

# **ROAD SAFETY EDUCATION**



**Teacher Training manual**  
**2014**

**GRADES  
1-3**



# **A ROAD SAFETY EDUCATION PROGRAMME FOR NAMIBIAN LEARNERS**

## **Introduction**

Welcome to the Road Safety education Programme. We hope that you and your learners will have great fun and learning to become safer road users. Please read through this introduction as it will answer questions you might have regarding the Road Safety Education Programme.

## **Why should road safety education be taught in schools?**

Every day a person is killed or injured on our roads, and the cost of traffic collisions in Namibia are high. Using the road is difficult and risky, especially for children, the elderly and people with disabilities. Children are particularly at risk when walking, riding bicycles, playing, and /or travelling in vehicles. Many accidents can be prevented if children from a young age are taught the correct knowledge, skills and attitudes about road safety. Teach road safety and play an essential role in preventing road accidents and saving lives.

## **How should road safety be taught?**

Like all learning, road safety education needs to start at an early age and must be appropriate to the child's age and context. Children need to be familiar with the road safety rules of their immediate environment. They need to be aware of the dangers and learn safe ways to cope with them. Often children do not know what is safe. Therefore the role of the school extends to educating parents/guardians/caregivers how to include road safety education in their child/s daily routines and activities. Safe behavior develops over time and needs to be practiced often, reinforced and reflected upon throughout a child's schooling. Schools therefore need to ensure that comprehensive road safety education is included in the lower primary curriculum.

## **What is Road Safety Education?**

Road safety education is an exciting cross curricular issue which can be used to teach road safety education in the classroom.



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# GRADE 1: Theme: Road Safety

## Learning Objectives: Learners will be able to:

- Know the rules and laws of the road so that they can obey them

## Competencies

- Explain the rules and laws of the road.
- Explain why it is important to know about road safety.
- Define what is meant by a pedestrian, pavement, kerb and traffic.
- Explain the meaning of the following key words:

- a) Kerb
- b) Pedestrian
- c) Road
- d) Traffic

## Aim of the lesson

- To help the learners familiarise with appropriate road safety vocabulary
- Raise awareness of the rules and laws of the road so that they can obey them

**Classroom organisation:** Group work, pair work, individual work

**Resources:** Pictures or posters of pavements, pedestrians, a kerb, and traffic, colour pencils or crayons, learners' worksheet, magazines, newspapers, glue, prestik, cardboard or waste materials, real seatbelts or child restraint seats

**Vocabulary to be developed:** rules, road, laws, rules, safety, pavement

## Notes for teachers

It is important to know about road safety- we all need to stay alive. They should not walk near the road or railroads by themselves or with friends. It can be dangerous if they do not pay careful attention to everything that is going on around them. There are rules and laws to help keep them safe when they are walking. The roads would be chaos if there were no rules and laws. They need to know what these rules and laws are, so that we can obey them and help keep them safe. It is important that they find a safe place to cross the road. Where there is a pavement or pathway, they should use it. Where there is no pavement they must walk on the right hand side of the road facing the traffic coming towards you. Where there is a crossing nearby, they should use it. It is safer for them to cross the road using a footbridge, a subway, a zebra crossing, or where there is a crossing point controlled by a police officer, traffic officer or a school crossing patrol. They should avoid crossing between parked cars and on a blind bend. Always look both ways and listen carefully to be sure a train is not coming from either direction before crossing a railroad crossing. In some areas there are signs, signals and roadway markings to help them cross the road or street safely. When they cross the street at a corner with a signal light, they should wait for the green light.



## Lesson suggestions

This activity introduces learners to road safety and teachers important vocabulary. Find pictures in old magazines or draw pictures to show the meaning of the following key words:

- **Kerb:** The edge of the pavement. They should stop just before they get to the kerb. **Pavement:** A path alongside the road for people to walk on. If there is no pavement, they should keep back from the edge of the road but make sure that they can still see approaching traffic.
- **Pedestrian:** a person who is walking.
- **Road:** a flat, hard surface made for vehicles and people to travel from one place to another.

**Traffic:** All moving vehicles on the road-cars, buses, lorries, etc. Add some of your own.

Paste the pictures onto a large piece of paper or cardboard to display on the wall. Use a short sentence to explain the meaning of each key word orally-e.g. "I walk safely on the pavement". Remember that this discussion and explanation can take place in the learner's home language. Check that all the learners understand the key words. Explain why it is important to know about road safety- we all need to arrive alive. The roads would be chaos if there were no rules and laws. We need to know what these rules and laws are, so that we can obey them. Have some fun learning. Sing a song with your learners. Write the words to the song on the board. Make up a tune to sing the song to and add in some fun/hand actions to help the learners to learn the words.

**Learner work sheet:** Prepare a learner worksheet or learners could draw and write on a blank sheet of paper. Use the key words and translate the words into the language of your learners. Write the words on the board and learners copy the words and draw lines to match the words and pictures. They could also colour in each picture. Learners match words to the pictures or write a sentence to describe each picture. E.g. Dad is holding his child's hand. They are crossing the road.

## Suggested Assessment

Use the activities to assess learner's performance against the listed learning objectives and basic competencies for the different subjects. You should also observe learners informally to assess their understanding and progress.

## Cross-curricular Links

- **Languages:** Understand written text; Recognise letters and words and making meaning of written text, read simple written materials; Learners match words to the pictures or write a sentence to describe each picture.
- **Arts:** Matches pictures and words, colour in pictures; sing a song; draw pictures
- **Environmental studies:** develop responsible behaviour in traffic as a pedestrian and passenger

## Opportunities for parental/family involvement

Invite learners to discuss and share the topic with their parents or families



## Worksheet: Road Safety Words

Name:.....

Grade:..... Date:.....

**Instructions:** Circle the road safety words listed.

r	t	p	r	o	a	d	c	d
e	y	e	l	l	o	w	r	a
d	f	d	m	p	v	y	o	n
g	r	e	e	n	b	u	s	g
l	w	s	a	f	e	g	s	g
o	s	t	o	p	f	m	w	r
o	b	r	a	i	l	w	a	y
k	x	i	w	c	a	r	l	p
t	r	a	f	f	i	c	k	z
s	m	n	e	o	b	i	k	e

bike  
look  
stop  
danger  
road  
car  
railway  
yellow

crosswalk  
red  
bus  
pedestrian  
traffic  
green  
safe



# TOPIC 2: WHAT IS TRAFFIC (What do I Hear)

**Learning Objectives:** Learners will be able to:

- Raise awareness of what traffic is and familiarise them with examples of the different types of road transport.

## Competencies

- Identify vehicles according to size.
- Identify pictures of traffic.
- Describe what traffic and vehicles are
- Give examples of the different types of road transport.

## Aim of the lesson

- To help the learners begin to understand what traffic is and familiarise them with examples of the different types of road transport.

Classroom organisation:

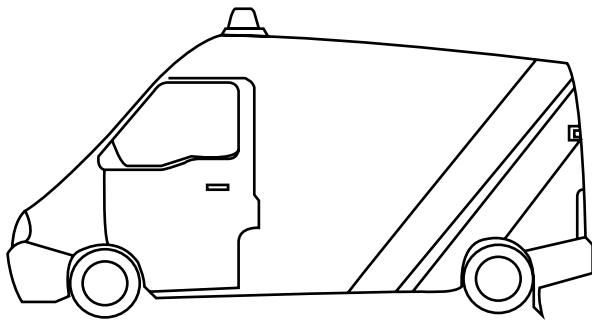
**Resources:** Pictures of vehicles, road signs, traffic lights, a kerb, a road junction, crossings, wheeled toys, pushchair/pram traffic sound tape or CD, colour pencils or crayons, learners' worksheet  
Vocabulary: transport; traffic; emergency.

## Notes for teachers

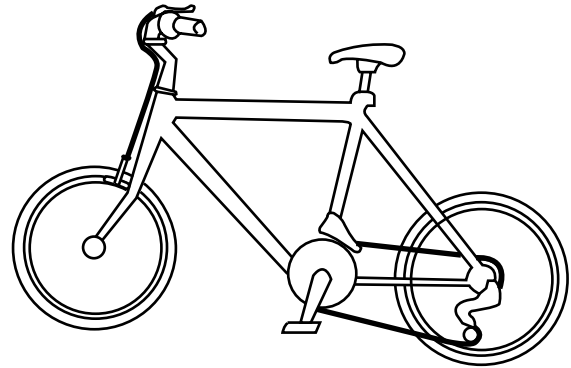
For many children deciding what is and is not traffic can be confusing. The vocabulary used can also be difficult to understand. As adults we quite often assume that children know what a kerb or a junction is without explaining the terms clearly. This assembly aims to dispel that confusion and give the children clear explanations of the vocabulary they need. We get different types of road transport. Below are examples of the different types of road transport. All of these things are vehicles because they are on the road and have wheels.



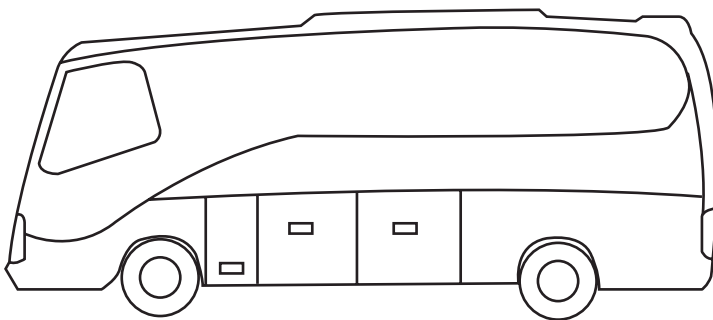




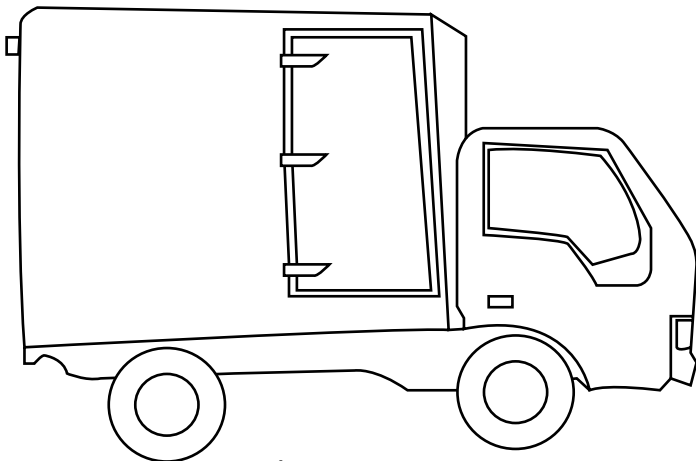
Ambulance



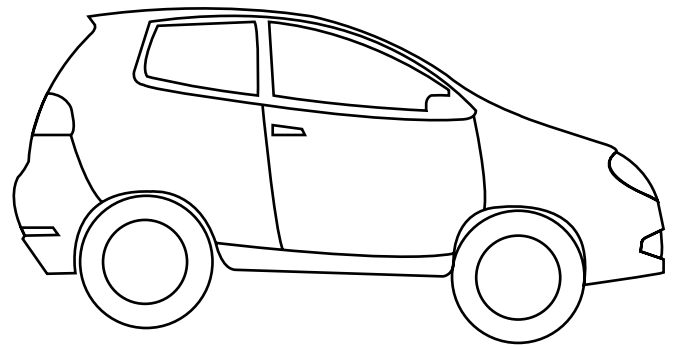
Bicycle



Bus



Lorry



Car

## Lesson Suggestions

Introduce the lesson by showing the learners different types of road transport. To familiarise learners with different types of vehicles and their uses, you can ask them the name of each vehicle and the sound it makes. Also ask them which vehicle is the smallest and which is the biggest.

Ask them what is another word for the cars and lorries we see on the road? What is traffic? Hold up pictures one at a time and ask if the picture could be described as traffic. Play some traffic sounds to show how different types of traffic sound and how, by listening carefully, it is possible to recognise the different types of vehicle from the sounds they make. Some of the pictures are not traffic but they do help us to keep safe when we are out and some of them are places where we need to take extra care. Hold up the pictures of traffic lights, crossings, kerb, junction etc. giving each image its correct name. Use local landmarks (a crossing by the school, a local junction, etc.) to talk about road safety issues.

Play a game with the learners by describing a vehicle and letting the learners take it in turns to guess which vehicle you are describing, it is usually red. It has a siren. It carries lots of water and a go very fast in an emergency. What am I? To make learners aware of listening for traffic and identifying which direction the traffic is coming from, as well as the distance, e.g. near or far; play the following games with your learners. Remember to have fun. Play some sounds. Use a traffic /vehicle sound tape or CD to add authenticity and interest to this activity. Children can find pictures corresponding to the sound. Play some sounds to show different types of traffic sounds and how by listening carefully, it is possible to recognise the different types of vehicles from the sound they make e.g. a car hooter, police siren or screeching brakes. Include sounds of danger, e.g. screeching tyres, horns beeping, train approaching. Near and far. Divide the learners into two long lines and let them stand facing each other about two metres apart. The two learners at the end of each line must make a continuous sound, imitating traffic. One learner (the listener) is sent to stand in the middle of the lines and closes his/her eye. Appoint two learners (one close the listener and one further away from the listener). To make the same sound affects alternately, e.g. a bicycle bell. The listener must identify which sound was near and which sound was far, e.g. the first sound was near and the second sound was far. Make sure that each learner has a turn to listen.

Discuss the pictures together with the learners. Talk about the different sounds made by each object/ vehicle; what it is used for; whether learners know anyone who owns one or have travelled in one; do learners see more of this kind of vehicle now that they are travelling to school each day? After the class discussion, learners can work with a partner and takes turns to make the different sound. Each learner can then colour in the pictures on his/her activity sheet.

## Suggested Assessment

Name traffic signs and ask learners to identify the correct signs and state what they tell pedestrians to do. You should constantly observe informally to assess their understanding and progress. Observe closely as learners participate in the pair and group activities, and listen to their conversations and discussions.

## Cross-curricular Links

**Language:** understand simple descriptions by listening to a description of an object or person and matching it with a picture; talk about different sounds

**Art:** colour in the pictures; listen to sounds; **Environmental Studies:** develop responsible behaviour in traffic as a pedestrian and passenger; describe vehicles and the sound they make; Talk about the different sounds made by each object/vehicle; what it is used for

## Opportunities for parental/family involvement

Invite learners to take their worksheets home and discuss traffic with their parents.

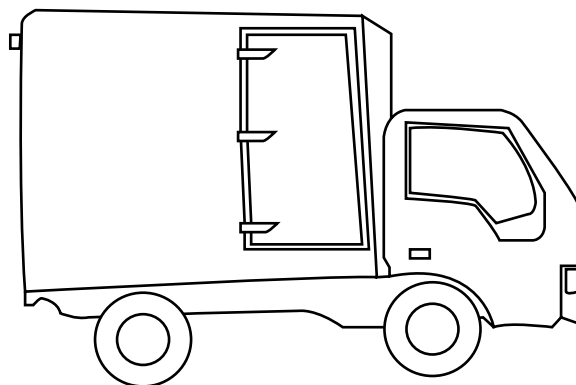
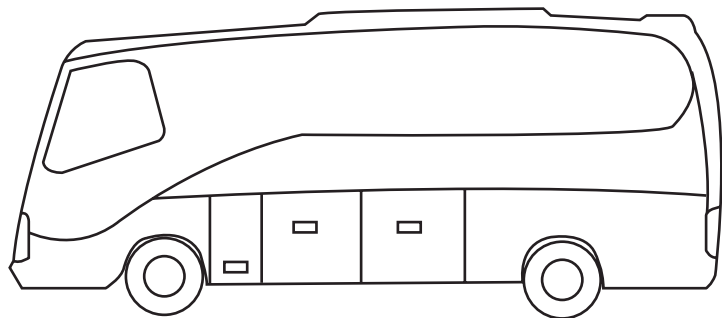
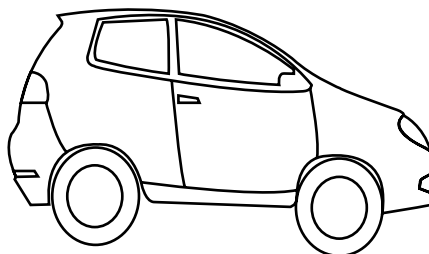
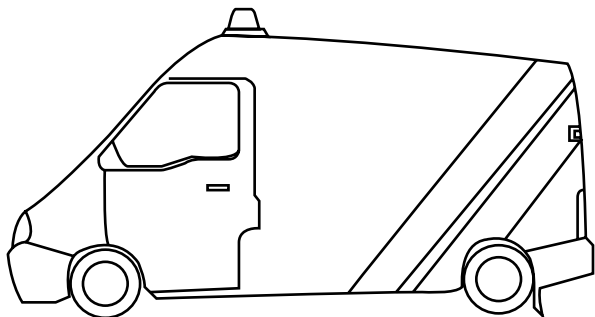


## Worksheet: What Do I Hear

Name: .....

Grade: ..... Date: .....

Look at the pictures and say what you see. Now make its sound. Colour in each picture.



# TOPIC 3: PLAY IT SAFE

**Learning Objectives:** Learners will be able to:

- Identify safe and unsafe places in the school and home environment,

## Competencies

- Identify safe and unsafe places in the school and home environment.
- Explain the dangers involved in playing in unsafe places.
- Identify safe routes to use on their way home or to school.

**Classroom organisation:** Group work, pair work, individual work

**Resources:** Pictures of safe and unsafe places in the school and home environment; worksheet

**Vocabulary:** safe; unsafe; danger

## Aim of the lesson

- To create awareness of safe and unsafe places in the school and home environment,
- To explore and develop an awareness of the dangers involved in playing outside in the immediate environment

## Notes for teachers

This would be a good start or end to a week to help the children prepare for, or to reinforce, practical pedestrian training organised by the local Road Safety Officer. Be aware of all the types of crossing in the school vicinity and where they are. If the School Crossing Patrol uses a zebra or pelican crossing, find out if the children know how to use the crossing when the patrol isn't there. The children should be aware of 'Stop, Look, Listen and they need to be aware of what they are looking and listening for, before they can 'think' and make a decision as to whether or not they should cross. Emphasise that they should be with an adult when they are near the road.

Playing outside is a major part of young children's development and should be encouraged. However, many potential play areas can present dangers and children need to be aware of these and form strategies to cope with any situation that may arise. Children also need to know they don't have to feel pressurised to do anything about which they are uncomfortable. It is important that you are aware of any local danger spots that attract children playing (building sites, quarries, derelict housing, water, canal locks, etc.) and any safe areas such as home zones, supervised parks, etc. Certain places are safe and unsafe to play. Places such as bushes and overgrown vegetation, manholes, rivers, storm water pipes or drains, railway lines and electrical boxes might be dangerous. There are some places to play, like parks, open fields, gardens, sport grounds, or any safe area that is far from the road and traffic. Places that the children are likely to play are these safe places:

- A soft surface with play equipment.
- A fenced area to keep dogs out.
- A park keeper/warden.

It is important that they be with someone older, preferably an adult. Some children do go out to play



unsupervised, and sometimes quite a way from home.

## Lesson Suggestions

To create an awareness of safe and unsafe places in the school and home environment, talk about the following with your learners;

- Where do you like to play; Are the places safe?
- What makes these places safe or unsafe?
- Do children sometimes play on their way to school? Why should children never play on the road?
- Are pavements a safe place to play? (These can also be dangerous)

To ensure an understanding of why certain places are safe and unsafe, talk about some of the unsafe places learners might see/pass on their way to school or home each day.

Talk about why certain places might be dangerous. Together with the learners identify some safe routes for learners to use on their way to school and back home. You can talk about safe and unsafe places to play, .e.g. parks, open fields, gardens, sport grounds, or any safe area that is far from the road and traffic.

Talk about the places that the children are likely to play –showing your pictures. Are these safe places to play – usually they are but sometimes there can be dangers. What happens if your ball goes out of the garden into the road? Do you run after it? Do you leave it? Do you ask an adult to fetch it? Playing in the park is usually safe. How do you get there? (Refer back to what has just been said about crossing roads)

Who goes with you? What and who do you play with? What is the safest way to carry balls, bats etc? What should the children look for when they get there?

Emphasise the importance of being with someone older, preferably an adult, but be aware that some children do go out to play unsupervised, and sometimes quite a way from home.

Use pictures of safe and unsafe places to discuss safe and unsafe places to play. Draw two columns on the board with the headings; 'Safe and Unsafe', Have the learners identify the safe and unsafe places to play shown on the pictures. Write each place under the correct column on the board.

Safe	Unsafe
Park	Bushes

If possible ask your School Crossing Patrol to come in and talk about crossing roads safely. Liaise with your Road Safety Traffic Officer to link the assembly with practical pedestrian training, or other road safety education activities.

## Learner Activity

Learner work in pairs. Let them look at pictures and identify whether children shown are safe or unsafe. They make a tick or a cross next to each child to show their choice. When they have completed the tasks, they can colour in their picture. Hold a class discussion for learners to report back and discuss the reasons for their answers. After the discussion, learners can complete self-assessment tasks.











to show learners the correct crossing procedure.

### **Suggested Assessment**

You should constantly observe learners informally to assess their understanding and progress. Watch closely as learners participate in the role-play. (Does the learner demonstrate how to cross a road safely?) Observe and listen to learners as they demonstrate the behaviour they have learned.

### **Cross-curricular Links**

**Language:** understand simple descriptions by listening to a description of an object or person and matching it with a picture; Observe and listen; 'role-play' crossing a road; writing the words think, stop, look and listen;

**Drama:** role-play crossing a road; mime action

**Environmental studies:** develop responsible behaviour in traffic as a pedestrian and passenger

### **Opportunities for parental/family involvement**

Invite learners to discuss and share the topic with their parents or families.





- Think, stop, look and listen!
- Then look right, look left and look right again

If it is safe, then walk straight across the road-NO running! People help the learners in their everyday activities, for example making food, cleaning the house, when they are feeling sick etc. When asking for help it is important to know their personal details. These include their name, address and telephone numbers to contact in case of an emergency, e.g. parents, aunt or grandparents' phone number. Learners could memorise these details.

### Lesson Suggestions

To help learners identify people who can help them to be safe on the road, introduce and explain the meaning of the following vocabulary: traffic officer, scholar patrol, adults that you trust. You can draw a picture of each of these people on the board. For each person, ask questions like: how do they help us/ why do they help us? Can you trust any adult to help you cross a road/ if not, why not/ What if there is no one to help you cross the road/ (answer: Think, stop, look and listen! Then look right, look left and look right again. If it is safe, then walk straight across the road-NO running!)

To create an understanding of how traffic officers or scholar patrols can help them cross the road safely, teach learners the following rhyme about a traffic officer or scholar patrol.

*A traffic officer has to stand*

*And hold up high his big, strong hand*

*For every car and bus and van*

*To stop as safely as they can!*

Talk about the people who help the learners in their everyday activities, for example making food, cleaning the house, when they are feeling sick etc. Explain that when asking for help it is important to know your personal details. These include your name, address and telephone numbers to contact in case of an emergency, e.g. parents, aunt or grandparents' phone number. Have the learners memorise these details and say them out loud to the class.

### Learner activity

Learners can work as a class or in a group to make a collage showing all the people who help us, as previously discussed. A collage is lots of pictures pasted onto a piece of paper or a cardboard with the pictures overlapping each other slightly to fill all the open spaces. To make their collage, learners must look through old magazines, cut out relevant pictures, and paste them onto a large sheet of paper (or even newspaper), and display the collage/s in the classroom.

### Suggested Assessment

You should constantly observe learners informally to assess their understanding and progress. Watch closely as learners participate in the role-play. (Does the learner demonstrate how to cross a road safely?) Observe and listen to learners as they demonstrate the behaviour they have learned.

### Cross-curricular Links

**Language:** understand simple descriptions by listening to a description of an object or person and







your head out from behind the desk and ask learners if they can see you. If the answer is yes, explain that you can see then too. It is importance of being seen when in or around traffic. It is important to always be clearly visible when we are around traffic. To make us make visible around traffic, we should wear bright coloured clothing. If we wear dark coloured clothing, we would be less visible in traffic. If learners walk or cycle to school, they should make sure that they make themselves more visible to traffic. There are two main rules to follow to make themselves visible to drivers. They should:

- Wear white or brightly coloured clothing

## Lesson Suggestions

Introduce the topic by demonstrating that if learners cannot see you, then you cannot see them! Hide behind your desk and ask learners if they can see you. The answer is no. Explain that you cannot see them either. Poke your head out from behind the desk and ask learners if they can see you. If the answer is yes, explain that you can see then too.

Ask the children if they have started to notice something different that happens at this time of year? It is getting a lot darker. Soon it will be nearly dark when we walk to and from school. Why might this be dangerous? What could help us be safer on the roads when it is dark? Explain to the children that you are going to read them a story about **being safe by being seen**. Play a game of hide and seek to reinforce the concept of 'seeing you'.

### Read the following story to the children:

Jessica's Jacket by Jan Page

*Dad looked out of the window. "Let's go for a walk," he said. "But it's raining!" said Kieran and Kate. "It doesn't matter. We all need some fresh air," Dad replied. "Can I bring Jessica?" Kate lifted up her doll. "As long as you take good care of her." Dad handed them their raincoats and bright yellow rain hats. "It's bad weather, so I want drivers to be able to see you," he said. Kate dressed Jessica in her pink plastic jacket. Then they walked up the hill and into the woods. "Let's play hide-and-seek!" said Kate. Dad was wearing a dark green coat and it was very hard to spot him amongst all the leaves. But Dad could always find Kate and Kieran because they were wearing their yellow hats. "It's not fair," moaned Kieran. "I stand out too much," but Dad wouldn't let him take his hat off. After a while, they noticed it was starting to get dark. "Time to go home," said Dad. He held Kate and Kieran's hands as they walked back down the hill. Suddenly Kate cried out. "Oh no! I've left Jessica in the woods!" She burst into tears. "Don't worry," said Dad. "We'll go straight back and find her." They ran back up the hill and into the woods. "Look very carefully!" said Dad. Kate and Kieran looked on the ground and in the trees. They looked on logs and stones and in the grass. But they couldn't see Jessica anywhere and it was getting darker by the minute. "She's lost forever!" cried Kate. Then Kieran shouted, "Look! What's that pink blob over there?" Everyone ran over to an old tree trunk. "It's Jessica!" shouted Kate. She ran over and picked up her doll. "Well spotted, Kieran!" said Dad. "It's a good job I put her bright pink jacket on!" Kate said, hugging Jessica tightly. "Yes!" said Kieran. "I'm glad I'm wearing my yellow hat now. If you can be seen you're more likely to be safe!"*

Explain to the children that you've asked Kate if you could borrow Jessica (the doll in the story) to show the children how important it is to wear something bright in dull weather. Explain that Jessica is wearing something **reflective** and something **fluorescent**. Explain the difference between the two materials. Reflective materials show up in the dark and fluorescent helps you to be seen well in daylight. Now demonstrate with 'Jessica'. Get someone to switch the lights off. Shine the torch on 'Jessica' and show how easily she shows up in the light. Now take the reflective and fluorescent materials off 'Jessica' and demonstrate how she becomes 'hidden'. Could a car driver see her now? Would they see her crossing the road? What can you do to make Jessica safe again?

Play the game outside where there are a number of hiding places. One learner faces a wall, while the others



hide. The on learner counts to a number you have decided on, and then starts looking for those who are hiding. When the learner sees someone, he/she shout out 'I see Johnny (their real names). This continuous until all the learners have been seen. The last to be found is on for the next round.

Talk to the learners about the importance of being seen when in or around traffic. Ask:

- Why is it important to always be clearly visible when you are around traffic?
- What kind of things might make you less visible around traffic/ (wearing dark coloured clothing?)
- What kind of things makes you more visible around traffic? Wearing bright coloured clothing)
- If you walk or cycle to school, what can you do on your route each day to make yourself more visible to traffic?

Explain that there are two main rules to follow to make yourself visible to drivers;

- Wear white or brightly coloured clothing
- Walk facing oncoming traffic

1. Discuss these rules with learners, asking questions like:

- What are bright colours?
- Why do you think drivers often do not see children or people? You can use pictures to facilitate this discussion.

Discuss light and dark colours. Let the children draw pictures of themselves and their friends at different times of the day wearing colours that make them visible and safer.

### **Learner activity**

To help learners understand certain colours can be seen more easily than others, ask learners to bring empty cardboard boxes, string, inner cardboard rolls or any cardboard that can be rolled up to make tubes of different lengths, and some of their clothes from home-white, yellow, orange, black and brown. Arrange who will bring what. Divide the learners into two groups. Each group should make a model of a person using the cardboard rolls and empty boxes. Help learners with the planning by drawing a picture on the board. One group should dress their model in bright colours and the other group should dress theirs in dull colours. Take the learners and their two models to a dark area such as under the stairs of a store room. Let learners see the difference in visibility (i.e. how much they can see) between the two models.

### **Learner activity**

Learners can work as a class or in a group to make a collage showing all the people who help us, as previously discussed. A collage is lots of pictures pasted onto a piece of paper or a cardboard with the pictures overlapping each other slightly to fill all the open spaces. To make their collage, learners must look through old magazines, cut out relevant pictures, and paste them onto a large sheet of paper or even newspaper, and display the collage/s in the classroom.

### **Suggested Assessment**

You should constantly observe learners informally to assess their understanding and progress. Watch



closely as learners participate in the group work (does the learner demonstrate how to cross a road safely?) observe and listen to learners their conversation and discussions. It is important to know your personal details. These include your name, address and telephone numbers to contact in case of an emergency, e.g. parents, aunt or grandparents' phone number. Have the learners memorise these details and say them out loud to the class.

### Cross-curricular Links

**Language:** understand simple descriptions by listening to a description of an object or person and matching it with a picture

**Visual Arts:** make a collage, cut out relevant pictures from newspapers and magazines; make a model of a person using the cardboard rolls and empty boxes

**Environmental studies:** develop responsible behaviour in traffic as a pedestrian and passenger

### Opportunities for parental/family involvement

Invite learners to discuss and share the topic with their parents or families

### Worksheet: Be Safe Be Seen

Name:.....

Grade:..... Date:.....

Helmet



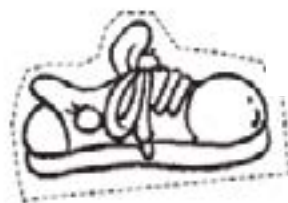
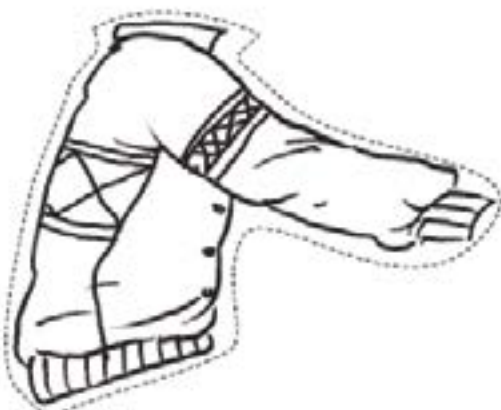
T-shirt



Jeans



Jacket





# TOPIC 7: BASIC ROAD SIGNS AND ROAD SIGNALS

**Learning Objectives:** Learners will be able to:

- Understand the importance of road signs and road signals

## Competencies

- Name 5 traffic signs (i.e. stop sign; traffic light; pedestrian crosswalk; pedestrian traffic light; railway crossing ahead).
- State what each of the 5 traffic signs tell people to do.
- Define what is meant by a pedestrian.
- Explain the purpose of road signs and road signals
- Explain the important purpose of road signs

## Aim of the lesson

- To help the learners begin to understand what road signs and road signals are and

**Classroom organisation:** Group work, pair work, individual work

**Resources:** Pictures or posters of road signs and road signals, glue, scissors, colour pencils or crayons, magazines, newspapers, learners' work sheet

**Vocabulary:** road signs; pedestrians; triangles, circles, octagon

## Notes for teachers

Learners see many road signs on their way to school. Road signs have the important purpose of keeping everyone safe on the roads. Road signs are recognised by the colour and shape. The shapes of most common road signs are triangles, circles, and octagon-eight sides. Their colours are red, black, and white, yellow. Ask what each sign tells us to do.

1. Stop sign – stop your feet;
2. Traffic light – red means stop; yellow means look and listen for danger;

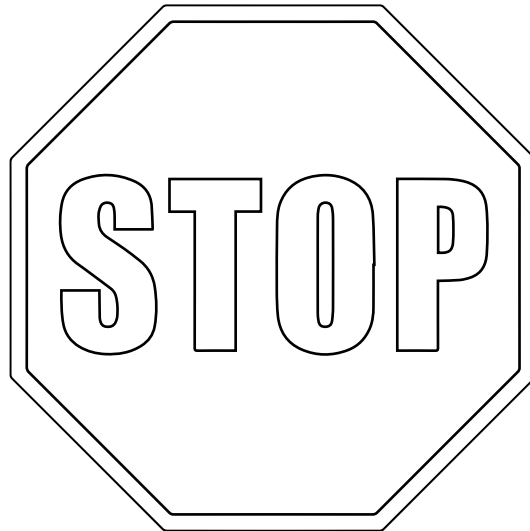
green means go when it is safe;

3. Pedestrian crosswalk – place where people may cross when it is safe and drivers are to stop so people may cross; stop, look both ways, listen, point your arm and cross when it is safe;
4. Pedestrian traffic light – red hand means do not walk, flashing hand means get off the road, walking person means check for traffic, then cross the street when it is safe;



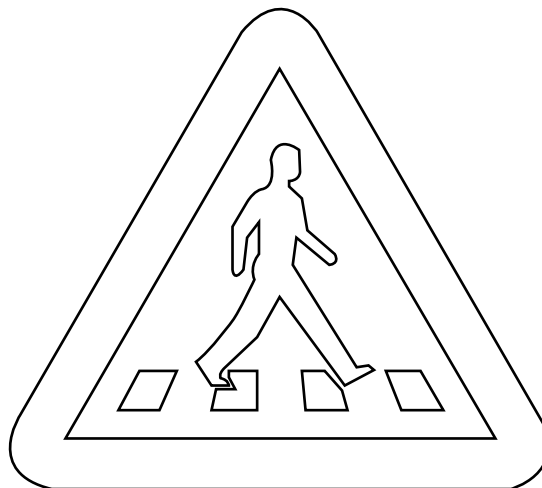
5. Railway crossing ahead – stop, look and listen for trains.

**Focus on:**



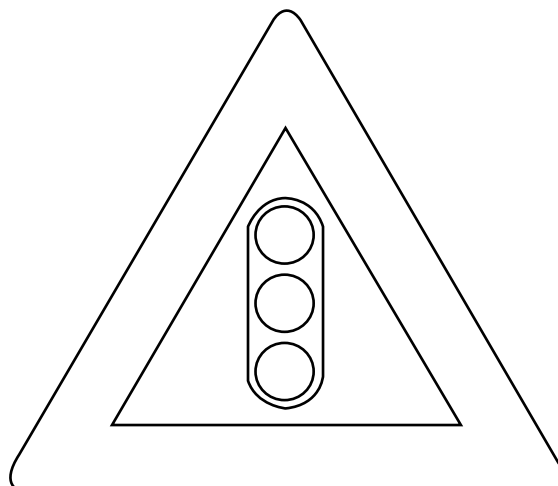
**Stop sign;**

means stop your feet. Driver or riders must stop completely behind the line, look for traffic and move when safe to do so.



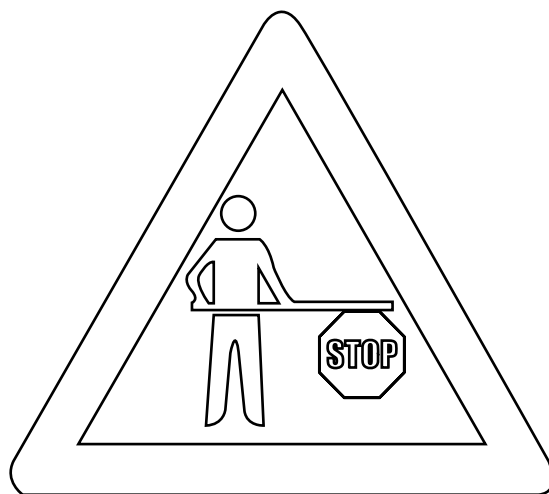
**Pedestrian crossing ahead;**

Pedestrian crosswalk – place where people may cross when it is safe and drivers are to stop so people may cross; stop, look both ways, listen, point your arm and cross when it is safe; shows that it is safer to cross here but we must still look to see it is safe and then cross the road in the correct way, i.e. “think, stop, listen procedure.



**Traffic light ahead:**

Traffic light – red means stop; yellow means look and listen for danger; green means go when it is safe; show learners that there is traffic light ahead. This will be a safer place to cross. Pedestrian traffic light – red hand means do not walk, flashing hand means get off the road, walking person means check for traffic, then cross the street when it is safe;

**Scholar patrol ahead:**

shows that there is a scholar patrol ahead. This will be a safer place to cross.

**Lesson Suggestions**

Introduce the topic by talking about that signs that the learners see on their way to school. Show learners the pictures to help learners recognise road signs relevant to pedestrians to understand their meaning. Explain that road signs have the important purpose of keeping everyone safe on the roads.

2. To enable learners to recognise the colour and shape associated with each common road sign, show learners pictures of common road signs and ask questions like: What shapes do you see? (Triangles, circles, octagon-eight sides): what colours are the signs? (Red, black, white, yellow); what do you think the signs mean? Explain the correct, meaning after hearing the learners' explanations.)

Play a game with the learners. Describe a particular sign as pictured above referring to the colour, shape and the image on it. See if learners can guess which sign you are referring to (e.g. triangle....) Learners can work in pairs and take it in turns to describe various signs to each other.

**Learner Activity**

Make photocopies of the learner worksheet or draw the road signs on the board for the learners to copy onto a blank sheet of paper. Translate the relevant words into the home language of your learners. If you are going to photocopy the worksheet, you can write these words in the correct place on the sheet before reproducing it. If learners are going to copy the activity sheet from the board, you can write the words on the board. Learners join the dots to draw each sign, and then colour in the signs correctly. Learners can refer to the pictures to help them. Learners take it in turns to explain to a partner what each sign means.

**Suggested Assessment**

You should constantly observe learners informally to assess their understanding and progress. Watch closely as learners participate in the group work (does the learner demonstrate how to cross a road safely?) observe and listen to learners their conversation and discussions. Name traffic signs and ask students to

identify the correct signs and state what they tell pedestrians to do.

### **Cross-curricular Links**

**Language:** understand simple descriptions by listening to a description of an object or person and matching it with a picture; translate the relevant words into the home language; write these words in the correct place;

**Visual Arts:** make a collage, cut out relevant pictures from newspapers and magazines; recognise the colour and shape associated with each common road sign; draw the road signs; join the dots to draw each sign, and then colour in the signs correctly

**Mathematics:** revise and explore shape associated with each common road sign - triangles, circles, and octagon.

**Environmental studies:** develop responsible behaviour in traffic as a pedestrian and passenger  
Opportunities for parental/family involvement

- Invite learners to take their parents on a safety walk to spot the 5 traffic signs.

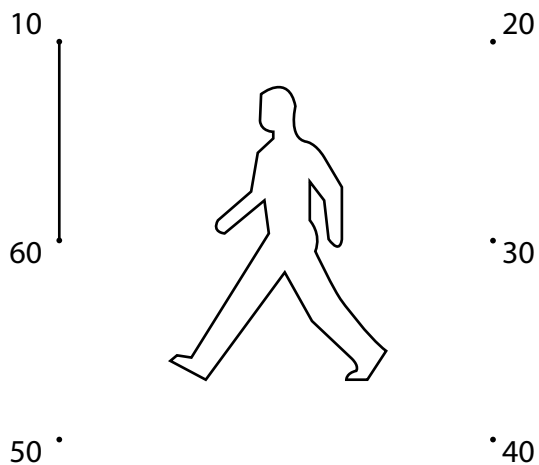
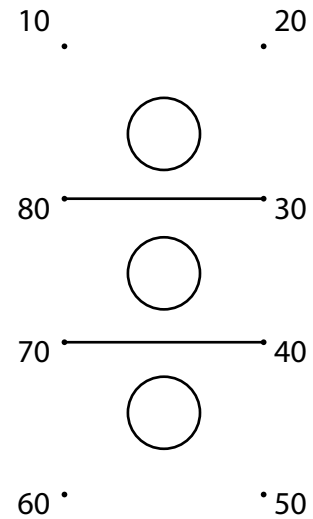
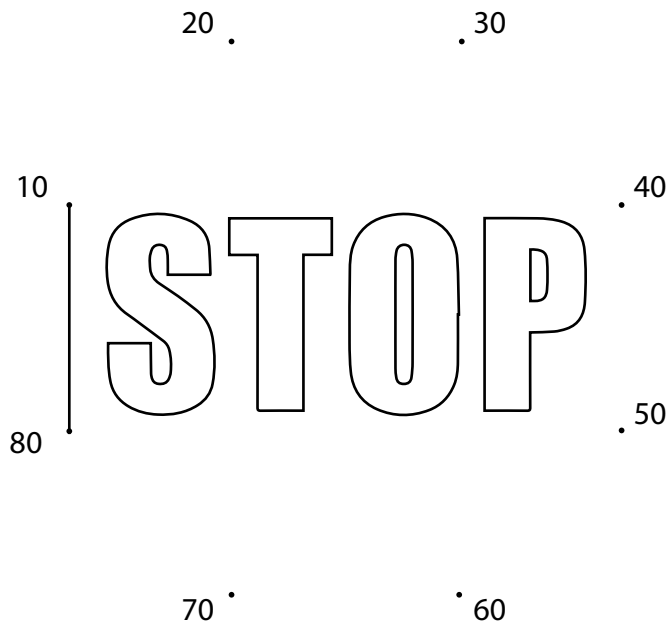


## Worksheet: Basic Road Signs

Name: .....

Grade: ..... Date: .....

Connect the dots using a pencil. Colour in each road sign correctly and write its name in the box below each sign. Explain to a partner what each sign means.



# TOPIC 8: HOLDING HANDS

**Learning Objectives:** Learners will be able to:

- Share all the safety rules they learn at school with their parents/families.

## Competencies

- Identify dangers and appropriate precautions on the way to school
- Cross the road safely using the rules you have learned.

## Aim of the lesson

- To familiarise learners with the safety rules and to recognise dangers and appropriate precautions on the way to school.

**Classroom organisation:** Group work, pair work, individual work

**Resources:** Pictures or posters of what learners can do on their route to school each day to make themselves safer around traffic. Song-Let's Hold hands, colour pencils or crayons, learners' worksheet

**Vocabulary:** pavement; traffic; route

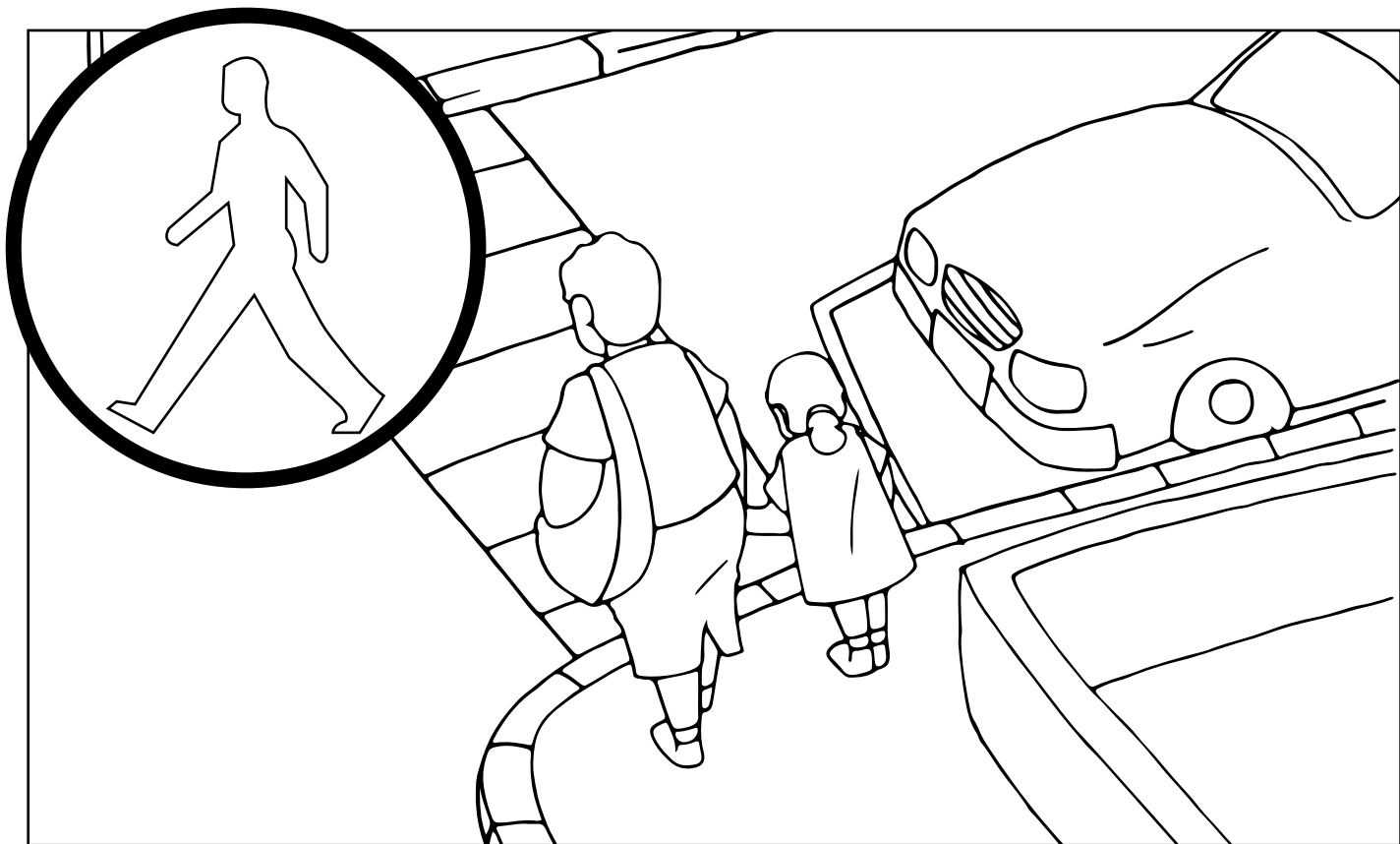
## Aim of the lesson

- To help the children begin to understand that their behaviour can help to keep them safe and the importance of holding an adult's hand

## Notes for teachers

Holding hands and staying close when out and about are important rules that children need to learn. Our sense of touch is often linked with feeling safe, for example a cuddle when we are afraid or hurt; and so holding hands helps children to feel secure and safe. If the adult's hands are full, the child can hold onto a shopping bag or a pushchair handle. Outside holding hands and staying close are important – if they run off they may trip and fall, we may run into the road. They may get hurt either from falling or from being hit by a car. It is much safer to hold hands and walk sensibly with their parents, sister or whoever is with them. Many learners come to school using different types of transport. It is important that they remember that they should make themselves safe around traffic. They should wear bright clothes or carry a bright bag, walk facing oncoming traffic, walk on the pavement and not on the road. It is important to always try to hold an adult's hand when walking on the pavement and when crossing a road.





To provide learners with alternatives when it is not possible to hold an adult's hand. Have the learners role-play the following situation: Allow learners to think of possible solutions before you give your inputs. If you have to cross the road, what must you do if ....Your parents are carrying parcels or they are pushing something/ (hold on tight to their belt, handbag straps, handles, etc.) There are no adults or you do not know the adults? (Only hold hands with adults that you know and trust. Cross the road safely using the rules you have learned. Think, Stop, look and listen! Then look right, look left, and look right again. If it safe then walk straight across the road- No running.

### **Lesson Suggestions**

1. Introduce the topic by reviewing with the learners what they can do on their route to school each day to make themselves safer around traffic. (E.g. wear bright clothes or carry a bright bag. walk facing oncoming traffic, walk on the pavement and not on the road, etc. talk about how important it is to always try to hold an adult's hand when walking on the pavement and when crossing a road.
2. Teach learners the holding hands rhyme or holding hands song. Add your own actions and have fun.

#### **A. Holding hands rhyme**

*This is the way we all hold hands,*

*All hold hands*

*All hold hands,*

*This is the way we all hold hands,*

*When we cross the road.*

#### **B. Song: Let's Hold Hands Everybody**



Words and music by J Redfern and J Higgins

Let's hold hands everybody, to  
keep us safe near the road, we  
must hold hands everybody, so  
that we are never alone.  
If you can't find a hand then  
hold on to a bag. If you  
can't find a bag then  
hold onto a coat, if you  
can't find a coat then  
call out really loud, "CAN I  
HOLD SOMEBODY'S HAND PLEASE?,  
can I hold somebody's hand?"

### **Problem solving;**

To provide learners with alternatives when it is not possible to hold an adult's hand. Have the learners role-play the following situation: Allow learners to think of possible solutions before you give your inputs. If you have to cross the road, what must you do if ....Your parents are carrying parcels or they are pushing something/ (hold on tight to their belt, handbag straps, handles, etc.) There are no adults or you do not know the adults? (Only hold hands with adults that you know and trust. Cross the road safely using the rules you

have learned. Think, Stop, look and listen! Then look right, look left, and look right again. If it safe then walk straight across the road- No running.

Explain that it is important for them to share all the safety rules they learn at school with their parents/ families.

### **Learner Activity**

Make photocopies of the learner worksheet if you are going to use it. If you are going to use it in their home language, translate the relevant words into that language and write the translated worksheet on the board from learners to copy or complete orally. Learners are given a series of questions and have to decide whether it is necessary to hold an adult's hand in each situation. They put a cross in the yes or no box next to each question to indicate their choice. Learners draw a picture of one of the examples when you do need to hold an adult's hand.

### **Suggested Assessment**

You should constantly observe learners informally to assess their understanding and progress. Watch closely as learners participate in the group work (does the learner demonstrate how to cross a road safely?) observe and listen to learners their conversation and discussions.

### **Cross-curricular Links**

**Language:** understand simple descriptions by listening to a description of an object or person and matching it with a picture; translate the relevant words into that language; answer questions;

**Visual Arts:** draw a picture

### **Opportunities for parental/family involvement**

Invite learners to discuss and share the topic with their parents or families.





## Worksheet: Hold Hands

Name:.....

Grade:..... Date:.....

A. Read the questions. Put an X in the yes or no box to show your answer.

B. Should you hold an adults' hand if you are.....

1. ... looking for books at the library?

yes	no
-----	----

2. ... crossing the road?

yes	no
-----	----

3. ... waiting for a taxi?

yes	no
-----	----

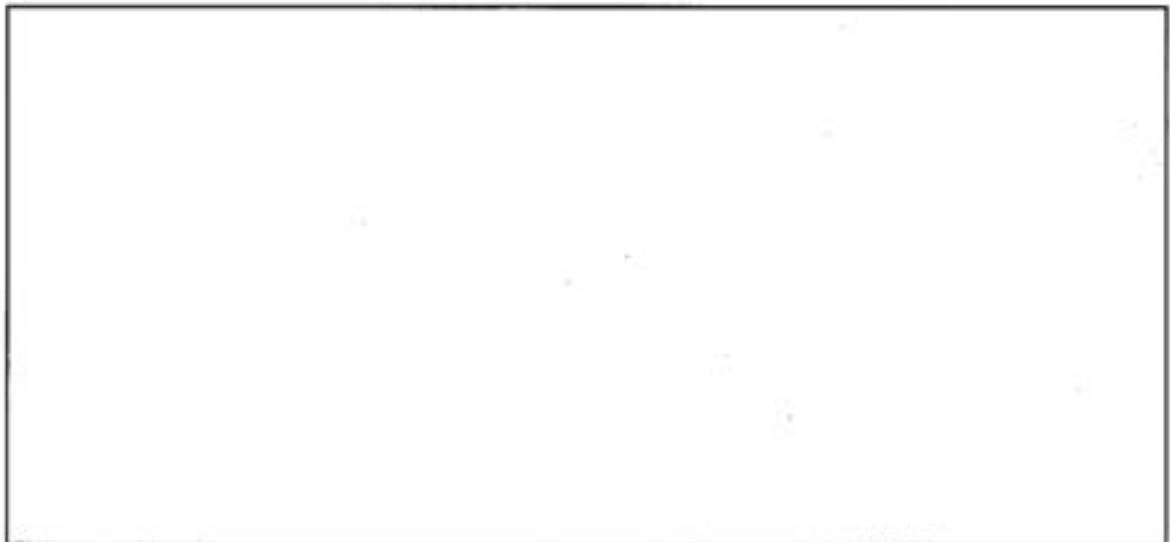
4. ... playing in the park?

yes	no
-----	----

5. ... waiting at the kerb?

yes	no
-----	----

B. Now draw a picture of one of the examples when you do need to hold an adult's hand.



# TOPIC9:PEDESTRIAN CROSSINGS AND TRAFFIC LIGHTS

**Learning Objectives:** Learners will be able to:

- Know the dangerous areas/intersections that they have to cross to get to school.

## **Competencies**

- Identify dangers and appropriate precautions on the way to school

## **Aim of the lesson**

- To create awareness of the dangerous areas/intersections that they have to cross to get to school.

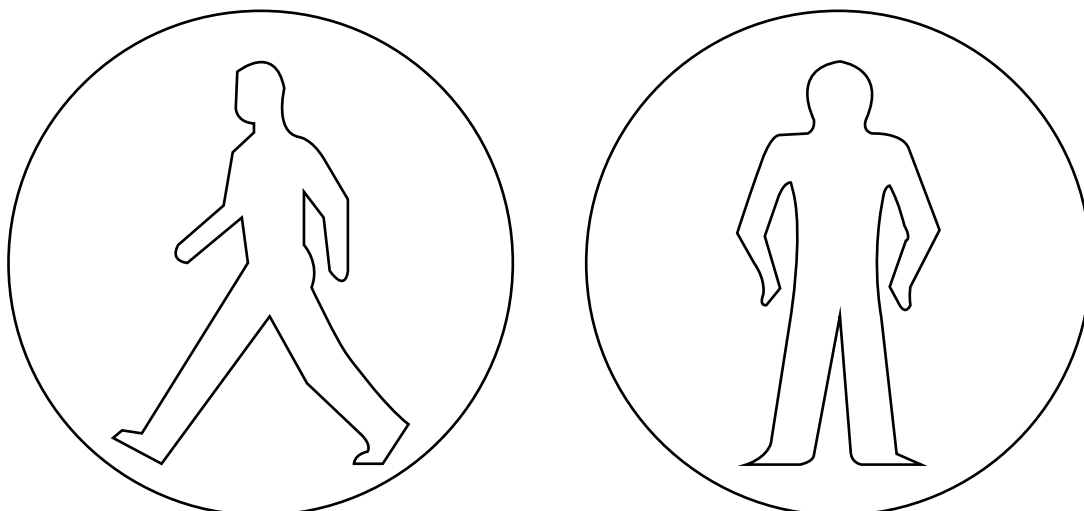
**Classroom organisation:** Group work, pair work, individual work

**Resources:** Pictures or posters of traffic light, pedestrian crossings, traffic lights intersections and a kerb, colour pencils or crayons, learners' worksheet

**Vocabulary:** pedestrian crossings; traffic lights intersections; kerb

## **Notes for teachers**

Some learners have to cross dangerous areas/intersections to get to school. To avoid dangerous areas/intersections they should use pedestrian's crossings and traffic lights which are safer places to cross the road. If there are not any of these, they must use the crossing code they learned in previous lessons. Tell them to look at the small lights facing them. The big round ones tell the drivers what to do. Wait until the green walking-man lights up. Then it is safe (when vehicles have stopped for you), cross the road quickly and keep looking. They should never cross when the red standing-man lights up. If the light changes while you are busy crossing the road, keep crossing to the other side- and not turn back. Pedestrian crossings are the black and white blocks on the road. They should stand well away from the road, and extend your right hand to the front. This shows drivers that they would like to cross. They should wait for the cars to stop fully, then cross safely and keep looking.



## Lesson Suggestions

1. Introduce the topic to the learners about their routes to and from school. Identify dangerous areas/intersections that the learners have to cross to get to school. Explain that if they are available, pedestrian's crossings and traffic lights are safer places to cross the road. Remind learners that if there are not any of these, they must use the crossing code they learned in a previous lesson.
2. Teach learners the rules to use when crossing a road at one of these safer places. Tell them to look at the small lights facing them. The big round ones tell the drivers what to do. Wait until the green walking-man lights up. Then it is safe (when vehicles have stopped for you), cross the road quickly and keep looking. Never cross when the red standing-man lights up. If the light changes while you are busy crossing the road, keep crossing to the other side- Do not turn back.
3. On the playground, build an imaginary road with a kerb (use stones or bricks). Draw lines across the road to show a pedestrian crossing a few steps away, plant a pole/stick to represent a traffic light. Place a cardboard box on the top of the pole. Cut out and colour in five circles- red, amber (yellow), green and two black ones. Paste the circles onto the box, in a vertical row (top-red; middle-amber; bottom-green). Use prestik to cover the two colours that must not be seen by placing the black circles over them. Now you have a traffic light that can change colours. On the one side of the traffic light (facing the pedestrians) paste two circles-one showing a green person walking and the other showing a red person standing still. Make one black circle to cover the one.
4. Use your imaginary road to role-play the rules for crossing at pedestrian crossings and traffic lights.

## Learner activity

Make copies of the learner worksheet or draw the pedestrian lights on the board for learners to copy onto a blank sheet of paper. Learners use the correct colours to colour in the pedestrian traffic lights. They use the words in the box to help them complete a sentence about each light.

## Suggested Assessment

This lesson requires learners to demonstrate an understanding of the rules for crossing at pedestrian crossings and traffic lights. The criteria for the task should be clearly spelled out to the learners beforehand. Observe and assess learners accordingly.

## Cross-curricular Links

**Language:** use words to complete a sentence; role-play the rules for crossing at pedestrian crossings and traffic lights.

**Visual Arts:** use the correct colours to colour in the pedestrian traffic lights; draw the pedestrian lights; role-play the rules for crossing at pedestrian crossings and traffic lights; Draw lines across the road to show a pedestrian crossing

## Opportunities for parental/family involvement

Invite learners to discuss and share the topic with their parents or families.

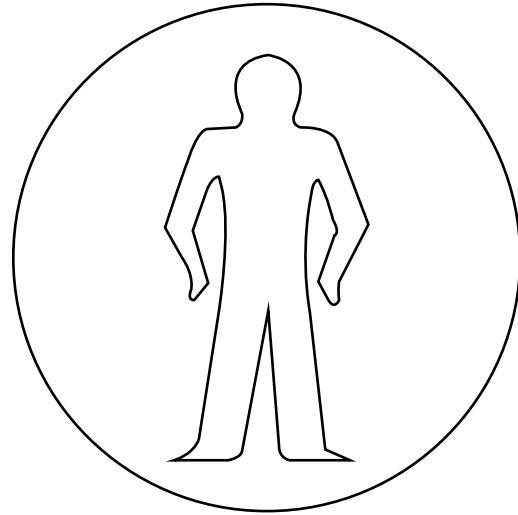


## Worksheet: Pedestrian Crossing and Traffic Lights

Name:.....

Grade:..... Date:.....

**Instructions: Colour in these pedestrian lights using the correct colours (red and green). Complete the sentences.**



.....  
.....  
  
.....  
.....

### Self Assessment

Did I use the correct colours?    Yes.....                      No.....



# TOPIC 10: PASSENGER SAFETY

**Learning Objectives:** Learners will be able to:

- Understand the importance of passenger safety and wearing a seatbelt or a child restraint when travelling in a vehicle
- Know how to get in and out of the vehicle using the door nearest to the pavement

## Competencies

- Identify dangers and appropriate precautions on the way to school; learners uses language for thinking.
- Explain the importance of always wearing a seatbelt or a child restraint when travelling in a vehicle
- Practise getting in and out if the vehicle using the door nearest to the pavement.

## Aim of the lesson

- To create awareness of the importance of passenger safety

**Classroom organisation:** Group work, pair work, individual work

**Resources:** Pictures or posters about different types of restraints: baby seats/child restraints and seatbelts, learners' work sheet

**Vocabulary: seatbelt; restraints:** baby seats/child restraints; buckle up; pavement

## Lesson Suggestions

Learners must understand the importance of always wearing a seatbelt or a child restraint when travelling in a vehicle. They should make sure that they are buckled up. There are different types of restraints: young babies and children use baby seats/child restraints and older children and adults wear seatbelts. Younger children are not allowed sitting in the front seat of a vehicle. Passengers should sit safely, wearing seatbelts, not playing and distracting the driver, and not to fiddle with seatbelts, i.e. not adjusting or releasing the seatbelts until the vehicle has come to a complete stop. Passengers should also get in and out if the vehicle using the door nearest to the pavement.

## Notes for teachers

1. Understand the importance of the road safety pictures to introduce the lesson. Ask learners;
  - How many of you travel to school each day in a vehicle?
  - What can you do to be safe when travelling in a vehicle/ (e.g. wear a seatbelt, not to distract the driver etc.
2. To help learners understand the importance of always wearing a seatbelt or a child restraint when travelling in a vehicle, talk about the "buckle up". Talk about safe and unsafe behaviour in a vehicle. Ask



questions like: why is it important to always wear a seatbelt when travelling in a car? Etc. use the pictures to talk about different types of restraints: young babies and children use baby seats/child restraints and older children and adults wear seatbelts. Point out that younger children are not allowed sitting in the front seat of a vehicle.

3. Teach learners the 'click buckle up sound'. If possible, bring an old seatbelt to school. Learners can practise opening and closing it.

4. Use chairs in rows to make a car or a bus and go for a pretend 'ride'. Talk about sitting safely, wearing seatbelts, not playing and distracting the driver, and not to fiddle with seatbelts, i.e. not adjusting or releasing the seatbelts until the vehicle has come to a complete stop. Learners should practise getting in and out of the vehicle using the door nearest to the pavement.

### **Learner activity**

Make copies of the learner worksheet. Learners work individually to cut out squares and fit them together to make a picture showing good passenger behaviour.

Once the puzzle picture is correct, learners can paste the squares down and colour in their picture. Encourage learners to take their pictures home and use them to discuss passenger safety with their families.

### **Suggested Assessment**

This lesson requires learners to demonstrate safe passenger behaviour. The criteria for the task should be clearly spelled out to the learners beforehand. Observe and assess learners accordingly.

### **Cross-curricular Links**

**Language:** understand simple descriptions by listening to a description of an object or person and matching it with a picture; uses language for thinking.

**Visual Arts:** make a collage, cut out relevant pictures from newspapers and magazines

### **Opportunities for parental/family involvement**

Invite learners to discuss and share the topic with their parents or families.



## Worksheet: Passenger Safety

Name:.....

Grade:..... Date:.....




# GRADE 2 - CONTENTS

## Grade 2 - Table of Contents

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# TOPIC 1: PLAY IT SAFE

## GRADE 2: THEME: ROAD SAFETY

**Learning Objectives:** Learners will be able to:

- Identify safe and unsafe places to play in the school and home environment,

### Competencies

- Explain why it is important to know about road safety

### Aim of the lesson

- To create an awareness of safe and unsafe places to play in the school and home environment,

**Classroom organisation:** Group work, pair work, individual work

**Resources:** Pictures or posters of safe and unsafe places to play in the school and home environment; learners' worksheet

**Vocabulary:** safety; rules; laws; safe; unsafe

### Notes for teachers

1. Begin the lesson by introducing road safety and revising important vocabulary. Explain why it is important to know about road safety- we all need to be safe and arrive alive! The roads would be chaos if there were no rules and laws. We need to know about rules and laws and obey them.

2. To create an awareness of safe and unsafe places to play in the school and home environment, discuss the following with your learners:

- Where do you like to play; Are the places safe?
- What makes these places safe or unsafe/
- Do children sometimes play on their way to school? Why should children never play on the road.
- Are pavements a safe place to play? (These can also be dangerous)

To ensure an understanding of why certain places are safe and unsafe, talk about some of the unsafe places learners might see/pass on their way to school or home each day. Talk about why places such as bushes and overgrown vegetation, manholes, rivers, storm water pipes or drains, railway lines and electrical boxes might be dangerous. Together with the learners identify some safe routes for learners to use on their way to school and back home. You can talk about safe and unsafe places to play, .e.g. parks, open fields, gardens, sport grounds, or any safe area that is far from the road and traffic.

Use pictures of safe and unsafe places to discuss safe and unsafe places to play. Draw two columns on the board with the headings; 'Safe and Unsafe', Have the learners identify the safe and unsafe places to play shown on the pictures. Write each place under the correct column on the board.



Safe	Unsafe
Park	Bushes

### Learner activity

Learners draw four pictures –two of safe and unsafe play areas near their home and two of safe and unsafe places play areas near their school. Learners write the word safe under the safe pictures and the word unsafe under the unsafe pictures. More advanced learners can write a short sentence about each of their pictures.

### Suggested Assessment

Assess learners; performance against the prescribed learning objectives or competencies for each subject. You should constantly observe informally to assess their understanding and progress. Observe closely as learners participate in the pair and group activities, and listen to their conversations and discussions. Assess if they can recognise safe and unsafe places to play.

### Cross-curricular Links

**Language:** Understand simple descriptions by listening to a description of an object or person and matching it with a picture; uses language for thinking; uses pictures to understand written texts: matches a caption to a picture; make meaning of written texts

**Visual Arts:** Make a collage, cut out relevant pictures from newspapers and magazines; draws a picture to illustrate a sentence; draw four pictures –two of safe and unsafe play areas near their home and two of safe and unsafe places play areas near their school.

### Opportunities for parental/family involvement

Invite learners to discuss and share the topic with their parents or families



# Worksheet: Play it Safe

**Name:**.....

**Grade:**..... **Date:**.....

Instructions: Draw a picture to show unsafe play areas near your home and your school. Write the word 'safe' or 'unsafe' under each picture

A large dashed rectangular box intended for a student to draw a picture of unsafe play areas. The box is empty and occupies the central portion of the worksheet.

# TOPIC 2: PEDESTRIAN SAFETY

**Learning Objectives:** Learners will be able to:

- Demonstrate appropriate pedestrian safety behaviour

## Competencies

- Explain the specific to follow to cross the road safely.

## Aim of the lesson

- To help the children to cross the road safely.

**Classroom organisation:** Group work, pair work, individual work, role-play

**Resources:** Pictures or posters of pedestrian crossings and traffic lights, Learners' work sheet

**Vocabulary:** pedestrian crossings and traffic lights; crossing code

## Notes for teachers

It is important that learners hold an adult's hand when crossing the road. Pedestrian crossings and traffic lights are safer places to cross the road. If these options are not always available when learners want to cross the road, they should follow the crossing code to cross the road safely.

## The crossing code

- a) Think first. Find the safest place to cross
- b) Stop. Stand on the pavement away from the kerb.
- c) Look, and listen by using your eyes and ears. Look right, left and right again.
- d) Wait until it is safe to cross.
- e) Look right, left and right again.
- f) When it is safe, walk straight across the road-no running.
- g) Keep looking and listening while crossing. Arrive safely and Stay alive!

## Lesson Suggestions

This lesson requires learners to demonstrate crossing a road using the crossing code correctly. The criteria for the task should be clearly spelled out to the learners beforehand. Observe and assess learners accordingly. Introduce the lesson by revising the importance of holding a trusted adult's hand when crossing the road and pedestrian crossings and traffic lights being safer places to cross the road.

Talk about how these options are not always available when learners want to cross the road. Explain that in



these conflict situations there is a specific code that they should follow to cross the road safely. This code is known as the crossing code. Write the crossing code on a large sheet of paper and display it on the wall. Explain what each step means. Draw pictures next to each step. Teach learners the crossing code using hands and body movements to make it fun. Here are some suggestions:

Step 1: think- hold finger to show thinking

Step 2: stop: hold up the right hand, palm open to show stop.

Step 3: look and listen- hold hand over forehead for looking and cup hand behind ear for listening.

Step 4: wait- hands on hips to show waiting.

Step 5: look- turn head to look right, left and right again.

Step 6; cross- walk briskly forward, swinging arms to show walking.

Step 7: keep looking and stay alive- demonstrate walking forward, looking right and left. Then jump up, throwing your arms in the air to celebrate arriving alive on the other side of the road.

Learners can take turns to role- play crossing a road using the crossing code correctly. You can use pictures to review the correct crossing procedure. Learners sing the safety song **“Crossing the Road Safely”** to the tune **“Row, Row, Row Your Boat”**. They can perform the actions suggested at the appropriate time in the song.

### **CROSSING THE ROAD SAFELY**

(Sung to the tune “Row, Row, Row Your Boat”)  
Stop! Stop! Stop your feet,  
(Action: walking motion then full halt)  
Right behind the curb,  
(Action: stop behind a line that represents the curb)  
Look and listen and point your arm  
(Action: point to eyes, touch ears, place arm out in front)  
Before you leave the curb!  
- Dawn White

### **Assessment**

Ask students to demonstrate crossing the road safely through simulations. Ask students to name the safety rule to follow when riding in a motor vehicle. Use the Teacher Road Safety Checklist to assess students' road safety knowledge.

### **Cross-curricular Links**

**Language:** understand simple descriptions by listening to a description of an object or person and matching it with a picture

**Visual Arts:** make a collage, cut out relevant pictures from newspapers and magazine

**Music:** learners sing the safety song



### **Opportunities for parental/family involvement**

Invite learners to take the song home for their families to sing together. Send a copy of the road safety rules home for students to discuss with their families.



# TOPIC 3: ROAD SIGNS AND SIGNALS

**Learning Objectives:** Learners will be able to:

- Recognises, identifies and names shapes and objects in the environment and in pictures, including triangles, squares and rectangles.

## Competencies

- Identify road signs and signals relevant to pedestrians and explain their meaning
- Review the traffic signs.

## Aim of the lesson

- To familiarize learners with road signs relevant to pedestrians and explain their meaning

**Classroom organisation:** Group work, pair work

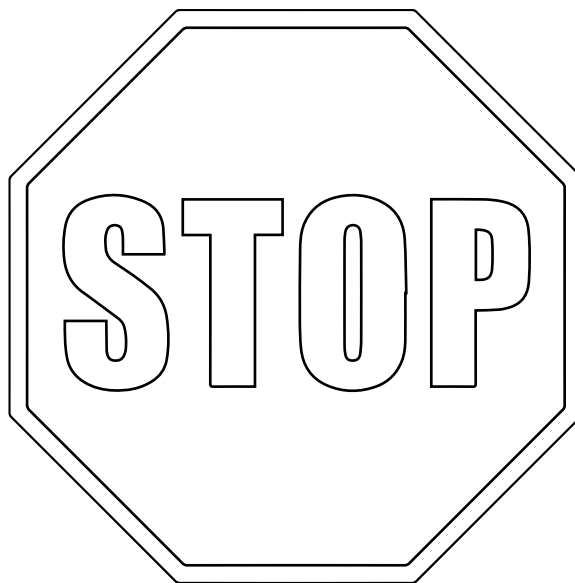
**Resources:** Pictures to help learners recognise road signs relevant to pedestrians to understand their meaning, Learners' work sheet, colour pencils or crayons

**Vocabulary:** road signs; Triangles, circles, octagon

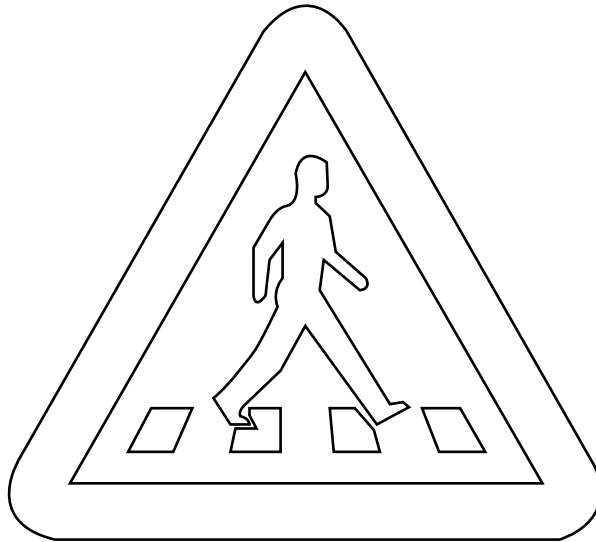
## Notes for teachers

Road signs and signals have the important purpose of keeping everyone safe on the roads.

## Focus on:

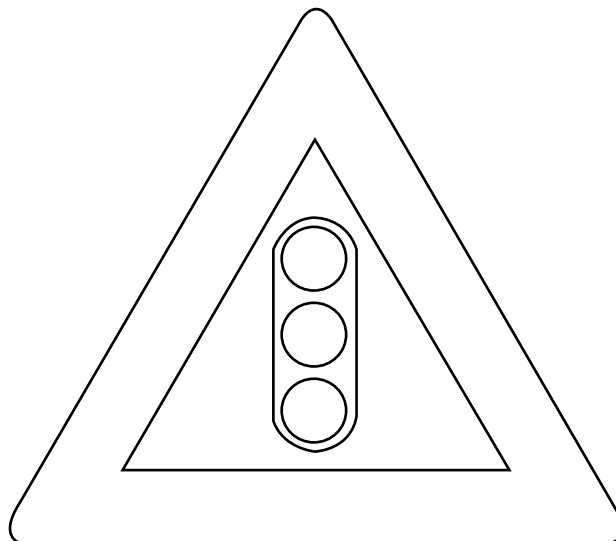


**Stop sign;** means that drivers must stop completely behind the line, look for traffic and move when safe to do so.



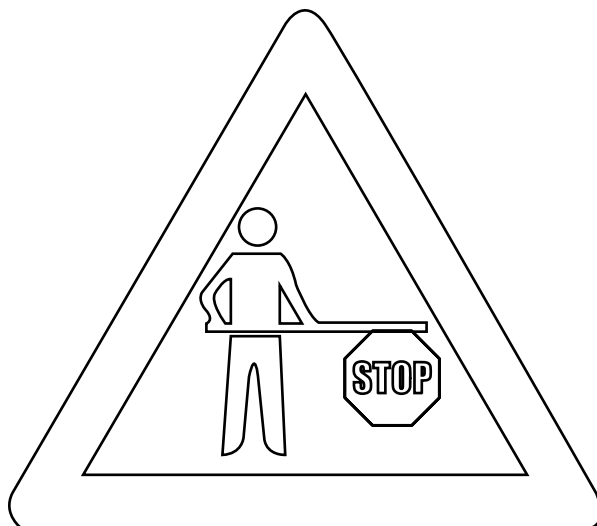
**Pedestrian crossing ahead;**

Shows that it is safer to cross here but we must still look to see it is safe and then cross the road in the correct way, i.e. "think, stop, listen procedure.



**Traffic light ahead:** show learners that there is traffic light ahead. This will be a safer place to cross. The first colour seen at the top of a traffic light is Red. the red light tells us to Stop. The second colour seen in the middle of a traffic light is Amber/Yellow. The amber/yellow light tells us to wait. The third colour seen at the bottom of a traffic light is Green. The green light tells us to Go.





**Scholar patrol ahead:** shows that there is a scholar patrol ahead. This will be a safer place to cross.

### Lesson Suggestions

Introduce the topic by talking about the signs that the learners see on their way to school. Show learners the pictures to help learners recognise road signs relevant to pedestrians to understand their meaning. Explain the important purpose of road signs and road signals.

To enable learners to recognise the colour and shape associated with each common road sign, show learners pictures of common road signs and ask questions like:

- What shapes do you see? (Triangles, circles, octagon-eight sides):
- What colours are the signs? (Red, black, white, yellow);
- What do you think the signs mean? Explain the correct meaning after hearing the learners' explanations.)

To enable learners to recognise the colour and shape associated with each common road sign, play a game with the learners. Describe a particular sign as pictured above referring to the colour, shape and the image on it. See if learners can guess which sign you are referring to (e.g. triangle...). Learners can work in pairs and take it in turns to describe various signs to each other.

### Learner Activity

Make photocopies of the learner worksheet or draw the road signs on the board for the learners to copy onto a blank sheet of paper. Translate the relevant words into the home language of your learners. If you are going to photocopy the worksheet, you can write these words in the correct place on the sheet before reproducing it. If learners are going to copy the worksheet from the board, you can write the words on the board. Learners join the dots to draw each sign, and then colour in the signs correctly. Learners can refer to the pictures to help them. Learners take it in turns to explain to a partner what each sign means.

### Suggested Assessment

You should constantly observe learners informally to assess their understanding and progress. Watch closely as learners participate in the group work (does the learner demonstrate how to cross a road safely?) observe and listen to learners their conversation and discussions.

## **Cross-curricular Links**

**Language:** write words in the correct place; explain to a partner what each sign means; translate the relevant words into the home language

**Visual Arts:** draw each sign; colour in the signs correctly; draw the road signs

**Mathematics:** revise and explore shape associated with each common road sign - triangles, circles, and octagon.

## **Opportunities for parental/family involvement**

Invite learners to discuss and share the topic with their parents or families.

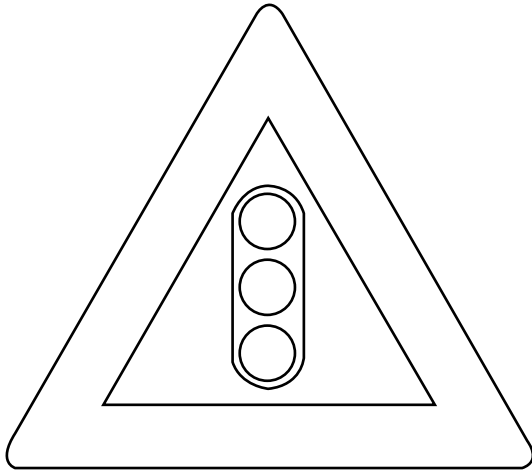


## Worksheet: Road Signs

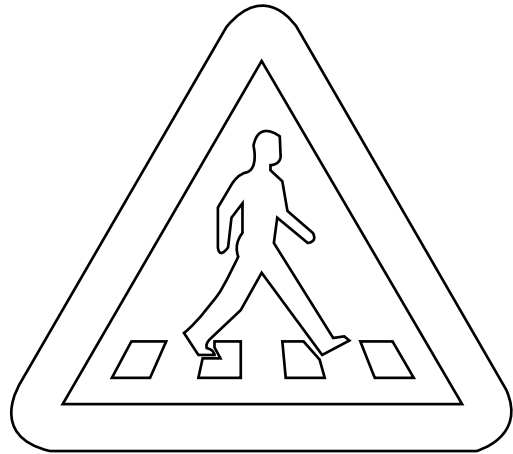
Name: .....

Grade: ..... Date: .....

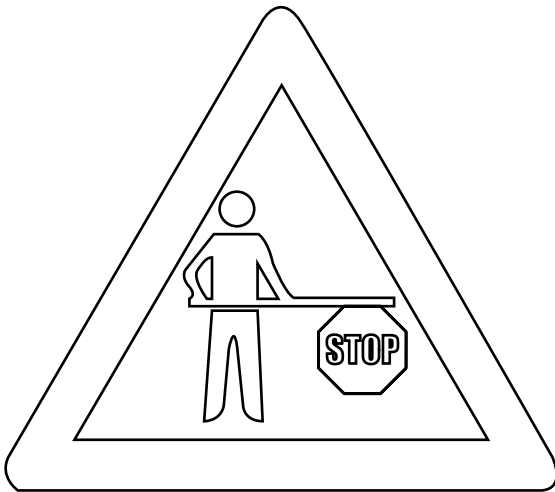
Look at the road signs. Write the correct label under each road sign. Colour in the road signs.



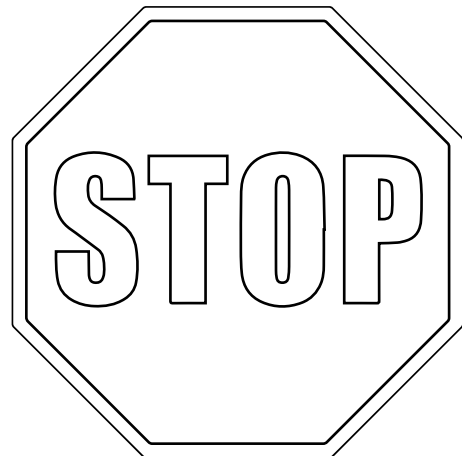
1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_

# TOPIC 4: SAFER PLACES TO CROSS ROADS

**Learning Objectives:** Learners will be able to:

- Demonstrate appropriate pedestrian behaviour;
- Raise learner's awareness that there are safer places to cross the road

## Competencies

- Describe safe and unsafe places to cross roads.
- Revise the rules to use when crossing a road at one of these safer places

## Aim of the lesson

- To raise learner's awareness that there are rules when crossing a road and which places are safer to cross the road

**Classroom organisation:** Individual work

**Resources:** Use pictures or posters on safer road crossing places to revise safer places to cross dangerous zones, Learners' work sheet

**Vocabulary:** safe and unsafe places; pedestrian crossing; traffic lights; pedestrian bridge; railway; scholar patrol; traffic officer; uncontrolled junction

## Notes for teachers

When learners want to cross a road, they must do so safely. Safer places to cross roads are the following:

- At pedestrian crossing
- At traffic lights
- Where there is a pedestrian bridge over (or under) the road or railway
- At crossings controlled by a scholar patrol or traffic officer.

## Unsafe places to cross roads are:

- On a bend because you cannot see vehicles approaching
- Near parked vehicles because you cannot see oncoming traffic, and cars can even reverse into you.
- Near the top of a slope or hill because you cannot see oncoming traffic
- Between moving vehicles

At an uncontrolled junction (where roads meet) because it is difficult to observe cars coming from all directions.



## Lesson Suggestions

Introduce the lesson by revising the importance of: holding a trusted adult's hand when crossing the road; pedestrian crossings and traffic lights being safer places to cross the road. Talk about how these options are not always available when learners want to cross the road. To raise learner's awareness that there are safer places to cross the road, draw two columns on the board with the headings 'safe and unsafe'. Ask learners to give you suggestions of safe and unsafe places to cross roads. Write these on the board. You can use the information in the boxes below to help you. Revise the rules to use when crossing a road at one of these safer places. Use pictures or posters on safer road crossing places to revise safer places to cross dangerous zones.

### Learner Activity

Make photocopies of the learner worksheet-one per pair. Translate the words 'safe and unsafe' into your learners' home language. Write these words on the board for the learners to copy. Learners look at pictures and decide which pictures show safe and unsafe places to cross the road. Learners place a tick (✓) or a cross(x) in the box below each picture and write the word safe and unsafe in the bigger box to indicate their choice. When they have completed the activity, each pair joins a second pair of learners and marks each other's Activity sheet. Learners discuss the reasons for their answers. This may result in some constructive arguing and there is nothing wrong with a bit of debate! Be ready to clarify issues if necessary.

## Suggested Assessment

Use the learner activity sheet to assess learners' performance against the prescribed learning objectives and competencies. You should also observe learners informally to assess their understanding and progress. Listen to learners their conversation and discussions.

## Cross-curricular Links

**Languages:** Translate the words 'safe and unsafe' into home language; use pictures to understand written text; match a sentence to a picture; discuss the reasons for answers.

**Visual Arts:** draw a picture to illustrate a meaning; chooses a caption which accurately describes a picture

## Opportunities for parental/family involvement

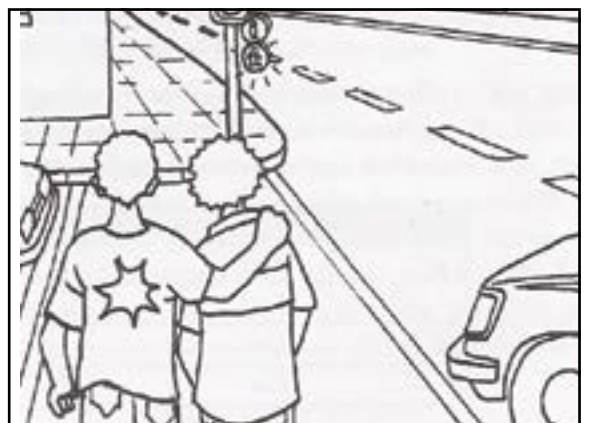
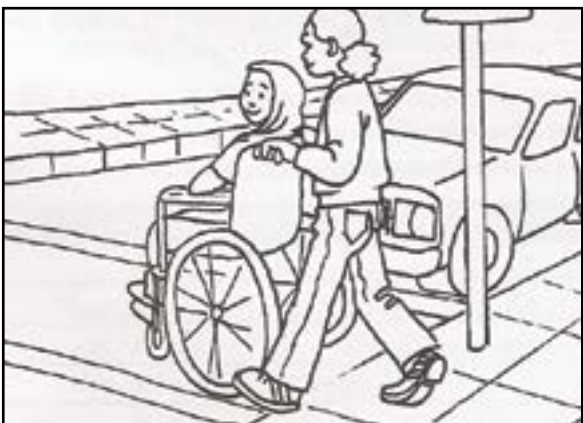
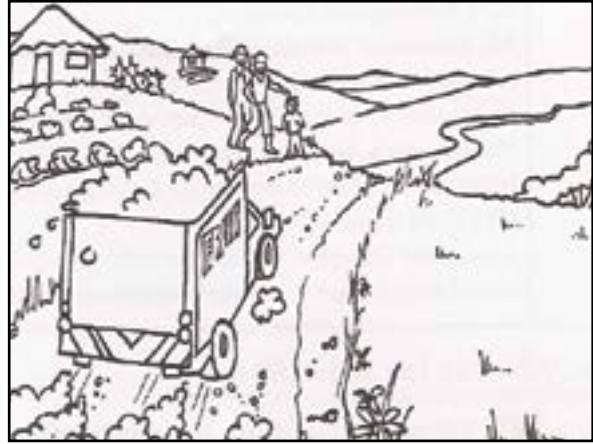
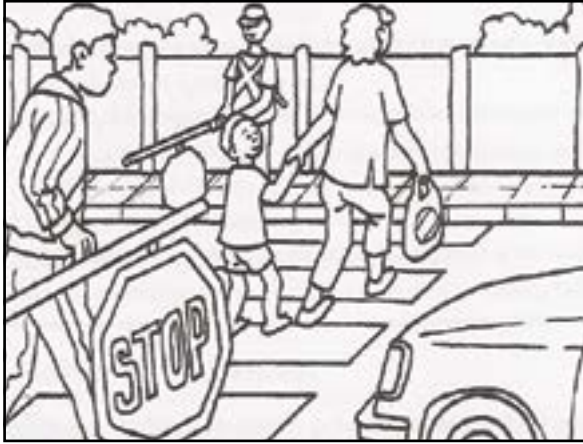
Invite learners to discuss and share the topic with their parents or families.



## Worksheet: Safer Places to Cross Roads

Name: .....

Grade: ..... Date: .....



# TOPIC 5: TRAVELLING TO AND FROM SCHOOL

**Learning Objectives:** Learners will be able to:

- Understand the advantages (good things) and disadvantages (bad things) about different methods of travelling

## **Competencies**

- Explain the advantages (good things) and disadvantages (bad things) about different methods of travelling
- Describe the different types of transport used by the learners in the class
- Carry out a class survey and records the information in a chart or simple bar graph;
- Organise information in simple form such as a chart;
- Collect data in the classroom and school environment to answer questions

## **Aim of the lesson**

- To raise awareness of the advantages (good things) and disadvantages (bad things) about different methods of travelling

**Classroom organisation:** individual work

**Resources:** Use pictures or posters of different types of transport, Learners' work sheet

**Vocabulary:** transport; bar graph; chart; environment; reliability

## **Notes for teachers**

Learners travel to school in many different ways. Some of the travel to school by car, taxi, bus, an animal driven vehicle, bicycle or they walk to school. There are advantages (good things) and disadvantages (bad things) about different methods of travelling. Learners should understand that the different types of transport involve things like cost, speed, reliability, their health and the effect on the environment.

They should keep in mind the part of the road they have to use when they travel to school? (Pavement, road, etc. The important thing they need to remember is to keep safe on the way to school and home.

## **Lesson Suggestions**

Introduce the lesson by asking learners to imagine that someone took a photo of them this morning while they were on their way to school. Give each learner a piece of paper and ask them to draw the imaginary photo of themselves. Display the pictures on the classroom walls. Before starting class discussions, have learners do a 'walk past' looking at all the pictures. You can use pictures and posters to revise different types of transport. To encourage learners to use investigation skills to find the different types of transport used by the learners in the class, hold a class discussion based on the answers to the following questions:





How do you travel to school?

- What are the advantages (good things) and disadvantages (bad things) about different methods of travelling?
- What part of the road do you use when you travel to school? (Pavement, road, etc.)
- What do you need to remember to keep safe on the way to school?

### Learner activity

To equip learners with basic data handling skills, draw a tally chart on the board (see example below). Complete one or two rows together with the learners to make sure that they all understand before starting the next task. Now let learners copy a blank tally chart onto a sheet of paper. Allow learners to walk around the class, interviewing 10 peers. About how they get to school. For each person they interview, learners should make a tick (✓) in the correct row on their chart. After completing the task, learners should sit down and count the number of ticks (✓) in each row. They must write the total in the column.

- Discuss learners' findings by asking the questions like:
  - How do most of the learners you interviewed travel to school?
  - How do the fewest of the learners you interviewed travel to school?

Learners conduct a class travel survey which records the modes of transport used by class members when travelling to and from school on a given day. Learners suggest possible categories or see the example below. Learners use the data collected to construct a pictograph based on their survey and lead a discussion about travelling to and from school, focussing on the following points:

- What is the most popular mode of transport?
- Why do you think most learners use this type of transport
- Which is the least popular mode of transport for learners?
- Do you think learners always use the same mode of transport?

Learners discuss and compare the results of their survey using the following questions:

How to travel to school	Tally (Ticks)	Total
Walk	✓ ✓ ✓	3
By bus	✓ ✓	2
By taxi	✓ ✓	2
By car	✓ ✓	2
By bicycle	✓	1





## Suggested Assessment

This lesson requires learners to demonstrate their ability to carry out a survey and record the results in a chart. The criteria for the task should be clearly spelled out to the learners beforehand. Observe and assess learners accordingly. Evidence is obtained about a learners' ability to listen, interpret and communicate ideas and knowledge during a conversation. Two assessment methods are therefore combined: observation and questioning.

## Cross-curricular Links

**Mathematics:** collect and arrange information in a pictograph; hold a class discussion

**Languages:** process information;

**Visual Arts:** display the pictures on the classroom walls.

ICT; use simple ICT tools and techniques to visualise thinking; use word=processing or digital presentation software to present data; insert images from clip art library to illustrate text or pictograph

Physical Education: physical fitness, riding a bicycle

**Opportunities for parental/family involvement:** Invite learners to discuss and share the topic with their parents or families.



# TOPIC 6: PEOPLE WHO HELP US

**Learning Objectives:** Learners will be able to:

- Understand the purpose of a scholar patrol:

## Competencies

- Explain the purpose of a scholar patrol
- Explain when it is safe to cross a road.

## Aim of the lesson

- To raise awareness about the purpose of a scholar patrol:

**Classroom organisation:** Group work, pair work, individual work

**Resources:** Use pictures or posters of a scholar patrol or traffic officers, glue, scrap materials to make puppets, learners' work sheet

**Vocabulary:** traffic officers; scholar patrols

## Notes for teachers

Traffic officers and scholar patrols cross a road. If there is no one to help them to cross the road, they should "Think, stop, look and listen! Then look right, look left and look right again. If it is safe, then walk straight across the road-NO running. The purpose of a scholar patrol: A scholar patrol is crossing is crossing operated by learners to help you cross the streets around your school safely. They will tell you when to cross. Learners should always listen to them, but also make sure it is safe before crossing.

## Lesson suggestions

Introduce the topic by talking to the learners about traffic officers and scholar patrols. Ask questions like: How do they help us? Why do they help us? Can you trust any adult to help you cross a road? If not, why not? What if there is no one to help you cross the road? Talk to learners about the purpose of a scholar patrol:

Teach learners the following chant to reinforce their knowledge of right and left (add some fun and body movements):

*Right, left-right left,*

*Off to school we go,*

*Right, left-right left,*

*Marching in a row.*

*Right, left-right left,*



***Smart as we can be.***

*Right, left-right left,*

***We listen and we see.***

*Right, left-right left,*

***Watching out for cars.***

*Right, left-right left,*

***Don't want nasty scars.***

*Right, left-right left,*

***Safely we'll arrive.***

*Right, left-right left,*

***Happy and alive***

Divide learners into small groups. Each group can role-play how a different person can help them to cross the road safely, e.g. a teacher, a parent, a scholar patrol, a traffic officer etc. Included in their role-play, learners should ask the particular person to help them cross the road safely.

### **Learner Activity**

Learners can make a sock puppet of a person who helps them to be safe on the road. How to make a sock puppet: Each learner should bring to school: an old, worn sock; two buttons (the bigger, the better); scrap material and wool; a needle and some cotton. Show learners how to thread a needle, knot the end of the cotton and sew a button on through the holes on the button (see example). The learners use scrap materials to decorate their puppets, e.g. tie around the puppets neck, glue on as a hat, etc. Each learner presents their sock puppet to the class, saying who their puppet represents and how they help us, e.g. a traffic officer keeps us safe. They help us cross the road safely and make sure everyone obeys the rules of the road.

### **Suggested Assessment**

This lesson requires learners to demonstrate asking someone to help them cross the road safely. The criteria for the task should be clearly spelled out to the learners beforehand. Observe and assess learners accordingly. This lesson also requires learners to express how various people can help them. Two assessment methods are therefore combined: observation and questioning.

### **Cross-curricular Links**

**Language:** Ask questions; Talk to learners about the purpose of a scholar patrol:

**Visual Arts:** make a sock puppet of a person who helps them to be safe on the road; use scrap materials to decorate their puppets;

**Drama:** role-play how to cross the road safely



# TOPIC 7: PEDESTRIAN CROSSING AND TRAFFIC LIGHTS

**Learning Objectives:** Learners will be able to:

- Identify dangerous areas/intersections that they have to cross to get to school.

## **Competencies**

- Identify dangerous areas/intersections that the learners have to cross to get to school.
- Revise the rules to use when crossing a road at one of these safer places.

## **Aim of the lesson**

- To raise awareness of dangerous areas/intersections that learners have to cross to get to school.

**Classroom organisation:** Group work, pair work, individual work

**Resources:** Use pictures or posters of dangerous areas/intersections that the learners have to cross to get to school, colour pencils or crayons; learners' work sheet

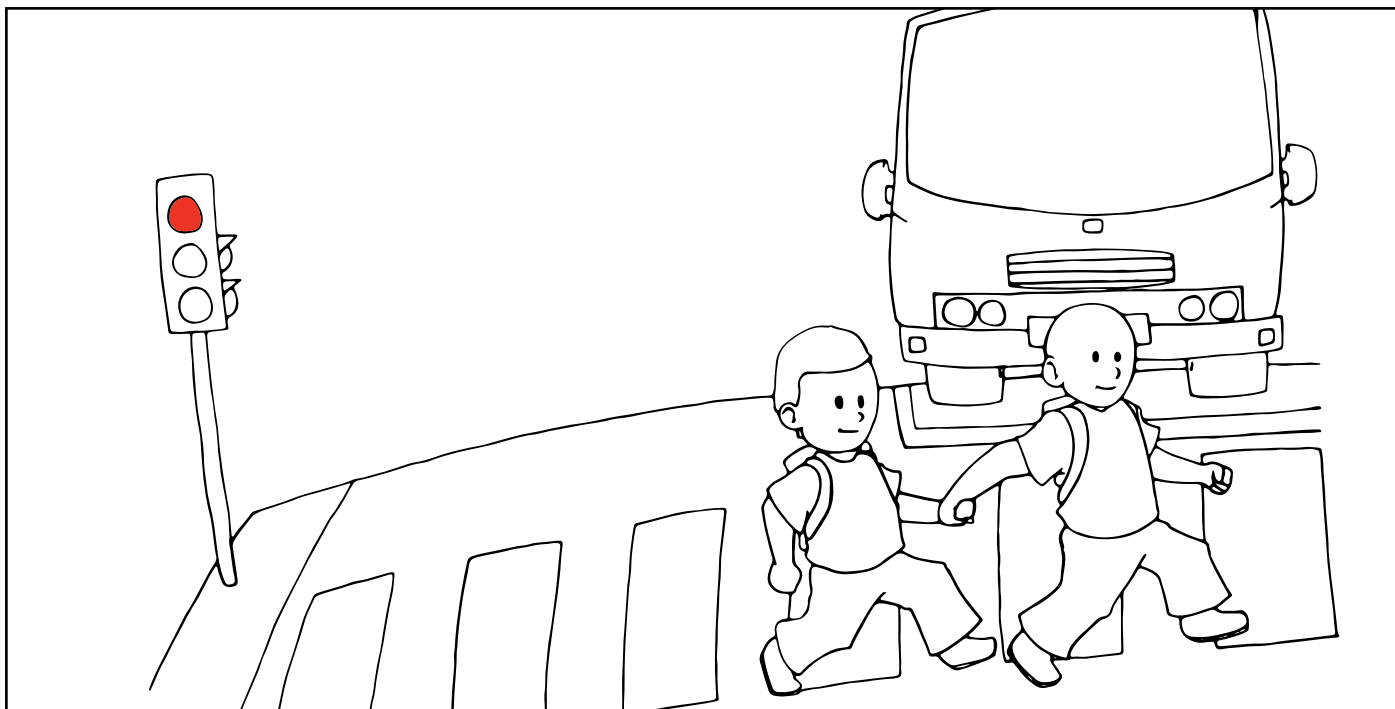
**Vocabulary:** dangerous; intersections; pedestrians crossings; traffic lights

## **Notes for teachers**

There are rules when crossing a road at safer places. If intersections are available, pedestrians crossings and traffic lights are safer places to cross the road. Remind learners that if there are not any of these, they must use the crossing code they learned in a previous lesson. The rules to use when crossing a road at one of these safer places:

- Pedestrian traffic lights: The big round ones tell the drivers what to do. Wait until the green walkingman lights up. Then it is safe when vehicles have stopped for you), cross the road quickly and keep looking. Never cross when the red standing-man lights up. If the light changes while you are busy crossing the road, keep crossing to the other side- Do not turn back.
- Pedestrian crossings: These are the black and white blocks on the road. Stand well away from the road. Extend your right hand to the front. This shows drivers that you would like to cross. Wait for the cars to stop fully, then cross safely and keep looking.





### Lesson Suggestions

Introduce the topic to the learners about their routes to and from school. Identify dangerous areas/intersections that the learners have to cross to get to school. Explain that if they are available, pedestrians crossings and traffic lights are safer places to cross the road. Remind learners that if there are not any of these, they must use the crossing code they learned in a previous lesson.

Revise the rules to use when crossing a road at one of these safer places. Teach learners the rules to use when crossing a road at one of these safer places. Tell them to look at the small lights facing them. To show learners how to use pedestrian crossings and traffic lights safely, play the traffic game with your learners. Divide your class into three groups:

- a. The traffic light group: They will need 3 coloured circles: red, amber (yellow) and green, and 2 pedestrian traffic light circles: a red man standing still and a green man walking.
- b. The pedestrian crossing group: They will need a stick to draw a pedestrian crossing in the sand or chalk to make markings on the floor.
- c. The scholar patrol group: They will need a pole and a stop board made from cardboard to make a scholar patrol crossing.

In their groups, learners plan and perform a role-play demonstrating how they would use these safer places to cross the road. The rest of the class watches their play and learns from it.

### Learner activity

Make copies of the learner activity sheet. You may wish to go through the activity sheet orally with the learners, using their home language. Learners work individually to join the numbered dots and reveal a picture. They colour in the picture using the correct colours for a traffic light. Learners use the words in the box to help them complete the sentences.

### Suggested Assessment

This lesson requires learners to demonstrate an understanding of the rules for crossing at pedestrian

crossings and traffic lights. The criteria for the task should be clearly spelled out to the learners beforehand. Observe and assess learners accordingly. This lesson also requires learners to express how various people can help them. Two assessment methods are therefore combined: observation and questioning.

### **Cross-curricular Links**

**Language:** using their home language; use words to complete the sentences; perform a role-play demonstrating how they would use these safer places to cross the road

**Arts:** colour in picture using the correct colours for a traffic light; draw a pedestrian crossing; play a traffic game

**Drama:** perform a role-play on how they to use safer places to cross the road

### **Opportunities for parental/family involvement**

Invite learners to discuss and share the topic with their parents or families.

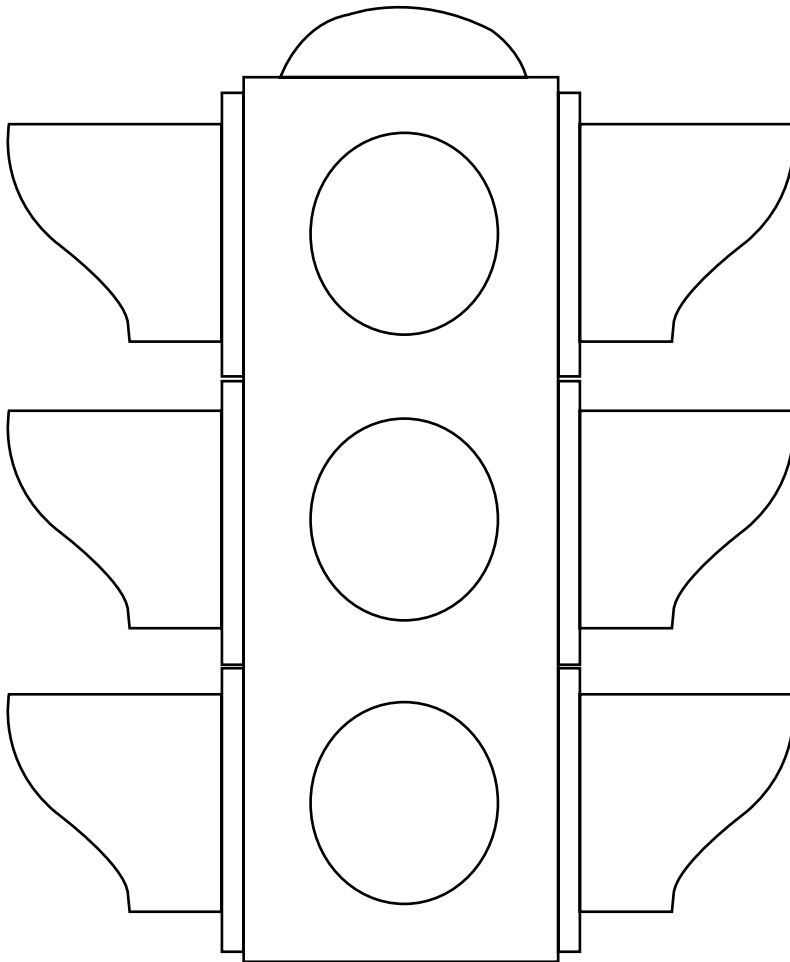


## Worksheet: Pedestrian Crossing and Traffic Lights

Name: .....

Grade: ..... Date: .....

**Instructions: Colour in the traffic lights using the correct colours-red, amber (yellow) and green. Complete the sentences using the labels below.**



**red, yellow, traffic light, green**

1. This is called a .....
2. The lights are red, ..... and .....
3. Cars must stop when the light facing them turns.....
4. Cars may go when the light facing them turns .....

# TOPIC 8: Be Safe! Be Seen!

**Learning Objectives:** Learners will be able to:

- Realise the importance to always be clearly visible when around traffic.

## Competencies

- Explain the importance to always be clearly visible when around traffic.

## Aim of the lesson

- To raise awareness of the importance to always be clearly visible when around traffic.

**Classroom organisation:** Group work, pair work, individual work, open space to work in groups

**Resources:** Use pictures or posters of bright colour clothing and dark colour clothing which make it easy or difficult when around traffic, learners; work sheet

**Vocabulary:** blind spots; visible; bright; oncoming traffic; playground

## Notes for teachers

Sometimes learners cannot see vehicles even if they are close to a vehicle, there are still blind spots. (Blind spots are areas that the driver cannot see). They must be especially careful when vehicles are reversing. It is important to always be clearly visible when around traffic. There are some main rules to follow to make ourselves visible to drivers. They must:

- Wear white or bright coloured clothing
- Walk facing oncoming traffic. You can use the pictures and posters to discuss these rules with the learners.

It is important to be visible when riding a bike, skateboarding or when walking in traffic. It is important to wear bright, lighter clothing. Helmets and bike reflectors also help to make cyclists more visible.

## Lesson Suggestions

Ask questions like:

- What are bright colours?
- Why do you think children are often not seen by drivers? (They are small)

Why do you think should you walk facing oncoming traffic/ so that you can see cars approaching and they can see you?

Learners should know that certain colours can be seen more easily than others.

## Lesson Suggestions

Introduce the topic by explaining that if you cannot see the driver, then the driver most probably cannot





see you. Even if you are close to a vehicle, there are still blind spots. (Blind spots are areas that the driver cannot see). Learners must be especially careful when vehicles are reversing. Demonstrate the topic by going outside the classroom door and asking the class if they can see you. The answer is no. Explain that you cannot see them either. Now poke your head around the door and look at the learners. Ask them if they can see you now. The answer is yes. Explain that you can see them too. Therefore, the key message is: If I cannot see you, you cannot see me. Ask learners why they think it is important to always be clearly visible when around traffic. Ask learners to suggest two main rules to follow to make you visible to drivers.

Do a practical activity to demonstrate a driver's blind spot. For this activity you will need a real car parked in a safe area.

Take the class into the school car park or playground area where a car is parked.

Choose a child to sit in the driver's seat of the car and adjust the rear view mirror so that he/she can see the whole of the back window. The other learners should spread themselves around the back of the car.

In turn, call out a learners' name and let the driver say whether or not they can see the learner-the driver may not twist around to look but only use the rear view mirror as most drivers might do. If the driver cannot see the learner, use chalk to make a cross on the playground to indicate a blind spot. Repeat this until the full range of blind spots has been discovered. Follow up this activity with a class discussion on the importance of being visible to drivers at all times.

### **Learner activity**

Make copies of the learner activity sheet. This activity will help learners understand that certain colours can be seen more easily than others. Learners work together in small groups. They use bright colours to colour in one figure and dark colours to colour in another. (Make sure learners colour in very darkly). They cut out both figures, fold them along the dotted lines, and paste the inner sides together. These figures should stand upright. Together with the learners, take the figures to a dark area, such as under the stairs or in a storeroom. Use a torch to imitate car headlights and shine the light on the figures. Let the learners observe and note the difference that bright/white coloured clothing makes to visibility.

### **Suggested Assessment**

The criteria for the task should be clearly spelled out to the learners beforehand. Observe and assess learners accordingly. This lesson also requires learners to express how various people can help them. Two assessment methods are therefore combined: observation and questioning.

### **Cross-curricular Links**

Language: talk about colours which seen more easily than others; observe and note the difference that bright/white coloured clothing makes to visibility.

**Visual Arts:** use bright colours to colour in one figure and dark colours to colour in another; cut out both figures, fold them along the dotted lines, and paste the inner sides together

### **Opportunities for parental/family involvement**

Invite learners to discuss and share the topic with their parents or families.



## Worksheet: See and be Seen

Name: .....

Grade: ..... Date: .....



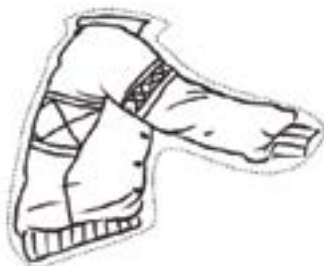
Helmet



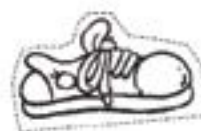
T-shirt



Jacket



Jeans



# TOPIC 9: PASSENGER SAFETY

**Learning Objectives:** Learners will be able to:

- Understand the importance of always wearing a seatbelt or a child restraint when travelling in a vehicle

## **Competencies**

- Explain the importance of always wearing a seatbelt or a child restraint when travelling in a vehicle.
- Explain the rules of safer and good behaviour for passengers in vehicles.
- Explain how passengers in a vehicle can behave in safe and unsafe ways.

## **Aim of the lesson**

- To create an understand of the importance of always wearing a seatbelt or a child restraint when travelling in a vehicle

**Classroom organisation:** Group work, pair work, individual work

**Resources:** Use pictures or posters of different types of restraints: baby seats/child restraints and seatbelts, real seatbelts or baby seats/child restraints, a real bicycle or bicycle parts, protective helmet and sample of white or reflective clothing, learners' work sheet

**Vocabulary:** seatbelt or a child restraint; buckle up

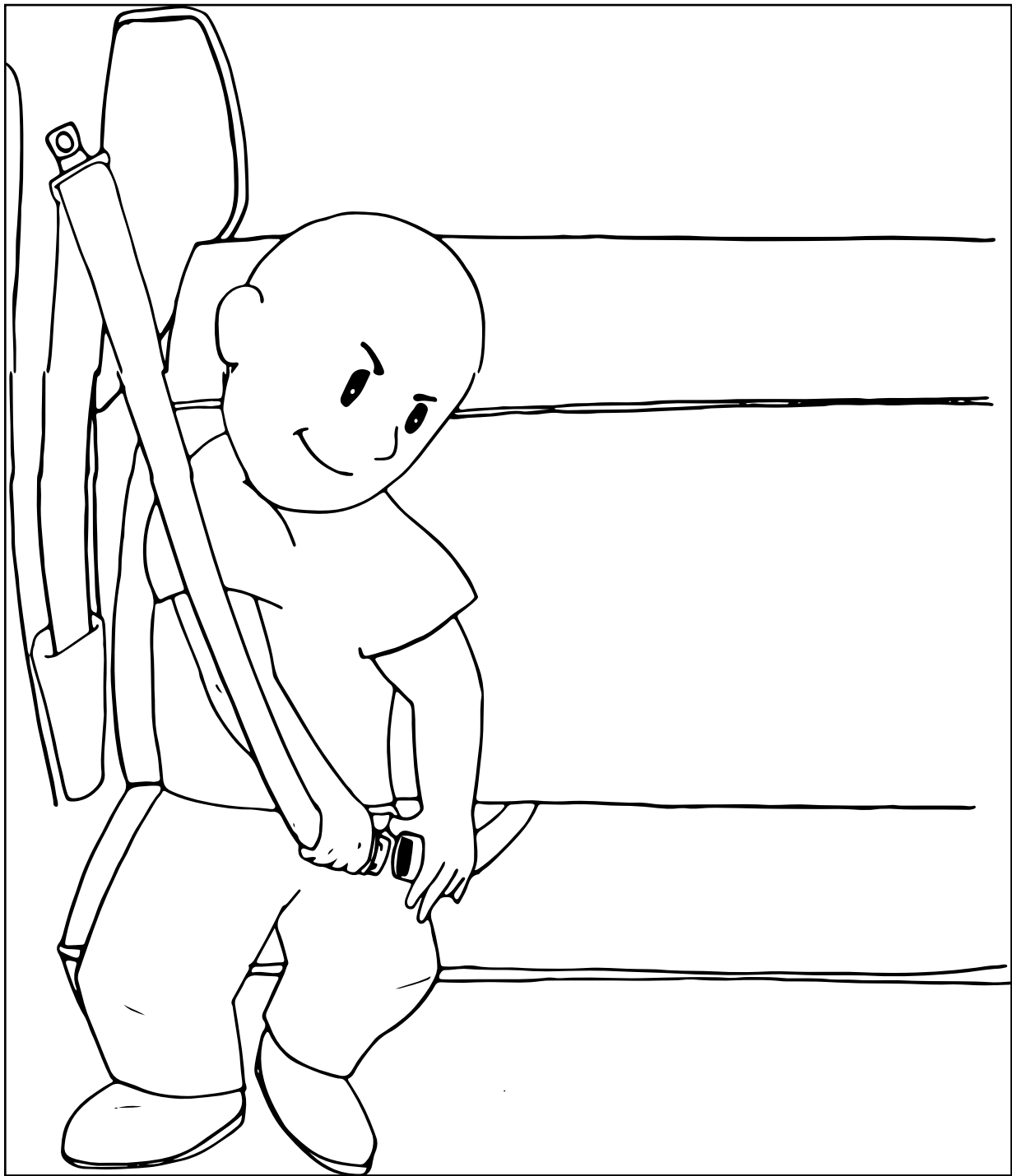
## **Notes for teachers**

It is important for learners to understand the importance of always wearing a seatbelt or a child restraint when travelling in a vehicle, talk about the "buckle up". It is important to always wear a seatbelt when travelling in a car. There are different types of restraints: young babies and children use baby seats/child restraints and older children and adults wear seatbelts. Passengers in a vehicle can behave in safe and unsafe ways.

## **Rules of safe or good behaviour for passengers in each of these vehicles**

- You must wear your seatbelt
- Do not distract the driver
- Do not stick any body part out of the window
- Do not throw anything out of the window.
- Never get in or out of a vehicle until it has stopped completely.





### Lesson Suggestions

Ask learners;

- How many of you travel to school each day in a vehicle?
- What can you do to be safe when travelling in a vehicle/ (e.g. wear a seatbelt, not to distract the driver etc.)

To help learners understand the importance of always wearing a seatbelt or a child restraint when travelling in a vehicle, talk about the “buckle up’. Talk about safe and unsafe behaviour in a vehicle.

Ask questions like: why is it important to always wear a seatbelt when travelling in a car? Etc. use the pictures to talk about different types of restraints: young babies and children use baby seats/child restraints and older children and adults wear seatbelts. Point out that younger children are not allowed to sit in the front seat of a vehicle.



Teach learners the 'click buckle up sound'. If possible, bring an old seatbelt to school. Learners can practise opening and closing it.

Explain to the learners that passengers in a vehicle can behave in safe and unsafe ways. Write three headings on the board: car, taxi, bus. Brainstorm rules of safe or good behaviour for passengers in each of these vehicles. Write these rules under the appropriate heading on the board. You can use some of the suggestions in the box below to help you:

### **Learner activity**

Make copies of the learner activity sheet. Learners colour in and cut out the pieces of a picture puzzle. Encourage learners to take their pictures home and use them to discuss passenger safety with their families. They should talk to their families about why it is important to be a safe passenger.

### **Suggested Assessment**

This lesson requires learners to demonstrate safe passenger behaviour. Use the learner activity sheet to assess learners' performance against the prescribed or required learning objectives and competencies. The criteria for the task should be clearly spelled out to the learners beforehand. You should also observe and assess learners informally to assess their understanding and progress.

Listen carefully to learners' conversations and discussions.

### **Cross-curricular Links**

**Language:** discuss passenger safety with their families; talk to their families about why it is important to be a safe passenger; Talk about safe and unsafe behaviour in a vehicle.

**Visual Arts:** colour in and cut out the pieces of a picture puzzle.

### **Opportunities for parental/family involvement**

Invite learners to discuss and share the topic with their parents or families.



## Worksheet: Passenger Safety

Name:.....

Grade:..... Date:.....

**Cut out the puzzle squares. Look at each square. Put the puzzle picture together correctly and paste it in the blocks below.**




# TOPIC 10: SAFE CYCLING

**Learning Objectives:** Learners will be able to:

- Understand the importance of wearing white or bright clothing and wearing a protective helmet when cycling
- Understand the importance of keeping a bicycle roadworthy (brakes, working, reflectors clean, etc.)

## Competencies

- Discuss the differences between a car and a bicycle
- Explain the importance of wearing white or bright clothing and wearing a protective helmet when cycling.

## Aim of the lesson

- To create an understanding of the importance of keeping a bicycle roadworthy as well as the importance of wearing white or bright clothing and wearing a protective helmet when cycling.

**Classroom organisation:** Group work, pair work, individual work

**Resources:** Use pictures or posters of a car and a bicycle, bright clothing and a protective helmet; learners' work sheet

**Vocabulary:** bright clothing; helmet; cyclists; bicycle; elderly people; disabilities ; wheel-chair; crutches; roadworthy, brakes, reflectors; protective helmet

## Notes for teachers

Many of the learners in your classroom must have a bicycle or might have ridden a bicycle. When they started riding a bicycle, it was either easy or hard. Motor car drivers and cyclists are road users. There is a difference between a car and a bicycle. Cyclists are road users and they need to know about signs, signals and road markings, as well as all about bikes. Cyclists must follow the same rules and regulations as drivers, e.g. stop at red traffic lights.

Remind learners about the importance of wearing white or bright clothing and wearing a protective helmet when cycling. It is important to be visible when cycling. It is important for cyclists to wear lighter and brighter clothing. Helmets and bike reflectors also help to make cyclists more visible. It is important to wear a helmet when cycling in case they fall, their head is protected. When they wear a helmet, it must be level from the front to the back of the head. The straps should be tight and always buckled. They must wear their bicycle helmet correctly.

It's important for safety to know all the working parts of your bike. There are basic parts of a bicycle and it is important that they keep their bicycle roadworthy. Point out the importance of keeping your bicycle roadworthy (brakes, working, reflectors clean, etc.). Their bicycles must be fitted with safety equipment. Cycling is a very enjoyable, inexpensive and healthy way to travel and provides young people with a degree of independence. It is important to tell learners that cyclists are expected to follow the same rules as other road users. Young cyclists also need to understand how a bike works and how to keep it roadworthy and how to keep themselves safe when cycling. Riding to school and home not only help to keep them fit but may also give them more energy and ready to make most of the day. By riding to school, they can save money. Cycling is a healthy, low cost, environmentally friendly form of transport. Learners can be fitter and





healthier.

### Tips for safe riding

- Always wear an approved bike helmet that is fitted correctly.
- Ride on the right side of the road.
- Obey traffic lights and signals.
- Give a hand signal to turn right or left.
- Give way to pedestrians and other vehicles when entering and crossing a road.
- When using a footpath or shared pedestrian/bicycle path, keep to the left and give way to pedestrians
- Maintain control of your bike at all times. It's an offence to ride with both hands off the handlebars, feet off the pedals or to carry anything which prevents you from having full control of the bike.
- For a good fit on your bike, you must be able to sit on the saddle with both feet touching the ground.
- Always wear a helmet when cycling - it will protect your head if you fall down or have an accident. Make sure the straps are done up securely.
- Make sure the helmet does not cover your eyes and ears. If you wear glasses or a hearing aid, tell the people in the shop - they will help find the right helmet for you.
- When you're cycling, keep your fingers on the brake levers - ready to act quickly.
- Plan your trips and always choose the safest route, the fastest route is not always the safest route.
- If you cycle at night, your bike must have front and rear lights and a red rear reflector.
- Lock your bike onto something secure, every time you park it.
- Use a bike carrier to carry things. Never carry anything on the handlebars.
- Be sensible; check your bicycle is safe before you ride. Do not carry anything on the handlebars.
- Never use mobiles or headsets whilst cycling.

### Lesson suggestions

Introduce the topic by asking learners; How many of you have ridden a bicycle? Was it easy or difficult? How many of you ride, or hope to ride, a bicycle to school? Discuss the differences between a car and a bicycle. Motor car drivers and cyclists are road users. Cyclists must follow the same rules and regulations as drivers, e.g. stop at red traffic lights

etc.) Talk about the word vulnerable, meaning 'in a weak position'. Talk about why cyclists, are vulnerable on the road. Talk about the consequences of not wearing a cycle helmet.

To introduce learners to the basic parts of a bicycle and the value of keeping a bicycle road worthy, bring a real bicycle as well as a protective helmet to school. Ask learners to help you label some of the bicycle's parts. You can use flash cards and prestik. Remind learners about the importance of wearing white of





bright clothing and wearing a protective helmet when cycling. Point out the importance of keeping your bicycle roadworthy (brakes, working, reflectors clean, etc.).

Teach learners a song. Add some fun hand and body movement.

*I ride my little bicycle*

*I ride my little bicycle*

*I ride it to the shop*

*And when I see the big red light*

*I know I have to stop*

*I ride my little bicycle*

*I ride it to the gate*

*And when I see the amber light*

*I know I have to wait*

*I ride my little bicycle*

*I ride it to the show*

*And when I see the big green light*

*I know that I can go*

Carry out a class survey to see how many of them have bicycles.

### **Learner activity sheet**

Make copies of the learner activity sheet. You may wish to go through the learner activity sheet orally with the learners. Learners use the words in the box to help them label bicycle parts. Learners unscramble words and write the correct sentence in the space provided.

### **Suggested Assessment**

Use the learner activity sheet to assess learners' performance against the prescribed or required learning objectives and competencies. The criteria for the task should be clearly spelled out to the learners beforehand. You should also observe and assess learners informally to assess their understanding and progress. Listen carefully to learners' conversations and discussions.

### **Cross-curricular Links**

**Language:** use language to think and reason; build vocabulary and spell words so that they can be read and understood; use words to label bicycle parts; unscramble words and write the correct sentence in the space provided; describe how a bike should be checked over for safety. Discuss the consequences of cycling accidents, types of injuries, and how these can be minimised by wearing cycle helmets; See how many smaller words can be made from the message 'WEAR A HELMET'; Discuss the dangers of having headsets on, or using a mobile, whilst cycling; Write a description of a cycle journey from home to school



- include all the things you see and feel on your journey;

**Visual Arts;** draw or colour in a bike to make a class display. Draw their own safety helmet

**Music:** singing a song

**ICT:** finding things out, developing ideas, making things happen, using spreadsheets: reviewing and evaluating; carry out a survey of who owns bicycles in class and make up their own spreadsheet using the data collected

**Technology;** examine how bicycles-old and new work. Look at safety features. Study how brakes work on a bicycle;

**Physical Education:** Talk about the health benefits of cycling to school and home.

**Environmental Studies:** Talk about the environmental benefits of cycling to school and home as well as the need to restrict car use in order to cut down pollution and conserve energy. Look at the protective materials used in cycle helmets; discuss proper maintenance of a bicycle; ; Discuss the dangers of having headsets on, or using a mobile, whilst cycling; Explore the area between your home and school recording all hazards, cycle facilities, road signs, etc; Carry out a survey to see how many children in class/school own a cycle helmet;

**Mathematics:** using and applying numbers, calculations, handling data, processing and interpreting data.

Carry out a class survey and translate findings and numbers into fractions, decimals, percentages, as well as graphically;

**Physical Education:** physical fitness, riding a bicycle

### **Opportunities for parental/family involvement**

Invite learners to discuss and share the topic with their parents or families.



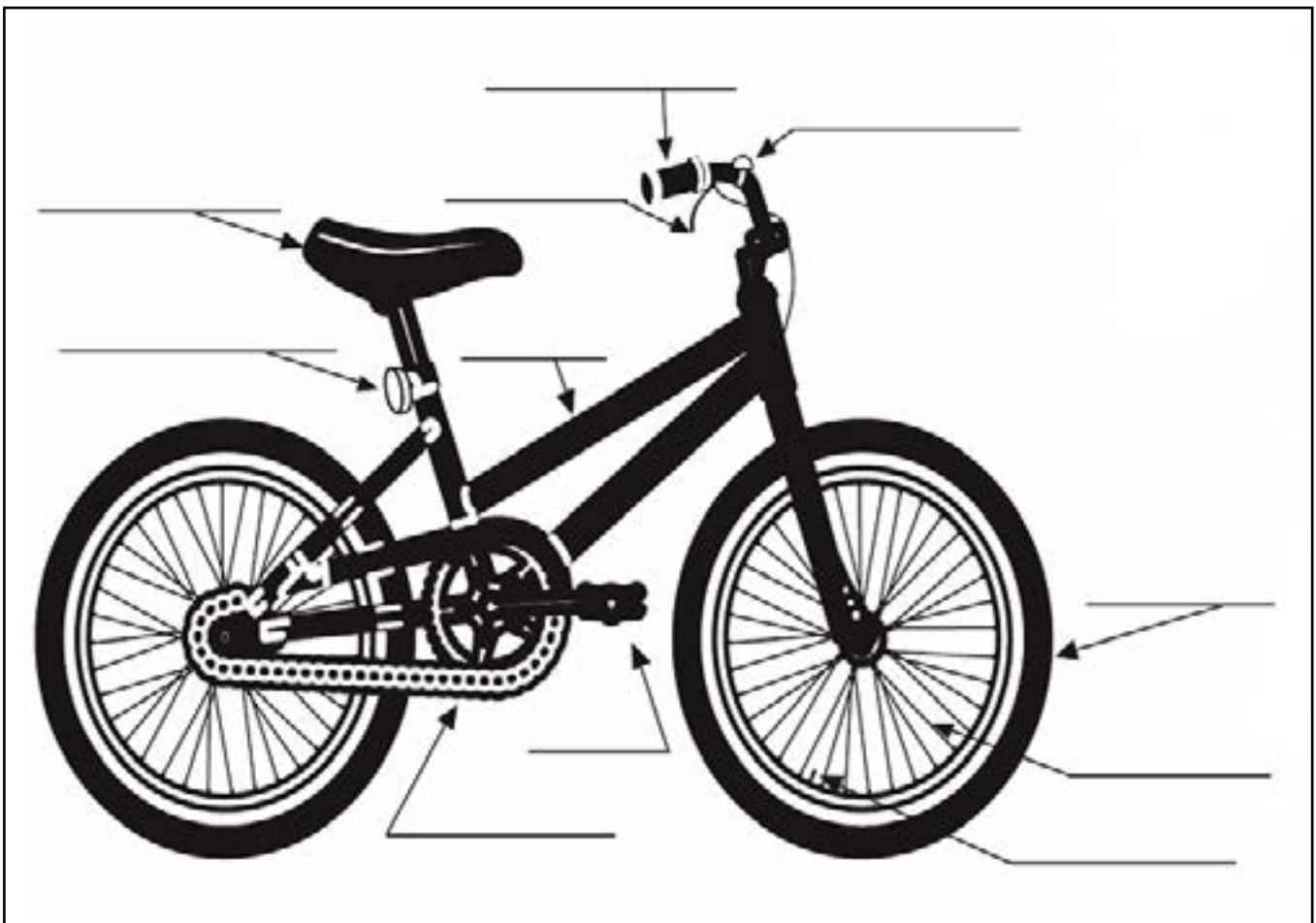
## Worksheet: Know Your Bike

Name: .....

Grade: ..... Date: .....

Instructions Label the parts of a bike.

Tyre, handle bar, rear reflector,  
tyre valve, seat, spoke, pedal,  
hand brake lever, chain, frame



# GRADE 3 - CONTENTS

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# TOPIC 1: PLAY IT SAFE

## GRADE 3: Theme: Road Safety

**Learning Objectives:** Learners will be able to:

- Identify safe and unsafe places in the school and home environment
- Understanding of why certain places are safe and unsafe
- Understand what is meant by safe and unsafe behaviour when close to traffic,

## Competencies

- Explain why it is important to know about road safety.
- Identify safe and unsafe places to play in their environment and write

## Aim of the lesson

- To raise awareness of safe and unsafe places in the school and home environment

**Classroom organisation:** Group work, pair work, individual work, role-play

**Resources:** Use pictures or posters of safe and unsafe places in the school and home environment, learners' work sheet

**Vocabulary:** safe and unsafe places; environment; overgrown vegetation; manholes; storm water pipes; drains; railway lines; electrical boxes; dangerous

## Notes for teachers

It is important for learners to know about road safety. They should be aware of safe and unsafe places in the school and home environment. Certain places are safe and unsafe. Places such as bushes and overgrown vegetation, manholes, rivers, storm water pipes or drains, railway lines and electrical boxes might be dangerous. They should be aware of some safe routes for them to use on their way to school and back home. Certain places are safe to play, .e.g. parks, open fields, gardens, sport grounds, or any safe area that is far from the road and traffic. It is unsafe behaviour to play with a ball on the pavement, wearing earphones and listening to music or playing running games near traffic.

## Lesson Suggestions

To ensure that learners understand what is meant by safe and unsafe behaviour when close to traffic, talk about unsafe behaviour near traffic such as playing with a ball on the pavement, wearing earphones and listening to music, playing running games, etc.

To introduce road safety and revise important vocabulary, explain why it is important to know about road safety.

To create an awareness of safe and unsafe places in the school and home environment, talk about the following with your learners;



- Where do you like to play; Are the places safe?
- What makes these places safe or unsafe?
- Do children sometimes play on their way to school? Why should children never play on the road?
- Are pavements a safe place to play? (these can also be dangerous)

To ensure an understanding of why certain places are safe and unsafe, talk about some of the unsafe places learners might see/pass on their way to school or home each day. Talk about why places might be dangerous. Together with the learners identify some safe routes for learners to use on their way to school and back home. You can talk about safe and unsafe places to play.

To ensure that learners understand what is meant by safe and unsafe behaviour when close to traffic, talk about unsafe behaviour near traffic. Use pictures or posters to revise safe and unsafe places to play. Have the learners draw a line down the centre of a sheet of paper and label the two columns 'safe' and 'unsafe'. Learners should then identify safe and unsafe places to play in their environment and write them in the correct column. Learners can compare their columns with a partner and add items from each other's pages.

### **Learner Activity sheet**

Make copies of the learner activity sheet-one per pair. Learners cut out the smaller action figures at the bottom of the page. In pairs, learners then discuss where to paste each action figure on their picture, work sheet

**Vocabulary:** safe and unsafe places; environment; overgrown vegetation; manholes; storm water pipes; drains; railway lines; electrical boxes; dangerous

### **Notes for teachers**

It is important for learners to know about road safety. They should be aware of safe and unsafe places in the school and home environment. Certain places are safe and unsafe. Places such as bushes and overgrown vegetation, manholes, rivers, storm water pipes or drains, railway lines and electrical boxes might be dangerous. They should be aware of some safe routes for them to use on their way to school and back home. Certain places are safe to play, .e.g. parks, open fields, gardens, sport grounds, or any safe area that is far from the road and traffic. It is unsafe behaviour to play with a ball on the pavement, wearing earphones and listening to music or playing running games near traffic.

### **Lesson Suggestions**

To ensure that learners understand what is meant by safe and unsafe behaviour when close to traffic, talk about unsafe behaviour near traffic such as playing with a ball on the pavement, wearing earphones and listening to music, playing running games, etc.

To introduce road safety and revise important vocabulary, explain why it is important to know about road safety.

To create an awareness of safe and unsafe places in the school and home environment, talk about the following with your learners;

- Where do you like to play; Are the places safe?



- What makes these places safe or unsafe?
- Do children sometimes play on their way to school? Why should children never play on the road?
- Are pavements a safe place to play? (these can also be dangerous)

To ensure an understanding of why certain places are safe and unsafe, talk about some of the unsafe places learners might see/pass on their way to school or home each day. Talk about why places might be dangerous. Together with the learners identify some safe routes for learners to use on their way to school and back home. You can talk about safe and unsafe places to play.

To ensure that learners understand what is meant by safe and unsafe behaviour when close to traffic, talk about unsafe behaviour near traffic. Use pictures or posters to revise safe and unsafe places to play. Have the learners draw a line down the centre of a sheet of paper and label the two columns 'safe' and 'unsafe'. Learners should then identify safe and unsafe places to play in their environment and write them in the correct column. Learners can compare their columns with a partner and add items from each other's pages.

### **Learner Activity sheet**

Make copies of the learner activity sheet-one per pair. Learners cut out the smaller action figures at the bottom of the page. In pairs, learners then discuss where to paste each action figure on their picture, making sure that all the children are safe. Do the first action figure together with the whole class: hold up one of the pictures from the sheet and ask; 'What are these children doing?' 'Where would be a safe place from them to do this?' 'Why?' after pasting all four action figures on their picture, learners colour in their whole picture.

### **Suggested Assessment**

Use the Use the learner activity sheet to assess learners' performance against the prescribed or required learning objectives and competencies. The criteria for the task should be clearly spelled out to the learners beforehand. You should also observe and assess learners informally to assess their understanding and progress. Listen carefully to learners' conversations and discussions.

### **Cross-curricular Links:**

Languages: talk about a picture, photograph or object, participate in a conversation on a topic; contribute to group discussions; answers questions and give reasons for answers; use visual cues to make meaning; read graphical text such as photographs

**Visual Arts:** pasting figures on a picture, colour in a whole picture

### **Opportunities for parental/family involvement**

Invite learners to discuss and share the topic with their parents or families.

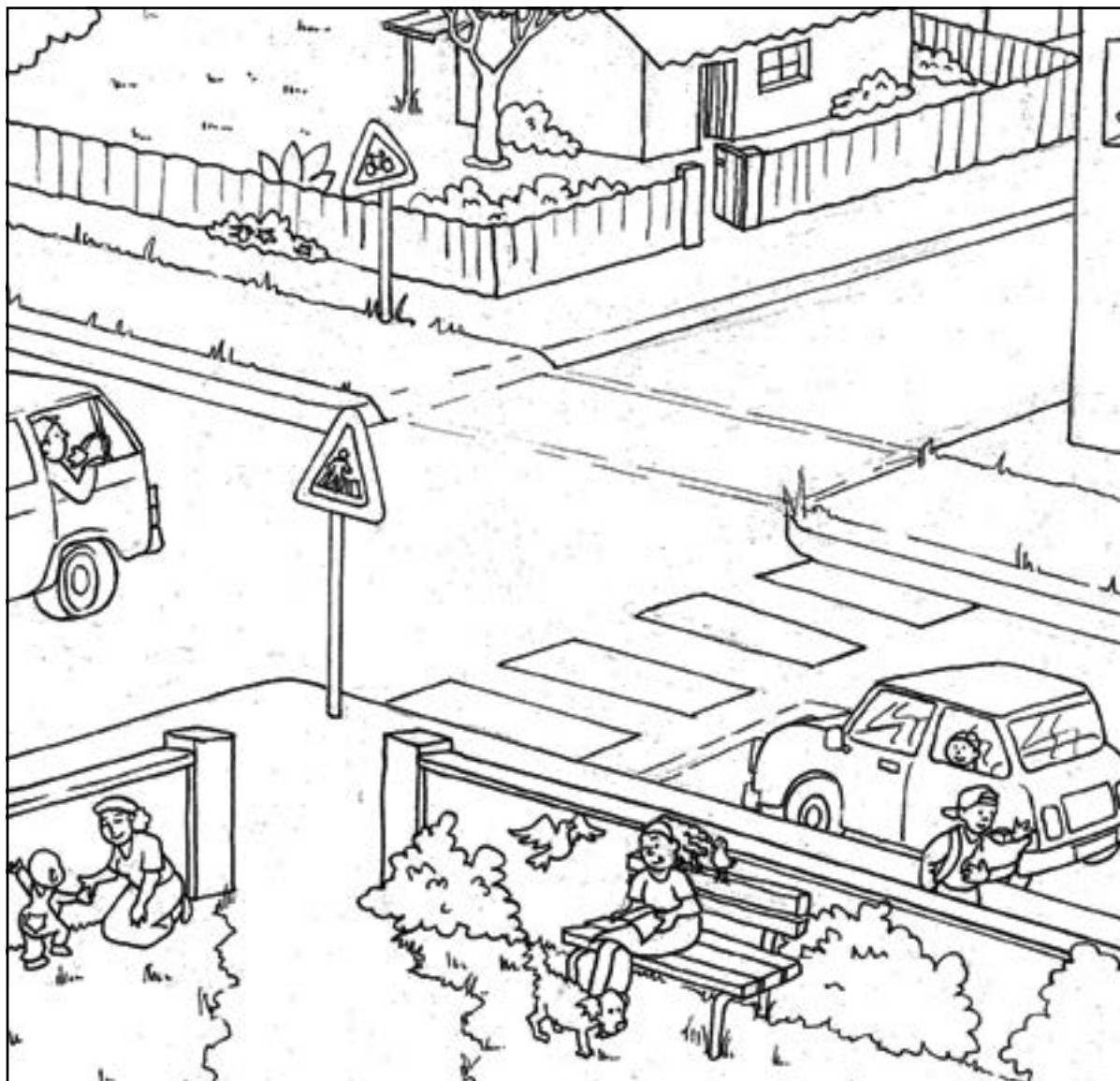


## Worksheet: Play it safe

Name:.....

Grade:..... Date:.....

**Instructions:** Cut out the small figures at the bottom of the page. Look at the big picture and find a safe place for them to play. Paste the action figures there. Colour in the picture.





# TOPIC 2: PEDESTRIAN CROSSING AND TRAFFIC LIGHTS

**Learning Objectives:** Learners will be able to:

- Understand why it is safe to cross the road at a pedestrian's crossings, traffic light or scholar patrol.
- Know the correct way to use rules to use a pedestrian's crossings, traffic light or scholar patrol when crossing a road.

## Competencies

- Explain why it is safe to cross the road at a pedestrian's crossings, traffic light or scholar patrol.
- Revise the correct way to use rules to use a pedestrian's crossings, traffic light or scholar patrol when crossing a road.

## Aim of the lesson

- To raise awareness of why it is safe to cross the road at a pedestrian's crossings, traffic light or scholar patrol.

**Classroom organisation:** Group work, pair work, individual work

**Resources:** Use pictures or posters of the correct way to cross a road; learners' work sheet

**Vocabulary:** crossing code; pedestrian's crossings, traffic light or scholar patrol

## Notes for teachers

It is safe to cross the road at a pedestrian's crossings, traffic light or scholar patrol. Should these not be available, learners must use the crossing code that will be talked about in this topic. There are correct ways to use a pedestrian's crossings, traffic light or scholar patrol when crossing a road.

- **Pedestrian traffic lights:** The big round ones tell the drivers what to do. Wait until the green walking-man lights up. Then it is safe when vehicles have stopped for you), cross the road quickly and keep looking. Never cross when the red standing-man lights up. If the light changes while you are busy crossing the road, keep crossing to the other side- Do not turn back.
- **Pedestrian crossings:** These are the black and white blocks on the road. Stand well away from the road. Extend your right hand to the front. This shows drivers that you would like to cross. Wait for the cars to stop fully, then cross safely and keep looking.
- **Scholar patrol:** A scholar patrol is a crossing operated by learners to help you cross the streets around your school safely. They will tell you when to cross. Always listen to them, but also make sure that it is safe before crossing.

Introduce the topic to the learners by explaining that it is safe to cross the road at a pedestrian's crossings, traffic light or scholar patrol. Ask learners what they should do if these are not available. Revise the correct way to use a pedestrian's crossings, traffic light or scholar patrol when crossing a road. You may wish to ask pairs of learners to come to the front of the class and demonstrate this behaviour. To show learners how to use pedestrian crossings and traffic lights safely, play the traffic game with your learners. Divide your class into three groups:

- The traffic light group: They will need 3 coloured circles: red, amber (yellow) and green, and 2 pedestrian traffic light circles: a red man standing still and a green man walking.
- The pedestrian crossing group: They will need a stick to draw a pedestrian crossing in the sand or chalk to make markings on the floor.
- The scholar patrol group: They will need a pole and a stop board made from cardboard to make a scholar patrol crossing.

In their groups, learners plan and perform a role-play demonstrating how they would use these safer places to cross the road. Each group must appoint a 'naughty' learner who will demonstrate unsafe behaviour during the role-play. The rest of the class watches the 'role-play', and corrects the unsafe behaviour.

### **Learner activity**

Make copies of the learner activity sheet. You may wish to go through the activity sheet orally with the learners, using their home language. Learners colour in the pedestrian traffic lights correctly and do multiplication sums. Learners cut out sentences describing the crossing code. They arrange the sentences in the correct order and paste them onto a sheet of paper.

### **Suggested Assessment**

This lesson requires learners to demonstrate an understanding of the rules for crossing at pedestrian crossings and traffic lights. The criteria for the task should be clearly spelled out to the learners beforehand. Observe and assess learners accordingly. This lesson also requires learners to express how various people can help them. Two assessment methods are therefore combined: observation and questioning.

### **Cross-curricular Links:**

**Languages:** using their home language; describing the crossing code; arrange the sentences in the correct order; perform a role-play demonstrating how they would use these safer places to cross the road

**Visual Arts:** colour in the pedestrian traffic lights correctly; draw a pedestrian crossing

**Drama:** perform a role-play demonstrating how they would use these safer places to cross the road; demonstrate unsafe behaviour through the role-play

**Mathematics:** do multiplication sums;

### **Opportunities for parental/family involvement**

Invite learners to discuss and share the topic with their parents or families.



## Worksheet: Pedestrian Crossing and Traffic Lights

Name:.....

Grade:..... Date:.....

**Instructions:** Cut out the sentences below and put them in the correct order to describe the crossing code and paste them onto a sheet of paper.

**Keep looking and listening while crossing the road.**

**Wait until it is safe to cross**

**Stop. Stand on the pavement away from the kerb**

**Look right, left and right again**

**Look and listen by using your eyes and ears**

**When it is safe, walk straight across the road- do not run**

**Think first. Find the safest place to cross**



# TOPIC 3: Be Safe! Be Seen!

**Learning Objectives:** Learners will be able to:

- Understand the rules to follow to make themselves visible to drivers
- Be aware of how rainy and /or misty weather affects the learner's visibility.

## Competencies

- Explain the rules to follow to make themselves visible to drivers
- Explain why it is important to always be clearly visible when around traffic
- Discuss how rainy and /or misty weather affects the learner's visibility.
- Explain how weather affects visibility

## Aim of the lesson

- To create awareness of the rules to follow to make themselves visible to drivers and why it is important to always be clearly visible when around traffic

**Classroom organisation:** Group work, pair work, individual work

**Resources:** use pictures or posters of people wearing colours can be seen more easily than others; learners' work sheet

**Vocabulary:** visible; rules; blind spots; bright; pedestrians; reflective or luminous colours

## Notes for teachers

It is important to be visible when riding a bike, rollerblading, skateboarding or walking in the street. Motorists and pedestrians can see cyclists wearing bright, light colours more easily and sooner. Rainy or misty weather also makes it more difficult for drivers to see pedestrians. Bad weather and darkness present a serious hazard to all road users, because of reduced visibility. It is important that learners understand how they can make themselves more visible and safer, when they are out and about. There are two main rules to follow to make yourself visible to drivers:

Wear white or bright coloured clothing

- Walk facing oncoming traffic.

Some colours are brighter than others (fluorescent) and how reflective material is an excellent visibility aid for night time. During the day, the brighter the clothing, the more easily you can be seen by other road users. Bright and fluorescent clothing show up well in daytime, whatever the weather. Reflective materials are necessary at night. Our roads are busy, and potentially dangerous. All road users need to take care and observe road rules, in order that we all keep safe.

## Tips to be Seen

- Fluorescent yellow is the brightest of all fluorescent colours.



- To make sure you can be seen day and night, wear clothing in fluorescent colours with reflective strips on.
- You can find fluorescent and reflective items in most shops selling car and bike accessories.
- If you are out at night and you don't have anything reflective with you, wear or carry something white, even a white plastic carrier bag in your hand will do!
- If you wear a dark school uniform, carry a bag, scarf or umbrella in bright colours, so that you can be seen.
- If you have to cross the road when it's dark, choose a place under a street light. This will help drivers to see you more easily. Remember; even if you can see them they can't always see you.
- In winter, make sure any hats you wear do not make it more difficult for you to look and listen carefully for traffic. Ear muffs and headphones can block out oncoming traffic sounds too.
- Wear non-slippery shoes when you are out in snow bad weather.

## Lesson Suggestions

Introduce the topic by explaining that if you cannot see the driver, then the driver most probably cannot see you. Even if you are close to a vehicle, there are still blind spots. (Blind spots are areas that the driver cannot see). Learners must be especially careful when vehicles are reversing.

To help learners understand that certain colours can be seen more easily than others, and to introduce reflective and luminous materials, ask questions like:

- What are bright colours?
- Have you ever heard of reflective or luminous colours? What are they? ) reflective= reflects light back. Luminous = giving off light or glowing in the dark. It may be helpful to bring examples of reflective and/ or luminous colours to class.

To create awareness of how weather affects visibility, do a practical activity to test for visibility in the rain. For this activity you will need a fellow teacher or parent to assist you and you will have to throw water on the classroom window from outside (do not tell the learners that you plan to do so)

Prepare a hosepipe to reach your classroom (or any classroom nearest to the hosepipe). If there is no hosepipe, you can prepare a few buckets of water. Make sure all the windows in the classroom are tightly closed. Take the class into the classroom and have them stand against the window. Tell them that you are going outside and that your assistant will hold up a sign that they must read. The sign could say 'drivers cannot see well in rainy and misty weather. Your timing must be accurate here- as your assistant turns the sign around for the class to read, you throw buckets of water at the window, lessening the learner's visibility. Go back into class and talk about what learners could/ could not see and how they felt when they could not see clearly. Discuss how rainy and /or misty weather affects the learner's visibility.

## Learner activity

Make copies of the learner activity sheet-one per group. As an alternative, learners can draw their own figure (boy or a girl) on a sheet of blank paper. For this activity you will need a few pieces of tin foil (new/used) and some old, clean potato chips packets. You may wish to go through the activity orally using the learners' home language. In groups of three or four, the learners design clothing

items that have strips/circles, etc. Of reflective material. (Learners can paste tin foil onto the activity sheet picture.) Learners write two sentences about how their design will make the boy or girl safer when he or she walks to school.

### **Suggested Assessment**

The criteria for the task should be clearly spelled out to the learners beforehand. Observe and assess learners accordingly. This lesson also requires learners to express how various people can help them. Two assessment methods are therefore combined: observation and questioning.

### **Cross-curricular Links:**

**Languages:** using their home language; Discuss how rainy and /or misty weather affects the learner's

**visibility;** write sentences about how their design will make the boy or girl safer when he or she walks to

**school;** talk about what learners could/ could not see and how they felt when they could not see clearly;

Discussions on their clothing, problems of most uniforms, etc.

**Visual Arts:** design clothing items that have strips/circles, etc. Of reflective material

**Physical education:** developing healthier, safer lifestyles.

**Environmental Studies:** Experiments in darkened room with dark box and torch, using a variety of coloured, reflective and fluorescent materials

**Mathematics:** Class survey on how many things are made of reflective material on their route to school

### **Opportunities for parental/family involvement**

Invite learners to discuss and share the topic with their parents or families.



## Worksheet: Make Me Bright!

Name: .....

Grade:..... Date:.....

Colour Az's clothes brightly, then cut them out and stick them on Az so that he is easy for drivers to see.

## TOPIC 4: PASSENGER SAFETY

**Learning Objectives:** Learners will be able to:

- Talk about safe and unsafe behaviour in a car.



## Competencies

- Explain why it is important to wear seatbelts.

## Aim of the lesson

- To help the children understand safe and unsafe behaviour in a car

**Classroom organisation:** Group work, pair work, individual work

**Resources:** Use pictures or posters about safe and unsafe behaviour in a car and the importance of wear seatbelts, pictures or posters of different types of restraints: baby seats/child restraints and seatbelts, real seatbelts or baby seats/child restraints, learners' work sheet

**Vocabulary:** seatbelts; baby seats/child restraints

## Notes for teachers

With the steadily increasing number of families that own a car, more and more children travel in cars, every day. From an early age, children must realise the importance of always being restrained in the car - even for the shortest of journeys - and how this can help keep them safe. Learners also need to understand why they must not disturb the driver and learn how to get in and out of a stopped car, safely.

### Tips for 'In Car Safety'

- Always get in and out of a car from the side furthest away from traffic - this usually is the side next to the pavement or verge.
- Make sure the diagonal strap of your seatbelt rests on your shoulder - not on your neck! If it is difficult, ask an adult to help you adjust it.
- Never do anything that may distract the driver - this could cause a crash. Remember the driver has to concentrate on driving so don't make too much noise!
- Secure luggage in the boot of the car - even small items will fly about in the car, if it crashes, you don't want to be hit by a flying suitcase!
- Never stick your head or arm out of a car window or sunroof.
- Never share a seatbelt with another person or travel on somebody's lap.

Even though it is really important to always be correctly restrained in the car, many children still forget. Always wear your seatbelt for every journey, to keep yourself safe. Seatbelts and child restraints can prevent serious injury when a car crashes, even at low speeds. Everyone must always wear a restraint in the car - children should travel in child seats or booster cushions - passengers must not distract the driver. Always wear a restraint in the car - don't distract the driver - always keep pets restrained - get in and out of the car on the correct side. Never use a hand-held mobile phone whilst driving. Always ensure your car is roadworthy. Never stick your head or arm out of a window or sunroof.

Use pictures or posters about safe and unsafe behaviour in a car to introduce the lesson. Talk about the pictures shown on the poster etc. Talk about safe and unsafe behaviour in a car. Ask questions like: Are the





children in the car wearing seatbelts? Why is it important to wear them? Etc. Use the pictures or posters to talk about different types of restraints. : Young babies and children use baby seats/child restraints and older children and adults wear seatbelts. Point out that younger children are not allowed to sit in the front seat of a vehicle.

Divide the class into three groups. Each group must choose a scribe (a person to take notes) and a reporter (a person who will report back to the class). Provide the scribe with a sheet of paper. Each group is assigned a topic: car, taxi, or bus (depending on their group's topic). Use the suggestions in the box below to help the learners. The scribe in each group takes notes of the discussion, and the reporter tell the class the rules they decided on.

- You must wear your seatbelt
- Do not distract the driver
- Do not stick any body part out of the window
- Do not throw anything out of the window.
- Never get in or out of a vehicle until it has stopped completely.
- In their groups, learners can role-play both safe and unsafe passenger behaviour according to their group's topic. You can move the chairs to form rows for a bus, taxi or car. Have fun.

### **Learner Activity**

Make copies of the learner activity sheet-one per group. As an alternative, learners can draw their own figure (boy or a girl) on a sheet of blank paper. For this activity you will need a few pieces of tin foil (new/used) and some old, clean potato chips packets. You may wish to go through the activity orally using the learners' home language. In groups of three or four, the learners design clothing items that have strips/circles of reflective material. (Learners can paste tin foil onto the activity sheet picture.) Learners write two sentences about how their design will make the boy or girl safer when he or she walks to school.

### **Suggested Assessment**

The criteria for the task should be clearly spelled out to the learners beforehand. Observe and assess learners accordingly. This lesson also requires learners to express how various people can help them. Two assessment methods are therefore combined: observation and questioning.

### **Cross-curricular Links:**

**Languages:** Use the learners' home language; Find out and translate the word 'SEATBELT' into as many different languages as possible Discuss how rainy and /or misty weather affects the learner's visibility; write sentences about how their design will make the boy or girl safer when he or she walks to school; talk about what learners could/ could not see and how they felt when they could not see clearly; Discussion on consequences, types of injuries and how these can be minimised by wearing seatbelts and child restraints; devise a message and slogan that can be used to encourage children to always travel correctly restrained in the car; Reinforcement of all the vocabulary linked with keeping safe in the car.

**Mathematics:** Class surveys about who has been involved in a car crash - were they restrained, were they injured, etc.

**Visual Arts:** Draw their own figure (boy or a girl); design clothing items that have strips/circles; Make a mural of the word 'SEATBELT' in different styles, patterns, colours; Design a poster advising of the dangers of not wearing a seatbelt / child restraint in the car -

Environmental Studies and Natural Science and Health Education: Discuss the types of injuries that may occur in a crash

### **Opportunities for parental/family involvement**



Invite learners to discuss and share the topic with their parents or families.

## **Worksheet: Passenger Safety**

**Name:**.....

**Grade:**..... **Date:**.....

# **TOPIC 5: SAFER PLACES TO CROSS ROADS**



**Learning Objectives:** Learners will be able to:

- Understand that there are safer places to cross the road.
- Understand why certain places are safer than others,



## Competencies

- Give you suggestions of safe and unsafe places to cross roads.
- Revise safer places to cross dangerous zones

## Aim of the lesson

- To help the children understand that there are safer places to cross the road.

**Classroom organisation:** Group work, pair work, individual work

**Resources:** pictures or posters of safe and unsafe places to cross roads, learners' work sheet

**Vocabulary:** safer places; unsafe places; pedestrian crossing; traffic lights; pedestrian bridge; railway;

**scholar patrol;** traffic officer; uncontrolled junction

## Notes for teachers

We must learn how to stay safe when outside, near traffic, in many different situations and environments. It is beneficial children need to be aware of the potential hazards they may face whilst on the road. The Green Cross Code is a guide for all pedestrians; it is important that young road users understand the safety points, and practice using the Code under adult supervision, before they are allowed to travel by themselves. Remember to follow the road safety rules to keep safe when you are out and about. Symbols are used on road signs to communicate information simply

## Tips for 'On the Road'

- Always walk on the pavement. If there isn't one, walk near the edge of the road,
- facing oncoming traffic.
- Always use safer crossing places to cross the road (zebra, pelicans, subways, footbridges).
- In the countryside, take extra care crossing roads.
- Always stop, look, listen and think if it's safe, before you cross the road. Make sure you carry on looking, listening and thinking as you cross.
- Always use a School Crossing Patrol to cross, if there is one. They are there to help you keep safe.
- Walk across the road, don't run, and always carry on looking, listening and thinking. Always follow the Green Cross Code!
- Never play near traffic (keep balls in bags and dogs on leads).
- Always keep a look out for hazards when you are out and about.
- Look out for hidden vehicles behind parked vehicles, especially cars coming out of driveways.
- Always listen for traffic; you can often hear it before you can see it.

They must learn how to cross the road safely, using the Crossing Code every time. We must keep off the road if we see or hear an emergency vehicle approaching. Pedestrian crossings are safer places to cross ONLY if we use them correctly. Listening to traffic is very important as we can often hear a vehicle before we see it. We must plan our journeys to be as safe as possible, using safer places to cross whenever possible. Always play in safe places, away from traffic. Every time you need to cross a road, think which is the safest, nearest place; sometimes it's worth walking a bit further to cross safely.

Safer places to cross roads	Unsafe places to cross roads
-----------------------------	------------------------------



<ul style="list-style-type: none"> <li>• At pedestrian crossing</li> <li>• At traffic lights</li> <li>• Where there is a pedestrian bridge over (or under the road or railway</li> <li>• At crossings controlled by a scholar patrol or traffic officer.</li> </ul>	<ul style="list-style-type: none"> <li>• On a bend because you cannot see vehicles approaching</li> <li>• Near parked vehicles because you cannot see oncoming traffic, and cars can even reverse into you.</li> <li>• Near the top of a slope or hill because you cannot see oncoming traffic</li> <li>• Between moving vehicles</li> <li>• At an uncontrolled junction (where roads meet) because it is difficult to observe cars coming from all directions.</li> <li>• Revise the rules to use when crossing a road at one of these safer places. Use pictures or posters on safer road crossing places to revise safer places to cross dangerous zones.</li> </ul>
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To raise awareness that there are safer places to cross the road, introduce the topic by asking the learners to give you suggestions of safe and unsafe places to cross roads.

Write these on the board under two columns: safe and unsafe. You can use the information included in the boxes below to help you.

Revise the rules when crossing a road at one of these safer places. Use road safety posters to revise safer places to cross dangerous zones.

#### Photos: Pedestrian bridges over a road

To ensure that learners understand why certain places are safer than others, play this quiz fun game together with the learners. Prepare questions cards approximately 10cmx 10cm. Write one of the sentences from the information boxes above on each question card. Make more cards with your own ideas of safe and unsafe places to cross roads. (The sentences from the information boxes will give you 9 cards). Divide the class into two teams. Divide the total number of question cards you make equally between the two teams. Each team should appoint a quiz master who will ask the other team questions. The other team must answer 'safe' or 'unsafe' after hearing each question and give a reason for their answer. For example, is it safe or unsafe to cross a road at a pedestrian crossing? The other team answers 'safe' explains why and



therefore gets a point for their correct answer. After both teams answered all the questions, add up the score and announce the winning team.

### **Learner Activity**

Make photocopies of the learner worksheet-one per pair. Translate the words 'safe and unsafe' into your learners' home language. Write these words on the board for the learners to copy. Learners look at pictures and decide which pictures show safe and unsafe places to cross the road. Learners place a tick (✓) or a cross(x) in the box below each picture and write the word safe and unsafe in the bigger box to indicate their choice. When they have completed the activity, each pair joins a second pair of learners and marks each other's worksheet. Learners discuss the reasons for their answers. This may result in some constructive arguing and there is nothing wrong with a bit of debate! Be ready to clarify issues if necessary.

### **Suggested Assessment**

Use the learner activity sheet to assess learners' performance against the prescribed learning objectives and competencies. You should also observe learners informally to assess their understanding and progress. Listen to learners their conversation and discussions.

### **Cross-curricular Links:**

**Languages:** Translate the words 'safe and unsafe' into learners' home language; write words on the board for the learners to copy; looking at pictures to decide which pictures show safe and unsafe places to cross the road; discuss the reasons for answers; constructive arguing; Find other types of Safer Crossing Places in your area (like footbridges, subways, school crossing patrols) and write a short list of how to use each of them safely

Debate in class the rights and responsibilities of pedestrians and drivers, regarding pedestrian crossings;

**Environmental studies:** play this quiz fun game; Consider different hazards that road users face in the countryside and how they differ from hazards encountered in towns; what precautions can be taken against these hazards? Class discussion / debate: Are there any places for crossing the road that we can all agree to call "safe"?

**Opportunities for parental/family involvement** Invite learners to discuss and share the topic with their parents or families.





## Worksheet: Safer Places to Cross Roads

Name: .....

Grade: ..... Date: .....

**Instructions:** read the sentences. Look at the pictures. Match each sentence to a picture. Fill in the word 'safe' or 'unsafe' in each sentence and write the sentence under the correct picture.

### Sentences

1. It is .....when I cannot see down hill.
2. We are .....when we use the pedestrian bridge.
3. It is .....to cross a road from between parked cars.
4. Using the pedestrian crossing is very.....



# TOPIC 6: ROAD SIGNS

**Learning Objectives:** Learners will be able to:

- Recognise road signs relevant to pedestrians and understand their meanings
- Understand their meanings of road signs relevant to pedestrians
- Recognise the colour and shape associated with each common road sign

## Competencies

- Identify road signs relevant to pedestrians and explain their meaning;
- Explain the importance and purpose of road signs.

## Aim of the lesson

- To help the children Understand their meanings of road signs relevant to pedestrians

**Classroom organisation:** Group work, pair work, individual work

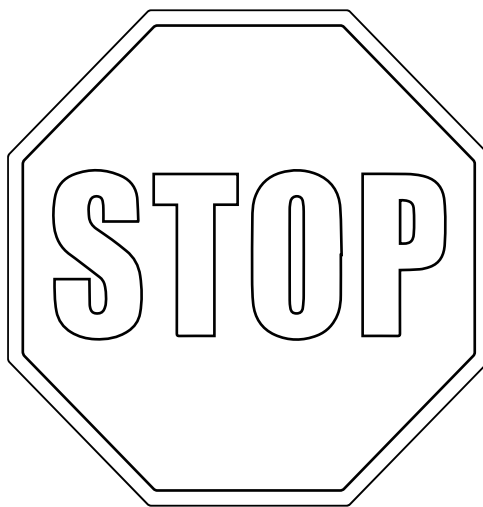
**Resources:** pictures or posters of road signs relevant to pedestrians, learners' work sheet, colour pencils or crayons

**Vocabulary:** road signs; triangles, circles, octagon

## Notes for Teachers

To help learners recognise road signs relevant to pedestrians and understand their meanings introduce the topic by asking learners about the road signs that they might have seen on their way to school. Learners can volunteer to come up to the board and draw some of these signs. They can talk about what they think each sign means. Explain that road signs have the important purpose of keeping everyone safe on the roads.

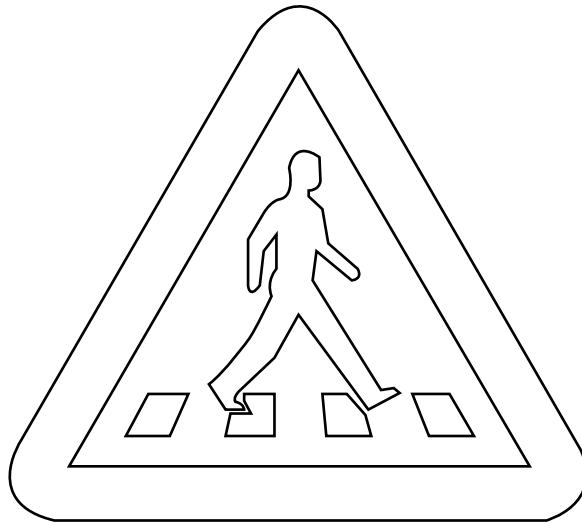
## Focus on:



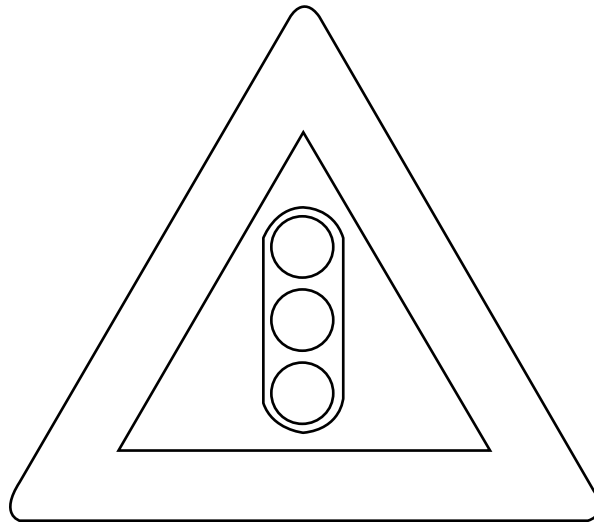
**Stop sign;** means that drivers must stop completely behind the line, look for traffic and move when safe to do so



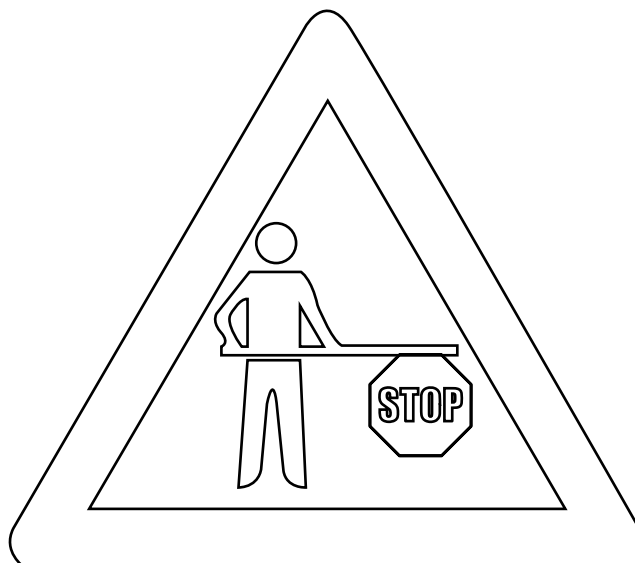




**Pedestrian crossing ahead;** shows that it is safer to cross here but we must still look to see it is safe and then cross the road in the correct way, i.e. "think, stop, listen procedure.



**Traffic light ahead:** show learners that there is traffic light ahead. This will be a safer place to cross.



**Scholar patrol ahead:** shows that there is a scholar patrol ahead. This will be a safer place to cross.

To enable learners to recognise the colour and shape associated with each common road sign, show

learners pictures of common road signs and ask questions like:

- What shapes do you see? (triangles, circles, octagon-eight sides):
- What colours are the signs? (red, black, white, yellow);
- What do you think the signs mean? Explain the correct, meaning after hearing the learners' explanations.

To enable learners to recognise the colour and shape associated with each common road sign, Play a game with the learners. Divide the class into two teams. Each team takes a turn to send one learner to the front of the class. They use mime and sound effects-but no talking- to act out one road sign. The other team must guess which sign is being shown, for example, "you are saying ride your bicycle here'.

### **Learner Activity**

Make photocopies of the learner activity sheet or draw the road signs on the board for the learners to copy onto a blank sheet of paper. Translate the relevant words into the home language of your learners.

If you are going to photocopy the activity sheet, you can write these words in the correct place on the sheet before reproducing it. If learners are going to copy the activity sheet from the board, you can write the words on the board. Learners join the dots to draw each sign, and then colour in the signs correctly. Learners can refer to the words in the text box to write the correct name and shape under each sign.

### **Suggested Assessment**

You should constantly observe learners informally to assess their understanding and progress. Watch closely as learners participate in the group work (does the learner demonstrate how to cross a road safely?) observe and listen to learners their conversation and discussions.

### **Cross-curricular Links:**

**Languages:** Translate the relevant words into the home language of your learners; write these words in the correct place; write these words in the correct place; observe and listen to learners their conversation and discussions; write the correct name and shape under each sign.

**Visual Arts:** draw road signs and then colour in the signs correctly; recognises, identifies and names shapes and objects in the environment and in pictures, including triangles, squares and rectangles.

**Environmental Studies:** identifies and names shapes and objects in the environment and in pictures

**Mathematics:** revise and explore shape associated with each common road sign - triangles, circles, and octagon.

### **Opportunities for parental/family involvement**

Invite learners to discuss and share the topic with their parents or families.

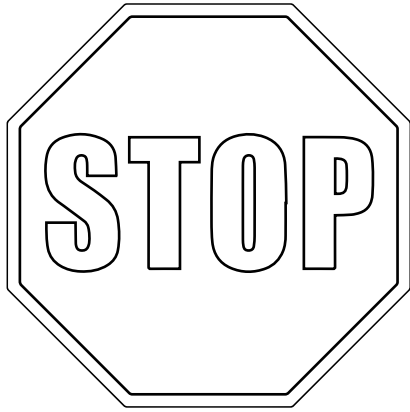


## Worksheet: Road Signs

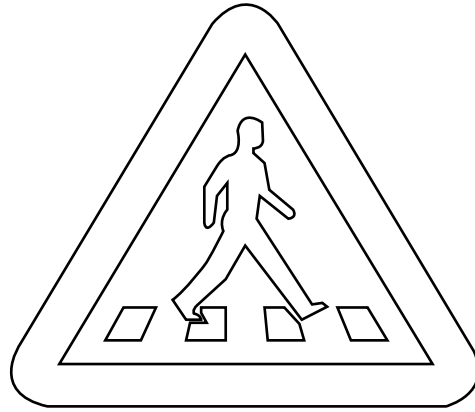
Name: .....

Grade: ..... Date: .....

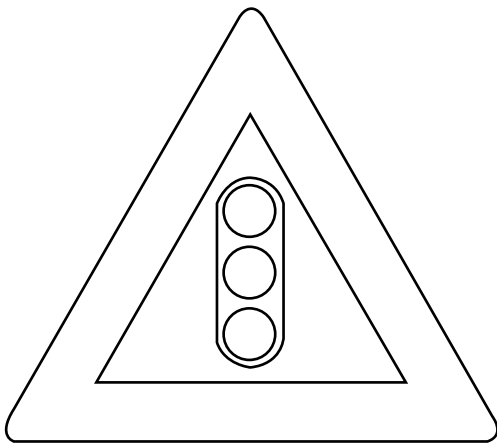
**Instructions: Colour in the road signs using the correct colours. Find the name and shape of each sign in the box below. Write the correct name and shape under each sign.**



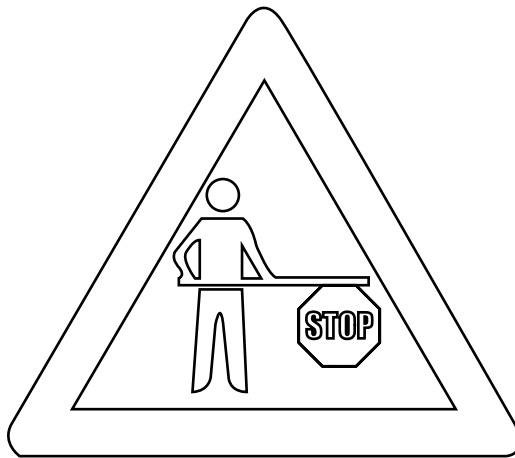
Name: .....  
Shape: .....



Name: .....  
Shape: .....



Name: .....  
Shape: .....



Name: .....  
Shape: .....

# TOPIC 7: TRAVELLING TO AND FROM SCHOOL

**Learning Objectives:** Learners will be able to:

- Understand the different ways learners come to school each day, e.g. walk, taxi, bus, car, train, bicycles
- Equip themselves with basic data handling skills,

## Competencies

- Explain the different ways learners come to school each day, e.g. walk, taxi, bus, car, train, bicycle, etc.
- use investigation skills and to find out the different types of transport used by the learners

## Aim of the lesson

- To help the children Understand the different ways learners come to school each day, e.g. walk, taxi, bus, car, train, bicycles

**Classroom organisation:** Group work, pair work, individual work

**Resources:** pictures or posters of different ways learners come to school each day, e.g. walk, taxi, bus, car, train, bicycle, learners' work sheet

**Vocabulary:** speed, reliability, environment

## Notes for teachers

Learners travel to school in different ways each day, e.g. walk, taxi, bus, car, train, bicycle, animal driven vehicle etc. There are advantages (good things) and disadvantages (bad things) about different methods of travelling? They need to remember to keep themselves safe when using this type of transport? They should you use the pavement, road when they travel to school.

## Lesson Suggestions

1. Introduce the lesson by talking about the different ways learners come to school each day, e.g. walk, taxi, bus, car, train, bicycle, etc.
2. Divide the class into 7 groups. Give each group a flashcard with one of the following written on it: bus, taxi, walk, car, bicycle, train, other. Write these questions on the board:
  - What are the advantages (good things) and disadvantages (bad things) about different methods of travelling?
  - What is the cost, speed, reliability, their health and the effect on the environment of this type of transport?
  - What part of the road do you use when you travel to school? (pavement, road, etc)
  - What do you need to remember to keep yourself safe when using this type of transport? (Crossing roads safely, getting out of a vehicle on the pavement side, etc.)



3. Each group must choose a scribe (a person to take notes) and a reporter (a person who will report back to the class). Provide the scribe with a sheet of paper. In their groups, learners should discuss and answer the questions as they relate to the method of transport on their group's flashcard. After discussions, the groups take it in turns to report back to the rest of the class. The scribe in each group takes notes of the discussion, and the reporter tell the class the rules they decided on

4. To encourage learners to use investigation skills and to find out the different types of transport used by the learners in the class and to equip them with basic data handling skills, draw a Tally Chart on the board (see example below). Have the form a long row. Learners should walk past the board and make a (√) mark in the row that shows how they came to school that morning. Do not add up the totals for each row. Leave the information on the board for the learner activity in the correct row on their chart.

How we travel to school	Tally(Ticks)	How we travel to school	Tally
Walk	√ √	Train	√
By bus	√ √ √	Other	√
By taxi	√		
By car	√ √ √ √		
By bicycle	√		

### Learner activity

Make copies of the learner worksheet. You may wish to go through the worksheet orally with the learners, using their home language. Learners colour in the pedestrian traffic lights correctly and do multiplication sums. Learners cut out sentences describing the crossing code. They arrange the sentences in the correct order and paste them onto a sheet of paper.

### Suggested Assessment

This lesson requires learners to demonstrate their ability to carry out a survey and record the results in a chart. The criteria for the task should be clearly spelled out to the learners beforehand. Observe and assess learners accordingly. Evidence is obtained about a learners' ability to listen, interpret and communicate ideas and knowledge during a conversation. Two assessment methods are therefore combined: observation and questioning.

### Cross-curricular Links:

**Languages:** using their home language; arrange the sentences in the correct order; interpret and communicate ideas and knowledge during a conversation

**Visual Arts:** colour in pedestrian traffic lights correctly;

**Mathematics:** do multiplication sums: arrange information in a pictograph

**Physical Education:** physical fitness, riding a bicycle



## **Opportunities for parental/family involvement**

Invite learners to discuss and share the topic with their parents or families.



## Worksheet: Travelling To and from school

Name:.....

Grade:..... Date:.....

**Instructions: Colour in the correct number of blocks next to each picture to show how many learners in your class come to school using that type of transport. Draw more blocks if necessary. Write the total number next to each paragraph.**

**Answer these questions about your graphs**

1. How do most learners travel to school?.....
2. Why do you think this is so? .....
3. How do the least number of learners travel to school?.....
4. Why do you think this is so?.....



# TOPIC 8: SAFE CYCLING

**Learning Objectives:** Learners will be able to:

- Understand why cyclists, the elderly and people with disabilities such as wheel-chair users, people on crutches, or blind or deaf people are vulnerable on the road.
- Give examples of some road dangers they must watch for on their way to and from school.

## Competencies

- Explain why cyclists, the elderly and people with disabilities such as wheel-chair users, people on crutches, or blind or deaf people are vulnerable on the road.
- Identify some dangers on the road.
- State why these things are dangers

## Aim of the lesson

- To help the children Understand why cyclists, the elderly and people with disabilities such as wheel-chair users, people on crutches, or blind or deaf people are vulnerable on the road.

**Classroom organisation:** Group work, pair work, individual work

**Resources:** pictures or posters of cyclists, elderly people, disabilities, wheel-chair users, crutches; learners' work sheet

**Vocabulary:** cyclists, elderly people, disabilities, wheel-chair users, crutches, vulnerable

## Notes for teachers

Motor car drivers and cyclists are road users. Cyclists must follow the same rules and regulations as drivers, e.g. stop at red traffic lights etc.) Talk about Cyclists, the elderly and people with disabilities such as wheel-chair users, people on crutches, or blind or deaf people are vulnerable on the road. The word vulnerable, means being 'in a weak position'.

## Lesson Suggestions

Introduce the topic by asking learners; How many of you have ridden a bicycle? Was it easy or difficult? How many of you ride, or hope to ride, a bicycle to school? Discuss the differences between a car and a bicycle. Talk about the word vulnerable. Talk about why cyclists, the elderly and people with disabilities such as wheel-chair users, people on crutches, or blind or deaf people are vulnerable on the road. Cyclists should do the following to stay safe:

- Look around. (move head and yes to observe traffic)
- Use good observation skills. (Check the situation behind, i.e. blind spots. Be alert and aware of surroundings.)
- Ride in the correct position on the road. (Keep left, single file.)





- Think ahead and be ready to act what other road users might do. (Judge/predict what others might be planning to do or accidents that might happen.)
- Be alert and ready to avoid danger. (Stay focussed and ready to brake, swerve, etc. To avoid danger.

Observation and defensive driving; discuss the meaning of the words observation (watching carefully and defensive (doing things to protect yourself). Review safe cycling rules. Divide the class into five groups. Give each group a flashcard with one of the sentences below written on it. (Note: Not the words in brackets as they ate the teacher's notes). Each group has 5 minutes to talk about what their sentences means in terms of what a cyclist should do to stay safe. Each group should report back to the whole class. Talk about what cyclists should do to stay safe:

### **Learner activity sheet**

Make copies of the learner activity sheet. You may wish to go through the learner activity sheet orally with the learners. Learners examine a picture to find dangers for cyclists. They circle these and then list them using their own words. Learners can use their home language. When they have completed the task, learners can work in pairs to check each other's work. They may update their list with new items found on their partner's list. Go through the dangers with the whole class, listening to learners inputs. Write a final list of dangers on the board for them to update their lists and correct their spelling etc.

### **Suggested Assessment**

Use the learner activity sheet to assess learners' performance against the prescribed or required learning objectives and competencies. The criteria for the task should be clearly spelled out to the learners beforehand. You should also observe and assess learners informally to assess their understanding and progress. Listen carefully to learners' conversations and discussions. Ask learners to name some dangers to watch for on the road and explain why these things are dangers.

### **Cross-curricular Links:**

**Languages:** examine a picture to find dangers for cyclists; use of home language; write a final list of dangers and correct their spelling; talk about the words vulnerable and elderly people; Learners can use their home language, use language to think and reason; build vocabulary and spell words so that they can be read and understood

**Environmental Studies:** talk about why cyclists, the elderly and people with disabilities such as wheel-chair users, people on crutches, or blind or deaf people are vulnerable on the road.

**Visual Arts:** draw and colour in pictures of bicycles.

**Physical Education:** physical fitness, riding a bicycle

### **Opportunities for parental/family involvement**

Invite learners to take their parents on a safety walk and name the road dangers seen.

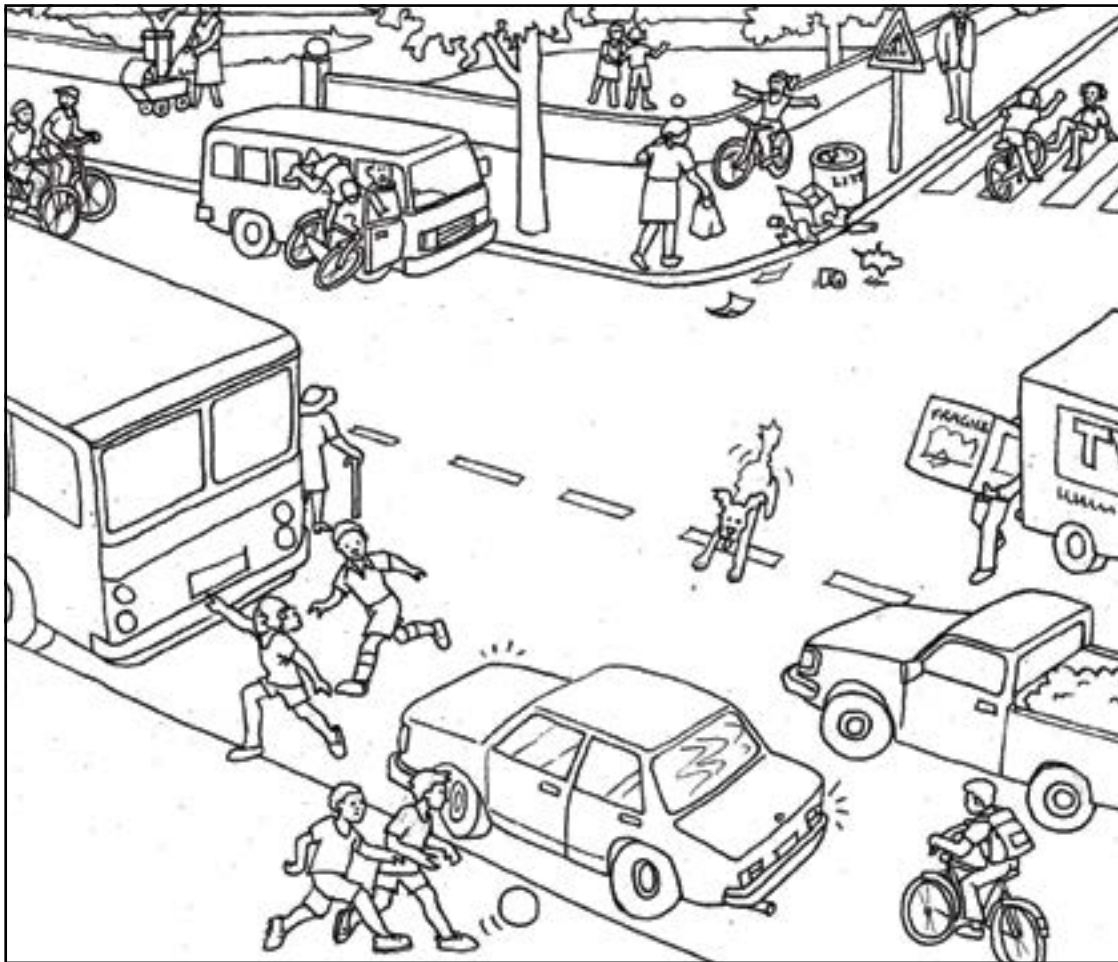
### **Worksheet: Safe Cycling**



**Name:**.....

**Grade:**..... **Date:**.....

**Instructions: Imagine that you are cycling along the road in the picture. What dangers do you see? Circle the dangers. Now write a list of the dangers on the lines at the bottom of the page.**



### Road dangers facing cyclists:

.....

.....

.....

\*\*\*\*



# TOPIC 9: CYCLING RULES

**Learning Objectives:** Learners will be able to:

- Understand that rules make the roads safe and organised place.
- Understand rules that apply to cyclists, and avoid dangerous behaviour

## Competencies

- Explain why rules make the roads safe and organised place.
- Describe the things that people do that could be dangerous.

## Aim of the lesson

- To help the children understand that rules make the roads safe and organised place and the things that people do that could be dangerous

**Classroom organisation:** Group work, pair work, individual work

**Resources:** use pictures or posters of cyclists using hand signals or posters and pictures to review safe cycling behaviour, learners' work sheet, colour pencils or crayons

**Vocabulary:** cyclists, pedestrians; hand signals

## Notes to the teachers

Cycling is a very enjoyable, inexpensive and healthy way to travel and provides young people with a degree of independence. It is important that before riding out on the road, pupils get trained and realise that cyclists are expected to follow the same rules as other road users. Young cyclists also need to understand how a bike works and how to keep it roadworthy and how to keep themselves safe when cycling. The roads would be chaos if there were not any rules. We would crash into each other, knock down pedestrians, drive on the wrong side of the road, etc. Rules make the roads safe and organised place. There are certain rules that apply to cyclists, such as using the correct hand signals. A driver of a car should show that it is going to turn right by using a flashing orange light. A cyclists show that he/she wants to turn right by using hand signals.

### Tips for 'Cycle Safety'

- For a good fit on your bike, you must be able to sit on the saddle with both feet
- Touching the ground.
- Always wear a helmet when cycling - it will protect your head if you fall down or have an accident. Make sure the straps are done up securely.
- Make sure the helmet does not cover your eyes and ears. If you wear glasses or a hearing aid, tell the people in the shop - they will help find the right helmet for you.
- When you're cycling, keep your fingers on the brake levers - ready to act quickly.
- Plan your trips and always choose the safest route, the fastest route is not always the safest route.



- If you cycle at night, your bike must have front and rear lights and a red rear reflector.
- Lock your bike onto something secure, every time you park it.
- Use a bike carrier to carry things. Never carry anything on the handlebars.

As well as making sure their bikes are roadworthy, cyclists must prepare themselves for the road by always wearing a cycle helmet and high visibility aids, to keep safe. Wear a cycle helmet to protect your head against injury. It's important to check that your bicycle is in good working order, to keep you safe. Be sensible; check your bicycle is safe before you ride. Do not carry anything on the handlebars. Strap your helmet safely. Never use mobiles or headsets whilst cycling. Always plan your bike journeys carefully, choosing safe routes (away from main roads, avoiding hazards, using cycling facilities). The shortest route is not always the safest route. It's important for safety to know all the working parts of your bike.

### **Lesson suggestions**

Introduce the topic that the roads would be chaos if there were not any rules. We would crash into each other, knock down pedestrians, drive on the wrong side of the road, etc. Rules make the roads safe and organised place. To introduce learners to rules that apply to cyclists, such as using the correct hand signals, ask:

- How does a car show that it is going to turn right? (It indicates using a flashing orange light)
- How does a cyclists show that he/she wants to turn right? (Cyclists use hand signals)

Hand signals: play a game with the learners. Take them outside for a hand signal walkabout. Demonstrate the three hand signals as seen in the pictures below. Have the learner's line-up behind you-five in a row, one row behind the other. While walking around the school property in this formation, give instructions for the learners to follow. For example, you say 'Right turn' and everyone practises the sequence look, signal, and look, run (do these for both left and right turns). Once the learners are confident with these instructions, you may want to make it more difficult by adding other instructions in between the cycling signals, for example 'touch your knees'. Learners will enjoy trying to differentiate and respond appropriately to the 'cycling' and other instructions.

To encourage learners to avoid dangerous behaviour, write the heading "dangerous behaviour" on the board and ask learners to think of things that people do while cycling that could be dangerous. Write learners' suggestions on the board. Talk about why each of these behaviours is dangerous. (See examples below). You can use posters and pictures to review safe cycling behaviour.

Examples of dangerous cycling behaviour:

- Riding with a passenger
- Carrying parcels on the handlebars
- Holding on to moving cars
- Weaving between traffic listening to loud music, using earphones
- Talking on a cell phone while riding a bicycle

### **Learner activity sheet**



Make copies of the learner activity sheet. You may wish to go through the learner activity sheet orally with the learners. Learners examine a picture to find dangers for cyclists. They circle these and then list them using their own words. Learners can use their home language. Learners draw the correct hand signals on the cyclist in the pictures. Learners put sentences in the correct order to write a paragraph.

### **Suggested Assessment**

Use the learner activity sheet to assess learners' performance against the prescribed or required learning objectives and competencies. The criteria for the task should be clearly spelled out to the learners beforehand. You should also observe and assess learners informally to assess their understanding and progress. Listen carefully to learners' conversations and discussions.

### **Cross-curricular Links:**

**Languages:** use language to think and reason; build vocabulary and spell words so that they can be read and understood; examine a picture to find dangers for cyclists; use of home language; put sentences in the correct order to write a paragraph; Describe how parts of bikes should be checked over for safety; Discuss the consequences of cycling accidents, types of injuries, and how these can be minimised by wearing cycle helmets; Talk about why each of these behaviours is dangerous; Describe protective / safety wear other people may use to keep them safe, in the activities they do; Class survey on how many children have fallen off bikes and which parts of their body got injured; Discuss the dangers of having headsets on, or using a mobile, whilst cycling

**Visual Arts:** draw the correct hand signals on the cyclist in the pictures; Design your own cycle helmet; Draw/colour different bikes (or download from "Picture Bank") to make a class display

**Environmental Studies:** think of things that people do while cycling that could be dangerous; examine a picture to find dangers for cyclists; Talk about why each of these behaviours is dangerous; Discuss why proper maintenance of bicycles are important

Natural Science and Health education: Study how brakes work on a bicycle; Study the components of our heads: brain, skull, eyes, ears, muscles, nerves, hair, etc

**Mathematics:** Carry out a survey to see how many children in class/school own a cycle helmet

### **Opportunities for parental/family involvement**

Invite learners to discuss and share the topic with their parents or families.

# TOPIC 10: People who help us to be safe

**Learning Objectives:** Learners will be able to:

- Identify people who can help us to be safe on the road and their contact details to report cases of accidents, abuse, crime, fire and injuries

## Competencies

- identify relevant people and their contact details to report cases of accidents, abuse, crime, fire and injuries
- identify people who can help us to be safe on the road
- Describe what people who help us to be safe do.
- Identify the types of people who help us to be safe in the community.
- Name the people who help us to be safe do by the work they do.
- State their home telephone number.
- State the emergency telephone number for their areas

## Aim of the lesson

- To raise awareness about people who can help us to be safe on the road

**Classroom organisation:** Group work, pair work, individual work

**Resources:** use pictures or posters of relevant people and their contact details to report cases of accidents, abuse, crime, fire and injuries, real telephone or toy phone; learners' work sheet

**Vocabulary:** accidents, abuse, crime, injuries, emergency, telephone directory,

## Notes to the teachers

People who help us to keep safe helpers are people who "help" or "lend a hand" to those in need.

People who help us to keep safe are:

- traffic officers
- police officers
- ambulance drivers and
- scholar patrols.

Note: the table below provides examples, but let the learners come up with answers themselves.)



People who help us	How do they help us?	Where do they work?	What do they drive?
Traffic officer	Keep us safe on the road	On the roads	Motor bike/ traffic car
Policeman	Keep us safe	Police station	Motorbike/police car
Fire fighter	Put out fires	Fire station	Fire engine
Doctors and nurses	Help us get better	Hospital	ambulance

The purpose of a scholar patrol: A scholar patrol is crossing is crossing operated by learners to help you cross the streets around your school safely. They will tell you when to cross. Always listen to them, but also make sure it is safe before crossing.

### Lesson Suggestions

To help learners identify people who can help them to be safe on the road, introduce the topic by talking to the learners about traffic officers, police officers, ambulance drivers and scholar patrols. Ask questions like:

- How do they help us?
- Why do they help us?
- Can you trust any adult to help you cross a road/ If not, why not?
- What if there is no one to help you cross the road/ (answer: Think, stop, look and listen! Then look right, look left and look right again. If it is safe, then walk straight across the road-NO running!)

Remind learners about the purpose of a scholar patrol.

You can use road safety pictures and posters to extend the topic to include other emergency support people. Draw a blank table on the board (only write in the headings) and ask learners to help you fill it in.

### Learner Activity

Explain the importance of having an emergency telephone list ready at school and at home in case of an emergency. Review examples of the types of safety helpers in the community. Ask students if they know their home telephone numbers. Ask the learners if they know the emergency telephone number for their area. State the emergency telephone number for the area and ask learners to repeat it. Ask learners to print their home phone number and the emergency phone number and colour them in on the worksheet. State that in an emergency they need to know:

1. Their area's emergency telephone number,
2. Their name,
3. Their address,
4. How to clearly state the problem.

Provide a few role play situations where learners may need help. (Examples:

- a) While walking to a friend's house, you get lost;
- b) A child is hit by a car and you must get help.)





Ask learners to pretend to dial the emergency telephone number and provide the necessary information.

NOTE: The emergency operator will ask:

- What is your name? What has happened?
- Where are you? (Describe where you are, if you cannot name a specific location.)
- Is an adult available?
- The telephone operator will ask:
- How can I help? What has happened? (The operator will put you through to the emergency response number.)

Divide learners into groups of four. Give each group a local telephone directory (you could ask other teachers to borrow theirs for the day). Show learners the emergency pages in front of the telephone directory. Each group member should then compile his or her own emergency telephone list to take home. Make sure learners include their personal numbers on the list, for example: Mother's cell phone number, etc. Get learners to memorise the emergency telephone number. Role-play: Essential telephone numbers dialling. Practise calling emergency numbers on an unplugged phone or play phone. Teacher takes the role of operator and asks the child to give information that would be required in an emergency.

### **Suggested Assessment**

Ask learners to state his/her telephone number, first and last name, address and the emergency phone number in their areas. Through simulations, have learners pretend to dial the emergency telephone number and provide the necessary information. Use the learners' emergency telephone list to assess learners' performance against the prescribed learning objectives and competencies. You should also observe learners informally to assess their understanding and progress. Listen carefully to learners' conversations and discussions. Informally to assess their understanding and progress. Listen carefully to learners' conversations and discussions. Ask learners to choose one community safety helper and draw a picture of this safety helper.

### **Cross-curricular Links:**

**Languages:** use language to think and reason; build vocabulary and spell words so that they can be read and understood; examine a picture to find dangers for cyclists; use of home language; put sentences in the correct order to write a paragraph.

**Arts:** draw the correct hand signals on the cyclist in the pictures

**Drama:** Practise calling emergency numbers on an unplugged phone or play phone.

**Environmental Studies:** learners to think of things that people do while cycling that could be dangerous; Learners examine a picture to find dangers for cyclists.

### **Opportunities for parental/family involvement**

Invite students to practice emergency telephone call simulations with their parents stating the necessary information.





## Worksheet: People who help us

Name:.....

Grade:..... Date:.....

Instructions: Write in the phone numbers and colour the numbers on the phones.



My Phone number:.....



Emergency telephone Phone number:.....

Read each of the 3 riddles “Who Can Help Us?” Community Safety Helper Riddles and ask learners to guess who the community safety helper is.

**RIDDLE 1:**

I take care of children  
All sizes and ages.  
We play games, sing songs  
Read books with many pages.  
Who am I?

**RIDDLE 2:**

I am one of your families,  
I want what’s best for you.  
Keeping you healthy and safe  
Is important for me to do.  
Who am I?

**RIDDLE 3:**

I work in the community  
I am a trusty friend  
And if you are in danger  
It is me who they will send.  
Who am I?

**RIDDLE 4:**

I meet you near the school  
And wear a safety vest.  
When the cars are coming,  
We’ll cross when it is best.  
Who am I?

**RIDDLE 5:**

I’ve got safety on my mind  
As I drive you to school.  
Getting you safely back again  
Is my number one rule.

Who am I?







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**RTMS**

**Road Traffic Management Services**