

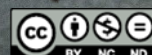


Department of  
Education

Shaping the future

# Pedestrian safety education

## Year 6



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 more information or support to deliver road safety education.

YEAR SIX – Overcoming barriers to active travel		
Learning intentions	Success criteria	Key messages
<p>We are learning to:</p> <ul style="list-style-type: none"><li>• describe what active travel is</li><li>• identify ways to reduce or remove barriers to active travel.</li></ul>	<p>I can:</p> <ul style="list-style-type: none"><li>• identify types of active travel and explain their benefits</li><li>• identify strategies to overcome barriers to active travel</li><li>• develop action plans to manage difficult situations.</li></ul>	<ul style="list-style-type: none"><li>• Active travel, such as walking, riding and using public transport, has many health and environmental benefits.</li><li>• There can be barriers to using active travel, many can be overcome with thoughtful strategies and planning.</li></ul>

Resources	Teaching and learning experience																			
<p><b>Introduction</b> Active travel survey</p> <ul style="list-style-type: none"> <li>Whiteboard, or other way to record and display information to the class</li> </ul>	<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>Write ‘Active Travel’ on the board and ask students to explain what they think active travel means. <i>Finding more active ways to get around, including walking, wheeling, riding, scooting or catching public transport – <a href="#">Your Move</a>.</i></li> <li>Survey the class on the following questions and record student responses on the board.               <ol style="list-style-type: none"> <li>How do you usually get to school? If you travel using different methods, choose the one that you use the most. <i>Write the active travel modes in a different colour to the non-active travel modes. Examples could include: car, walk, cycle, scoot, skateboard, bus, train, carpool.</i></li> <li>Why do you usually travel to school this way? <i>Write the reasons chosen under each mode of travel. Examples could include:</i></li> </ol> <table border="1" data-bbox="683 837 2078 1125"> <tbody> <tr> <td>Fastest</td> <td>Safety</td> <td>Good for the environment</td> </tr> <tr> <td>Too far to walk or ride to school</td> <td>Most convenient</td> <td>Too many things to carry to school</td> </tr> <tr> <td>Not allowed to travel to school alone</td> <td>The weather</td> <td>Busy roads or traffic</td> </tr> <tr> <td>Travel to school with friends this way</td> <td>For health and fitness</td> <td>To be independent</td> </tr> <tr> <td>Only option available</td> <td>I enjoy walking</td> <td>The bus stops near my house</td> </tr> <tr> <td>Limited wheelchair-accessible footpaths or crossings</td> <td>Parent or carer goes to work afterwards</td> <td>Sensory sensitivities (e.g. traffic noise, crowded public transport).</td> </tr> </tbody> </table> </li> <li>What are some of the benefits of using active travel? Consider social, environmental and health benefits.</li> </ul>		Fastest	Safety	Good for the environment	Too far to walk or ride to school	Most convenient	Too many things to carry to school	Not allowed to travel to school alone	The weather	Busy roads or traffic	Travel to school with friends this way	For health and fitness	To be independent	Only option available	I enjoy walking	The bus stops near my house	Limited wheelchair-accessible footpaths or crossings	Parent or carer goes to work afterwards	Sensory sensitivities (e.g. traffic noise, crowded public transport).
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<p><b>Activity 1</b> Overcoming barriers to active travel</p> <ul style="list-style-type: none"> <li>• Sticky notes – enough for 3 per student.</li> <li>• <a href="#">Resource sheet - Barriers to active travel</a></li> </ul>	 <p><b>Activity 1</b> Overcoming barriers to active travel (small groups)</p> <ul style="list-style-type: none"> <li>• Explain the terms barriers and perceived barriers.</li> <li>• Hand each student 3 sticky notes and ask students to list on each note a potential barrier to using active travel to travel to and from school. <i>For example: too far to walk/ride, safety, too many things to carry, the weather – see ideas generated in the Introduction activity.</i></li> <li>• Students place their sticky notes on the board. Group student ideas and discuss the points raised.</li> <li>• Place students into small groups and provide each group with a copy of <a href="#">resource sheet - Barriers to active travel</a>.</li> <li>• Allocate each group one of the barriers to choosing active travel.</li> <li>• In their groups students brainstorm what could be done to remove/reduce the barrier.</li> <li>• Encourage students to consider things the individual, school, community or Government could do.</li> <li>• Groups present their ideas to the class.</li> </ul>
<p><b>Activity 2</b> Action plans</p> <ul style="list-style-type: none"> <li>• <a href="#">Resource sheet – Action plans</a></li> </ul>	 <p><b>Activity 2</b> Action plans (small groups)</p> <ul style="list-style-type: none"> <li>• Ask students: <ol style="list-style-type: none"> <li>1. Will the way you travel to school change when you move to high school?</li> <li>2. What problems might you encounter when travelling to school? E.g. miss the bus.</li> </ol> </li> <li>• In pairs or small groups students' complete <a href="#">resource sheet – Action plans</a>.</li> <li>• Once completed, discuss responses as a class.</li> </ul>

**Review and assess** Thought shapes

- [Resource sheet – Thought shapes](#)



**Review and assess** Thought shapes (individual/small groups)

- Give each student one of the shapes from [resource sheet – Thought shapes](#).
- Display the questions for each shape on the board. Students answer the question of the shape they have been allocated.
  - What do you think is the biggest benefit to using active travel?
  - △ What is one thing you will do to use active travel more often?
  - ☆ What are 2 safety tips you should keep in mind while using active travel?
  - ◇ What is 1 way you could encourage others to use active travel?
- Once answered, students form groups of 4, so each person has one of the 4 shapes.
- Discuss their ideas as a group.

[Share your thoughts](#)

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



## Overcoming Barriers to Active Travel

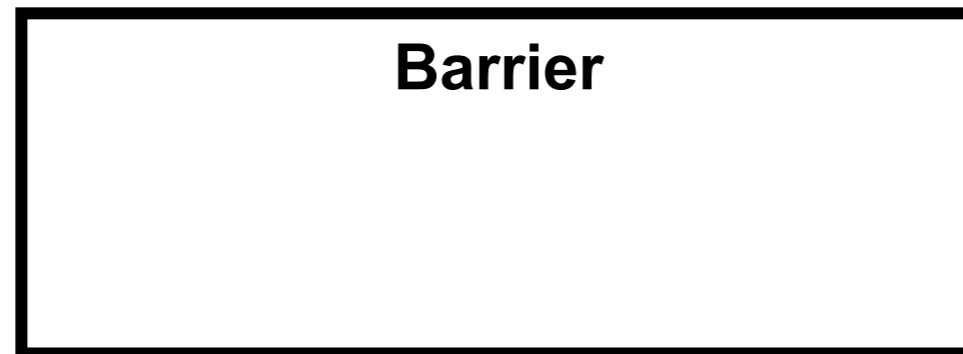
As a group, identify individual, school, community and Government actions that could reduce or remove this barrier to active travel.



Individual



School



Community



Government

## Action plans

Next year you may start travelling to school in different ways than you have before. This may be walking, riding or catching public transport, either by yourself or with friends.

Work in pairs to identify some key points for a young person to consider when planning active travel to and from school.

Before	During	After
<p><i>e.g. Discuss the planned route with family</i></p>	<p><i>e.g. Stay on the planned route</i></p>	<p><i>e.g. Review planned route with family if anything felt unsafe.</i></p>

### Action plans (continued)

No matter how you travel to and from school, getting there safely is very important. Sometimes things don't go the way you expect, so it helps to think ahead about what you could do.

In pairs, write a solution for each problem in the table below. Then, add 3 more problems and a solution for each one.

*Top tip: visit the Transperth Get on Board website for helpful tips on staying safe on public transport <https://getonboard.transperth.wa.gov.au/Kids/How-do-I-keep-safe>*

What may not go to plan on your way to school?	My solution
Miss the bus in the morning	
Get off at the wrong stop or station	
You lose your Smartrider	
Your bike gets a flat tyre	

Thought shapes

