

*Pupil's Book*

# Road Safety Education

*Grade*

**2**



**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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**Dr Aruna ANKIAH-GANGADEEN**

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### **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.

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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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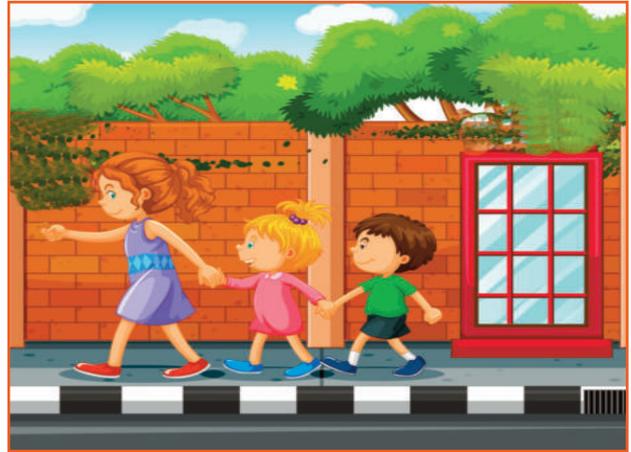
## Lesson 1 Be aware of the surroundings



### Activity 1

#### The pedestrian

I observe and discuss the pictures.



### Activity 2

I complete the word.

People walking on the road are called

p\_\_\_\_\_s.

## Lesson 2 I walk around the school compound



### Activity 1

#### My school compound

I observe the pictures and I write down the name of the different areas in the school compound.

(Footpath, Parking area, Vehicle driveway)



### Activity 2

I match the pictures to the correct meanings.



a path for people  
to walk along



an area to park  
vehicles



a driveway for  
vehicles

## Lesson 3 Spot the safe places in the school compound

### Activity 1

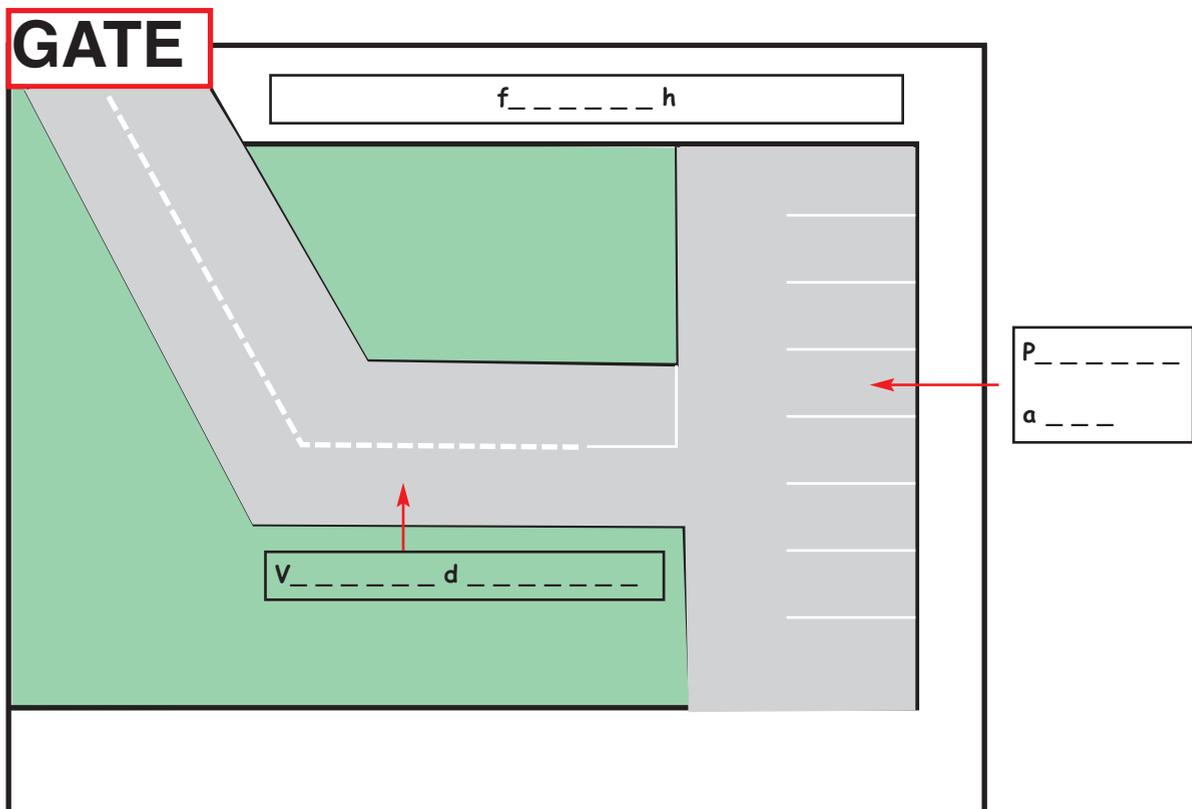
#### Safe places in the school compound

1. Complete the words in the diagram with the words given in the box.
2. I colour the safe places to walk in the school compound yellow.
3. I colour the unsafe places to walk in the school compound black.

Footpath

Parking area

Vehicle driveway



## Lesson 4 Safe places to walk in school compound

### Activity 1

I draw a smiley 😊 in the box when I agree.

1. I must not play in the parking area.
2. I can play on the driveway.
3. I must not run in the vehicle driveway.
4. I must be alert.

### Activity 2

I classify the safe and unsafe places in the school compound.

|                  |              |
|------------------|--------------|
| Playground       | Footpath     |
| Vehicle driveway | Parking area |

| Safe places | Unsafe places |
|-------------|---------------|
|             |               |
|             |               |

**Lesson 5** Using the pedestrian gate to get in and out of the school compound

 **Activity 1**

I observe and discuss the three types of gates below.



Figure 1



Figure 2

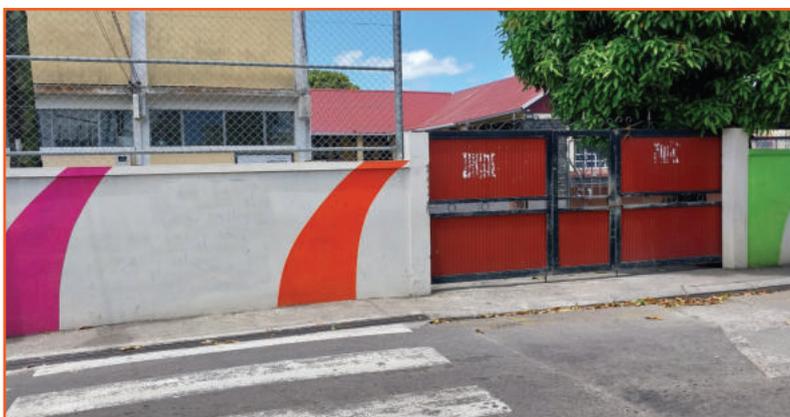


Figure 3

## Activity 2

I write the words 'Pedestrian gate' and 'Driveway gate' in the correct boxes.



## Activity 3

I draw a *CAR* and a *CHILD* in the picture above to show which gates they should use.

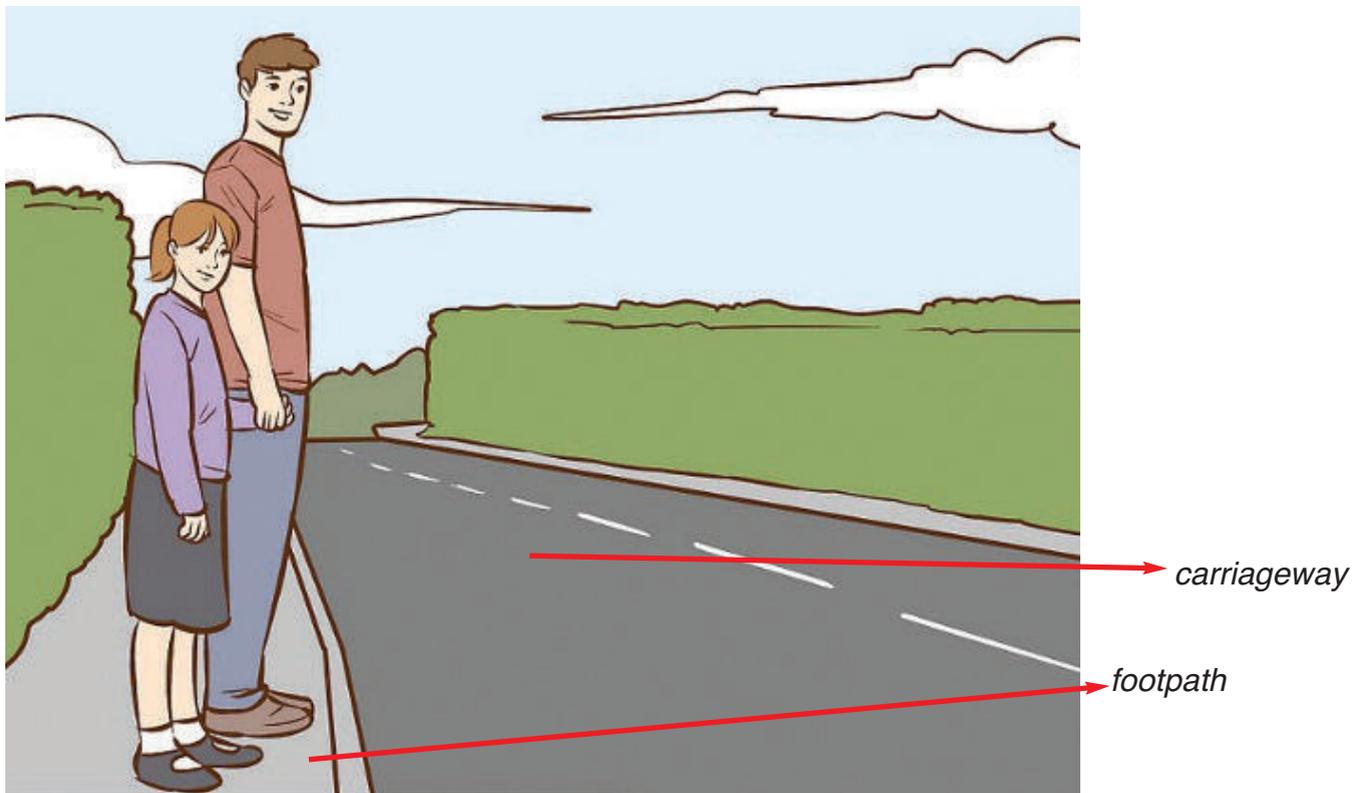
## Lesson 6 Footpath

### Activity 1

#### Footpath and road

I observe and discuss the picture.

A footpath is a space where people walk.



 **Activity 2****Song: 'Walking Safely' - Sung to the tune of 'London Bridge'**

Here we walk from home to school  
From home to school  
From home to school  
Here we walk from home to school  
We walk safely

First, an adult holds our hand  
Adult's hand  
Adult's hand  
First, an adult holds our hand  
We walk safely

Then we walk on the footpath  
On the footpath  
On the footpath  
Then we walk on the footpath  
We walk safely

When walking on the edge of road  
Edge of road  
Edge of road  
Always walk on the right-hand side  
Face oncoming vehicles



### Activity 3

I draw and colour a picture of a road with a footpath on both sides.



## Lesson 7 Safe use of footpaths (Part 1)

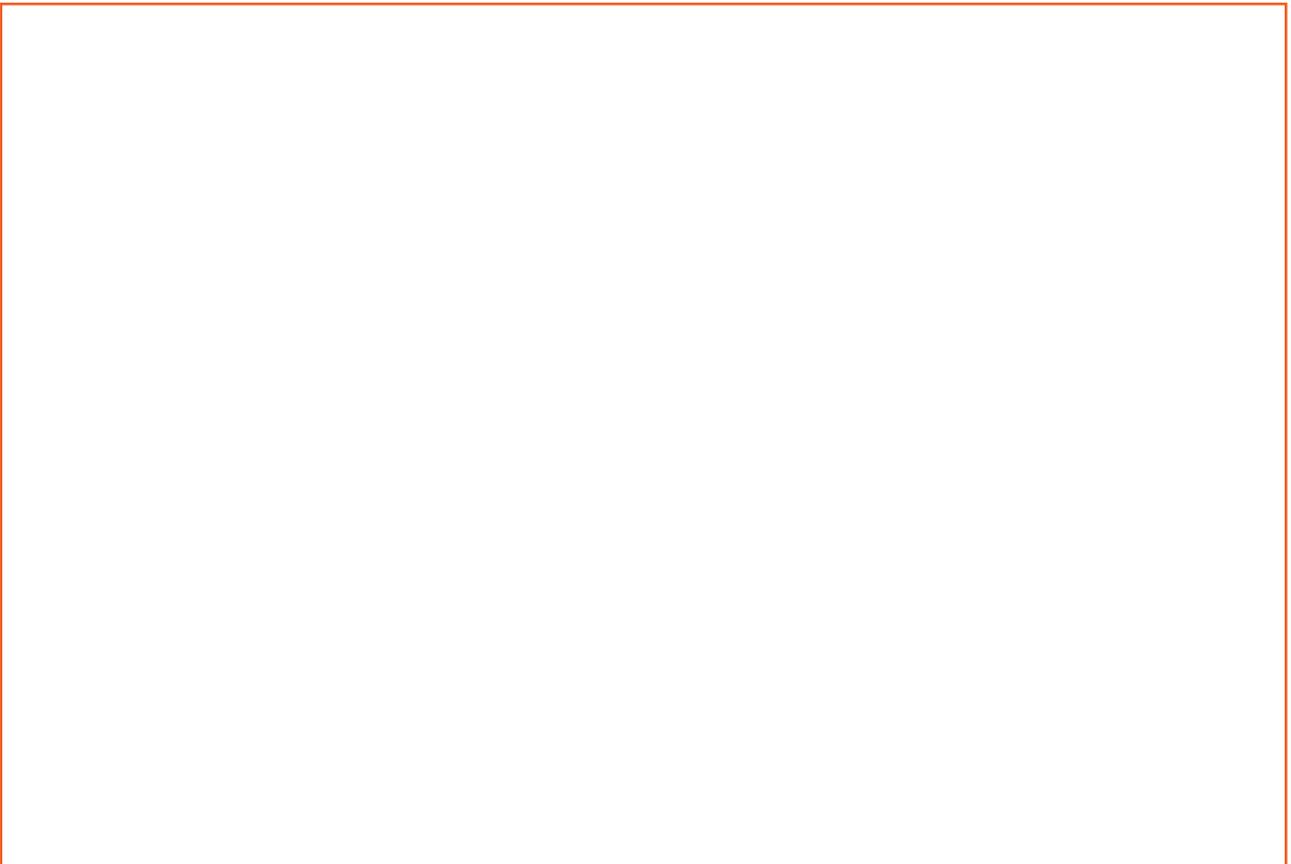
### Activity 1

I observe and discuss the pictures belows.



### Activity 2

I draw a raised footpath with a handrail.



### **Activity 3**

I observe and discuss.



### **Activity 4**

Let us make a pledge.

**I fill in the blanks with the following words.**

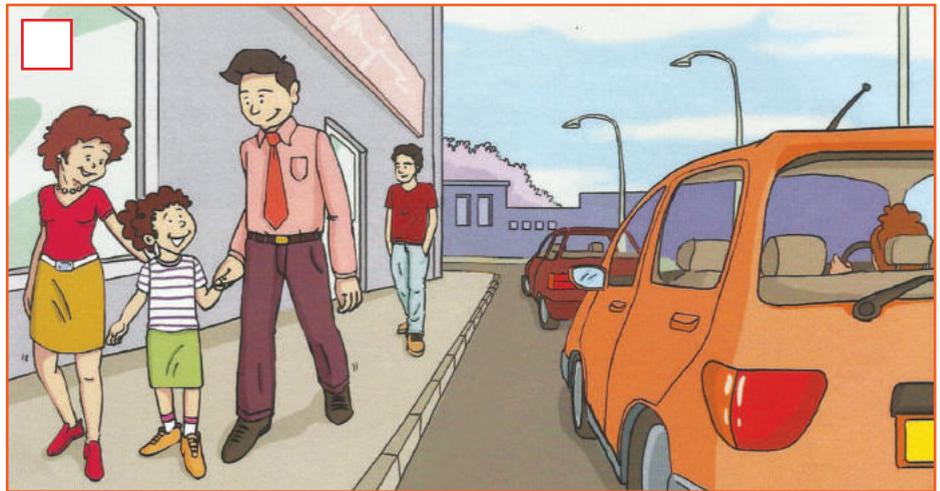
(left, file, oncoming, footpath)

1. I must always walk on the ..... where available.
2. On a road which has no footpath, I must always walk on the right-hand side facing the .....vehicles.
3. If there is a footpath only on the left-hand side of the road, I must walk on the .....
4. When using the footpath, I must walk in a single .....

 **Activity 1**  
Footpaths

I observe and discuss the pictures below.

I put a cross (X) on the pictures showing 'Unsafe behaviours on footpath' and a tick (✓) on pictures showing 'Safe behaviours'.





## Activity 2

### True or False

I tick the correct boxes.

|    |  | True | False |
|----|--|------|-------|
| 1  | A child should hold an adult's hand when walking on the road.              |      |       |
| 2  | It is safe to play on the footpath.  |      |       |
| 3  | I do not run on the footpath.  |      |       |
| 4  | I should always be alert to the surroundings when walking on the footpath. |      |       |
| 5  | I am very careful if there are road works.                                 |      |       |
| 6  | I can walk in a group on the footpath.                                     |      |       |
| 7  | I should be on the inner side of the footpath when walking.                |      |       |
| 8  | I am safe when I walk on the footpath and I do not need to be careful.     |      |       |
| 9  | I can hear the noise of vehicles even if I am wearing headphones.          |      |       |
| 10 | I should never use mobile phone when walking on the road.                  |      |       |

## Lesson 9 Driveways

### Activity 1

#### Driveways

I observe and discuss the pictures.



### Activity 2

I show the lowered footpath in a driveway.

I draw an arrow to show the lowered footpath in a driveway.

### Activity 3

Safe actions near driveways

I write the missing words.

(stop, entering, listen)

1. Always .....on reaching the driveway.
2. Look and ..... to know if vehicles are approaching.
3. Make sure vehicles are not ..... or leaving the driveway.

## Lesson 10 I spot hazardous situations on the road

### Activity 1 Hazards

I observe and discuss the pictures.



*Child playing in the driveway*



*Damaged footpath*



*Fallen trees on the road*



*Flooding on the road due to heavy rains*



*Walking outside the footpath*



*Child placed near the carriageway  
when walking with an adult*



*Running on the footpath*



*Playing on the footpath*



*Walking on the road from between two parked vehicles*



## **Activity 2**

Look out for danger!

Draw a 😞 to show hazards and a 😊 to show safe situations.

1. A car is parked on the footpath.
2. I am attentive on the footpath.
3. The footpath is damaged.
4. The footpath is slippery.
5. I am accompanied by an adult when on the road.
6. I am crossing the road from between parked vehicles.
7. I am crossing from behind a car.
8. I cross the road at the pedestrian crossing.
9. I am running on the footpath.
10. I am playing football with my friends on the footpath.
11. I am playing on the mobile phone while walking on the footpath.

## Lesson 11 Pick up and Drop off points

### Activity 1

I observe and discuss the pictures.



*Picture 1*  
*Pick up: getting on a vehicle*



*Picture 2*  
*Drop off: getting out of a vehicle*



## Activity 2

Pick up and drop off

I match the vehicles to their correct pick up and drop off points.

### Vehicles



### Pick up and Drop off points





### Activity 3

#### Good and bad practices

I put a tick (✓) to show good practices and a cross (x) to show bad practices in the space provided.



*Walking on the road from between two parked vehicles*



*School van dropping pupils in front of school gate*



*A bus picking up passengers at the bus stop*



*Children getting out a car on the right-hand side of the road*



*A car dropping off someone  
at a bend*



*A car dropping off a passenger  
near a handrail*

**Lesson 12** Safety precautions in danger zones near vehicles

 **Activity 1**

I observe and discuss the picture.

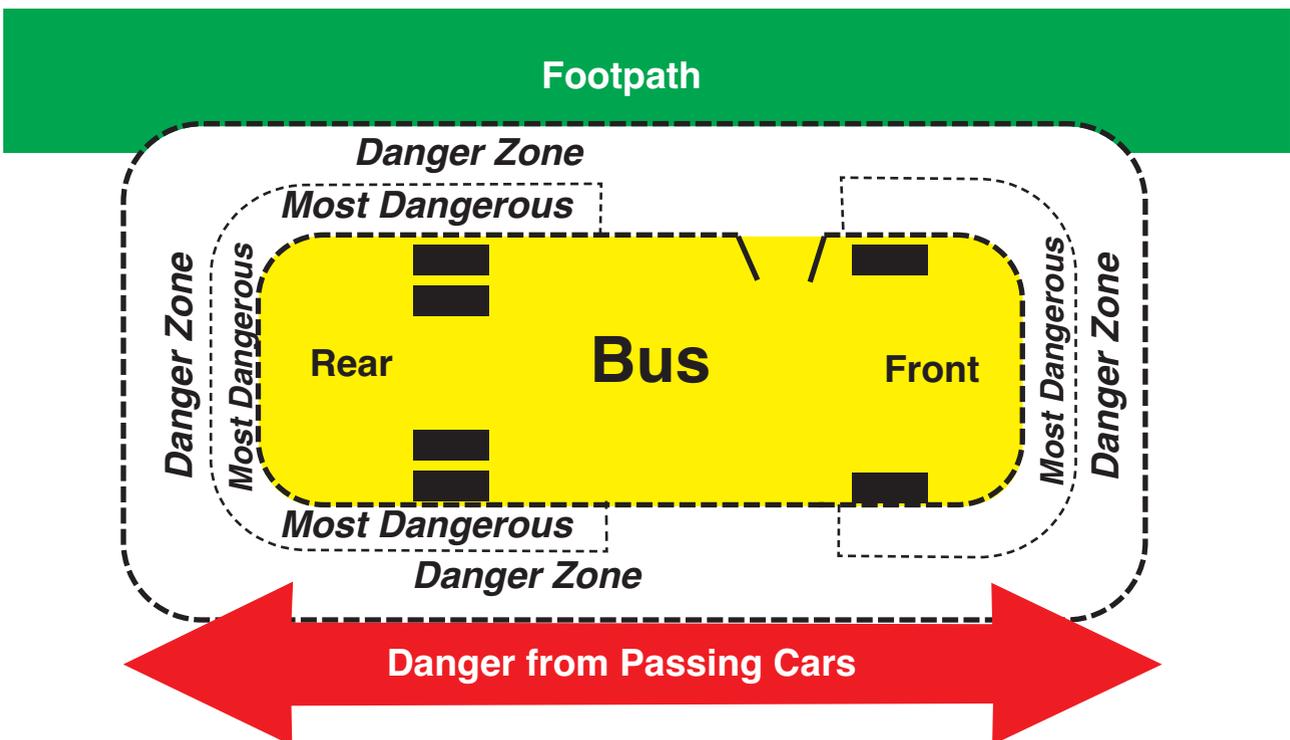


Picture 1

 **Activity 2**  
Danger zones around a bus

Colour the danger zone around the bus orange and the most dangerous part red.

**Bus Danger Zone**





### Activity 3

### Good Behaviours

I draw a happy smiley (😊) to show good behaviours and a sad smiley (😞) to show dangerous behaviours.



*Walking on rail tracks*



*Getting off the bus from the back door*



*Getting in a vehicle on the left-hand side*



*Walking in a file to enter a van*



*Walking from between parked cars*



*Pushing to enter a bus*

## Lesson 13

# Good behaviours when waiting at a 'Pick up' and 'Drop off' point

How do you behave at the bus stop?



### Activity 1

Behaving correctly while waiting for the bus.

1. I write my name in the space provided.
2. I fill in the blanks with the words provided.

(line-up, carriageway, strangers, stay, run, play)

While waiting for a bus, \_\_\_\_\_

1. will \_\_\_\_\_ at the bus stop.
2. will not speak to \_\_\_\_\_ .
3. will not go on the \_\_\_\_\_ .
4. will not \_\_\_\_\_ or \_\_\_\_\_ with friends.
5. will \_\_\_\_\_ when the bus approaches.

## Lesson 14 How to behave in the car park



### Activity 1

#### True or false

1. I tick the appropriate boxes.  
In a car park.

|   | I must   | True | False |
|---|--|------|-------|
| 1 | check for vehicles coming in the parking spot next to the car. |      |       |
| 2 | use the door closest to the footpath.                          |      |       |
| 3 | be helped by an adult to get into the car.                     |      |       |
| 4 | run to the car in the car park.                                |      |       |



### Activity 2

#### Car Park

- I draw a car in the space provided in the picture.  
I use an arrow to show on which side I will get out of the car.

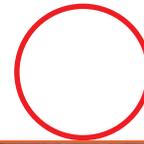
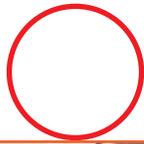


## Lesson 15 Walking on the right-hand side of the road facing oncoming vehicles

I must always walk on the right-hand side facing the oncoming vehicles where there is no footpath.

### Activity 1

I put a tick on the picture which shows the right way to walk on the road where there is no footpath.



### Activity 2

I draw a happy smiley (😊) in the box to show the correct behaviour and a sad smiley (😞) in the box to show the wrong behaviour.

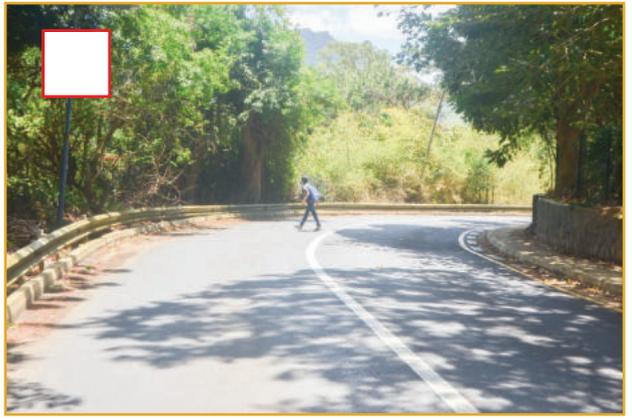


# Lesson 16 Safe behaviour on the road

## Activity 1

I put a tick (✓) for safe behaviours and a cross (✗) to show unsafe behaviours.





## Lesson 17 Walking in a single file on the footpath to avoid accidents



### CLASS ACTIVITY

Let us Sing!

Pupils practise walking in a single file while singing.

Song "Walk in single file"  
Sung to the tune of "The wheels of the bus"

When walking on the footpath

Walk in single file

In single file

In single file

When walking on the footpath

Walk in single file

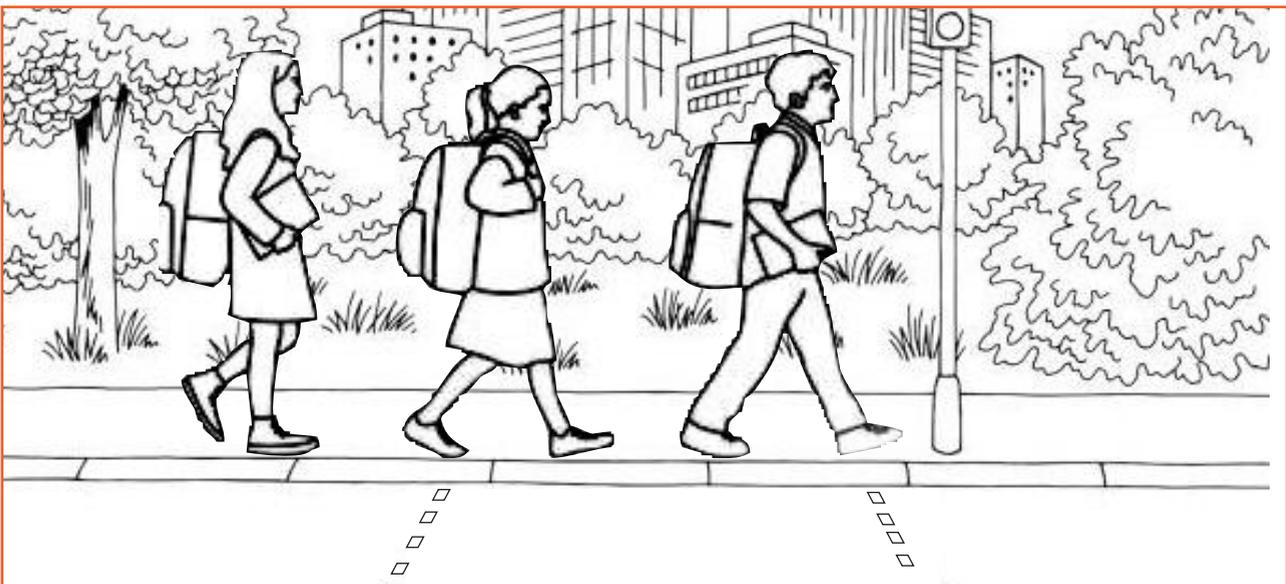
In front or behind your friends.



### Activity 1

I colour

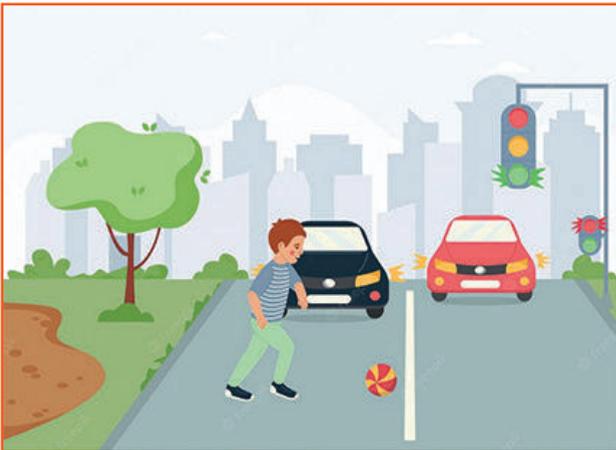
Walking in a single file



## Lesson 18 Good behaviours on the road

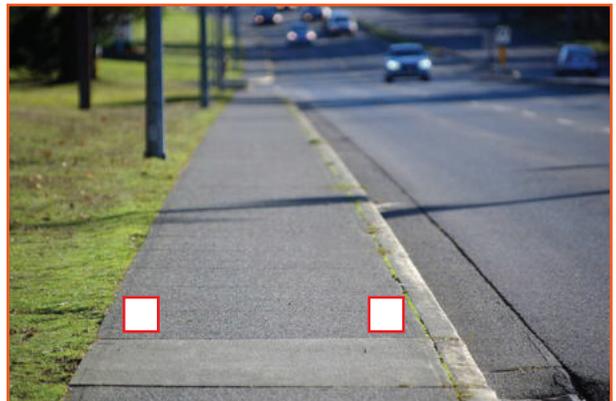
### Activity 1

I draw a big cross (X) to show how you will never behave when on the road.



### Activity 2 Walk on the inner side of the footpath

I put a tick (✓) to show which side of the footpath you should use when walking.



## Lesson 19 Responsible behaviours on the road

### Activity 1

I draw a big happy smiley ( 😊 ) to show responsible behaviours and a sad smiley ( 😞 ) to show wrong behaviours on the road.





## Lesson 20 Safe or unsafe behaviours on the road

### Activity 1

I put a tick (✓) next to safe behaviours and a cross (x) next to unsafe behaviours.

1. Pay attention to the traffic
2. Play on the road
3. Walk in a single file
4. Walk on the footpath where available
5. Walk close to the inner edge of the footpath
6. Walk on the edge of the footpath near the road
7. Play football on the road

### Activity 2

Let us sing

Song 'Walking near vehicles'- Sung to the tune of 'Itsy Bitsy Spider'.

When I am on the road, I don't push or fight.  
My parents hold my hand and I do what they say.  
I don't get distracted, and I don't play around.  
I always look at and listen to vehicles all around.

When I am on the road, I stay off the carriageway.  
I take extra care if I have to cross the road.  
I look to the right, to the left and right again.  
I only cross once the road is clear and safe.



