

ROAD SAFETY EDUCATION

GRADE **5**
PUPIL'S ACTIVITY BOOK



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)



ROAD SAFETY EDUCATION



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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, 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 Pupil's Activity Book, we have also developed corresponding Teachers' Book 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 Books develop 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 Teacher's Book 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, rules and regulation. 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 | The Bicycle

Activity 1 | Observation and discussion



1818
draisine



1830
two-wheel velocipede



1860
pedal-bicycle



1870
high-wheel bicycle



1890
safety bicycle



1960
racing bicycle



Mid 1970
mountain bike



Late 1980
electric bicycle

Activity 2 | Riding a bicycle

I fill in the blanks to show the reasons why people should ride a bicycle.

Use the following words:

fuel bicycle fit fun cheap air longer

The bicycle is a form of transport.

- (i) It also lasts much _____ than a car.
- (ii) A _____ is environmentally friendly.
- (iii) It does not use _____ and thus does not pollute the _____.
- (iv) It helps to keep me _____ as I get exercise.
- (v) It is _____ to go riding with friends.

LESSON 2 | The different parts of the bicycle and their functions

Activity 1 | Observation and discussion








Activity 2 | Parts of the bicycle

saddle pedal chain tyre handlebar

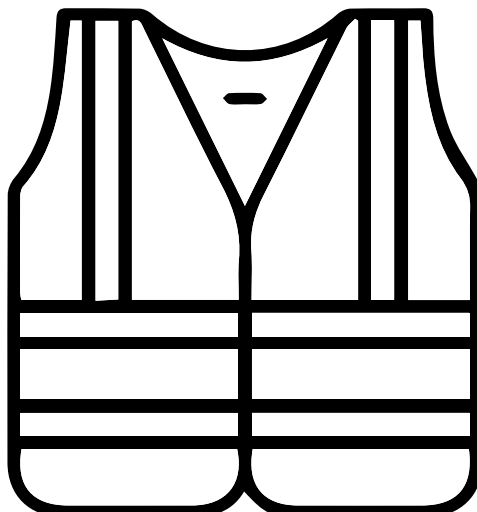


LESSON 3 Safety accessories for the bicycle

Activity 1 | Match each accessories to its name

| Safety accessories | Names |
|---|-----------------------|
|  | Rear light |
|  | Brake |
|  | Retro-reflective vest |
|  | Front light |
|  | Horn/ bell |

Activity 2 | I colour the reto-reflective band in the jacket below



Activity 3 | Matching to show importance of safety accessories



•

•

Attached to a bicycle to improve visibility



•

•

Rear light, making the bicycle more visible to drivers



•

•

Retro-reflective vest - type of high visibility clothing that are designed to make the wearer more visible in low-light and dark conditions



•

•

Used for stopping the bicycle



•

•

To create sound to notify others

LESSON 4 Safety features of the bicycle

Activity 1 | Observation and discussion



Activity 2 | ABC Check

I fill in the missing word for ABC Check.

chain

air

brake

A is for _____ pressure in the tyres.

B is for _____ that are used to stop the bicycle.

C is for _____ which help make the bicycle move.

LESSON 5A Safety gears and their importance - Helmet

Activity 1 | Observe and discuss



Draw an arrow to show the helmet.

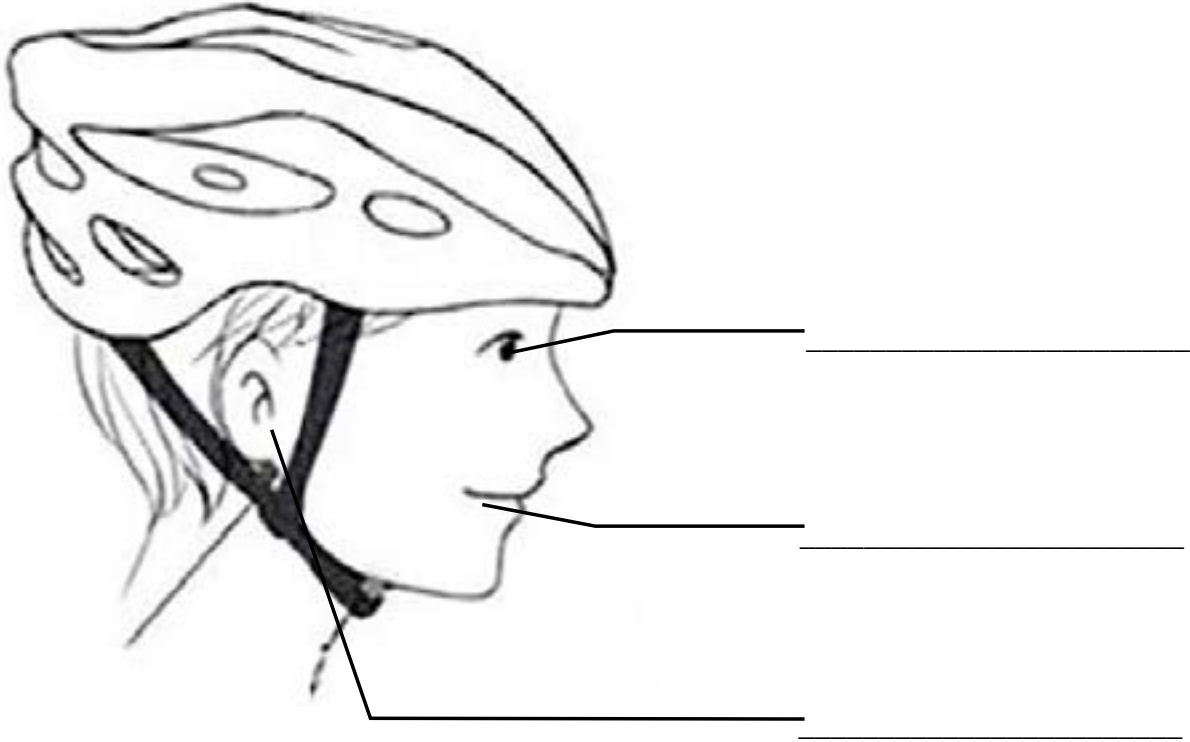
Activity 2 | Helmet Check

Helmet Check

- (i) 2 fingers above the _____
- (ii) 2 ear clips snug under the _____
- (iii) 2 fingers under the _____

Activity 3 | Helmet Fit

What three face parts do you use to remember how to fit your helmet?
Label the 3 parts.



LESSON 5B

The importance of safety gear – Shoes, light/bright coloured clothing, reflective vests.

Activity 1 | Observation and discussion



Activity 2 | Stay visible



Which one is visible?

I put a tick on the proper dress code when cycling on the road at night.

I explain why I should be visible at night when I am cycling.

Activity 3 | Safety gear

Label the safety gears below.

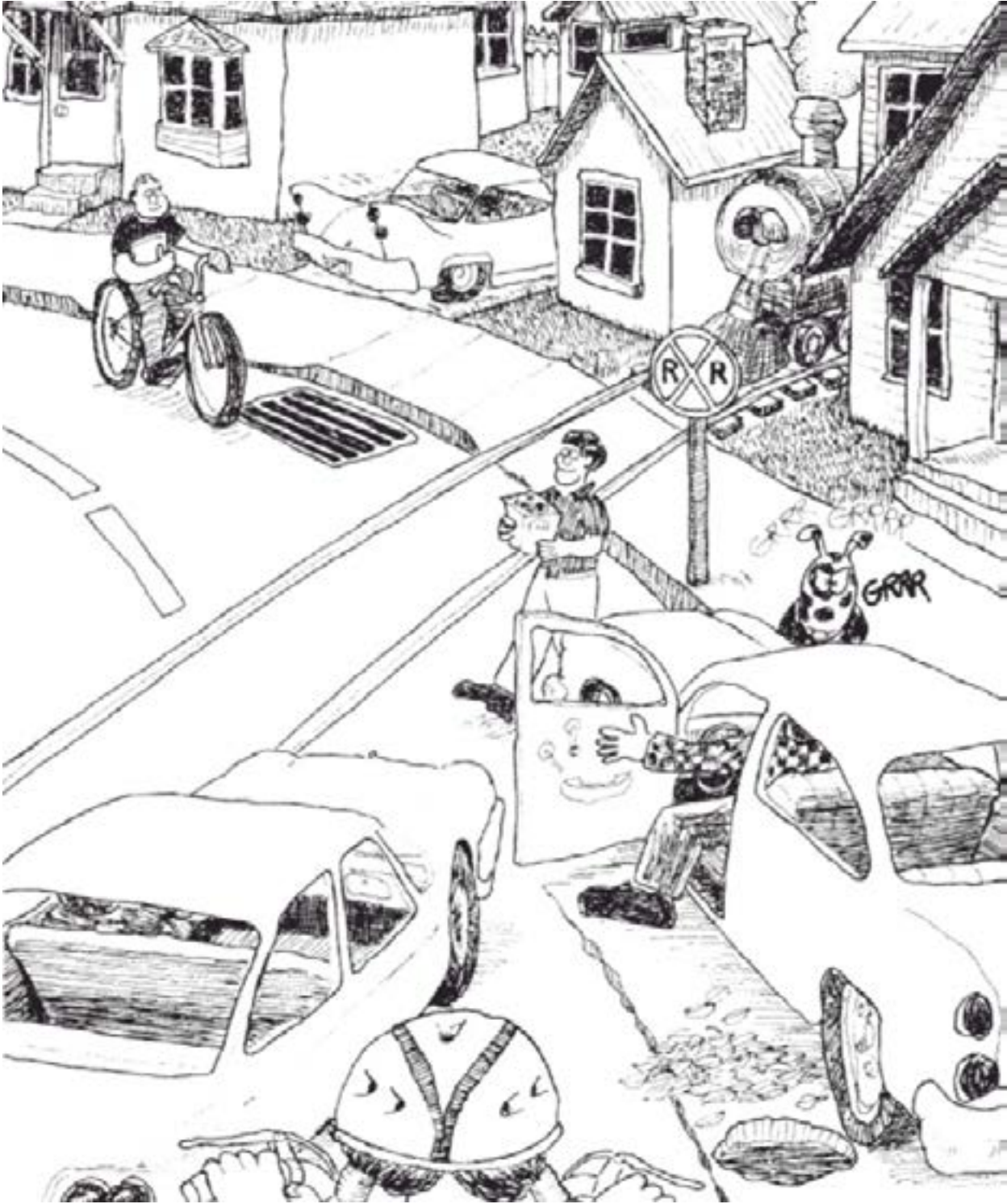


LESSON 6 Hazards involved when riding a bicycle

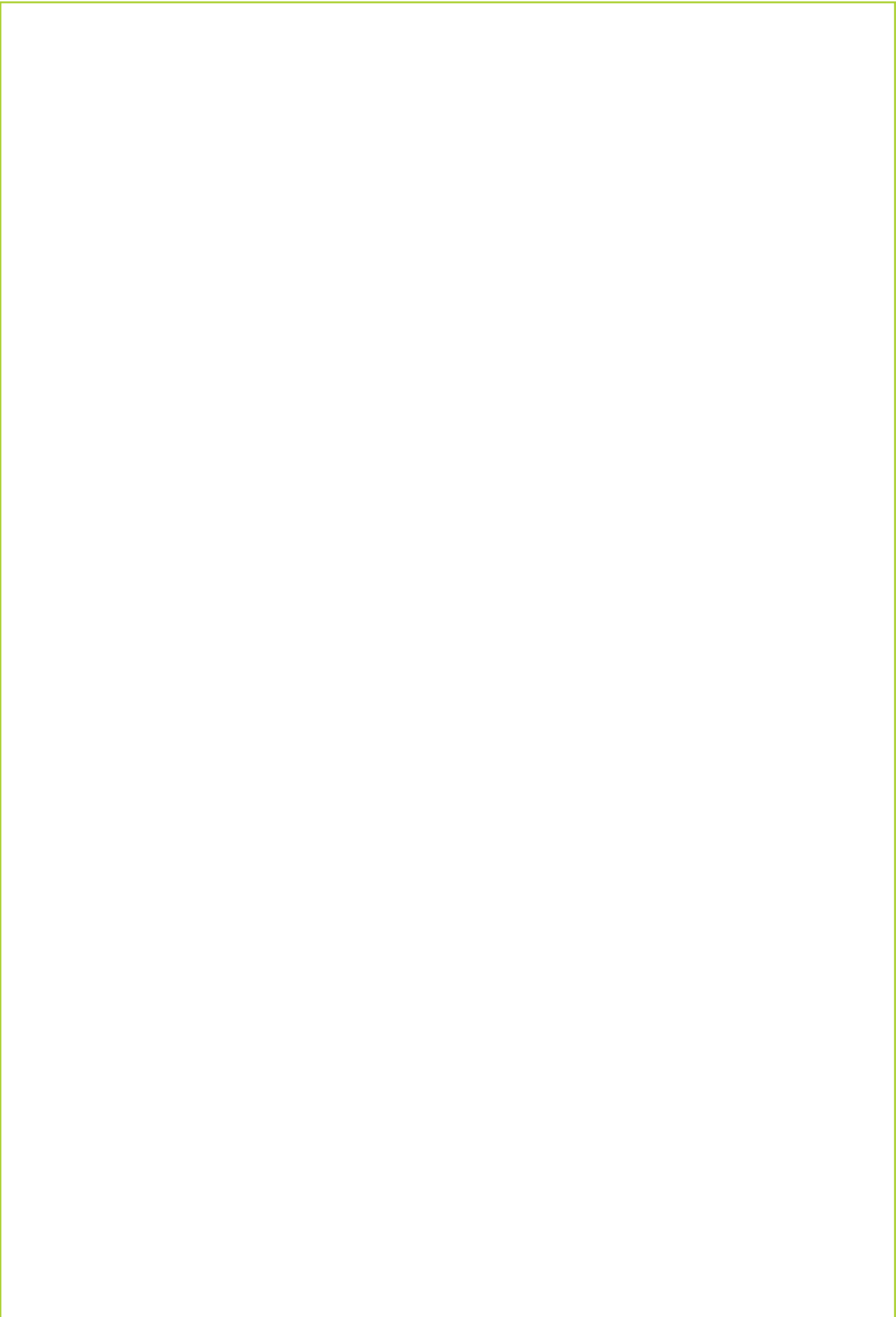
Activity 1 | Observation and discussion



Activity 2 | I identify the hazards in the diagram below



Activity 3 | I draw the map of my favourite bicycle route (to school, to a friend's shop) and include three hazards in the map which I clearly label.

A large, empty rectangular box with a thin black border, intended for a student to draw a map of their favorite bicycle route. The box is currently blank, providing space for the student to sketch the route and identify three hazards to label.

LESSON 7 Risky behaviours when riding a bicycle

Activity 1 | Observation and discussion



Activity 2 | Pledge for safe cycling

Complete the pledge below.

speed

left

helmet

handle

ride

I shall always wear a _____ when riding a bicycle.

I shall always ride a bicycle keeping to the _____ edge of the road.

I shall always hold the _____ bar when riding a bicycle.

I shall never _____ excessively when riding a bicycle.

I shall never _____ or push a cycle on a footway.

LESSON 8 & 9 Getting to know if a bicycle fits me



As a safety guideline you should always ride a bicycle that fits you. Through this activity, you will learn some tips to know if a bicycle fits you.

Activity 1 | Observe and discuss





· CLASS Activity ·

Does the bicycle fit me?

- Stand beside the bicycle, placed on your right-hand side while holding the frame and the saddle.



- Check if the saddle is at the same height as your waist.



- Get on the bicycle and remember that your feet should touch the ground when not riding the bicycle. It will allow you to keep balance when getting on and off the bicycle.
- If you feel that the seat is too high or too low, you can adjust the seat height by pulling the lever.



- Adjust the seat according to the desired height.



- When done, tighten the lever back.



Handlebar Height

- The handlebar height should be adjusted for comfort first.
- Bars that are adjusted too high will result in pain from too much weight on the saddle.

Handlebar Reach

- To have a proper reach for the handlebar, the tips of your fingers should touch the handlebars and the handlebar should be about the same width as your shoulders.
- Finding a proper fit is essential before riding a bicycle. Make sure that you can stand over the bicycle without the top tube of the frame pressing on the crotch.
- Always ensure that you ride a bicycle that is at the adequate height.



Activity 1 | Observation and discussion

Observe and discuss the pictures below.



Picture 1: A circular sign with red border indicating 'no entry for cycles'



Picture 2: A circular blue sign indicating a 'compulsory route' for bicycles



Picture 3: Road marking indicating route for cycles



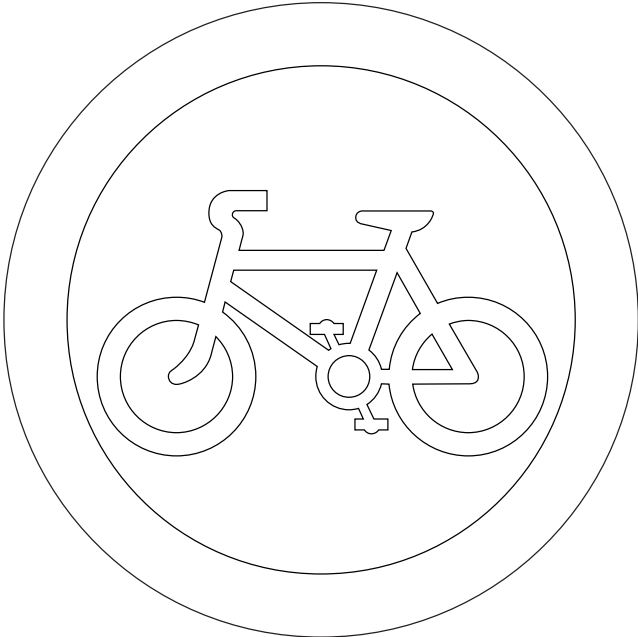
Picture 4: Cycle Track in recreational parks



Picture 5: Cycle Track at St Felix Public beach

Activity 2 | Colouring Activity

(a) I colour to show no entry sign for bicycle.

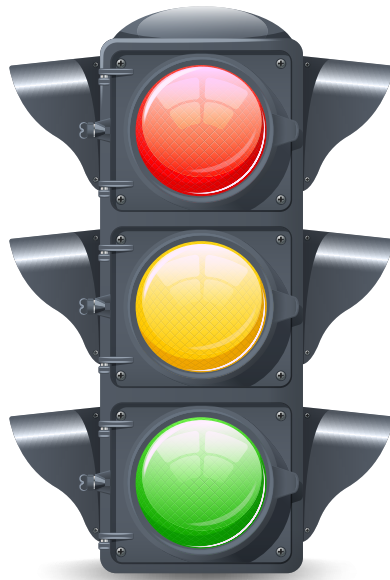


(b) I colour to show compulsory route for bicycle.



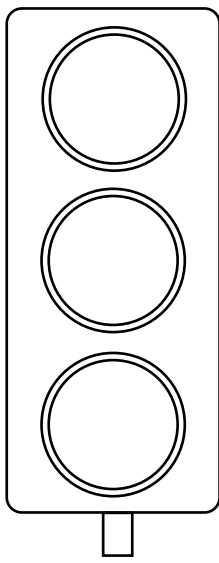
Activity 1 | Observation and discussion

1. Observe and discuss the picture below.
2. How many colours do the traffic signal lights usually display?
3. What are they?

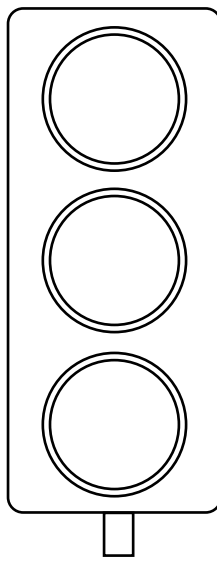


Activity 2 | Traffic Signal Light

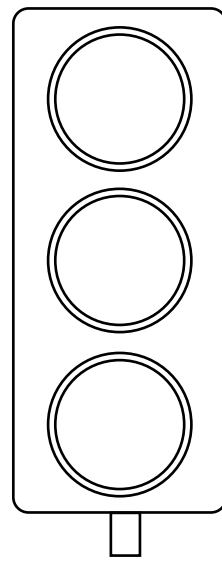
1. Shade the traffic signal lights below with the corresponding colour.
2. Write down under each colour what a cyclist should do.



Red



Amber



Green

Activity 3 | Traffic Signs

Observe and discuss.



1. Have you seen these traffic signs? If yes, where?
2. According to you, what do the traffic signs mean?

Activity 4 | Observe and Discuss

Prohibition signs:



No Left turn



No Right turn



No U-turn



No Entry



Speed Limit '50 km/h'



No entry for cycles

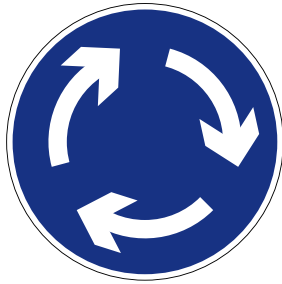


No entry for pedestrians

Mandatory signs:



Compulsory route for cyclist



Compulsory Roundabout



Compulsory footpath



Pass this side

Warning signs (the apex of the triangle is upwards):

The warning signs are usually placed a few metres before the place where the action should take place.



Level crossing without gate or barriers



Cyclist entering



Children



Pedestrian crossing



Roundabout



Two-way traffic

Informative signs:



Pedestrian crossing



One-way Road



Hump



Hospital

Some informative signs can also be of other colours than blue:



Bus stop

Priority signs:



Stop



Give way

Activity 4 | I Match

Match the words to the pictures.

Stop



Compulsory route for cyclist



No right turn



Pedestrian crossing



One-way road



Speed limit



Bus Stop



No entry for cycles



No Entry



Roundabout



LESSON 14 Hand signals

Activity 1 | Observation and Discussion

1. Observe and discuss the pictures below.
2. Practise the hand signals so that you can make use of them.

Turn right or overtake



Extend your right arm horizontally to the right.

Turn left



Extend your right arm horizontally and raise your right forearm to form an angle of 90 degrees.

Stop or slow down



Extend your right arm horizontally to the right and slowly move your arm up and down at least three (3) times.

Activity 2 | I match.

I match the correct movement to be done for each situation below.

Overtaking a car ●



Turning right ●



Stopping ●



Turning left ●



PRACTICAL SESSIONS

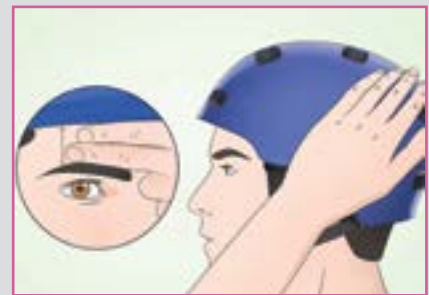


Helmets are an important gear for cyclists' safety. Practising bicycle safety is primordial before getting on a bicycle. The helmet is made to protect your head in case you get into a crash. Here are some tips to ensure that helmets are appropriate for you.



HELMET FIT TEST

- **Eyes – Helmet position**
 - Level on your head - covering your forehead.
 - Your helmet should sit level on your head and low on your forehead — one or two finger widths above your eyebrows.
- **Ears – Side straps**
 - Sliders position in a V or Y under earlobes.
 - Adjust the slider on both side straps to form a V-shape under and slightly in front of each ear.
- **Mouth – Final fit**
 - Are you able to talk?
 - Does your helmet fit right? Try this, open your mouth wide, the helmet should pull down on the head.



You can try this with a friend to see if your helmet fits.



ABC QUICK CHECK

- **ABC Quick Check**
 - Check the air pressure in your tyres.
 - Inflate tyres to pressure listed on tyre sidewall, if needed.
 - Use tyre gauge to ensure proper tyre pressure.
 - Check for damage to tyre tread and sidewall; always replace damaged tyres.
- **B is for Brakes**
 - Inspect brake pads and the braking surface of the rim for wear; replace pads or rims if worn past wear indicators.
 - Check pad adjustment: make sure they do not rub on tyre.
 - Check brake-lever adjustments. With brakes applied, there should be a space between the lever and handlebar.
- **C is for Cranks, Chain, and Cassette**
 - Ensure that crank bolts are tight.
 - Check chain for wear and proper lubrication. Chain should not be oily, but not completely dry.
 - If chain skips on the freewheel or cassette, you may need an adjustment or new part.
- **✓ is for "Check it Over"**
 - Inspect the bicycle for loose or broken parts. Tighten, fix, or replace them before you ride.
 - Take a quick ride to ensure that everything is working properly.



LESSON 15 & 16 Control a bicycle using your hands



Being able to control your bicycle allows you to be safe when riding it. You can try to push your bicycle while walking by

1. Keeping both hands on the handlebar.
2. Holding the headtube with one hand.
3. Holding the saddle with one hand.

Follow the instructions from your Educator to carry out the activity.

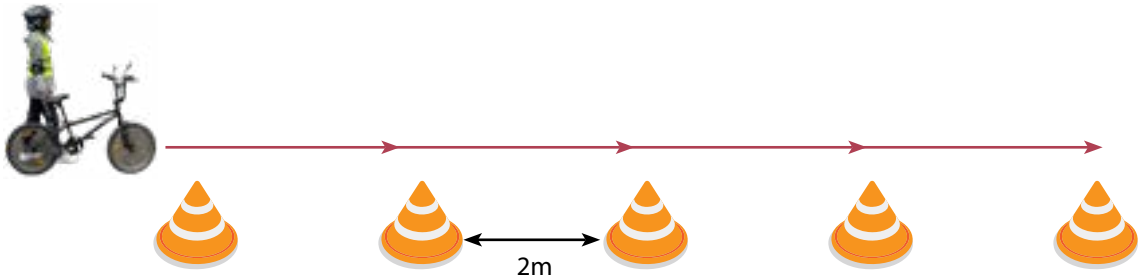
Activity 1 | Controlling your bicycle while walking.



· CLASS Activity ·

I control my bicycle with my hands.

- A row of ten cones spaced approximately 2 metres apart will be set up. These represent the traffic.
- Stand on the left-hand side of the cones.
- Always stay on the left-hand side of your bicycle and look ahead.



1. Pushing the bicycle by keeping both hands on the handlebar.

- Place yourself on the left side of your bicycle and hold the handlebar with both hands.



- Guide your bicycle on a straight line by keeping both your hands on the handlebar.

2. [Holding the head tube with right hand.](#)

- Guide your bicycle on a straight line by holding the head tube with your right hand.



3. [Holding the saddle with the right hand.](#)

- Guide your bicycle on a straight line by holding the saddle with your right hand.



- Always stay on the left side of your bicycle and keep looking ahead.
- Do not forget to always stay focused on the road and look in front of you.

Activity 2 | I tick the correct image.



MOUNTING A BICYCLE

1. Stand on the left-hand side of the bicycle.



2. Hold the handlebar with both hands and apply both brakes.



3. Place the bicycle in a vertical/upright position and pull up/flip up the kickstand by giving a gentle back kick on it.



4. Slightly lean the bicycle towards your body.



5. Keep your left foot on the ground, raise and swing your right foot over the saddle and place it on the other side of the bicycle.



6. Sit on the bicycle with both feet on the ground (Both feet should touch the ground for stability of the bicycle when it is a standstill position).



7. Using the right foot, move the right pedal and align it with the down tube.



8. Look backward for traffic and give "START" hand signal using the right hand. (The right hand to be extended horizontally to the right.)



9. Look ahead.



10. Check when the area is clear. Push the ground backward with your left foot and press on the right pedal and release the brakes at the same time while looking ahead. The two hands should always cover the two brakes.

11. When the left pedal has reached the "TOP" position, place your left foot on it and keep on pedalling with both feet while keep on looking ahead.

DISMOUNTING A BICYCLE

1. Signal with the right hand to stop by moving the right arm up and down 3 times.



2. Replace the right hand on the handlebar.
3. Apply both brakes lightly and come to a complete stop.



4. Raise your body from the seat and put your left foot on the ground while your right foot remains on the right pedal at the bottom position.
5. Remove your right foot and place it on the ground.
6. Lean the bicycle slightly to the left and raise your right foot and swing it over the saddle and place it on the ground on the left side of the bicycle.
7. Put the bicycle in a vertical/upright position, pull down/flip down the kickstand with your right foot and release the brakes.

Activity 1 - Label the brake on the bicycle



Activity 1 | Label the different parts of the brake.

brake lever brake cable brake pads brake shoe





Activity 2 | Draw a line where the rider should start to apply the brake to reduce speed.



Activity 3 | What will happen if we do not reduce speed before coming to a complete halt?



Follow these steps to get on and off your bicycle.



· CLASS Activity ·

Getting on and off the bicycle

- Start by placing the bicycle on your right-hand side and holding the handlebar with both hands.



- Apply the brakes before attempting to get on or off the bicycle to prevent it from moving.



- Remove the kickstand.



- To get on the bicycle, you should slightly incline the bicycle towards yourself.



- Your left foot should rest firmly on the ground while the right leg swings over the saddle.





Listen to your Educator's instructions to play this fun game.



· CLASS Activity ·

Simon says

- Practising walking along with the bicycle, and getting on and off the bicycle safely will help you implement safe habits.
- Stand in front of your Educator holding your bicycle.
- Your Educator will call "Simon says" to... (e.g., get on your bicycle, walk along with your bicycle, get off your bicycle, walk in circle by leaving a 1 metre distance between your friends...)

Activity 1 | Sequence for getting on and off the bicycle



Rewrite the sentences in order to show the correct sequence for getting on and off the bicycle.

How to get on and off a bicycle

Correct order

To get on the bicycle, you should slightly incline the bicycle

Check ABC

Start by holding the handlebar

Remove kickstand

Swing your right foot over the handle

Your left foot should rest firmly on the ground



Maintaining balance on two wheels is fundamental when riding a bicycle as it allows you to keep control of the bicycle and boosts your confidence whether you are riding or stopping your bicycle.

Follow the instructions from your Educator to carry out the activity to warm up.



· PRACTICAL Activity ·

Warm up activity – Who let the Gorillas out?

- With your bicycles, line up in front of your Educator and not too close together with your classmates.
- Get on the bicycle.
- Put your feet firmly on the floor and strongly anchor them like no one can move them.
- Do you know how gorillas beat their chest?
- Your Educator will make a demonstration for you.
- Keep your head up and maintain eye contact with your Educator.
- Next, rest your hands on the handlebar while applying the brakes.
- Perform a two footed stamp, both feet off the ground at the same time. Repeat multiple times.
- Stay focused to keep balance when performing the activity.



Now, you will try to glide with your bicycle while keeping balance.

Follow the instructions from your Educator to carry out the activity.



· PRACTICAL Activity ·

I glide with my bicycle.

- Sit on the bicycle with your feet firmly on the ground.



- Remove the kickstand from your bicycle.



- On the instruction of your Educator, push the bicycle with your feet and glide with it.



- When you have attained a good speed, lift your feet off the ground and keep balancing.
- Try to keep balance on the bicycle while gliding.



Activity 1



Put the scrambled letters in the correct order to find each word. The answers are provided at the end of the exercise.

- (a) ABAECLN _____
- (b) LPDAE _____
- (c) IDRE _____
- (d) TCLRONO _____
- (e) ELHMET _____
- (f) SAFTYE _____
- (g) EMRFA _____

Balance Frame Helmet Pedal Safety Control Ride

LESSON 23 & 24 Start riding a bicycle



Now that you have checked your bicycle, you are good to go.

Follow the instructions from your Educator attentively and use the steps below to start riding your bicycle.



· PRACTICAL Activity ·

Start riding a bicycle.

- Remove the kickstand with your right foot by giving it a kick.
- Sit on the bicycle with your feet firmly on the ground with the brakes applied.



- Set the pedal upfront by placing your right foot underneath the pedal and pushing it upwards until it is aligned with the diagonal tube.



- Place your right foot on the pedal whilst keeping your left foot on the ground.



- Give the appropriate hand signal before starting to pedal.



- Give a push backward on the ground with your left foot whilst pressing on the right pedal with your right foot at the same time. Keeping balance on the bicycle is essential as, if the push is insufficient, your bicycle will be unsteady, and you may lose control and balance, and risk falling.



- When the right pedal is in a downward position, place the left foot on the left pedal when it is in an upward position and keep pedalling while looking ahead.



Activity 1



Put a (✓) for the good practices and a (✗) for the bad practices.

(a) You must always check your bicycle before riding it.



(b) You can ride a bicycle of any size.



(c) You can carry a person on the frame of your bicycle.



(d) You should always wear safety gears when riding a bicycle.





Staying focused and looking straight forward is important to keep balance when riding a bicycle. The following activity will help you to ride your bicycle in a straight line and staying focused on your target destination.

Follow the instructions from your Educator to carry out the activity.



· PRACTICAL Activity ·

Riding in a straight line in between cones.

- You will have to ride the bicycle in a straight line in between cones from a defined starting point.



- Keep looking straight ahead at the wooden stake at the end of the track, rather than looking down. This will help to ride in a straight line.
- On the blow of the whistle from your Educator, you will take turns to remove the kickstand, get on the bicycle, and give the appropriate hand signal before starting to ride through the cones. Stay focused on the wooden stake at the end of the track.





Now, let us add a layer of difficulty. An obstacle will be placed on the track but remember you just have to remain focused on your target destination.
Follow the instructions from your Educator to carry out the activity.



· PRACTICAL Activity ·

Riding in a straight line in between cones on a wooden plank.

- You will have to ride the bicycle in a straight line between cones from a defined starting point with a wooden plank placed in the middle of the track.



- Keep your attention on the wooden stake at the end of the track and stay focused on your balance.



- On the blow of the whistle from your Educator, you will take turns to ride through the cones and on the wooden plank. Stay focused on the wooden stake at the end of the track.



Activity 1



Now that you have successfully completed the practical sessions, **help Sonia to reach home by completing the maze.**



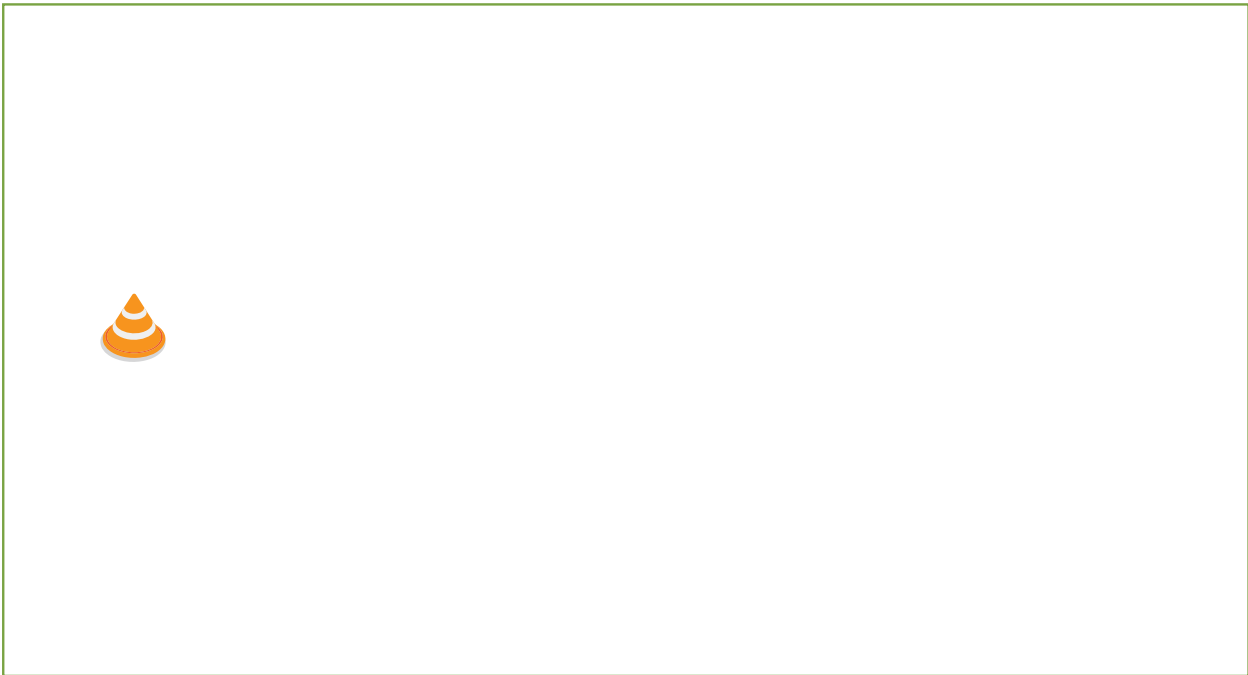
LESSON 27 & 28 Ride in between Cones

Activity 1 | Observation and discussion.

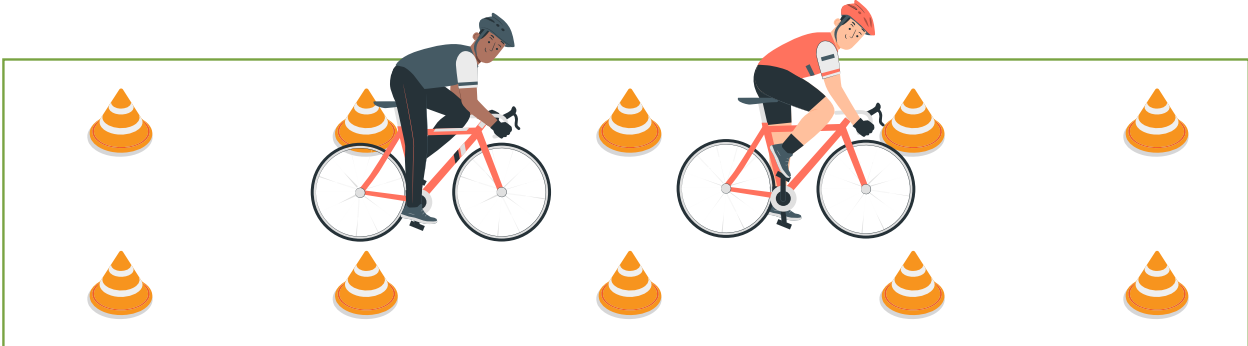


Circle the obstacles in picture B.

Activity 2 | In the tract below draw cones to show obstacles and insert bicycle movement in between the cones.



Activity 3 | Put a tick on the tract showing the correct position of riders when cycling in between cones.



Activity 4 | Tick the correct answer for the steps for riding through cones smoothly.

1. Good position and posture when riding in between cones is
 - A** Your body slightly forward, elbows bent, and knees flexed.
 - B** Your body is straight and head held high.
2. I start riding my bicycle by
 - A** Using excessive front brake.
 - B** Leaning on my bicycle.
 - C** Standing on the right side of the bicycle with one foot on the ground.
 - D** Pushing off with one foot and place the other foot on the pedal.
3. I navigate between the cones by
 - A** Looking straight ahead.
 - B** Focusing on the space between the cones.
 - C** Shifting my sight to the next cone I am likely to pass from left to right.
 - D** Applying sudden bursts of acceleration.

4. Applying proper braking techniques to ensure safe stops involve
 - A Squeezing both brakes simultaneously and evenly.
 - B Applying sudden brakes.
 - C Use only left brake.
 - D Squeezing front brake excessive.

5. I pass through the cones using balance, steering and cornering by
 - A Keeping the handlebars steady and gently turning them to the desired direction.
 - B Keeping my head up and looking straight ahead.
 - C Speeding while cycling.
 - D Focusing on the space between the cones rather than directly at them.

6. I improve my cycling skills by doing slalom so that I can
 - A Avoid obstacles on the road and stay in my lane.
 - B Push off with one foot to gain balance while cycling.
 - C Look ahead and focus on the space between the cones rather than the cones.
 - D Applying sudden bursts of acceleration.

Activity 5 | I write the steps to ride between cones by filling in the blanks with the appropriate words.

slowly posture practicing balance confidence cone gently

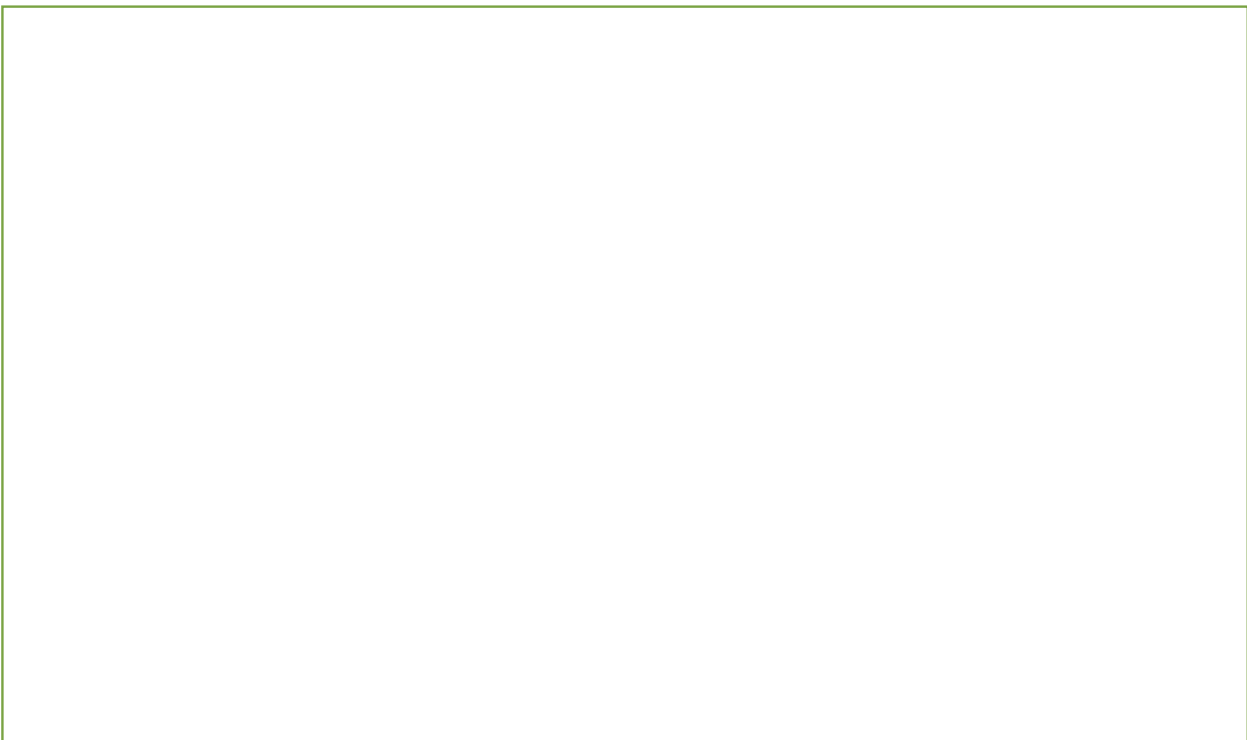
1. I should be in good position and _____.
2. I should start riding _____.
3. I should focus on the _____ I want to ride through.
4. I apply both brakes _____.
5. I keep my _____ and steer to guide my bike through the cones
6. I build _____ by riding at manageable speed
7. I keep _____ to refine my techniques

Activity 1 | Observe and discuss.

(a) Draw a straight road in the space provided.



(b) Draw a road showing a left bend below.



Activity 2 | Observe the picture below and answer the following.



TRUE/ FALSE

(a) When approaching and negotiating a bend, we should ride the bicycle slowly.

(b) We can let go of the bicycle handlebar when negotiating a bend.

(c) The correct way of balancing when negotiating the bend on a bicycle is to lean in the direction of the bend.

(d) You may go off the lane if you cycle quickly when negotiating a bend.

Activity 3 | Draw the road sign which shows bend ahead.



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