



Department of  
Education

**Shaping the future**

# Pedestrian safety education

## Year 4



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 FOUR – Being a safe road user		
Learning intentions	Success criteria	Key messages
<p>We are learning to:</p> <ul style="list-style-type: none"> <li>describe road rules, signs and signals that help keep road users safe.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>explain the purpose of traffic signs and how they keep people safe on the road</li> <li>match traffic signs with the correct meanings</li> <li>create a traffic sign to warn people about a road safety hazard in the community.</li> </ul>	<ul style="list-style-type: none"> <li>Road rules, signs and signals help keep road users safe.</li> </ul>
Resources	Teaching and learning experience	
<p><b>Introduction</b> Think, Pair, Share</p> <ul style="list-style-type: none"> <li>Access to the Road Safety Commission campaign - <a href="#">All road users can drive change</a></li> </ul>	<p> <b>Introduction</b> Think, Pair, Share (whole class)</p> <ul style="list-style-type: none"> <li>Display the image from the Road Safety Commission campaign - <a href="#">All road users can drive change</a>.</li> <li>Using a think, pair, share, ask the class the following questions:               <ol style="list-style-type: none"> <li>What do you think this campaign means for young people?</li> <li>What could young people do to 'drive change'?</li> <li>Do you think it is important for young people to learn pedestrian and rider road rules and signs? Why/why not?</li> </ol> </li> </ul>	

<p><b>Activity 1</b> Distraction detectives</p> <ul style="list-style-type: none"> <li>• <a href="#">Resource sheets - Distraction detectives</a></li> </ul>	 <p><b>Activity 1</b> Distraction detectives (whole class)</p> <ul style="list-style-type: none"> <li>• Explain to students that distractions affect all types of road users.</li> <li>• Play a game of distraction detectives using <a href="#">resource sheets – Distraction detectives</a>. <i>Note: Print these sheets single sided in order to cut into cards. One set for a whole class activity.</i></li> <li>• Hold up a road user card, followed by a distraction card.</li> <li>• Students decide whether the scenario created by the cards is safe or unsafe. They can respond using thumbs up/thumbs down, moving to opposing sides of the room, drawing a tick for safe or cross for unsafe on mini whiteboards.</li> <li>• Combine different cards to make new scenarios.</li> <li>• After each scenario ask the students:             <ol style="list-style-type: none"> <li>1. Why do you think this scenario is safe or unsafe?</li> <li>2. How could the situation be made safer?</li> </ol> </li> </ul>
<p><b>Activity 2</b> Design your own traffic sign</p> <ul style="list-style-type: none"> <li>• <a href="#">Resource sheets – Design your own traffic sign</a></li> </ul>	 <p><b>Activity 2</b> Design your own traffic sign (individual)</p> <ul style="list-style-type: none"> <li>• Discuss examples of road hazards (e.g. busy intersections, narrow roads, roads with no footpath, areas without pedestrian crossings).</li> <li>• Ask students to brainstorm hazards or safety needs in their community. Write ideas on the board.</li> <li>• Using <a href="#">resource sheets – Design your own traffic sign</a>, individually or in small groups, students create a sign that they think will help to reduce a hazard identified during the brainstorm.</li> <li>• Students write a short paragraph explaining:             <ol style="list-style-type: none"> <li>1. The sign's purpose.</li> <li>2. How it will improve safety for pedestrians, riders or drivers.</li> </ol> </li> <li>• Students present their signs and explanation to the class.</li> </ul>

### Review and assess 4 corners

No resources required



### Review and assess 4 corners (whole class)

- Number each corner of the room from 1 – 4.
- Explain to the class that this activity is about opinions, there is no right or wrong answer. Emphasise the importance of respecting other people's opinions.
- Explain that you are going to read out 4 statements, starting with 'Young people would be safer if...'
- Students move to the corner of the option that they think would make the biggest difference to keeping young people safe in the road environment.
- Once students have moved to a corner, allow students to explain why they picked that corner.
- Ask students to think of other suggestions that could keep young people safe when using the roads.

*Examples of corner statement options: 'Young people would be safer if...'*

- *Students must complete a road safety course every year.*
- *All students must wear bright coloured clothing or reflective gear when walking or riding near a road.*
- *Students can not use a phone when walking on footpaths or shared paths.*
- *Students using wheeled devices must stick to a speed limit.*

### [Share your thoughts](#)

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



**Distraction detectives 1 – Distractions**

<b>Listening to music through headphones</b>	<b>Texting</b>
<b>Talking to a friend</b>	<b>Playing loud music through a speaker</b>
<b>Arguing with a friend/sibling</b>	<b>Eating</b>
<b>Drinking water</b>	<b>Sports equipment</b>
<b>Singing out loud</b>	<b>Reading a book</b>

Distraction detectives 2 – Road user

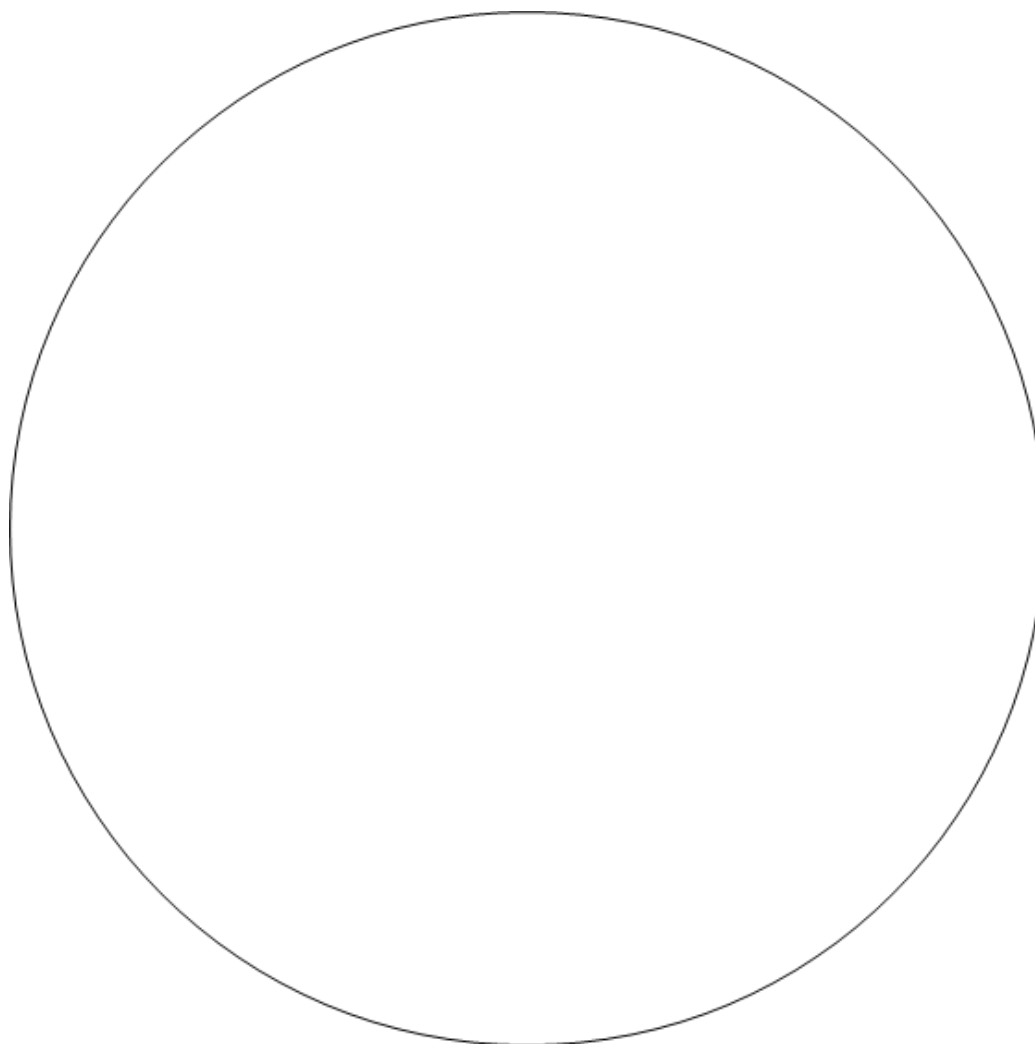
**Pedestrian**

**Rider**

**Passenger**

## Design your own traffic sign – Design 1

Name your sign: \_\_\_\_\_

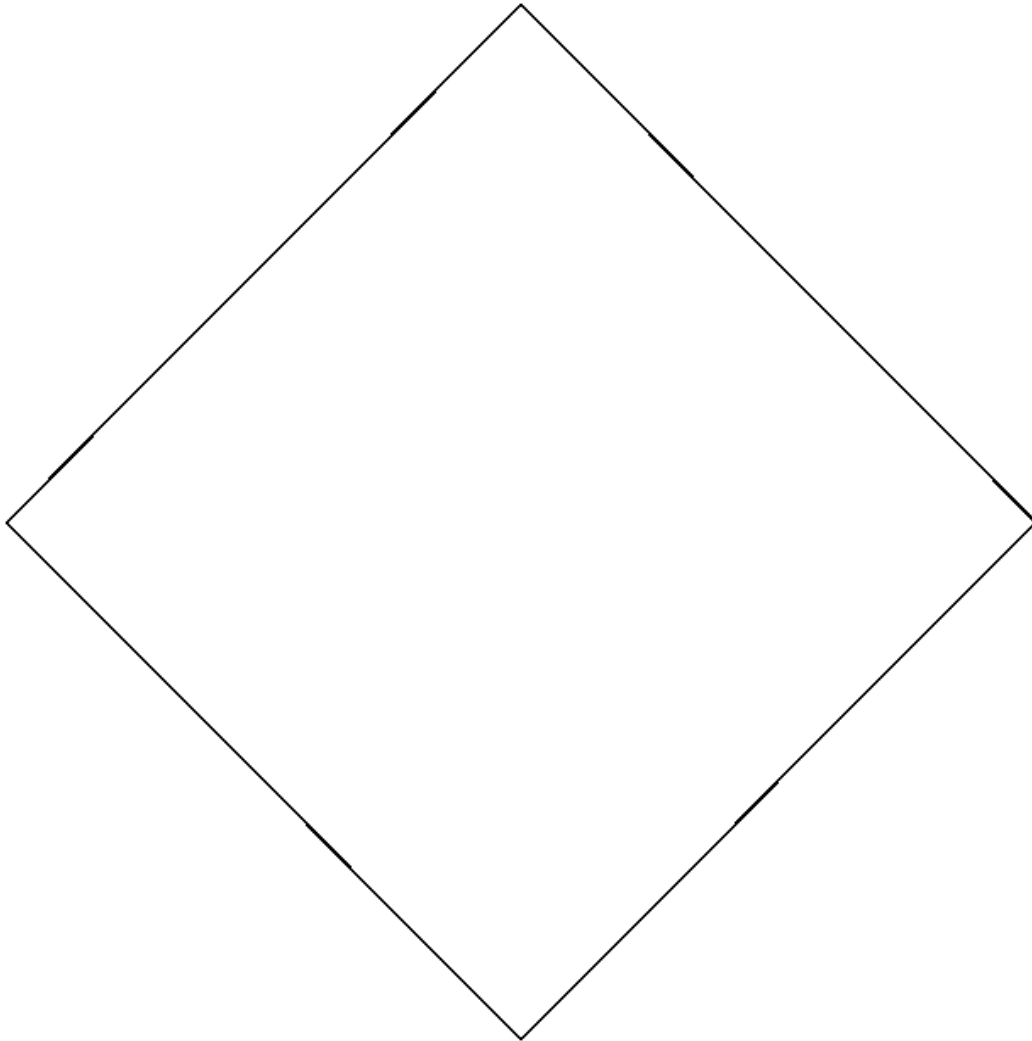


Explain:

- The purpose of the sign
- How the sign will improve safety for pedestrians, riders or drivers.

## Design your own traffic sign – Design 2

Name your sign: \_\_\_\_\_

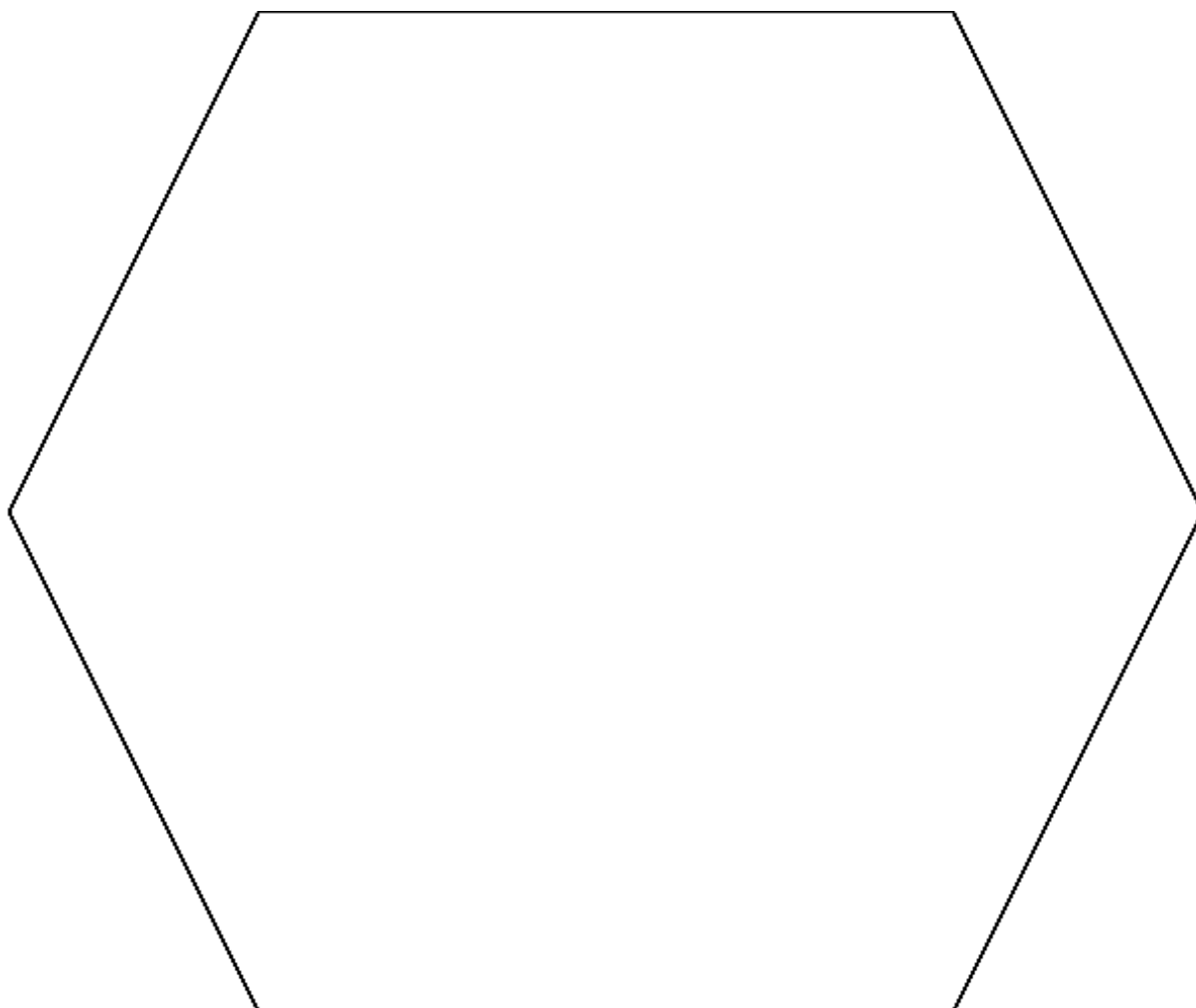


Explain:

- The purpose of the sign
- How the sign will improve safety for pedestrians, riders or drivers.

## Design your own traffic sign – Design 3

Name your sign: \_\_\_\_\_



Explain:

- The purpose of the sign
- How the sign will improve safety for pedestrians, riders or drivers.