



Department of  
Education

Shaping the future

# Pedestrian safety education

## Year 1



The Department of Education acknowledges Aboriginal and Torres Strait Islander People as the Traditional Custodians of the lands on which our schools are located and where we conduct our business. We pay our respects to ancestors and Elders, past and present. The Department of Education is committed to honour Aboriginal and Torres Strait Islander peoples' unique cultural and spiritual relationships to the land, sea, skies and waterways and their rich contribution to society.

These resources are delivered by the Department of Education under the School Drug Education and Road Aware (SDERA) program. The SDERA program is funded by the Road Safety Commission through the Road Trauma Trust Account and by the Mental Health Commission to deliver road safety and alcohol and other drug education across the Western Australian education sector and systems. The program is supported by Catholic Education Western Australia and the Association of Independent Schools of Western Australia.

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## Pedestrian Safety

This lesson is designed for use in the lead-up to National Walk Safely to School Day, Road Safety Week or as part of any road safety education.

[Contact us](#) for further information or support to deliver road safety education.

YEAR ONE – Pedestrian Safety		
Learning intentions	Success criteria	Key messages
<p>We are learning to:</p> <ul style="list-style-type: none"> <li>identify strategies to help pedestrians cross the road safely.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>define the term 'pedestrian' and identify who can be a pedestrian</li> <li>explain when and why it is important to hold an adult's hand in the road environment</li> <li>recall and demonstrate the 'Stop, Look, Listen, Think' process for crossing the road or train tracks.</li> </ul>	<ul style="list-style-type: none"> <li>It is safest to hold an adult's hand near traffic and when crossing roads.</li> <li>To stay safe when crossing the road, it is important to stop, look, listen and think.</li> </ul>
Resources	Teaching and learning experience	
<p><b>Introduction</b> Pedestrians</p> <p>No required resources</p>	<div style="display: flex; align-items: flex-start;">  <div> <p><b>Introduction</b> Pedestrians (whole class)</p> <p>Say the word 'pedestrian' and display an image on the board. Explicitly teach the class what the word means.</p> <p><i>In the road rules, a pedestrian refers to 'someone who travels on foot'.</i></p> <ul style="list-style-type: none"> <li>Tell the students examples of who can be pedestrians.</li> <li>Ask the students:                             <ol style="list-style-type: none"> <li>When have you been a pedestrian? (e.g. walking to school or the shops.)</li> <li>Why is being a pedestrian fun? (e.g. using active travel to reach destinations is healthy, we see different things along the route taken, more time with friends and family.)</li> <li>What can you do to stay safe when you are a pedestrian? (e.g. holding an adult's hand, walk on the footpath.)</li> </ol> </li> </ul> </div> </div>	

<p><b>Activity 1</b> Holding hands with an adult</p> <ul style="list-style-type: none"> <li>• <a href="#">Izzy's guide to crossing the road in a metropolitan area</a></li> <li>• <a href="#">Izzy's guide to crossing the road in a rural area</a></li> <li>• <a href="#">Izzy's guide to crossing the train tracks in a metropolitan area</a></li> <li>• <a href="#">Izzy's guide to crossing the train track in a rural area</a></li> <li>• <a href="#">Activity sheet - Hands are for holding</a></li> </ul>	 <p><b>Activity 1</b> Holding hands with an adult (whole class/individual)</p> <p>Watch <u>one</u> of the following videos about crossing the road or train tracks: <a href="#">Izzy's guide to crossing the road in a metropolitan area</a>, <a href="#">Izzy's guide to crossing the road in a rural area</a>, <a href="#">Izzy's guide to crossing the train track in a rural area</a> or <a href="#">Izzy's guide to crossing the train tracks in a metropolitan area</a></p> <p>After watching the video, ask the following questions:</p> <ol style="list-style-type: none"> <li>1. What are the 4 steps to crossing the road safely? ('Stop, Look, Listen, Think')</li> <li>2. When is it important to hold an adult's hand in the road environment? (e.g. crossing the road, crossing the train tracks, in the carpark.)</li> <li>3. Why is it important to hold an adult's hand?</li> <li>4. Whose hand could a young person hold when crossing the road or train tracks? (e.g. a trusted adult. This is a good opportunity to discuss the topic of <a href="#">trusted adults</a>.)</li> </ol> <ul style="list-style-type: none"> <li>• Hand out a copy of <a href="#">activity sheet - Hands are for holding</a>.</li> <li>• Students trace their hand over the hand with fingers overlapping to represent holding hands.</li> <li>• Students then complete the sentence using examples from question 4 above.</li> </ul>
<p><b>Activity 2</b> Stop, Look, Listen, Think</p> <ul style="list-style-type: none"> <li>• <a href="#">Resource sheets – Stop, Look, Listen, Think</a></li> </ul>	 <p><b>Activity 2</b> Stop, Look, Listen, Think (whole class/individual)</p> <ul style="list-style-type: none"> <li>• Write the numbers 1 - 4 on the top of the board.</li> <li>• Use the 4 cards from <a href="#">resource sheets – Stop, Look, Listen, Think</a>.</li> <li>• As a class, stick the cards onto the board in the correct order from 1 - 4.</li> <li>• Discuss what each of the steps mean:       <ol style="list-style-type: none"> <li>1. Stop: Explain that this means stopping at the edge of the kerb or road. Discuss why it's important to stop.</li> <li>2. Look: Look both ways to check for oncoming traffic. Practise looking right, left and right again using a whole-body turn.</li> <li>3. Listen: Listen for any sounds of vehicles that might be approaching, including cars, bikes and trains.</li> <li>4. Think: Is it safe to cross? Are there vehicles? If so, are they going fast? How far away are the vehicles?</li> </ol> </li> <li>• As a class create actions related to each word, e.g. hand to ear for 'listen.'</li> </ul>

**Review and assess** Izzy says

No required resources



**Review and assess** Izzy says (*whole class*)

- Mark out a line on the ground to represent the edge of the road.
- Have students stand behind the line.
- Play a game of 'Izzy says' where the teacher holds up one of the 'Stop, Look, Listen, Think' cards and students do the action related to that card.
- Have the class practise the crossing procedure while saying each step out aloud. Use the cards as a prompt.

[Share your thoughts](#)

Your feedback helps us support WA schools and students by improving our teaching and learning resources.

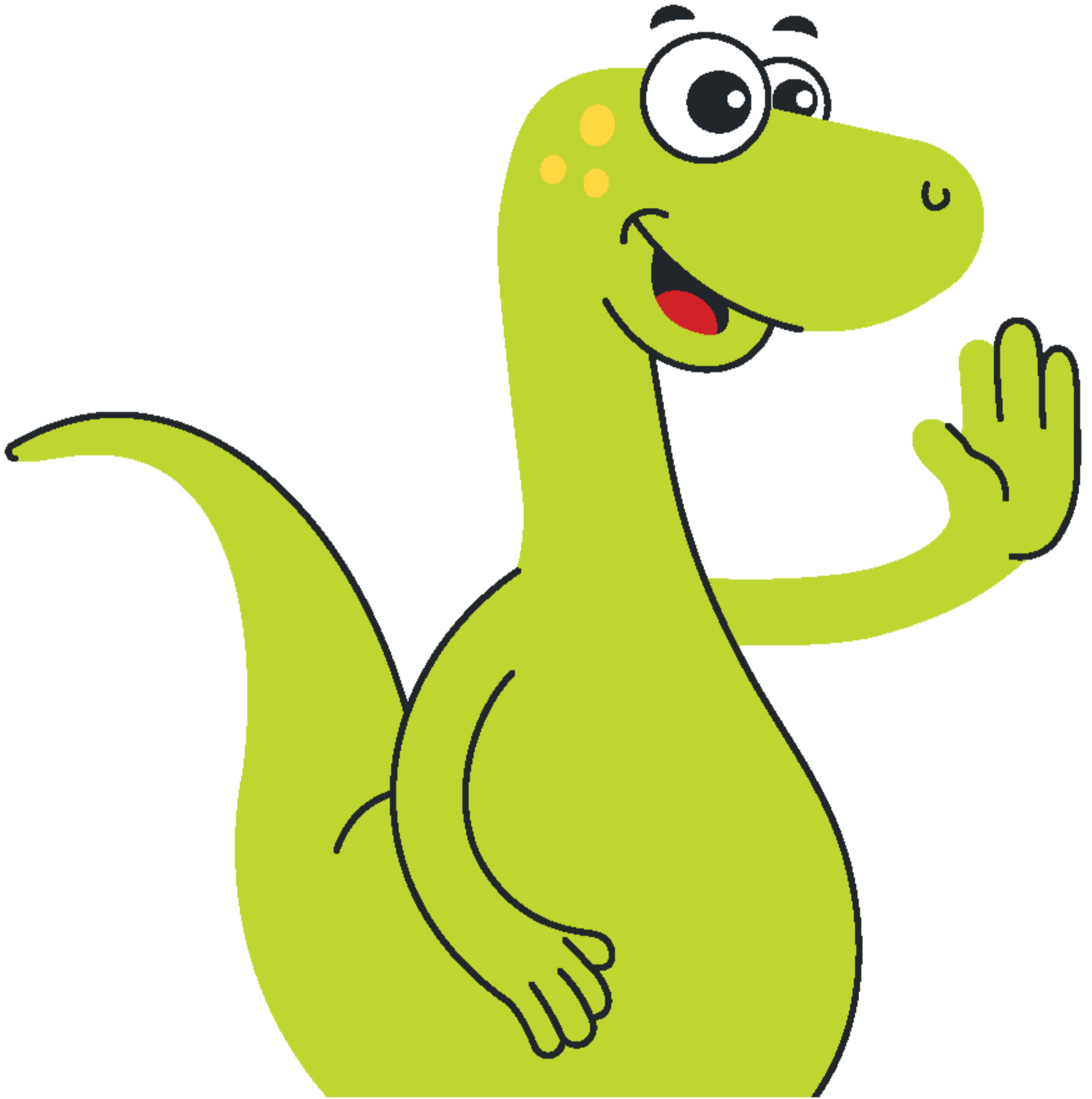


# Hands are for holding

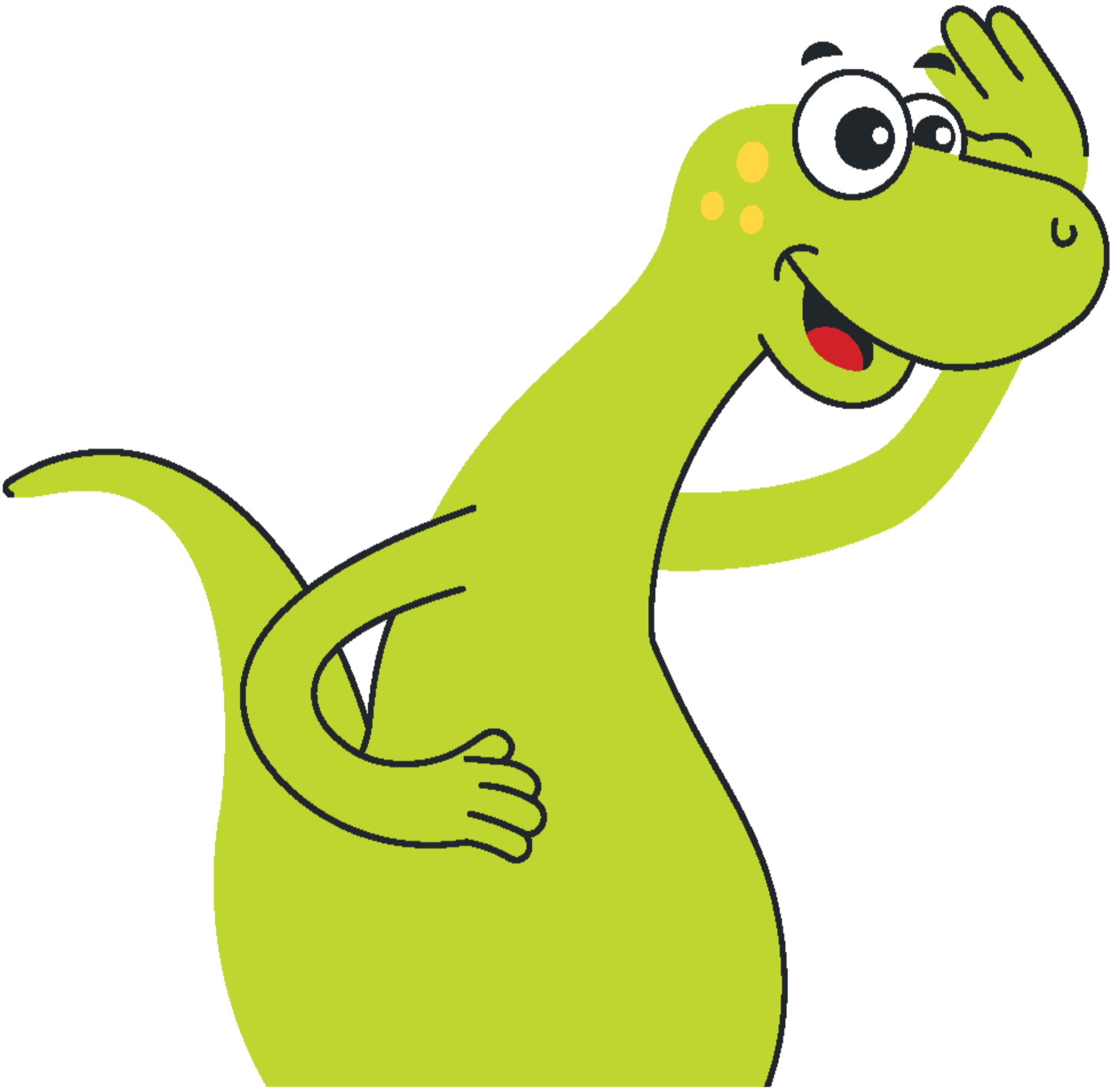
Trace your hand so it overlaps the adult's hand.



**To be safe, I hold my \_\_\_\_\_ hand when I cross the road.**



**Stop**



**Look**



# Listen



**Think**