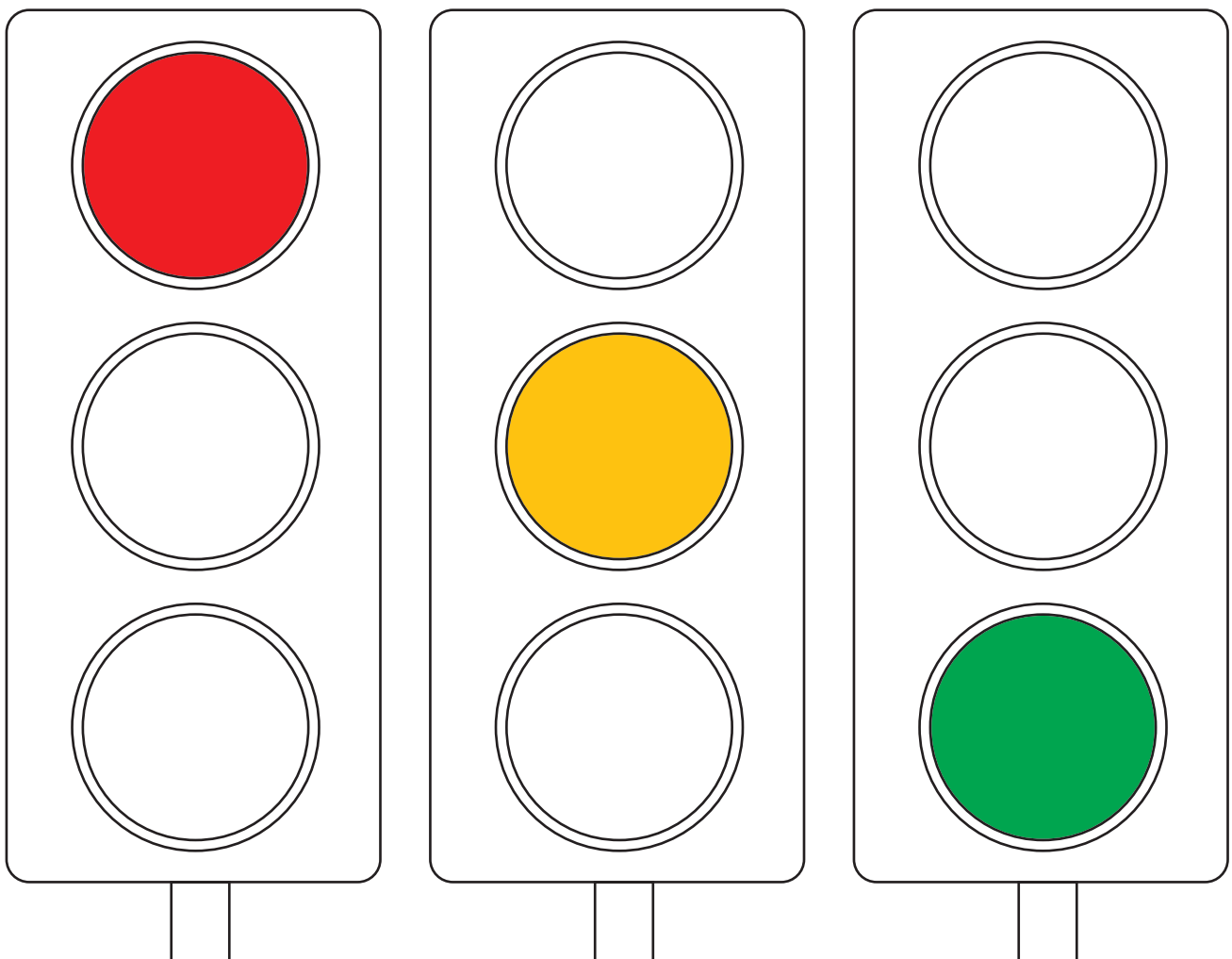
Materials/Equipments: Teacher-made makeshift signal light; flash cards (colours of the signal light), whiteboard, markers, road safety kit (optional)

Venue: Indoors/Outdoors

Duration: 25 minutes

Procedure:

Refer to Pupil's Book (Activity 1) to brainstorm on the different colours of the Signal Lights.



- Explain the meaning of each colour (their representation and how they exercise control over vehicles). Use flash cards for more impactful visual representation.
- **Red:** STOP
- **Amber:** PREPARE TO STOP AND STOP
- **Green:** GO



CLASS ACTIVITY

Role Play

- Have a group of three pupils; allocate each pupil a flash card of the different colours of the Signal Light.
- The rest of the class to mime being vehicles on the road.
- Show different colours (or read read aloud the colours) and ask the pupils to accordingly.
- Repeat activity by swapping pupils.

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

Lessons 8 & 9 Identification of Signal Lights (Pedestrians)

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

- Recognize the Green Walking Man symbol in Signal Lights (Pelican)
- State the purpose of Green Walking Man symbol and Red Standing Man symbol
- Name the elements of a Pelican Crossing signal light, push button device, hand sensor, studs/studs markings, countdown timer
- Demonstrate how to cross the road using the Signal Light for pedestrians

Materials/Equipment: Teacher-made makeshift 'Red Standing Man' and 'Green Walking Man' light, whiteboard, markers, road safety kit (optional)

Sticks, template found on page 15, glue, pair of scissors, bristol paper which will be needed to create a 'stop' signal and 'go' signal for the role play.

Venue: Indoors/Outdoors

Duration: 2 x 25 mins

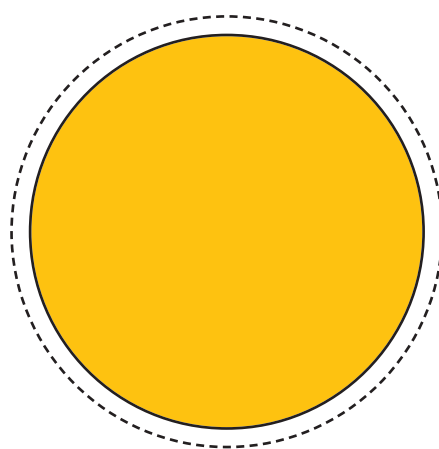
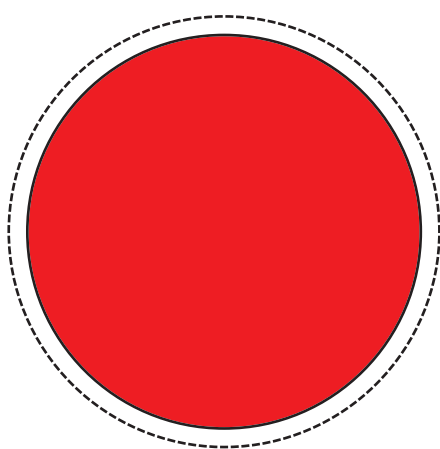
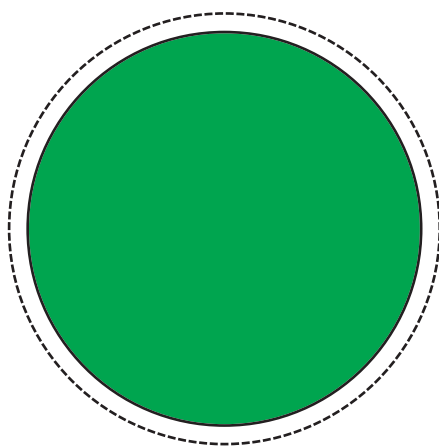
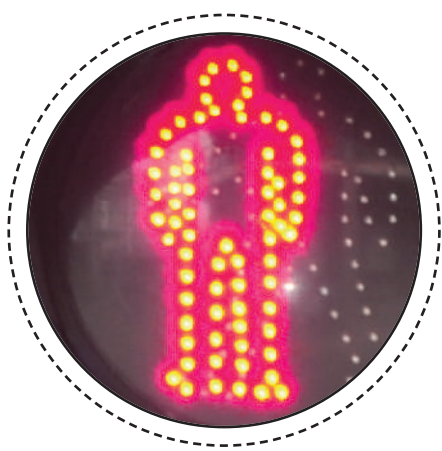
Procedure:

Recap previous lesson on signal lights and vehicles.

Refer to Pupil's Book and brainstorm on signal lights for pedestrians (Pelican). Ask pupils to describe what they can see in each picture.

Brainstorm on the following:

- What is the meaning of 'Green Walking Man' and 'Red Standing Man'?
- What is a countdown timer – how does this function?
- What is the 'push button' device/hand sensor and where is it found?





Red Standing Man



Green Walking Man



Countdown time



Push button device



Hand sensor



Teachers' Note

Visual elements of a Pelican Crossing



Definition

'Red Standing Man' – standing figure appearing with a red light. This signal means that you need to wait, and you are not allowed to cross the road.

'Green Walking Man' – walking figure appearing with a green light. This signal means that you are allowed to cross the road with care.

On some signal lights you will have a countdown timer that will let you know how many seconds are left for you to cross the road.

A push button device or hand sensor is used to interrupt the traffic phase of the signal light. When you push the button or touch the hand sensor, the Green Walking Man appear after some time.

Table 1 – Elements of a pelican crossing



→ *Studs are here to demarcate the space reserved for pedestrians to cross.
It can be studs or small white square road markings*

Note: When the Green Walking Man ('WALK' signal) is displayed, pedestrians can begin to cross the road with care. Pedestrians must not begin crossing when the Green Walking Man is flashing. Pedestrians have to press the push button or touch a hand sensor wherever available and wait for the Green Walking Man to appear again in order to cross the road.

However, if the pedestrian is already on the pedestrian crossing and the green man starts to flash, he/she should continue crossing the road.

Discuss the position of the Signal Lights for vehicles and pedestrians – Emphasize that the Signal Lights (red, amber, green) are for the motorists. The Signal Light with the Green Walking Man and Red Standing Man are meant for pedestrians.



CLASS ACTIVITY

Role Play – Signal Lights and Pelican Crossing Lights

Recap: Signal Lights for Traffic

- **Red:** Stop
- **Amber:** Prepare to stop and stop
- **Green:** Go

- Divide the class into groups (depending on class size). Each group need to have pupils representing motorists, pupils representing pedestrians and three pupils representing signal lights for Vehicles and two pupils representing the Red Standing Man and Green Walking Man.
- Use the makeshift – signal lights for vehicles as well as the ‘Red Standing Man’ and ‘Green Walking Man’ lights for pedestrians.
- Identify an adequate space that will represent the road.
- Draw the Pelican Crossing layout on the ground/floor.
- Ask pupils to enact scenario to show how to use the Pelican Crossing.

Example – Scenario 1

Pupil holds the card showing Green Signal Light for vehicles. Simultaneously, the ‘Red Standing Man’ card should be held – the pedestrians should not cross the road. Those miming the motorists should move along the road.

Scenario 2

Pupil holds the card showing Amber signal light for vehicles. Simultaneously, the ‘Red Standing Man’ card should be held – the pedestrian should not cross the road. Those miming the motorists should prepare to stop and stop before the stop line.

Scenario 3

Pupil holds the card showing Red signal light for vehicles. Simultaneously, the ‘Green Walking Man’ card should be held – the pedestrian can cross the road with care. Those miming the motorists should stop before the stop line.

Evaluation: Ask pupils to complete Activities 2, 3 and 4 in their Book.

Lesson 10 Types of Pedestrian Crossing: Pelican Crossing

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

- Differentiate a Pelican Crossing from a Zebra Crossing

Materials/Equipment: Pupil's Book

Venue: Indoors (Classroom)

Duration: 25 minutes

Procedure:

Ask pupils to refer to Activity 1 in their book and have a class discussion on the differences between a Pelican Crossing and a Zebra Crossing.



You may use the following key questions to trigger the discussion with the pupils:

- Can you name the type of crossing that I am showing to you?
- What differences can you notice?

Ask pupils to label picture A and Picture B accordingly.

Lay emphasis that there is a danger warning sign indicating the presence of a 'Signal Light ahead' sign to warn motorists.



Triangular sign with red border warning of the presence of a signal light ahead



Triangular sign with a red border warning of a pedestrian crossing ahead



Blue square sign informing about the presence of a zebra crossing



Presence of Belisha Flashing Beacon (an amber flashing light) for motorists to be alerted of the presence of a Pedestrian (Zebra) Crossing

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

Lesson 11 Steps for using the Pelican Crossing

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

- Outline the different steps to use a Pelican Crossing

Material/Equipment: Pupil's Book

Venue: Indoors (Classroom)

Duration: 25 minutes



Teachers' Note

- The **push button device/hand sensor** – when pushed or touched the Signal Light for vehicles will turn amber then red, thus vehicles should stop. The Pelican crossing light will show a Green Walking Man.
- Also, tell the pupils that they should always wait for the Green Walking Man to appear and always look on both sides and listen before and while crossing.
- Some pelican crossings are not equipped with push button device or hand sensor. The pedestrian has to wait by the edge of the road till the Green Walking Man appears automatically to then, cross the road with care.
- Draw attention of the pupils to the fact that when the Green Walking Man starts to flash, it means that the vehicular signal light will shortly turn to green for vehicles and the Red Standing Man will appear again. Let the pupils know that in this situation, it is always risky to cross the road as the time is nearly up. They should never cross the road. Instead, they should press the push button device again or touch the hand sensor where available.
- Steps to cross the road using Pelican Crossing:
 1. Stop at the edge.
 2. Press the push button device or touch the hand sensor.
 3. Wait for the Green Walking Man to appear.
 4. Look to the right and to the left for vehicles.
 5. Look to the right again.
 6. Keep looking to the right and to the left until it is safe to cross.
 7. Go straight across.
 8. Walk, don't run.Demonstrate the above steps.

Procedure:

Refer to Activity 1 in Pupil's Book.

Ask pupils to carefully observe and discuss the pictures presented to them.

Ask them to assign a number to each picture and this will determine the order of the pictures depicting the different steps needed when using the Pelican Crossing.

On the whiteboard, write the steps for using a Pelican Crossing.





Ask pupils to complete Activity 1 in their book.

Draw the attention of pupils to the fact that the Pelican Crossing is among the safest place for them to cross the road.

Remind them to always to make sure that vehicles have stopped or there is no vehicles coming (looking right, left and right again) before they cross the road.

Evaluation: Ask pupils to complete Activities 2 & 3 in their Book.

Lessons 12 & 13 **Crossing the road at a signalised junction with pedestrian phase (Pelican Crossing at junctions)**

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

- Describe how to cross the road when there are signal lights at junctions
- Demonstrate safe behaviour while approaching and crossing a junction

Materials/Equipment: Pupil's Book

Venue: Indoors (Classroom)

Duration: 2 x 25 minutes

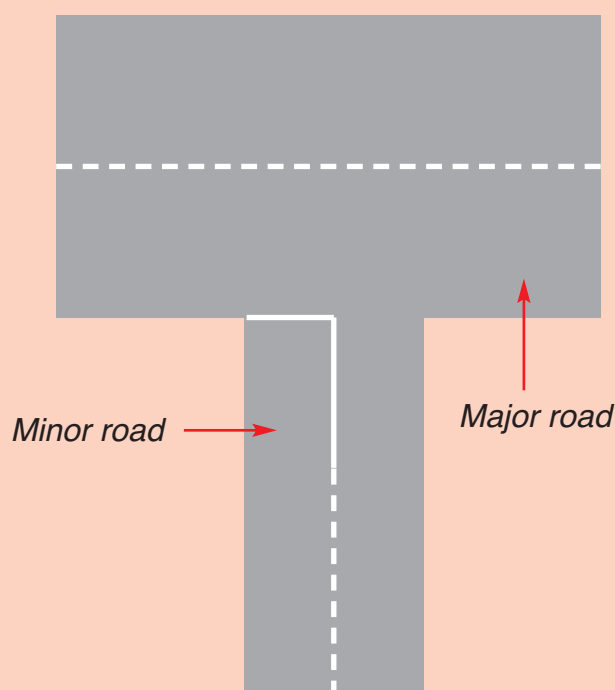


Teachers' Note

It is important to lay emphasis on the danger that junctions may represent for pedestrians. Junctions are difficult places for children to cross because there are oncoming vehicles approaching in different directions and children cannot easily understand the vehicular movement. There are different types of junctions where two or more roads meet or intersect.

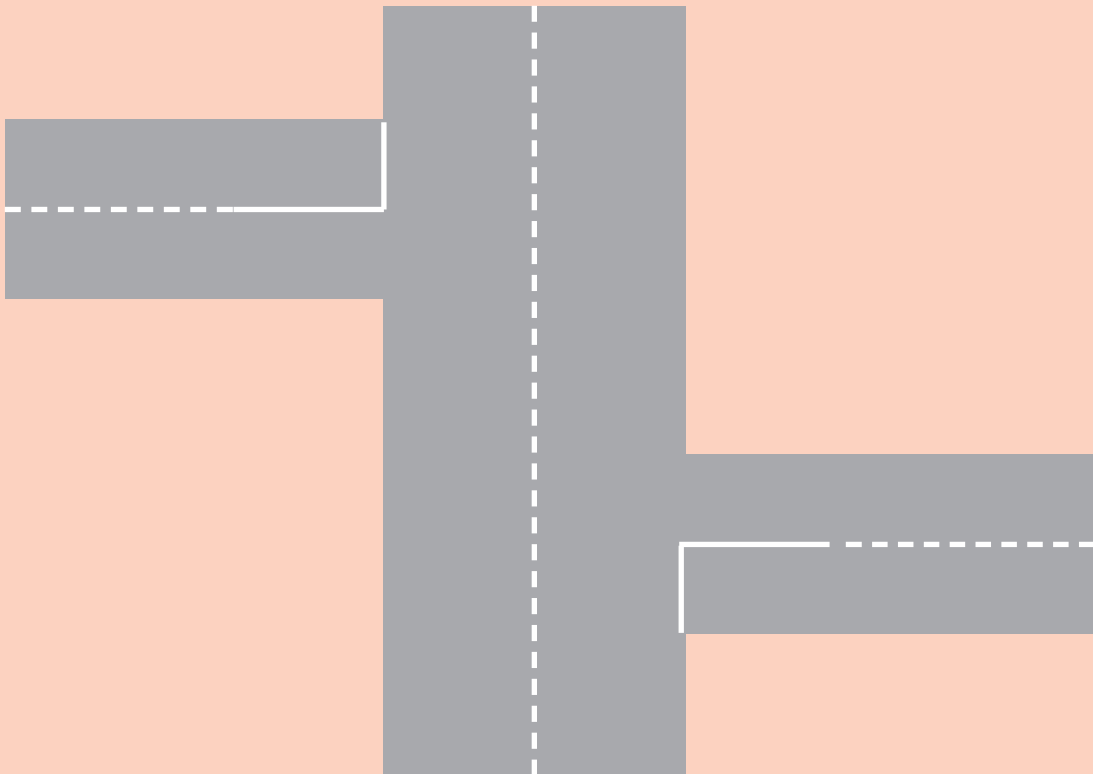
1. T-junctions

A **T-junction** has three arms of which one pair is a major road whereas the other one is usually a minor road connecting the major road. The roads of a T-junction meet at right angles.



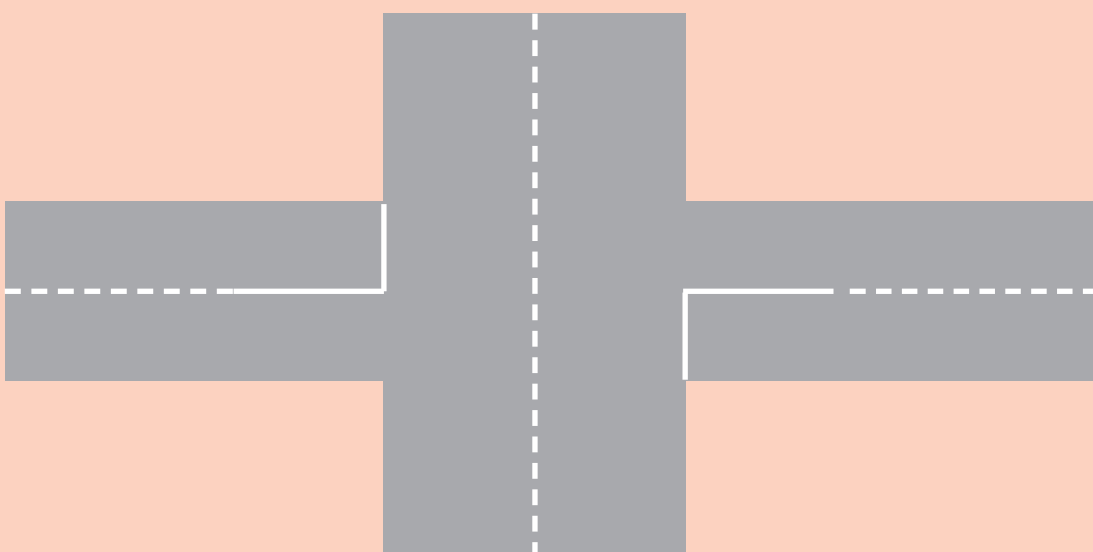
2. Staggered Junctions

When two minor roads join a major road, but not exactly at the same place, they form a **Staggered Junction**.



3. Cross Junction

A **Cross Junction** is an intersection where two roads cross each other.



4. Yellow Box Junctions

Some junctions are painted with a yellow box. A **Yellow Box** is painted at a junction to keep the junction clear for through traffic to avoid traffic jam, thus improving the traffic flow. Motorists are not allowed to stop their vehicles on yellow box and to obstruct other vehicles. A yellow box is painted with yellow diagonal markings that cross each other.



Use the different pictures provided in the Pupil's Book to initiate a class discussion around road junctions.

Introduce the term “road junction” to the class. Lay emphasis on the different names that are given to junctions like “intersections” and “crossroads”.

Explain that road junctions are places where roads cross or meet each other.

Emphasise on the complexity of road junctions and the flow of vehicles at junctions. These make junctions a difficult place for pedestrians to cross the road because there are vehicles coming in different directions. Signal Lights are usually placed at busy junctions to facilitate traffic flow and enable pedestrians to cross the road safely.

Ask pupils to complete Activity 1 in their book.

Crossing the road at road junctions

Remind the pupils that junctions/intersections have a great amount of traffic flow and that they have to be extremely cautious when trying to cross the road.

Lay emphasis on the presence of signal lights that regulate traffic and that they have to cross at the safe crossing zones.

Review the steps for safely crossing the road:

1. Stop by the edge of the road – away from vehicles.
2. Press the push button device or touch the hand sensor where available.
3. Wait for the green man to appear.
4. Look right, left and right and listen .
5. Cross the road in a straight line on the safe crossing zone.
6. Keep on looking to all sides and listen for any oncoming vehicles.

Tell the pupils that even if the Green Walking Man appears, they still need to look to the right, to the left, and to the right again. This is done to ensure that all vehicles have stopped or there is no vehicle.



CLASS ACTIVITY

Role play

Crossing the road at junctions

- The following activity is a role play that will allow the pupils to put into practice crossing at junctions.
- Identify and demarcate an appropriate area by using tape to create:
 1. T-Junction
 2. Staggered Junction
 3. Cross Junction
- Conduct one activity at a time.
- Use the flash cards from the previous lesson on pedestrian signal lights to lay emphasis on safe crossing zones.
- Tell the pupils that the space provided will act as a junction.
- Ask them to identify the safe crossing zones in the demarcated area.
- As done in the previous activity, allocate the following roles to pupils,
 - **Vehicles** – pupils will mime vehicles on the road.
 - **Pedestrians** – they will act as persons wanting to cross the road at a Pelican Crossing.
 - **Pedestrian Signal Light** – He/She will act as a Pelican Crossing showing the appropriate figure to inform the pedestrians whether they can cross the road or not.
 - **Vehicular Signal lights** – He/She will act as a signal light informing the vehicles whether they need to stop to let pedestrians cross the road or to continue.

- Enact the following situations.
 1. Pedestrians waiting at the Pelican Crossing with the Red Standing Man and vehicular light green. The pupils acting as vehicles have to pass through the allocated crossing zone non-stop.
 2. Pedestrians crossing the road with the Pelican Crossing showing the Green Walking Man and vehicular signal light red. The pupils acting as vehicles must stop before the stop line.
- Ensure that the pupils are following the necessary steps to safely cross the road.
- You may ask formative questions to the pupils to justify the use of the different steps before crossing the road:
 - When stopping by the edge of the road, wait for the Green Walking Man to appear, look in all directions and listen for vehicles sound, look right-left-right before crossing with care .
 - Why? – To see if vehicles are coming from any direction and to be safe.
 - Why is there a need to look right again after already looking?
- We look right again because while looking at the left, vehicles which are moving fast may reach close to the pedestrian on the right-hand side. The immediate danger come from the right-hand side.
 - Are there any other directions that are important to consider when crossing a junction?
- Not only right and left, but also in front and behind
 - Why do we have to consider these directions also?
To see if vehicles are turning onto the street where we want to cross.
- Cars sometimes change their directions by turning.
Introduce stop line road marking at a signalised junction.
- Repeat the different situations until all pupils have grasp the concept of crossing at signalised junctions.
- Conclude the lesson by stressing on the importance of being always alert at signalised junctions and abide by the traffic rules when trying to cross the road.

Evaluation: Ask pupils to complete Activity 2 in their Book.

Lessons 14 & 15 **Types of Pedestrian Crossing: Footbridge**

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

- Identify a footbridge (different types)
- Understand the importance of using a footbridge to cross the road

Materials/Equipment: Bristol paper, marker and Pupil's Book

Venue: Indoors/Outdoors

Duration: 2 x 25 minutes



Teachers' Note

Pedestrian bridges are structures built over roads to help pedestrians to cross the road safely. Footbridge crossing is one of the safest crossing facilities, especially in areas with heavy traffic flow and high-speed roads.

Procedure:

Refer to pictures (Activity 1) in the Pupil's Book to initiate a conversation on footbridges.



Ask the following questions:

- What can you observe from the pictures?
- Have you ever seen those?
- Where?
- What is it used for?
- Is it safe?

Explain what a footbridge is by referring to the pictures.

Tell the pupils that a **Footbridge** is also known as **Pedestrian Bridge** and **Pedestrian Overpass**.

Continue the discussion on the importance of using a footbridge crossing (rightful purpose) by making reference to Motorways.

Explain that vehicles are not allowed to use a footbridge.



CLASS ACTIVITY

Draw a footbridge

Divide the class into 4 groups.

Distribute Bristol paper and markers.

Ask pupils to draw a footbridge to show safe crossing at a busy road.

Have a class exhibit.

Evaluation: Ask pupils to complete Activity 2 in their Book.

Lesson 16 Types of Pedestrian Crossing: Underpass

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

- Identify an Underpass Crossing (also known as subway)
- Understand the importance of safely crossing using an Underpass Crossing

Materials/Equipment: Marker, whiteboard and Pupil's Book

Venue: Indoors/Outdoors

Duration: 25 minutes

Procedure:

- Refer to pictures (Activity 1) in the Pupil's Book to initiate conversation on underpass (also known as Subway).



Teachers' Note

Underpass does not allow interactions between vehicles and pedestrians. As such there is no risk for a pedestrian to be hit by vehicles while crossing the road. During heavy rain/flooding and cyclonic conditions, some underpasses are temporarily closed to pedestrians.



Underpass at Caudan, Port-Louis



Underpass at Caudan, Port-Louis

Ask the following questions:

- What can you observe from the pictures?
- Have you ever seen this?
- What is it used for?
- Is it important?

Ask the pupils what they can understand from the terms 'under' and 'pass'.

Explain what is an underpass (subway) by using the pictures provided as reference.

Point out that an underpass goes under the motorway to allow pedestrians to cross the road safely without interacting with vehicles.

Continue the discussion on the importance of using an underpass.

Have a class discussion on the benefits of using Underpass.

Remind pupils about precautions to take while using the Underpass. They should not play and should always be aware of their surroundings.

Evaluation: Ask pupils to complete Activity 2 in their book.

Lessons 17 & 18 Hazards on the road (Me as a pedestrian)

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

- Identify risks on or near the road that can be harmful for them
- Recognise bad practices on the road as a pedestrian
- Recognise good practices on the road as a pedestrian
- Reflect on one's own behaviour on the road

Materials/Equipment: Picture cards and Pupil's Book

Venue: Indoors

Duration: 2 x 25 minutes



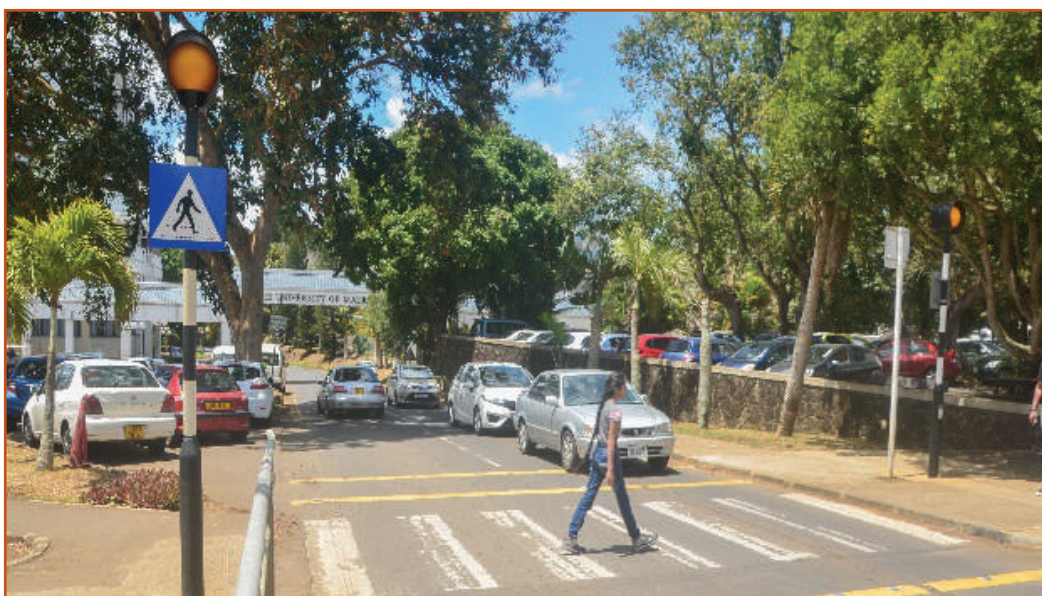
Teachers' Note

Pedestrians are vulnerable road users. They should always follow safety protocols. Pupils must be aware that there are many risk factors for the child pedestrians: such as volume and speed of vehicles, lack of crossing facilities and damaged footpath. Pupils should acknowledge that their age and height can be a risk factor due to lack of knowledge, inattention and difficulty at judging speed and distance of oncoming vehicles. Children should not run or play on footpath and on the carriageway.

Procedure:

Have a class discussion on 'Pedestrians are vulnerable road users'.

Use the pictures provided as reference to create picture cards for the activity.





Divide the class into 5 groups. Allocate one picture to each group. Ask them to discuss among their peers .

Have a class presentation where each group comes in front of the class and describe the picture, they need to say whether it depicts good or wrong behaviour and what should be done instead.



Teachers' Note

It is very important for pedestrians to be always alert as a road user. Children are very vulnerable road users and are prone to injuries (for e.g., talk about the metal body of a car versus the human body). It is important to have the presence of an adult when walking (e.g., to school, to home, etc.). The adult should hold the hand of the child. It is also important to identify and recall safe places to cross the road, always listen and look around to spot any hazards while walking. Remember If there is no footpath, pedestrians should walk on the right-hand side of the road facing oncoming vehicles.



CLASS ACTIVITY

Poster on Do's and Don'ts on the road

Ask each group to work on a poster – Do's and Don'ts on the road.

Evaluation: Ask pupils to complete Activity 2 in their Book.

Lesson 19

Hazards on the road (Identifying the hazards on the road)

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

- Identify risks on or near the road that can be harmful to them
- Identify behaviours on or near the road that can be harmful for them
- Assess hazards on or near the road that can be harmful to them
- Discuss actions and behaviours that help keep themselves safe

Materials/Equipment: Picture cards and Pupil's Book

Duration: 2 x 25 minutes

Venue: Indoors



Teachers' Note

Vehicular traffic (bus, lorry, motorcycles, cars and so on) are considered as hazards for pedestrians. As a responsible pedestrian, you should always be alert and make yourself visible to the other road users. This lesson is intended to have the pupils reflect and identify possible hazards that they may encounter on the roads.

The different risks for pedestrians can be associated to three elements which are namely the behaviour of road users, the conditions of the road environment and the vehicles.

Examples of hazards

Vehicles which are travelling towards a pedestrian or in the same direction.

Things that restrict/limit vision, such as parked vehicles, high vegetation on the sides of roads.

The road itself which may be partly concealed by a bend, crest, blind corners (obstructions at corners) and potholes.

Things on the footpath that may cause you to leave the footpath like people riding bikes, scooters, damaged footpath, vehicles parked on footpaths, road works.

Things a pedestrian might do that make him/her a vulnerable road user: not attentive on the road, playing on the carriageway or on the footpath, showing off, running on footpath and carriageway, using electronic gadgets example mobile phones.

In some area, there are **no footpaths** for people to walk and so, they must walk on the right-hand side of the road facing oncoming vehicles.

Motorways are dangerous places for pedestrians.

Procedure:

Identifying risks on the road

Through a whole class discussion, expose the pupils to various situations where they will have to reflect and predict the outcome but also think about the possible solution to address the problem.

Start the class with a question to the pupils:

- Do you feel safe when you walk on the road?

Write the pupils' answers on the board in the form of a mind map while elaborating on their answers.

Building up on the mind map, ask pupils what are the dangerous (hazards) on the road.

Trigger thinking by using different scenarios, for example:

- How are vehicles driven on the motorway?
- Do vehicles always stop at a pedestrian crossing?
- Where do you walk if a vehicle is parked on the footpath?
- Would it be safe to cross a motorway?

Continue with a simple definition of hazards to the class.

Explain that road hazards like vehicles and wrong behaviours on or near the road can harm us and could put us at risk of being hurt.

Proceed by asking the pupils what can be dangerous/hazardous for them on the road.



CLASS ACTIVITY

Class presentation

Refer to the Pupil's Book, divide the class in 2 groups and allocate one picture to each group.

- Each group will discuss the hazards on the different pictures.
- Have a class presentation.
- Elaborate on each presentation to ensure that the others have taken stock of the hazards and what can be done to be safe on the road or simply avoid being in such situations.
- Conclude the discussion by telling pupils that the road is a place where hazards are omnipresent and as a pedestrian, we must be alert while identifying the possible hazards we can encounter on the road.





Evaluation: Ask pupils to complete Activity 1 in their Book.

Crossing the road (Stop, Look, Listen and Think - SLLT)

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

- Apply good practices when crossing the road
- To use a pedestrian refuge island when crossing the road

Materials/Equipment: Pupil's Book

Duration: 2 x 25 minutes

Venue: Indoors



Teachers' Note

As a pedestrian, we must always make smart choices as any risk taken may lead to undesirable and serious injuries and far-reaching consequences. As the road is a changing environment, the pedestrian should always act smart by anticipating and reacting to hazards.

Therefore, using the “**Stop, Look, Listen** and **Think**” principle is a safe way to anticipate dangers before crossing the road. Pupils should be made aware that being accompanied by an adult is always safer. Wearing bright coloured clothes during the day and light coloured clothes or retro-reflective bands during the night are good practices to make ourselves visible to motorists.

Note: Pedestrian refuge islands are raised median islands that provide a location for pedestrians to safely wait for a gap in the traffic so that they can finish crossing the road. This makes crossing the road easier for pedestrians by allowing them to cross in two stages and deal with one direction of traffic flow at a time.

Procedure:

Start the lesson with a recapitulation of road hazards and different risks that a pedestrian may face or encounter on the road.

Remind the concept of ‘Stop, Look, Listen and Think’ to the class. Use the four words as headers and initiate a class discussion around these.

Introduce the concept of crossing the road in two phases, using a pedestrian refuge island). Refer to the Pupil's Book and ask the pupils to observe and discuss the pictures.

Explain how to cross the road using the pedestrian refuge island (cross the road in two phases as if there are two pedestrian crossings. After crossing one lane, we stop on the pedestrian refuge island and wait for the other lane to be safe before crossing. We must always use the the principle ‘Stop, Look, Listen and Think’, before crossing each lane.



Pedestrian refuge island



*Pedestrian waiting
on Pedestrian refuge island*



CLASS ACTIVITY



Role play


Find a spot in the school yard where you can do a simulation for the 'pedestrian refuge island' to teach children how to cross such roads.

Emphasize that children should always be accompanied by an adult. The adult should hold the hand of the child.

The 'Stop, Look, Listen and Think - SLLT' principle

Have a class conversation on SLLT. You may use the following questions:

STOP	LOOK
<p>Is this a safe and good place to cross the road?</p> <p>Am I in a good position to see vehicles coming in all directions?</p> <p>Can the other road users, especially the motorists, see me?</p> <p>Why we have to stop back from the edge of the road?</p> <p>Why do you need to stop before crossing?</p> 	<p>What are we looking for?</p> <p>Is there any vehicle coming?</p> <p>Can I see all vehicles if I look in front of me only ?</p> <p>Why do I need to look on the, right, left and right?</p> <p>Where else could vehicles come from?</p> 

LISTEN	THINK
<p>What do I need to listen for? Can I hear any vehicle coming? Which direction is the sound coming from?</p> 	<p>Is it safe to cross now? Is the road clear in all directions? Can I hear any other vehicle coming? Can I get all the way across safely? Is there a pedestrian refuge island to allow me to wait if I have to stop half way.</p> 

- Stop – the first step is to come to a halt.
- Look – as a second step always scan all round to see possible hazards.
- Listen – the third step is to listen around if there is any oncoming vehicles and in which direction it is coming.
- Think – the last step is to think before crossing. Think about the safest action to do.

Go through each step with the class and take time to let them grasp the concept behind this principle. Tell them that this is a safe way to anticipate upcoming hazards and act accordingly.

You may tally the questions presented in the table with different scenarios that the pupils may encounter, for example: *if the pedestrian signal light is out of service, what is the next step?*

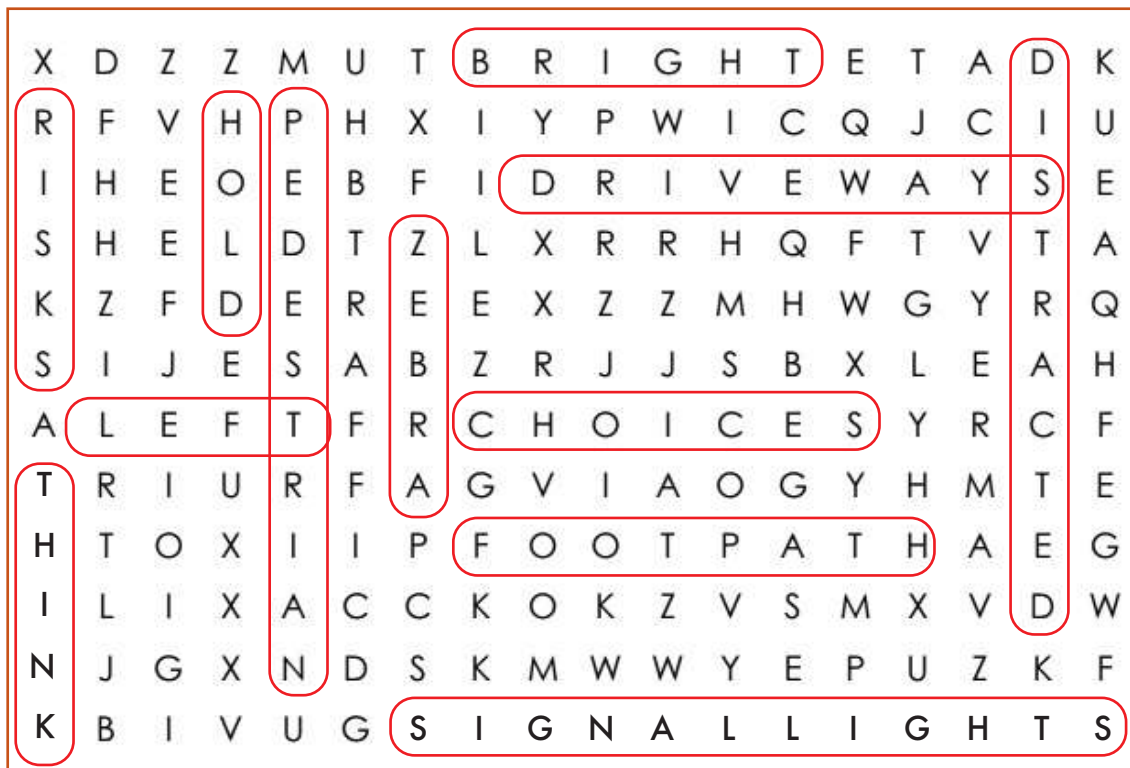
Discuss the following statements with the class.

- Pedestrians should always walk on the footpath, where available.
- An adult should always hold the hand of young children.
- Pedestrians need to check down the driveways for oncoming or outgoing vehicles.
- Where available a zebra crossing is a safe place to cross the road.
- Sometimes the signal lights have pedestrian phases to allow pedestrians to cross the road safely.
- All pedestrians should wear bright coloured clothing during the day and high visibility clothing (retro-reflective bands) at night.
- We need to make smart choices as a pedestrian.
- A young child is always easily distracted on the road.
- We might get hurt if we take risks on the road
- Someone who is walking is called a pedestrian.

- Pedestrians should follow the Stop, Look, Listen and Think principle before crossing the road.
- You must always look right, left and right before crossing the road. To end the lesson, remind the pupils that pedestrians are vulnerable road users. The road can be a dangerous place where a pedestrian may meet with an accident. They must always be alert and anticipate the different hazards that they may find on the road.

Evaluation: Ask pupils to complete Activities 2 and 3 (where pupils will have to search for the underlined words in the statements found on page 43) in their Book.

Answers for Activity 3



Lessons 22 & 23 Dangerous places to cross the road (Part 1)

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

- Identify dangerous places on the road
- Distinguish between safe and dangerous places to cross the road

Material/Equipment: Pupil's Book

Venue: Indoors

Duration: 2 x 25 mins

Procedure:

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

This can be done as a group activity whereby one group of pupils are asked to observe a picture and to share their findings with the class.





Elaborate on the pupils' answers and justify what can be depicted as good and bad behaviours in the pictures provided.

Evaluation: Ask the pupils to choose and write the correct statement under each picture.

Answers

Picture 1: Crossing the road on a zebra crossing.

Picture 2: Crossing the road at a bend

Picture 3: Crossing the road when the Pelican signal light shows the Green Walking Man.

Picture 4: Crossing the road from between parked vehicles.

Picture 5: Crossing the road on the motorway with no Pedestrian Crossing facilities.

Picture 6: Crossing the road accompanied by an adult.

Lesson 24 Dangerous places to cross the road (Part 2)

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

- Identify dangerous places on the road
- Distinguish why these places are dangerous to cross the road

Material/Equipment: Pupil's Book

Venue: Indoors

Duration: 2 x 25 minutes



Teachers' Note

1. Crests and bends are dangerous places to cross the road as pedestrians cannot see if a vehicle is coming and this can cause accidents.
2. Roundabouts and motorways are dangerous places to cross the road as they are busy roads where vehicles keep moving.
3. Motorways are dangerous places to cross as the vehicles move at very high speed.

Procedure:

Make a recap on previous lesson related to dangerous places on the road.
Discuss the following pictures with the pupils.



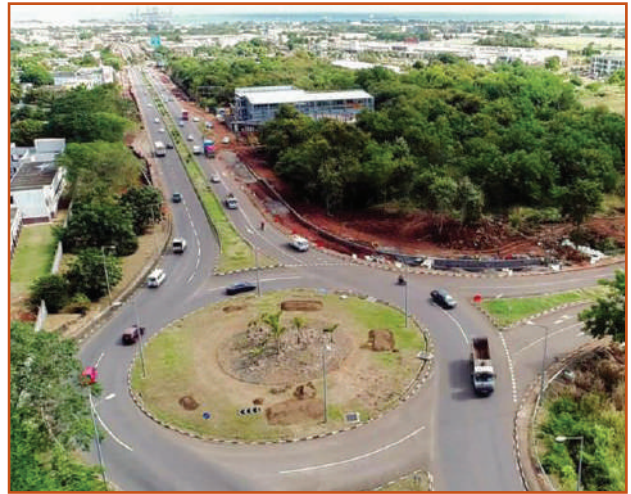
Bend



Crest



Motorway



Roundabout

Emphasize on the reasons why these places are dangerous through a class discussion.



CLASS ACTIVITY

Sing a song

Teach the following action song to help understand the reasons why these places are dangerous places to cross the road.

Action Song: (Adapted on 'Ram Sam Sam' melody)

Is it safe, is it safe to cross the road at a bend?

Is it safe, is it safe to cross the road at a bend?

No No No, No it isn't, it isn't

No No No, No it isn't, it isn't

We cannot see properly

If a truck is coming

We cannot see properly

If a bus is coming

Is it safe, is it safe to cross the road near a crest?

Is it safe, is it safe to cross the road near a crest?

No No No, No it isn't, it isn't

No No No, No it isn't, it isn't

We cannot see properly
If a van is coming
We cannot see properly
If a car is coming

Is it safe, is it safe to cross the road on roundabouts?
Is it safe, is it safe to cross the road on roundabouts?
No No No, No it isn't, it isn't
No No No, No it isn't, it isn't

Too many vehicles everywhere
Turning here turning there
Too many vehicles everywhere
Turning here turning there

Is it safe, is it safe to cross across motorways?
Is it safe, is it safe to cross across motorways?
No No No, No it isn't, it isn't
No No No, No it isn't, it isn't

Too many vehicles here and there
Moving at high speed
Too many vehicles here and there
Moving at high speed

Evaluation: Ask pupils to complete Activity 2 in their Book.

Lesson 25

Crossing the road where there is no Pedestrian Crossing facilities

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

- Understand that a Pedestrian Crossing is a safe place for pedestrians to cross
- Demonstrate proper behaviour when crossing the road where there are no pedestrian crossing facilities

Material/Equipment: Classroom setting

Venue: Indoors

Duration: 2 x 25 minutes

Procedure:

Brainstorm on prior lesson on types of Pedestrian Crossings.

Explain that where there is no Pedestrian Crossing, the following should be done:

- Find a safe place where you can see and be seen. (on a straight alignment away from bend, crest and parked vehicles).
- Stop by the edge of the road, on a footpath or road shoulder where available.
- Look around for vehicles and listen.
- When there are vehicles coming, be patient and wait until they are gone.
- When there are no vehicles coming, walk straight across.
- Do not run.
- Keep looking and listening while you cross.



CLASS ACTIVITY

Role Play

- Put in place a road setting using desks. Some pupils will mime vehicles.
- Explain that every pedestrian need a Pedestrian Crossing to cross the road safely. In case there is no such crossing available, demonstrate how to cross, using the **SLLT** principle.
 - STOP (by the edge of the road, not stepping into road area)
 - LOOK RIGHT
 - LOOK LEFT AND LOOK RIGHT AGAIN
 - LISTEN
 - THINK
- Ask pupils to mime the actions.
- Select some pupils to act as pedestrians while some are going to act as vehicles on the road.
- Using desks as obstacles, explain why it is dangerous to cross the road between, behind or before parked vehicles.
- Ask pupils to enact the proper behaviour so as to avoid accidents. (Explain that children are small in height and thus cannot be seen by motorists.)

Continue the activity until all students have taken part in role play.

Evaluation: Ask pupils to complete Activity 1 in their Book.

Police Officer regulating traffic at a Pedestrian Crossing

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

- State the importance of having a Police Officer regulating vehicular traffic near schools.
- Distinguish between different hand signals used at pedestrian crossings near schools by Police Officer.

Materials/Equipment: Pictures of Hand signals, whiteboard and markers

Venue: Indoors/Outdoors

Duration: 2 x 25 minutes

Procedure:

Brainstorm on the following:

- Have you seen a Police officer near the school?
- When?
- Where does he/she usually stand?
- What does he/she do?
- Why does he/she do so?

Explain the importance of having a Police Officer outside school.

Ask the pupils to observe and discuss the pictures in their Book.



The Police Officer directing the children to wait on the footpath



Police Officer stopping vehicles which are in front



Police Officer stopped vehicles from both directions (front and rear) and allowing children to cross the road

Explain the importance of hand signals by a Police Officer, laying particular emphasis on pedestrian safety.

Demonstrate a set of hand signals specifically used by Police Officers.

Ask pupils to complete Activity 1 in their Book.



CLASS ACTIVITY

Role Play

- Divide pupils into two groups.
- Make one group of pupils act as pedestrians and the other group to act as vehicles and one pupils to be the Police Officer.
- Mime a school scenario where the police officer gives appropriate hand signals to regulate the traffic near the school while assisting students to safely cross the road.
- Then ask pupils to take turns as a Police Officer to enact the different hand signals.

Evaluation: Ask pupils to complete Activities 2 and 3 in their Book.

Activity 2 answers:

1 SCHOOL
2 PEDESTRIAN
3 HANDS SIGNALS

