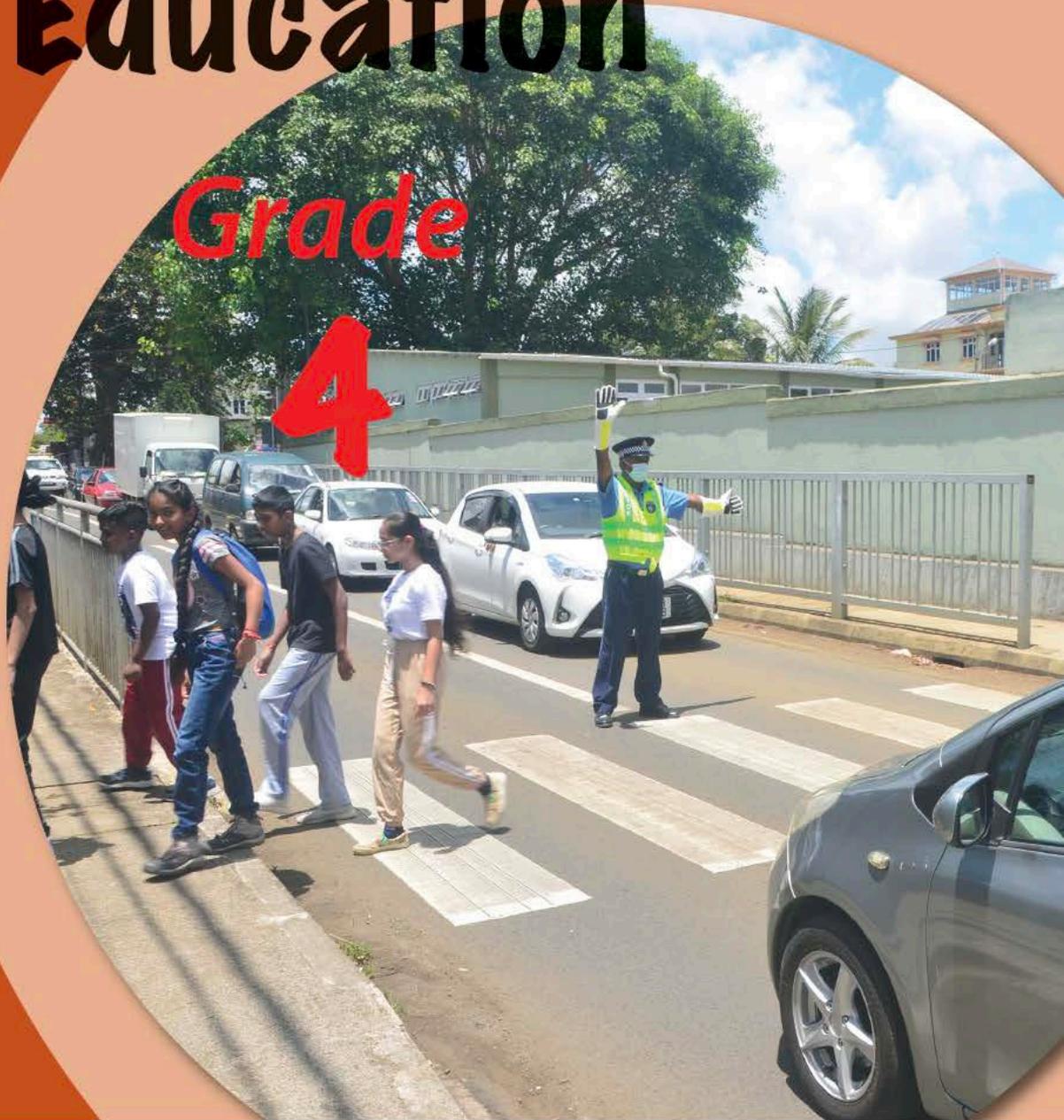


Pupil's Book

Road Safety Education

Grade

4



Mauritius Institute of Education

under the aegis of

Ministry of Education, Tertiary Education, Science and Technology

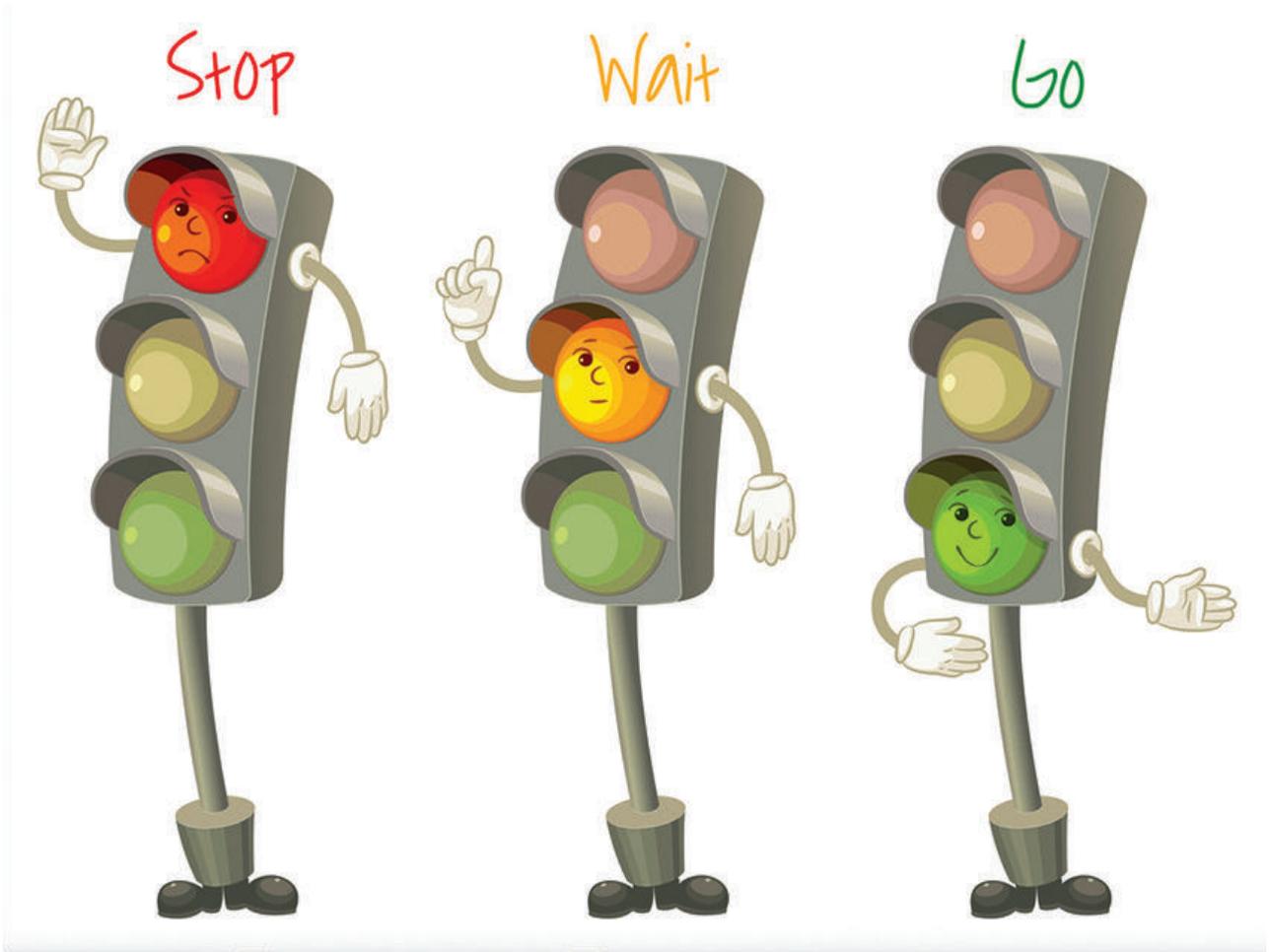
&

Ministry of Land Transport and Light Rail

(Traffic Management and Road Safety Unit - TMRSU)



Let us learn about Road Safety and save lives.



This book belongs to:

.....

Pupil's Book

Road Safety Education

Grade

4



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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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Lessons 1 & 2 Traffic Signs in relation to crossing the road

Activity 1

Observe and discuss the picture below.



Activity 2

Observe and discuss the similarities and differences between the two traffic signs.



Similar:

Different:



Activity 3

Draw and colour the traffic sign which warns people about the presence of a pedestrian crossing ahead in the given box A.

Box A

Draw and colour the traffic sign which indicates that there is a pedestrian crossing in the given box B.

Box B



Activity 4

Draw a one-way road.

Insert the pedestrian crossing markings.

Insert triangular sign with red border and the blue square sign.





Activity 5

Draw a two-way road.

Insert the pedestrian crossing markings.

Insert triangular sign with red border and the blue square sign.



Lessons 3 & 4 Road Humps

Activity 1

Draw an arrow to show the hump of the camel.



Activity 2

Observe and discuss Picture A and Picture B.



Picture A



Picture B

Label the pictures using the word:

flat, round

A- top road hump.

B - top road hump.

The road hump is a safety feature intended to slow down vehicles.



Activity 3

Draw and colour the traffic signs for road hump.

- A. Danger warning sign of hump ahead.
- B. Informative hump sign indicating where the hump is located on the road.

A

B



Activity 4

Write TRUE or FALSE after each statement.

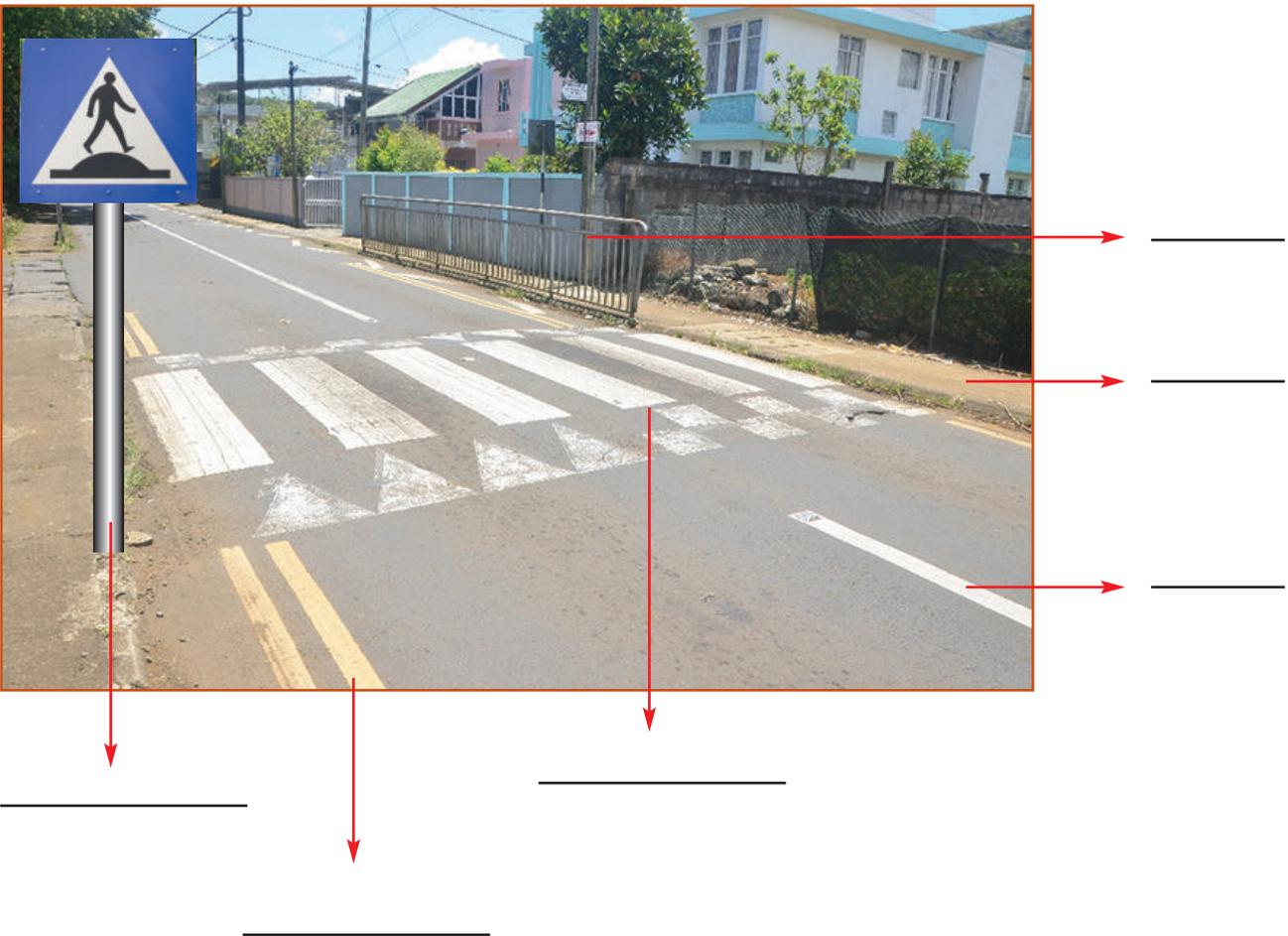
		True or False
1.	A hump is useful on the road.	
2.	When a driver sees a hump, he must not slow down.	
3.	Driving fast on a hump can damage the car.	
4.	When a driver sees a hump, he must slow down.	
5.	Pedestrians can cross on a round top hump.	

Lessons 5 & 6 Types of Pedestrian crossing:
Humped Pedestrian Crossing

 **Activity 1**

Humped Pedestrian Crossing

Observe and discuss the picture below.



Label the above road scene with the following words:

Double yellow lines	Continuous white line
Humped pedestrian crossing sign	Footpath
Zebra marking	Handrail

 **Activity 2**

Observe and discuss the similarities and differences of the two traffic signs.







Activity 3

Draw and shade a road with a round top road hump in the space below.

A large, empty rectangular box with a thin black border, intended for the student to draw and shade a road with a round top road hump.



Activity 4

Draw and shade a road with a humped pedestrian crossing in the space below.

A large, empty rectangular box with a thin brown border, intended for the student to draw and shade a road with a humped pedestrian crossing.

Activity 5

Insert the traffic sign which indicates a humped pedestrian crossing and is placed beside the humped pedestrian crossing.



Activity 6

Write TRUE or FALSE after each statement.

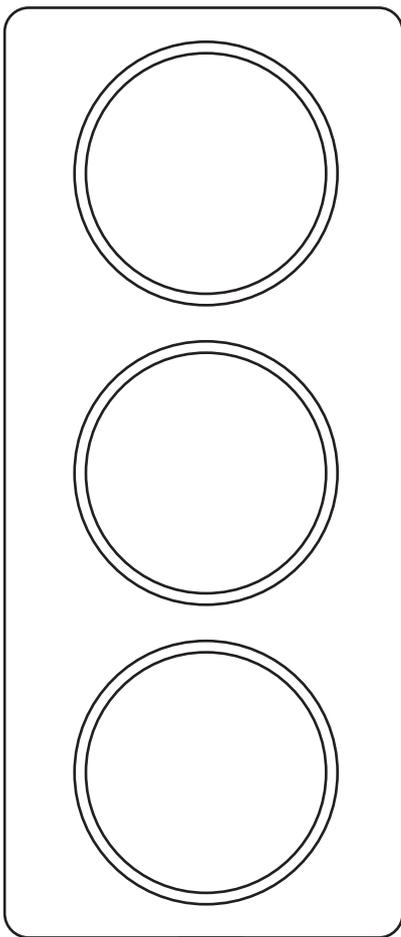
		True or False
1.	A humped pedestrian crossing is not useful on the road.	
2.	When a driver sees a humped pedestrian crossing, he must not slow down.	
3.	Driving fast on a humped pedestrian crossing can damage the vehicle.	
4.	A pedestrian can cross on any type of road hump.	
5.	Pedestrians can cross on a humped pedestrian crossing.	

Lesson 7 Identification of Signal Lights (vehicles)

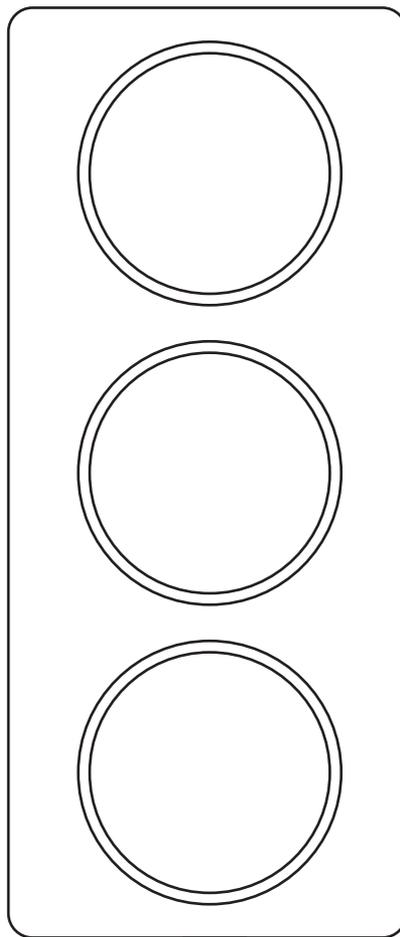
Activity 1

Colours of the signal lights in the correct order.

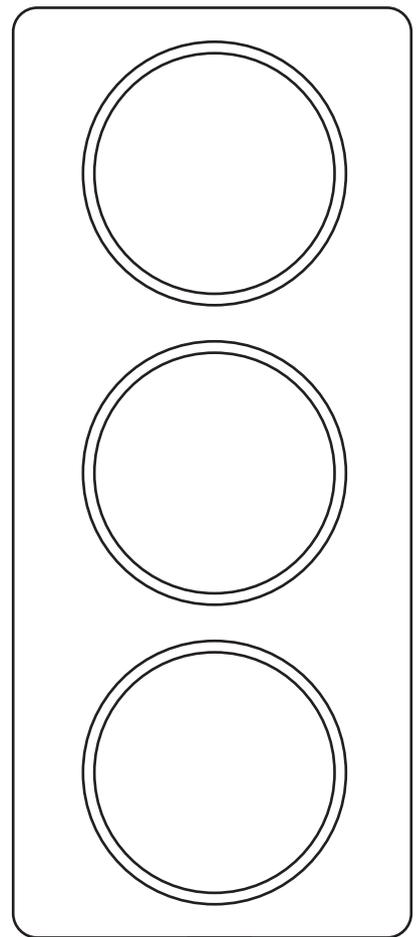
Shade the Signal Lights below with the corresponding colour.



Red



Amber



Green



Activity 2

Match the Signal Light with its correct meaning for vehicles.

Signal lights

Meaning

Amber

Go

Green

Stop

Red

Prepare to stop and stop

Lessons 8 & 9 Identification of Signal Lights (Pedestrians)

 **Activity 1**

Write the correct terms to describe the pictures below:
Green Walking Man, Red Standing Man, Count down timer.



Picture A

.....



Picture B

.....



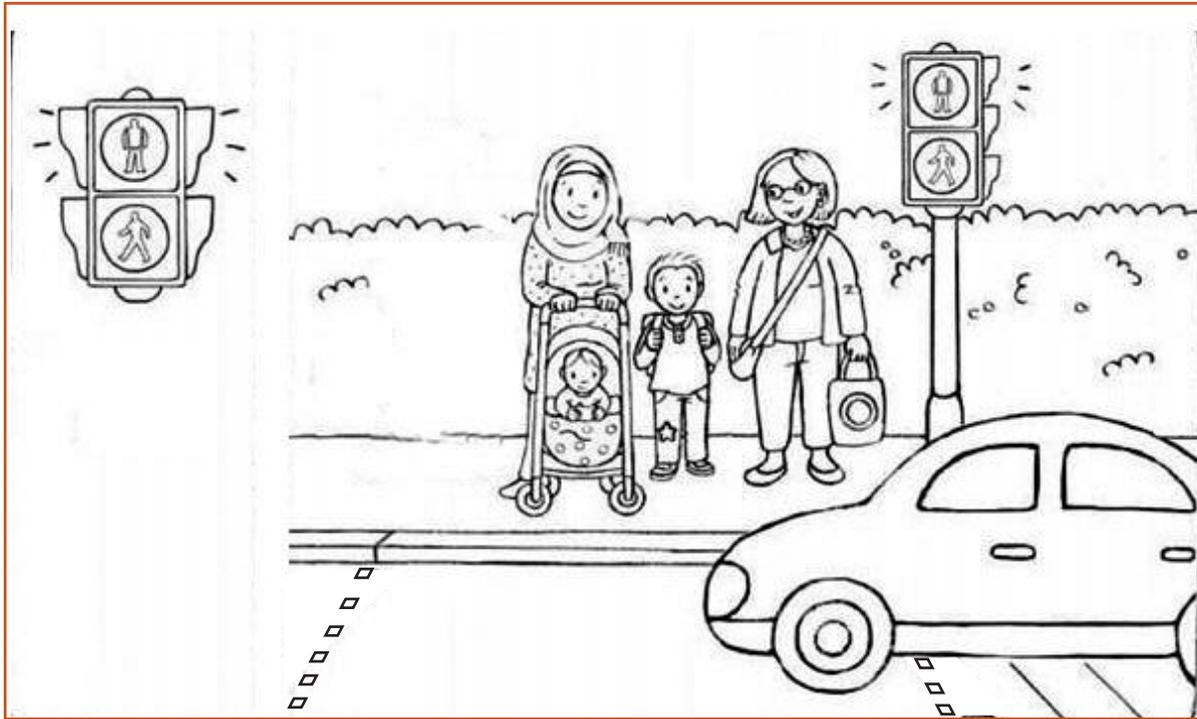
Picture C

.....

Activity 2

Pelican signal lights

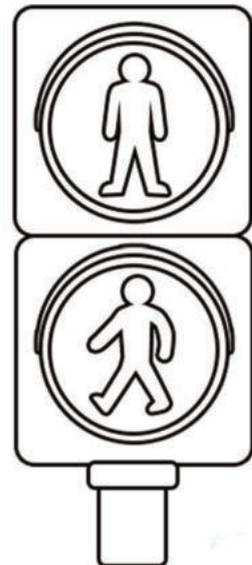
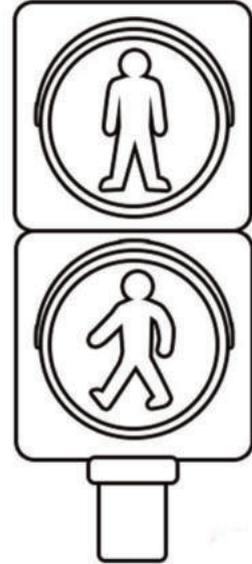
Colour the appropriate Pelican signal light for the given situations.



 **Activity 3**

Pelican signal lights

Colour the appropriate Pelican signal light for the given situations.





Activity 4

Signal Lights and Pelican Crossing

Draw a Pelican Crossing showing the 'Green Walking Man' and the 'Red Standing Man'.

A large, empty rectangular box with a thin black border, intended for the student to draw a pelican crossing showing the 'Green Walking Man' and the 'Red Standing Man'.

Activity 5

Match the items to its meaning.



A push button device.

Studs to demarcate the space reserved for pedestrians to cross. It can be studs or small white square road markings.

A countdown that will let you know how many seconds are left for you to cross the road.

This signal means that you need to wait, and you are not allowed to cross the road.

This signal means that you are allowed to cross the road.

Hand sensor

Lesson 10 Types of Pedestrians Crossing: Pelican Crossing

Activity 1

Observe and discuss the differences between a Pelican Crossing and Zebra Crossing.



Picture A.....



Picture B.....

Activity 2

Label the sign below using the following:

- Traffic sign informing of a zebra crossing.
- Danger warning sign showing zebra crossing ahead.
- Belisha flashing beacon.
- Danger warning sign showing signal lights ahead.



 **Activity 3**

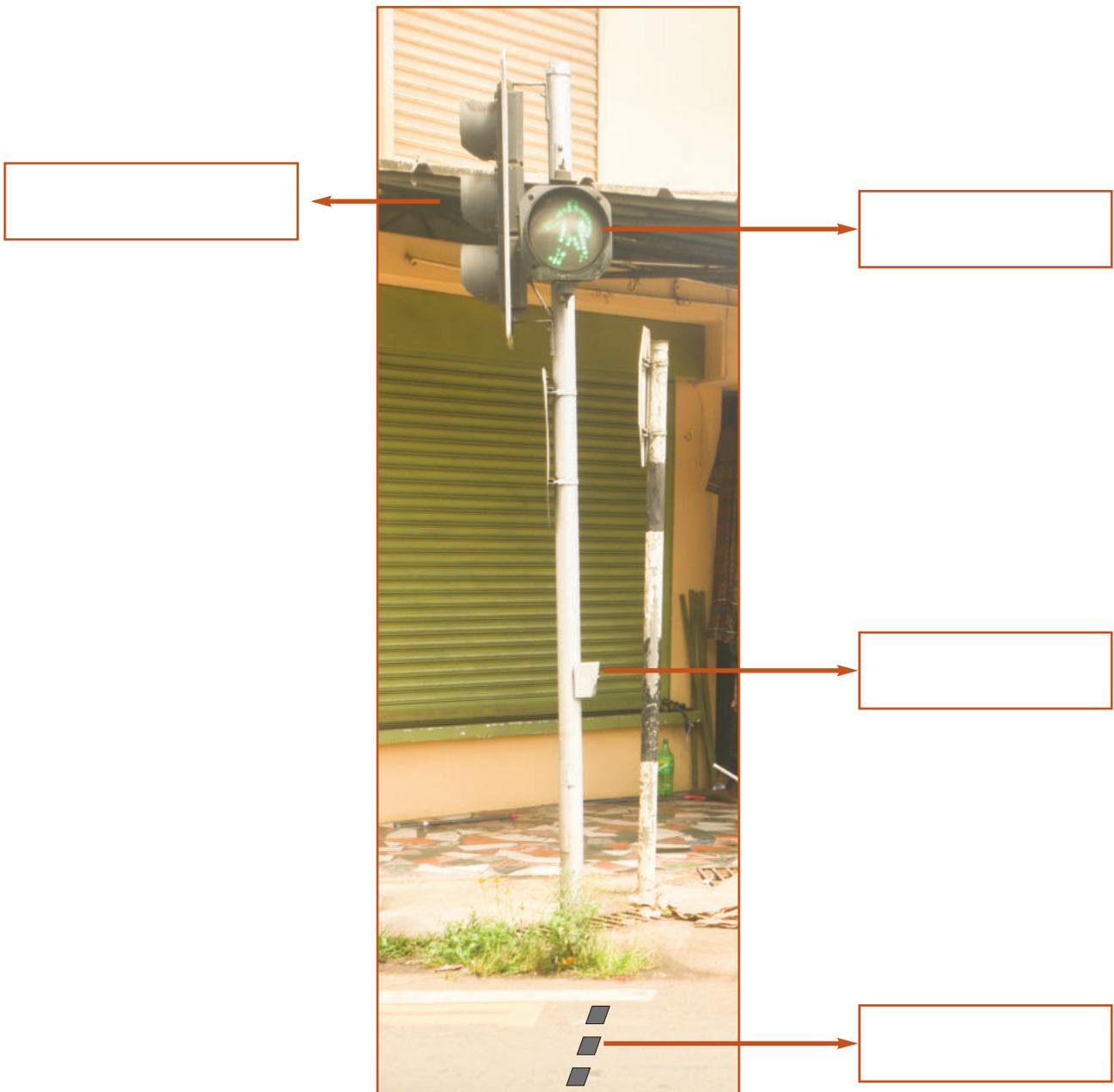
Choose and write the correct answers in the space provided.

Vehicular signal light

Pedestrian signal light

Push button device

Studs

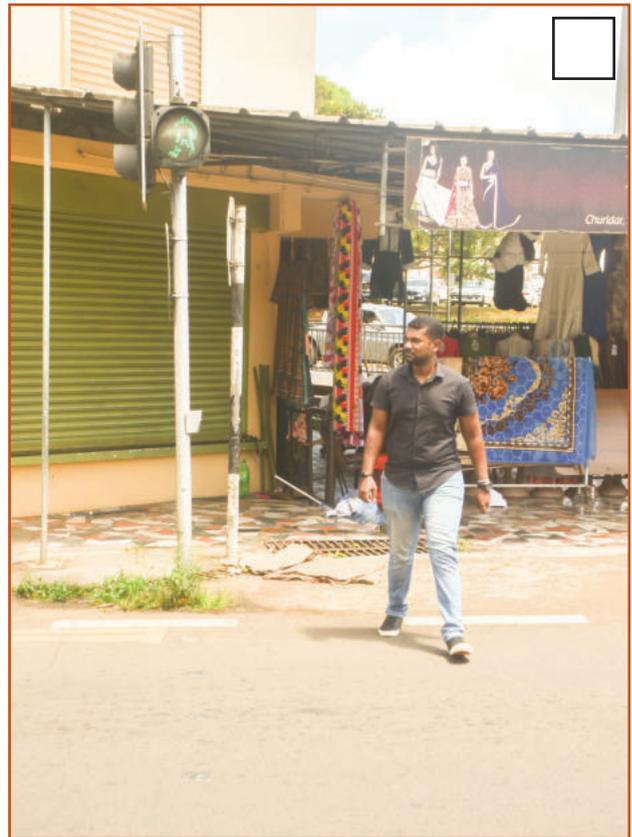


Lesson 11

Steps for using the Pelican Crossing
(when the Red Standing Man is displayed)

 **Activity 1**

Observe and discuss the pictures.
Number the pictures in the correct order.







Activity 2

Rewrite the steps to cross the road using the Pelican Crossing in the correct order.

Wait for the Green Walking Man to appear.
Stop by the edge of the road.
Look to the right again.
Press the push button device.
Scan to the left and to the right for vehicles.
Keep looking to the right and to the left and listen while crossing.
Go straight across.
Walk, don't run.

1.
2.
3.
4.
5.
6.
7.
8.

Activity 3

Complete the checklist below by inserting a (✓) in the appropriate space to demonstrate good practices and (x) for bad practices when crossing the road using a pelican crossing.

	Situation	
(a)	I should always ensure that all vehicles have stopped before starting to cross the road.	
(b)	I must wait for the <i>Green Walking Man</i> to appear before crossing the road with care.	
(c)	I should always be alert when crossing the road although I am at a Pelican crossing.	
(d)	I should start to cross the road when there is only two seconds left on the countdown.	
(e)	It is not safe to run when crossing the road.	
(g)	I start to cross the road when the <i>Green Walking Man</i> is flashing.	

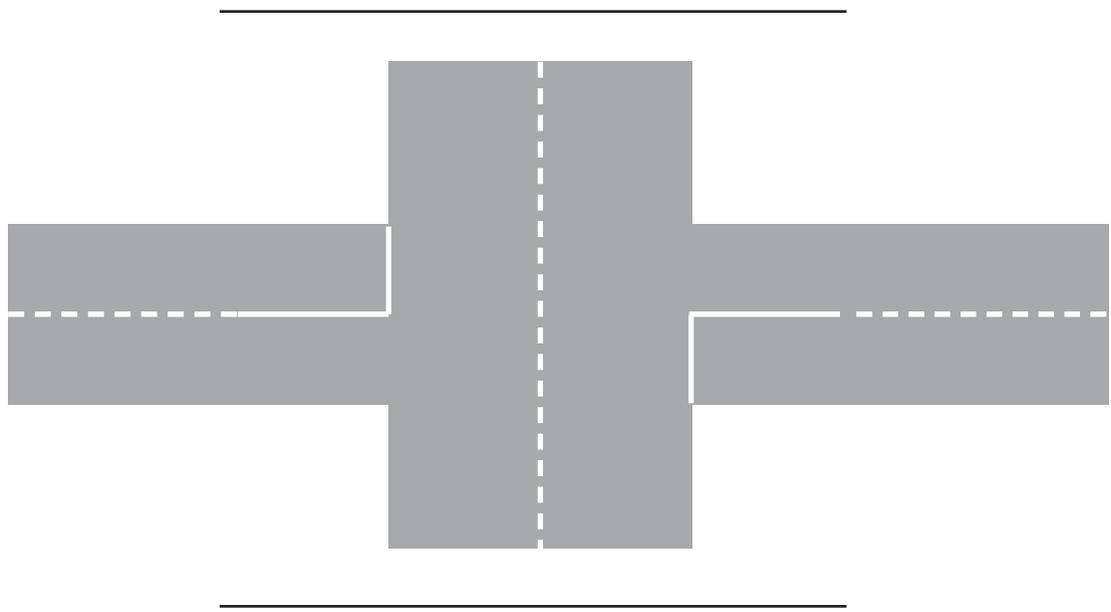
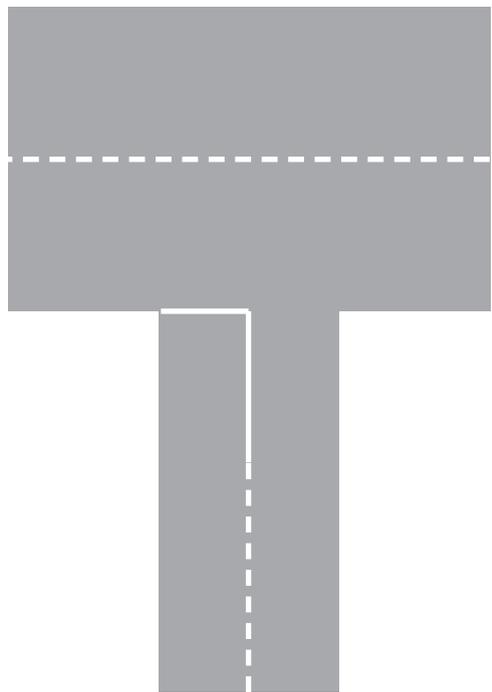
Lessons 12 & 13 Crossing the road at a signalised junction with pedestrian phase (pelican crossing at junctions)

 **Activity 1**

Junctions

Observe, discuss and label the following pictures.

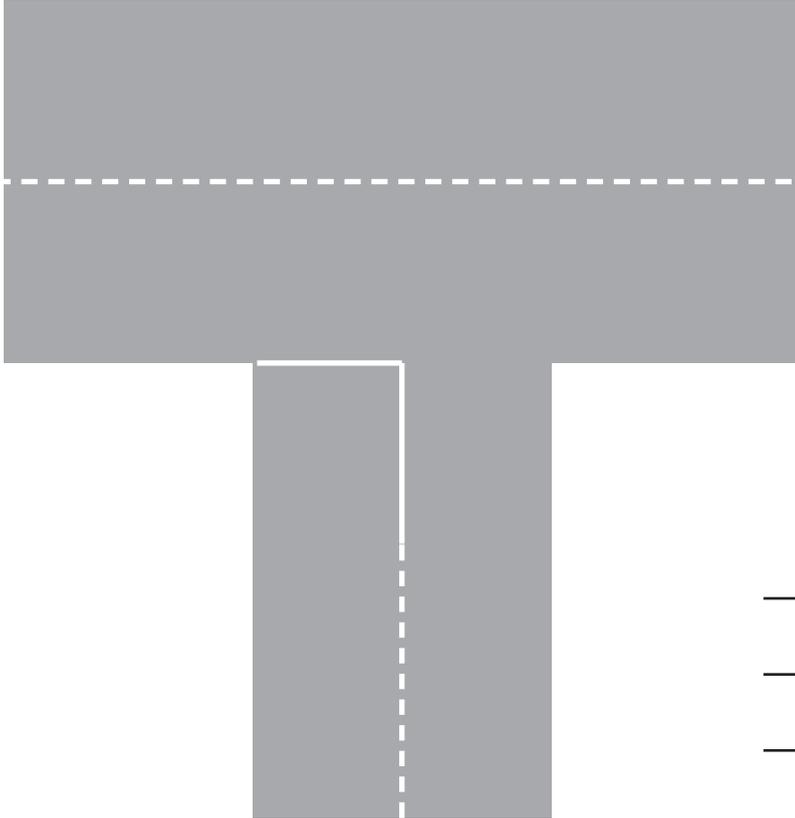
T-junction	Yellow box
Staggered junctions	Cross junction





Activity 2

Observe, discuss and label.





Lessons 14 & 15 Types of Pedestrian crossing: Footbridge

Activity 1

Observe and discuss the pictures below.





Activity 2

Draw a footbridge.

Show, with the help of arrows, how to cross a road using a footbridge.

A large, empty rectangular box with a thin black border, intended for the student to draw a footbridge and show the path of crossing with arrows.

Lesson 16 Types of Pedestrian Crossing: Underpass
(also known as Subway)

 **Activity 1**

Observe and discuss the pictures below.





Activity 2

Draw an Underpass.

Show, with the help of arrows, how to cross a road using an underpass.

A large, empty rectangular box with a thin brown border, intended for the student to draw an underpass and show the path of crossing with arrows.

Lessons 17 & 18 Hazards on the road (Me as a pedestrian)

Activity 1

Me as a pedestrian.

Observe and discuss the pictures.





Activity 2

Good practices when I am on the road.

Fill in the blanks: adult, footbridge, attentive, footpath, facing, right, hand.

1. I should always be accompanied by an
2. An adult should always hold my
3. I should use the to cross a busy street.
4. I should always walk on the
5. If there is no footpath I should walk on the hand side of the road the oncoming traffic.
6. I should always be on the road.

Lessons 19 Hazards on the road
(Identifying the hazards on the road)

 **CLASS ACTIVITY**

Class Presentation: Hazards on the road.





Activity 1

Choose the correct answer.

1. A pedestrian must always wait for the _____ to be clear before crossing?
 - A. River
 - B. Road
 - C. Path
2. It is important to wear bright coloured clothes when walking during the day because _____ .
 - A. everyone needs to know you are going to enjoy yourself.
 - B. other road users can see you.
 - C. they are your favourite colours.
3. Roads are the safest place to play.
 - A. True
 - B. False
4. You can cross the road between parked vehicles.
 - A. True
 - B. False
5. You can cross the road in front of a moving vehicle.
 - A. True
 - B. False

6. Parked cars and vegetations on the sides of roads may _____ the vision of pedestrians.
- A. limit
 - B. increase
7. Always wear light coloured clothes or retro-reflective bands when walking at night.
- A. True
 - B. False

Crossing the road (Stop, Look, Listen and Think - SLLT)

Activity 1

Pedestrian Refuge Island

Observe and discuss the pictures.



Pedestrian refuge island



*Pedestrian waiting
on Pedestrian refuge island*

Activity 2

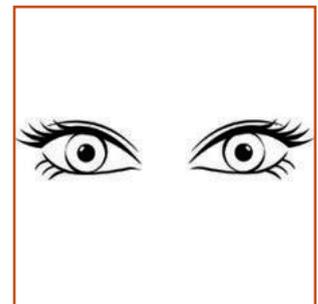
Insert a number to arrange the steps in the correct order to follow when crossing the road.

THINK

LISTEN

STOP

LOOK



Rewrite Activity 2 from page 43 in the correct order in the space provided below:

.....

.....

.....

.....

Activity 3

Word search

Discuss the different statements with the class.

- Pedestrians should always walk on the footpath, where available.
- An adult should always hold the hand of young children.
- Pedestrians need to check down the driveways for oncoming or outgoing vehicles.
- Where available a zebra crossing is a safe place to cross the road.
- Sometimes the signal lights have pedestrian phases to allow pedestrians to cross the road safely.
- All pedestrians should wear bright coloured clothing during the day and high visibility clothing (retro-reflective bands) at night.
- We need to make smart choices as a pedestrian.
- A young child is always easily distracted on the road.
- We might get hurt if we take risks on the road.

- Someone who is walking is called a pedestrian.
- Pedestrians should follow the Stop, Look, Listen and Think principle before crossing the road.
- You must always look right, left and right before crossing the road.

Search for the underlined words from the different statements in the 'Word Search' activity below.



Lessons 22 & 23 Dangerous places to cross the road (Part 1)

 **Activity 1**

Observe and discuss the pictures.



.....
.....



.....
.....



.....
.....



.....
.....



.....
.....

After discussion - Draw a happy smiley (😊) on the correct practices and a sad smiley (☹) on the bad behaviours.

Choose from the statements below and insert one for each picture in the space provided.

Crossing the road from between parked vehicles.

Crossing the road at a bend.

Crossing the road on the motorway with no Pedestrian Crossing facilities.

Crossing the road when the Pelican signal light shows the Green Walking Man.

Crossing the road on a zebra crossing.

Crossing the road accompanied by an adult.

Lesson 24 Dangerous places to cross the road

Activity 1

Observe and discuss the pictures below.

Put a cross (x) where we should not cross the roads in the space provided.





CLASS ACTIVITY

Sing a song

Action Song: (Adapted on 'Ram Sam Sam' melody)

Is it safe, is it safe to cross the road at a bend?

Is it safe, is it safe to cross the road at a bend?

No No No, No it isn't, it isn't

No No No, No it isn't, it isn't

We cannot see properly

If a truck is coming

We cannot see properly

If a bus is coming

Is it safe, is it safe to cross the road near a crest?

Is it safe, is it safe to cross the road near a crest?

No No No, No it isn't, it isn't

No No No, No it isn't, it isn't

We cannot see properly

If a van is coming

We cannot see properly

If a car is coming

Is it safe, is it safe to cross the road on roundabouts?

Is it safe, is it safe to cross the road on roundabouts?

No No No, No it isn't, it isn't

No No No, No it isn't, it isn't

Too many vehicles everywhere

Turning here turning there

Too many vehicles everywhere

Turning here turning there

Is it safe, is it safe to cross across motorways?

Is it safe, is it safe to cross across motorways?

No No No, No it isn't, it isn't

No No No, No it isn't, it isn't

Too many vehicles here and there

Moving at high speed

Too many vehicles here and there

Moving at high speed

Activity 2

Draw a cross (x) if the statement is False and a tick (✓) if the statement is True.

	Situation	
1.	Crossing the road near a bend is not dangerous because we can see vehicle coming.	
2.	It is dangerous to cross the road on the motorway as it is a busy road where vehicles keep moving at high speed.	
3.	Avoid crossing the road on roundabout as vehicles keep moving.	
4.	It is safe to cross the road near a crest as we can see vehicles coming.	

Lesson 25 Crossing the road where there is no pedestrian crossing facilities

 **Activity 1**

Tick the correct answer.

	You need to cross a road but there is no pedestrian crossing:	
1.	When the vehicles are coming near me, I cross up to the middle of the road. I wait and I do the same to cross the other half.	
2.	The road is busy and narrow. I can run to cross without looking on both sides.	
3.	I cross the road because vehicles always stop.	
4.	I stop where I can see and be seen. I listen and I make sure that there are no vehicles approaching before I cross. I should always walk straight across.	

Lessons 26 & 27 **Police Officer regulating traffic at a Pedestrian crossing**

 **Activity 1**

Match the hand signals to their meaning.



Vehicles in both directions to stop. Children proceed to cross the road.



Pedestrians to wait.

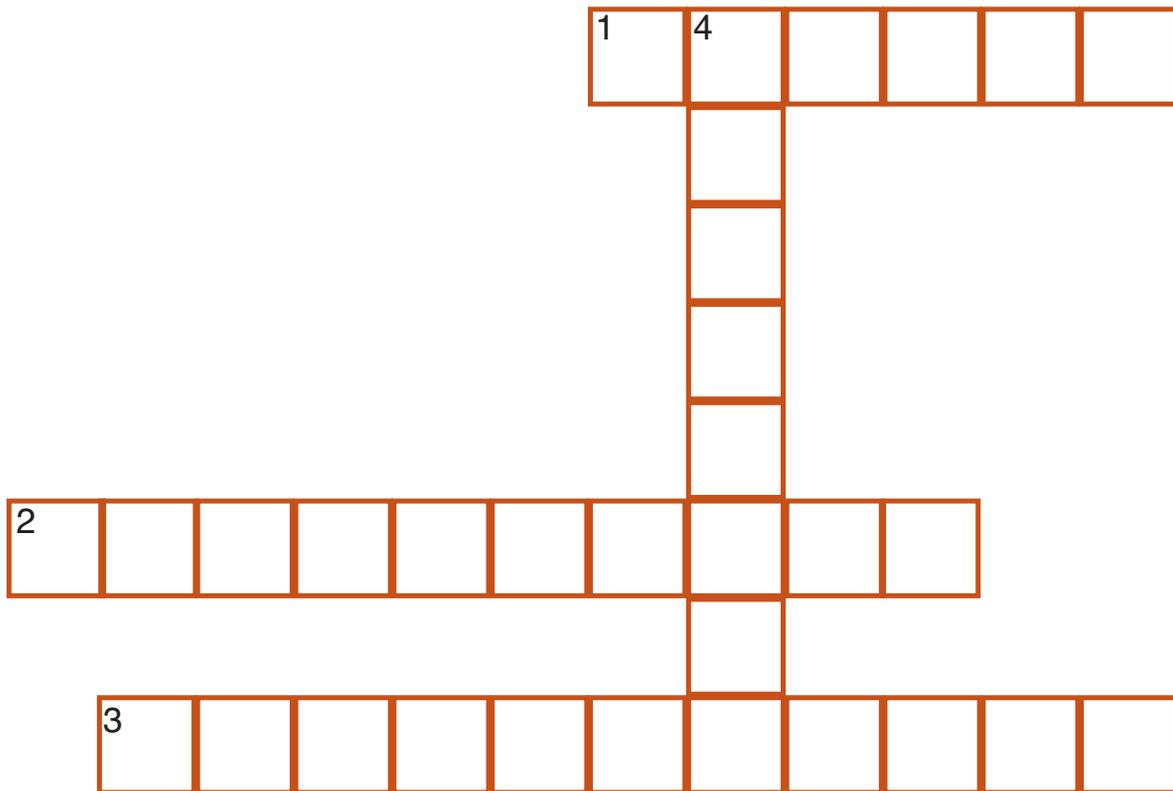


Vehicles in front of Police Officer to Stop.



Activity 2

Complete the crossword.



	Across		Down
1.	A place where children learn new things.	4.	The action of walking from one edge to the other edge of the road.
2.	Someone walking on the road.		
3.	An action performed with a person's hand(s), intended to give a particular message to the person who sees it.		

Activity 3

True or false.

		True or false
1.	I should walk in a single file on a footpath.	
2.	I can cross the road diagonally.	
3.	I should stop, look, listen and think before crossing.	
4.	I should wait by the edge of the road before crossing.	
5.	I can safely walk on any side of the road when there is no footpath.	
6.	I should always cross straight within the safe crossing zone	
7.	I make sure that all vehicles have stopped before crossing	
8.	I should walk on the right-hand side of the road facing the oncoming vehicles where there is no footpath.	

