

*Teacher'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.

# Table of Contents

		Page
	Foreword	iii
	Preface	iv
Lesson	Topic	
1	Be aware of the surroundings	1
2	I walk around the school compound	3
3	Spot the safe places in the school compound	5
4	Safe places to walk in the school compound	7
5	Using the pedestrian gate to get in and out of the school compound	8
6	Footpath	11
7	Safe use of footpaths (Part 1)	14
8	Safe use of footpaths (Part 2)	17
9	Driveways	19
10	I spot hazardous situations on the road	21
11	Pick up and Drop off points	24
12	Safety precautions in danger zones near vehicles	28
13	Good behaviours when waiting at a Pick up and Drop off point How do you behave at the bus stop?	33
14	How to behave in the car park	34
15	Walking on the right-hand side of the road – facing oncoming vehicles	35
16	Safe behaviour on the road	36
17	Walking in a single file on the footpath to avoid accidents	38
18	Good behaviours on the road	40
19	Responsible behaviours on the road	41
20	Safe or unsafe behaviours on the road	42





## Lesson 1 Be aware of the surroundings

**Learning Outcomes:** By the end of the lesson, pupils should be able to:

- Recognise who is a pedestrian
- Demonstrate safe practices while walking on the road

**Materials/ Equipment:** Pictures of different types of pedestrians

**Venue:** Indoors

**Duration:** 25 minutes



### Teachers' Note

- A road comprises (a) carriageway and (b) footpath.
- A pedestrian is someone who walks, a baby in a pram and a person on a wheelchair.
- Highlight that vehicles are driven on the carriageway and pedestrians walk on the footpath.

### Procedure:

Brainstorm by asking the pupils to explain the word “pedestrian”. Take note of the pupils’ answers and explain what it means.

Conduct a class discussion on the different types of road users and explain that these people are called pedestrians. Refer to the pictures provided.





Organise a brainstorming session on the dangers that pedestrians may face when on the road. Note pupils' responses. Elaborate on the fact that children should always be accompanied by an adult. They should be alert and they should never play or walk in groups.



## CLASS ACTIVITY

Ask the pupils to talk about their experiences on the road.

**Evaluation:** Ask pupils to complete Activity 2 in the Pupil's Book.

## Lesson 2 I walk around the school compound

**Learning Outcomes :** By the end of the lesson, pupils should be able to:

- Identify the parking area, pedestrian pathway (footpath), and the vehicle driveway at school
- Explain the importance of a parking area, a pedestrian pathway (footpath), and the vehicle driveway at school

**Materials/ Equipment:** Nil

**Venue:** Outdoors/Indoors

**Duration:** 25 minutes

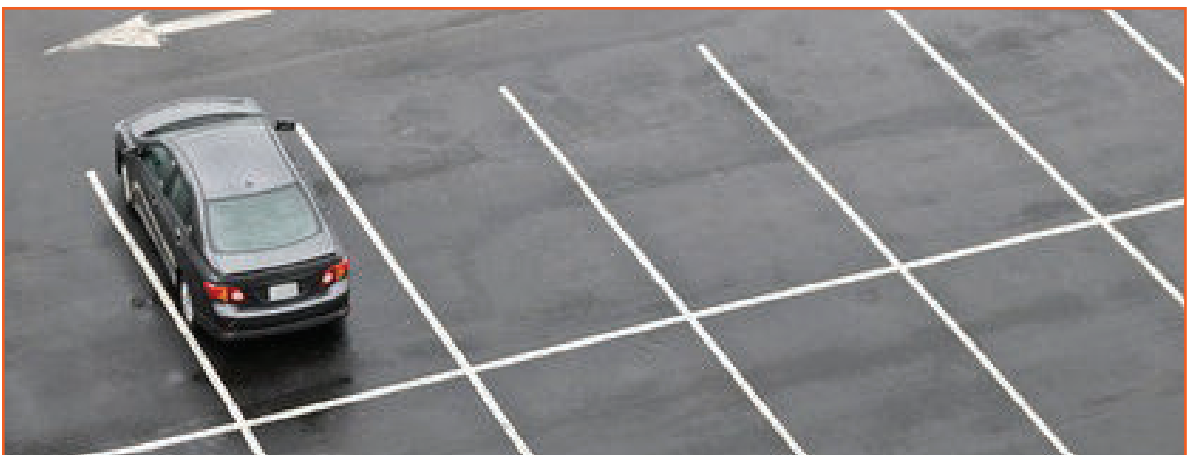


### Teachers' Note

**Parking Area** - This is an area allocated for the parking of vehicles and may include aisles, parking bays and a pedestrian pathway (footpath).

**Pedestrian Pathway** - The pedestrian pathway or footpath is a path for pedestrians to walk along.

**Vehicle Driveway** - This is a space leading from and to a road, a garage, house or other building.



### Procedure:

Take pupils outside the classroom in the school compound to explore the following: pedestrian pathway, vehicle driveway and parking area.

Conduct a class discussion on each of the above. You may use the following questions:

- Can you name the places where you walk?
- Can you spot where vehicles get in and go out of the school compound?
- Where are vehicles parked in the school compound?

Explain the importance of a pedestrian pathway, the parking area and the vehicle driveway, emphasizing the safety aspects.



### CLASS ACTIVITY

Ask pupils if and where they have seen any of these three areas.

**Evaluation:** Ask pupils to complete the activities in the Pupil's Book.

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

**Learning Outcomes:** By the end of the lesson, pupils should be able to:

- Identify safe and unsafe places in the school compound
- State safe places in the school compound

**Materials/Equipment:** Teacher-made drawing of the school layout on the board/bristol paper.

**Duration:** 25 minutes

**Venue:** Indoors



### Teachers' Note

To be **safe** is to be protected from or not be exposed to risk.

### Procedure:

Discuss the word “safe” with pupils. You may use the following questions to guide the discussion:

- Have you ever heard of the word “safe”?
- Where have you heard this word?
- What does it mean?

Record their answers on a mind map on the board.

- Ask pupils about the places where they feel safe.

Possible answers: Home/school/class

Establish links with the previous lesson and brainstorm where they are safe in the schoolyard.

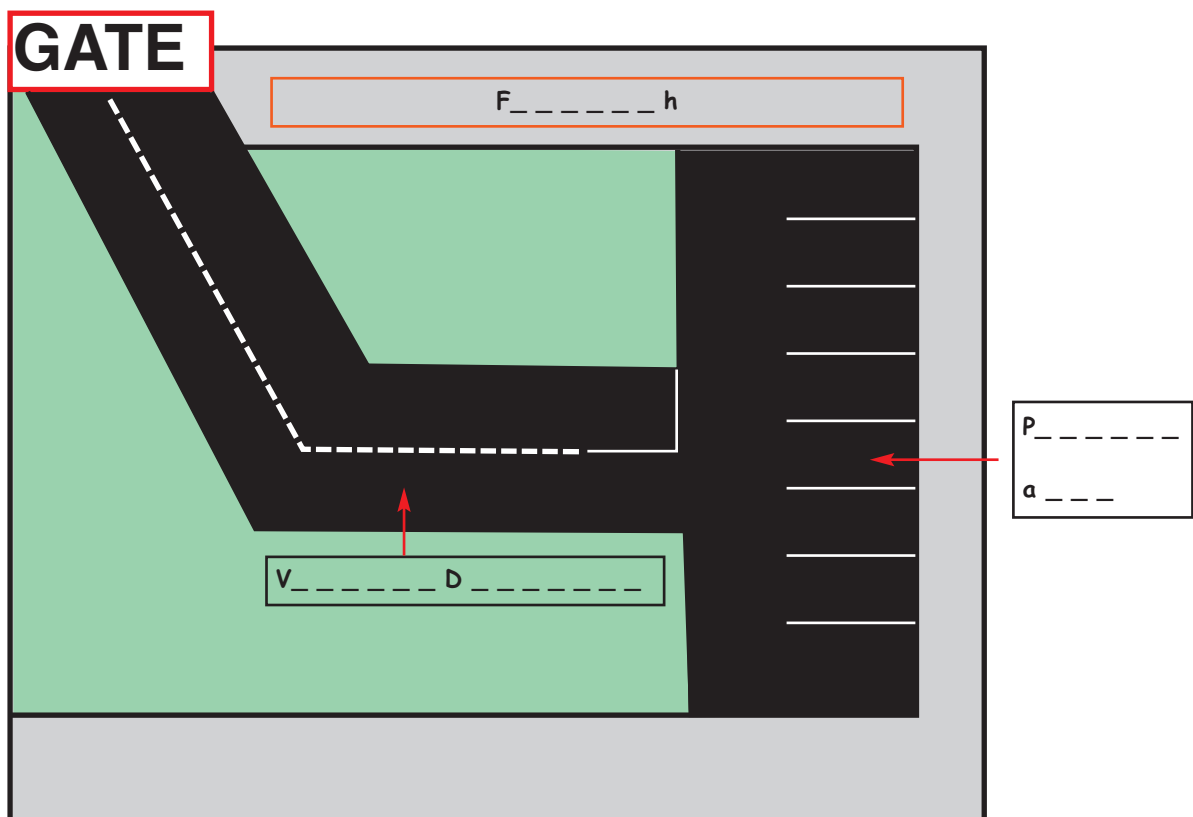


## CLASS ACTIVITY

### Spot the safe places - Let us work in a group!

- Refer to the drawing and ask pupils to observe the school layout. Ask them to identify the safe places in the school compound in their respective groups.
- Each group designates a team leader to go on the board and circle a place that the group identifies as “safe” in the school compound.

After the activity, organise a class discussion about the safe and unsafe places in the school compound .



**Evaluation:** Ask pupils to complete Activity 1 in the Pupil’s Book.

## Lesson 4 Safe places to walk in the school compound

**Learning Outcome:** By the end of the lesson, pupils should be able to:

- Identify safe places to walk in a school compound

**Materials/Equipment:** Bristol paper (make a poster of the story), reusable adhesive (e.g., Blu-Tack), teacher-made flash cards with the following words: footpath, playground, vehicle driveway and parking area

**Venue:** Indoors

**Duration:** 25 minutes

**Procedure:**



### CLASS ACTIVITY

**Story time:**

**Start the class with a story**

- Elicit previous knowledge about safe and unsafe places (refer to place/words learnt in the previous lesson through the story).

It is Tuesday morning. A group of pupils are playing, running and walking in the school compound.

They are walking in the **parking area**, on the **footpath** and on the **vehicle driveway**.

Suddenly, brake sounds are heard from the vehicle driveway near the parking area.

Ravi was in front of a car that had stopped. He was scared by what had happened and was shaking.



### CLASS ACTIVITY

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

Divide the class into groups. Distribute the flash cards. Ask the pupils to classify the words after discussing in their respective groups. They need to justify their answers. Incorrect answers need to be corrected by the teacher and an explanation must be provided.

Safe places	Unsafe places
Footpath	Vehicle driveway
Playground	Parking area

**Evaluation:** Ask pupils to complete the activities in the Pupil's Book.

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

**Learning Outcomes:** By the end of the lesson, pupils should be able to:

- State the use of a **gate**
- Explain the difference between a **pedestrian gate** and **driveway gate** (vehicular access)

**Materials/Equipment:** Markers, teacher-made flash cards

**Venue:** Outdoors

**Duration:** 2 x 25 minutes



### Teachers' Note

**Definitions:**

**Gate:** a hinged barrier used to close an opening in a wall, fence or hedge

**Pedestrian gate:** gate used by pupils, staff and parents to move in and out of the school compound

**Driveway gate:** gate used by vehicles to move in and out of the school compound

**Procedure:**

**Class setting:** Group of 5-6 pupils

Inform the pupils that you will talk about “gates” today.

Refer to the Pupil’s Book and conduct a class discussion based on the pictures below (you may take pupils to the school gate).



*Figure 1: A pedestrian gate to get in and out of the school compound*





*Figure 2: A pedestrian gate to get in and out of the school compound*



*Figure 3: A vehicle driveway gate to drive in and out of the school compound  
(vehicular access)*

### You may ask the following questions:

1. What can you see?

**Answer:** Gates. Closed gates. (The educator helps the pupil to focus on the gates)

2. Why do we use gates?

**Answer:** To move in or out of an area.

3. Where do you usually find gates?

**Answer:** Hospital entrance/school entrance/yard of a house.

4. Have you seen the gates in your school compound?

**Answer:** Yes/no.

5. Which one do you usually use?

**Answer:** Small/large gate.

Pupils are informed that there are two gates – one small for pedestrians and one large for vehicles.



### CLASS ACTIVITY

#### Role play

**Different groups of people either coming in or going out of the school.**

**Pair up pupils – assign the following roles.**

- Postman coming to school on his motorbike
- Parents coming to school on foot
- Teachers coming to school in cars
- School vans
- Pupils coming to school on foot
- Delivery vans

#### Educator points out :

- i) The pedestrian gate is the smaller gate and the safest way for pupils and people on foot to get in and out of the school compound.
- ii) All vehicles use the larger gate which is the driveway gate.

**Evaluation:** Ask pupils to complete the activities in the Pupil's Book.

## Lesson 6 **Footpath**

**Learning Outcomes:** By the end of the lesson, pupils should be able to:

- Demonstrate understanding of what is meant by **footpath**
- Identify where to walk in the absence of a **footpath**
- Practice and sing 'Walking safely'

**Materials/Equipment:** Teacher-made flash cards

**Venue:** Indoors

**Duration:** 25 minutes



### **Teachers' Note**

A **footpath** is a space where people walk. Do not use the word 'pavement' for 'Road Safety Education'. Instead use 'footpath'.

Emphasize that pupils should never be by themselves on the road. They should always be accompanied by an adult. When we walk on the road, we need to ensure that we are safe.

Emphasize that, whenever there is a footpath, we should always use it. In case there is no footpath, we walk along the edge of the road, on the right-hand side facing oncoming vehicles.

Explain that some roads are narrow and there is no footpath. Thus, people should walk along the edge of the road, on the right-hand side facing oncoming vehicles.



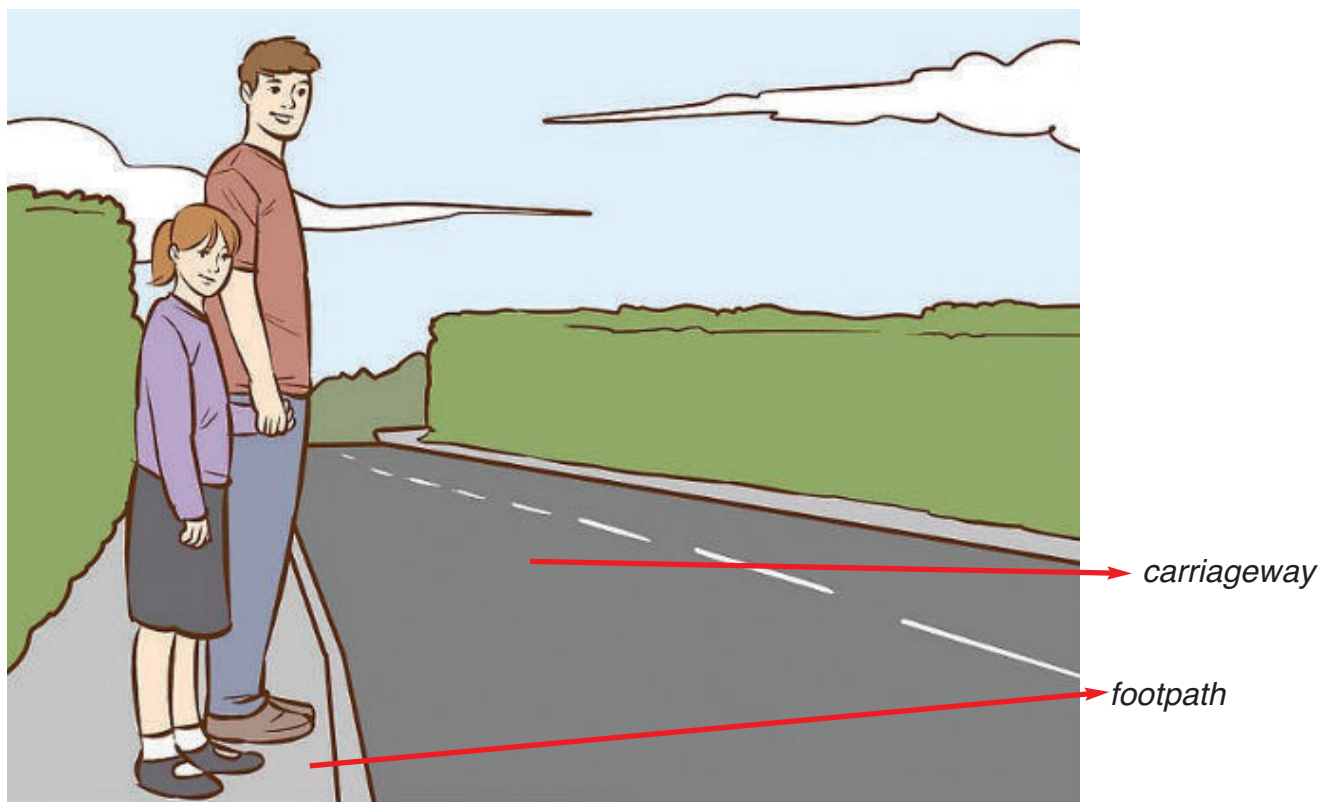
**Procedure:**

Inform pupils that you will talk about “footpaths” today.

Conduct a class discussion around the picture which is in the Pupil’s Book.

Explain where the carriageway is and where the footpath is.

A footpath is a space where people walk. The picture is shown to the pupils and explain where the carriageway and the footpath are situated.



**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 the road  
Edge of road  
Edge of road  
Always walk on the right-hand side  
Face oncoming vehicles*

**Evaluation:** Ask te pupils to complete Activity 3 in the Pupil's Book.

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

**Learning Outcome :** By the end of the lesson, pupils should be able to:

- Identify a road which has footpaths on both sides, a road with no footpath and one which has a footpath on one side only

**Materials/Equipment:** Board, markers, teacher-made flash cards with the words 'Right' and 'Left'.

**Prior preparation:** A road layout with a footpath

**Venue:** Indoors/Outdoors

**Duration:** 3 x 25 minutes



### Teachers' Note

Footpaths should be used if available.

### Procedure:

Refer to Activity 1 in Pupil's Book and conduct a class discussion.



The key questions for the discussion should be on:

- The importance of a footpath.
- On which side of the handrail the pedestrian should walk.
- The importance of handrail.
- The pedestrian should walk on the inner side of the handrail and the footpath.



### CLASS ACTIVITY

#### Right-hand side and left-hand side

#### Show and explain the words on the flash cards

Carry out a whole class activity where pupils are asked to identify the RIGHT-hand side and the LEFT-hand side.

Use the flash cards and give the following commands for pupils to perform body movements: raise their left arm, raise their right arm, stand on their right foot, stand on their left foot, move to the left, move to the right. You can vary the activity by dividing the class into groups and repeating the activity several times.

Simulation Activity – Divide the class into groups. Each group should have pupils to represent vehicles and pedestrians.

The above activity can be done outdoors or indoors. Prepare a road layout with lines to represent the footpath on both sides of the road.

Prior to the activity, conduct a class discussion on:

1. the need to use the footpath safely
2. which side of the road pedestrians should walk on when there is no footpath

Ask pupils to enact the following situation: those who act as the vehicles should be on the left-hand side of the road and those who represent the pedestrians should be on the right-hand side. The vehicles move in both directions (that is as on a two-way road) and the pedestrians go either up or down the road.



You may wish to conduct the above activity using only one-way road and then proceed with the two-way road scenario.

The focus above is on the fact that pedestrians should always walk on the the right-hand side of the road, facing the oncoming vehicles, where there are no footpaths on either side of the road.

Perform the above Activity with a footpath on only one side of the road.

Explain that pupils can walk on a footpath even if it is on their left-hand side in case there is no footpath on the right.

Highlight the good practices while walking on a footpath.

Refer to the picture in the Pupil's Book and conduct a class discussion on roads having no footpath.

Divide the class into groups and ask pupils to discuss the dangers when walking on such roads.



Note pupils' responses; emphasize the importance of walking in a single file on such roads, being very cautious, always walking on the right-hand side on such roads to see oncoming vehicles.

**Evaluation:** Ask pupils to complete the activities in the Pupil's Book.



## Lesson 8

## Safe use of footpaths (Part 2)

**Learning Outcome :** By the end of the lesson, pupils should be able to:

- Identify safe and unsafe behaviours when using the footpath

**Materials/Equipment:** A box containing five flash cards with the words 'True' and 'False'

**Venue:** Indoors

**Duration:** 25 minutes

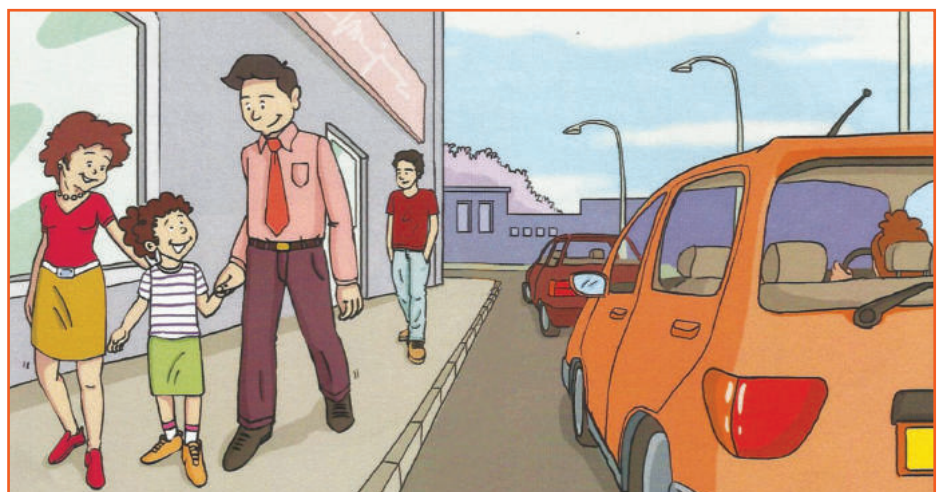


### Teachers' Note

Pupils should be aware of their surroundings; the people walking in both directions, vehicles moving, road works, etc.

### Procedure:

Observe the pictures below - refer to the Pupil's Book.





Conduct a brainstorming session based on the above pictures. Ask the following questions:

- Are these correct ways of behaving on a footpath? Why?
- Which pictures show the correct way of walking on the footpath? Why?

For the last picture, encourage pupils to bring out and discuss both the safe and unsafe behaviours. Though the child is near his house, he must not play on the footpath.

Write the following statements on the whiteboard and explain these. Divide the class into two groups. Conduct a quiz competition where each group is provided with a statement which they discuss among themselves. Ask the group leader to select the appropriate flash card and stick it next to the statement. Ask the group to justify their answer. Correct wrong answers.

### Statements

- A child should hold an adult's hand when walking on the road.
- It is safe to play on the footpath.
- I do not run on the footpath.
- I should always be alert to the surroundings when on the road.
- I am very careful where there are road works being done.
- I can walk in a group on the footpath.
- I should be on the inner side of the footpath when walking.
- I am safe when I walk on the footpath and I do not need to be careful.
- I can hear the noise of vehicles even if I am wearing headphones.
- I should never use a mobile phone when walking on the road.

**Evaluation:** Ask pupils to complete Activity 2 in the Pupil's Book.

## Lesson 9 Driveways

**Learning Outcomes:** By the end of the lesson, pupils should be able to:

- Identify driveways
- Discuss the safety measures near driveways

**Materials/Equipment:** Nil

**Venue:** Indoors

**Duration:** 25 minutes



### Teachers' Note

A driveway is a space leading from and to a road, a garage, house or any other building.

The footpath near the driveway is lower, at almost the same level as the carriageway.

### Procedure:

Recap that footpath is where people walk.

Inform pupils that you will talk about “driveways” today. Ask the pupils to observe the pictures. Carry out a discussion on how to identify driveways and safety precautions they need to take when they are near driveways.

- Always stop on reaching the driveway.
- Look and listen to be aware if vehicles are approaching.
- Ensure vehicles are not entering or leaving the driveway.



Driveway



*Lowered footpath  
near driveway*

Highlight that, even though we are on the footpath, we have to be careful near driveways. Explain that vehicles may cross the footpath. This occurs when a vehicle enters or leaves the carriageway.

Explain that the footpaths near driveways are different. The footpaths are slightly lower, at almost the same level as the road.

**Evaluation:** Ask pupils to complete the activities in the Pupil's Book.



## Lesson 9 I spot hazardous situations on the road

**Learning Outcomes :** By the end of the lesson, pupils should be able to:

- Recognise hazardous situations on the road
- Identify ways to avoid these hazards

**Materials/ Equipment:** Flash cards (different hazards on the road)

**Venue:** Indoors

**Duration:** 2 x 25 minutes



### Teachers' Note

Road hazard refers to a condition that may cause harm to road users, such as potholes, nails, glass, road debris, and damaged kerbs, or any other object or condition not normally found on a roadway.

### Procedure:

Inform the pupils that you will talk about “hazards on the road” today.

Divide the class into six groups. Refer to the pictures in the Pupil’s Book. Assign one picture to each group.

Pupils discuss among themselves and identify the potential hazard. They explain why this is dangerous and what can be done to avoid being hurt.

Each group comes in front of the classroom and does a short presentation.

Ask the rest of the class to add any other suggestion and comment. Explain each situation clearly stating the hazards and how to avoid these.



*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 while walking with an adult*



*Boy running on the footpath*



*Boys playing on the footpath*





*Walking on the road from between two parked vehicles*



## CLASS ACTIVITY

### **'Near misses' log**

Invite pupils to share experiences of 'near misses' they or a family member or friend may have had as a pedestrian, when they avoided being injured. Discuss what is learned from 'near misses'.

Compile (and continue to build) a class log of 'near misses'. Use this to discuss issues around pedestrian safety and how safety could be ensured.

Invite the class to review one of their 'near miss' scenarios and tell the story from the other road user's perspective.

**Evaluation:** Ask the pupils to complete the Activity 2 in the Pupil's Book.

## Lesson 11 **Pick up and Drop off points**

**Learning Outcomes :** By the end of the lesson, pupils should be able to:

- Differentiate between 'Pick up' and 'Drop off' points
- Identify different 'Pick up' and 'Drop off' points
- State safety measures during 'Pick up and Drop off'

**Materials/Equipment:** Teacher-made flash cards

**Venue:** Indoors

**Duration:** 25 minutes



### **Teachers' Note**

There are specific points where we can get in or off a vehicle safely. These are called 'Pick up' and 'Drop off' points.

#### **Safe Pick up and Drop off:**

Busy roads are very dangerous. For safety reasons, always get in or off a vehicle on the left-hand side, away from vehicular traffic.

Elaborate on the fact that, for different types of vehicles, there are different 'Drop off' and 'Pick up' points.

### **Procedure:**

Stick some flash cards of different means of transport that the pupils are familiar with.

Elicit pupils' prior knowledge about means of transport taught.

You may use the following questions to introduce the lesson:

- How many of you take the bus to school?
- Who come by car/van?
- For pupils who come to school on foot, have you ever travelled by bus/car/van etc?
- Where do you get in and out of the vehicle you are travelling in?

Refer to Activity 1 in Pupil's Book – I observe and discuss Picture 1 and Picture 2.

Ask pupils to describe each picture. Then explain what is meant by vehicles 'Pick up' and 'Drop off' points.





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



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

### **Bus Pick up and Drop off Points**

Buses pick up and drop off points are known as bus stops and bus terminals. Some school buses wait near the school or in a lay-by near the school for pick up and drop off.



*Bus Stop*



*Bus Terminal/Traffic Centre*

### **Cars/Van Pick up and Drop off Points**

There are several pick up and drop off points for taxis and vans.





## Light rail vehicles (Metro) Pick Up and Drop off Points

Light rail vehicles (Metro) travel in both directions. They are fast and quiet. The pick up and drop off point is called the Metro Station.



## Places to avoid for Pick up and Drop off

These are bends, near handrails and junctions. Brainstorm why these places are dangerous.

- At a bend, drivers cannot see a long distance ahead and a parked vehicle may cause an accident.
- Near handrails, the passengers do not have immediate access to the footpath. It is risky.
- Stopping at junctions blocks the access of other road users and the driver's view is hindered by the stationary vehicle.







**Evaluation:** Ask pupils to complete the activities in the Pupil's Book.

## Lesson 12 Safety precautions in danger zones near vehicles

**Learning Outcomes :** By the end of the lesson, pupils should be able to:

- Identify the danger zones around a bus
- Practise good behaviour during 'Pick up' and 'Drop off'

**Materials/Equipment:** Pupil's Book, colored pencils, masking tape, teacher-made posters on Danger zones around a bus

**Venue:** Indoors

**Duration:** 2 x 25 minutes

### Procedure:

Refer to the picture 1 of a bus in the Pupil's Book.

Ask pupils to observe and describe the bus.



Picture 1

You may ask the following questions:

- Is the bus a small or a big vehicle?
- Is the bus long or short?
- How many people can travel in the bus at one time?
- Is it safe to play in/around the bus? Why ?
- Refer to the diagram on the next page and explain danger zones around buses.



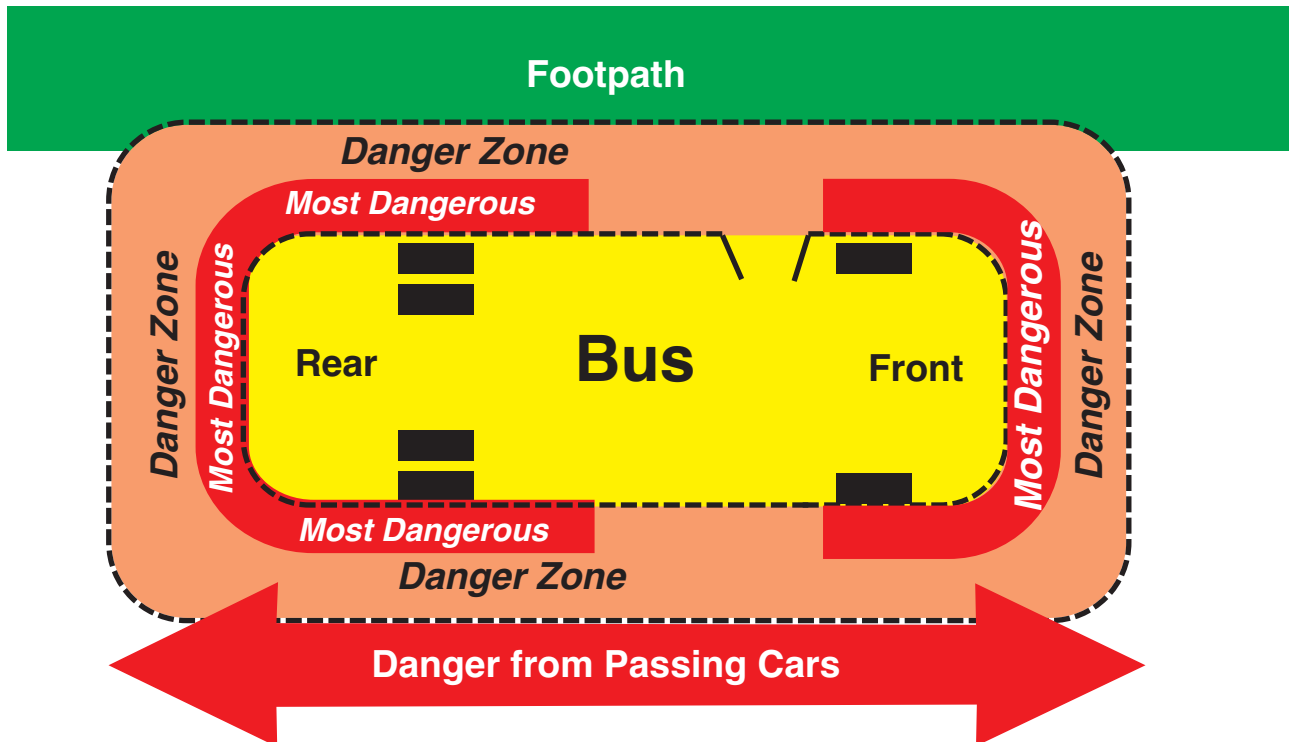


### Teachers' Note

The danger zone is the area surrounding the bus and where it is difficult for the driver to see pedestrians. The most dangerous parts are the front and the rear of the bus. When you are waiting at a bus stop, you need to keep a safe distance from the bus.

**Note:** If you can touch the bus, you are too close to it.

## Bus Danger Zone



- Explain that pupils should stay away from these danger zones. Demonstrate the distance that should be kept from the bus.

**Evaluation:** Ask pupils to complete Activity 2 in Pupil's Book.

Elaborate on the points below:

(You may conduct a role-play or activities in the school compound to demonstrate the correct behaviours).

### Bus Pick Up

- Teach pupils to always stand in the correct area for bus pick up. For example, the bus stop is an area where the driver knows he has to stop for drop off and pick up. The driver is sure to see you there.
- Always wait for the bus to stop completely before going near it.
- Wait for the driver to open the door and give you the signal to get in.

## Bus Drop off

- Wait for the bus to stop and for the driver to open the door.
- Get off the bus using the handrail and move out of the danger zone by walking away from the bus.

If you need to cross the road during pick up and drop off, always seek the help of an adult to get to the other side of the road.

- Always walk in a single file.
- Do not run or push others to get off the bus.

## Light rail vehicle (metro) Safety

Prepare a poster of the rail tracks and flash cards for labelling.

At the metro station:



- Stay away from the rail tracks.
- Wait behind the yellow line.
- Listen carefully for the bell signals which indicate the arrival/departure of the light rail vehicle (metro).

### Light rail vehicle (metro) Pick Up

When waiting for the light rail vehicle (metro) at the metro station, stand behind the yellow line.

Wait for the light rail vehicle (metro) to stop completely and for the doors to open. Allow passengers to exit before boarding. In case the doors do not open automatically, press the button found near the doors.

### Light rail vehicle (metro) Drop Off

- Wait for the light rail vehicle (metro) to stop and for the doors to open.
- Get off by walking away from the light rail vehicle (metro).



### CLASS ACTIVITY

#### Centre Line Game:

Divide the classroom into two sections with a masking tape forming a line in the middle. Demarcate two areas namely “Agree” and “Disagree”. Scatter the pupils on both sides of the line. Ask the pupils to walk on their side of the classroom without bumping into their friends.

#### Rule:

Pupils can neither stand on the tape nor move to the other side of the classroom. Read out a series of statements. If the pupils agree with the statements, those who are in the “Disagree” must move to the other side of the classroom. If they think they are already in the correct section, the pupils keep walking on their side without coming near the line.

### List of statements:

1. It is dangerous to move towards the bus while it is still moving.
2. The bus driver should be able to see you if you are near the bus.
3. Pupils get on the bus by pushing their friends.
4. Stay away from the danger zones.
5. Walk in a single file when boarding the bus.
6. Before you go near the bus, make sure the bus has stopped completely.
7. Wait for the driver to open the door before getting off.
8. Cross behind the bus to get to the other side of the road.
9. When leaving the bus, always walk directly away from the bus.
10. Children are easily seen in parking areas.
11. Stand behind the yellow line at the metro station.

**Evaluation:** Ask pupils to complete the activity in the Pupil's Book.



## Lesson 13 Good behaviours when waiting at a 'Pick up' and 'Drop off' point

### How do you behave at the bus stop?

**Learning Outcomes:** By the end of the lesson, pupils should be able to:

- Demonstrate the appropriate behaviour while waiting to be picked up or to be dropped off at the bus stop
- State good behaviours while waiting at Pick up or Drop off points

**Materials/Equipment:** Teacher-made Pick up/Drop off sign and bus stop sign

**Venue:** Outdoors

**Duration:** 2 x 25 minutes



#### Teachers' Note

When waiting for a bus, pupils should stand well away from the carriageway, on the footpath or the platform.

Pupils must wait for the bus to stop completely before getting out of the bus.

When alighting, pupils should be accompanied by an adult at the bus stop. Pupils must behave properly while getting out of the bus. They should keep walking, when moving from their seats to the bus door, when using the bus stairs and when leaving the bus.

Once out of the bus, an adult should hold the hand of the child.

#### Procedure:

Begin the class by recalling the lesson on 'Pick up' and 'Drop off' points. (*refer to previous lesson*)



#### CLASS ACTIVITY

#### Role play – 'Pick up' and 'Drop off'

1. Select pupils to mime 'Driving a bus' and ask some pupils to wait at the Bus Stop.
2. Divide the class into 4/5 groups. Assign roles and indicate spots for Bus Stop for each group.  
(The Bus Stop should be near a platform or where there is a footpath.)
3. Assign each of the following scenarios to a group.
4. Have a class discussion on the good and the bad behaviours.

**Scenario 1:** While waiting for a bus, it is polite to form a line. When the bus arrives at the bus stop, everyone can then board the bus in an orderly manner without pushing or shoving to get on.

**Scenario 2:** The bus reaches the stop and pupils get off in an orderly manner.

**Scenario 3:** How pupils behave if they see a relative on the other side of the road.

**Scenario 4:** Pupils get off a school bus at a bus stop.

**Evaluation:** Ask pupils to complete the activity in the Pupil's Book.

## Lesson 14 **How to behave in the car park**

**Learning Outcome :** By the end of the lesson, pupils should be able to:

- Demonstrate appropriate behavior in the car park

**Materials/Equipment:** Chairs

**Venue:** Outdoors

**Duration:** 25 minutes



### **Teachers' Note**

'Safety Door' refers to the passenger door closest to the footpath/platform and away from the movement of vehicles.

### **Procedure:**

Recall previous lesson.

Introduce the lesson on 'Car Parks'. Conduct a brainstorming session on car parks; refer to malls, schoolyards, roads and so on.



### **CLASS ACTIVITY**

Choose two empty car park slots in the school yard – place chairs to represent the two front seats and two back seats of a car. Select pupils to sit in the 'car'.

Describe the following scenarios:

1. Mr and Mrs Ross are driving their kids to school. Mrs Ross parks the car in the school car park.

Stop at this point and ask pupils the following question:

What must the children do before opening the door to get out?

**Answer:**

They should check for vehicles coming into the parking slot next to the car on their side and check for vehicles reversing out of the parking slot next to the car.

2. Mr and Mrs Victor are waiting for their children near the school.

Stop at this point and ask pupils the following questions:

What must the children do before opening the door to get out?

What must the children do before getting into the car in the car park?

**Answer:**

The children must use the rear passenger door closest to the footpath and/or away from the flow of vehicular traffic.

**Evaluation:** Ask pupils to complete the activity in the Pupil's Book.

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

**Learning Outcomes:** By the end of the lesson, pupils should be able to:

- Distinguish between the right-hand side and the left-hand side of the road
- Identify which side of the road to walk on

**Materials/Equipment:** Marker, whiteboard, cones, Pupil's Book

**Venue:** Indoors/outdoors

**Duration:** 25 minutes



### Teachers' Note

Emphasize the importance of walking on the right-hand side of the road, that is in the direction facing oncoming vehicles.

Highlight that, in Mauritius, all the vehicles are driven on the left-hand side of a two-way road and, to be able to see the vehicles, pedestrians need to walk on the right-hand side.

However, they can walk on the left-hand side when there is a footpath.

### Procedure:

Introduce the topic with a “Simon Says” activity to help pupils distinguish between right-hand side and left-hand side:

- Simon says, “Put your right hand in your pocket.”
- Simon says, “Raise your left hand.”
- Simon says, “Take two steps to the right.”
- Simon says, “Take two steps to the left.”
- Simon says, “Touch your left leg with your right hand.”

Wrap up the above activity by summarizing which side is LEFT and which side is RIGHT.

Use the above to explain that the road also has left and right hand sides.



### CLASS ACTIVITY

#### Role play

Create a two-way road layout. Invite some pupils to act as vehicles and some as pedestrians. Explain that all the vehicles drive on the left-hand side and, to be able to see oncoming vehicles, the pedestrians must walk on the right-hand side.

Let pupils enact the situation.

**Evaluation:** Ask pupils to complete the activity in the Pupil's Book.

## Lesson 16 Safe behaviour on the road

**Learning Outcomes:** By the end of the lesson, pupils should be able to:

- Define safe and unsafe behaviours on the road
- Identify safe and unsafe behaviours on the road

**Materials/ Equipment:** Teacher-made picture cards showing safe and unsafe behaviours on the road, marker, whiteboard

**Venue:** Indoors

**Duration:** 25 minutes

**Procedure:**

**Brainstorm – You may use the following questions:**

- Is it important for adults to hold a child's hand? Why?
- Is it safe to play while walking on the footpath? Why?
- Is it safe to run on the road? Why?

Elaborate on the consequences of unsafe behaviours.







## CLASS ACTIVITY

### Guessing game

Depending on the class size, pair up pupils or place them in groups of 4. Each group picks at least one picture card from the box. They are given a few minutes to describe the picture card to the class and then state if it is showing a safe or an unsafe behaviour. Peers from the class need to give a thumbs up for the correct answer or a thumbs down for an incorrect answer.

**Evaluation:** Ask pupils to complete the activity in the Pupil's Book.



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

**Learning Outcome:** By the end of the lesson, pupils should be able to:

- Practice walking in a single file to avoid accidents

**Materials/ Equipment:** Whiteboard, marker, Pupil's Book, cones

**Venue:** Indoors/outdoors

**Duration:** 2 x 25 minutes

**Procedure:**



### CLASS ACTIVITY

#### Walking in a single file

Divide the class into 2 groups, A and B. Mark a spot "X" as the destination and place cones to denote the footpath.

Demonstrate how to walk in a single file.

Upon your signal, Group A walks in a single file and Group B walks as a group to reach spot "X".

After the activity, conduct a class discussion to emphasize the correct behaviour and what are the possible dangers when we walk on the road in a group.

Emphasize the importance of walking in a single file.

The whole class walks in a single file.





## CLASS ACTIVITY

Let us sing

**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.*

Whenever there is a wide footpath, children may walk side by side. However, they should not encroach on the carriageway.

**Evaluation:** Ask pupils to complete the activity in the Pupil’s Book.

## Lesson 18 **Good behaviours on the road**

**Learning Outcome:** By the end of the lesson, pupils should be able to:

- List good behaviours on the road

**Materials/Equipment:** Pupil's Book

**Venue:** Indoors

**Duration:** 2 x 25 minutes



### **Teachers' Note**

'Good behaviour' means being courteous and polite.

'Responsible behaviour' means behaving in a conscious manner for the safety of oneself and others. It also means behaving to minimize risk factors for road accidents.

Both good and responsible behaviours are connected to safety.

### **Procedure:**

Introduce the lesson by conducting a class discussion on good behaviours on the road.

Depending on the pupils' ability, you may refer to the questions below:  
(You may also refer to the Pupil's Book)

- Do you run on the road?
- Do you play around with friends on the road?
- Can you talk on the phone while walking on the road?
- How would you walk if you were crossing a road ?  
Explain that pupils should walk straight across when crossing the road. They should not walk diagonally.
- On which side of the footpath should you walk?  
Explain that pupils should walk on the inner side of the footpath.
- Do you throw litter on the road?  
Explain that pupils should not litter. They should throw litter in the bin. Emphasize the importance of keeping the environment clean.
- How should you behave towards other pedestrians?  
Explain that pupils should be courteous towards other pedestrians, especially those with canes, in wheelchairs, elderly persons and younger children. They should not argue, fight or play with their friends on the road.

**Evaluation:** Ask pupils to complete the activity in the Pupil's Book.



## Lesson 19 Responsible behaviours on the road

**Learning Outcome:** By the end of the lesson, pupils should be able to:

- Identify responsible behaviours on the road

**Materials/Equipment:** Pupil's Book

**Venue:** Indoors

**Duration:** 25 minutes

**Procedure:**

Establish the link with the previous lesson and conduct another discussion on responsible behaviours on the road.

Depending on the pupils' ability, refer to the points below:

- An adult should always hold the hand of a child.
- Never climb over handrails to cross the road.
- Never put your hand between the bars of the handrail.
- Stay away from vehicles and from busy roads.
- Obey traffic rules.
- Do not step onto the road without checking if it is safe to cross.
- Be careful while walking near driveways.
- Stop at the edge of the road before crossing the road.
- Keep your head up, take a good look in all directions, listen and be aware of vehicles from behind.
- Do not start to cross when the 'Green Walking man' is flashing.

**Evaluation:** Ask pupils to complete the activity in the Pupil's Book.

## Lesson 20 **Safe or unsafe behaviours on the road**

**Learning Outcome:** By the end of the lesson, pupils should be able to:

- Distinguish between safe and unsafe behaviours on the road

**Materials/Equipment:** Cones, tape, teacher-made flash cards.

**Venue:** Indoors

**Duration:** 2 x 25 minutes



### **Teachers' Note**

Set up a road with cones on one side to indicate the footpath and tape as road markings for the class activity.

### **Procedure:**



### **CLASS ACTIVITY**

#### **Role play**

The class is divided into groups that will pretend they are pedestrians walking near vehicles. Each group will be given a flash card indicating either a safe or an unsafe behaviour. Groups are given a few minutes to discuss the behaviour. They will then act out the scenes and the class will analyze and state whether these were safe or unsafe behaviours. If the behaviour is safe, the class will give a thumbs up and if it is unsafe they will give a thumbs down and then provide suggestions for the correct behaviour.















## CLASS ACTIVITY

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.*

**Evaluation:** Ask pupils to complete the activity in the Pupil's Book.





