

Pupil's Book

Road Safety Education

Grade
3



Mauritius Institute of Education

under the aegis of

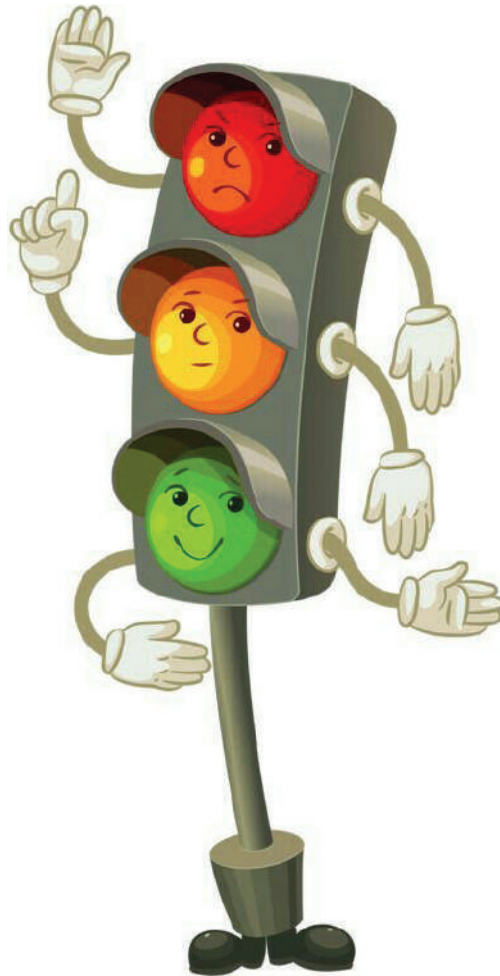
Ministry of Education, Tertiary Education, Science and Technology

&

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



Let us learn about
Road Safety and save lives.



This book belongs to:

.....

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(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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Lesson 1 Always be attentive on the road



CLASS ACTIVITY



Activity 1

Class discussion - importance of being alert when on the road.

Put a cross (X) below to show that these are examples of 'not being alert'.



Activity 2

'Being Alert' and 'Not being Alert'



Picture 1



Picture 2



Picture 3



Picture 4



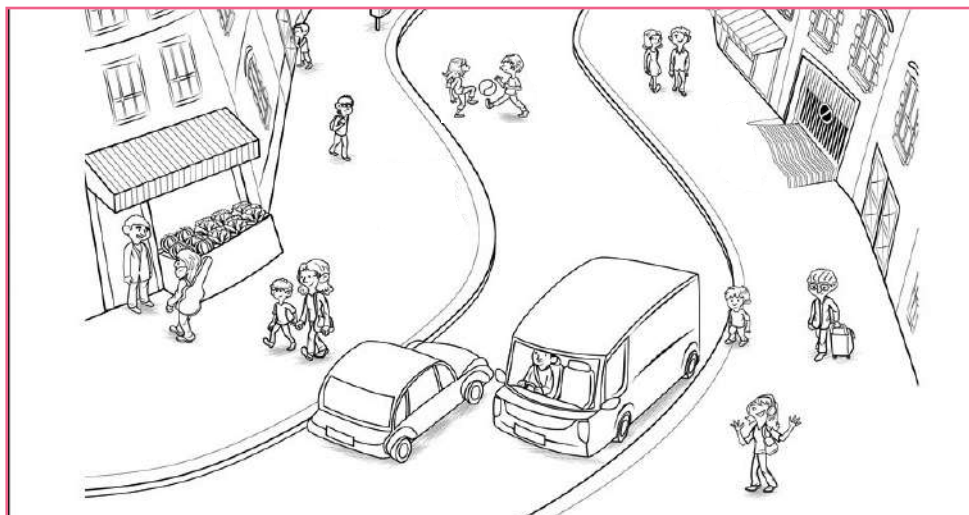
Picture 5



Activity 3

Walking safely on the road.

Circle and put a cross (x) on the children who are not 'being alert'.



Lesson 2 Types of roads (Motorways and Main Roads)



Activity 1

Class discussion:

Motorways and Main roads.



Motorway



Main Road

*Central
reservation*



Activity 2

Draw and colour: a motorway to show two lanes in each direction and a central reservation.



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



CLASS ACTIVITY



Activity 1

Class discussion

Types of roads.



Picture A: narrow road

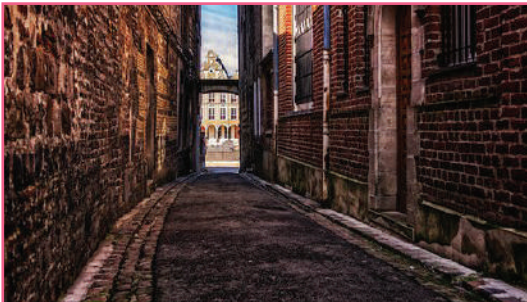


Picture B: wide road

Activity 2

Narrow road and wide road

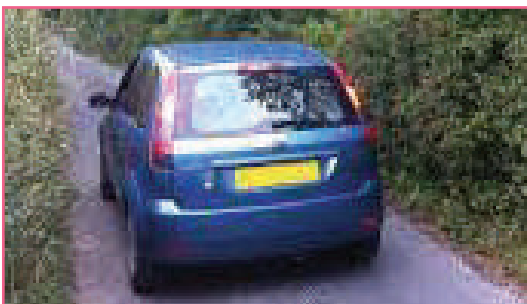
Match the roads to its corresponding name.



Narrow road



Wide road



Lesson 4 Vehicles' directions on the road



CLASS ACTIVITY



Activity 1

Discussion on the directions of vehicles.



A - One-way road



B - Two-way road

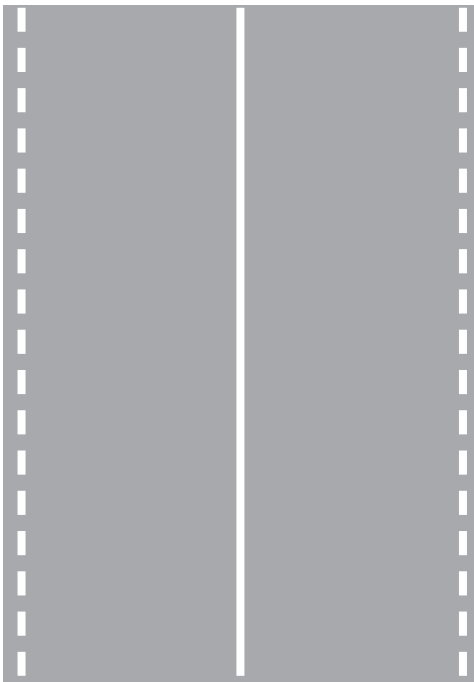


C - Light Rail Vehicle (Metro) - Two-way track

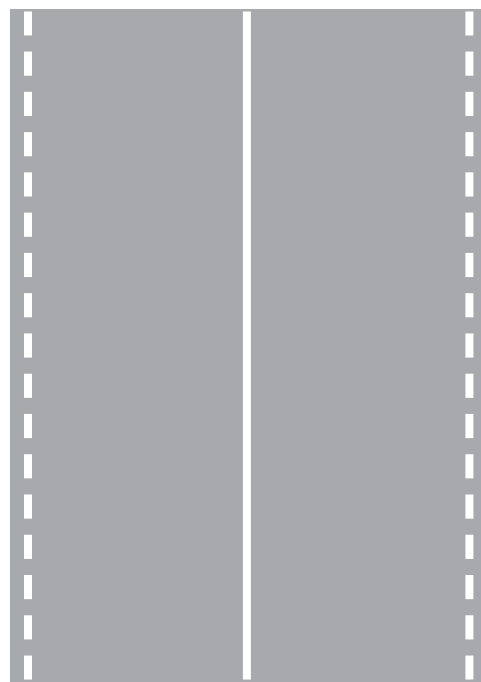
Activity 2

Draw arrows to show directions of vehicles on:

- a. Two-way road.
- b. One-way road.



(a) Two-way road



(b) One-way road

Lesson 5 One-way road and Two-way road

Activity 1

Class discussion on the way the vehicles are moving on the road.



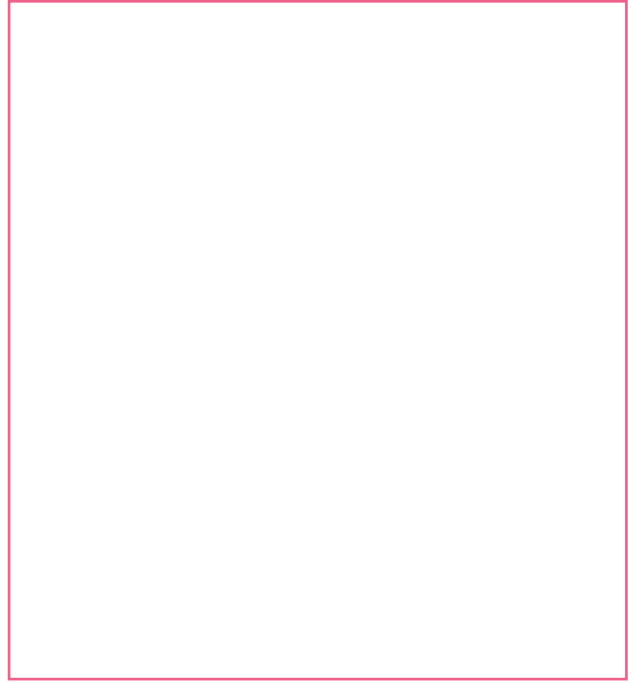
Activity 2

One-Way and Two-Way Road Signs

Draw and colour the road signs in the space provided.



One-Way Road



Two-Way Road

Activity 3

Put a tick (✓) in the box for correct answers and a cross (X) for wrong answers.

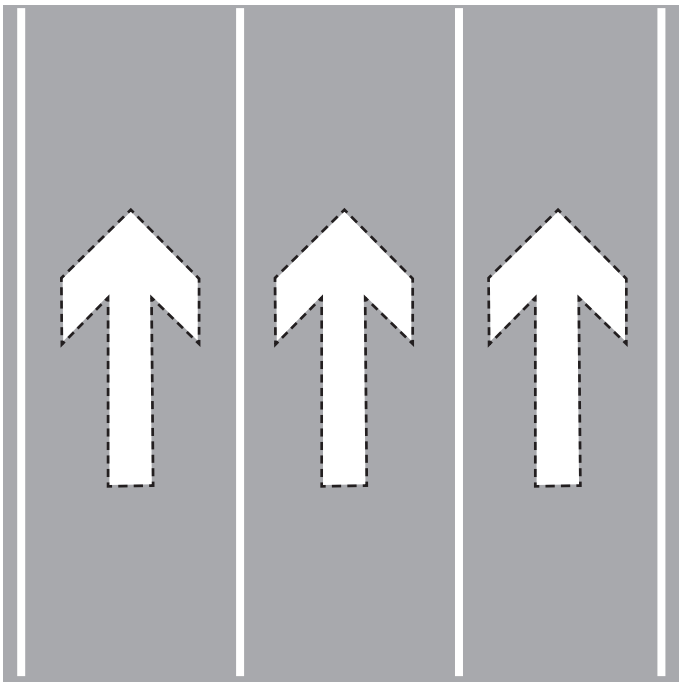
1. A two-way road can have a single lane for traffic. ☐
2. One-way roads can have one or more lanes. ☐
3. All vehicles travel in the same direction in one-way roads. ☐
4. In a two-way road vehicles travel in one direction only. ☐
5. On one-way roads vehicles travel in both directions. ☐
6. A narrow road cannot be a two-way road. ☐



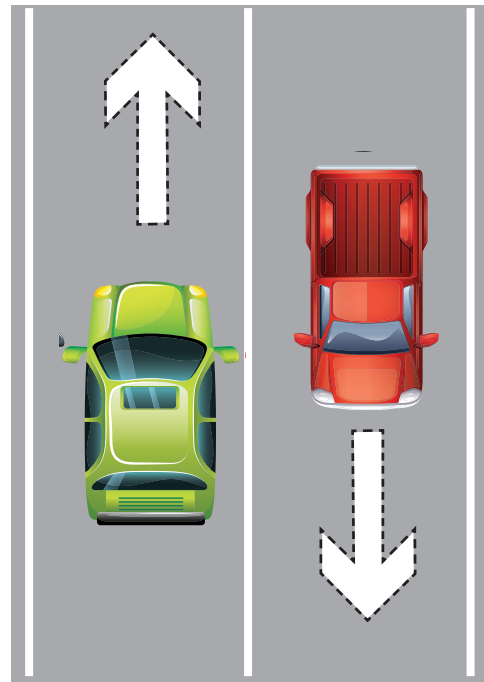
Activity 4

- Colour the arrows.
- Fill in the blanks with the given words:

One-way road, two-way road.



.....



.....

Lesson 6 Road markings



CLASS ACTIVITY



Activity 1

Identification of Longitudinal Road Marking

Choose the correct answer to label the pictures below.

(zig-zag lines, edge of road line, broken lines, double yellow lines, continuous line).



A

B



C



D



E

Activity 2

Identification of Transverse Road Markings.

Choose the correct answer to label the pictures below.

(stop line, give way lines, yellow box, pedestrian crossing [zebra]).



A



B



C

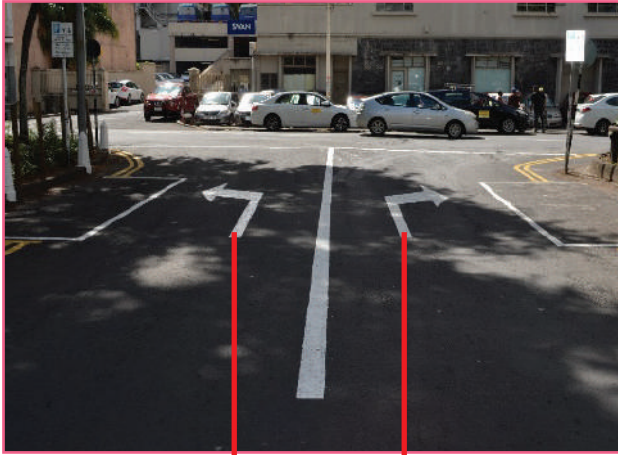


D

Activity 3

Other markings

Choose the correct answer to label the pictures below.
(word marking, symbol marking, directional arrow).



A



B



C



D

Activity 4

Match the road markings.



Continuous line



Double yellow lines



Zig-zag lines



Yellow box



Broken lines

Activity 1

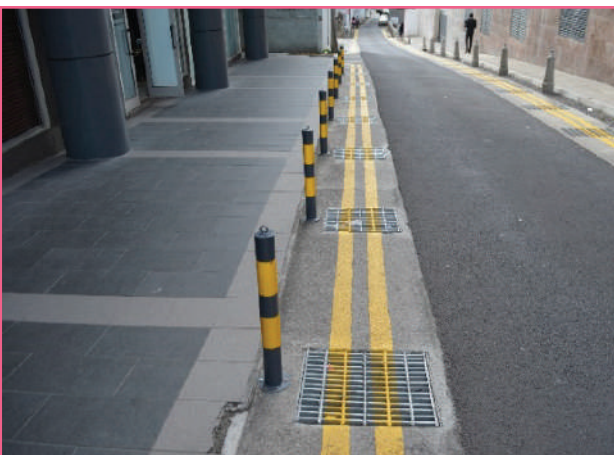
Class discussion - Footpath



Activity 2

Different types of footpaths

Class observation and presentation.



Activity 3

Label each picture above using the following words.

(stone footpath, concrete footpath, asphalt concrete footpath, brick footpath, precast slab footpath).



1.



2.



3.



4.



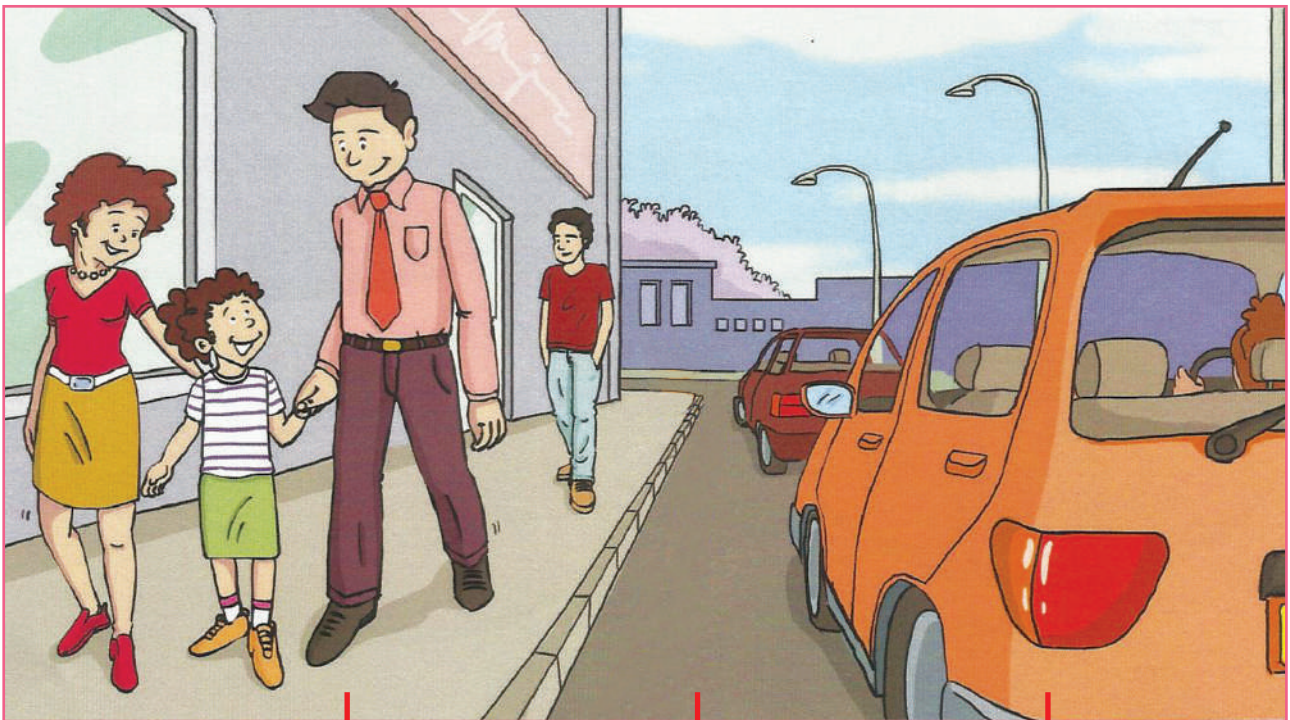
5.

Lesson 9 Importance of seeing all oncoming vehicles

Activity 1

Class Discussion.

Label the picture below:
carriageway, footpath, vehicle.







Activity 2

Facing oncoming vehicles in the absence of footpath

Compare pictures 1 and 2 and discuss. Put a tick (✓) on the correct side to walk.

☐

Picture 1

☐

Picture 2

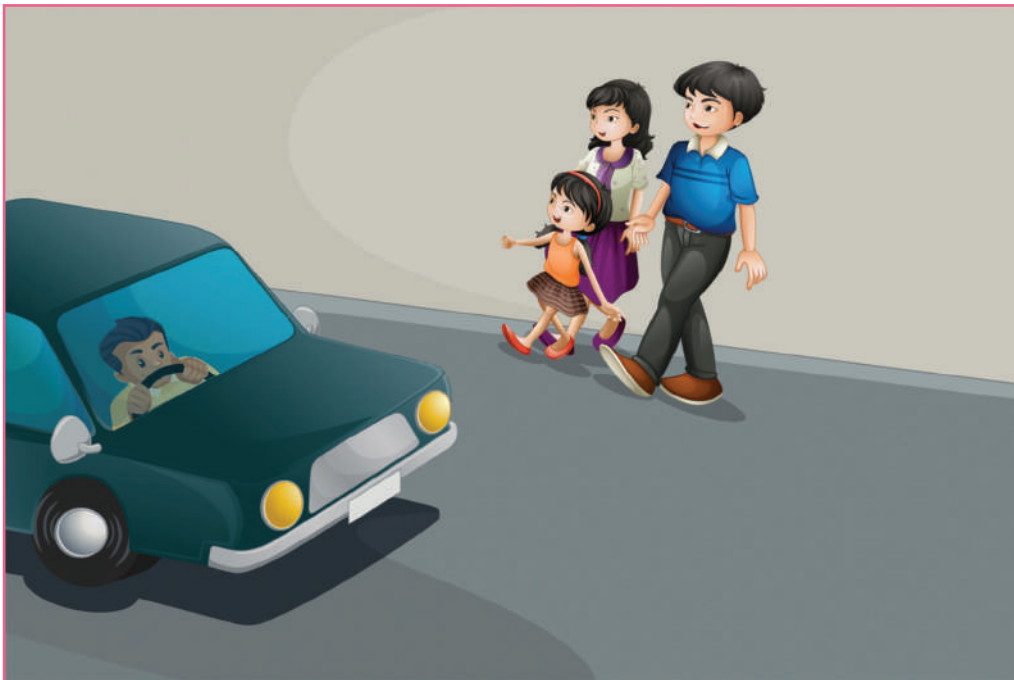
Activity 3

Facing oncoming vehicles

Observe the picture below.

Draw :

1. A happy smiley 😊 on the good practice in the space provided.
2. A sad smiley ☹️ to show bad practice in the space provided.





Activity 4

Good and bad practices.

Put a tick (✓) for the good practices and a cross (X) for the bad practices.

1.	I should walk on the footpath.	
2.	I walk on the side where I can see all oncoming vehicles where there is no footpath.	
3.	It is not important for motorists to see all pedestrians walking on the road.	
4.	Walking along the road with my back facing vehicles is safe.	
5.	Vehicles should drive on the left-hand side on a two-way road.	
6.	Where there is no footpath I should always walk on the right-hand side of the road in order to see oncoming vehicles.	

Lesson 10 Importance of being seen on the road

Activity 1

Observe and discuss.



Activity 2

Observe and discuss

Who can be seen by the motorcyclist?



Activity 3

See and be seen

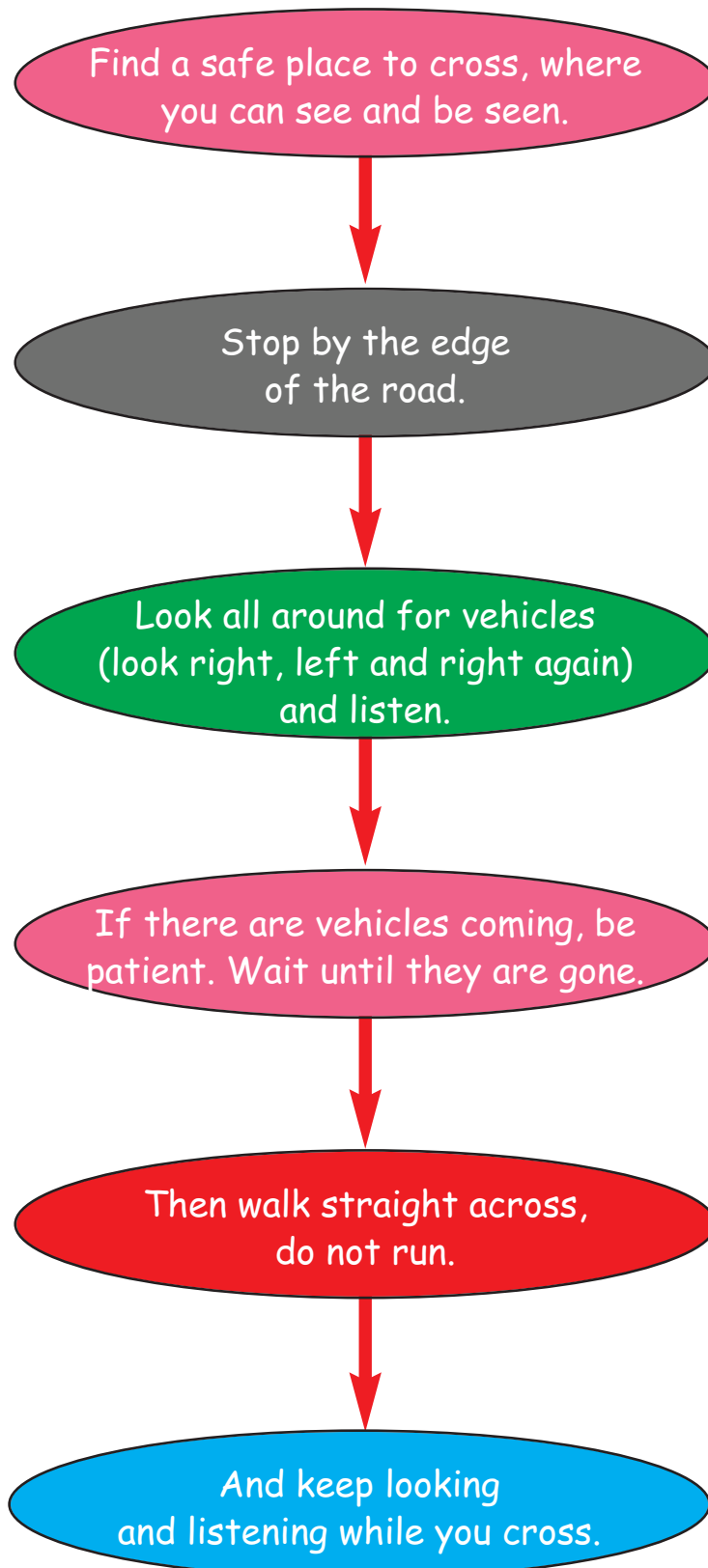
Put a tick (✓) for good practices below.

1.	I must never cross the road in front of a bus while it is waiting for passengers.	
2.	I must never cross the road from between vehicles when they are parked along a road.	
3.	I must look for a spot where I can see and be seen when I need to cross the road.	
4.	I must never cross a road at a bend as motorists may not see me.	
5.	I should be careful where road works are being done.	
6.	I must always walk on the footpath even if it is on the left-hand side of the road.	

Lesson 11 Crossing the road safely

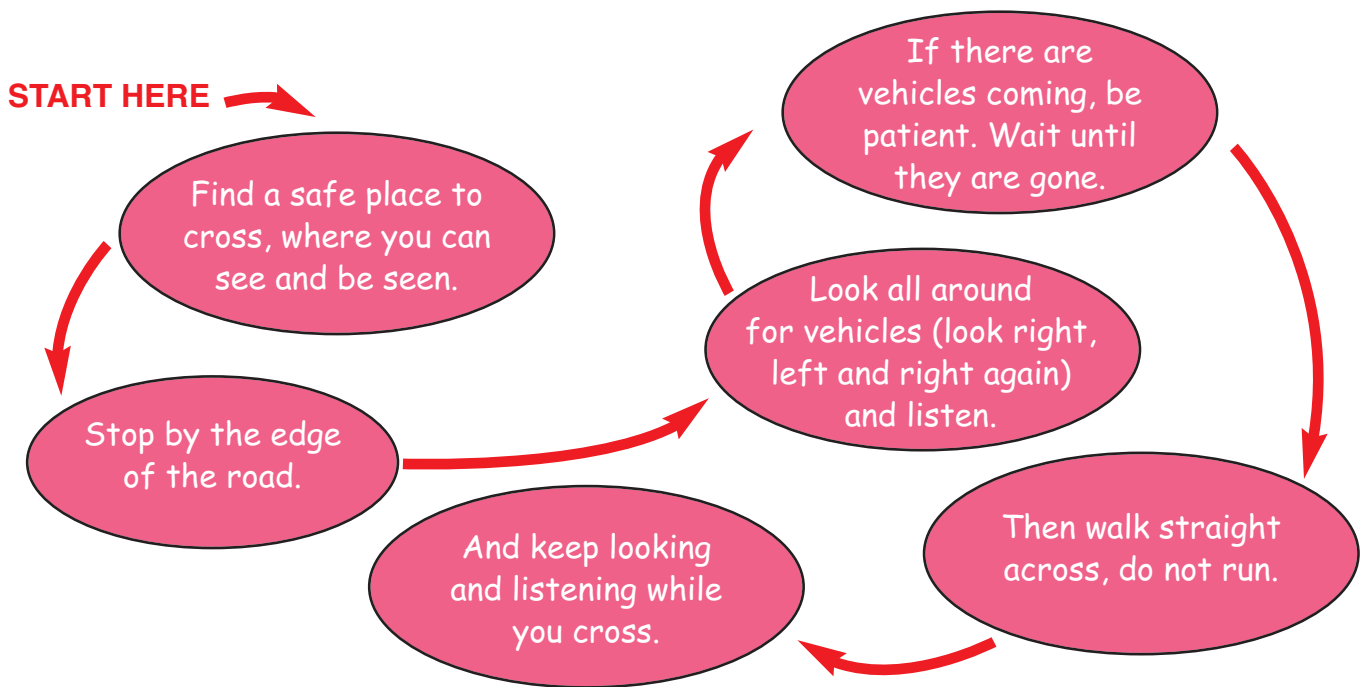
Activity 1

Steps to cross the roads.





Activity 2



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.

Lesson 12 Zebra Crossing

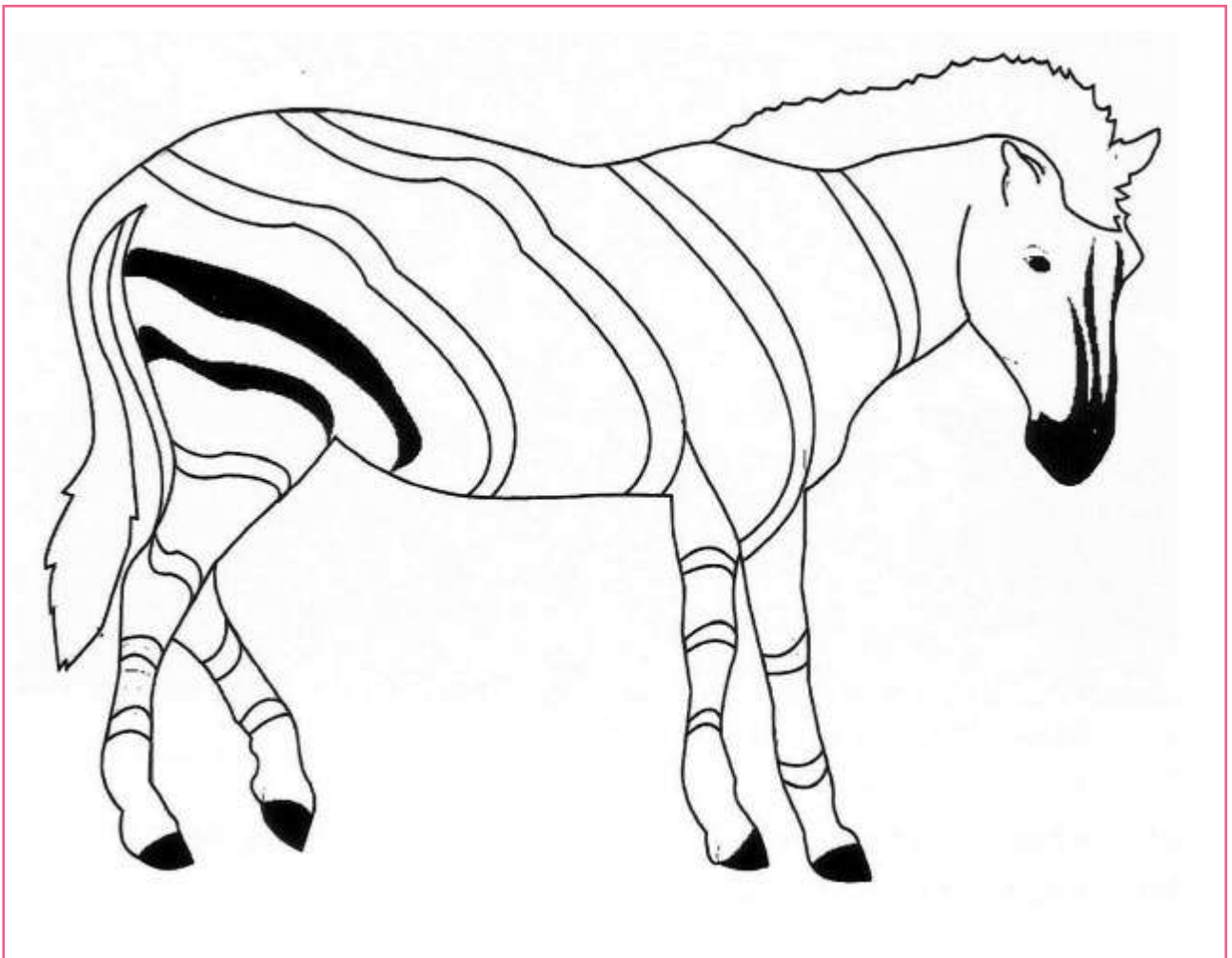


CLASS ACTIVITY



Activity 1

Colour the zebra.



Activity 2

Class Discussion.

Label the pictures below.



A:



B:

Activity 3

Pedestrian traffic signs

Label the traffic signs A and B below using the following.

- Danger warning pedestrian crossing sign ahead.
- Informative pedestrian crossing sign.



A:

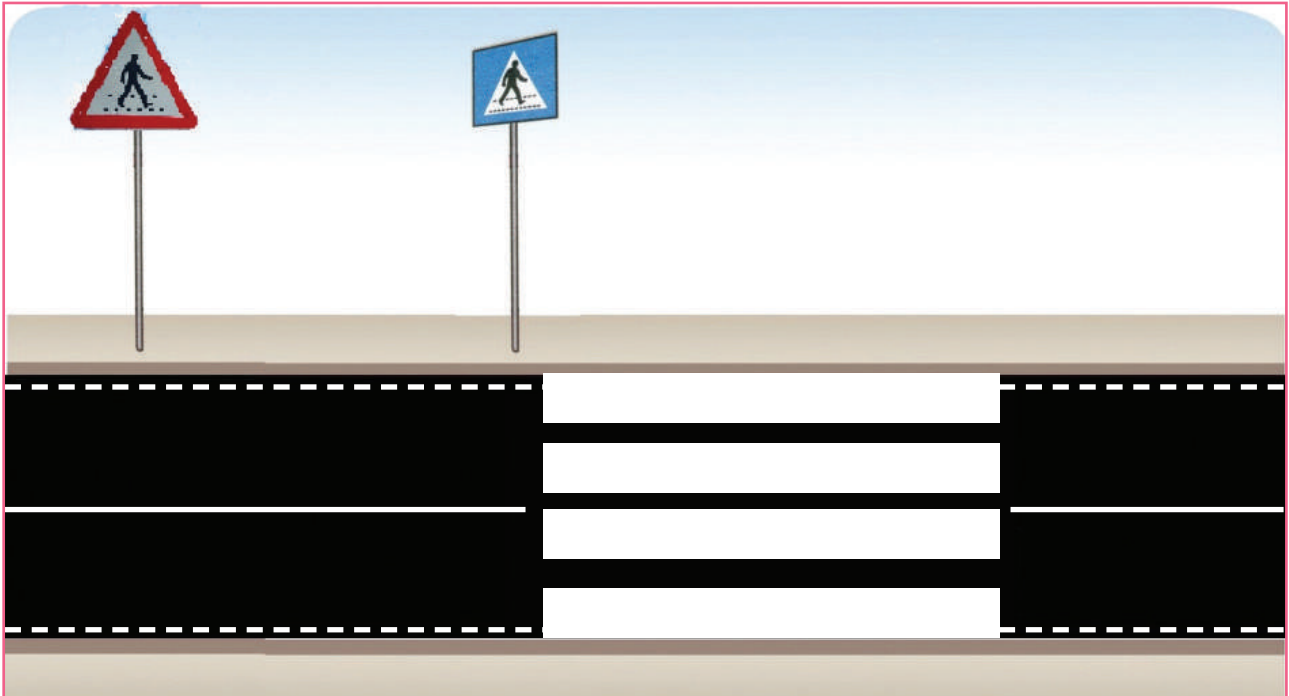


B:



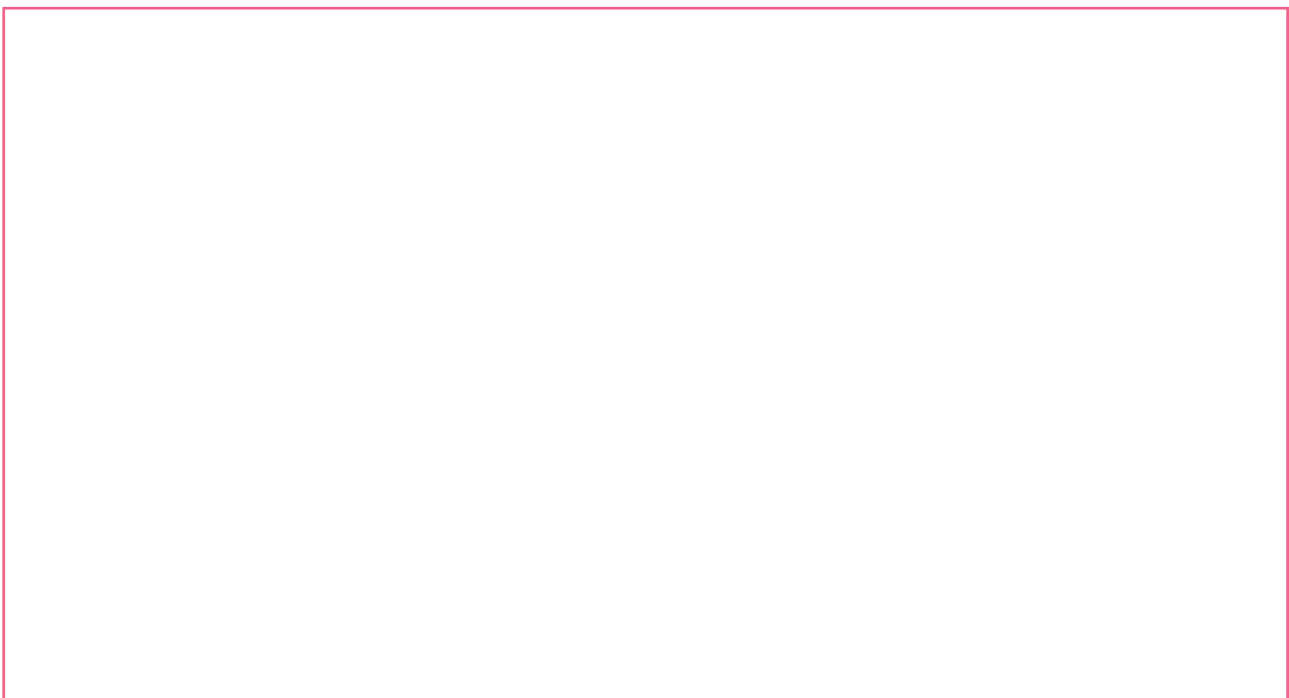
Activity 4

Draw the appropriate pedestrian crossing signs which are found before and at a zebra crossing.



Activity 5

Draw and colour a road with the zebra crossing.



Lesson 13 Steps to cross the road at a Zebra Crossing

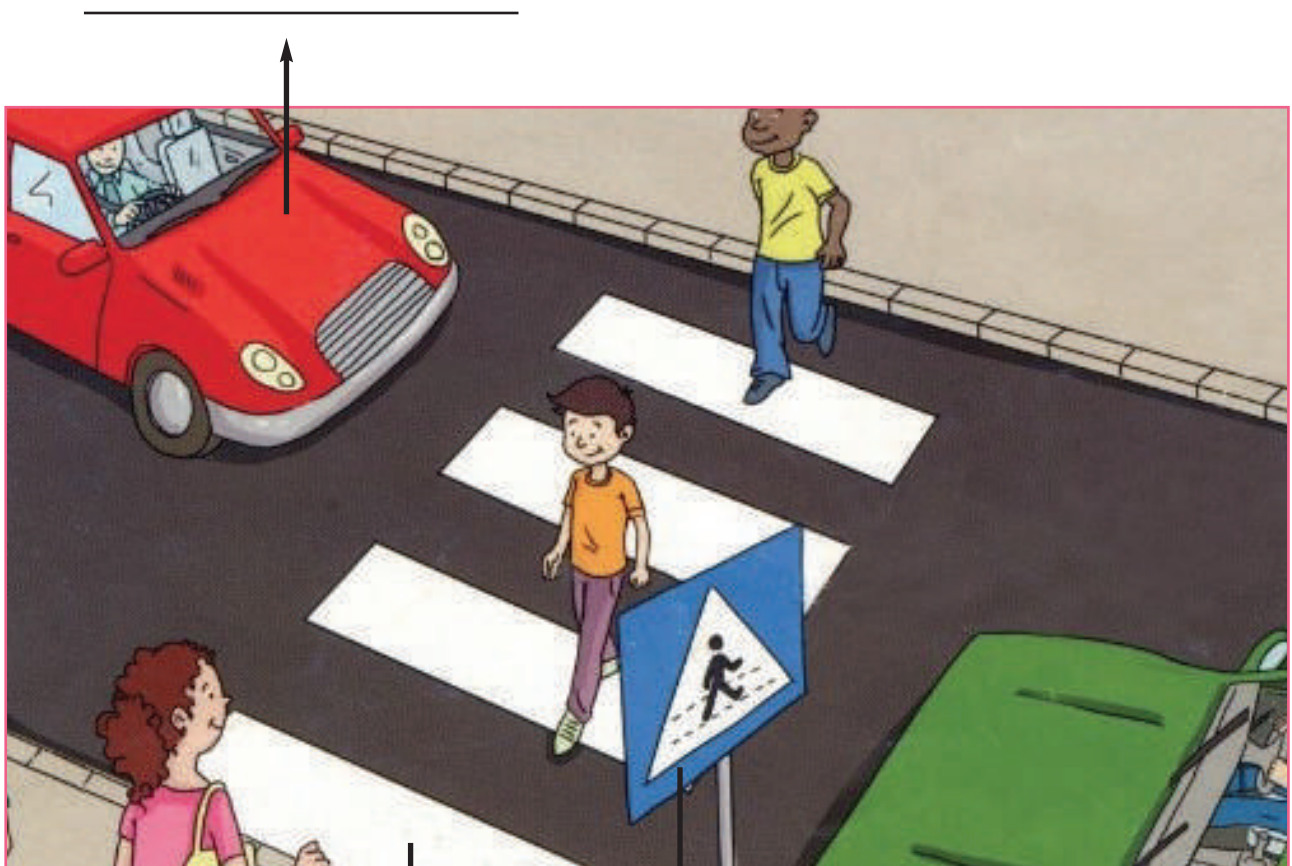
Activity 1

Crossing the road.

Observe, discuss and label.

Fill in the blanks with the following words.

Vehicle, zebra crossing, informative pedestrian crossing sign.





CLASS ACTIVITY



Activity 2

Steps to cross the road

Stop, Look, Listen and Think (SLLT).

Observe the pictures and do the miming activity.

1.



LOOK to your right

2.



LOOK to your left

3.



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

4.



*While crossing the road
keep looking on both sides and listening*

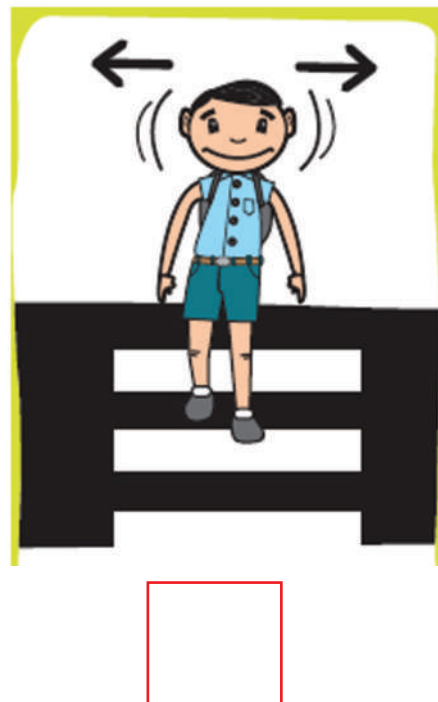
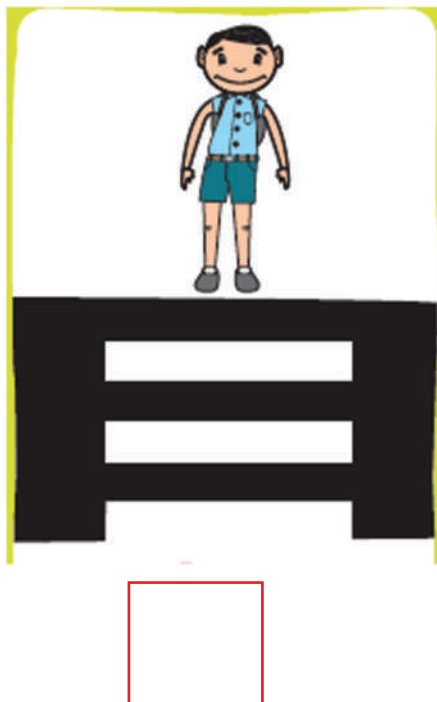
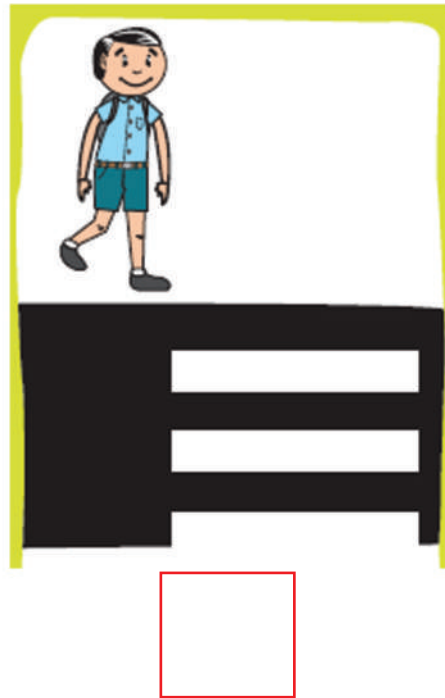
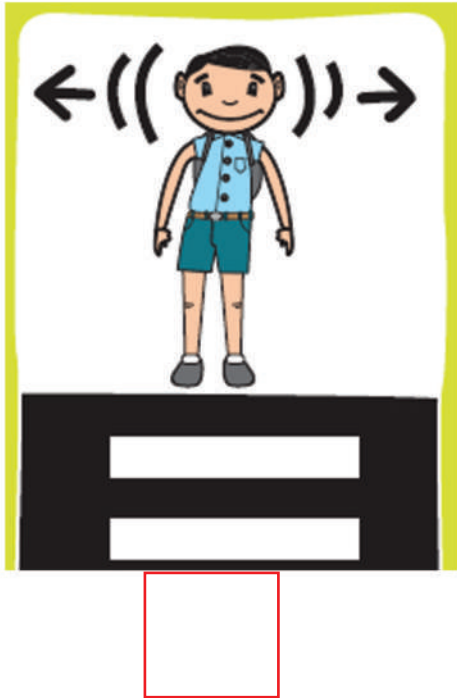


Activity 3

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.



Lesson 14 Traffic signal lights for pedestrians (Pelican Crossing)



CLASS ACTIVITY



Activity 1

Signal Lights

Observe and describe each picture (A and B).



Picture A



Picture B

Label to find out the type of Pedestrian Crossing.

___ ___ destrian + ___ ___ ght + ___ ___ trolled

Activity 2

Colour of the signal lights!

- Colour the little man.



Stop and Wait





Walk



Activity 3

Complete the table below with the correct words.

green, stop, walk, red.

Pedestrian Lights	Colour	Action
	_____	S _____
	_____	W _____

Lesson 15 Pelican Crossing

Activity 1

When should we cross?

Put a tick on the picture to show when we should cross the road.



Picture A

☐

Picture B

☐

Lesson 16 Types of crossing (Pelican Crossing)



CLASS ACTIVITY



Activity 1

Observation and discussion



Activity 2

Match the action of the pedestrians to the appropriate signal light for pedestrians.



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.

Fill in the blanks.

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









Lesson 17 Crossing zone

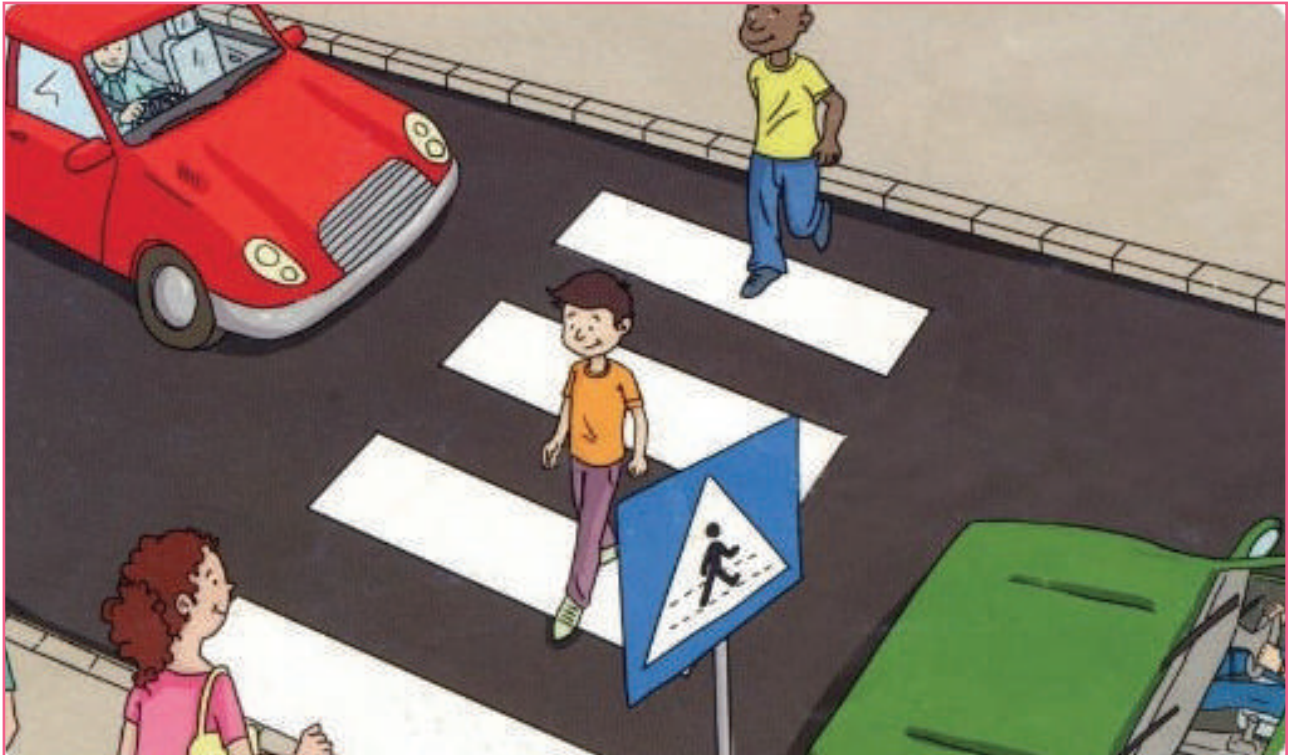


CLASS ACTIVITY



Activity 1

Observe and discuss



Picture A



Picture B



Activity 2

Draw the 'safe crossing zone' in Pictures A and B on page 39.



Activity 3

Tick (✓) the correct behaviour and cross (✗) for the wrong behaviour.

1.	I can cross the road diagonally.	
2.	I should cross within the safe crossing zone.	
3.	I can cross outside the safe crossing zone.	

Lesson 18 Good and bad practices when crossing the road



CLASS ACTIVITY



Activity 1

Good and bad practices when crossing the road.

Put a (✓) for Good practices and (✗) for Bad practices.



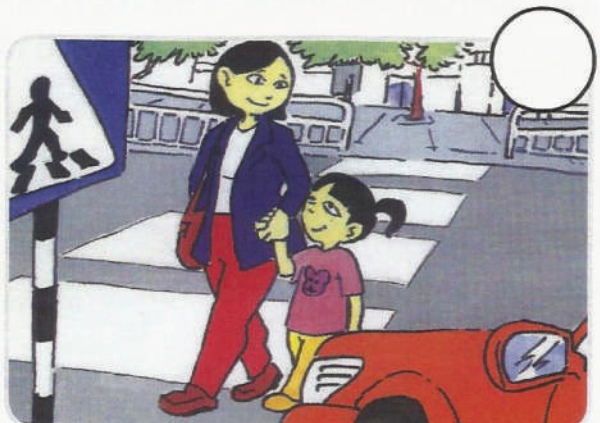
Crossing when the road is clear in the absence of a pedestrian crossing



Crossing at a bend



Crossing behind vehicles



Crossing at a pedestrian crossing



Using the footbridge to cross



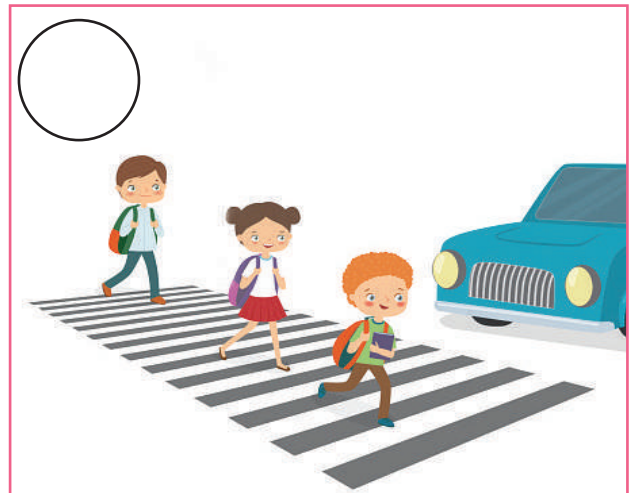
Crossing between vehicles



*Crossing the road
while using the cell phone*



Playing on the road



*Crossing the road
within the safe crossing zone*

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



CLASS ACTIVITY



Activity 1

Observation and discussion - Refer to pictures 1 to 4 below.

In which photo vehicles appear closer?

Which vehicles are far away?

How does the vehicle appear as it approaches?

Fill in the blanks using - close, far, small and large.



1.



2.



3.



4.

Activity 2

Label the pictures A-D below with the following words.

Fast	Coming nearer
Going Away	Moving slowly



A.



B.



C.



D.

Lesson 20

Types of crossing (Footbridge, Underpass and Pedestrian level crossing on Railway Tracks)



CLASS ACTIVITY



Activity 1

Observation and discussion



Footbridge

Activity 2

Observation and discussion



Picture 2A



Picture 2B

To cross motorways we use a

Activity 3

Observation and discussion



Picture 3

We can also use the to cross motorways.

Activity 4

Observation and discussion



Picture 4

Activity 5

Write True or False where appropriate.

		True OR False
1.	A footbridge allows people to cross the road over traffic flow.	
2.	A footbridge can be found underground.	
3.	Motorcycles can cross the road on a footbridge.	
4.	It is safe to use the underpass to cross a motorway.	
5.	There are signal lights at level crossings to avoid accidents.	

Lesson 21 The road and weather conditions (Part 1)



CLASS ACTIVITY



Activity 1

The road during bad weather

Observation and discussion



Activity 2

Observe the pictures below and discuss how the weather conditions affect pedestrians.



Picture 1: Flood



Picture 2: Cyclone



Picture 3: Heavy rain



Picture 4: Fog/Mist

Lesson 22 The road and weather conditions (Part 2)



CLASS ACTIVITY



Activity 1

Observation and discussion





Activity 2

Weather conditions

Observation and discussion



Picture A: Heavy rain



Picture B: Cyclone



Picture C: Mist/ Fog



Picture D: Wind



Activity 3

Icons Bad Weather Conditions.

Match the icon with the weather condition.



Sunny

Rainy

Cloudy

Cyclone

Thunderstorm

Windy

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



CLASS ACTIVITY



Activity 1

Pedestrians during bad weather

Observation and discussion



Activity 2

Appropriate accessories during weather changes.

1



Boots

2



Raincoat

3



Umbrella

4



Raincoat with
retro-reflective bands

Activity 3

Pedestrians accessories during bad weather

Match the pictures of Column A to their names in Column B.

Column A



Column B

raincoat with
retro-reflective
bands

rain boots

Umbrella

raincoat



Activity 4

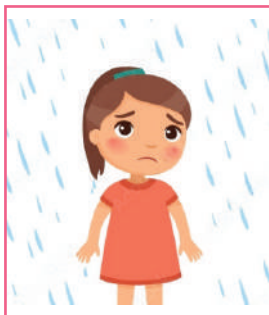
Functions of accessories.

Put a tick [✓] in the spaces provided below for the correct picture.

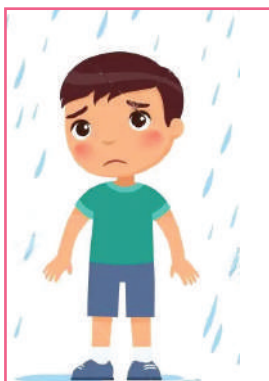
a) An umbrella.

☐☐

b) A raincoat.

☐☐

c) A pair of rain boots.

☐☐

Lesson 24 Be Bright Be Seen

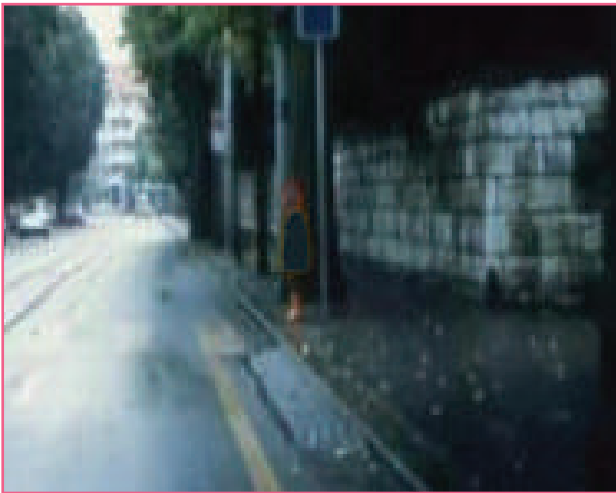


CLASS ACTIVITY

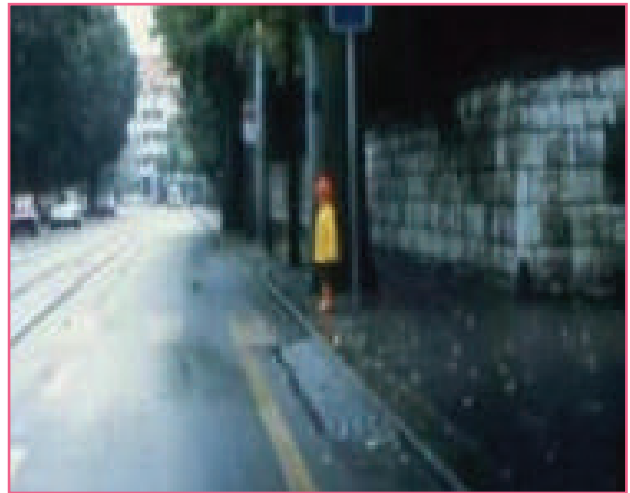


Activity 1

Observation and discussion



Picture 1

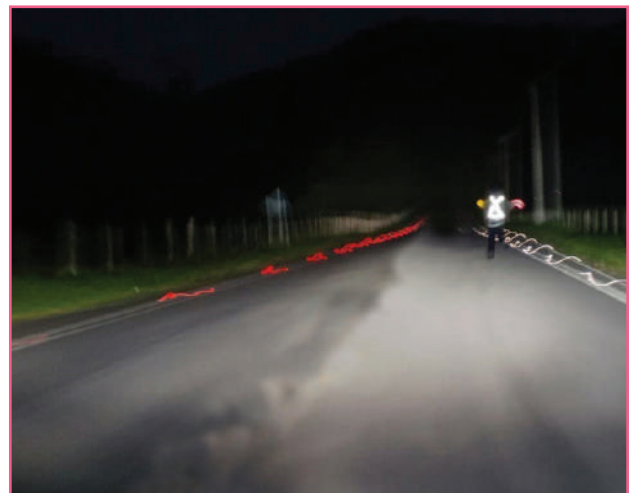


Picture 2



Activity 2

Class discussion.



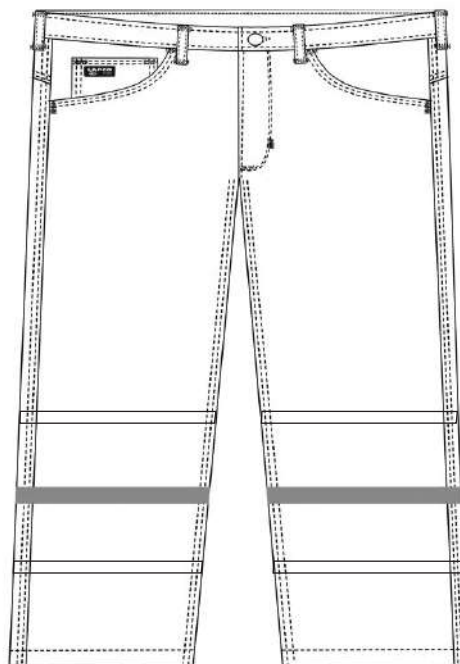
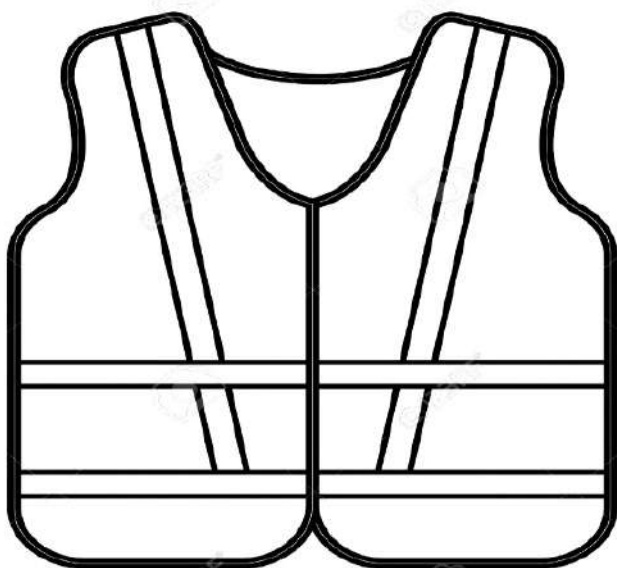
Activity 3

Put a tick to show the proper way of dressing at night.



Activity 4

Use fluo pen or yellow wax crayon to colour the retro-reflective BANDS (green or yellow).



Lesson 25 Intersections



CLASS ACTIVITY



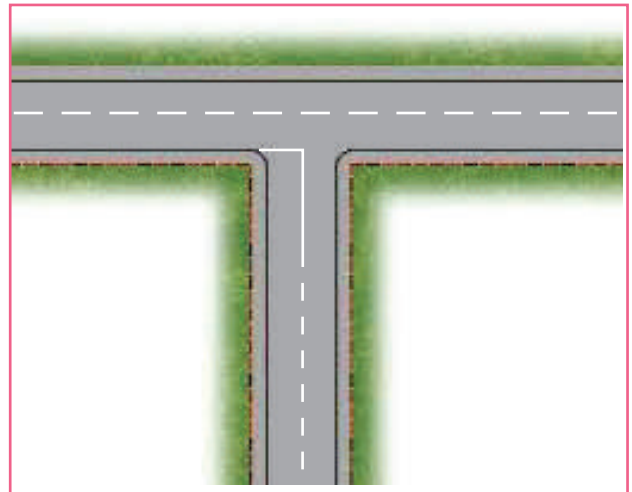
Activity 1

Types of intersections

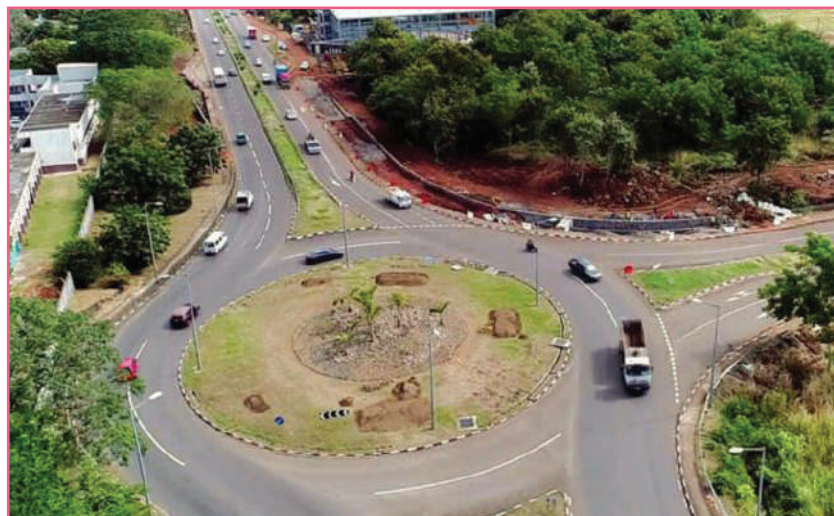
1. Cross Junction



2. T-Junctions



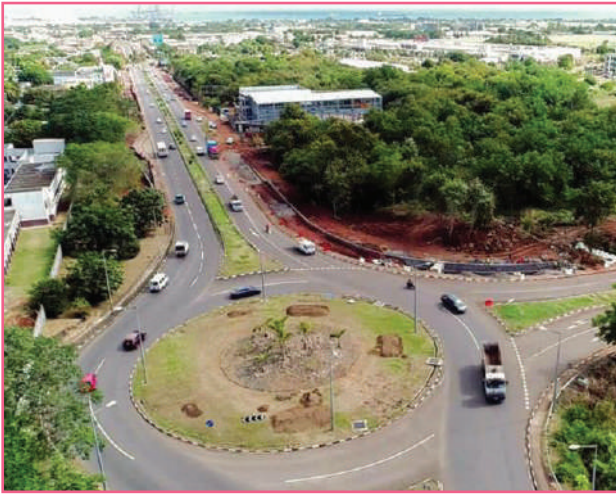
3. Roundabout





Activity 2

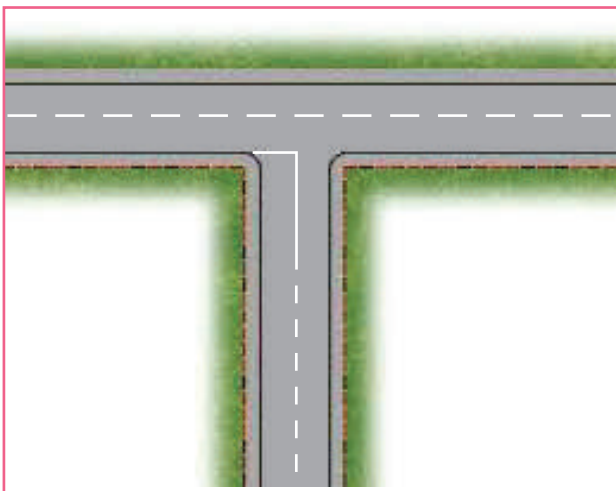
Match the picture to its corresponding name.



Cross junction



T-Junction

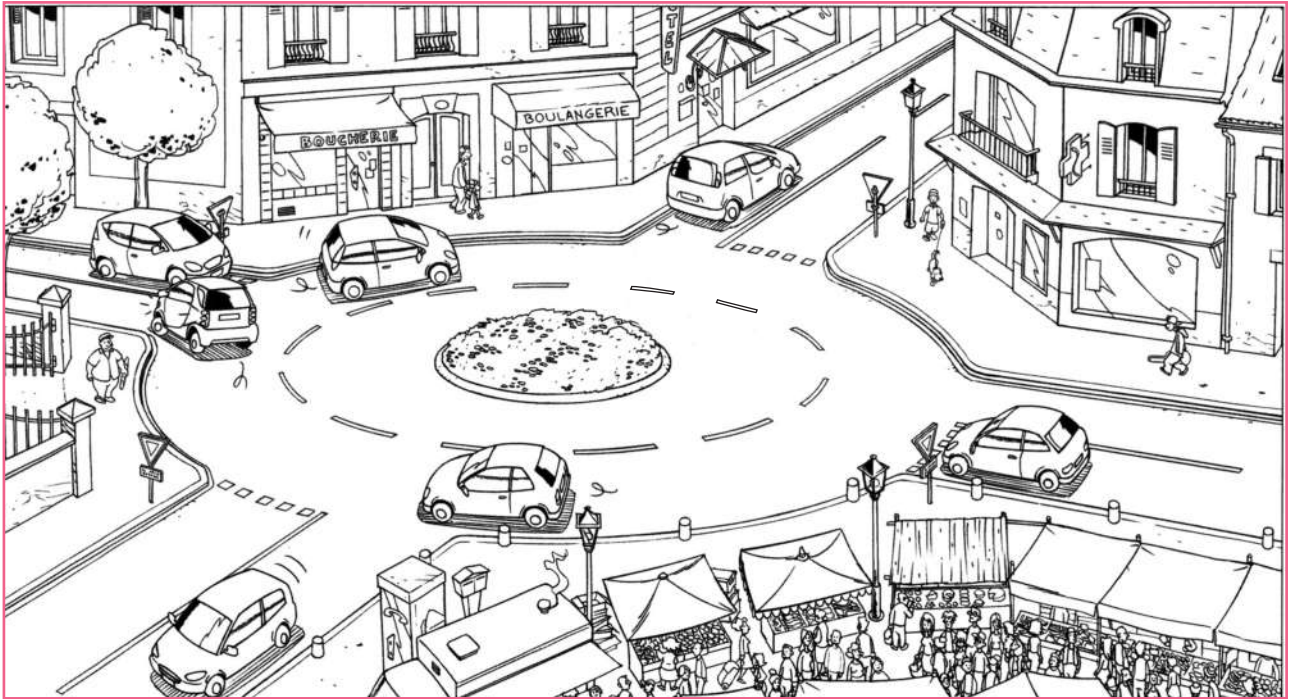


Roundabout

Activity 3

I colour the vehicles in the roundabout.

- Entering the roundabout: **Yellow**
- Circulating in the roundabout: **Red**
- Exiting the roundabout: **Green**



Lesson 26 Road accidents in relation to pedestrians' behaviours



CLASS ACTIVITY



Activity 1

Observation and discussion

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*



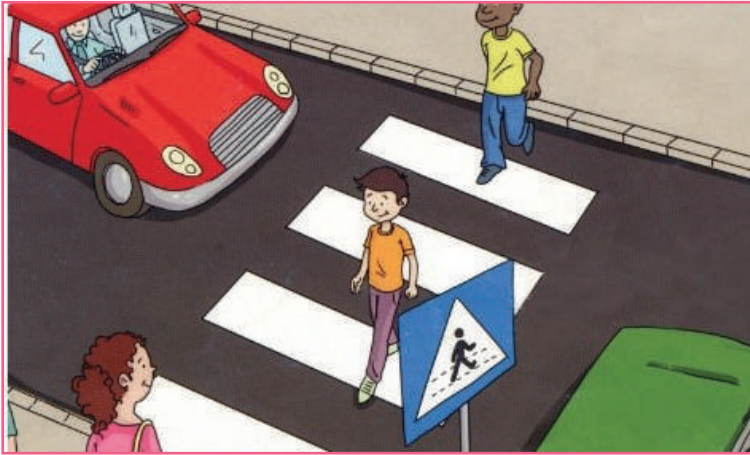
*Picture 6:
Walking on the footpath*



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

Activity 2

Tick (✓) the good behaviours and cross (X) the bad behaviours in the pictures below.

☐☐☐



Activity 3

I tick (✓) the 'good' behaviour and cross (X) the 'bad' behaviour.

		(✓) OR (X)
1.	I should always stop by the edge of the road before crossing.	
2.	I can run across the road while crossing.	
3.	I can cross without looking as vehicles always stop at the zebra crossing.	
4.	I can play with my friends while crossing.	
5.	I should be attentive (look and listen) while crossing the road.	
6.	I can walk in groups on a narrow footpath.	
7.	I should walk in a single file on the footpath.	
8.	I should stop, look, listen and think before crossing the road.	
9.	I can safely walk on any side of the road when there is no footpath.	
10.	I make sure that all vehicles have stopped before crossing.	
11.	I should cross straight within the safe crossing zone.	
12.	I should walk on the right-hand side facing oncoming vehicles when there is no footpath.	

