

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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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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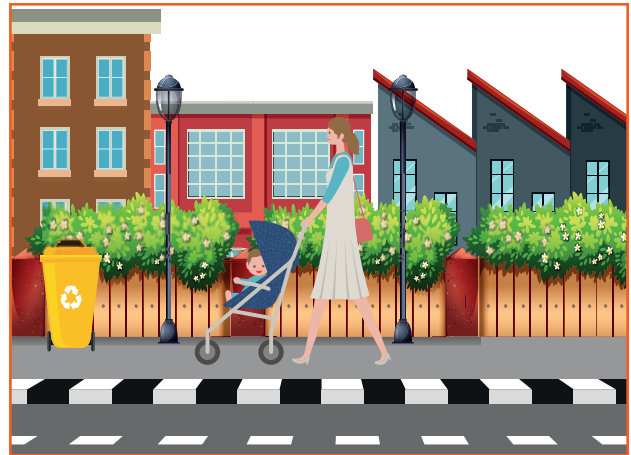
Lesson 1 Be aware of the surroundings



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

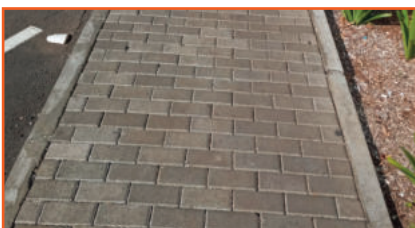
I match the pictures to the correct meanings.



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

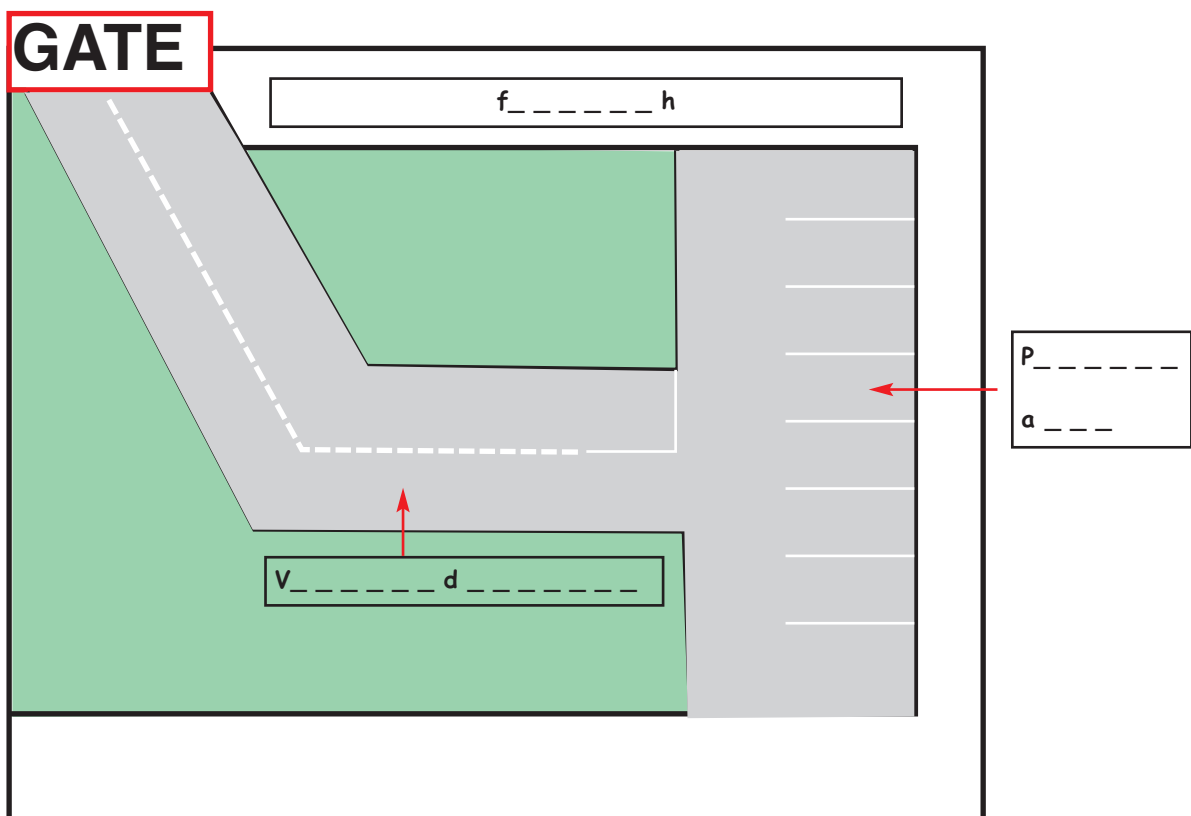
Safe places in the school compound

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**

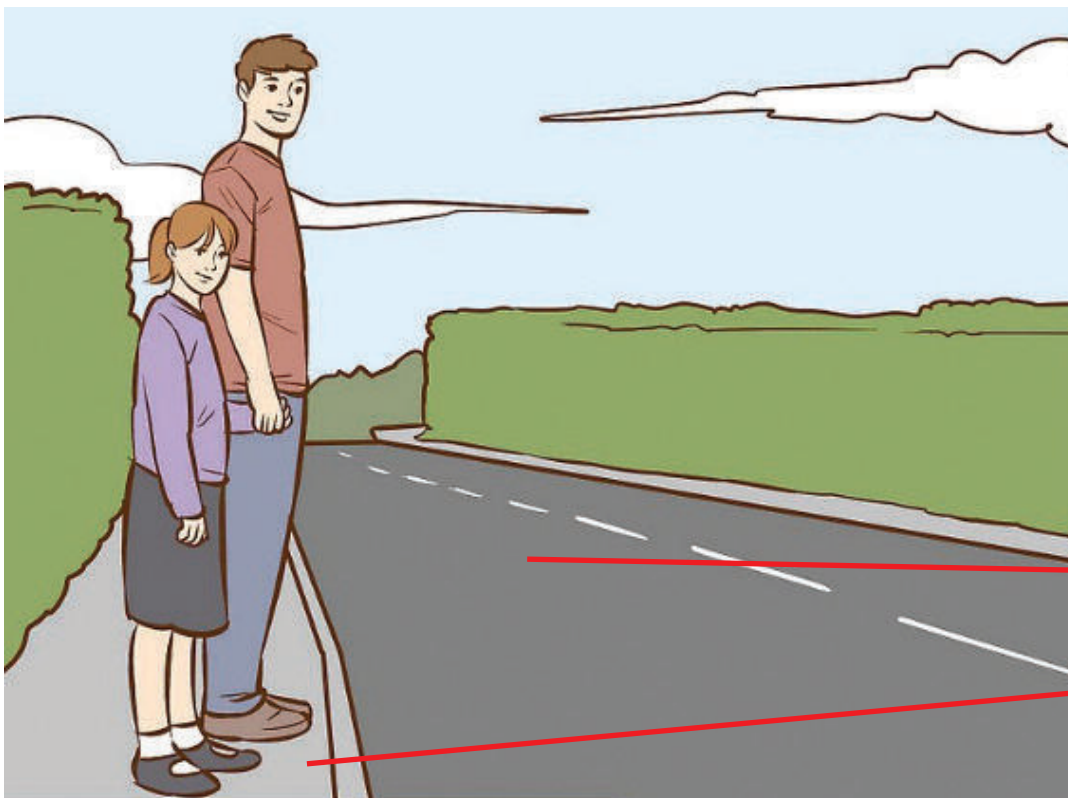


Activity 1

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)

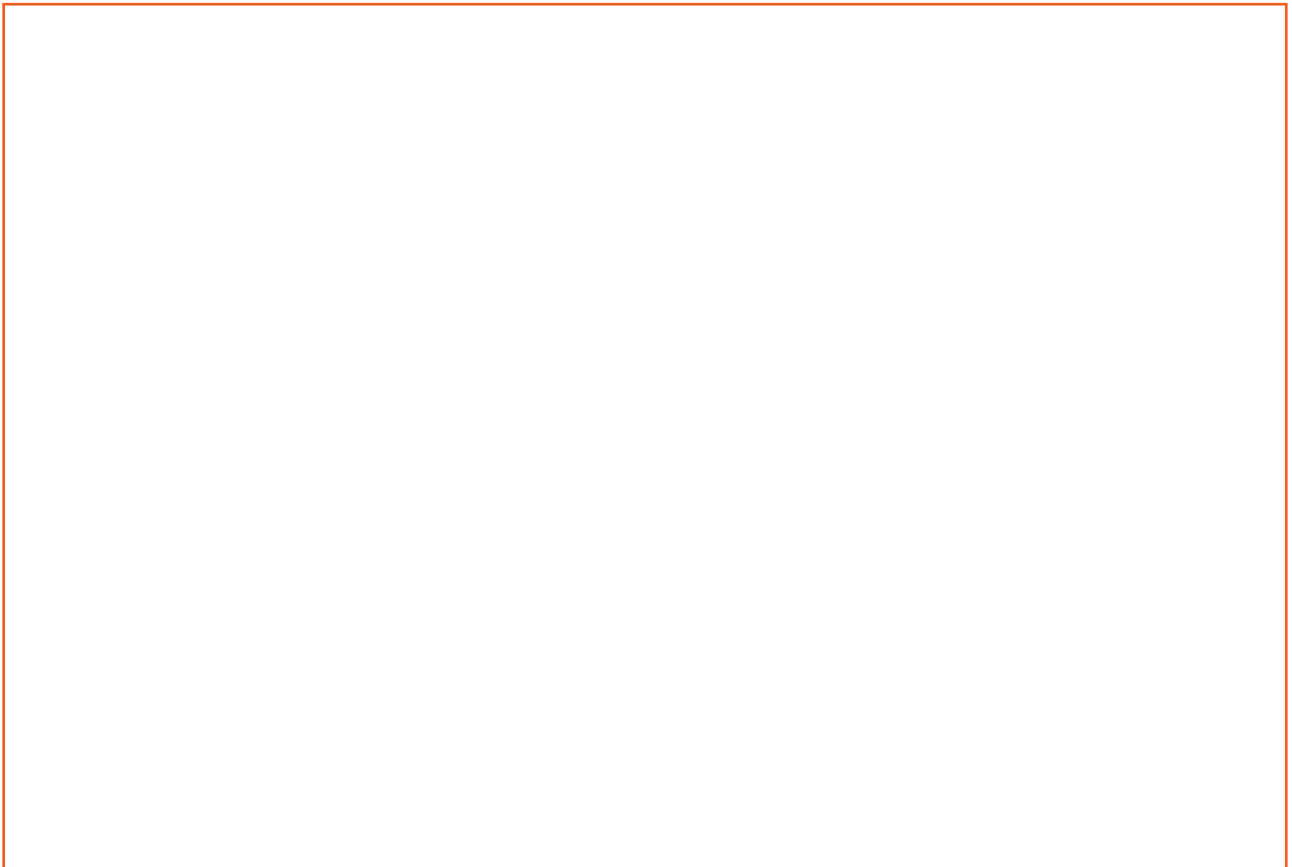
Activity 1

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)

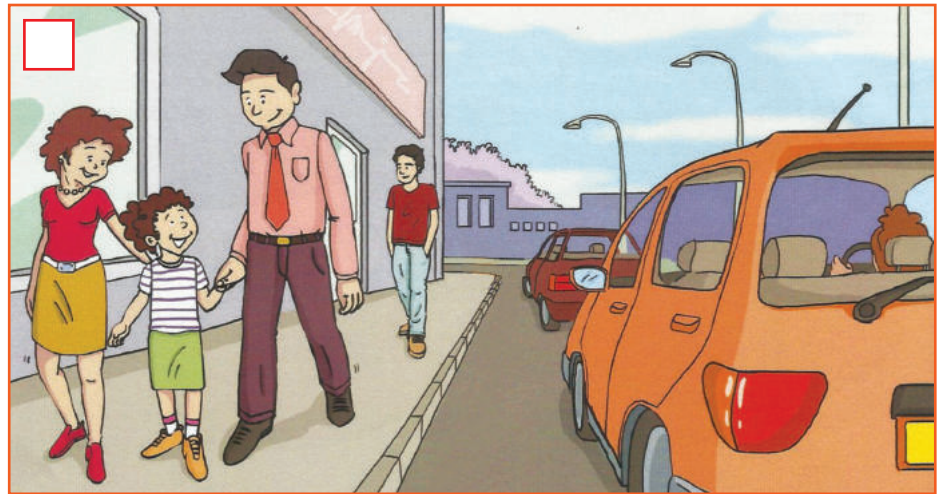
1. I must always walk on the where available.
2. On a road which has no footpath, I must always walk on the right-hand side facing thevehicles.
3. If there is a footpath only on the left-hand side of the road, I must walk on the
4. When using the footpath, I must walk in a single

Lesson 8 Safe use of footpaths (Part 2)

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. Alwayson 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.

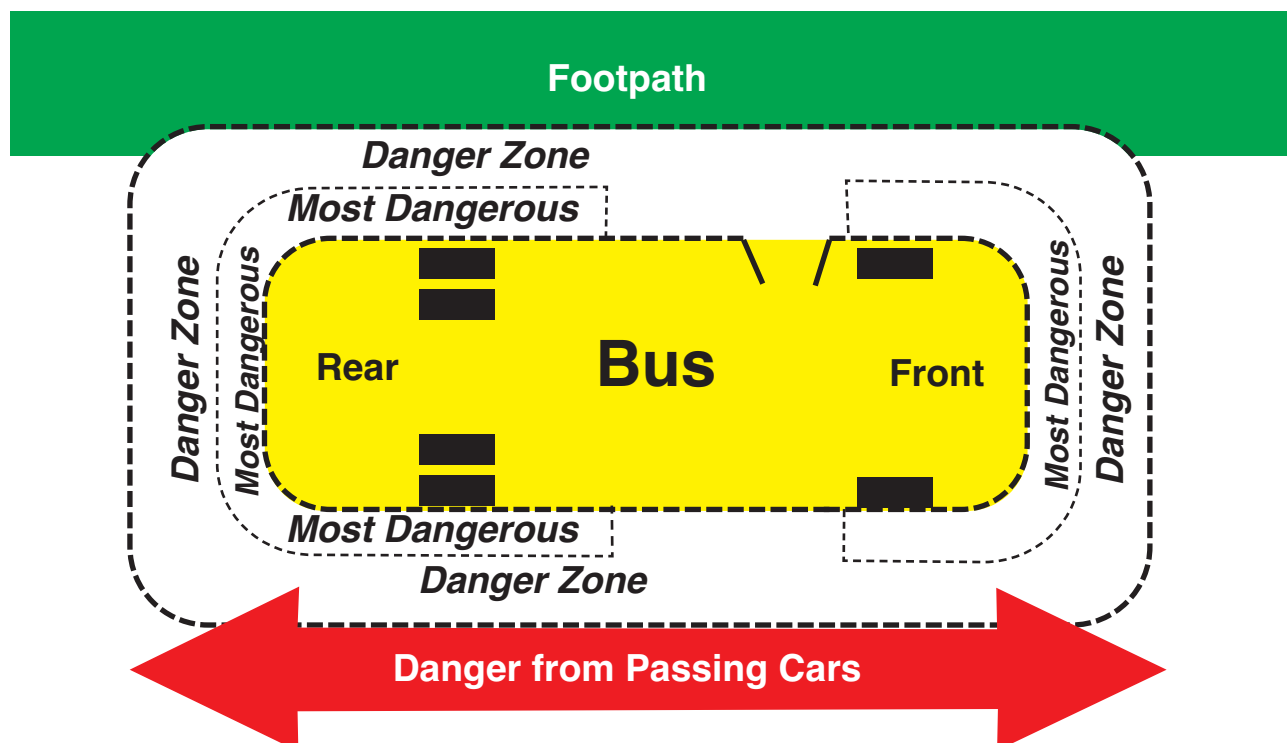


Picture 1

Activity 2 Danger zones around a bus

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

Bus Danger Zone

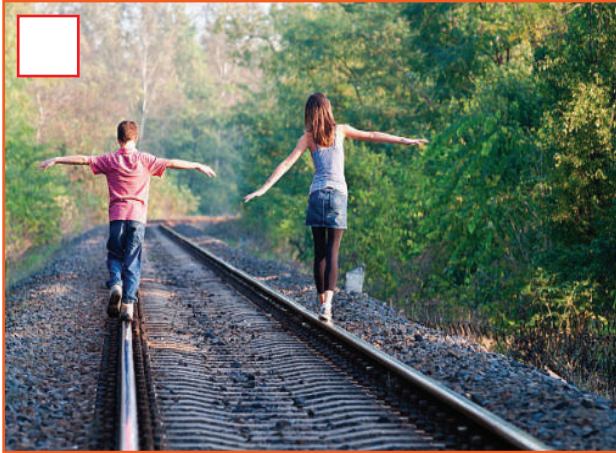




Activity 3

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.

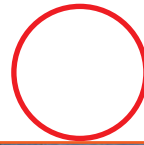


Lesson 15 Walking on the right-hand side of the road facing oncoming vehicles

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

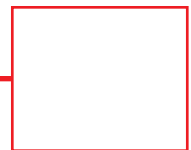
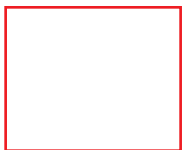
Activity 1

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.

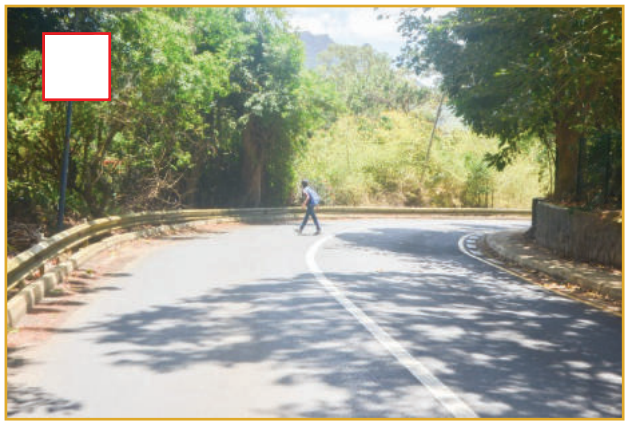


Lesson 16 Safe behaviour on the road

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

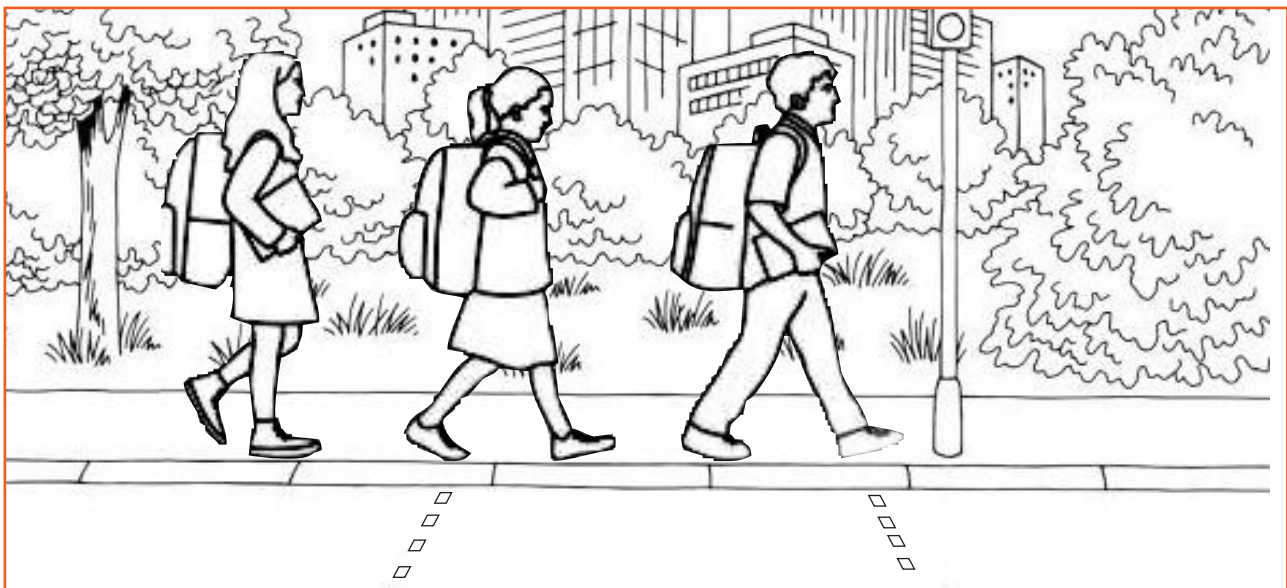
In front or behind your friends.



Activity 1

I colour

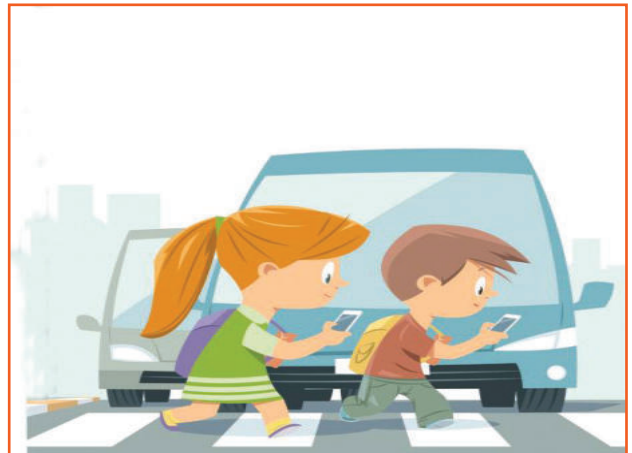
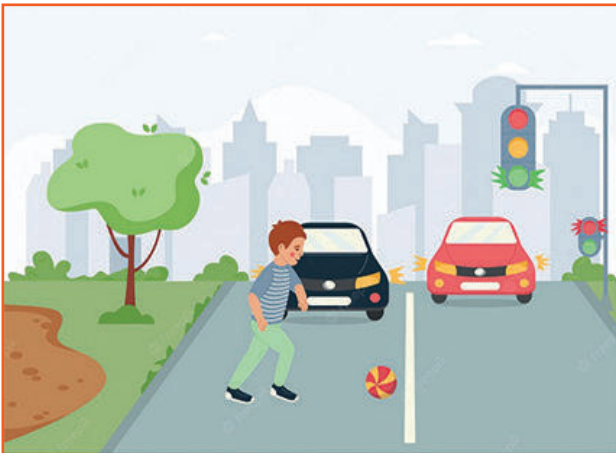
Walking in a single file



Lesson 18 Good behaviours on the road

Activity 1

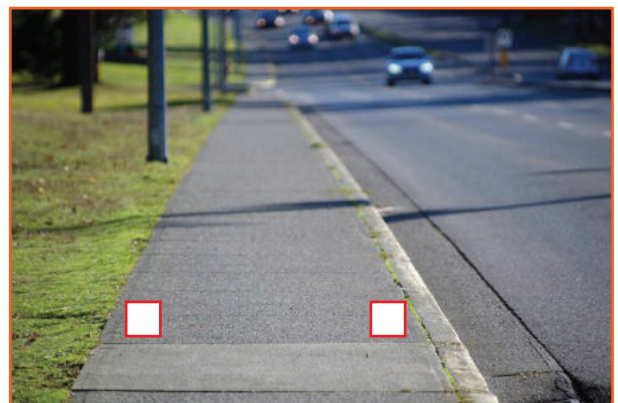
I draw a big cross (X) to show how you will never behave when on the road.



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.

