

# Road Safe

## Years 2–3

## Focus area 1

This section of the Road Safe programme contains one of the following focus areas for students at years 2–3 (ages 6–7):

1. **Roads and traffic**
2. On the move
3. By bus or by car
4. Managing hazards

**Note:** Research suggests that an effective programme should include learning experiences from each of the focus areas.

## Focus area 1: Roads and traffic

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## Focus area 1: Roads and traffic

### Focusing question

What safety rules do we need to develop to keep safe on or near the road?

### Explanation

In this focus area, the class is surveyed to find out how they come to school. They consider why it is important to develop safety rules to keep safe on the way to and from school. They think about different ways of getting to school and the benefits of these. They find out about different types of traffic and the appropriate place for each on the road. They learn to identify parts of the road and where they are safest. They identify road signs and markings. Students focus first on roads around their school and then on roads around their home.

**Note:** Police believe that children younger than 10 years of age should not be riding cycles unaccompanied on the road. The school should make a policy to endorse this. This would mean that the school makes it quite clear to parents that students under 10 **do not bring cycles to school**. The school may need to work with parents to find acceptable alternative ways of getting to school for these students. This is why cycling has not been dealt with in this programme.

### Notes for the teacher

For Learning experience 3 a road mural should be made on a large chart. It could show an actual road around the school, or use a made-up road like the one shown in the learning experience. The mural will be used a number of times during the programme as students add information to it and so should be quite sturdy.

### Curriculum links

**Key Competencies:** Managing self; Relating to others; Participating and contributing

**Learning areas:** Levels 1–2 Health and physical education: Strand A – Personal growth; Strand C – Relationships; Strand D – Community resources; Rights, responsibilities and laws

Levels 1–2 English: Speaking, writing and presenting – Purposes and audiences, ideas; Listening, reading, and viewing – Purposes and audiences, ideas

Levels 1–2 Social Sciences: Significant places

Levels 1–2 The Arts: Visual arts – Practical knowledge

### Resources

Copysheet: **Letter Home**

Story: *Don't Miss the Bus!* School Journal Pt 1 No. 1 2006

*Helping Hands: A Guide for Parents and Caregivers* (available from School Community Officer)

Copysheet: **Traffic**

Templates: **Types of Traffic** (available from School Community Officer)

Art materials

Magazines

Police car parked in the school car park

Large road mural

Copysheet: **Signs**

Copysheet: **Signs – Answers**

Copysheet: **Roads and Traffic Near Home**

Photos 3, 4 and 5 from the **Stepping Out** Photopack (available from School Community Officer)

Art materials

Digital camera

## Success criteria

At the end of this focus area students will be able to:

- name and identify different types of traffic
- identify different parts of the road
- recognise road signs and markings.

## Learning experience 1: Starter

### Learning intentions

By the end of this learning experience students will be able to explain:

- why it is important to keep safe on or near the road
- that walking can be a good option
- why they are doing this road safety programme.

### Competencies developed in this learning experience

Road safety: identifying means of transport

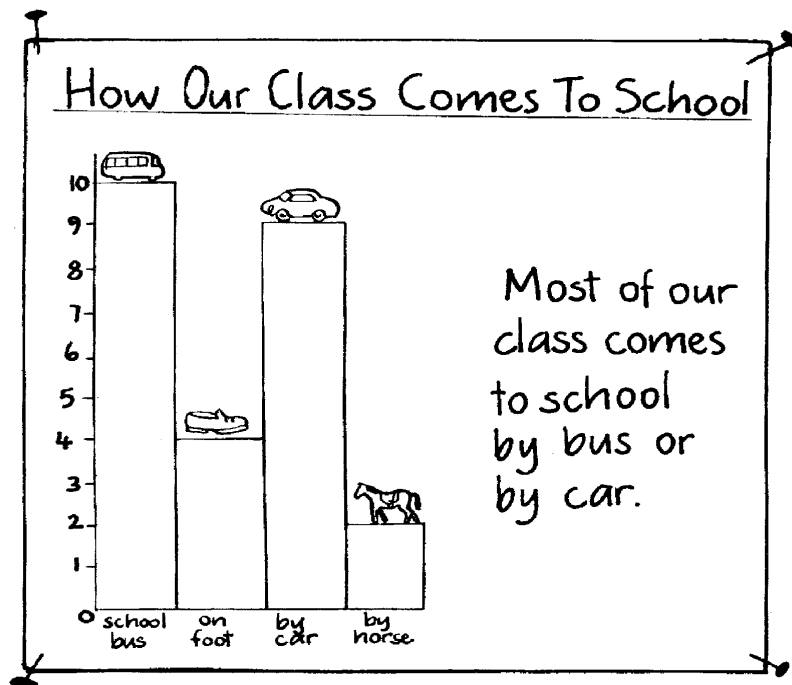
Surveying

Graphing

### Activities

#### 1. Survey

Survey students to find out how they get to school. Answers could include walking, on the school bus, by public transport, train, boat, horse, car ... The students, or teacher, could graph the results.



Make a summary statement. Examples might be:

Most students in our class come to school on the school bus.

Some of the students in our class walk to school.

Not many students come by horse.

## 2. Walking to school

Read the story *Don't Miss the Bus!*

- Ask:
- Do you think it would be fun to come to school by a walking school bus?
  - Does our school have a walking school bus?
  - What might be some of the good things about walking to school?

Record students' answers on a sheet of paper to place on the wall for revision. Possible answers could include:

- We get fit when we walk.
- We like walking with our friends.
- It is a good way to get exercise.
- You can look at things along the way.
- You breathe in fresh air.
- Fewer cars on the road.
- It saves money and petrol.
- It helps keep the air cleaner.

## 3. Learning to keep safe on the road

Talk about how they need to learn to keep safe when they are coming to school and at any other time when they are on or near the road. Explain that over the next few weeks they will be doing the road safety programme. Remind them that they may have done road safety last year and that they will be looking again at things they learnt then. Now that they are older they will be learning new things as well.

Give each student a letter to take home to an adult at home. See Copsheet: **Letter Home**. Alternatively, students could address the letter to their parents and go as a class to post these. This would reinforce learning done in road safety in previous years.

## Copysheet: Letter home

Dear Parent or Caregiver

Your child will be doing a road safety programme at school over the next few weeks. It will teach your child to behave in a safe way as a pedestrian and a passenger.

During the programme it would be helpful if you could talk to your child about what he or she is learning. Research shows that children learn best about road safety when they are taken out for practical activities with a responsible adult. Please take every opportunity to take your child out and ask them about road safety practices.

There will also be some activities for you to help with at home.

Adults are important role models for children. It is especially important that you always model safe pedestrian and passenger behaviour yourself. This includes things like putting on your safety belt, using kerb drill to cross the road and walking when possible for health and for the environment. Your child can explain what kerb drill is.

We are holding a meeting for parents/caregivers so that you can find out more about the programme.

**Date:**

**Time:**

**Venue:**

Please contact the school if you would like any more information.

Thank you for your help.

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(Classroom teacher)

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(School Community Officer)

## Learning experience 2: What is traffic?

### Learning intentions

By the end of this learning experience students will be able to:

- name and identify at least five types of traffic
- identify a police car and other specialist vehicles.

### Competencies developed in this learning experience

Road safety: identifying types of traffic

Art work

Comprehension

Grouping into Venn diagrams

### Activities

#### 1. What is traffic?

Read the poem **Traffic** from the copysheet to the class and show them the picture. Talk about any new words students may not know, such as pedal, vehicles, accelerator, pedestrian. Read the poem again. Invite students to do actions (pedalling, walking) or make appropriate noises (car horns, bicycle bells, footsteps).

Ask: What is traffic?

List students' ideas on a chart. Make sure different types of vehicles are listed (bus, motor bike, truck, housebus, van) as well as pedestrians.

Talk about how different types of vehicles have different functions.

Take the class out to the school carpark, to look at the police car. Help students to identify all the things that tell us it is a police car.

Ask: What other specialist vehicles can you recognise? (Fire engine, ambulance, tow truck ...)

#### 2. Types of traffic

Do one or more of the following, according to the ability of the class.

##### (a)

Students cut pictures of different types of vehicle from magazines. These could be made into a poster entitled **Traffic is ...** Each traffic type should be labelled. Alternatively, students can sort the different types of traffic into a Venn diagram, grouping them according to such things as number of wheels, use, or place on the road in which they would go.

##### (b)

Students can use the templates of different types of traffic available from the School Community Officer. These could be enlarged and pasted onto card and made into a mobile or poster. Each traffic



type should be labelled.

**(c)**

Students do a traffic count outside the school. This could be done at different times during the day, such as before school, lunchtime, and for a set time during the afternoon. Students could graph the Information and draw conclusions about:

- the numbers of different types of vehicle that pass the school
- traffic patterns at different times of the day.

## Copysheet: Traffic

*by Bev Kemp*

**Pedal up  
pedal down  
wheels go round**

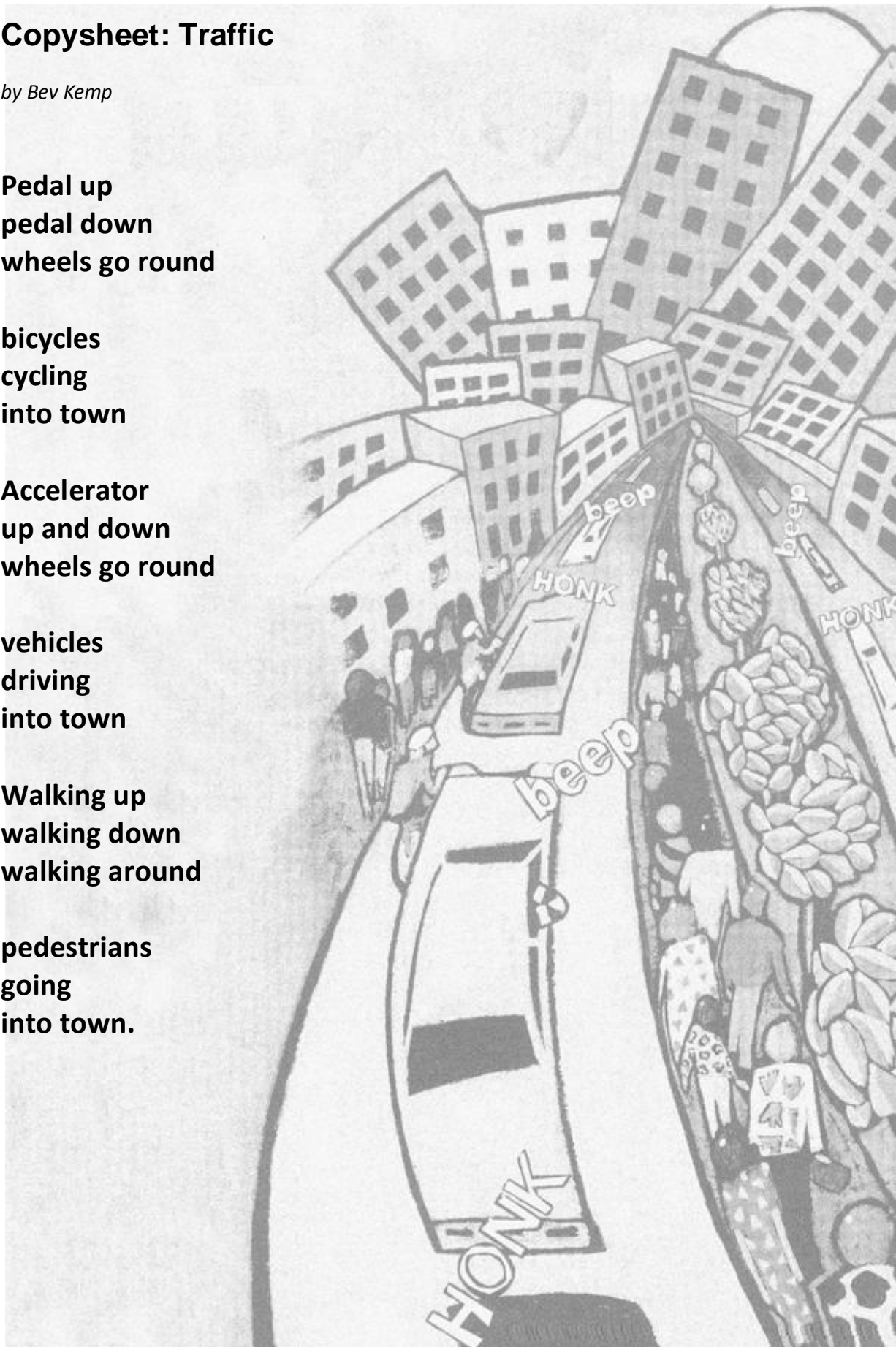
**bicycles  
cycling  
into town**

**Accelerator  
up and down  
wheels go round**

**vehicles  
driving  
into town**

**Walking up  
walking down  
walking around**

**pedestrians  
going  
into town.**



## Learning experience 3: On and around the road

### Learning intentions

By the end of this learning experience students will be able to:

- name and identify the major parts of the road
- match the type of traffic with the parts of the road on which it goes
- recognise traffic signs and markings relevant to them and explain why they are used.

### Competencies developed in this learning experience

Road safety:

- identifying parts of the road
- identifying parts of the road on which they are safest
- identifying road signs and markings

Picture interpretation

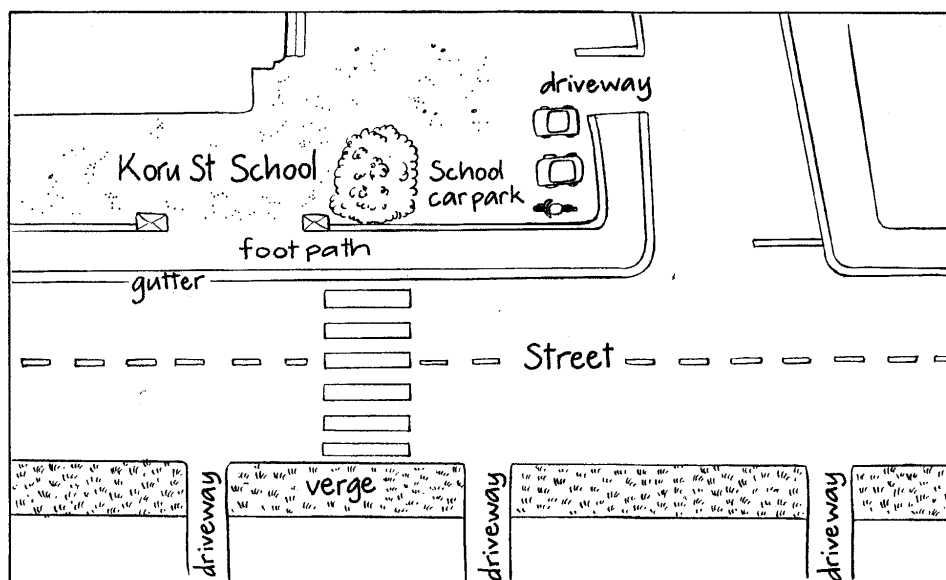
Art work

### Activities

#### 1. Parts of the road

Brainstorm with the class the parts of the road. Write these on the board or a chart and discuss each. (This is revision from work done in Years 0–1.) Ensure that these features below are covered:

footpath,	gutter	road	lanes	street
driveway	car park	centre line	kerb	grass verge
intersection	pedestrian crossing		house side of the footpath	



- Ask: Where do you walk on the footpath? (On the house/shop side, or the side furthest from the road)  
Where do you walk if there is no footpath? (On the grass verge well away from traffic and facing the oncoming traffic)

Gather students around the road mural that has been made. Ask students to identify the different parts of the road and label these by either writing on the mural or attaching pre-made signs.

- Ask: Why is it important that we know the different parts of the road?

## 2. About road signs

Ask the class what signs are and why we have them. Talk about any signs in the classroom and school environment. Explain that there are special signs on the road, too. Some of these are written signs and some are markings on the road. Show them Photo 5 **Road Signs** from the Photopack. Ask students to identify both traffic and non-traffic signs.

- Ask: What other road signs do you know?

Record these on the board.

Hand out Copsheet: **Signs**. Ask students to colour the signs in as given in the copsheet and explain that this is the colour that these signs always have. Explain that red signs must be obeyed; yellow signs warn us of a hazard; and blue signs give us information.

Ask students, individually or in pairs, to decide what each sign means. Go over the correct names, using Copsheet: **Signs – Answers**.

## 3. Looking for road signs

Explain that the class is going outside to look at the parts of the road and the road signs and markings. Review safe practices when near roads, including walking across the school car park, walking on the footpath side of the road, and kerb drill. During the walk, students identify and draw, or photograph, road signs they see. These should be displayed on the return to class.

- Ask: Which signs and markings are especially for pedestrians?

## 4. Road mural

Gather students around the road mural. If road signs are shown on the mural, students can name them. If no signs are shown, students can decide where they should go and add them.

**Either** students use the templates of traffic and paste them on to the mural, in the appropriate places (pedestrians on footpaths, cars on road and so on), **or** they draw traffic on to the mural, in appropriate places.

Display the road mural in a prominent place in the classroom or school, where parents and caregivers can see it.

- Ask: What does **dangerous** mean?  
What are some things that can be dangerous?  
Why can traffic sometimes be dangerous?  
Why must we take special care near traffic?

Brainstorm with students ways they can take care near traffic. Record these on a wall chart like the example given here.

Give students Copysheet: **Roads and Traffic near Home** to take home and complete with an adult.



## Copysheet: Road Signs

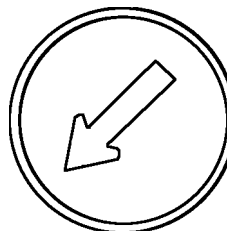
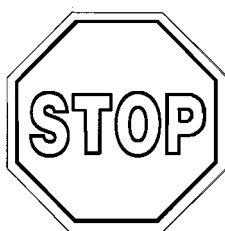
1. These signs are permanent warning signs to warn traffic about hazards that are always there. They are always yellow and black. Look for these signs when you are near the road.
  - a. Colour them in yellow.
  - b. Underneath each one write what you think it means.



2. These are temporary warning signs to warn traffic about temporary hazards. They are always orange and black. Look for these signs when you are near the road.
  - a. Colour them in orange.
  - b. Underneath each one write what you think it means.



3. These regulatory road signs tell traffic what they can or cannot do. We must obey them. They are either red and white signs or blue and white signs. Look for these signs when you are near the road.
  - c. Colour the two signs on the left in red and white, colour the two signs on the right blue and white.
  - d. Underneath each one write what you think it means.



## Copysheet: Road Signs –Answers



Pedestrian crossing



Students



School bus



Train



Road works



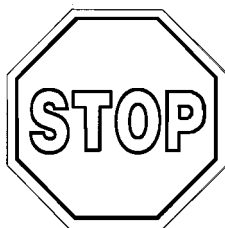
Gravel



Slips



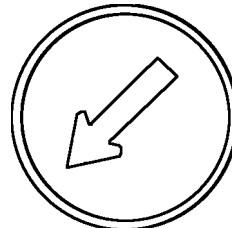
Mower



Stop



Give way



Keep left



Pedestrian

## Copysheet: Roads and Traffic near Home

Parents, please help your child with the following activities.  
The results will be displayed at school.

1. Circle the words in the chart below that describe the road or street you live on.

<b>Place</b>	town	country	city	other		
<b>Type of road</b>	main road	side road	cul-de-sac	crescent	no exit	other
<b>Footpath</b>	wide	thin	concrete	gravel	no footpath	other
<b>Surface of road</b>	gravel	sealed	other			

2. Write some other words to describe your road (quiet, busy ...)

3. Tick in the box any of the following things that are near your home.

- |   |  |
|---|--|
| <input type="checkbox"/> bus stop         | <input type="checkbox"/> school patrol         |
| <input type="checkbox"/> one way signs    | <input type="checkbox"/> pedestrian crossing   |
| <input type="checkbox"/> traffic lights   | <input type="checkbox"/> yellow lines          |
| <input type="checkbox"/> railway crossing | <input type="checkbox"/> stop or give way sign |

4. Draw a sign in the space below that is near your street or road.

5. Write down, or draw, five types of traffic that goes past your house.  
Do this on the back of this page.