

Levels 4, 5 and 6

MODULE 2: Pedestrian Safety

Activities

- ▶ What are the risks for pedestrians?
- ▶ Choosing a safe route



Links to AusVELS

Level 4	<p>Information and Communications Technology <i>ICT for creating</i> <i>ICT for communicating</i></p> <p>Interpersonal Development <i>Building social relationships</i></p> <p>Health and Physical Education <i>Health knowledge and promotion</i></p> <p>English <i>Writing:</i> Literacy (ACELY1694)</p> <p>The Humanities <i>Humanities skills</i></p> <p>Thinking Processes Reasoning, processing and enquiry</p>
Level 5	<p>Information and Communications Technology <i>ICT for creating</i> <i>ICT for communicating</i></p> <p>Interpersonal Development <i>Building social relationships</i></p> <p>Health and Physical Education <i>Health knowledge and promotion</i></p> <p>English <i>Writing:</i> Literacy (ACELY1704)</p> <p>The Humanities - Geography <i>Geospatial skills</i></p> <p>Thinking Processes Reasoning, processing and enquiry</p>

Level 6	<p>Information and Communications Technology <i>ICT for creating</i> <i>ICT for communicating</i></p> <p>Interpersonal Development <i>Building social relationships</i></p> <p>Health and Physical Education <i>Health knowledge and promotion</i></p> <p>English <i>Writing:</i> Literacy (ACELY1714)</p> <p>The Humanities - Geography <i>Geospatial skills</i></p> <p>Thinking Processes Reasoning, processing and enquiry</p>
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Key ideas

- ▶ Safe pedestrians are also responsible pedestrians.
- ▶ Safe pedestrians understand that traffic can come from anywhere and that it is not always predictable.
- ▶ As children become adolescents they should have acquired the skills to travel independently.
- ▶ Sometimes friends distract each other from being safe.

Students will be able to:

- ▶ Describe the risks and possible consequences of unsafe behaviour as a pedestrian.
- ▶ Understand the process of decision making in relation to safe pedestrian behaviour.

Vocabulary

- | | |
|----------------------|--------------------------|
| ▶ Pedestrian | ▶ Assertive |
| ▶ Safe | ▶ Active listening |
| ▶ Unsafe | ▶ Street furniture |
| ▶ Distraction | ▶ Countermeasure |
| ▶ Independent travel | ▶ Mid-block |
| ▶ Peer pressure | ▶ Infringement penalties |
| ▶ Risk | |

ACTIVITY: What are the risks for pedestrians?



IN THE CLASSROOM

Preparation

- Students will need to have access to computers and the Internet.
- Prepare a continuum line with signs at either end saying 'Low Risk' and 'Extremely Risky'

Identify pedestrians' involvement in road trauma.

Ask and discuss with the class their perceptions of the problems and risks that young people face when they are pedestrians. Probe factors such as gender, age, weather conditions, day of the week, month of the year, way to or way from school, peer influences to act unsafely.

Direct students to explore *CrashStats* (an online crash database available from www.vicroads.vic.gov.au/CrashStats) and look at pedestrian crashes either in the local area or on a Victoria wide basis.

Have them write a summary report of their findings in relation to pedestrian crashes:

- What do the statistics indicate?
- What does this mean in relation to decision-making about safe walking?

Note that the statistics don't reveal everything.

Discuss how statistics don't reveal the whole story.

Invite class members to share experiences of 'near misses' they have had as a pedestrian.

Ask:

- What probable explanation is there for such an event? (Refer back to Module 1 – how human factors are the largest contributors to road trauma.)
- Do 'near misses' mostly occur when you are on your own, with an adult or with friends? Why could this be?

Invite the class to review one of their near miss scenarios and 'tell the story' from the other road user's perspective as a writing task.

Invite a discussion about what is learned from 'near misses'.

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Compile (and continue to build) a class log of 'near misses.' Share these and 'solution seek' frequently.

Students could discuss and compare the similarities and differences in crossing the road and crossing the railway track. Ask:

- How is your behaviour different, and why?

Explore the idea of being a responsible pedestrian.

Brainstorm what is meant by 'acting responsibly' when walking.

Remind the class that pedestrians are one of many different types of road users. Sometimes the actions of pedestrians affect the safety of other road users.

Invite the class to look at pedestrian behaviour from others' perspectives – it's not always the driver's fault!

What is responsible pedestrian behaviour from:

- A driver's view?
- A cyclist's view?
- A train driver's view?
- A tram driver's view?
- A bus driver's view?
- A police view?
- A parent/carer's view?

Probe behaviours such as:

- Transition from one travel mode to another.
- Waiting in a safe, appropriate place.
- Following the specific rules/laws that apply.

As a class, profile the 'perfect/responsible pedestrian.'

Have students write safe pedestrian tips for the school newsletter.

Explore the risks attached to being a pedestrian.

Use a continuum activity to explore the ideas of risk and risky behaviour associated with being a pedestrian.

In a large space, draw a continuum line with 1 down one end (Low Risk) and 10 down the other end (Extremely Risky). You may have to push the desks aside or go outside.

Commence by asking students to define what we could mean by 'risk' and 'risky'. For the purpose of this activity, 'risk' is considered an action that may have either a positive or negative outcome. 'Risky' behaviours are those that have a high likelihood of a negative outcome.

Read aloud one of the statements that follow and invite students to position themselves along the continuum somewhere between 1 and 10, where they view the level of riskiness to be.

Statements:

- Crossing a railway line after a train has passed but before the warning bells and lights have stopped.
- Crossing a road near, but not on, a pedestrian crossing.
- Crossing the road from between parked vehicles.
- Crossing the road between vehicles that are queued up along the road waiting for traffic signals to change.
- Walking home from school with friends.
- Walking home with friends after a fun activity.
- Crossing a multi-lane highway where there is no pedestrian crossing.
- Crossing the road between vehicles that are stopped at railway tracks.
- Standing in the middle of the road, waiting for a clear gap to finish crossing.

Ask different students to explain why they positioned themselves as they did. Ask others to compare and contrast their position.

After hearing different responses (gaining another perspective), invite students to reposition themselves along the continuum. Ask those students who moved to explain the reasons for their repositioning. What information have they heard that has changed their view about how risky the activity is?

Discuss what factors could increase or decrease the level of riskiness in each of the road safety statements/scenarios.

Build an understanding of peer influence.

Ask and discuss:

In what way do friends influence the way in which you behave around roads and train tracks?

Are all influences negative?

How can peers influence each other to recognise dangers and optimise safety?

Have students in small groups role play scenarios involving peer group pressure to participate in unsafe pedestrian behaviour. Explore options available and strategies for managing influences from others to participate in unsafe behaviours when walking. Ensure that the role plays not only explore the unsafe behaviour, but also include some strategies for dealing with them.

Possible scenarios are:

A group of students is running late for school and as they approach a railway crossing, the bells start to ring and lights flash. There is no train in sight.

A group of young people are walking beside the road. Several of them start to playfully push and shove each other. Cars have to brake and swerve.

Children getting off the bus decide to walk to the back of the bus and cross the road in front of traffic coming the other way.

OR

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Direct students to write a story about the possible conversations and consequences when:

A group of young people ignores warnings and crosses the railway line resulting in one of them being hit by the train.

A car swerves to miss young people skylarking at the edge of the road and it crashes into another car.

Crossing the road at the back of a bus, a young person does not notice a vehicle coming from the other direction.

Have students read their accounts to the rest of the class, prompting discussion of the consequences of the unsafe choices.

Make students aware of the need to be assertive with their friends to ensure everyone remains safe when in or near traffic – including trains.

Discuss with the class:

- The extent to which there were different perceptions of the level of risk amongst the class.
- The reasons why young people may do risky things when walking.

Raise and discuss the issue of accepting personal responsibility for actions, especially unsafe behaviour that may cause injury or interfere with the safety of others.

Develop assertive behaviours.

Explain to students that to get what they want and to be safe, they need to be assertive when with friends (as opposed to aggressive or submissive).

Assertive communication involves:

- Active listening (following what is being said – as opposed to guessing, mind reading or interrupting)
- Calmly communicating without causing conflict (being direct about what you want or will do, saying how you feel and matching your body language and voice tone with what you are actually saying).

On the board, brainstorm some tips for assertive communications.

For example:

Do	Don't
<ul style="list-style-type: none"> • Speak firmly • Use 'I' statements • Stand strong • Stay calm • Say how you feel • Say why 	<ul style="list-style-type: none"> • Apologise or say sorry • Whisper or speak softly • Get angry • Bully others • Look guilty or scared

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Discuss issues that can arise when students act assertively. Look for both positive and negative outcomes for the assertive person and for whoever they are communicating with.

Invite students to respond assertively to scenarios/situations.

Go back to the earlier scenarios (or develop new ones) and look for opportunities to communicate assertively to ensure safety.

Continue to rehearse assertiveness skills until students understand the process of:

- Saying what they want and why
- Using 'I' statements
- Not apologising.

Review the Stop, Look, Listen, Think procedure.

Remind students about the need to Stop, Look Listen, Think when walking. Do not assume they can do this, even if they know the words or the abbreviation SLLT.

Discuss:

- Where and why do you STOP? What if there is no kerb?
- What do you LOOK for and where do you LOOK?
- What do you LISTEN for? What do you need to stop listening to?
- What are the many things you have to THINK about? (Is it safe? Is there a better place? Have other road users seen me? Have I got time to...?)
- Does the SLLT procedure only apply to crossing roads? (Draw out discussions about railway crossings)
- What are some reasons people ignore or forget one or more steps in the procedure?
- What are the possible consequences of leaving out any one of the steps?
- What strategies could be used to ensure all steps in the SLLT procedure are followed?

EXPLORING THE LOCAL AREA

Preparation

- Ensure excursion protocols are followed and there are some adult helpers available.

Observe others' pedestrian behaviours by taking a walk in the local area.

Before going out:

- Generate a list of risky/unsafe/illegal behaviours of pedestrians
- Develop a tally or observation sheet.

Have students observe pedestrians. Good places to observe are pick up and drop off times at school, a sporting venue, transit station, shopping centre, hospital. It may be useful to take photographs if a camera is available.

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Students should identify behaviours they consider risky and those they consider safe and write a report about their observation.

- Which age group/gender was most risky/safe?
- What reasons do you suggest for the behaviour? For example:
 - Lack of clear signage?
 - Lazy?
 - Ignorant?
 - Simple error?
- What are the possible consequences of such behaviours?

BACK IN THE CLASSROOM

Write a report on their observations of pedestrian behaviours.

Incorporate diagrams, illustrations or photographs to make ideas clearer.

Write some recommendations for improving pedestrian safety in the area.

AT HOME

Preparation

- Make copies of *Take Home Activity 1: Travelling Independently* for the class.

Distribute Take Home Activity 1: Travelling Independently.

Ask students to discuss with their parents/carers the risks they face when travelling independently as pedestrians. They should also go on a number of planned walks with their parents/carers and get their parents/carers to write down some observations about their travel decisions and behaviour.

ACTIVITY: Choosing a safe route



IN THE CLASSROOM

Preparation

- Enlarge a map of the local area from a street directory and familiarise yourself with some local landmarks the students will recognise.
- Students will need to have access to computers and the Internet.

Identify local landmarks on a map.

Tell the class that a new next door neighbour has moved in and has asked for their help to plan a safe route to school for their child. They are to look for any likely hazards on the route – heavy traffic, busy intersections, hills or bends, roads without footpaths, driveways, etc. They should also look for safety features – pedestrian crossings, underpasses, footbridges, quieter roads, footpaths, etc.

Provide an enlarged map of the local area and mark on it various landmarks that the class will immediately recognise to help build an understanding of the local area.

It doesn't matter if these landmarks aren't travel related, as recognition of any physical features can help build mapping and directional skills. Large maps are usually available from your local government council. The class could also view their local area using Google Maps (www.google.com.au/maps) or Google Earth (<http://earth.google.com>).

As a class, look at the map and discuss its features.

Identify and mark in any major roads or geographic features that may impact on safe travel. Before commencing, agree on a colour coding system so that any particularly dangerous features are obvious – such as red for danger and green for safe.

Discuss and mark in any signalised or unsignalised intersections and crossing points, overpasses, walking or cycling paths, or other travel related features. Colour those that are tricky or dangerous in red, and those that are safer in green.

Develop a safe route to school.

Become familiar with dangers/hazards for students walking to and from school.

Using marker pens (or mark routes by sticking string or wool to the map), track the route the new neighbour could use to come to school if walking (or riding).

Note any particularly dangerous or tricky features and mark these.

Develop a report for the neighbour.

EXPLORING THE LOCAL AREA

Preparation

- Ensure excursion protocols are followed.

Go on the group walk in the local area.

As a class, determine/agree on a walking route of approximately 5km (round trip) to a local site (you could couple this with a focused excursion for a subject area).

Develop observation sheets for students to use on the walk that can identify:

- Hazards/dangers (“red spots”)
- Safety initiatives – such as fences, lights, signs (“green spots”).

On the walk remind students about, and rehearse, the Stop, Look, Listen, Think procedure.

Observe and record details of the “red” and “green spots” along your walk.

Determine what makes these places either safe or unsafe/dangerous and explain why this is so:

- Determine traffic flows. Which roads are busy and which are quiet? Does this vary at different times of the day?
- Which danger areas are signposted and which aren't?
- What road markings are helpful for pedestrians (and cyclists)?
- What unpredictable/dangerous behaviours were observed?
- What types of roads were observed?
- What are the characteristics of dangerous/hazardous points?
- What traffic controls are there and how should pedestrians interact with them?
- What vegetation or ‘street furniture’ endangers pedestrians?
- Where do trams (or trains) cross?

BACK IN THE CLASSROOM

Preparation

- Make copies of maps of the local area from a street directory for the class.

Review the safety of the walking route.

From the data collected, discuss:

- Which are the busiest and most dangerous parts of the local area?
- How can a pedestrian or cyclist safely manage the road? (Include discussion about other groups of people, for example, parents/carers with young children, the elderly, the visually impaired, etc.)
- Is there an alternative safer route?
 - Why is it safer?
 - What are the disadvantages to using this alternative route?
- What dangers are associated with quiet, safe-looking streets?
- Which signs and road markings keep pedestrians safer?
- Where could additional safety features be added (e.g. extra crossings or signs to alert drivers to the presence of children, etc.)?
- Are there any features in need of maintenance or replacement?

Take action for change to optimise safety.

Write to the local government or newspapers and suggest how particularly dangerous, or less safe places could be made safer.

Brainstorm with the class a list of possible countermeasures that could be used to improve pedestrian safety in their local area, such as:

- Pedestrian malls free of vehicles
- Reduction in speed limits
- New pedestrian facilities, such as crossing facilities, pedestrian refuges or pedestrian overpasses
- Traffic calming initiatives to slow the traffic, such as speed humps
- Barriers to restrict pedestrian access, such as fences
- Increasing policing or infringement penalties
- An education campaign or program
- Changing the phase times at crossings.

Students could research and develop a proposal for the pedestrian safety countermeasure of their choice.

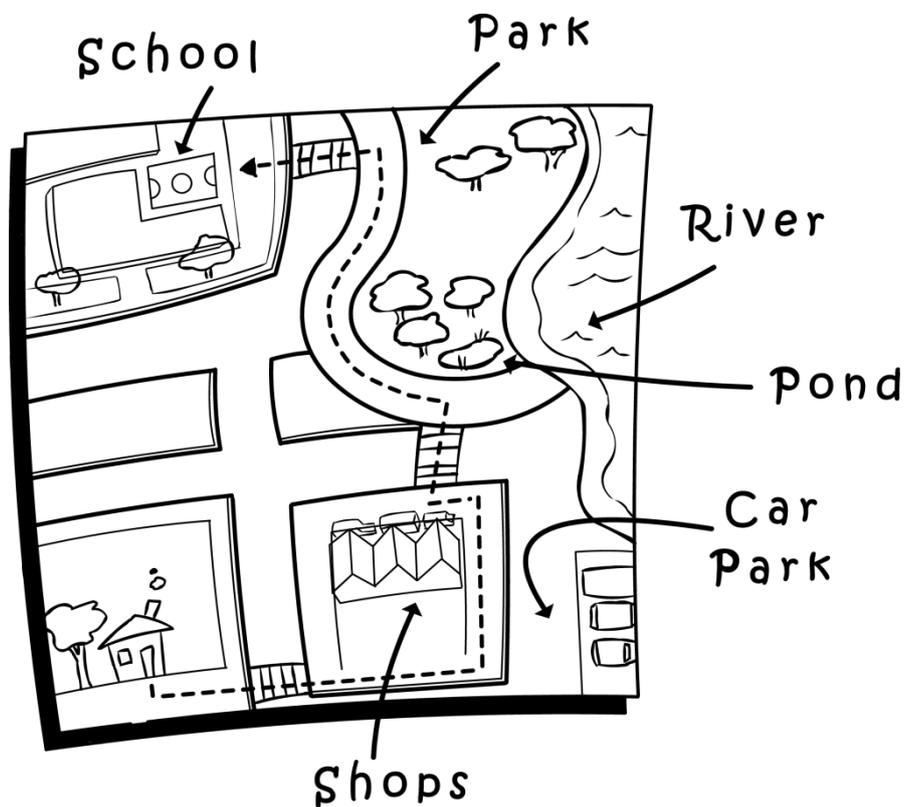
AT HOME

Have students work with their parents/carers to review their travel route to school, secondary school, or a recreation venue.

In the classroom, have students mark up a map of their planned travel route. Have them identify the danger spots.

At home, have the students review the map with their parents/carers and:

- Add any new danger spots
- Discuss with their child why they have identified particular areas as dangerous/hazardous
- Suggest any management strategies to make the journey safer, including changing the route altogether.





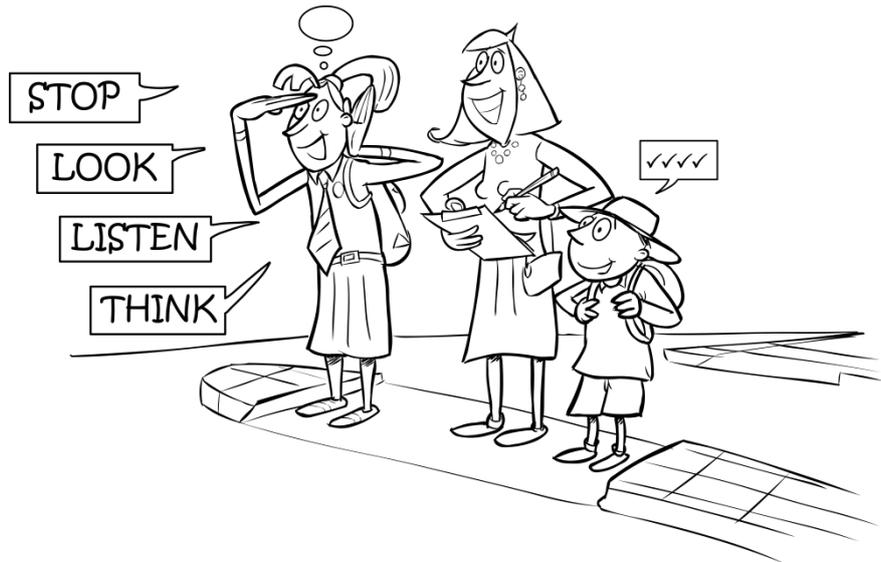
Travelling independently

Sheet 1 of 1

Dear parent/carer,

Your child is learning more about travelling safely when they are alone or with friends.

It is difficult to decide when your child is ready to walk to and from school, to a friend's house or to places of interest in your neighbourhood without adult supervision. The decision about when they are capable of travelling independently cannot be made based on their age alone. You will need to decide whether your child has enough common road sense and the essential safety skills.



As a general rule:

- Children up to about the age of 10 should not be in traffic without an accompanying adult, as they may not have yet developed the skills to keep themselves safe.
- Child pedestrian accidents occur most frequently in familiar areas close to their home.
- Mid-block, or between intersections, are usually where such accidents happen and they are more likely to occur after school than before school.
- Children can become more distracted and less safety conscious when they are travelling with other children.

To check their understanding of road safety issues, we ask that you accompany your child on a number of planned walks:

- Before you set out, ask your child to explain the steps involved in a safe crossing procedure.
- Although you are to take full responsibility for the safety decisions, let your child make most of the decisions relating to the walk, such as direction or route and the safest places to cross.
- Observe your child as they make the travel decisions and ask him or her to explain what they are doing and why.
- Observe your child when they are walking with their friends to see how easily distracted they are.
- After each walk, discuss road crossing skills with your child.
- Write down any comments you have about their travel decisions and behaviours and always look for opportunities for positive feedback to bring about improvement.

Enjoy the experience and take plenty of walks together!

ENRICHMENT ACTIVITIES

- Contact the RACV about its Street Scene program for primary schools (www.racv.com.au/roadsafety). Schools can book a visit by an RACV Traffic Safety Educator and arrange a time and program to best suit the local road safety needs of the school. There are also teaching resources available online for primary schools.
- Contact your local Police station and ask for the School Youth Resource Officer to arrange a visit to the school to discuss pedestrian safety issues.
- Invite a Traffic Engineer from local government to talk about what makes the local environment safe or unsafe and how traffic is managed. You will need to brief him/her well so that the presentation is relevant to your classroom work and is age appropriate. The proposal for the pedestrian safety countermeasure could also be presented to the Traffic Engineer, who could be asked to discuss the merits of the countermeasures suggested.
- In small groups, have students develop board games to highlight pedestrian safety issues. They should draw on knowledge about:
 - Dangerous and hazardous places.
 - Dangerous and antisocial behaviours.
 - Consequences of travel behaviours – both good and bad.
- Develop media campaigns:
 - Students should devise a public health/advertising campaign with a focus either on travelling with peers or walking safely.
 - Students could develop an instructional brochure or guide sheet directed to other children or young people on either one of the following:
 - How to cross a road when there are no pedestrian crossing facilities available.
 - How to choose the safest place to cross in this local area.
 - How to cross a road from the tram safety zone or super-stop – or cross from kerb to tram.
- Have students do online research into two Australian organisations that encourage walking and acknowledge pedestrian safety. Examples of organisations are the Pedestrian Council of Australia (www.walk.com.au/pedestriancouncil/page.asp) and Victoria Walks (www.victoriawalks.org.au).
Direct students to find:
 - Details of the organisation, such as membership, aims and objectives
 - Specific issues being addressed by the organisation
 - Overview of the strategies used, such as education or special events
 - Evidence of success.As a class, compare the strategies used by the different organisations. What are the similarities and differences? What suggestions can the class make to promote safe walking?
- Become advocates for walking and pedestrian safety by having students organise a 'Walk to School Day.' They will need to consider the inexperience of young children and their supervision needs.

LIST OF KEY ROAD SAFETY TERMS

Casualty – fatality or serious injury resulting from a road crash

Children’s crossing – a crossing near a school that is active only when the flags are displayed

Crash – a violent collision causing harm or damage

Distraction – something that reduces concentration and attention

Fatality – a death as a result of a crash

Footpath – a narrow path for a person on foot

Force – the acceleration of a body in the direction of its application

Friction – the force generated between two surfaces when they rub or move over each other

Greenhouse gases - any of the atmospheric gases that contribute to the greenhouse effect

Hazard – something in the traffic or road environment that could cause risk or harm

Intersection – a place where two or more roads meet

Kerb – raised concrete lip at the edge of the roadway

Mid-block – the section of road between two intersections

Pedestrian – a person travelling on foot

Pedestrian crossing – a designated point in the road where there is a means to assist walkers to cross, such as traffic signals or warning signs

Public transport – trains, trams or buses, including school buses

Restraints – seatbelts and similar devices designed to keep people from being thrown around in a vehicle during a crash or when braking suddenly

Road – a public way for road users

Road markings – lines and markings on the road to guide traffic and road users

Road trauma – the serious injury or shock to the body as a result of a collision or crash

Safety door – the left side (kerbside) rear door of a car

Serious injury – an injury that requires a person to be taken to hospital

Shared pathway – a path where people travelling by different modes can travel together, such as pedestrians and cyclists

Speed – the distance travelled divided by the time it takes

Stop, Look, Listen, Think – a systematic procedure designed for pedestrians to use when crossing roads and railway lines

Stopping distance – the total distance that a vehicle travels to come to a stop once the driver realises that the vehicle has to stop

Travel mode – different ways of travelling, e.g. walking, riding, driving, public transport

Traffic signals/signs – a light, sign or other signal used to control or manage traffic or to provide information to road users

Verge – the extreme edge of the road

Vehicle – a device for transporting persons or things, such as a car, train, tram, bus, motorcycle or bicycle.

Zebra crossing – a pedestrian crossing with painted thick white lines on the road, usually with ‘walking legs’ signs and sometimes amber flashing lights.

MODULE 2: Pedestrian Safety

USEFUL WEBSITES

Road Safety Education Victoria - www.roadsafetyeducation.vic.gov.au

Road Safety Victoria - www.roadsafety.vic.gov.au

Transport Accident Commission (TAC) - www.tac.vic.gov.au

VicRoads - www.vicroads.vic.gov.au

Victoria Police - www.police.vic.gov.au

DEECD - www.education.vic.gov.au/school/teachers/health/Pages/trafficsafety.aspx

RACV - www.racv.com.au

Public Transport Victoria - www.ptv.vic.gov.au/about-ptv/education

Kidsafe - www.kidsafe.com.au

Australian Department of Infrastructure and Regional Development - www.infrastructure.gov.au

