



Department of  
Education

Shaping the future

# Pedestrian safety education

## Year 5



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.

### Contact details

Department of Education  
Road Safety and Drug Education branch  
Statewide Services  
33 Giles Avenue, Padbury, WA 6025  
[rsde.rfa@education.wa.edu.au](mailto:rsde.rfa@education.wa.edu.au)  
(08) 9402 6415

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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 FIVE – Get active		
Learning intentions	Success criteria	Key messages
<p>We are learning to:</p> <ul style="list-style-type: none"> <li>• understand how active travel benefits individuals and the environment</li> <li>• develop strategies to stay safe when using active travel.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• identify different types of active travel</li> <li>• describe the benefits and challenges of various modes of travel</li> <li>• design a safer travel route including key road safety features, signs and signals</li> <li>• explain how my design choices improve safety for people using active travel.</li> </ul>	<ul style="list-style-type: none"> <li>• Features such as paths, traffic lights, pedestrian crossings and accessibility features help keep people using active travel safe.</li> <li>• Active travel, such as walking, cycling and using public transport, has many health and environmental benefits.</li> </ul>
Resources	Teaching and learning experience	
<p><b>Introduction</b> Active travel survey</p> <p>No resources required</p>	<p><b>Note:</b> eRideables – Children under the age of 16 are not legally allowed to use eRideable devices such as eScooters. Refer to the <a href="#">Road Safety Commission</a> for more information.</p> <p> <b>Introduction</b> Active travel survey (whole class)</p> <ul style="list-style-type: none"> <li>• Conduct a class survey to find out how students travelled to school today, e.g. by car, walking, bike, scooter, bus, train, assistive mobility device etc</li> <li>• Add any other transport methods mentioned by students</li> <li>• Explain that walking, wheeling, and riding is known as ‘active’ travel and that public transport journeys often incorporate active travel.</li> <li>• Discussion question: Why are some modes of travel more popular than others?</li> </ul>	

<p><b>Activity 1</b> Positive, Negative, Interesting (PNI) chart</p> <ul style="list-style-type: none"> <li>• <a href="#">Resource sheet – Positive, Negative, Interesting</a></li> </ul>	<p> <b>Activity 1</b> PNI chart (small groups)</p> <ul style="list-style-type: none"> <li>• Divide the class into small groups.</li> <li>• Allocate each group one of the modes of travel from the previous activities.</li> <li>• In groups, students complete <a href="#">resource sheet – Positive, Negative, Interesting</a>.</li> <li>• Groups share their ideas with the class and add any additional ideas.</li> </ul> <table border="1" data-bbox="723 475 2033 798"> <thead> <tr> <th colspan="3">Example: Bike</th> </tr> <tr> <th>Positive</th> <th>Negative</th> <th>Interesting</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>• Environmentally friendly</li> <li>• Good exercise and improves physical health.</li> <li>• Inexpensive to maintain compared to cars.</li> <li>• Less traffic.</li> <li>• Fun and enjoyable outdoor activity.</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Must own a bike.</li> <li>• Dependant on weather.</li> <li>• Limited ability to carry things.</li> <li>• Requires maintenance.</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Can take bikes on trains (during non-peak hours).</li> <li>• Bikes can be customised for different environments/terrains.</li> </ul> </td> </tr> </tbody> </table>	Example: Bike			Positive	Negative	Interesting	<ul style="list-style-type: none"> <li>• Environmentally friendly</li> <li>• Good exercise and improves physical health.</li> <li>• Inexpensive to maintain compared to cars.</li> <li>• Less traffic.</li> <li>• Fun and enjoyable outdoor activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Must own a bike.</li> <li>• Dependant on weather.</li> <li>• Limited ability to carry things.</li> <li>• Requires maintenance.</li> </ul>	<ul style="list-style-type: none"> <li>• Can take bikes on trains (during non-peak hours).</li> <li>• Bikes can be customised for different environments/terrains.</li> </ul>
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<p><b>Activity 2</b> Safe road design</p> <ul style="list-style-type: none"> <li>• Map of the local school area</li> </ul>	<p> <b>Activity 2</b> Safe road design (individual or small groups)</p> <ul style="list-style-type: none"> <li>• Explain that when using active travel, it is important to use features such as paths, traffic lights and pedestrian crossings as they help to keep you safe.</li> <li>• Discussion questions as a class:             <ol style="list-style-type: none"> <li>1. What traffic features around the school help people who use active travel stay safe? (e.g. pedestrian crossings, traffic lights, school zones, stop signs, speed bumps)</li> <li>2. What could be added to increase the safety of people using active travel?</li> </ol> </li> <li>• In small groups or individually, provide students a map of the local school area.</li> <li>• Students add traffic features to the map to make the journey to school safer.</li> <li>• Once completed, students present their maps to the class or other groups and explain how the added features help improve safety on the journey to school.</li> </ul>									

**Review and assess** 3, 2, 1 reflection

No resources required



**Review and assess** More people would walk or ride to school if... (whole class)

- Number each corner of the room from 1 to 4.
- Explain to students that you will read a sentence that starts with: “More people would walk or ride to school if...”
- Each corner will represent a different opinion.
- Students move to the corner that matches their opinion.
- Ask for volunteers to share why they chose that corner.
- Remind everyone that this is about sharing ideas and respecting others’ opinions - there are no right or wrong answers.

*Examples of corner options: “More people would walk or ride to school if...”*

- *No cars are allowed in school zones.*
- *All families can only own one car.*
- *The weather was always perfect.*
- *There was a walking school bus available.*

[Share your thoughts](#)

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



**Positive, Negative, Interesting**

<b>Mode of travel:</b>		
<b>Positive</b>	<b>Negative</b>	<b>Interesting</b>