



Department of
Education

Shaping the future

Pedestrian safety education

Year 3



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.

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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 THREE – Safe journeys to school		
Learning intentions	Success criteria	Key messages
<p>We are learning to:</p> <ul style="list-style-type: none"> identify strategies to stay safe when walking or riding in different types of road environments. 	<p>I can:</p> <ul style="list-style-type: none"> identify the main features of different types of roads explain the safest places to walk and cross the road identify potential risks in various road situations and how to avoid them identify the safest path to travel to school. 	<ul style="list-style-type: none"> Use a safe place to cross the road such as traffic lights, pedestrian crossings, traffic warden crossings or when they are not available, where the road is straight and easy to see vehicles approaching. Using active travel to get to school is beneficial for health, traffic reduction, and the environment. Always walk in a way that allows you to cross the road safely.
Resources	Teaching and learning experience	
<p>Introduction Types of vehicles and roads</p> <ul style="list-style-type: none"> Resource sheets - Road types 	<p> Introduction Types of vehicles and roads (whole class)</p> <ul style="list-style-type: none"> Review the concept that there are different types of vehicles and roads that have different looks, speeds and amount of traffic flow. Show the class different images of road types from resource sheets - Road types or other images that relate to your context. Ask students the following questions about each image: <ol style="list-style-type: none"> What are the main features of this road? Who mainly uses this type of road? Do vehicles drive fast or slow on this road (how do you know)? How much traffic uses this road (a lot or a little)? 	

<p>Activity 1 Risky road situations</p> <ul style="list-style-type: none"> • Resource sheets - Risky road situations 	<p> Activity 1 Risky road situations (whole class/small groups)</p> <ul style="list-style-type: none"> • Discuss the safest place to walk and cross the road. • Brainstorm things students need to watch out for when they are a pedestrian (e.g. vehicles, things that restrict vision such as parked cars, curves, hills, objects blocking the footpath, other road users such as bike riders, in rural areas if there are no pedestrian facilities). • Split the class into small groups and allocate each group an image from resource sheets - Risky road situations. • Each group discusses the risk in their image and how to avoid it. • Groups present their findings to the class.
<p>Activity 2 Safe journeys to school</p> <ul style="list-style-type: none"> • Map of school and surrounding roads (printed, digital, or web-based mapping tool) 	<p> Activity 2 Safe journeys to school (whole class)</p> <ul style="list-style-type: none"> • Ask students: <ol style="list-style-type: none"> 1. How do you usually travel to school? 2. Why might students choose to walk to school? (Promote the use of active transport as not only a means to increase physical activity but also to decrease the amount of traffic around the school grounds and reduce the environmental impact from vehicle emissions). 3. Is it always safe to walk to school? What could you do to make it safer? (e.g. be accompanied by a trusted adult, use designated paths, use pedestrian crossings, if the distance is too far, park a few streets away from school and then walk). • Display a map of the school and the roads surrounding the school. • Discuss the major roads and intersections near the school that students may see or pass when they travel to and from school. • Identify places where it would be safer for students to walk and to cross roads.

Review and assess My safe journey

- Copy of map from Activity 2 (1 per pair)
- A3 sheet of paper (1 per student)



Review and assess My safe journey (pairs)

- Provide each pair of students with a copy of the map from Activity 2.
- As a class, choose a house that is at least 3 road crossings away from the school.
- Students draw the safest route to travel from the house to school. Explain that the safest way may not be the shortest or quickest.
- Students circle any existing safety features (e.g. footpaths, pedestrian crossings, traffic warden, traffic lights, paths that include ramps for accessible crossings).
- When students have finished their map ask them to share their map with another pair.
- Discuss the following questions as a class:
 1. Did the other group select the same route as yours?
 2. Would the route you choose to take always be the same? What may affect it?

[Share your thoughts](#)

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



Road types - 1



Road types - 2



Road types - 3



Risky road situations - 1



Risky road situations - 2



Risky road situations - 3

