

2005

Walk with your kids: early childhood pedestrian injury prevention project: classroom activities: pre-primary

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Walk with your kids

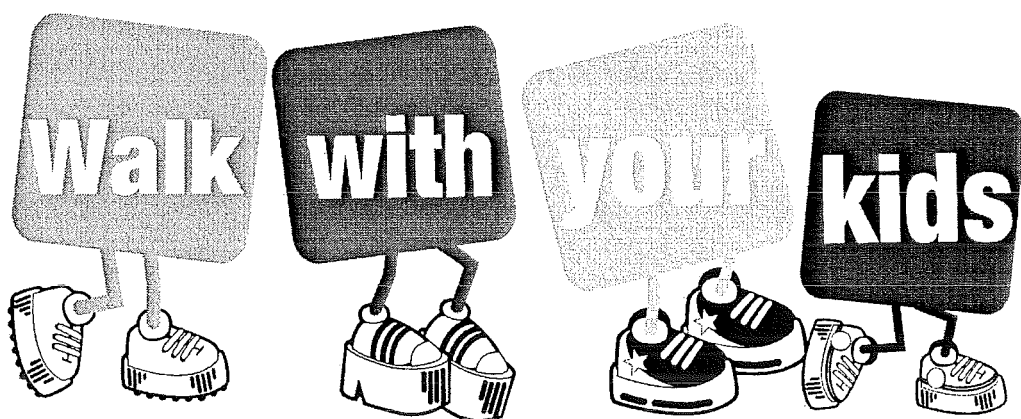


EARLY CHILDHOOD PEDESTRIAN INJURY PREVENTION PROJECT

CLASSROOM ACTIVITIES PRE-PRIMARY



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EARLY CHILDHOOD PEDESTRIAN INJURY PREVENTION PROJECT

CLASSROOM ACTIVITIES

• PRE-PRIMARY •

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INTRODUCTION

TEACHER RESOURCE

This resource contains learning activities designed to provide a review for children of the five road crossing steps, to introduce children to sequencing these steps and then road crossing scenarios to build children's problem solving skills. The learning activities are designed to be developmentally and cognitively appropriate for pre-primary children, with a focus on learning through play.

LINKS TO THE CURRICULUM FRAMEWORK

The *Walk with Your Kids* teacher resource has been developed using the seven key principles which underpin the Curriculum Framework. The principles are: an encompassing view of curriculum; an explicit acknowledgement of core values; inclusivity; flexibility; integration, breadth and balance; a developmental approach; and collaboration and partnerships. These principles have guided the planning of the learning activities included in this resource.

The *Walk with Your Kids* learning activities are outcome based and are consistent with the Health and Physical Education Learning Area and other related learning area statements published by the Curriculum Council of WA. Each learning outcome of the *Walk with Your Kids* activities addresses the following four outcomes of the Health and Physical Education Learning Area:

- Knowledge and understandings:
Students know and understand health and physical activity concepts that enable informed decisions for a healthy, active lifestyle.
- Attitudes and values:
Students exhibit attitudes and values that promote personal, family and community health and participation in physical activity.



- Self-management skills:
Students demonstrate self-management skills, which enable them to make informed decisions for healthy, active lifestyles.
- Interpersonal skills:
Students demonstrate the interpersonal skills necessary for effective relationships and healthy, active lifestyles.

MONITORING STUDENT PROGRESS

With an outcomes-focused approach, teachers make judgements about the progression of each student toward achieving the major outcomes. The Curriculum Framework provides a guide to the phases of the development for students in each of the eight learning areas. Based on this, each school needs to develop or identify a progress map or developmental continuum to monitor each student's progress towards achieving the major learning outcomes.

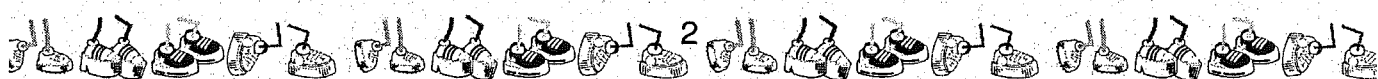
PORTFOLIO ASSESSMENT

The *Walk with Your Kids* resource provides portfolio assessment frameworks for each objective. The frameworks are designed to provide a plan for teachers to monitor student progress in the Health and Physical Education Learning Area.

ASSESSMENT STRATEGIES

Monitoring and assessment strategies will involve teachers in the collection of assessment evidence. *The Walk with Your Kids* teacher resource provides opportunities for a range of assessment methods, including:

- Direct observation – discussion and role-play.
- Activity sheets – processing questions for each objective.
- Home activity sheets – reflection with the family.
- Performance assessment – student performance or product that allows them to demonstrate their learning.



The Department of Education and Training, Health and Physical Education Monitoring and Assessment Support Package provides advice on how to monitor student progress in the learning area, as well as examples of observation criteria.

ASSESSMENT OF ATTITUDES AND VALUES

It is important to monitor the demonstration of attitudes and values because they are an integral component of an individual's decisions about health. There is no developmental sequence for the monitoring of values and attitudes. Reporting indicates a student's demonstration of the attitudes and values in terms of where he or she is at, at a given time. Reporting should acknowledge what the student has demonstrated, given the content and complexity of the learning experience and environment.



WALK WITH YOUR KIDS EARLY CHILDHOOD PEDESTRIAN INJURY PREVENTION PROJECT

Intervention 2005 • Pre-Primary

Parents

- ✓ Pedestrian puppet and diary
- ✓ First Best Friends storybook
- ✓ Take home activities
- ✓ Camera activity
- ✓ Postcards
- ✓ Magnet
- ✓ Stickers

Classroom

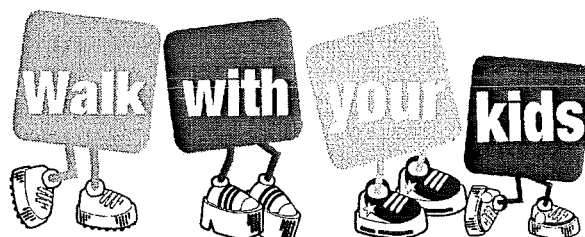
- ✓ Teacher training
- ✓ Classroom activities
- ✓ Discussion prints
- ✓ Puppet
- ✓ First Best Friends storybook
- ✓ Disposable camera
- ✓ Hand cookie cutters
- ✓ Take home activities
- ✓ Stickers linked to each take home activity
- ✓ 'Take a walk in my shoes' video

Individual

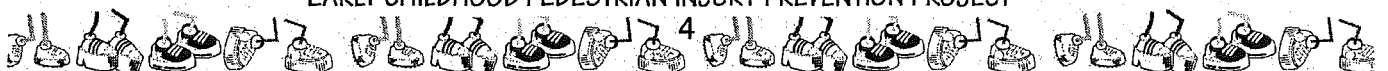
- ✓ Postcards
- ✓ Pedestrian puppet and diary
- ✓ Take home activities
- ✓ First Best Friends storybook
- ✓ Calico bag
- ✓ Stickers as incentive to complete and return take home activities

Whole-school

- ✓ Whole-school support materials
 - School report
 - Newsletter items



EARLY CHILDHOOD PEDESTRIAN INJURY PREVENTION PROJECT



TEACHER NOTES

WHY SHOULD PEDESTRIAN SAFETY BE TAUGHT IN SCHOOLS?

Injuries to young pedestrians:

- In Australia, pedestrian injury is the leading specific cause of death among five to nine year old children (Al Yaman, Bryant & Sargeant, 2002).
- In 1999-00 in Australia, there were 1,144 hospitalisations of children aged 0-14 years for pedestrian injuries (Al Yaman, et al., 2002).
- Among children aged 1-14 years, hospitalisation rates decreased with age and were lowest for those aged 10-14 years (Al Yaman, et al., 2002).
- In 2001 in Western Australia, there were 44 hospitalisations of children aged 4-11 years for pedestrian injuries (Legge et al., 2004).

WHAT ISSUES ARE ASSOCIATED WITH CHILD PEDESTRIAN INJURIES?

Child pedestrian injury research has found:

- Inadequate search behaviour is the most frequent error made by children;
- Children are more likely to be hit by a car when crossing mid block;
- The less traffic exposure children have, the higher the pedestrian injury rate;
- Boys rate of pedestrian injury is nearly twofold higher than girls; and
- Child pedestrian injuries occur predominately:
 - in residential areas;
 - on local roads which are straight, sealed and dry; and
 - during the hours commencing 8:00 am, 12:00 noon and 4:00 pm.

HOW SHOULD ROAD SAFETY BE TAUGHT?

There is clear evidence to support teaching young children road safety skills. Children benefit from the opportunity to practise road safety skills from a young age in real road settings, where they can consider their actions, consequences and make informed decisions.



Road safety is best taught:

- In small, frequent segments;
- Through a combination of school and home learning;
- With direct relevance to real life situations (i.e. learning rhymes by rote creates the illusion that students understand road crossing behaviour more than they do); and
- Using a balance of classroom teaching and practical experience.

Road safety training needs to take place in a social context, in real world situations, through discovery and problem solving rather than rules, at their own pace and with positive feedback from an adult.

INVOLVING PARENTS

The most effective way for children to learn how to use roads more safely is through personalised one-on-one training and to actually practise crossing real roads. Parents are able to teach children in this context and can therefore play an important role in influencing children's behaviour.

Involving parents and importantly assisting parents to recognise the important role they play can significantly enhance children's safety on and near roads.

Strategies to enhance and maintain parent involvement in school activities include:

- Consulting with parents to determine their needs and preferences for activity content;
- Having children encourage their parents to participate in the activity;
- Making classroom environments more welcoming to parents;
- Communicating with parents using a combination of strategies such as through mailed information, telephone contact, welcome letters, noticeboards and newsletters; and
- Providing incentives for parent participation.



FIVE THINGS ADULTS CAN DO TO KEEP CHILDREN SAFER NEAR ROADS

1. Supervise children near roads.
2. Hold a child's hand when crossing the road.
3. Teach children how to safely cross the road, and practise this skill.
4. Involve children in road crossing by asking them to help make decisions about when it is safe to cross.
5. Model safe road crossing behaviour - set a good example.

CLASSROOM INTERVENTION

The classroom intervention supports children and their parents' understanding of, and skill building of pedestrian safety.

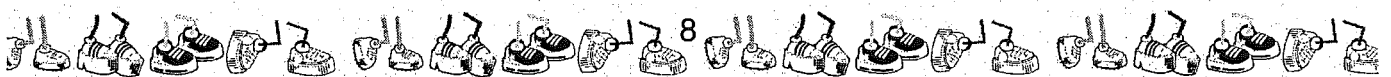
- Classroom activities have been structured around children's play to provide a 'scaffolding' for children's pedestrian safety skill building.
- These activities have been designed to reinforce and encourage parents as the primary 'teachers' in learning about road safety.

STRATEGIES FOR DELIVERING ROAD SAFETY MESSAGES TO PRE-PRIMARY CHILDREN

- Video techniques are effective in road safety education because they can illustrate material which is difficult to verbalise such as movement and behavioural sequences, and they can secure and hold children's interest;
- Storybooks and print material can be valuable in increasing children's knowledge about road safety but need to be supported by practical 'hands on' activities;
- Take home activities which involve interaction between parents and children;
- Simulation games that include role-playing/group dynamics and behaviour modelling/training can trigger changes in children's road safety attitudes and behaviour;



- Practical training using a pretend road set up in the playground. This method allows children to develop skills and explore their capabilities but removes the danger associated with them crossing real roads; and
- Audio song tapes that children can sing along with and practise behavioural actions with the word meanings.



BACKGROUND NOTES

WHY ARE PRE-PRIMARY AGED CHILDREN AT RISK?

PEDESTRIANS IN THIS AGE GROUP ARE AT RISK BECAUSE THEY HAVE:

- Under-developed peripheral vision and directional hearing;
- Difficulty judging speed and distance of vehicles;
- Unpredictable behaviour, and do not consider the consequences of their actions;
- Limited ability to respond quickly to a sudden change in traffic conditions;
- An unwillingness to change from a direct route even if it is dangerous;
- The ability to think about only one thing at a time;
- A tendency to be easily distracted;
- A smaller stature, therefore, it is difficult for drivers to see them;
- Difficulty 'seeing' a situation from another's viewpoint (e.g. I can see the driver so he/she must be able to see me); and
- Poor search behaviour, or do not take sufficient time to look when crossing the road.

WHILE PLAYING, CHILDREN AT THIS AGE ARE AT RISK BECAUSE THEY:

- Do not think about the consequences of their actions (e.g. will dart out onto the road without thinking);
- Have poor search behaviour and/or do not look for long enough when scanning for traffic;
- Do not realise the dangers of playing on the road or driveway; and
- Often forget safety rules when playing.



SOME OTHER GENERAL RISKS FOR CHILDREN OF THIS AGE INCLUDE THEIR:

- Possible lack of a road safe parental/carer role model;
- Lack of thought associated with their actions;
- Responsiveness to peer pressure;
- Lack of knowledge and skills to deal safely with the traffic environment;
- Lack of experience in traffic situations (particularly children who live in rural areas);
- Parents or other adults over-estimating children's ability;
- Limited concept of danger; and
- Presence on the road not being anticipated by drivers. The traffic environment has been designed for adults and often does not make allowances for children's small stature, lack of skills and maturity.

REDUCING THE RISKS

To help young pedestrians reduce their risk of injury, the following behaviours are recommended in each situation.

CROSSING THE ROAD

Children need an adult to explain and show them how to cross the road safely, using the following steps:

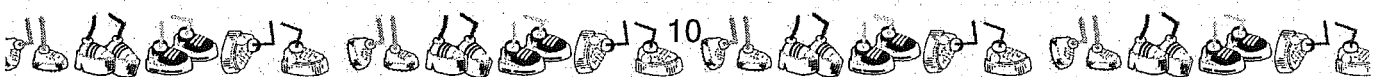
STEP 1: Choose the safest place to cross such as warden controlled children's crossings, traffic lights with pedestrian signals, pedestrian crossings.

STEP 2: Always ask an adult for help when crossing.
Always hold the hand of an adult.

STEP 3: Stop back from the kerb.

STEP 4: Look in all directions for traffic, listen for traffic, think about when it is safe to cross. When the road is clear, walk straight across the road quickly without running.

STEP 5: Keep looking, listening and thinking about the traffic as you cross.



SAFER PLACES TO CROSS

- Traffic lights with pedestrian phasings;
- Warden controlled children's crossing;
- Pedestrian footbridge;
- Pedestrian crossings;
- Underpass/overpass;
- Roads with a median strip;
- Traffic lights with parallel pedestrian crossing;
- Places with a clear view of traffic in every direction; and
- Places with a pedestrian refuge.

CROSSING AT A RAILWAY

- Always use the maze crossing; and
- Cross as for roads, looking and listening for trains.

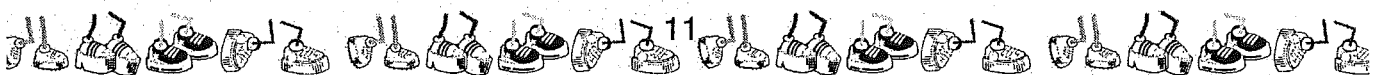
CROSSING AT TRAFFIC LIGHTS

- Use the regular crossing procedure described above when the green walk light flashes; and
- Watch for the pedestrian signal, checking the traffic has stopped before stepping onto the road.

CROSSING BETWEEN PARKED CARS

While this practice is strongly discouraged because it is dangerous for children, for those times when crossing between cars is the only choice:

- Select a gap between two cars which have no drivers (care should be taken that it is not a driveway and that the space is not big enough for a car to park);
- Walk to the outside corner of the car and stop where they can see and be seen (in line with the outside edge of the cars); and
- Repeat regular crossing procedure as described above.



NEGOTIATING A CAR PARK

Car parks have many dangers for children as they are not easily seen by drivers, especially when reversing. Children find the maze-like gaps between cars a fun place to play. Children should:

- Stay close to an adult and always hold their hand;
- Select the safest route by looking for a footpath or select the shortest route, staying with an adult;
- Respond to relevant sights and sounds such as: reversing lights, beepers, exhaust smoke, slamming doors; and
- Look and listen for vehicles driving in and out of parking spots.

WALKING ALONG THE ROAD

- Where possible, walk on a footpath;
- Where there is no footpath, walk on the road verge; and
- Where there is no verge, walk on the edge of the road facing on-coming traffic and when a vehicle approaches, if possible, move off the road until the vehicle has passed.

BUS SAFETY

- Waiting on the kerb/footpath until the bus has stopped before getting aboard; and
- Waiting until the bus has moved away and the road is clear before crossing.



PLAYING SAFELY

- Not playing on or near roads or driveways;
- Not playing on or in vehicles (e.g. cars, trucks, tractors);
- Remember the road rules and thinking before crossing the road to retrieve balls etc.;
- Always wearing a helmet and protective clothing when riding their bicycle or using skateboards and in-line skates;
- Playing in appropriate areas (e.g. using cycle paths and skate ramps, if available); and
- Being aware of dangers to themselves, such as gravel, over-hanging trees and ditches.

REFERENCES

Al Yaman, F., M. Bryant, et al. (2002). Australia's Children: Their Health and Well-being 2002. Canberra, Australia Institute of Health and Welfare.

Legge, M., A. L. Gavin, et al. (2004). Reported road crashes in Western Australia 2001. Perth, Injury Research Centre, University of Western Australia.



HOW TO USE THE WALK WITH YOUR KIDS CLASSROOM ACTIVITIES

These classroom activities are written for pre-primary teachers to use across all areas of the classroom. It is designed to be used in a social context where children are interacting with their peers and a significant adult in a meaningful way. Children are encouraged to be aware of and reflect on their actions and corresponding reactions.

The *Walk with Your Kids* resource is presented within the Learning Area Plan (pg. 18) then described in detail with step by step instructions for each of the five *Walk with Your Kids* learning outcomes.

Each *Walk with Your Kids* learning outcome includes:

1. Discussion;
2. Whole class activities;
3. Activities for learning areas and constant positive areas;
4. Resource Sheets; and
5. Home activities.

The following steps describe how to introduce and implement the *Walk with Your Kids* pre-primary classroom activities. For each learning outcome you will find:

Aim

Relates to the desired student learning outcome.

Preparation

All materials and equipment required for each activity are listed.

Discussion Print

Discussion prints representing each road crossing step are provided to be used during mat time.



Whole-class activity

Whole class, group-based activities to reinforce the learning outcome introduced by the discussion print is described for each outcome.

Learning area tasks

The learning area tasks that reinforce the learning outcomes are described. Some of these activities are assessable and are supported by student worksheets and home activity sheets.

Constant positive activities

Suggestions for free play, with a variety of road related materials are listed.

Student Resource Sheets

These sheets help assess student learning and are provided within each learning outcome across the relevant learning areas. The Resource Sheets are provided at the back of each learning outcome

Home activities

These complement the classroom learning area tasks and are designed to be sent home to parents or carers to reinforce and extend classroom learning with their children.

There are home activities which provide follow-up to classroom activities designed to be revised in the home. This is an integral part of the resource as it links school activities and real life practical experiences.

"Take a walk in my shoes" video

The video may be used at the conclusion of the classroom activities. The relevant sections to use with children are the final scenes describing the five steps for crossing a road. This will reinforce the five learning objectives and provide a link with the home activities provided as part of the *Walk with Your Kids* program.



WALK WITH YOUR KIDS PRE-PRIMARY CLASSROOM ACTIVITIES

THE SIX LEARNING OUTCOMES FOR THE WALK WITH YOUR KIDS PRE-PRIMARY CLASSROOM ACTIVITIES ARE:

1. Review of road crossing steps 1-3 (preparing to cross phase)

Step 1: Choose the safest place to cross the road

Step 2: Ask an adult for help, hold an adult's hand

Step 3: Stop back from the kerb

2. Review of road crossing step 4 (starting to cross phase)

Step 4: Perform systematic search strategy

Look in all directions for traffic, listen for traffic, think about when it is safe to cross. When the road is clear, walk straight across the road quickly without running.

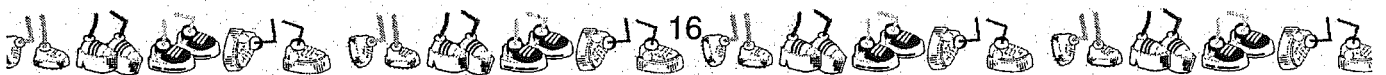
3. Review of road crossing step 5 (crossing phase)

Step 5: Keep looking, listening and thinking as you cross

4. Sequencing of the five road crossing steps

5. Problem Solving

Road crossing scenarios



LINKS TO THE CURRICULUM FRAMEWORK

Knowledge & Understandings

Beginning to demonstrate an awareness of actions they take to maintain their own safety in the community.

Attitudes & values

Modelling core values within the classroom and home environments by listening to the supervising adult.

Self Management Skills

Demonstrates, with the help of others, by observing the five learning outcomes when crossing a road.

Interpersonal Skills

Develop communication and cooperation skills when interacting with supervising adult while taking part in road safety activities.



LEARNING AREA PLAN

Learning Areas	Learning Outcome 1 Review of road crossing steps 1-3 Preparing to cross phase	Learning Outcome 2 Review of road crossing step 4 Starting to cross phase	Learning Outcome 3 Review of road crossing step 5 Crossing phase	Learning Outcome 4 Sequencing of the five road crossing steps	Learning Outcome 5 Problem solving Road crossing scenarios	Walk with your Kids Resources	Preparation Required
Discussion Print	Introduce 5 road crossing steps emphasising preparing to cross phase, steps 1-3.	Review of 5 road crossing steps. Emphasise starting to cross phase, step 4.	Discussion about crossing phase, step 5.	Introduction of problem solving scenarios.	Arranging picture in correct road crossing sequence.	Picture prints 1-5	
Whole Class Activity	Mat session: Introduction of pedestrian puppet (RS1.1) Outdoor activity: 'Role play'	Mat session 1: 'First Best Friends' story Outdoor activity 1: Role-play of the 'First Best Friends' Game: 'Treasure Hunt' Mat session 2: Introduction of the cameras (RS2.1) Outdoor activity 2: 'Camera practise'	Mat session: 'Walking to the Shop' (RS3.1) Game: 'Obstacle Crossing'	Mat session: Road Crossing Letter Outdoor activity: Hoop Sequencing (RS4.2 & 4.3) Game: 'Dog and Bone' Numbers in Order (RS4.2 & 4.3)	Mat session: 'Road Crossing Dilemmas (RS5.1)' Mat session 2: 'Scenarios' (RS5.2) Outdoor Activity: Role-play of Scenarios	Pedestrian puppet Pedestrian diary 'First Best Friends' storybook Cameras See Resource Sheets as numbered	Headband labels of characters 'Dress up' Clothes Bean bags/Cones Balls Hoops Empty food cartons Bag
Writing	1. Dear Diary (RS1.2) 2. 'Safest Place to Cross' booklet (RS1.3) 3. 'Ask an Adult & Hold Their Hand' booklet (RS1.4)	1. Best Friends Mural (RS2.2) 2. 'What we Saw and Heard Outside Near the Road' (RS2.3)	1. Key Words (RS3.3)	1. Sequencing (RS4.4) 2. Letter Writing (RS4.1)	1. 'Lucky Dip Keywords' (RS5.3) 2. 'What Can I Say?' (RS5.4)	Stickers See Resource Sheets as numbered	Glue Magazines A3 paper Scissors/Pencils
Art/Craft	1. Calico bag hand prints 2. Crossing Person Signals (RS1.5a, b, c,) Traffic Light (RS1.5d).	1. Puppets and Speech Bubble (RS2.4)	1. Hand Cookies & Hand Envelope (RS3.4 & 3.5) 2. Road Crossing Mural (RS3.6) 3. Our Road Crossing Senses	1. Sand and Glue Prints (RS4.5)	1. Open Ended Task (RS5.5)	Calico bags Hand cookie cutter Stickers See Resource Sheets as numbered	Paint Cellophane A3 paper/card Red/green materials Paper bags & plates Magazines/Newspaper Pastry for cookies
Music/Movement	Song 'I Want Someone to Hold my Hand' (RS1.6) Musical Statues	Song 'Cross the Road' (RS2.5)	Song 'The Way We Cross the Road' (RS3.7) Body Cards (RS3.8)	Song 'Cross the Road' (RS4.6) Song 'Where is the Big Hand?' (RS4.7)	Song 'Safe Places to Cross' (RS5.6)	Hand Klipper Klappers See Resource Sheets as numbered	Stop sign Go sign
Poems & Rhymes	'Stop Says the Red Light' rhyme 'The Traffic Light School' poem (RS1.7)	'To Stop' rhyme	'Lets Go Walking' rhyme	Hand Rap	'Walking Down the Street' rhyme	See Resource Sheets as numbered	

CONSTANT POSITIVES

Constant Positives	Learning Outcome 1 Review of road crossing steps 1-3 Preparing to cross phase	Learning Outcome 2 Review of road crossing step 4 Starting to cross phase	Learning Outcome 3 Review of road crossing step 5 Crossing phase	Learning Outcome 4 Sequencing of the five road crossing steps	Learning Outcome 5 Problem solving Road crossing scenarios
Dough	Add red, orange/yellow and green play-dough	Add foot shaped dough cutter	Add person shaped dough cutter	Add person shaped dough cutter	Add hand dough cutters
Daily Living Centre		Add eye glass frames, head phones	Use clothes freely to role play		Add adults and children's clothes
Block Centre	Add road signs	Add cars, trucks, buses, small wooden traffic signs (if available)	Add small blocks to use freely	Add wooden shaped people	Add large & small blocks, wooden shaped people
Puzzle Centre	Add safety puzzles, traffic lights	"About Me" puzzles, our senses, body parts	Transport puzzles of various vehicles	Add number puzzles	Add safety puzzles, traffic lights
Painting Centre	Add safety colours red, green, orange, yellow	Children paint a picture of their face, paying attention to their eyes and ears	Add rollers, shape templates	Add number stamps 1-5	Add safety colours red, green, orange, yellow
Outdoor	Walk around the school grounds holding hands and discuss the importance of safety around the school	Paint a crossing on the footpath or add black plastic and cardboard to represent a footpath or zebra crossing	Walk along a footpath and paint adult and child footprints, showing the safest route to school	Walk around the school and discuss features of the road environment and the 5 key steps in crossing the road safely	Walk around the school grounds holding hands and discuss the importance of safety around the school
Construction	Add boxes, fabrics, papers of varied shapes	Add boxes, fabric, papers of varied shapes	Add boxes, fabric, and paper of varied shapes	Make some boxed cars using cardboard boxes	

LEARNING OUTCOME 1

REVIEW OF ROAD CROSSING STEPS 1 – 3

Preparing to Cross Phase	Step 1	CHOOSE THE SAFEST PLACE TO CROSS
	Step 2	ASK AN ADULT FOR HELP HOLD AN ADULT'S HAND
	Step 3	STOP BACK FROM THE KERB



AIMS

To review the first three steps (preparing to cross phase) of the five step sequence.

To show children the safest places to cross roads, with the help of an adult.

To encourage children to ask an adult for help and hold the hand of an adult when they are crossing the road.

To encourage children to stop a safe distance back from the kerb.

PREPARATION

- Discussion Prints 1- 5
- Class Puppet & Diary
- Resource Sheet 1.1 Puppet Story
- Resource Sheet 1.2 'Dear Diary'
- Resource Sheet 1.3 'Safest Places to Cross'
- Resource Sheet 1.4 'Adult Help'
- Resource Sheet 1.5(a), 1.5(b), 1.5(c) Crossing Person Signals, 1.5(d) Traffic Light
- A3 paper/card
- Red/green materials
- Calico bags
- Paint
- Red, green, orange cellophane squares
- Song lyrics - Resource Sheet 1.6 'I Want Someone to Hold my Hand'
- Klipper Klapper Hands
- STOP sign
- GO sign
- Resource Sheet 1.7 'Traffic Light School'
- Resource Sheet 1.8 Copy of puppet parent letter
- Safe Place sticker



DISCUSSION PRINTS

- 👤 Show Discussion Prints 1-5.
- 👤 Ask children what they think is happening in each of the pictures.
- 👤 Introduce the five road crossing steps.
- 👤 Emphasise the preparing to cross phase, road crossing steps 1-3 but explain in the context of the five steps.

WHOLE-CLASS ACTIVITY 1

MAT SESSION

Introduce Pedestrian Puppet

Read children the story on Resource Sheet 1.1, about the pedestrian puppet. Emphasise Steps 1-3 in the five step road crossing sequence but show in context of the five steps.

OUTDOOR ACTIVITY - PRACTICAL APPLICATION

Role Play

Take the children outside and use the puppet to role play the road crossing steps. Emphasise steps 1-3. In pairs, children role-play adults helping the puppet or another toy from the daily living centre to practise crossing following the road crossing steps. Use a path or a quiet road inside the school grounds.

LEARNING AREA TASKS

Writing

- 👤 Resource Sheet 1.2 'Dear Diary'

1. Using the framework on Resource Sheet 1.2, ask children to complete a 'Diary Entry'.
2. Children illustrate the pedestrian puppet and verbalise a message to the teacher who scribes. The message should tell readers about the new class character and how it is going to help the class to learn about crossing the road safely.
3. Teacher reads back message with child and points to each word as spoken.



👋 Resource Sheet 1.3 'Safest Places to Cross' booklet

1. Compile a class book of the safest places to cross.
2. Children draw a picture of a safer place to cross the road and verbalise *'We cross the road at _____, while holding the hand of an adult'* to the teacher who scribes.
3. Teacher reads back message with child and points to each word as spoken.

Provide the children with picture examples such as: pedestrian crossings, traffic lights with pedestrian signals, warden controlled children's crossings.

😊 Give children 'I found the safest place to cross the road with an adult' sticker once they have completed the activity.

👋 Resource Sheet 1.4 'Ask an Adult for Help & Hold their Hand' booklet

1. Compile a class book of adult help and hand holding.
2. Children draw a picture of an adult holding their hand and verbalise *'We always _____ (ask an adult for help) and hold _____ (an adult's hand) when we cross the road'* to the teacher who scribes.
3. Teacher reads back message with child and points to each word as spoken.
4. Give the children prompts such as "who are you always with before crossing a road? What are you doing? (holding his/her hand)"

Art / Craft 1


👋 Calico Bag – Hand Prints

1. Children use paints to place their hand print and an adult's hand print on the side of the calico bag that does not have the message on it.
2. The adult's hand print can be done in a different colour to the child's print.
3. Write child's name on side of the bag with the hand prints.



Discussion Point

1. Discuss with children what is written on the bag 'I Always Hold an Adult's Hand Crossing Roads'
2. Ask children:
 - Why do we need to hold an adult's hand when we cross the road?
 - How can we show or ask an adult to hold our hand when crossing a road?

 *Additional activity* – If time permits use the paints and have children place their hand print onto paper. Write the child's name next to the hand print. Link all of the children's prints together and display as a mural around the classroom.

Art / Craft 2

Resource Sheet 1.5a, 1.5b & 1.5c: 'Crossing Person Signals'

1. Enlarge Resource Sheet 1.5a & 1.5b to A3 and glue onto card.
2. Provide red and green materials (eg cut pieces of paper, coloured macaroni, coloured matchsticks, and coloured sand) for children to glue correct coloured materials onto signals, making a collage.
3. Resource Sheet 1.5c provides the meanings of each of the crossing person signals.

Resource Sheet 1.5d 'Traffic Light'

1. Enlarge Resource Sheet 1.5d to A3 and glue onto card.
2. Ask adult helper to help children cut out circles.
3. Use red, orange and green cellophane squares to glue onto back of cut out circles.



Discussion points

1. What does the red and green crossing person signal mean?
2. What does each colour on a traffic light mean?
3. Where are the safest places to cross? Safer places to cross include:
 - Traffic lights with pedestrian phasings;
 - Warden controlled children's crossing;
 - Pedestrian footbridge;
 - Pedestrian crossings;
 - Underpass/overpass; and
 - Places with a pedestrian refuge.

Music and Movement

Resource Sheet 1.6 "I Want Someone to Hold My Hand" song lyrics

1. Teach children the song with actions.
2. Use 'Klipper Klapper' hands for beat work.
3. Ask the children why it is important to always hold an adult's hand when crossing the road.

Musical Statues

Play 'musical statues' using the picture of the STOP light and the GO light. The children move in a variety of ways to the music. When the teacher holds up the STOP sign, the children have to stop in a safe place, i.e. not touching anyone else and standing still like statues.

Children are encouraged to move slowly so they are able to stop quickly and safely. The movements can be changed, e.g. jumping, hopping, walking. Discuss how easy or difficult it is for children to stop when they are moving quickly. Relate this to how to stop and the importance of stopping at the side of the road when crossing with an adult.



Poems & Rhymes

- ✎ Teach children the rhyme about traffic lights. Children can hold their traffic lights they made in the Art/Craft 2 Activity while they are saying the rhyme:

'Stop says the red light,
Go, says the green,
Wait, says the orange,
Which shines in between.'

- ✎ Using Resource Sheet 1.7 read the poem 'The Traffic Light School' to the children as a story (see additional ideas for poem on Resource Sheet).



Home Activity 1

- Send calico bag home (message printed on one side, hand prints and child's name on other side) and encourage parents to use it as the child's school library bag.
- Explain to all children the procedure of taking home the pedestrian puppet and the diary entry (copy of parent letter Resource Sheet 1.8).

Pedestrian Puppet and Diary Procedure

1. Introduce the pedestrian puppet to children (Whole Class Activity 1) by reading the story (Resource Sheet 1.1).
1. Explain to the children that the pedestrian puppet and diary will be visiting their homes for two nights at some stage during the term. Explain that when the puppet visits their home they need to go with an adult and the puppet and practise crossing the road safely following the five road crossing steps:
 - Step 1:** Choose the safest place to cross
 - Step 2:** Always ask an adult for help when crossing. Always hold the hand of an adult.
 - Step 3:** Stop back from the kerb.
 - Step 4:** Look in all directions for traffic, listen for traffic; think about when it is safe to cross. When the road is clear, walk straight, and quickly, across the road.
 - Step 5:** Keep looking, listening and thinking about the traffic as you cross.Once they have practised crossing the road children need to draw a picture of themselves, the adult and the puppet crossing the road in the puppet diary.
The adult with whom they practised crossing the road needs to write a description of the road crossing on the opposite page.
2. Compile a roster to determine when the puppet and diary will go home with each child. For those teachers with split classes, please ensure all the pre-primary children have an opportunity to take the puppet home before the children in the other years.
4. When each child takes the puppet home write his/her name and the date it is to be returned in the diary and the picture entry page they are required to complete.
5. When the child returns the puppet and diary to the class, during the mat session, show the picture and read the diary entry. Discuss with the class what is in the picture. Announce who is next person to take the puppet and diary home.



CONSTANT POSITIVES ACTIVITIES

Dough

Add red, orange/yellow and green play-dough.

Block Centre

Add road signs.

Puzzle Centre

Add safety puzzles, traffic lights.

Painting Centre

Add safety colours red, green, orange, yellow.

Outdoor

Go for a walk around the school grounds. Hold each others' hands and the hands of any adults. Walk across the paths and along the paths, discussing the importance of safety in the car park and around the school.

Construction

Add boxes, fabrics, papers of varied shapes. Allow children to use these items freely to make something they might see on the side of or on the road, e.g. a car or truck. Link these to safer places to cross, e.g. when not to cross.



PEDESTRIAN PUPPET STORY

Hello Girls and Boys (Everyone)

My name is _____.

I am visiting your pre-primary this term to help you learn how to cross the road safely with an adult. I hope I will have a chance to visit your homes as well. That will be fun.

There are lots of things we must remember when we want to cross a road.

Always remember to **choose the safest place to cross** the road.

This could be at **traffic lights with pedestrian signals**, at a **crosswalk**, at the **school crossing with the lollypop person** or roads with **median strips in the middle**.

Do you have to cross the road when you come to school (select a child to ask) ?

Where do you cross? Remember to keep holding onto an adult's hand.

It is really important to always **hold an adult's (a grown up's) hand** before you cross the road. That could be your Mum, Dad, Gran, Pop, Auntie or Uncle. Whose hand do you hold when you cross the road (select a child to ask) ?

When you have chosen the safest place and are holding an adult's hand, remember to **stop back from the kerb**.

Do you know what the kerb is (select a child to ask) ? Why do you think you should stop back from the kerb? Remember to keep holding onto your adult's hand.

The next thing is really important too.

Do you know what you have to do now (select a child to ask) ?

Well done! You must remember **to look in all directions for traffic, listen for traffic and think about when it is safe to cross**.

You have to check to see if there are any cars or trucks or any other vehicles coming.

What other vehicles have you seen on the road (select a child to ask) ?

Vehicles on the road can move very fast and very quietly. You **MUST** look and listen **VERY** carefully in all directions. Remember to keep holding onto your adult's hand.

When it is safe to cross, keep holding onto your adult's hand and walk straight across the road, **BUT** **keep looking and listening for traffic in all directions and thinking** about keeping safe on the road.

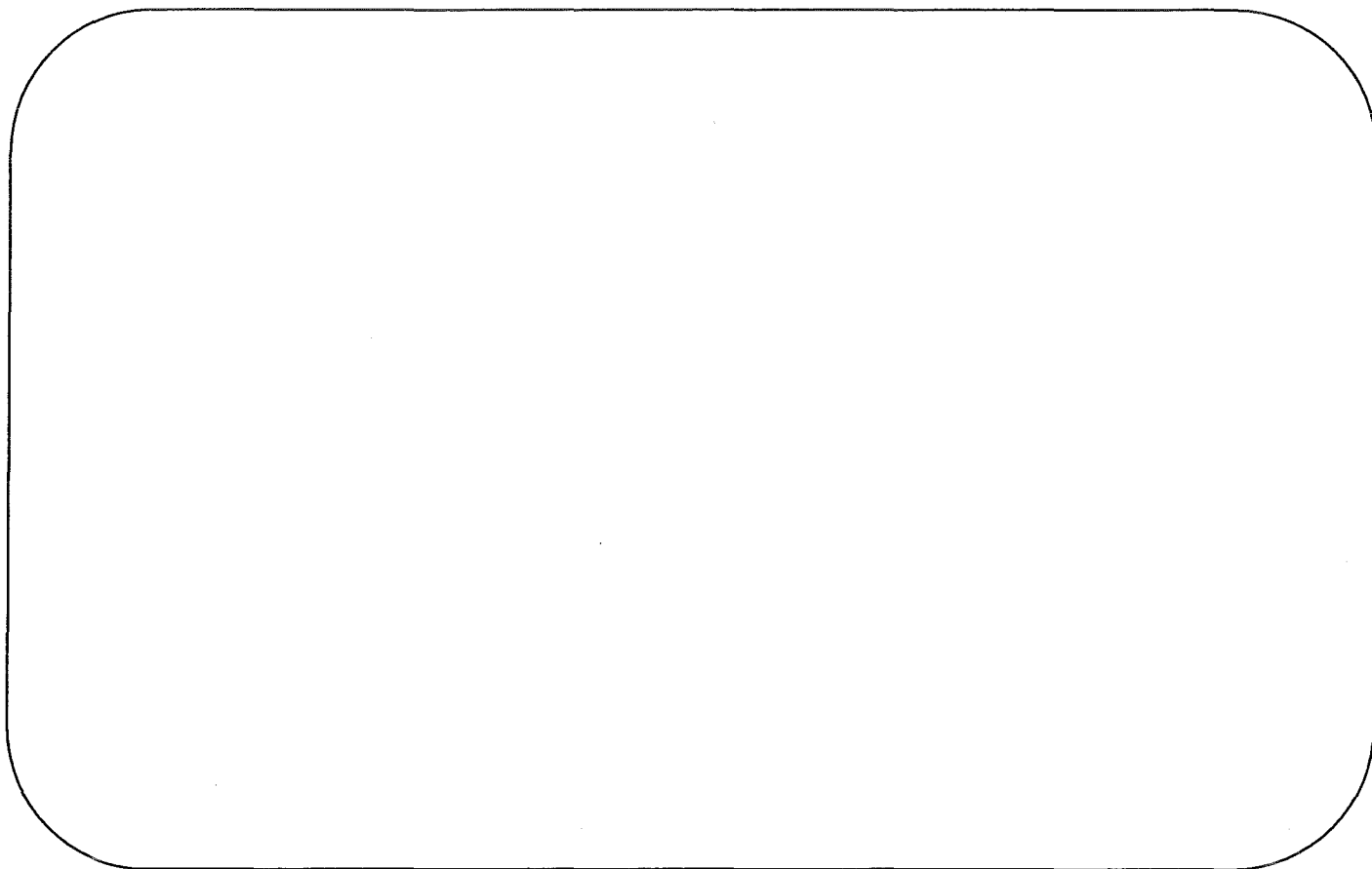
There are lots of things to remember aren't there?

The most important one is to always remember to hold an adult's hand when you cross the road.

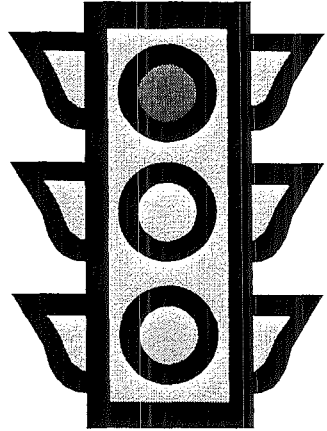
I hope I get the chance to come and visit your home (select a child) and yours too (select a child). Actually I hope I have the chance to visit all of your homes, because I really want you all to learn how to cross the road safely.

Let's go outside now and practise the five road crossing steps we have learnt.

Dear Diary,



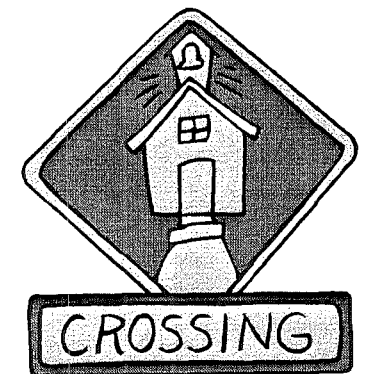
from _____



Safest Places to Cross

by the children from

_____ Pre-primary



We cross the road at

© 2005 Blackwell Publishing Ltd *Journal of Internal Medicine* 258: 101–108

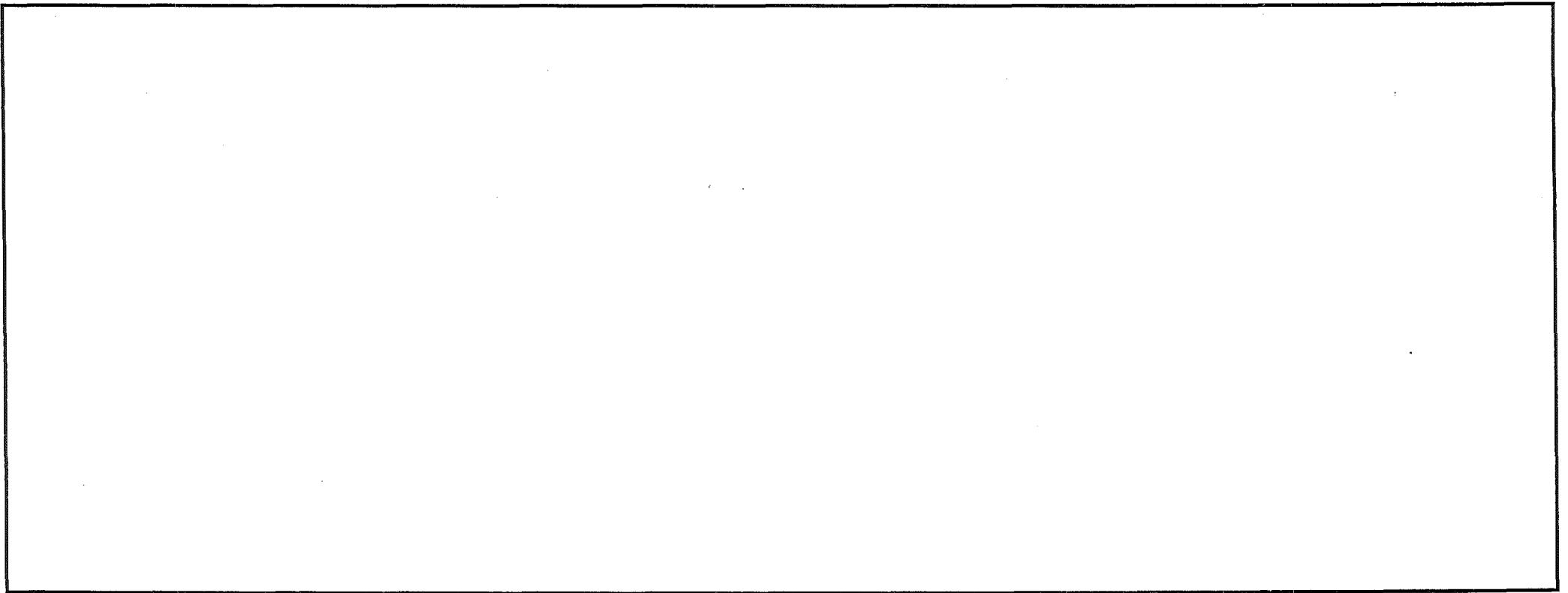
[illegible]

by _____



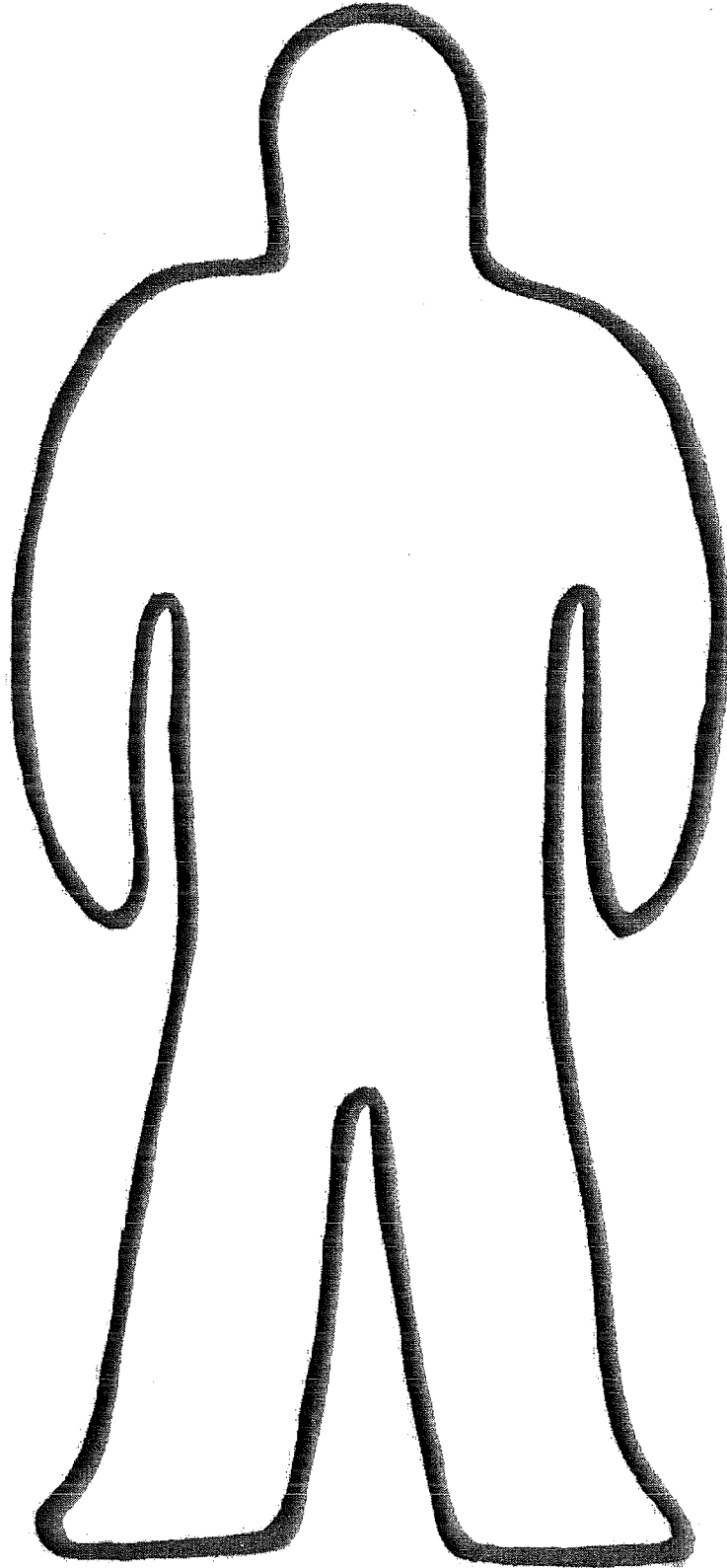
- **Ask an Adult for Help**
- **Hold an Adult's Hand**





We always _____
and hold _____
when we cross the road.

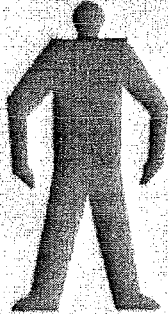
DON'T WALK



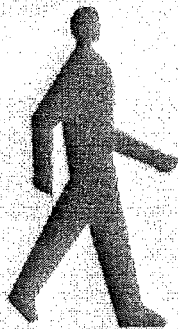
WALK



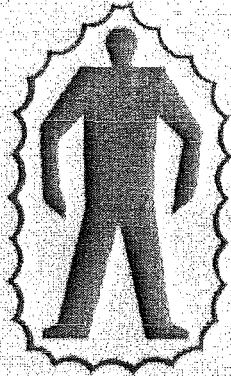
PEDESTRIANS



DO **NOT** CROSS
PRESS BUTTON AND WAIT



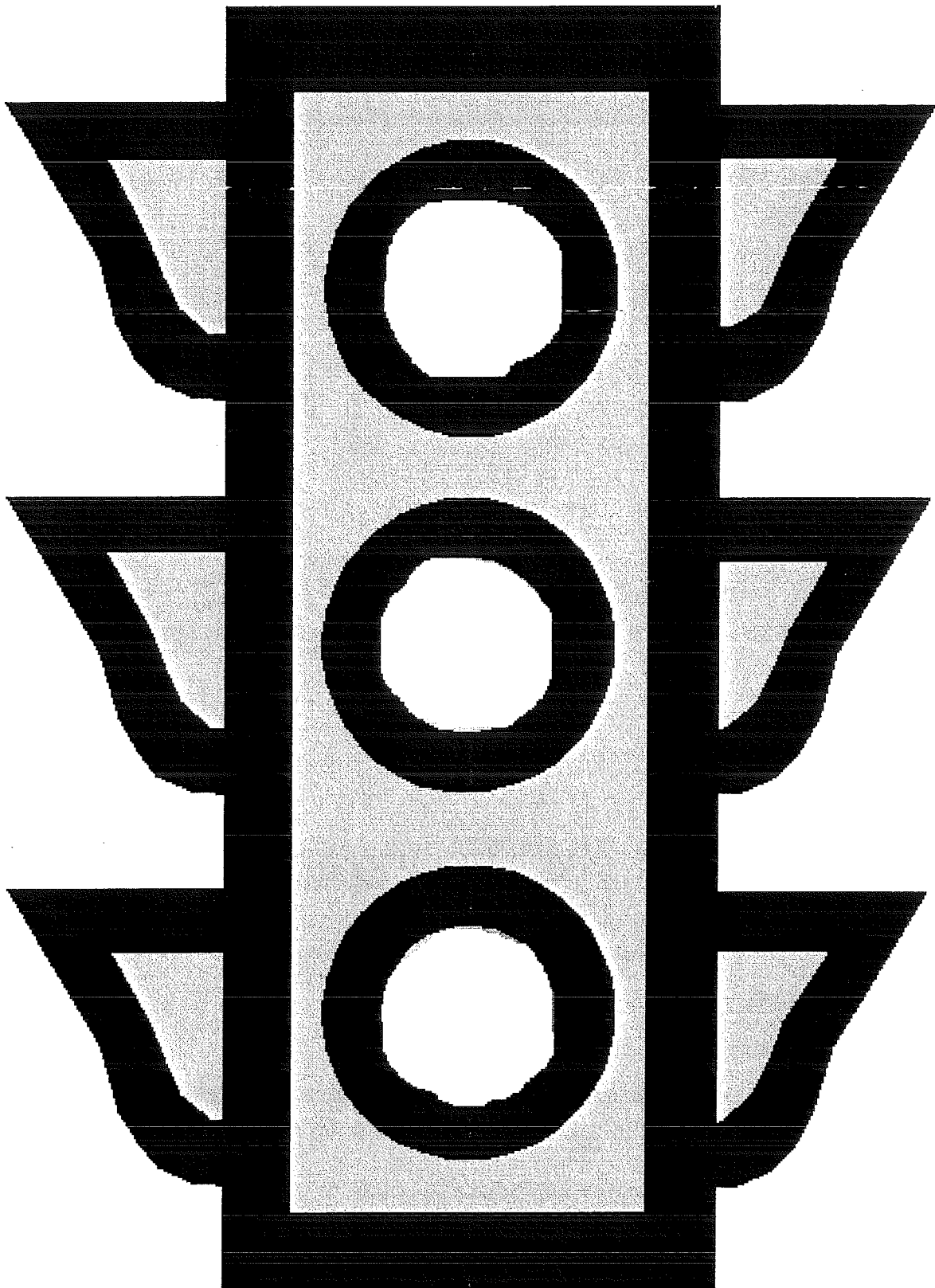
CROSS WITH **CARE**
WATCH FOR TURNING VEHICLES



FLASHING

DO **NOT** START TO CROSS
IF ALREADY ON ROADWAY
CONTINUE CROSSING

FOR SIGNAL FAULTS RING 1-800-800-009
MAIN ROADS Western Australia



I WANT SOMEONE TO HOLD MY HAND



(to the tune of 'I Want Someone to Buy Me a Pony')

(ACTIONS)

I want a grown up to hold my hand
Right hand, left hand, any one will do
Not too tightly, not too loosely
Right hand, left hand, anyone will do
For I want to cross the road
And I am too little to
Stop, and look and listen and think
Walk straight across when it's safe to do

Point to self....hold out one hand
Hold out RH, hold out LH, hold out both
Clasp hands one way, then the other
Hold out RH, hold out LH, hold out both
Point to self....point straight in front
Point to self...palm facing near ground
Stop sign, circle eyes, touch ears, touch head
Swing arms, march on the spot.

Additional ideas

-  Teach actions accenting the strong beat as indicated for each line.
-  Practise with children holding hands, one pretending to be an adult.



The Traffic Light School

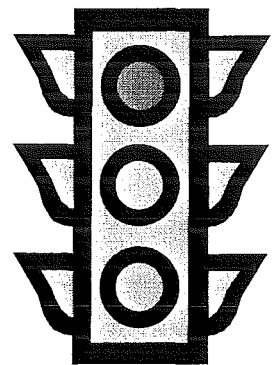
Said the wise old owl, I've opened a school.
To teach all the children each traffic light rule.
The teachers that I've brought with me
Are all bright colours, as you can see.

First of my friends is Mr Red
"My words are the wisest ever said.
Girls and boys, I know you're clever
Don't go when the light is red - no never!
And those who do not obey
Are very foolish, that's what I say!"

My second friend is Mr Yellow
"I'm an impatient kind of fellow
I don't like it if you tear
Across the road like a racing hare.
What I say is - don't delay.
Come to a halt straight away."

Last of my friends is Mr Green.
"I'm the happiest light to be seen
I'll tell you to go across straight away
And hold a hand, look and listen each way.
You can never be sure you won't meet a fool
Who didn't attend owl's traffic light school?"

*This has been adapted from a poem by Jan Weeks
in Poetically Speaking 1987*



Additional ideas

👉 Use various prompts such as:

- Wear an owl mask as the story is being read.
- Hold up one of the traffic lights made in the Art/Craft Activity and point to each colour as each specific verse is being read.
- Use three different coloured owl masks and select children to wear these. When their colour is read about, they step forward.

Encourage these children to join in and say the words of their verse.

👉 Encourage other class members to join in and say the words for the first line of each verse.

👉 When reading the poem, pause at certain verse lines and encourage children to complete the sentence.

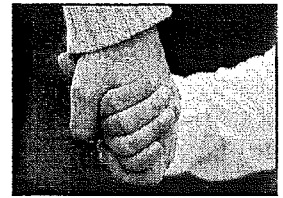
PEDESTRIAN PUPPET & DIARY



Dear Parents

Children need adult help to cross roads until 10 years of age. Learning to cross the road is like learning to swim; it needs years of practice from an early age, in closely supervised conditions, with a good teacher.

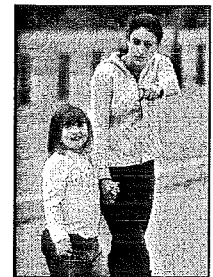
This home activity is our 'Pedestrian Puppet & Diary'. Your child has been selected to look after the pedestrian puppet for the next two nights.



Please complete these actions with your child and the pedestrian puppet.

1. Please practise crossing real roads using these five steps with your child.

Preparing to cross phase	<ul style="list-style-type: none"> Step 1: Choose the safest place to cross Step 2: Always have adult help when crossing. Always hold the hand of an adult. Step 3: Stop back from the kerb.
Starting to cross phase	<ul style="list-style-type: none"> Step 4: Look in all directions for traffic, listen for traffic; think about when it is safe to cross. When the road is clear, walk straight, and quickly, across the road.
Crossing phase	<ul style="list-style-type: none"> Step 5: Keep looking, listening and thinking about the traffic as you cross.



2. Write about what you, your child and the pedestrian puppet did in the diary. Your child can draw a picture showing what happened. Feel free to help with the picture (maybe label the characters).
3. Your child will show and/or read the diary entry to his/her classmates when he/she returns it to class.

You have a very important role in teaching and influencing your child's behaviour. To find out more about helping your child learn about crossing the road, please read the enclosed pamphlet or watch the video. Children are not capable of crossing roads without adult help until 10 years of age.

Thanks,

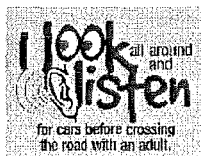
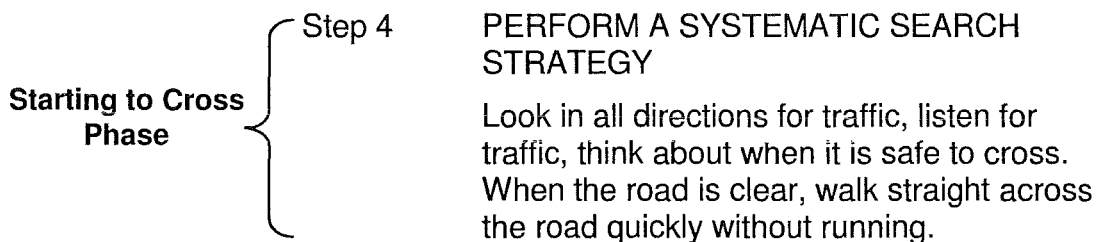


P.S. Remember there are 5 key things you can do to keep your child safe near roads.

1. SUPERVISE your child always near roads.
2. HOLD your child's hand when crossing roads.
3. TEACH your child how to safely cross the road, and practise this skill.
4. INVOLVE your child in the road crossing by asking them to help make decisions about when it is safe to cross.
5. MODEL safe road crossing behaviour - set them a good example.

LEARNING OUTCOME 2

REVIEW OF ROAD CROSSING STEP 4



AIMS

To review the fourth step (starting to cross phase) of the five step sequence.

To show children the systematic search strategy to be performed before crossing the road, with the help of an adult.

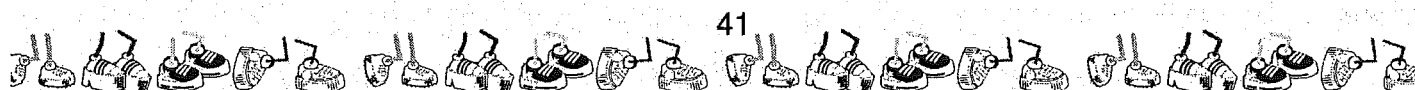
To encourage children to look for traffic in all directions, listen for traffic and think about when it is safe to cross the road.

PREPARATION

- Discussion Prints 1-5
- 'First Best Friends' storybook
- Headband labels of characters
- Resource Sheet 2.1 'Road Safety Camera' story
- Resource Sheet 2.2 'First Best Friends' speech bubble
- Resource Sheet 2.3 'What We Saw
- Resource Sheet 2.4 'Puppet Speech Bubble'
- Newspaper, paper bags & paper plates
- Song lyrics - Resource Sheet 2.5 'Cross the Road'
- Resource Sheet 2.6 'Camera Instructions for Teachers'
- Resource Sheet 2.7 'Camera Parent Letter'
- Look all around and listen for cars sticker
- Cameras

DISCUSSION PRINTS

- ✋ Show Discussion Prints 1-5.
- ✋ Ask children what they think is happening in the picture.
- ✋ Emphasise the starting to cross phase, road crossing step 4 but explain in the context of the five steps.



WHOLE-CLASS ACTIVITY 2

MAT SESSION

1. Read children the story "First Best Friends" by Margaret Wild
2. Discuss the steps that Tom Timothy King, Jasmine and Jasmine's mum go through before crossing the road. These steps included:
 - Crossing at the safest place – the pedestrian crossing (Page 19);
 - Holding each others' hands (Page 9);
 - Stopping back a safe distance from the kerb (Page 16); and
 - Looking and listening for traffic in all directions; thinking about when it is safe to cross (Page 16).
3. Encourage the children to retell the story. What things did Timothy Tom learn?

OUTDOOR ACTIVITY

Take children outside.

Select children to be the characters in the story. Provide chosen characters with labelled head bands and clothing similar to what each character was wearing, e.g. dress for Jasmine's mum. Teacher re-reads sections of the story and children role play the situations as they present themselves. Encourage children to use similar dialogue as used by the characters, especially Jasmine.

'Stop! You should always stop, look and listen for cars and think before you cross the road'.

'Stop! You must look for cars even if the light is green'.

'Stop! You have to wait for the crossing supervisor to say when you can cross the road'.

To reinforce the systematic search strategy have the whole class practise the starting to cross phase, road crossing step 4, together.

- Look in all directions for traffic (remind children they may have to look behind them); listen for traffic; think about when it is safe to cross;
- When the road is clear, walk straight across the road quickly without running.



GAME "TREASURE HUNT" - SEARCHING WITH OUR EARS & EYES

✎ Children listen and identify certain sounds whilst sitting with a partner in different surroundings. Locations include:

1. Inside classroom with eyes closed;
2. Inside classroom with eyes open;
3. Outside classroom near the road (stay within school boundary) with eyes closed. This activity to be completed under close adult supervision; and
4. Outside classroom near the road (stay within school boundary) with eyes open. This activity to be completed under close adult supervision.

For activities where children have their eyes closed, a blindfold could be used.

✎ Children listen and search and identify trucks, cars, pedestrians, road signs etc in a specified area.

INTRODUCTION OF CAMERA

Place the camera into a bag.

Read children the 'Guess what's in the Bag' story about the class road safety camera (Resource Sheet 2.1) and how it will be used to take photos to teach them how to cross the road safely.

Use the discussion print photos of Steps 1-5 to demonstrate what a camera can do and ask children to sequence these photos.

Key Point - Which two people are always in the photo? – An adult and child.

OUTDOOR ACTIVITY

Take children outside. Teacher demonstrates how to use the camera.

Teacher Assistant/Parent Helper will be the adult in each picture.

Take five different pictures using five different children to demonstrate the five road crossing steps.



LEARNING AREA TASKS

Writing 1

Best Friends Mural

1. After reading the 'First Best Friends' story organise children to work in groups of four to create a four-part picture mural that retells the key messages passed on from Jasmine to Tom Timothy King in the story.
2. Using Resource Sheets 2.2 each child is to illustrate in one of the four speech bubbles the key message of Jasmine's statement to Tom Timothy King. The teacher should verbalise each statement so that the children know what to illustrate.
 - On the 1st page the speech bubble says: 'Choose the safest place to cross'.
 - On the 2nd page the speech bubble says: 'Hold hands with an adult'.
 - On the 3rd page the speech bubble says: 'Stop back from the kerb'.
 - On the 4th page the speech bubble says: 'Look in all directions for traffic, listen for traffic, think about when it is safe to cross'.
3. Arrange the four completed pictures in a sequence to tell the story. Title each completed mural: '**Best Friends Cross the Road Safely Holding Hands with an Adult**'.

Writing 2

- #### Resource Sheet 2.3 'What We Saw and Heard Outside Near the Road'.
- #### Children draw or glue pictures from magazines of things they saw and heard outside when participating in the 'Searching with Our Eyes and Ears' Activity.
- #### Ask children:
- What did they see/hear that might help them to cross safely?
 - What things did they see hear that might make crossing difficult?



Discussion point

1. Discuss the importance of using our senses before we cross the road.

2. Ask children:

- What do we do with our eyes?
- Where should we look?
- What do we do with our ears?
- What should we be listening for?
- What do we need to think about?

☺ On completion of this activity, hand out the 'I look all around and listen for cars before crossing the road with an adult' sticker.

Art/Craft

Puppets

1. Children make a puppet representing one of the characters in the 'First Best Friends' story (Jasmine, Jasmine's mum, Tom Timothy King). Use paper bags filled with twisted newspaper for the bodies. Add paper plates as their faces.
2. Attach a speech bubble (Resource Sheet 2.4) or identification tag that says:

'Hello, I am _____,
(teacher/child prints name of character created)

3. Ask the child, 'what does this person do in the story?'

Prompt child with options below. Teacher to print message and verbalise back to the child.

- 'I look in all directions for traffic'.
 - 'I always hold the children's hands'.
 - 'I listen for traffic'.
 - 'I ask Jasmine how to cross the road safely'.
 - 'I tell Tom Timothy King how to cross the road safely'.
 - 'I hold the children's hands when we cross the road'.
4. Paper bag puppets and speech bubbles could be arranged in a wall display (standing in sand/plant pots). Attach a title to the display '**Best Friends Cross the Road Safely Holding Hands With an Adult**'.



Music / Movement

♫ Resource Sheet 2.5 "Cross the Road" song lyrics

Teach song/rhyme (see notes with song).

Poems & Rhymes

'To Stop' (clap as you say)

I have two feet to stop, stop, stop.

I have two eyes to see, see, see.

I have two ears to hear, hear, hear.

I have two hands to hold, hold, hold.

I have one head to think, think, think.

Now it's safe to cross. Let's go, go, go.

✋ Teach children the rhyme. Add actions to each verse, e.g. stomp feet, point to eyes and ears, walk across pretend road.

✋ Discuss with children the senses used when crossing the road and what each sense is used for, e.g. our ears are used to listen for traffic.

Home Activity 2

Book

- Explain to all students the procedure of taking home the class story book 'First Best Friends'.
- Begin the roster for taking home the class story books (four copies per class).

Camera

- Explain to all students the procedure for taking home the class road safety cameras (see Resource Sheet 2.6 for instructions).
- Begin roster for taking home the cameras. Ensure the note to parents about the camera goes home as well (Resource Sheet 2.7).



CONSTANT POSITIVES ACTIVITIES

Dough

Add foot shaped dough cutter.

Daily Living Centre

Add eye glass frames, head phones.

Block Centre

Add cars, trucks, buses, small wooden traffic signs (if available).

Puzzle Centre

"About Me" puzzles, our senses, body parts.

Painting Centre

Encourage children to paint a picture of their face paying special attention to their eyes and ears.

Outdoor

Paint a crossing on the footpath or add black plastic and cardboard to represent a footpath or zebra crossing. Add footprints to represent safer routes.

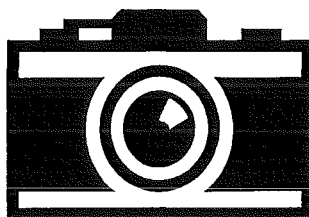
Construction

Add boxes, fabric, papers of varied shapes. Allow children to use materials freely to make a vehicle or bike. Also make a large and small person. Use these models for role play activities.



ROAD SAFETY CAMERA STORY

'Guess What's in the Bag?'



Good morning everyone.

I have something very special in this bag that we are all going to use.
I am going to tell you some things about it.
Then I want you to try and guess what it is.

Listen very carefully to all the clues I give you.
I will show you some pictures around the room that this thing has helped to make.
Then put your hand straight up when you think you know what it is.
Are you ready?

- I take pictures.
- I have a small hole that you look through.
- I have a special button that you press.
- I can make pictures like this, (*point to first discussion print picture/s*),
this one (*point to second discussion print picture/s*),
this one (*point to third discussion print picture/s*),
this one (*point to fourth discussion print picture/s*), and
this one (*point to fifth discussion print picture/s*),
- The sound/letter at the beginning of my name is Cc.

Do you know what I am?

(If children need more time, or more clues):

1. Repeat those listed above.
2. Allow children the opportunity to feel the camera, without looking.

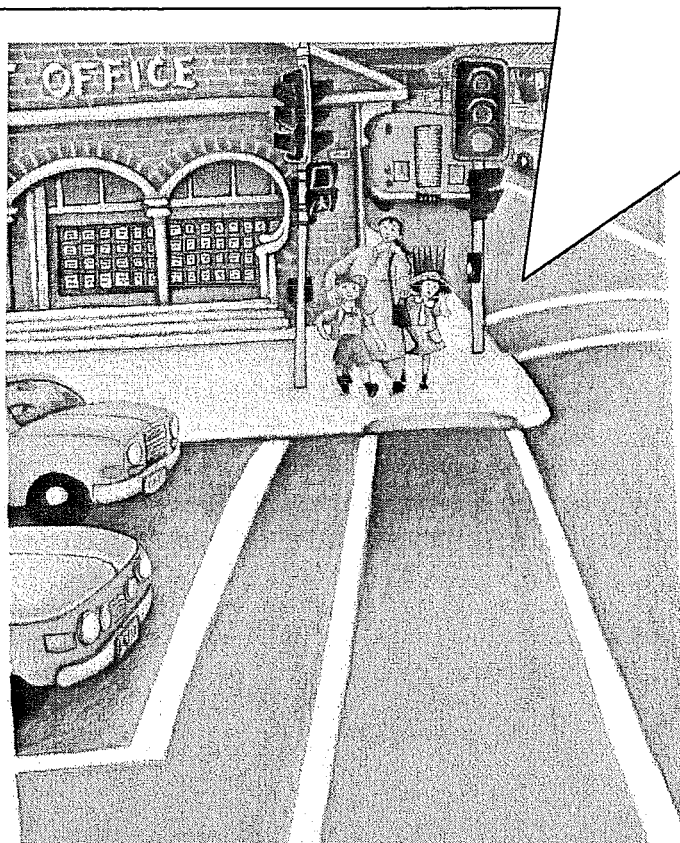
Do you know what I am?

Congratulate child who guesses correctly.

You are going to take this special camera home to take photos of you and your parents crossing the road safely by remembering all the things we have practised here at school.

Let's go outside and practise what we have learnt and take some photos to show what we know and to learn what our special camera can do.

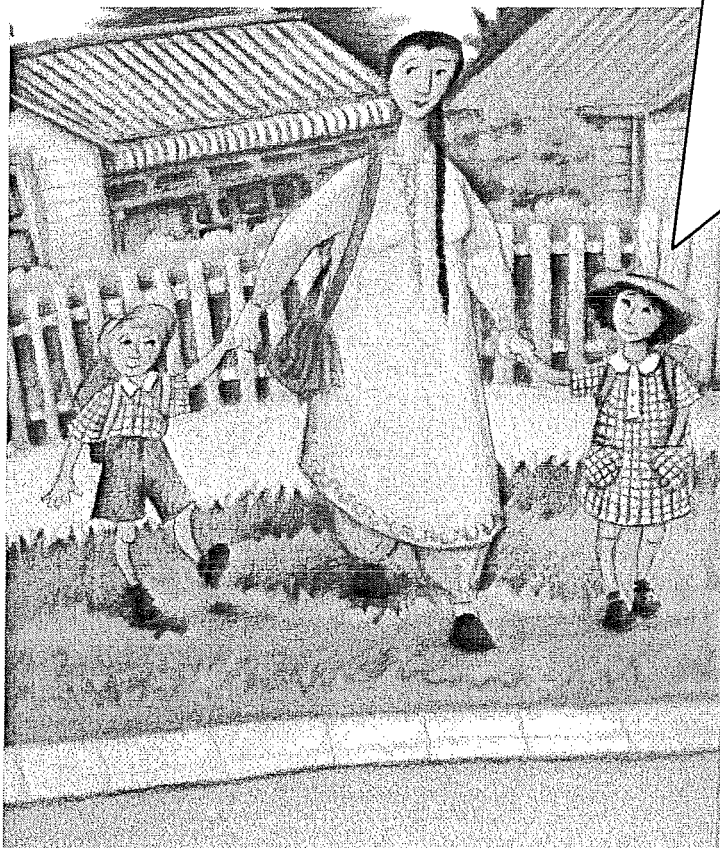
‘Choose the safest place to cross’



‘Hold hands with an adult’



‘Stop back from the kerb’



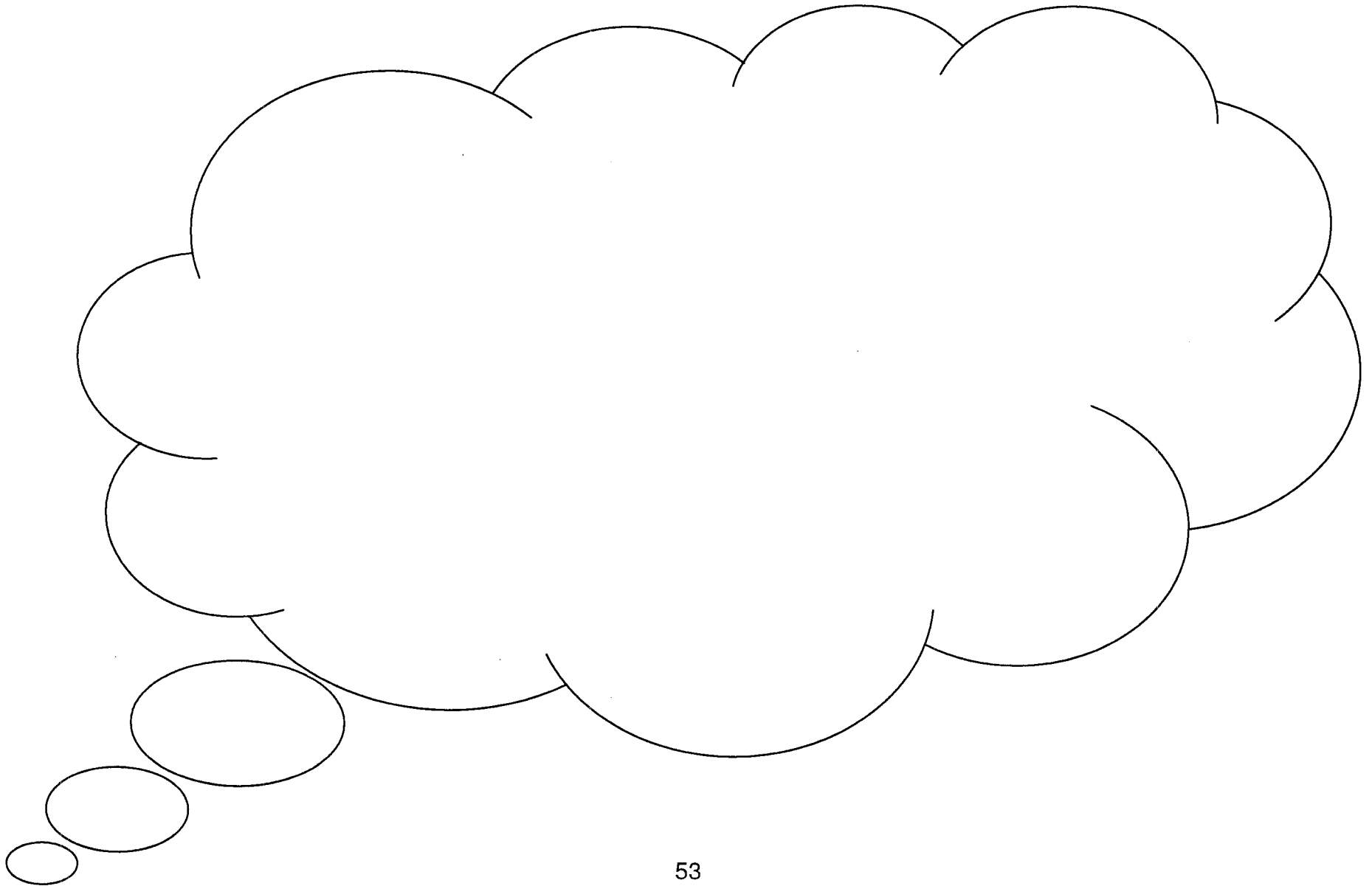
**‘Look in all directions for traffic, listen
for traffic, think about when it is
safe to cross’**



WHAT WE SAW AND HEARD OUTSIDE NEAR THE ROAD.



Resource Sheet 2.4



CROSS THE ROAD

(to the tune of 'Mary Had a Little Lamb')

When it's time to cross the road, cross the road, cross the road
When it's time to cross the road
Safe place, hold hands, step back.

Look and listen all around, all around, all around
Look and listen all around
Keep thinking, stay on track.

OR
(say it as a poem/chant)

When it's time to cross the road,
Safe place, hold hands, step back.
Look and listen all around
Keep thinking stay on track

Additional ideas

- ✎ Teach children the song/poem using the key instructional pictures or role-play the actions.
- ✎ Put the pictures in the order as they are sung/spoken.
- ✎ Discuss which key pictures are not included.
- ✎ Can they suggest a verse to be added that includes the missing picture/s?

Road Safety Camera

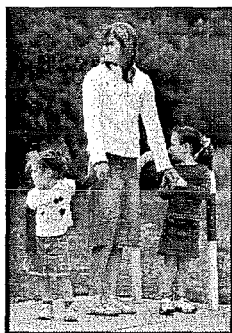
Instructions for Teachers

1. Introduce the road safety cameras to children (Whole Class Activity 2) by reading the story (Resource Sheet 2.1).
2. Compile a roster for when the cameras will be taken home with each child. For those teachers with split classes, please ensure all the pre-primary children have an opportunity to take the camera home before the children in other years.
3. Explain to the children that the road safety camera will go home with them for two nights at some stage during the term. Explain that when it is their turn with the camera they need to complete the following:
 - Ask an adult to go with them to practise crossing the road safely following the five road crossing steps.
Step 1: Choose the safest place to cross
Step 2: Always ask an adult for help when crossing. Always hold the hand of an adult.
Step 3: Stop back from the kerb.
Step 4: Look in all directions for traffic, listen for traffic; think about when it is safe to cross. When the road is clear, walk straight, and quickly, across the road.
Step 5: Keep looking, listening and thinking about the traffic as you cross.
 - While practising the steps, they need to take a photo of safe road crossing behaviour (for classes with less than 27 students, children can take two photos).
 - Once they have practised crossing the road with an adult and have taken a photo, they need to return the camera to the class for the next child to take home.

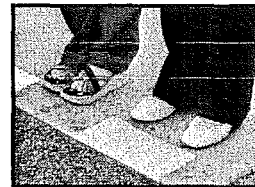
- 4. When all photos have been used, mail the camera to Marnie House who will organise the developing and arrange for a copy of the photos to be sent to your class. Please mail the cameras to:
Marnie House
Child Health Promotion Research Unit
Edith Cowan University
Churchlands WA 6018
Please ensure you include with the camera your school name, class number and teacher's name so you can receive your developed photos.

5. If all children have had a turn at taking the cameras home and there are still shots left over please take photos of the road safety activities you are doing with the children.

Road Safety Camera



Dear Parents



Our class is working with Edith Cowan University as part of the *Walk with Your Kids* children's pedestrian safety project. Pedestrian injury is the leading cause of death among 5-9 year old children in Australia. We are teaching the children the five steps necessary to help them cross the road safely with adult help.

This take home activity is our 'Road Safety Camera'. Your child has been selected to be the 'Road Safety Photographer' for the next two nights.

Can you please complete the following?

- ✋ Hold your child's hand and take them to practise crossing the road safely following the five road crossing steps.

- | | | |
|--------------------------|---|---|
| Preparing to cross phase | { | <p>Step 1: Choose the safest place to cross</p> <p>Step 2: Always ask an adult for help when crossing. Always hold the hand of an adult.</p> <p>Step 3: Stop back from the kerb.</p> |
| Starting to cross phase | { | <p>Step 4: Look in all directions for traffic, listen for traffic; think about when it is safe to cross. When the road is clear, walk straight, and quickly, across the road.</p> |
| Crossing phase | { | <p>Step 5: Keep looking, listening and thinking about the traffic as you cross.</p> |

- ✋ Ask another person to take **two photos** of you and your child practising crossing the road.
- ✋ Once you have practised crossing the road with your child and taken the photos, please return the camera to the class for the next child to take home.

When all of the children have taken their photos, the film will be developed and your child will receive a copy of the photo he/she took.

You have a very important role in teaching and influencing your child's behaviour. Thank you for supporting us with this important part of your child's safety and learning journey.

Kind regards



LEARNING OUTCOME 3

REVIEW OF ROAD CROSSING STEP 5

Crossing Phase

{ Step 5

KEEP LOOKING, LISTENING &
THINKING AS YOU CROSS



AIM

To encourage the children to keep looking, listening and thinking as they cross the road.

PREPARATION

- Discussion Prints
- Resource Sheet 3.1 'Shopping List'
- Empty food cartons
- Resource Sheets 3.2(a), 3.2(b) 'Car and Truck'
- Resource Sheet 3.3 'Key words'
- Resource Sheet 3.4 'Hand Cookie Recipes'
- Resource Sheet 3.5 'Hand Envelope'
- Magazine pictures
- Resource Sheet 3.6 'Road Crossing Mural'
- Song lyrics - Resource Sheet 3.7 'The Way we Cross the Road'
- Resource Sheet 3.8 'Body Cards'
- Keep watching for cars sticker
- Hand cookie cutter
- Hand cookie pastry
- Brown paper
- Balls/bean bags/cones
- A3 paper

DISCUSSION PRINTS

- 👉 Review Discussion Prints 1-5.
- 👉 Discuss the crossing phase, road crossing step 5.
- 👉 Ask children what we should be looking, listening and thinking about as we cross the road with an adult.



WHOLE-CLASS ACTIVITY 3

MAT SESSION - 'WALKING TO THE SHOP'

1. Write a shopping list with products available in the Daily Living Centre (see Resource Sheet 3.1 for sample). Teachers may like to bring in empty cartons of milk, eggs, breakfast cereals, biscuit boxes etc from home.
2. Set up a pretend road in between the 'shop' (daily living centre) and the mat.
3. Children sit in a circle and while music is played they pass the shopping list around as in 'pass the parcel'.
4. When the music stops, the child with the shopping list stands and walks over to an adult asking him/her to hold his/her hand as he/she walks to the shop.

The adult and child must complete the five road crossing steps on the way to the shop crossing the pretend road.

5. Once they reach the shop (Daily Living Centre) they get the items on their list and return crossing the road again.

The other children help the child by calling out the road crossing steps.



GAME - "Obstacle Crossing"

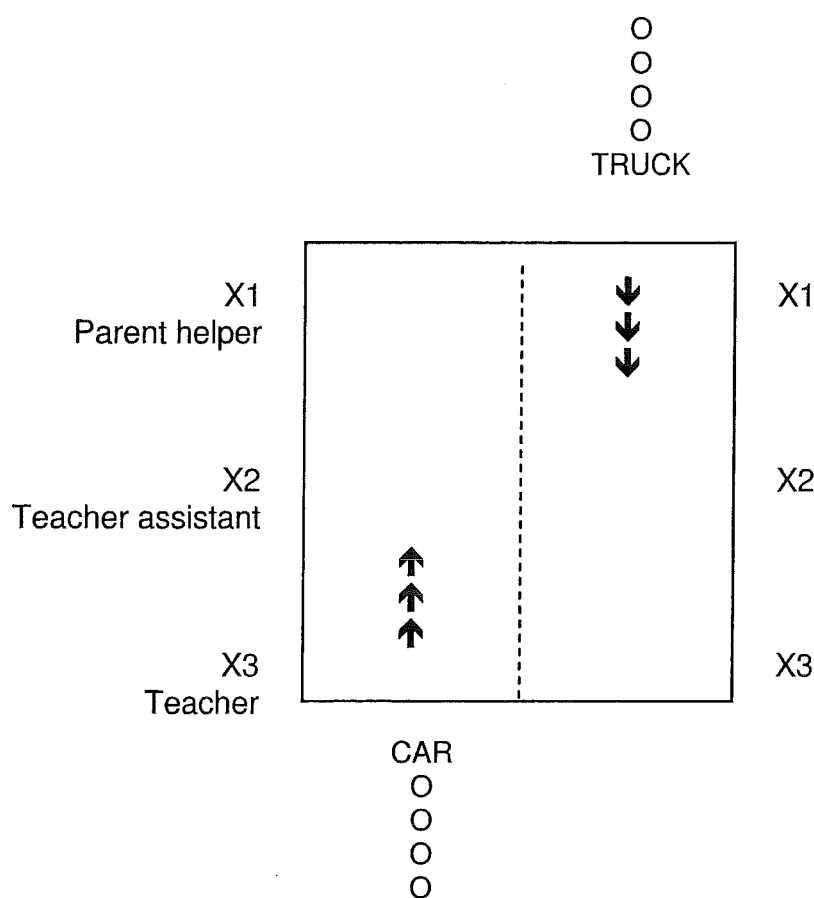
The purpose of this activity is to apply the starting to cross a road and road crossing phases. It will also involve children exploring judging gaps, speed and distance of approaching and passing vehicles.

1. Define rectangular area with beanbags/cones as outlined in diagram below.
2. Organise children into the following groups:

X1, X2, X3 = Three pairs of children, one of each pair will be holding a small ball and standing on one side of the outlined area. Next to these children will be the teacher, teacher assistant and parent helper. The partner of each child will be on the opposite side of the outlined area sitting.

OOOOTRUCK = Five to ten children (leader will be holding picture of truck, Resource Sheet 3.2a).

OOOOCAR = Five to ten children leader will be holding picture of car, Resource Sheet 3.2b).



3. On the word "go", CAR and TRUCK lines **walk** in single file to the opposite ends of the defined area, turn around, line up and sit down.
4. The children who are standing with ball, X1, X2, X3, hold the hand of their adult partner (teacher, teacher assistant, or parent helper) and **walk** across to their seated partner on the opposite side to give him/her the ball he/she is carrying.
5. The children crossing must apply the 'starting to cross' and 'crossing phase' to avoid the CAR and TRUCK lines of children.

The starting to cross phase is: look in all directions for traffic, listen for traffic, think about when it is safe to cross. When the road is clear, walk straight, and quickly, across the road without running.

The crossing phase is: keep looking, listening and thinking about the traffic as you cross with an adult.

6. The adult partners need to assist children in their decision making processes and gap judgement.

LEARNING AREA TASKS

Writing

👉 Resource Sheet 3.3 'Key Words'

1. Place words from Resource Sheet 3.3 (STOP, LOOK, LISTEN, THINK) in the centre of the writing table. Discuss each word with the children.
2. Enlarge Resource Sheet 3.3 to A3 and instruct children to trace and say each word (with help if necessary).
3. Children then demonstrate and verbalise the key message they associate with that word.
4. Teacher to scribe what each child verbalised in the speech bubble.



Art / Craft /Cooking 1

✋ Hands - See Sample Recipe 3.4 or use pre-prepared sweet shortcrust pastry.

1. Make salt dough or edible 'cookie' hands using the cookie cutters to show large and small hands.
2. If Salt Dough is used, the hands can be painted and varnished.
3. If sweet pastry is used, the hands can be decorated with smarties as fingernails.

This activity is to re-emphasise that all pre-primary children MUST hold an adult's hand when crossing the road and that this is the most important thing to remember when crossing the road.

✋ Resource Sheet 3.5 "Hand Cookie Envelope"

1. Instruct students to write their name, cut around the template and then glue where indicated to make an envelope for their hand cookie.
2. Explain to the children the envelope represents the adult's hand they slip their hand into.

Art / Craft 2

✋ Road Crossing Mural

1. Using a long strip of brown paper, draw a road with alternative safe places to cross at various places along the strip. This could be a whole class mural.
2. Prepare/cut out sponge/material/paper people (adult and child) (stencil sample on Resource Sheet 3.6).
3. Children paste adult and child cut outs onto the Road Crossing Mural so that they appear as though they are crossing the road holding hands (observing the key safety messages learnt so far).
4. Children explain/verbalise to teacher the actions of their adult and child. Teacher scribes the message onto the Road Crossing Mural.



Art / Craft 3

Our Road Crossing Senses

1. Cut out magazine pictures of all body parts that are important when crossing the road, e.g. adult hand touching children's hands, eyes, glasses, ears, heads/hair (to represent thinking) and lips/mouth (to represent voice to ask an adult for help).
2. Display these as a mixed collage on an A3 sheet of paper.
3. Children demonstrate and verbalise what each sense represents when crossing the road.

Music / Movement

Resource Sheet 3.7 'The Way We Cross the Road' song lyrics

1. Teach song.
2. Take children outside and act out the song using a footpath or an internal road within the school (see notes for suggested activities with song).

Resource Sheet 3.8: 'Body Cards'

1. Each of the body cards represents a key sense/element that is used in the road crossing procedure, e.g. eyes – looking for traffic, feet – stopping back from the kerb, mouth – asking an adult for help.
2. Show children the body part picture cards and discuss the function of each card.
3. As you play music, hold up a body card and children demonstrate the function of that body part, e.g. ear – hand to ear to signal listening for traffic, feet – stop and step back to demonstrate stopping back from the kerb.



Poems & Rhymes

👤 Teach children the road crossing rhyme.

Take children outside to the basketball courts and set up a pretend road. While reciting the rhyme, ask children to add the corresponding movements (**bolded in rhyme**) following the safe road crossing sequence.

Let's Go Walking

'Let's go walking down the street down the street, down the street,

*Let's walk slowly with our feet, **hold hands** tightly.*

*Let's **stop walking at the kerb**, at the kerb, at the kerb,*

*Let's **look closely** with our **eyes**, **listen** carefully.*

*When it's **safe to cross** the road, cross the road, cross the road*

***Walk** and **think** as we all go, we are safe now.'*

Home Activity 3

- Children take home their salt dough/cookie hands in hand envelope which asks parents to practise crossing roads holding their child's hand.
 - Direct children to put their 'hand' in the hand of an adult who cares for them and remind them to hold their hand when crossing the road.
 - Ask students the day after the hands go home who practised crossing the road with an adult.
- ☺ Distribute 'I keep watching for cars when I cross with an adult' sticker.



CONSTANT POSITIVES ACTIVITIES

Dough

Add person shaped dough cutter.

Daily Living Centre

Use clothes freely to role play.

Block Centre

Add small blocks to use freely.

Puzzle Centre

Transport puzzles of various vehicles.

Painting Centre

Add rollers, shape templates.

Outdoor

Walk along a footpath. Paint adult and child footprints. Painted footprints identify the safest route to school.

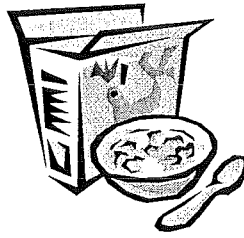
Construction

Add boxes, fabric, and paper of varied shapes. Allow children to use freely to make something they might see on the road, eg: a car or truck.

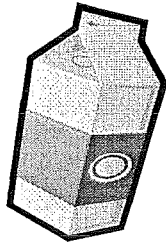


SHOPPPING LIST

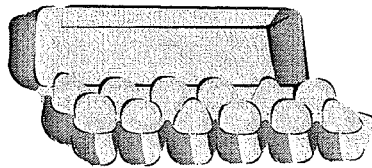
- Cereal



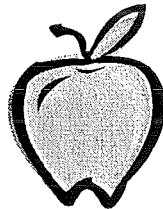
- Milk



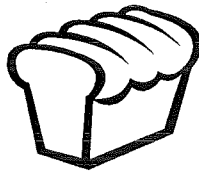
- Eggs



- Apples



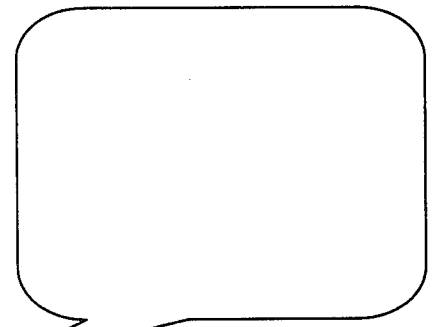
- Bread



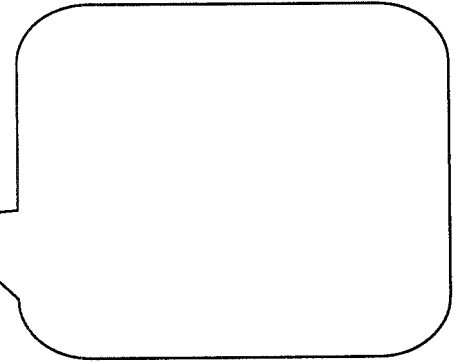




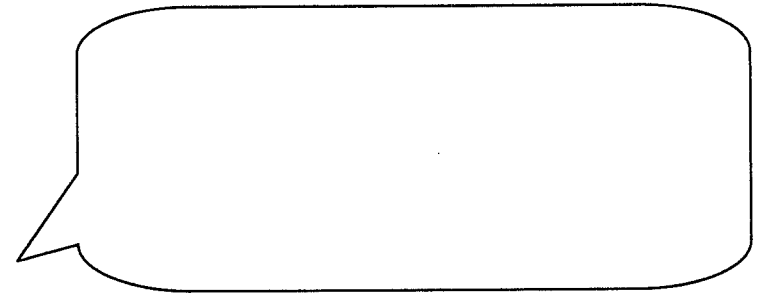
Stop back from the kerb.



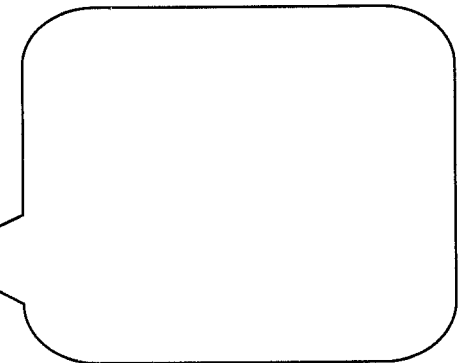
Look for traffic in all directions.



Listen for traffic.



Think about when it is safe to cross.





HAND RECIPES



SALT DOUGH RECIPE (NOT EDIBLE)

Ingredients

3 cups flour
1 cup salt
1 cup water

Method

Mix all ingredients together and knead into workable dough. Roll out to 1-2 cm thickness on floured surface. Use hand cookie cutter to cut hand shapes. Place onto greased tray.

Bake in 120°C for 4-5 hours. Leave to cool down.

Once cooled have children paint hands and then varnish.

SWEET SHORTCRUST PASTRY HAND COOKIES RECIPE (EDIBLE)

Ingredients

260g plain flour
60g icing sugar
250g butter, grated
pinch of salt
2 tablespoons cold water
1 egg, lightly beaten

Method

Sift flour, icing sugar and salt onto a bench top. Add butter and water and knead together, until a smooth pastry forms. Refrigerate for 20 minutes.

Place dough on a floured surface, and roll out to 1-2cm thickness. Use hand cookie cutter to cut hand shapes and place onto greased tray.

Bake in a preheated 180°C oven for 10-15 minutes.

ROAD CROSSING STEPS

Step 1: Choose the safest place to cross

Step 2: Always ask an adult for help when crossing.
Always hold the hand of an adult.

Step 3: Stop back from the kerb.

Step 4: Look in all directions for traffic, listen for traffic; think about when it is safe to cross. When the road is clear, walk straight, and quickly, across the road.

Step 5: Keep looking, listening and thinking about the traffic as you cross.

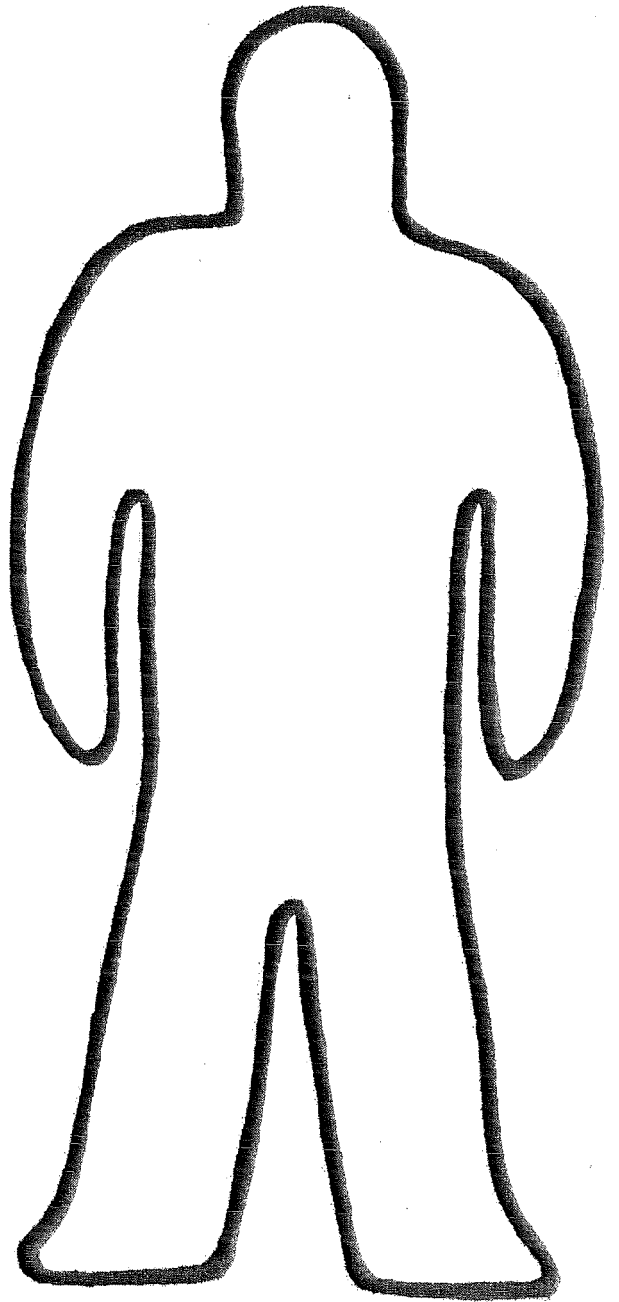
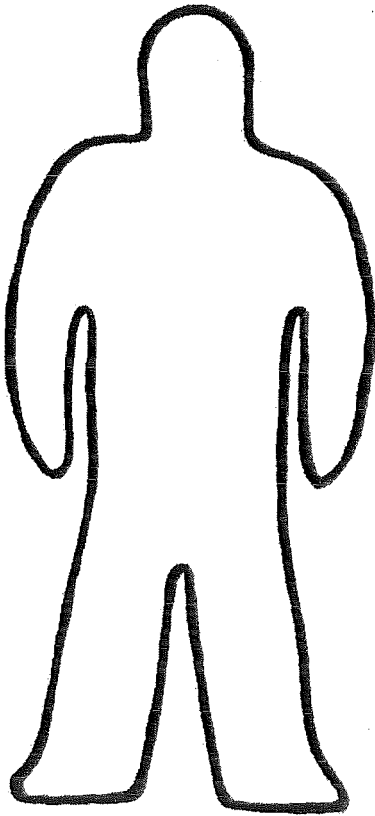
Love

We made these hands at school today.
Can I put my hand into yours?
Let's go and practise crossing the road
holding hands remembering to
keep looking, listening and thinking
as we cross?



Hi Mum/Dad

HAND ENVELOPE



THE WAY WE CROSS THE ROAD

(to the tune of 'Here we Go Round the Mulberry Bush')

This is the way we cross the road, cross the road, cross the road
This is the way we cross the road
We all hold hands

We choose the safest place to cross, place to cross, place to cross
We choose the safest place to cross
We all hold hands

We always stop back from the kerb, from the kerb, from the kerb
We always stop back from the kerb
We all hold hands

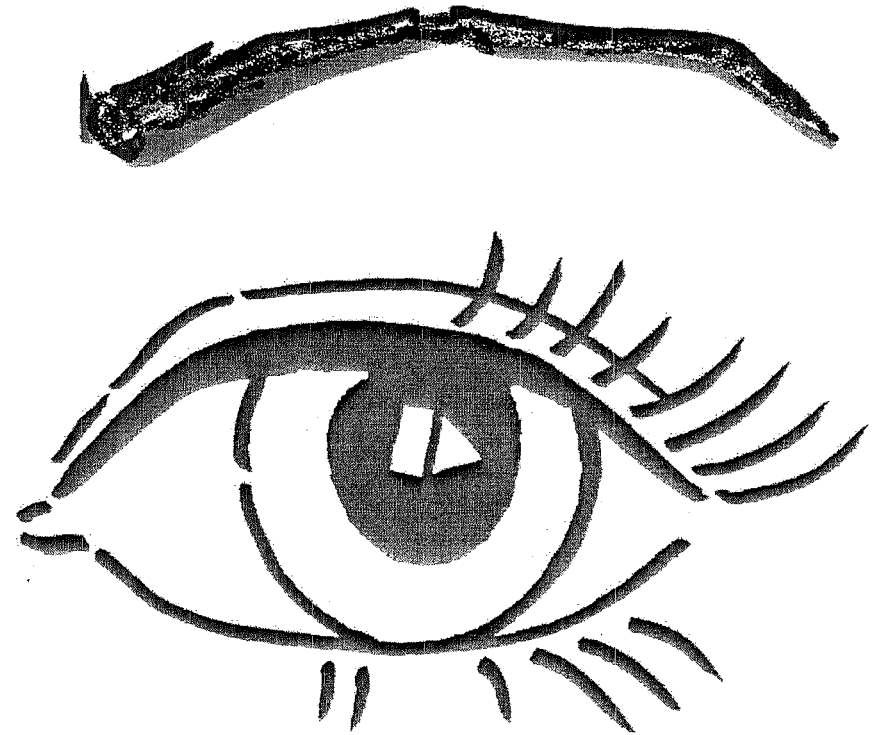
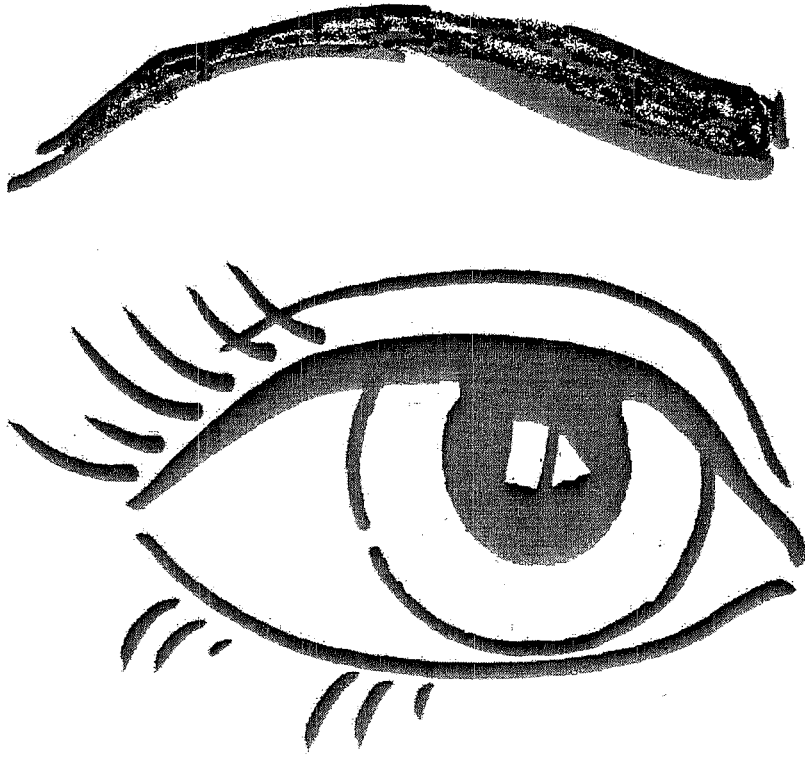
We look and listen for a car, for a car, for a car
We look and listen for a car
We all hold hands

When it's safe we walk straight across, straight across, straight across
When it's safe we walk straight across
We all hold hands

Keep looking and listening and thinking a lot, thinking a lot, thinking a lot
Keep looking and listening and thinking a lot
Until we're safe across

Additional idea

- ✎ Take children outside and sing the song whilst walking on the grass alongside a school path (the path is to become the road). Children walk along the edge of the path (road) and stop when they get to the teacher, assistant or parent helper. At the correct verse in the song, individual children, cross the path with the assistance of the adult. (following all the key teaching actions). Keep singing until all children are across the path (road) safely.

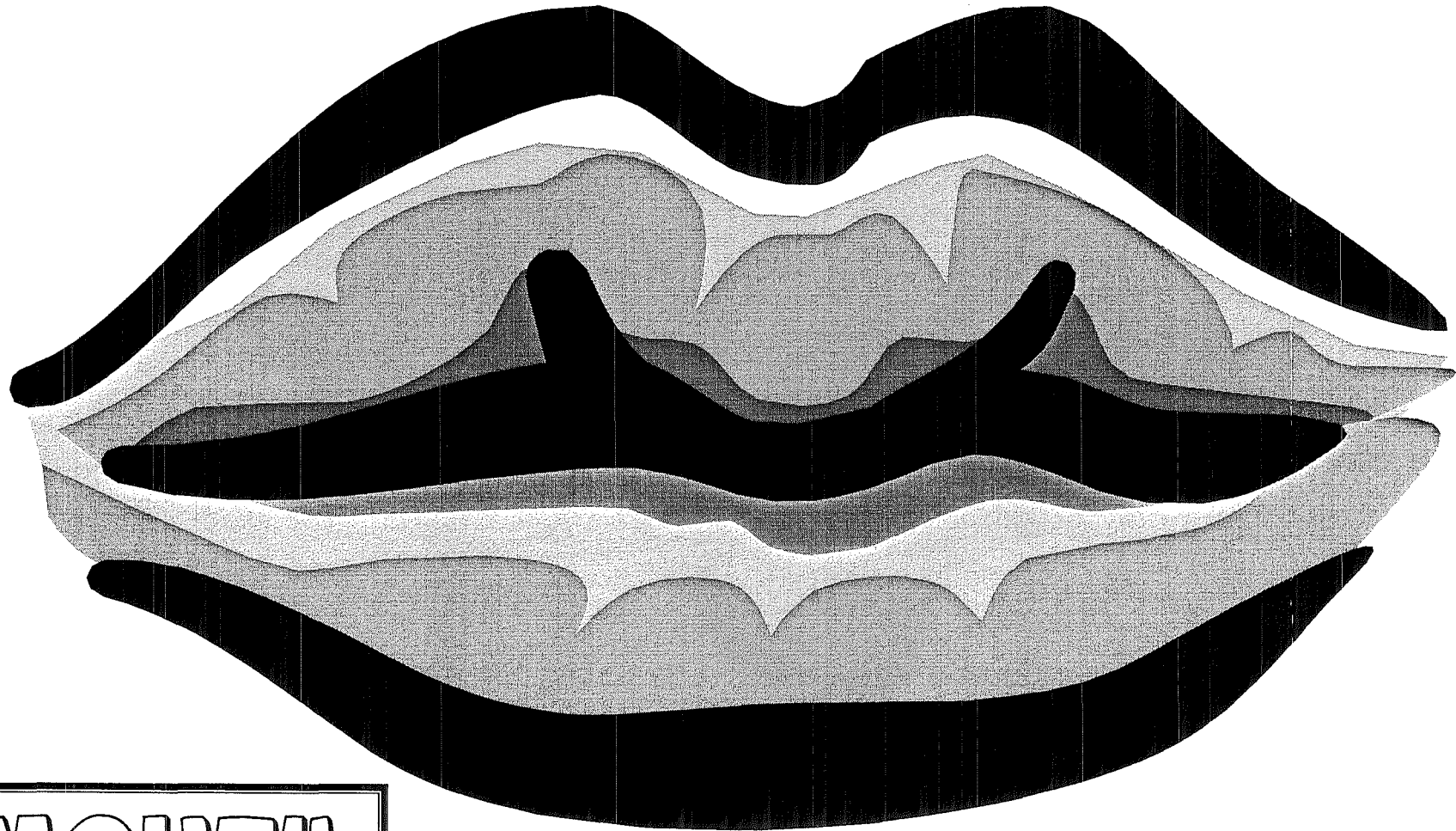


EYES

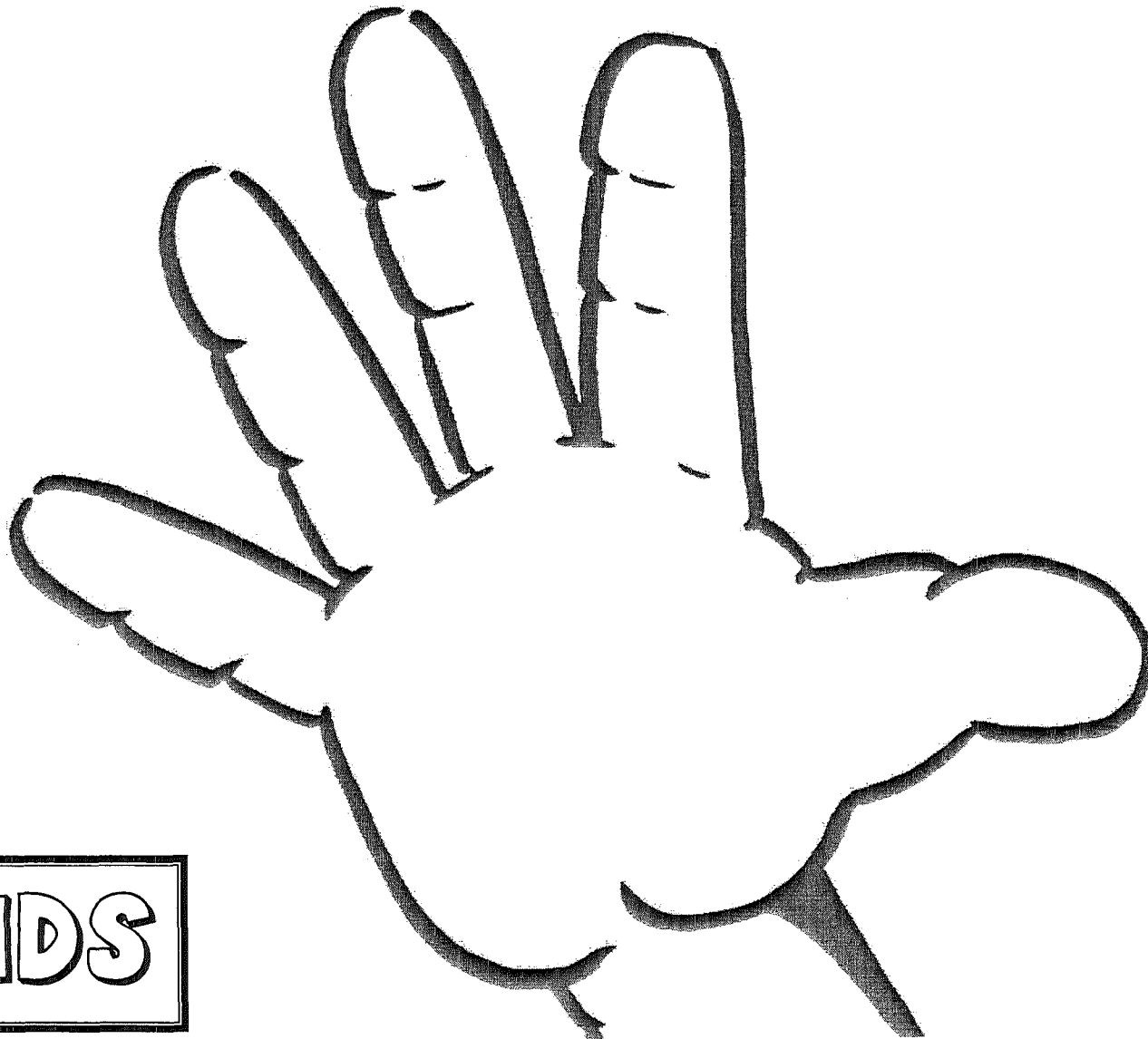




FEET



MOUTH

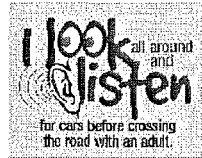


HANDS

LEARNING OUTCOME 4

SEQUENCING

SEQUENCING THE FIVE ROAD CROSSING STEPS



AIM

To encourage the children to know and apply the five road crossing steps.

PREPARATION

- Discussion Prints 1-5
- Resource Sheet 4.1 'Letter to Parents'
- Resource Sheet 4.2 Large numbers 1-5
- Resource Sheet 4.3 A4 road crossing step photos pictures
- Five hoops
- Resource Sheet 4.5 'Sample Road'
- Resource Sheet 4.4 'Sequencing'
- Song lyrics – Resource Sheet 4.6 'Cross the Road,' 4.7 'Where is the Big Hand?'
- Hold an Adult's Hand sticker
- Resource Sheet 4.8 'Crossing Checklist'
- Glue/scissors

DISCUSSION PRINTS

👤 Show Discussion Prints 1-5.

👤 Ask children to arrange them in the correct sequence.

👤 Introduce problem solving scenarios. Ask children questions:

- What would you do if you need to cross a road and there is no adult that you know to help you?
- What would you do if you are walking with a friend's mum/dad and he/she asked you to cross a road without holding his/her hand?
- What would you do if you are walking with an adult who doesn't know to hold your hand when crossing a road? What could you say?
- What would you do if you are walking with an adult who is about to cross a road with you and his/her hands are full with shopping?



WHOLE-CLASS ACTIVITY 4

MAT SESSION

Read the following letter aloud.

Dear Mum and Dad

These are the steps we have to take to cross the road safely. We must get ready to cross by:

Step 1: Choosing the safest place to cross.

Step 2: Always holding my hand.

Step 3: Stopping back from the kerb.

Step 4: When we are ready to cross we must look in all directions for traffic; listen for traffic; think about when it is safe to cross. When the road is clear, we must walk straight, and quickly, across the road.

Step 5: When crossing the road we need to keep looking, listening and thinking about the traffic as we cross.

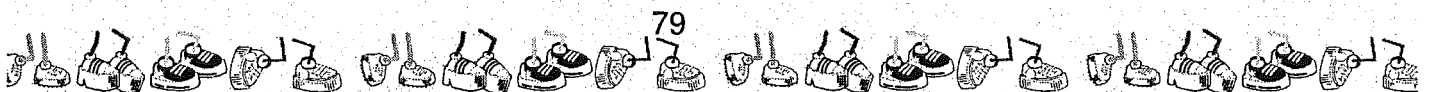
Please remember to always hold my hand.

Love

Pre-primary's from

OUTDOOR ACTIVITY - HOOP SEQUENCING

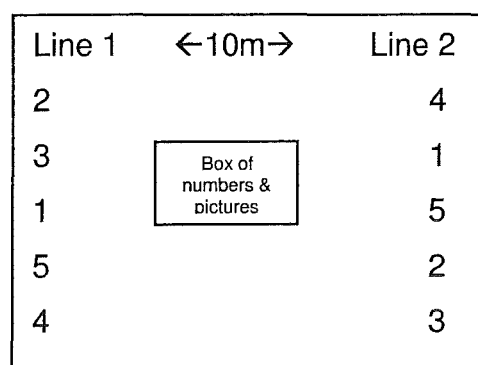
1. Arrange 5 hoops in a row.
2. Place the number cards 1-5 (Resource Sheet 4.2) in each hoop (in the correct order). Place the "and then" connecting cards between each hoop.
3. Children then take turns to walk through the sequence of the hoops whilst holding the pictures of the five steps (Resource Sheet 4.3).
4. As the child steps into each hoop they:
 - Place the correct picture for that step;
 - Verbalise what is happening; and
 - Demonstrate the actions.
5. In between each hoop, the child verbalises 'and then' before stepping into the next hoop, placing the next picture, verbalising, demonstrating and so on. Children need to remember to ask the teacher, teacher assistant or parent helper for their hand to hold in each hoop.



GAME - 'DOG & THE BONE' NUMBERS IN ORDER

(Activity for ten children)

1. Place large numbers and pictures of the five steps on card in box (Resource Sheet 4.2 and 4.3).
2. Arrange children into two lines opposite each other approximately ten metres apart (do this activity with two lines of five).
3. Number children in each line from 1-5 (not in numbered order). Opposing children do not know each others' numbers.



4. Call out a number (remember to call out 1 first then 2 etc...to emphasise the correct sequence of steps). The children with that number run to the centre to find their number and corresponding picture in the box. They must then verbalise what is happening in the picture and demonstrate the road crossing step.

Do not disadvantage the child who gets to the box second. They can join in/correct/prompt the other child when verbalising and demonstrating that step in the sequence.

5. Continue with procedure until all steps are covered.

Rotate class members until all children have played. The adult helper can be used to coordinate the activity.

LEARNING AREA TASKS

Writing

Resource Sheet 4.4 'Sequencing'

1. Children cut and paste the sequence of five pictures in the correct order and have the matching correct key word sequence underneath.
2. Children who are ready may try to print the key words that accompany each step. The keywords are the bolded, capital words on the worksheet. Link the numbers 1-5 in the correct sequence also.

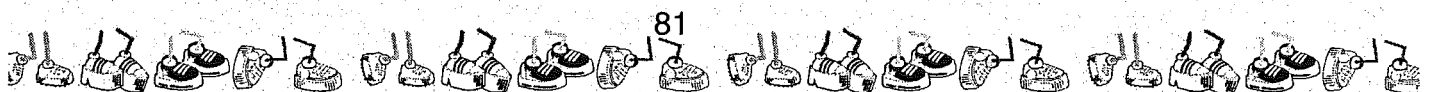
Letter Writing

1. Resource Sheet 4.1 'Dear Mum and Dad'.
2. Help children to verbalise the five road crossing steps in the letter.
3. Children write 'Mum' and/or 'Dad' or the name of another adult at the top of the parent letter.
4. Children write their name at the bottom of the parent letter and draw a picture of themselves crossing the road with an adult.

Art / Craft

Sand and Glue Prints

1. Prepare strips of paper to represent a road, place a question mark on the left hand end of the road, the outline of a stop sign in the middle and a question mark at the right hand end (see sample on Resource Sheet 4.5, if this sample is used enlarge to A3).
2. The children trace around their own hand and an adult's hand after the first question mark and before the stop sign, then trace around their shoe/foot outline below the stop sign and draw the outline of two eyes and two ears before the final question mark.
3. Cover each of the drawn outlines with glue, then sprinkle with sand, torn paper or other mixed media to represent the keys steps to take when preparing to cross the road.



Music and Movement

🎵 Resource Sheet 4.6 'Cross the Road' song lyrics

1. Teach song.
2. Once children have learnt the song, use the pedestrian puppet, (or a class teddy bear if the puppet is on a home visit) to act out the song while they are singing.

🎵 Resource Sheet 4.7 'Where is the Big Hand' song lyrics

1. Teach song.
2. Act out song using large A3 hand and smaller A4 hand prepared on card (use hand outline from Resource Sheet 3.3 'Body Card'). These may be added to wooden poles and children may walk in two rows representing adults and children.

Poems & Rhymes

Hand Rap

*I said hey – hey
You've got to hold my hand
I said hey – hey
Make sure you hold my hand
Now listen all you grown ups
I hope you understand
To cross the road with me
You've got to hold my hand*

(adapted from *Starting Out Safely* Vic Roads 2002)

👋 Teach children the rap. Add actions to each verse, e.g. raise hand to the air when you say 'hey', hold person's hand next to you when you say 'make sure you hold my hand'.

👋 Discuss with children:

- Whose hand should they always hold when crossing roads?
- Why do they need to hold an adult's hand when crossing roads?



Home Activity 4

Letter

1. Ask children to take home the letter about the five steps that they and their parents must remember to do when crossing a road.
2. Using the Resource Sheet 4.8 'Crossing Checklist' encourage children to ask their parents to check their ability to cross a quiet road whilst under parent supervision. Reinforce to children that this activity must be completed holding an adult's hand. Parents are asked to write a comment and score their child's ability to cross the road.

Crossing Checklist

1. Remind children to return the 'Crossing Checklist' to class to receive their road crossing sticker.
- ☺ When checklist is returned, distribute the 'I always hold an adult's hand near roads' sticker.



CONSTANT POSITIVES ACTIVITIES

Dough

Add person shaped dough cutter.

Block Centre

Add wooden shaped people.

Puzzle Centre

Add number puzzles.

Painting Centre

Add number stamps 1-5.

Outdoor

Take children on walks around the school and discuss features of the road environment such as the kerb, traffic lights, footpaths, crossings etc. Discuss the 5 key steps in crossing the road safely, especially holding hands. If possible, arrange for parents to come to school and join in for these sessions.

Construction

Make some boxed cars using cardboard boxes.



Dear _____,

These are the steps I must take to cross the road safely with an adult.

Step 1: We must choose the safest place to cross.

Step 2: Please always hold my hand.

Step 3: We must stop back from the kerb.

Step 4: We must look in all directions for traffic; listen for traffic; think about when it is safe to cross. When the road is clear, we must walk straight, and quickly, across the road.

Step 5: Keep looking, listening and thinking about the traffic as we cross.

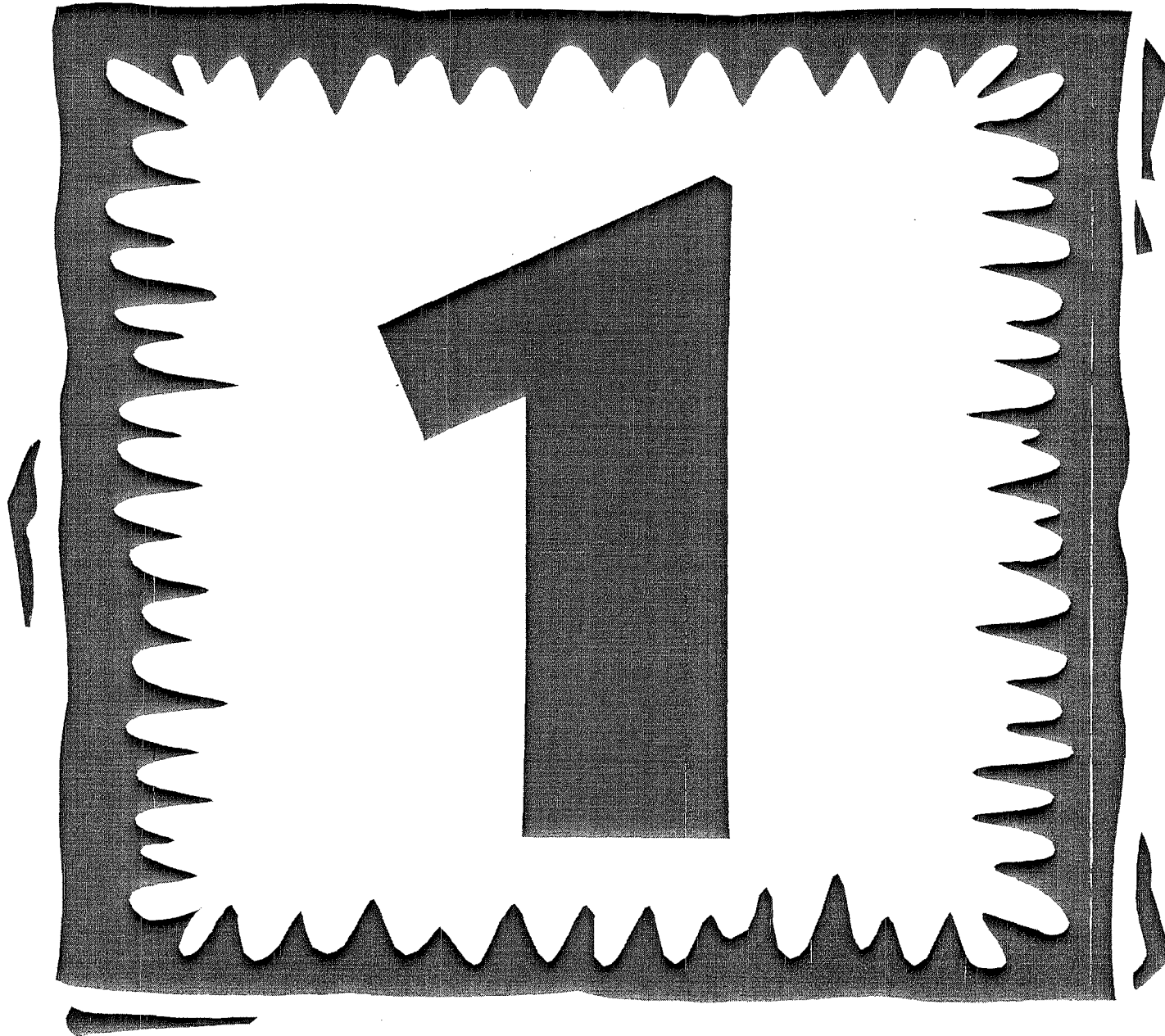
Please remember to always hold my hand.

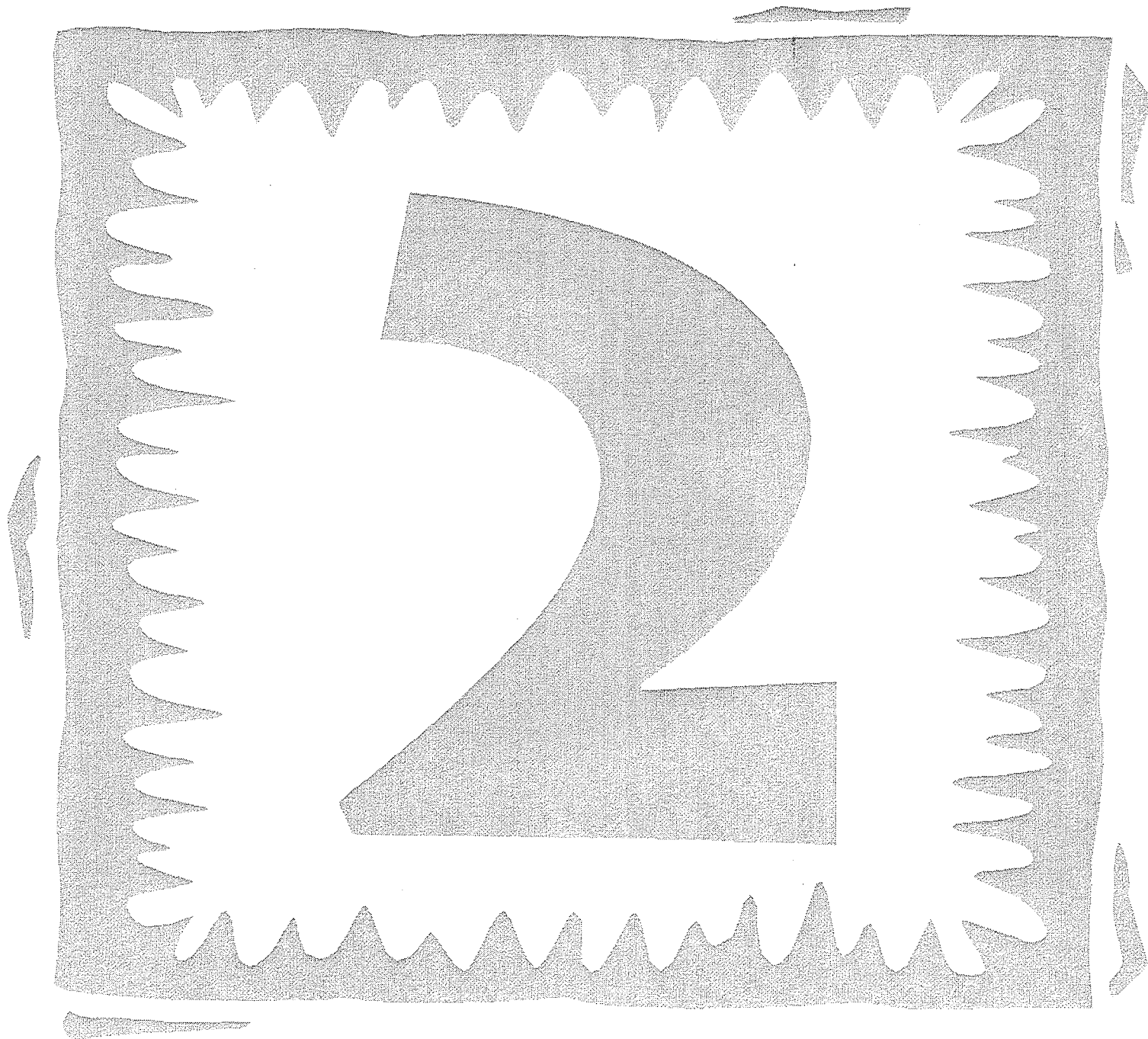


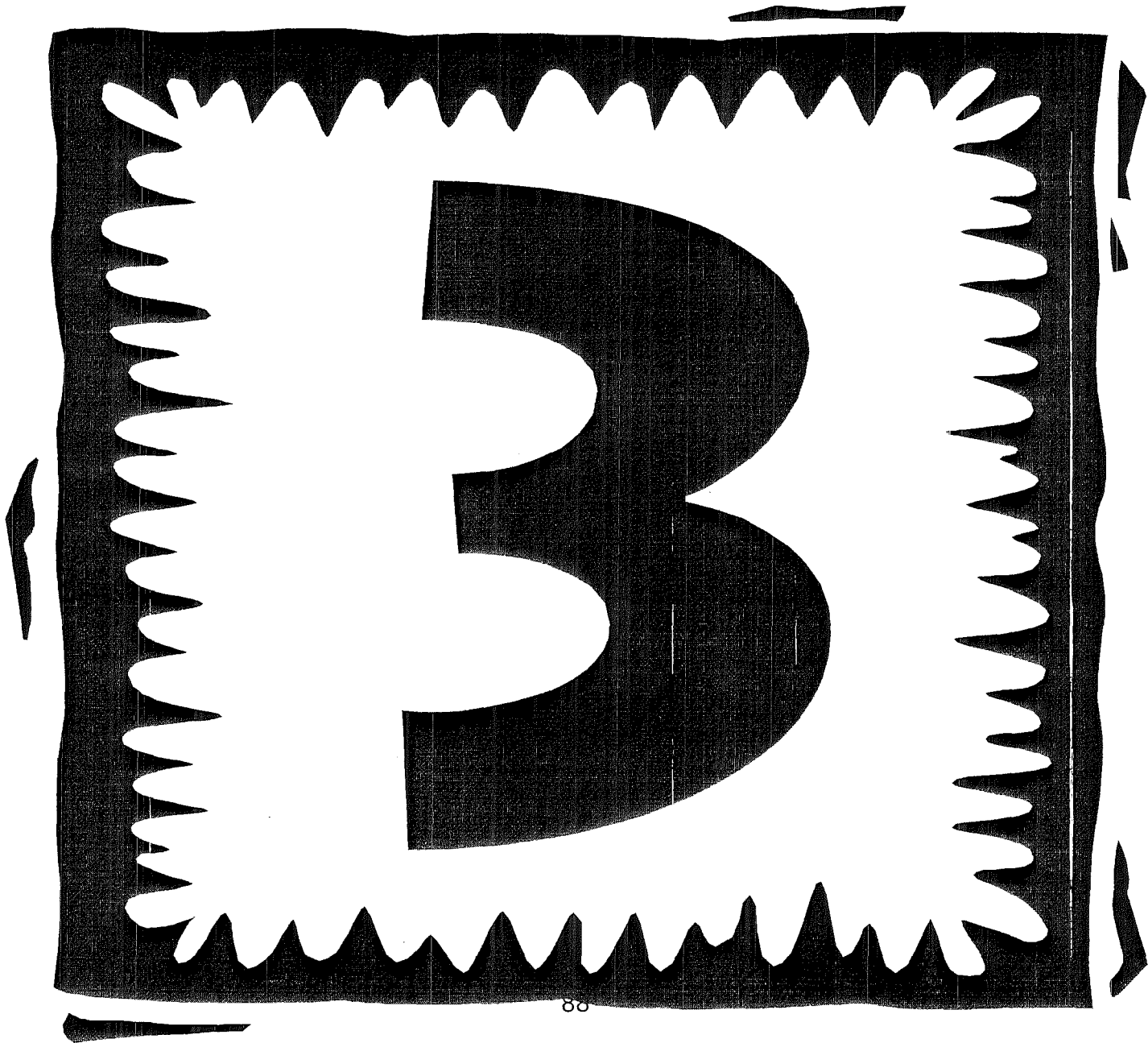
Love

Pre-primary's

From _____



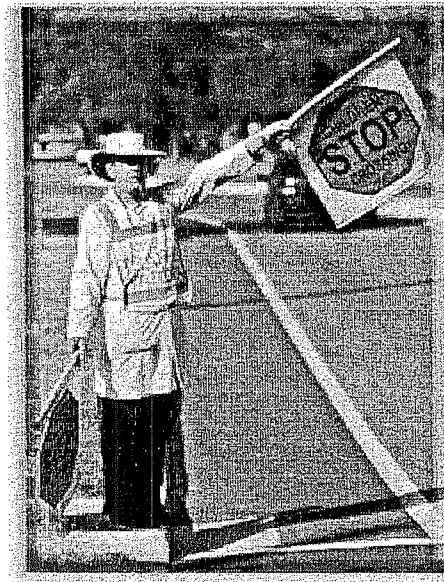
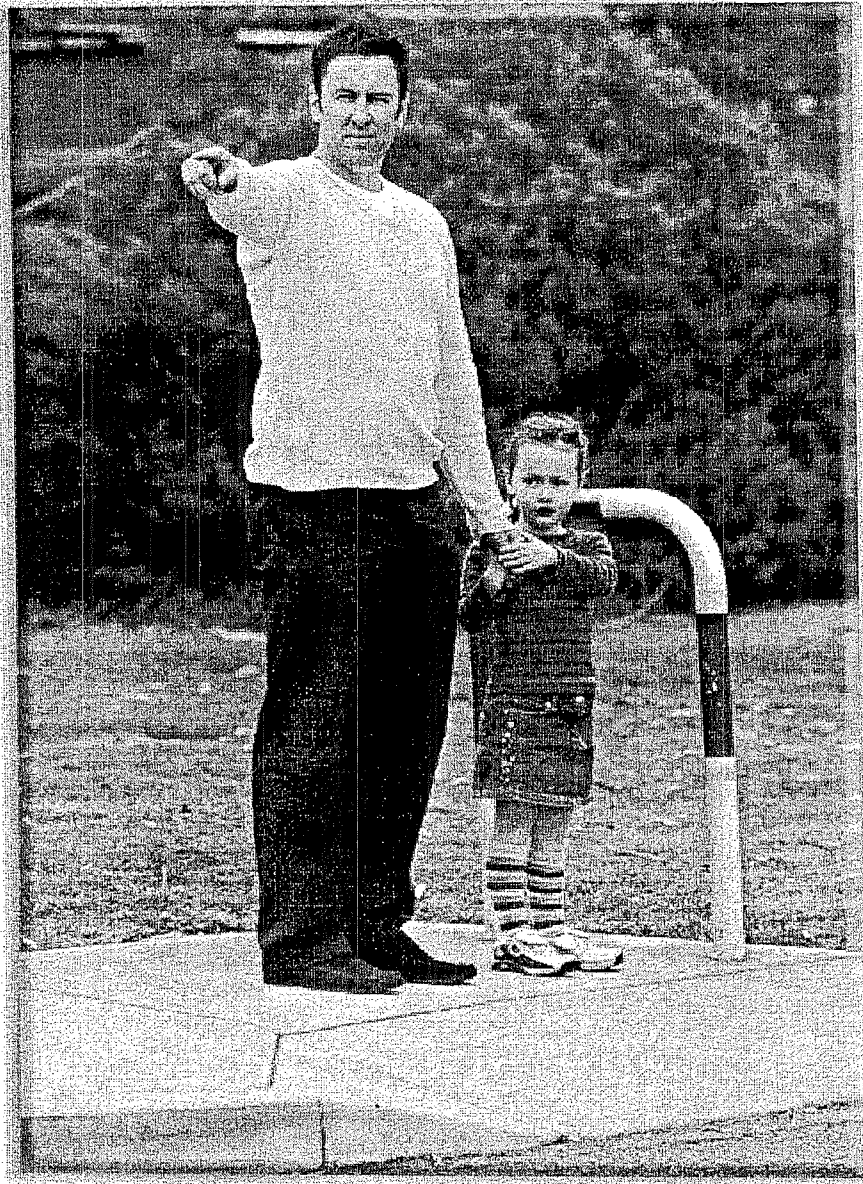


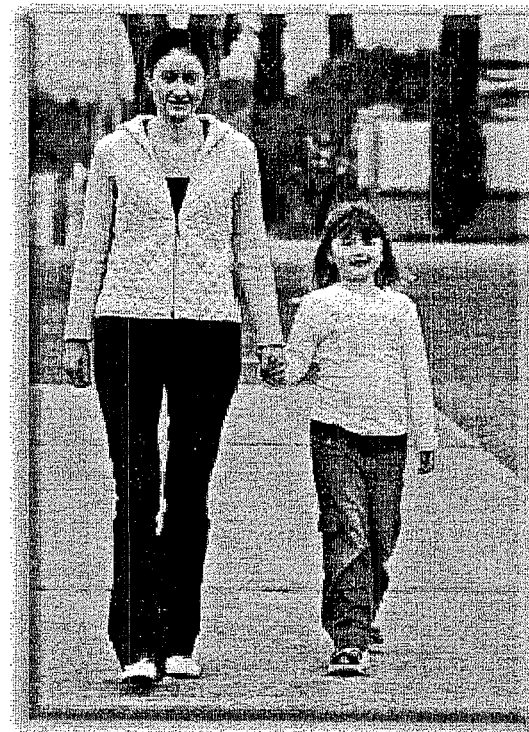
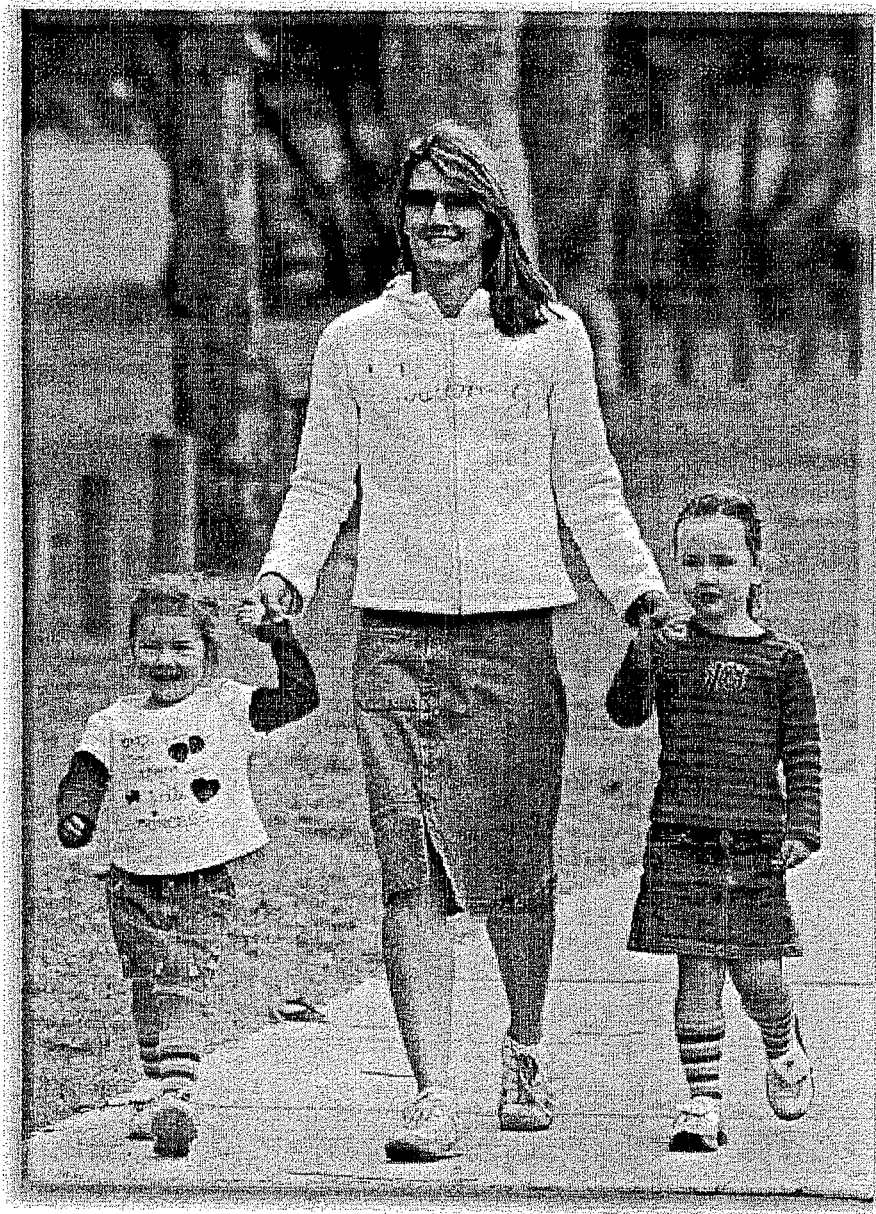


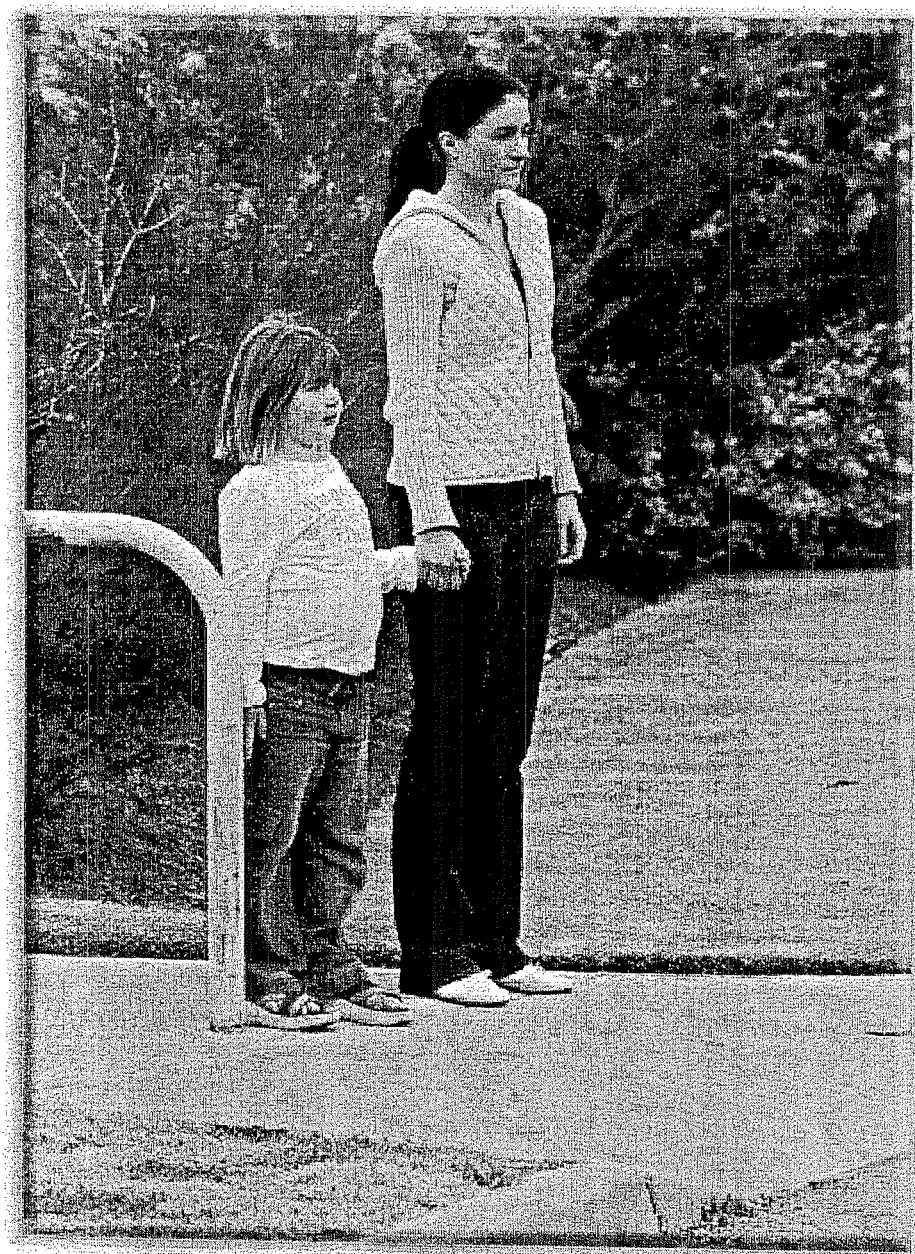


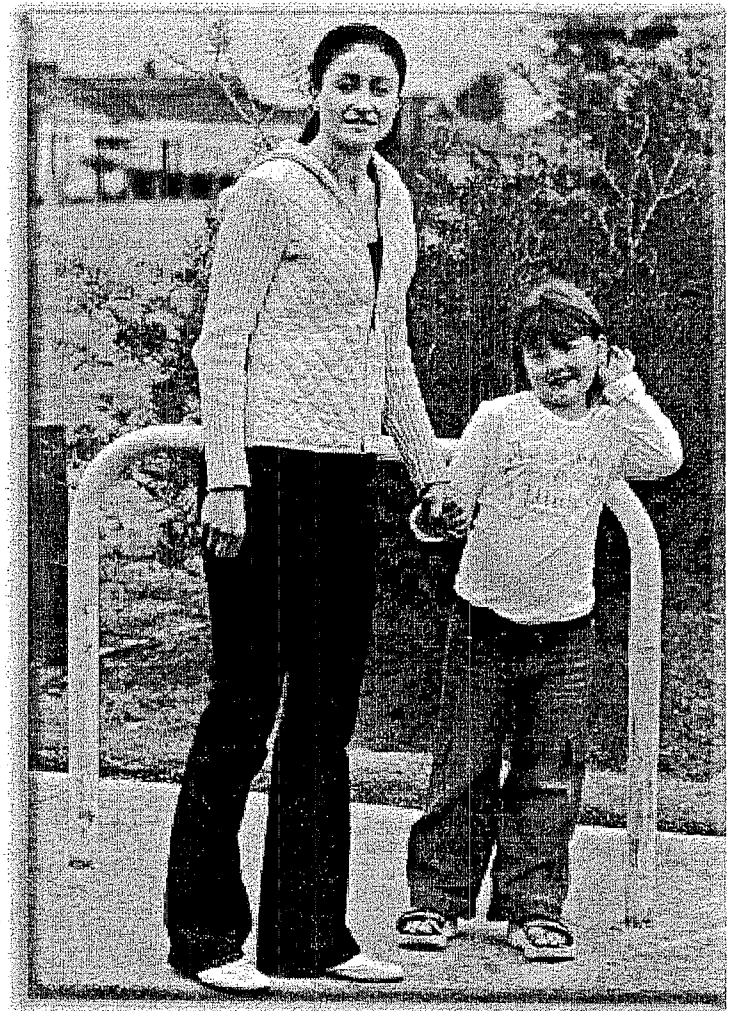


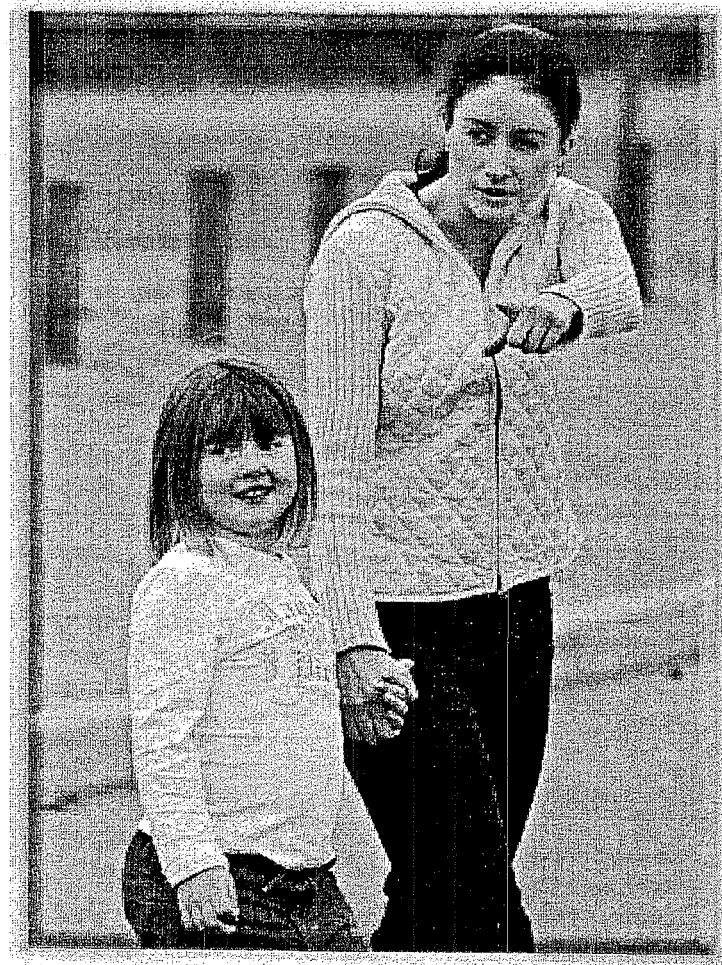
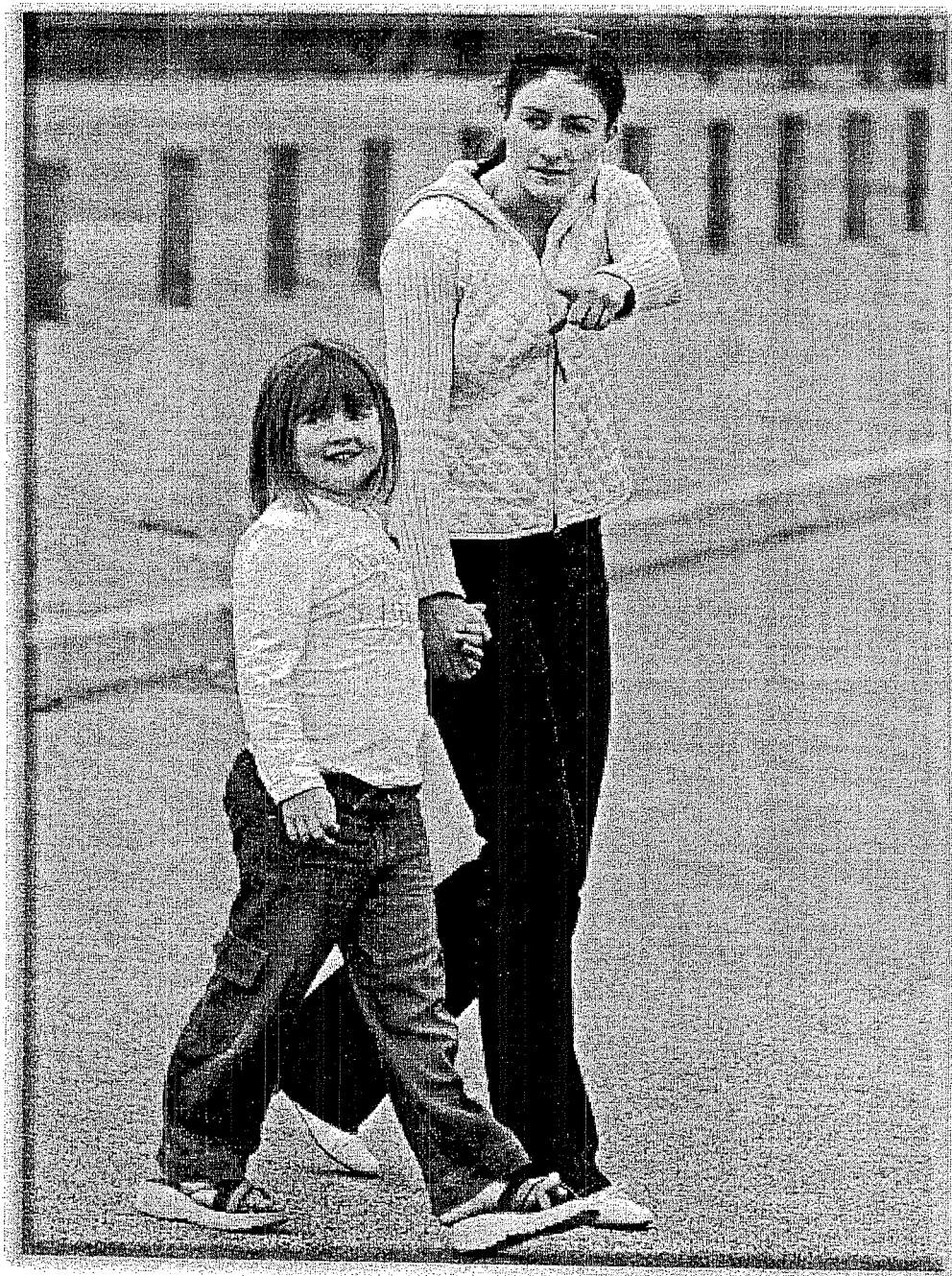
And then









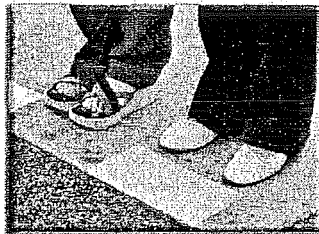




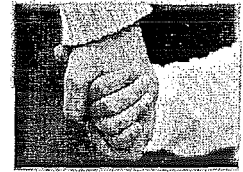
4.



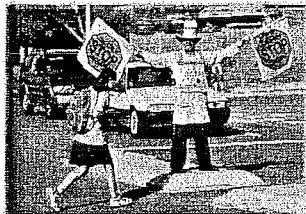
5.



3.



2.



1.

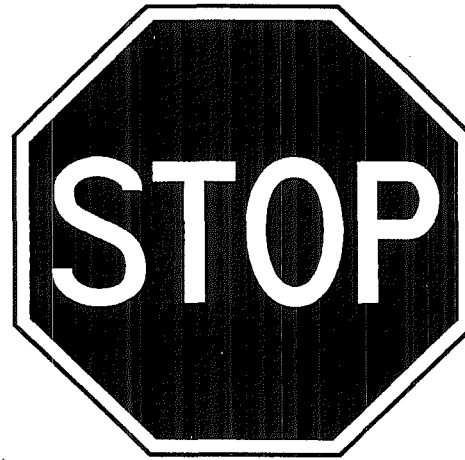
2. Ask for **ADULT** help and **HOLD HANDS**.

4. **LOOK** and **LISTEN** in all directions for traffic; **THINK** about when it is safe to cross.

1. Choose the **SAFEST** place to cross.

5. Keep **LOOKING**, **LISTENING** and **THINKING** about the traffic as you cross.

3. **STOP** back from kerb.



?

?

CROSS THE ROAD

(to the tune of 'Teddy Bears Picnic')

If you are crossing the road today
Make sure you hold a hand
Find a spot that's easy to see
Step back, look, listen and stand
Then cross the road, look, listen and think
Ears and eyes open, don't stop for a drink
And that's all it takes to get to the other side safely.

Additional ideas

- ✎ Teach the song to children using the pedestrian puppet. Keep the tempo of the song slow so children can hear the words and develop an understanding of the word meanings.
- ✎ Teacher should model the actions in the front of the class and children can mimic teacher's actions.
- ✎ Children could sing this song while holding their:
 - teacher's hand;
 - teacher assistant's hand;
 - parent helper's hand; or
 - favourite teddy bear's hand (paw).

WHERE IS THE BIG HAND?

(to the tune of 'Where is Thumbkin?')

Where is the big hand?

Where is the big hand?

Here it is

Here it is

Hold on tightly

Hold on tightly

I'm a little kid

I'm a little kid

Choose a safe place to cross

Choose a safe place to cross

Stop back from the kerb

Stop back from the kerb

Look and listen all around

Look and listen all around

Walk straight across

Walk straight across

Additional Idea

- ✎ Once children have learnt the song, put them in pairs to act it out. One child acts as the adult and the other as the child. They cross an imaginary/designated road as marked in the centre/playground. Calico material could have a zebra crossing painted on it.

Home Activity 4

Name: _____

ROAD CROSSING CHECKLIST ☒

At a quiet road near your home, observe closely your child's road crossing while holding his/her hand.

When you get home on a scale of 1 to 3 score his/her crossing where:

3 = excellent

2 = okay

1 = needs more practice

My Child:	Score 1-3	Comments
Chooses the safest place to cross. <i>(If there is no special crossing, children should choose to cross where the drivers can see them, at an intersection or straight piece of road – away from hills and parked cars.)</i>		
Asks an adult for help.		
Asks to hold or takes an adult's hand.		
Stops back from the kerb.		
Looks for traffic coming in all directions (including from behind them).		
Actively listens and responds to sounds.		
Thinks about when it is safe to cross (eg. uses eye contact).		
Waits for all traffic to stop or pass by.		
Chooses a safe time to cross.		
When the road is clear, walks straight and quickly across the road without running.		
Continues to look and listen for traffic while crossing.		
Steps off the road and onto the road verge or footpath.		
TOTAL (add up your score)		

I _____ (child's name) need to remember to _____

My child scored _____. _____ (child's name) scored very well at _____.

We will continue to practise every time we cross a road together _____.

Parent's signature _____ Child's signature _____

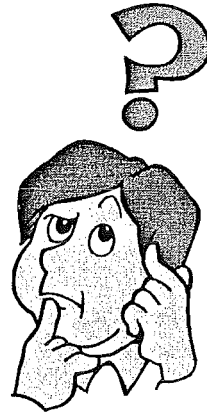
WELL DONE – YOU CROSSED SAFELY

Have your child return this checklist to class.

LEARNING OUTCOME 5

PROBLEM SOLVING

ROAD CROSSING SCENARIOS



AIM

To encourage the children to know and apply their road crossing knowledge and skills when presented with a variety of road crossing scenarios.

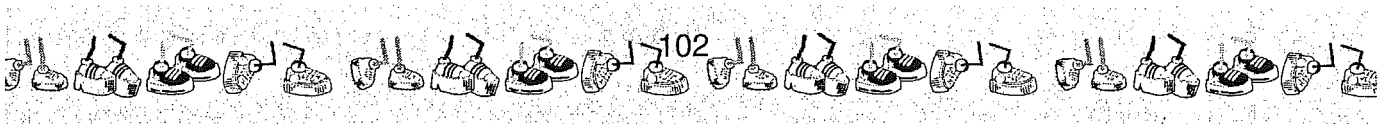
PREPARATION

- Discussion Prints 1-5
- Hoops
- Resource Sheet 5.1 'Road Crossing Dilemma' story
- Resource Sheet 5.2 'Scenarios'
- 'What Should We Do?'/ 'Lucky Dip' box
- Resource Sheet 5.3 'Key Words'
- 'First Best Friends' storybook
- Resource Sheet 5.4 'What Can I Say?'
- Resource Sheet 5.5 'Picture Samples'
- Collage materials
- Song lyrics – Resource Sheet 5.6 'Safest Places to Cross'
- Resource Sheet 5.7 'Parent/child Dilemmas'
- Stop back from the kerb sticker

DISCUSSION PRINTS

✋ Show Discussion Prints 1-5.

✋ Select children to arrange them in the correct sequence.



WHOLE-CLASS ACTIVITY 5

MAT SESSION 1

1. Read children the story on Resource Sheet 5.1 'Road Crossing Dilemmas'. Use the characters from the 'First Best Friends' storybook to represent the two children.
2. Tailor the story so that it represents the environment in and around the school.
3. Encourage children to demonstrate the road crossing steps as you read the story.

MAT SESSION 2

1. Resource Sheet 5.2 'Scenarios'.
2. Cut up the various scenario boxes and place in a 'What Should We Do?' box.
3. Children take turns selecting a scenario card from the box and attempting to answer the question that is read out aloud by the teacher. Children have the 'right to pass' if they are unsure. Teacher may select a volunteer to provide some suggestions to resolve that particular scenario. Ensure 'correct' solutions are discussed and demonstrated where possible, before moving onto the next scenario.

OUTDOOR ACTIVITY

Take a selection of scenario cards outside. Children role play chosen situations, using available equipment from the centre such as bikes, prams, etc. Take children to a safe place such as a school path, or if possible a quiet road within the school grounds to practise/conduct each scenario.



LEARNING AREA TASKS

Writing

Resource Sheet 5.3 'Key Words'

1. Cut up the key words and put into the 'Lucky Dip' box.
2. Children illustrate/dictate/write a simple sentence about the key words they have randomly drawn out of the 'Lucky Dip' box.

For example, a child may draw out the card 'safest places'. The teacher tells the child what the word says. The child then draws and/or writes/dictates what they have learnt about using the safest places or provides some examples of some safer places.

Resource Sheet 5.4 'What Can I Say?'

1. Using the list of assertive statements on the Resource Sheet as ideas, the teacher verbalises the statement and then the child recites what they could say to ask an adult to help them to cross a road.
2. Children then make up one of their own and the teacher/parent helper scribes the statement and the child illustrates it in the speech bubble.

Art / Craft

Open Ended Task

1. Provide a variety of materials for children to choose from.

Materials could include:

- Large and small cut out hands (paper, sponge, felt etc);
- Plasticine (this could be used to represent traffic lights, people etc);
- Paper templates of large and small people;
- Pictures of :
 - different types of traffic;
 - traffic lights;
 - adults and children (Resource Sheet 5.5 provides some examples);

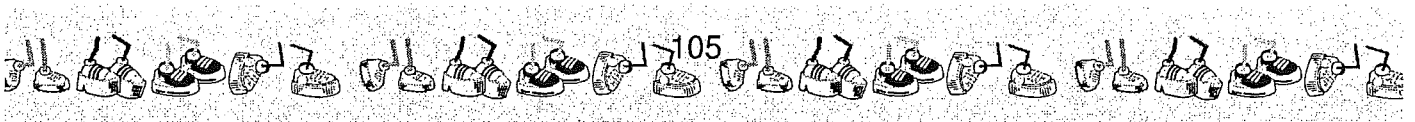


- Coloured dots (green red and orange);
 - Sand;
 - Grass;
 - Masking tape (to represent crosswalks);
 - Pop sticks; and
 - Matchsticks.
2. Children create a mixed media scene that depicts their level of understanding about one of the key messages presented in the learning outcomes undertaken so far.
 3. Through questions and discussions with children, provide suggestions about what each of the materials could be used to represent, e.g. pop sticks could represent the kerb, and sand could represent the road.
 4. Remind children that their piece of art work does not have to be the same as everyone else's'. Their picture tells their story about the key message they have chosen, e.g. safer places to cross, holding an adult's hand, stopping back from the kerb.
 5. After creating their picture, children verbalise and demonstrate the message that their piece of art represents. The teacher scribes this message and attaches it to the child's piece of work for display.

Music and Movement

♫ Resource Sheet 5.6 'Safest Places to Cross' song lyrics

1. Teach verses 1-5 of the song.
2. Discuss the options presented in each verse. Children select appropriate verses, depending on each possible scenario, and sing the song together.
3. Take children outside and act out the song using a path or roadside inside the school grounds.



Poems & Rhymes

Walking Down the Street

When you're walking down the street

Say "hello" to friends you meet

Let them see how safe you are

Holding hands with Gran and Pa

And with your Mum and Dad too

Or with adults bigger than you!

✋ Teach children the rhyme.

Split class into two groups, one group to act as adults – mums, dads, grandmas etc, the other group stay as children. Both groups stand opposite each other reciting the rhyme. When it comes to the verse 'holding hands with gran and pa' and 'and with your mum and dad too' children approach acting adults and hold their hands.

✋ Discuss with children about:

- The importance of holding an adult's hand when crossing the road; and
- How to explain to parents who love them the importance of holding their hand.

✋ *Extension activity* – Children write a letter to the person they identify as loving them asking him/her to always hold their hand when crossing the road. Lead statements could include: 'Please hold my hand crossing all roads' or 'Can we always hold hands crossing the road'.

Home Activity 5

- Resource Sheet 5.7 'Parent/Child Dilemmas'.
- Send Resource Sheet home asking children to discuss the dilemma situations with an adult and together suggest some solutions.
- Ask that the Resource Sheet with solutions be returned to class. Once they are returned discuss the solutions during a mat session.
- ☺ On return of the worksheet distribute the 'I stop back from the kerb before crossing the road with an adult' sticker.



CONSTANT POSITIVES ACTIVITIES

Dough

Add hand dough cutters.

Daily Living Centre

Add adults and children's clothes.

Block Centre

Add small and large blocks and wooden shaped people. Encourage children to fit the blocks together forming a road and use the wooden shaped people to identify the safest place to cross on the road.

Puzzle Centre

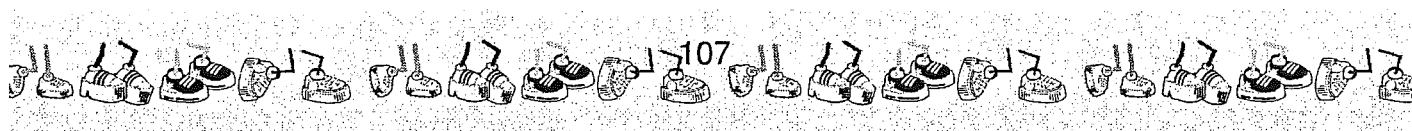
Add safety puzzles, traffic lights.

Painting Centre

Add safety colours red, green, orange, yellow.

Outdoor

Go for a walk around the school grounds. Hold each others' hands and the hands of any adults. Walk across the paths and along the paths, discussing the importance of safety in the car park and around the school.



ROAD CROSSING DILEMMA STORY

Good Morning everyone.

Tom and Jasmine (*teacher holds up picture of boy/girl from 'First Best Friends' storybook*) are coming to our pre-primary class.

Their family have just moved into _____ (*name of suburb*) _____. Their parents want Tom and Jasmine to come to our pre-primary because they have heard about all the fantastic things we have been learning about Road Safety.

I would really like you to help Tom and Jasmine learn all the things that you know.

Tom and Jasmine have heard that you all ask an adult for help and hold an adult's hand when you want to cross the road. Why do you do that? Who could explain that to Tom and Jasmine? (*Teacher selects a child to explain*)

Thanks (*name of child who answered*). I am sure Tom and Jasmine will always remember to do that too.

Tom and Jasmine's parents have also heard me talking about how important it is to find the safest place to cross the road. Where are the safest places to cross the road near (*name of pre-primary centre*)? (*Teacher selects another child to answer.*)

Thanks (*name of child who answered*). We can tell Tom and Jasmine about those safe places. Maybe we can tell them some others for when they are out shopping with their parents. What are some other safe places that we look for? (*Teacher selects another child*)

So far, you have told Tom and Jasmine about asking an adult for help and holding his/her hand when you want to cross the road. You have also told Tom and Jasmine that we should choose the safest place to cross and the safest places near (*name of pre-primary centre*) are (*repeat places stated by children*).

Okay, so in the morning when Tom and Jasmine come to school, they hold their mum's/dad's hand and walk to the (*select a safe place that all the children know to use*), what do Tom and Jasmine have to do now? Can you please help Tom and Jasmine? (*Teacher selects another child to answer.*) Maybe you could choose a friend who could be the adult and you could show us and tell us what you have learnt. (*Teacher may need to choose more than one child to go through the remaining steps.*)

Wow! Thank you all so much. There is so much to remember to cross the road safely with an adult isn't there? I am sure you will all help Tom and Jasmine learn all the things you know.

I just have two more questions I would like to ask.

What should Tom and Jasmine do if their mum or dad can't bring her/him to school? (*Teacher selects a child to explain. Ensure answer is appropriate and safe.*)

Thanks (*name of child who answered*), that is an excellent idea, I am sure Tom and Jasmine will do that.

What about if Tom and Jasmine's mum or dad arrive late at home-time and park on the other side of the school and call Tom and Jasmine over to the car? (*Teacher selects a child to explain. Ensure answer is appropriate and safe.*) Thanks (*name of child who answered*); remember to tell Tom and Jasmine what you said.

You have really helped Tom and Jasmine solve some problems and told him/her lots of important things about crossing the road safely. I am sure Tom and Jasmine will really enjoy coming to our pre-primary.

Scenarios

ALL CHILDREN IN THESE SCENARIOS ARE PRE PRIMARY AGE

Pretend you are spending the afternoon playing at a friend's house. Another friend (who lives across the road) telephones while you are both having afternoon tea and asks you both to come over to play. Your friend's mum is outside in the garden. What will you both do?

You are walking to the shop with your mum/dad and coming up to a road you need to cross. What important things should you ask your mum/dad to do before crossing the road?

You are playing at school on the lawn. The ball you are playing with goes across the road. Your friend says 'Quick, let's get it. No cars are around!' What should you do?

When you arrive at school one day, you are a bit late. Mum/Dad parks the car and you see your friend and their parents walking quickly along the path on the other side of the road. Your friend calls you to hurry and cross the road so that you can both get to class at the same time. What should you do?

Jane and Peter from Year 1 are sitting on the grass with you after school waiting for their parents. Two of their friends (Sue and Jack) from Year 3 come to sit with them. Sue says, 'Let's cross the road and wait on the other side, because that's where our parents park.' What will you do/say?

You are out shopping with Mum/Dad, your baby sister (in a pram) and your younger brother (he is two). It is time to cross the road after shopping. What important things can you say to your Mum/Dad so that you all get there safely?

Your Grandpa/Grandma who have never been to your school before, park in a different place to where Mum/Dad drop you off. When they get out of the car, they check the road and then cross without you. You are waiting near the safety door like Mum/Dad have taught you. Your Grandpa calls you to cross the road. What will you say/do?

Madi and her mum arrive at school early one morning. Madi's mum is a teacher. Madi is reading outside the pre-primary centre and sees her friend Sally on the other side of the road at the crossing. The crossing attendant, Mrs Smith, is not at school as it is too early. What should Madi and Sally do?

You are walking to school with your mum and she is about to cross the road to reach the school. There is a crossing attendant just up from where she is about to cross. What do you think you should do or say?

You and a friend are playing in the park across the road from your house. Your mum has just gone home quickly to turn the dinner off and told you both to keep playing until she gets back. Your friend needs to go to the toilet. What will you both do?

Jo and Tim are walking to basketball training with Tim's dad. They come up to a road edge and do the following things: make sure it is the safest place to cross; hold onto Tim's dad's hand; and stop back from the kerb. What do you think they should do next?

KEY WORD CARDS

Hands

Adult

Stop

Safest places

Red, green, yellow/orange

Looking, listening, thinking

Think

Kerb

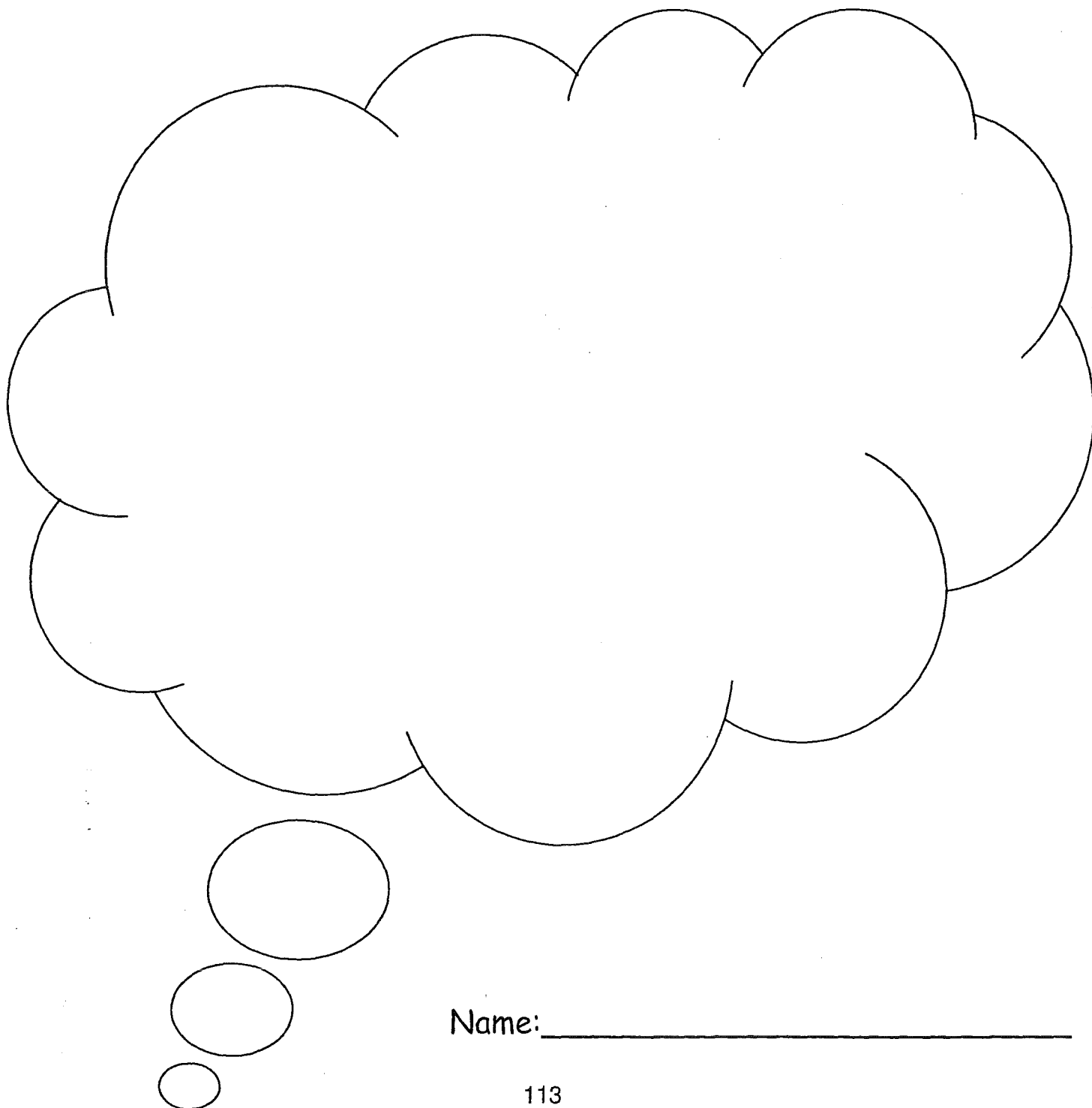
Walk straight and quickly

WHAT CAN I SAY?

Would you please
help me to cross
the road?

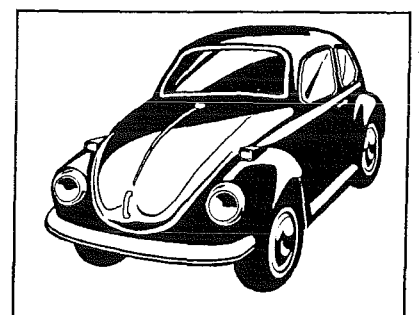
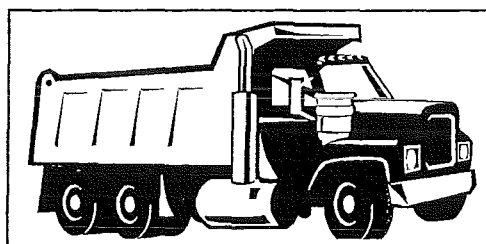
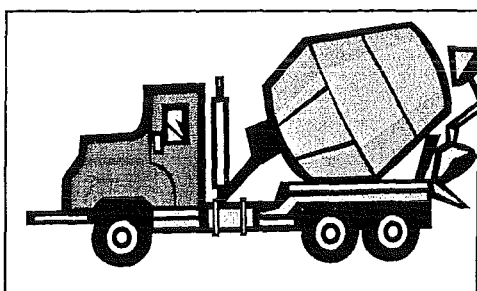
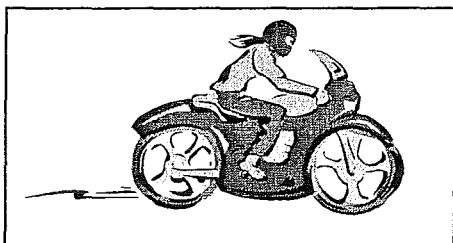
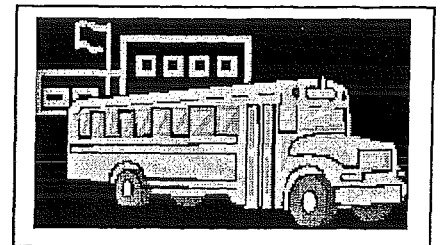
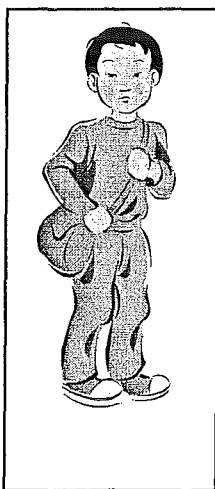
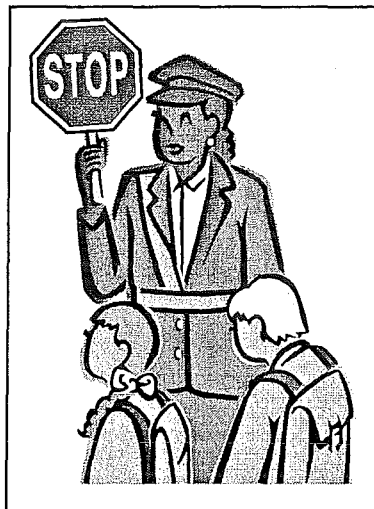
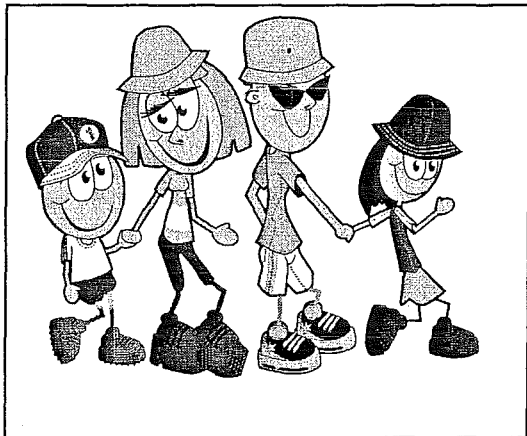
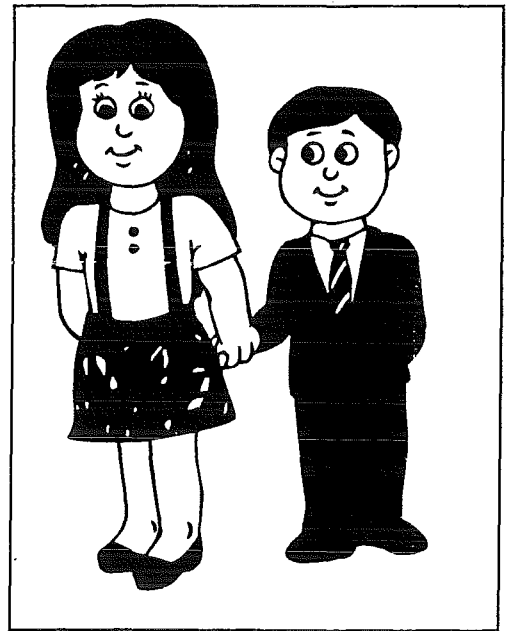
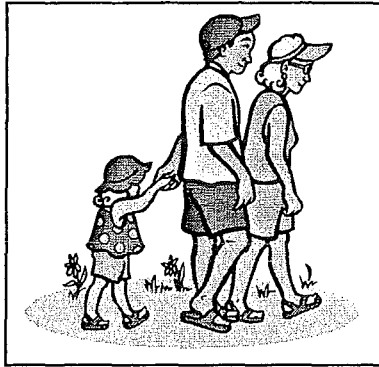
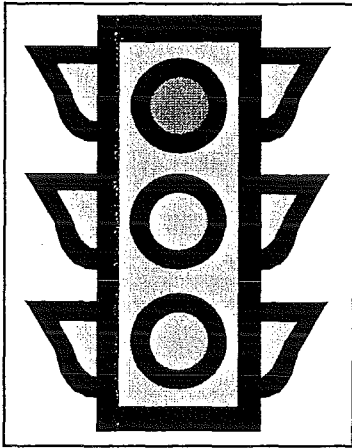
Please can I hold
your hand to
cross the road?

May I cross
the road with
your help?



Name: _____

Sample Pictures



SAFEST PLACE TO CROSS

(to the tune of 'Paw Paw Patch')

Where oh where is a safe place to cross
 Where oh where is a safe place to cross
 Where oh where is a safe place to cross
 Way down yonder at the traffic lights (cross walk) (lolly pop lady)

Come on boys (girls) (kids) let's go find one
 Come on boys (girls) (kids) let's go find one
 Come on boys (girls) (kids) let's go find one
 Way down yonder at the(whatever lyric has been sung in the first verse)

Here we are at the
 Here we are at the
 Here we are at the
 Now what should we do?

- ***The first three verses are to be sung as an adult asking/talking to a young child.***
- ***Discuss the options presented in the following verses and teach/sing what is appropriate for the class.***

Hold the hand of a grown up
 Hold the hand of a grown up
 Hold the hand of a grown up
 That's what we should do

Press the button, wait for the green light
 Press the button, wait for the green light
 Press the button, wait for the green light
 That's what we should do

Stop back from the kerb and wait
 Stop back from the kerb and wait
 Stop back from the kerb and wait
 That's what we should do

Look and listen all around
 Look and listen all around
 Look and listen all around
 That's what we should do

Wait for the flag, listen for the whistle
 Wait for the flag, listen for the whistle
 Wait for the flag, listen for the whistle
 That's what we should do

When it's safe, walk straight, don't dawdle
 When it's safe, walk straight, don't dawdle,
 When it's safe, walk straight don't dawdle
 That's what we should do

Look, think and listen as we cross
 Look, think and listen as we cross
 Look, think and listen as we cross
 That's what we should do

Name: _____

PARENT/CHILD DILEMMAS



Discuss each of these dilemma situations with your child and together suggest solutions.

1. What should your child do if you were meant to pick him/her up and you were running late?

2. What should your child remember to do if he/she has to walk home with a friend's mum/dad?

3. What should your child do if he/she is playing at home with a ball and it rolls onto the road?

Please return this page to class for your safe road crossing sticker.

1. _____ Primary School Portfolio Assessment Sheet

Name:

Year: Pre-primary

Date:

LEARNING OUTCOME 1

Review of Road Crossing Steps 1-3 (preparing to cross phase)

Activity

Experience

Links to Overarching Statements: 1 & 11

Links to Development Domains

*Social /Emotional

*Cognitive

*Fine motor

Learning Area/s

Health & Physical Education

Assessment Criteria	Beginning	Developing	Accomplished

2. _____ Primary School Portfolio Assessment Sheet

Name:

Year: Pre-primary

Date:

LEARNING OUTCOME 2

Review of Road Crossing Step 4 (starting to cross phase)

Activity

Experience

Links to Overarching Statements: 1 & 11

Links to Development Domains *Social /Emotional *Cognitive *Fine motor

Learning Area/s

Health & Physical Education

Assessment Criteria	Beginning	Developing	Accomplished

3. _____ Primary School Portfolio Assessment Sheet

Name:

Year: Pre-primary

Date:

LEARNING OUTCOME 3

Review of Road Crossing Step 5 (crossing phase)

Activity

Experience

Links to Overarching Statements: 1 & 11

Links to Development Domains

*Social /Emotional

*Cognitive

*Fine motor

Learning Area/s

Health & Physical Education

Assessment Criteria	Beginning	Developing	Accomplished

4. _____ Primary School Portfolio Assessment Sheet

Name:

Year: Pre-primary

Date:

LEARNING OUTCOME 4

Sequencing of the Five Road Crossing Steps

Activity

Experience

Links to Overarching Statements: 1 & 11

Links to Development Domains

*Social /Emotional

*Cognitive

*Fine motor

Learning Area/s

Health & Physical Education

Assessment Criteria	Beginning	Developing	Accomplished

5. _____ Primary School Portfolio Assessment Sheet

Name:

Year: Pre-primary

Date:

LEARNING OUTCOME 5

Problem Solving – Road Crossing Scenarios

Activity

Experience

Links to Overarching Statements: 1 & 11

Links to Development Domains *Social /Emotional

*Cognitive

*Fine motor

Learning Area/s

Health & Physical Education

Assessment Criteria	Beginning	Developing	Accomplished

WALK WITH YOUR KIDS CLASSROOM ACTIVITIES

Teacher Log



For each of the Learning Outcomes, please indicate whether or not you completed the activity by placing a tick in the corresponding box or circling the statement that is true for you.

Teacher Name: _____

School Name: _____

Term & Week	Learning Outcomes	Discussion Print ✓	Whole class activity ✓	Learning Area Tasks				Constant Positives (Dough, daily living, block, puzzle, painting, outdoor, construction)	Home Activities Did you send home?	Stickers Did you hand out?
				Writing ✓	Art & Craft ✓	Music & Movement ✓	Poems & Rhymes ✓			
Term — Week —	1. Review of road crossing steps 1-3 Preparing to cross phase	<input type="checkbox"/>	Mat session <input type="checkbox"/> Outdoor activity <input type="checkbox"/>	1.2 Dear diary <input type="checkbox"/> 1.3 Safest places to cross <input type="checkbox"/> 1.4 Ask an adult for help <input type="checkbox"/>	1. Calico bag – hand prints <input type="checkbox"/> 2. Crossing person signals <input type="checkbox"/>	Song 1.6 <input type="checkbox"/> Statues <input type="checkbox"/>	Rhyme <input type="checkbox"/> Story 1.7 <input type="checkbox"/>	Did you use? All Most Some None	Puppet Yes/No Calico bag Yes /No	Safest place sticker Yes/No
Term — Week —	2. Review of road crossing step 4 Starting to cross phase	<input type="checkbox"/>	Mat session <input type="checkbox"/> Outdoor activity <input type="checkbox"/> Game <input type="checkbox"/> Camera <input type="checkbox"/> Outdoor activity <input type="checkbox"/>	2.2 Best friends mural <input type="checkbox"/> 2.3 What we saw and heard <input type="checkbox"/>	2.4 Puppet and speech bubble <input type="checkbox"/>	Song 2.5 <input type="checkbox"/>	Rhyme <input type="checkbox"/>	Did you use? All Most Some None	Book Yes/No Camera Yes/ No	Look & listen sticker Yes/No
Term — Week —	3. Review of road crossing step 5 Crossing phase	<input type="checkbox"/>	Mat session <input type="checkbox"/> Game <input type="checkbox"/>	3.3 Key words <input type="checkbox"/>	3.5 Hand cookie <input type="checkbox"/> 3.6 Road crossing mural <input type="checkbox"/> Senses collage <input type="checkbox"/>	Song 3.7 <input type="checkbox"/> Body cards 3.8 <input type="checkbox"/>	Rhyme <input type="checkbox"/>	Did you use? All Most Some None	Hand cookie & envelope Yes/No	Keep watching Sticker Yes/No
Term — Week —	4. Sequencing of the five road crossing steps	<input type="checkbox"/>	Mat session <input type="checkbox"/> Outdoor activity <input type="checkbox"/> Game <input type="checkbox"/>	4.4 Sequencing <input type="checkbox"/> 4.1 Letter writing <input type="checkbox"/>	4.5 Sand and glue prints <input type="checkbox"/>	Song 4.6 <input type="checkbox"/> Song 4.7 <input type="checkbox"/>	Hand rap <input type="checkbox"/>	Did you use? All Most Some None	Letter Yes/No Checklist Yes/ No	Hold hands sticker Yes/No
Term — Week —	5. Problem solving Road crossing scenarios	<input type="checkbox"/>	Mat session 1 <input type="checkbox"/> Mat session 2 <input type="checkbox"/> Outdoor activity <input type="checkbox"/>	5.3 Key words <input type="checkbox"/> 5.4 What can I say? <input type="checkbox"/>	5.5 Open ended task <input type="checkbox"/>	Song 5.6 <input type="checkbox"/>	Rhyme <input type="checkbox"/>	Did you use? All Most Some None	Parent/child dilemmas sheet Yes/No	Stop at kerb sticker Yes/No