

*Pupil's Book*

# Road Safety Education

Grade  
1



**Mauritius Institute of Education**

*under the aegis of*

**Ministry of Education, Tertiary Education, Science and Technology**

**&**

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





*Pupil's Book*

# Road Safety Education

*Grade*

**1**



**Mauritius Institute of Education**

*under the aegis of*

**Ministry of Education, Tertiary Education, Science and Technology**

**&**

**Ministry of Land Transport and Light Rail**

(Traffic Management and Road Safety Unit - TMRSU)



**Dr Aruna ANKIAH-GANGADEEN**

Head Curriculum Implementation,  
Textbook Development and Evaluation

## **RSE PANEL**

### **MAURITIUS INSTITUTE OF EDUCATION**

Mrs Nathalie CONGO-POOTTAREN

Mrs Swalehah BEEBEEJAUN-ROOJEE

Mrs Mithiladevi GOWREESUNKUR-VEERAPEN

Panel Coordinator, Senior Lecturer

Senior Lecturer

Lecturer

### **MINISTRY OF EDUCATION, TERTIARY EDUCATION, SCIENCE AND TECHNOLOGY**

Ms Hanna KHODABOCUS

Mr Prashant RAMFUL

Ms Bibi Mahdiah MANDARY

Mr Joel DESCUBES

Primary School Educator

Primary School Educator (Non-core)

Primary School Educator (Non-core)

Primary School Educator

## **VETTING & VALIDATION COMMITTEE**

### **MINISTRY OF LAND TRANSPORT AND LIGHT RAIL**

Mr Hurrydeo SUNASSEE

Mrs Sareena RAMSURRUN

Principal Technical Officer (Civil Engineering)

Traffic Management and Road Safety Unit

Communication Officer,

Traffic Management and Road Safety Unit

### **MAURITIUS POLICE FORCE**

Mr A. Mirza BOODHUN

Mr Jean Desire Igor CHATON

Sub Inspector of Police – Road Safety Unit

Police Sergeant – 3926

### **The RSE Panel wishes to acknowledge the contribution of:**

Health and Physical Education Instructors and HEP Educators for the vetting and validation sessions.  
Staff and pupils of Moka Government School.

#### **Proof Reading:**

Mrs Mangala JAWAHEER, Lecturer

#### **Photographer:**

Mr Hemduth JOORAWON

#### **Concept and Page layout:**



Mr D. Vijay Putty

ISBN : 978-99949-75-18-1

© **Mauritius Institute of Education** (2023)

This publication is carried out on a strictly non-profit making basis and is meant to be distributed freely to students and educators by the Ministry of Education, Tertiary Education, Science and Technology.

It is strictly prohibited to reproduce this material or use it for any other motive, unless the permission of the MIE and the Ministry of Education, Tertiary Education, Science and Technology is obtained in writing.

# 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.

# Table of Contents

		Page
	Foreword	iii
	Preface	iv
Lesson	Topic	
1	Importance of the road	1
2	Types of roads	2
3	Reasons for using the road	2
4	Types of road furniture (Part 1)	4
5	Types of road furniture (Part 2)	5
6	Signal lights	7
7	Pelican crossing	8
8	Importance of traffic signs	9
9	Types of road furniture - bridges	10
10	Types of road users (Part 1)	12
11	Types of road users (Part 2)	13
12	Types of vehicles (Part 1)	14
13	Types of vehicles (Part 2)	16
14	Safe and unsafe places on the road	17
15	Proper dress code	14
16 & 17	Walking to school	19
18	Safe practices when walking with an adult	20
19	Personal safety - Do's and Don'ts	22
20	Safety on the road - Do's and Don'ts	23
21	Consequences of unsafe road behaviours (Part 1)	24
22	Consequences of unsafe road behaviours (Part 2)	25
23	Good behaviours when travelling by school van	26
24	Good behaviours when travelling by bus	27
25 & 26	Good behaviours when travelling by car	28
27	Importance of seat belts	29
28	Good behaviours on a two-wheeler	31





## Lesson 1 Importance of the road

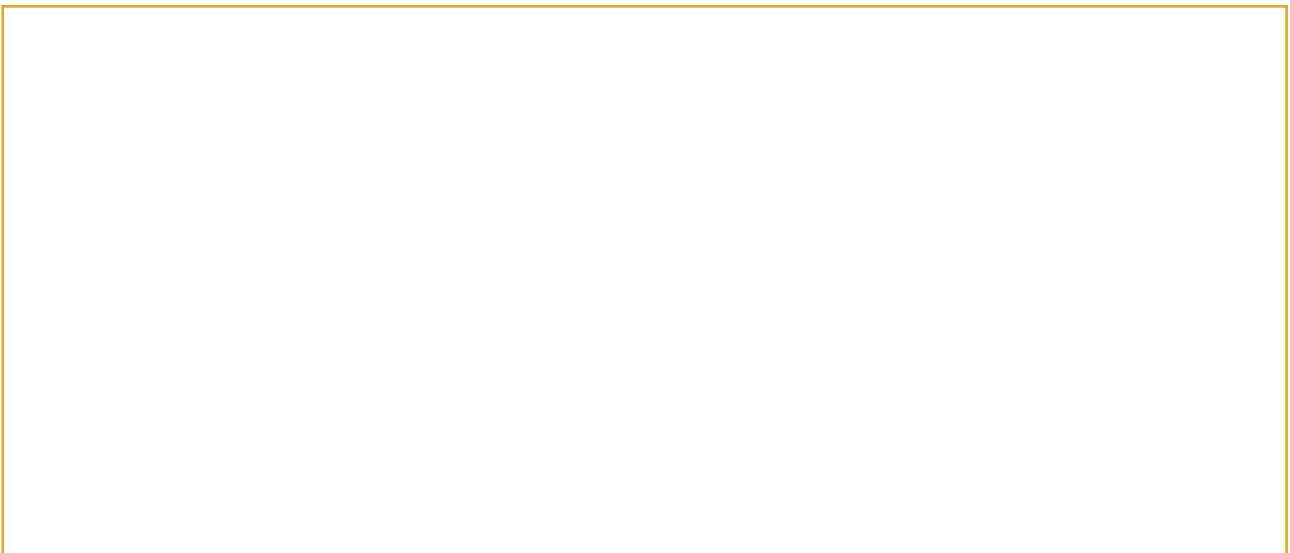
### Activity 1

Observation and discussion



### Activity 2

I draw a road showing two vehicles moving in opposite directions.



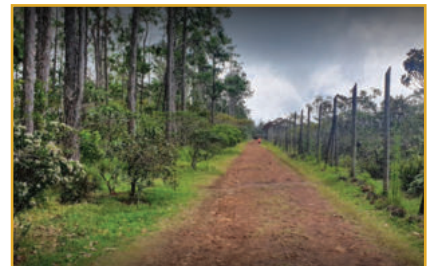
## Lesson 2 Types of roads



### Activity 1

#### Types of roads

I put a (✓) below the trail, a (x) below the narrow road and a (o) below the large road.

☐☐☐

## Lesson 3 Reasons for using the road



### Activity 1

#### The Roads

Observation and discussion







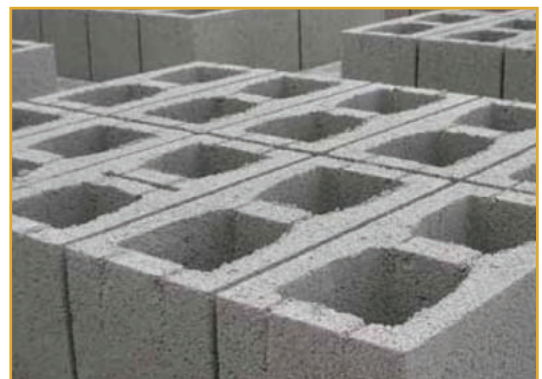
## Activity 2

I match the pictures in column A to the appropriate pictures in column B.

Column A



Column B



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



### Activity 1

Observation and discussion



### Activity 2

Road furniture

I draw two types of road furniture near my school.





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



### Activity 1

Observation and discussion



### Activity 2

Natural surroundings of the road

Observation and discussion





### Activity 3

I tick (✓) the things I see on the road.

☐☐☐☐☐☐☐☐

## Lesson 6 **Signal lights**



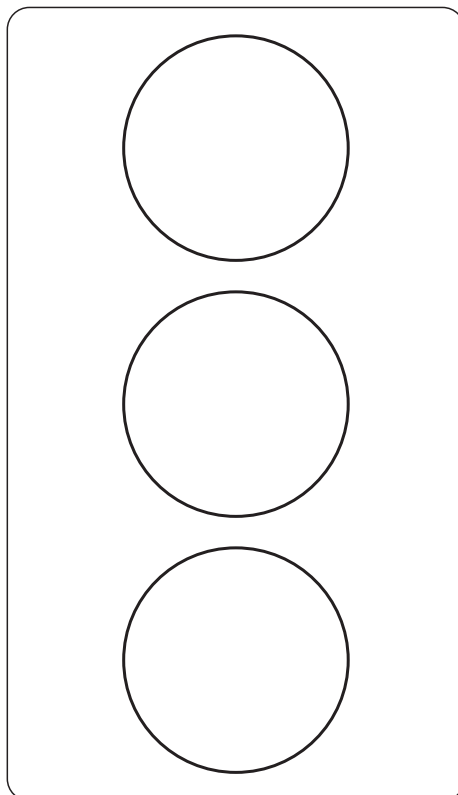
### **Activity 1**

Observation and discussion



### **Activity 2**

I colour the signal lights using appropriate colours.



## Lesson 7 Pelican crossing



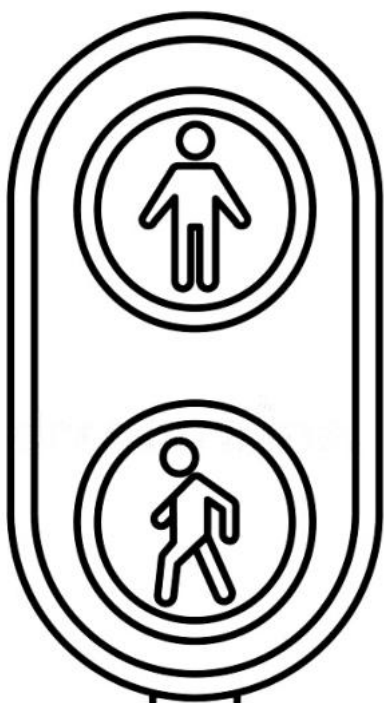
### Activity 1

Observation and discussion

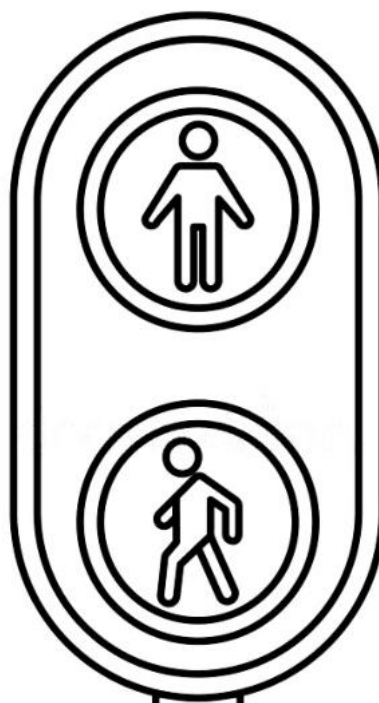


### Activity 2

I colour the signal lights.



STOP



WALK



## Lesson 8 Importance of traffic signs



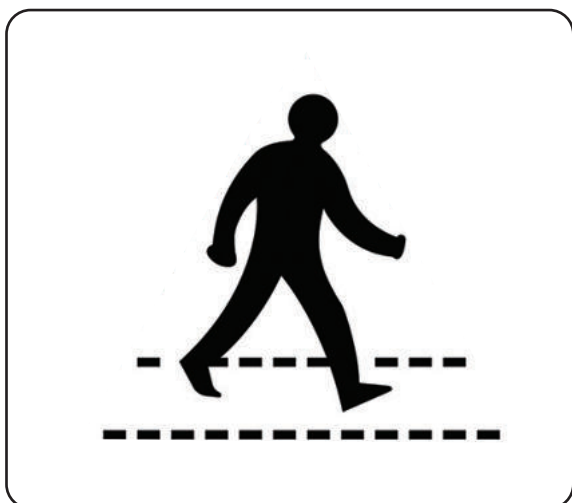
### Activity 1

Observation and discussion



### Activity 2

I colour the traffic signs below.



## Lesson 9 Types of road furniture - bridges



### Activity 1

#### The bridges

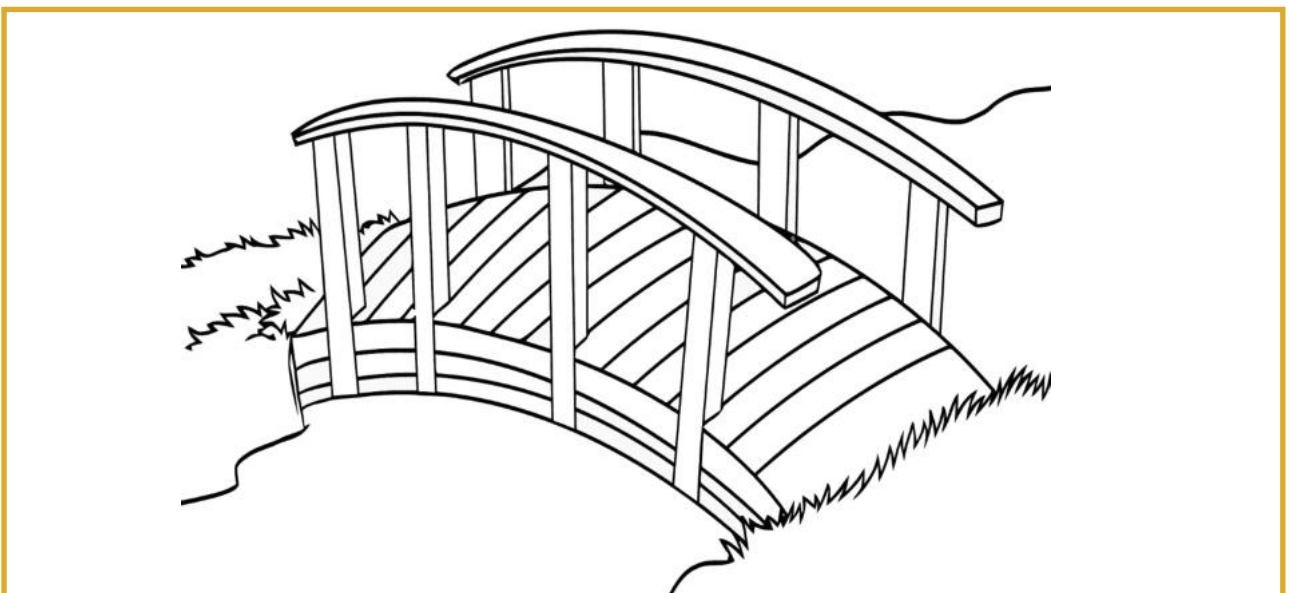
Observation and discussion



### Activity 2

#### Footbridge

I colour the footbridge.







### Activity 3

The underpass and the overhead bridge

I put a (✓) next to the underpass and a (x) next to the overhead bridge.



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



### Activity 1

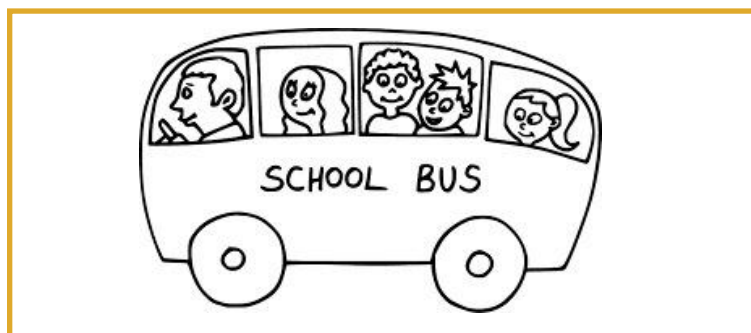
#### Road users

Observation and discussion



### Activity 2

I colour the road users.





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

### Activity 1

Observation and discussion



### Activity 2

I tick (✓) the picture showing safe walking.

☐☐

## Lesson 12 Types of vehicles (Part 1)



### Activity 1

Observation and discussion

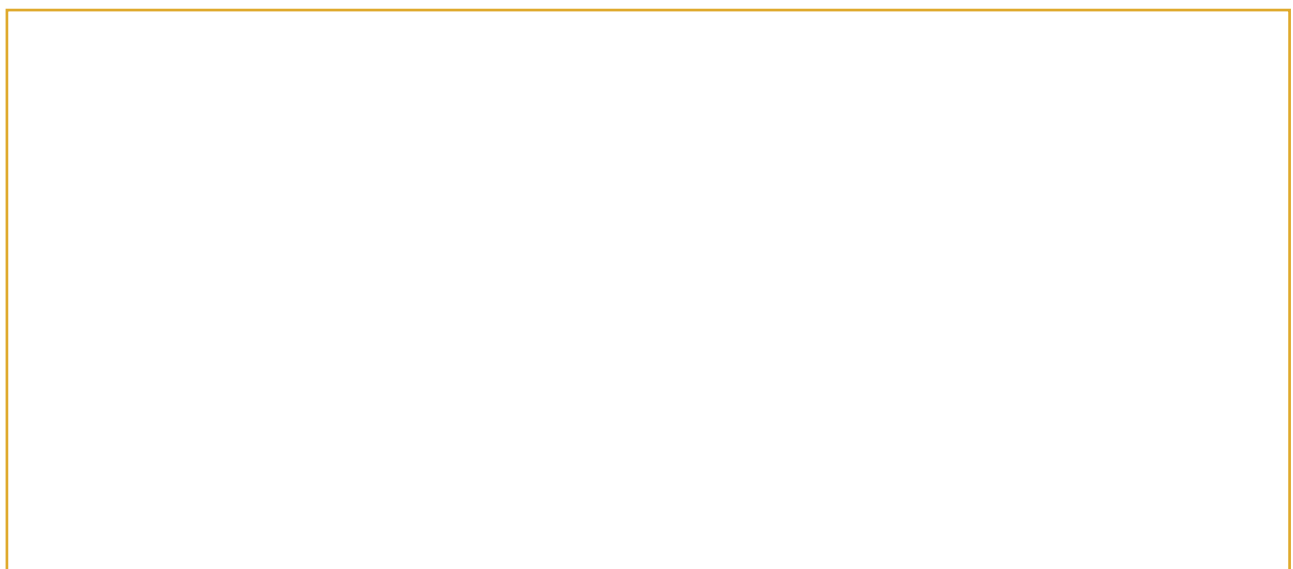






## Activity 2

I draw and colour the vehicle I like best.



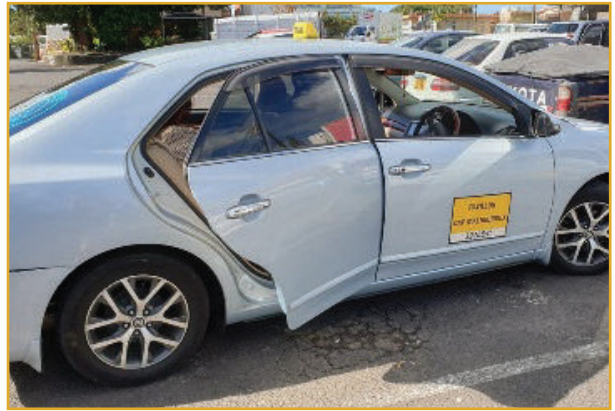
## Lesson 13 Types of vehicles (Part 2)

### Activity 1

I add the missing letter 'a' to label the vehicle.



v \_\_\_\_ n



c \_\_\_\_ r



light r \_\_\_\_ il vehicle



\_\_\_\_ mbulance



## Lesson 14 Safe and unsafe places on the road



### Activity 1

Safe and unsafe places on the Road

I put a circle (O) around the pedestrian who is in a safe place on the road and a cross (X) on the pedestrian who is in an unsafe place.



## Lesson 15 Proper dress code



### Activity 1

Observation and discussion



### Activity 2

I tick the pictures showing the proper dress code.

☐☐☐

## Lessons 16 & 17 Walking to school



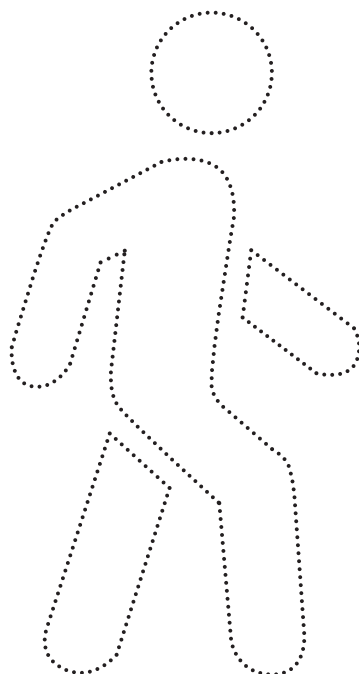
### Activity 1

Observation and discussion



### Activity 2

I join the dots to find the pedestrian.





## Lesson 18 Safe practices when walking with an adult



### Activity 1

Walking with an adult

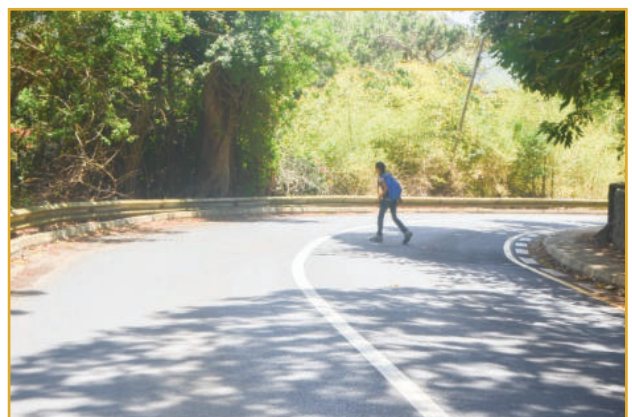
Observation and discussion



### Activity 2

Safety

I put a thumbs up ( 👍 ) next to the picture showing a safe behaviour and a thumbs down ( 👎 ) next to the picture showing an unsafe behaviour.







## Lesson 19 Personal safety - Do's and Don'ts



### Activity 1

I feel safe

I trace my hand in the space provided below.

I label each finger with the names of five persons (elder siblings/adults) I feel safe to walk with.



### Activity 2

Safety

I colour the stranger.



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

### Activity 1

I should be attentive when on the road.

I put a cross (x) on the picture showing bad behaviour on the road.



## Lesson 21

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



#### Activity 1

Observation and discussion



#### Activity 2

Consequences of unsafe road behaviours

I colour the picture below.





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



### Activity 1

Observation and discussion



### Activity 2

Accident

I join the dots and colour the diagram.



## Lesson 23 Good behaviours when travelling by school van



### Activity 1

The school van

Observation and discussion



### Activity 2

Correct behaviours and incorrect behaviours

I put a tick (✓) to show correct behaviours and a cross (✗) to show incorrect behaviours.

☐☐☐☐



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



### **Activity 1**

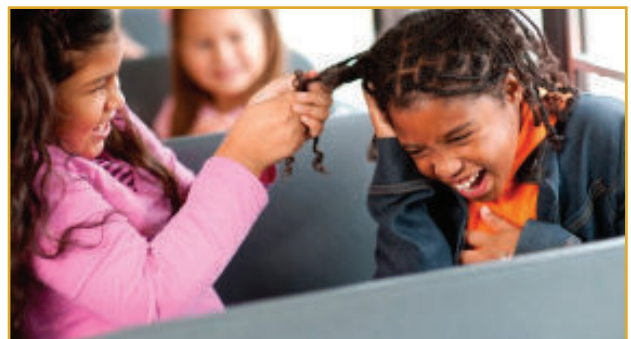
#### Taking the bus

Observation and discussion



### **Activity 2**

I put a (✓) on the picture to show good behaviour and a cross (x) to show bad behaviour.



## Lessons 25 & 26 **Good behaviours when travelling by car**



### **Activity 1**

Observation and discussion



### **Activity 2**

Good behaviour in the car.

**I colour the picture below to show I behave properly in the car.**



## Lesson 27 Importance of seat belts



### Activity 1

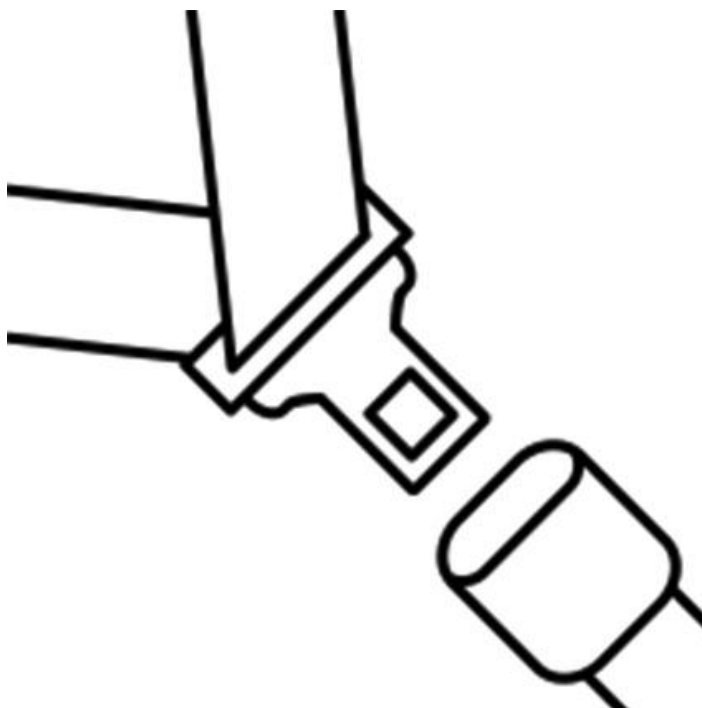
Observation and discussion



### Activity 2

Buckle up

I colour the picture below to show I know how to buckle up.







### Activity 3

#### Booster seat

I label the following car items with the correct words (seat belt, booster seat).



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

### **Activity 1** Two-wheeler

#### Observation and discussion







