Foundation, Levels 1 and 2

MODULE 1:
Rocks, Vehicles and Traffic

Activities

▶ Let’s go walking!
▶ Vehicles

Links to AusVELS

<table>
<thead>
<tr>
<th>Foundation Level</th>
<th>English</th>
<th>Reading and viewing: Literacy (ACELY1645)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Writing: Literacy (ACELY1651)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Speaking and Listening: Literacy (ACELY1784) (ACELY1646)</td>
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<tr>
<td></td>
<td>The Arts</td>
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<td></td>
<td>Creating and making</td>
<td></td>
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<tr>
<td></td>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number and Algebra: Number and place value (ACMNA001)</td>
<td></td>
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<tr>
<td></td>
<td>Science</td>
<td></td>
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<tr>
<td></td>
<td>Science Understanding: Physical Sciences (ACSSU005)</td>
<td></td>
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<tr>
<td></td>
<td>Science Inquiry Skills: Processing and analysing data and information (ACSIS233)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Humanities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students develop an awareness of spatial concepts through structured experiences within their immediate environment.</td>
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</tr>
</tbody>
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<thead>
<tr>
<th>Level 1</th>
<th>English</th>
<th>Writing: Literacy (ACELY1661)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Speaking and Listening: Literacy (ACELY1656)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Arts</td>
<td></td>
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<tr>
<td></td>
<td>Creating and making</td>
<td></td>
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<tr>
<td></td>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number and Algebra: Number and place value (ACMNA012)</td>
<td></td>
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<tr>
<td></td>
<td>Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science Inquiry Skills: Questioning and predicting (ACSIS024)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Processing and analysing data and information (ACSIS214)</td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Level 2</th>
<th>English</th>
<th>Writing: Literacy (ACELY1671)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Speaking and Listening: Literacy (ACELY1666)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Arts</td>
<td></td>
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<tr>
<td></td>
<td>Creating and making</td>
<td></td>
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<tr>
<td></td>
<td>Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science Inquiry Skills: Questioning and predicting (ACSIS037)</td>
<td></td>
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<tr>
<td></td>
<td>Processing and analysing data and information (ACSIS214)</td>
<td></td>
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MODULE 1: Roads, Vehicles and Traffic

Key ideas

- Traffic includes many different vehicles and road users.
- Being near traffic is dangerous.
- Traffic changes in volume and speed at different times.
- Traffic that appears big is usually nearby and traffic that is far away appears smaller.
- Vehicles travel at different speeds; some vehicles arrive quicker than others.
- You can work out what traffic might do by paying attention to clues from vehicles or from road signals and markings.
- All traffic is controlled by signals, signs and road rules
- Not all vehicles do what they should do.
- Rules related to travelling help to make it safer.

Students will be able to:

- Recognise and name different types of roads and pathways in their local area.
- Identify what makes a roadway dangerous, quiet, busy, wide, narrow.
- Discuss how traffic affects the safety of pedestrians and cyclists.
- Identify major signals, signs and road markings.
- Recognise additional road signs such as advisory and warning signs.
- Stop, Look, Listen, Think when near traffic.
- Observe different vehicles and predict their movements.
- Make judgements about the distance vehicles are away from them, the direction of travel and the speed at which different vehicles travel.
- Recognise some of the legal and formal road rules and devise informal ones with their friends and family.
- Discuss which vehicles are more environmentally sustainable.

Vocabulary

- Road
- Vehicle
- Traffic
- Traffic signs
- Signals
- Footpath
- Kerb
- Verge
- Pedestrian
- Driver
- Cyclist
- Pedestrian crossing
- Children’s crossing
- Public transport
- Fast
- Slow
- Busy
- Quiet

Note: For children in a rural setting, include other appropriate vocabulary, e.g.
- Farm machinery
- Milk tanker
- Off-road motorcycle
IN THE CLASSROOM

**Preparation**

- Download and either display or print off pictures of traffic signs available from the VicRoads website ([www.vicroads.vic.gov.au/Home/SafetyAndRules/RoadSafetyEducation/PrimarySchools/CorePrimarySchoolResource.htm](http://www.vicroads.vic.gov.au/Home/SafetyAndRules/RoadSafetyEducation/PrimarySchools/CorePrimarySchoolResource.htm)).

**Identify and discuss features of the road environment.**

Begin this module with a discussion about where students live. Ask:

- Do you live in a street, avenue, boulevard, road, court, crescent, drive, esplanade, square, grove, etc.?
- Is your road/street busy or quiet?
- What types of traffic do you see near where you live?
- Can we tell how busy/quiet or safe/dangerous a road is by its name or the number of lanes it has?

Brainstorm the features of a road environment and list the ideas on the board. Clarify what these are as you go. Encourage students to include the following: footpath, driveway, laneway, fence, road, road sign, road marking, nature-strip, kerb, verge, pedestrian crossing, children’s crossing, traffic lights, railway crossing, median strip, roundabout, street vegetation (trees, shrubs), street furniture (bus shelters, post boxes, benches).

**Ask students to describe what traffic is.**

A suitable description would include:

- **On the road:** cars, trucks, buses, motorcycles, bicycles.
- **On paths:** pedestrians, baby strollers, skateboarders, wheelchairs, motorised scooters.
- **On rails:** trains, trams, light rail.

**Identify and discuss the purpose of road signs and road markings.**

Signs and markings give information, warn about dangers, keep different vehicles and road users separate (e.g. cars and pedestrians), and help keep all people using the roads safer when everyone obeys them.

Discuss how signs can be sorted and have the class sort pictures of signs in different ways:

- Shape, colour, size
- Traffic or non-traffic (e.g. animals crossing)
MODULE 1: Roads, Vehicles and Traffic

- Road law (e.g. Stop) or warning (e.g. Slow down – Roadworks)
- Those with words, those that use symbols
- Those relating to drivers and those for pedestrians and cyclists.

Discuss what could happen if these signs and road markings were ignored. Identify other ways that road users get messages about the roads, signs and signals (e.g. sounds from pedestrian signals, textured paint on the edges of roads to warn drivers, flashing hazard lights, road workers or police directing or slowing down traffic).

Build an understanding about the need to use our senses to keep us safe – look and listen.

Discuss how important it is to listen when in traffic.

- What do we listen for? (Parent instruction, vehicle noise, pedestrian signal beeps)
- Why is it important to listen when in traffic?
- What does a busy street/road sound like? What sounds can you hear?
- How does a quiet street/road sound? Are there still sounds in a quiet street?
- Where does traffic come from? (Ensure students understand that it comes from all around)
- What do we need to look for?
- When can a quiet street become busy, and a busy street become quiet?
- Can both busy and quiet streets be dangerous? (Yes) What dangers are there with both kinds of streets?

Explore the concept of danger and introduce the concept of a road safety hazard.

A danger is anything that interferes with our safety or puts us at risk of being hurt/injured. Tell the class that they will be looking for dangers when on a walk.

Discuss the concepts of fast, slow, near, far, towards, away from, busy and quiet.

EXPLORING THE LOCAL AREA

Preparation

- Choose an area in the school ground where you can mark out different widths of ‘roads’ using chalk or tape.
- Organise adult helpers for the observation walk and ensure excursion protocols are followed. It may be useful to repeat an observational walk at a couple of different times in the day and have the class experience different traffic volumes and behaviour.
- You may like to take a camera on the observation walk to take photographs for later use in the classroom.

Mark out different widths of ‘roads’ in the school ground to practise crossings.

Discuss the concepts of ‘wide’ and ‘narrow’ and different types of roads. Ask:

- How can you tell if the road is wide or narrow? (One lane, many lanes)
- If a road is wide, will it take more time to cross than if it is narrow?
MODULE 1: Roads, Vehicles and Traffic

Individually in turn, or in small groups, have the students cross the ‘roads’ that are marked out. Other students should observe and could count the steps they need and even the time it takes to cross.

Talk about what crossing time and road widths mean for safety.

Plan to go on a group walk around your local area.

Explain the group walk procedure and practise this on the way to the school gate (see Safe Walking Procedures in Book 1).

Give clear instructions such as: “Walk to the ... and stop.” Explain why it is important to stop when told.

- Being small, children can’t always see traffic and not all drivers can see them.
- Children are not always aware of what is dangerous and where that danger is coming from.

Go on a group walk.

Stop along the way at suitable locations and spend about 10 minutes each time observing and discussing what they can see:

- Observe the types of vehicles using the roads.
- Note and discuss road and footpath features.
- Look for anything that could be a hazard.
- Have the students count how many vehicles travel past them during one minute.

Discuss the volume of traffic:

- Is the road busy or quiet? What makes it busy or quiet? (Relate this back to the number of vehicles they counted in one minute.)
- Which vehicles are coming toward us and which are going away from us? How can we tell?
- Which vehicles are going fast and which are going slow? How do we know?
- When vehicles are going fast, do they get to us sooner than those that go slower?

Observe signs and road markings:

- What do the signs and road markings direct people to do?
- Who are the signs and road markings for? (e.g. pedestrians, cyclists or drivers)
- Where are they located and why might they be here?
- Discuss the shape, colour, words and numbers on the road signs and markings.

As you walk, look out for driveways.

Ask and discuss:

- How can pedestrians tell if a vehicle is coming out of the driveway? (e.g. listen for sounds, look for clues such as exhaust emissions, reversing lights or beeps from trucks)
MODULE 1: Roads, Vehicles and Traffic

Introduce the concept of the time it takes to cross a road.
If there are pedestrians visible, observe how long it takes them to cross roads and if possible count the number of steps it takes.

If there is a signalised crossing, count out how long the green man signal stays on. Note this information, and you could have the class rehearse road crossings in the school ground later and see if they can cross this width of a road in the allocated time – walking not running.

Stop on a straight stretch of road away from any cross roads (mid-block) and have the class pick out a vehicle in the distance and decide when it would be safe to cross, if they were with an adult. They should take into account the time it takes to cross the road, as well as the speed of the vehicle and the time until it arrives. Focus on the Look part of the Stop, Look, Listen, Think procedure and ask them to tell you where other vehicles are while they are looking at their chosen vehicle.

BACK IN THE CLASSROOM

**Preparation**
- If not done earlier, download and either display or print off pictures of traffic signs available from the VicRoads website ([www.vicroads.vic.gov.au/Home/SafetyAndRules/RoadSafetyEducation/PrimarySchools/CorePrimarySchoolResource.htm](http://www.vicroads.vic.gov.au/Home/SafetyAndRules/RoadSafetyEducation/PrimarySchools/CorePrimarySchoolResource.htm)).

Remind students about the concept of hazard, and ask them to think of examples they have seen.
List these examples of hazards on the board, such as:

- Vehicles travelling towards them or in the same direction.
- Things that restrict/limit vision – such as parked cars, plants on the sides of roads.
- The roadway itself – may be partly concealed by a bend or curve, hills, hard to see corners.
- Things on the footpath that cause you to leave the footpath – people riding bikes, scooters, pot holes, cars parked across footpaths.
- Things a pedestrian might do – such as not concentrating, playing with a ball, showing off, not wanting to use the Stop, Look, Listen, Think procedure, not thinking safely, running across driveways/laneways.
- In rural areas there may be no footpaths so people need to walk along the side of the road, facing oncoming traffic.

Organise the class into small groups and allocate them a road safety hazard that was identified in the local area.
Each group should discuss what they could do to manage the hazard and then report back to the class. As a class decide if each proposed strategy is a safe/unsafe way to manage the danger. For example:
• If the hazard was a group of shrubs obstructing the view of the road, you could manage this by moving along the footpath to a place where you had a clear view in all directions before crossing the road.

• In rural areas with no footpaths you should walk on the side of the road facing oncoming traffic, and walk with no more than two people side by side.

Have the class draw some of the dangers they need to be aware of when they are walking.

Write sentences or stories about narrow and wide roads, busy and quiet roads.

**Emphasise the importance of holding hands when near traffic.**
Discuss why it is important to hold hands with an adult when you are near traffic – e.g. an adult is taller and has a better view of traffic, is more familiar with road rules and where danger may come from.

Ask:

• What else could you hold onto when an adult’s hands are full? (e.g. when carrying shopping bags, hold onto one of the bags)

• When can it be okay to let go of an adult’s hand? (e.g. when the crossing task is safely completed and you are walking on the footpath, when you are older and have had lots of practise)

Have students design and produce a frieze of the signs and signals in the local area.
Draw on their experiences of the local area during the group walk. Use pictures of signs and road markings to stimulate their thinking. Add to the frieze over time as they discover more.

Use the signs and road markings in the frieze as a starting point to encourage story writing about a trip they have made, identifying what was safe (or unsafe) about the trip. If they cannot think of a trip they have made themselves, they could think of an instance where they observed others doing safe or unsafe things related to road signs, signals or rules.

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**AT HOME**

**Preparation**

• Put the *Module 1 - Information for parents/carers* into the school newsletter to help parents understand how to cross roads safely with their children.

• Make copies of *Module 1 - Take Home Activities 1 and 2* for the class.

**Distribute Take Home Activity 1: My street record sheet.**
Explain to students that they are to talk to their parents/carers about the ways to stay safe when they are walking and then complete the activity.

**Distribute Take Home Activity 2: Signs in my neighbourhood.**
Ask students to go on a walk around their local area with their parents/carers and take note of any signs and signals they observe. Tell them to fill in the activity sheet as they go, and discuss with their parent/carer what the signs and signals mean and who they are for.
ACTIVITY: Vehicles

IN THE CLASSROOM

Brainstorm and list different types of vehicles.
For the purposes of this activity, a vehicle is defined as any form of transport with wheels. Traffic is defined as the coming and going of vehicles and people.

Explain how there are many different types of vehicles on and near roads, and they must look out for them as they come from every direction, and not just from the right or left.

On the board list the different types of vehicles (cars, trucks, buses, vans, trains, trams, bicycles, motorcycles). Quickly sort and classify the vehicles by size in real life, use, whether they carry passengers or goods, whether they are on tracks or roads.

Ask about which vehicles are better for the environment and why (e.g. bicycles because they have no emissions, public transport vehicles because they can move large numbers of people in a more energy efficient way than individual modes of transport like cars or motorcycles).

Discuss which types of vehicles are seen travelling in your local area, and indicate these on the list.

For rural areas, talk about how some types of vehicles can be seasonal (e.g. grain trucks) or regular daily occurrences (e.g. milk tankers, school buses) and how other traffic can appear at any time.

Determine which parts of a vehicle are important for the safety of those inside the vehicle and those outside the vehicle.
Explain how vehicles have safety features which are designed to keep all road users safer.

Brainstorm a list of vehicle safety features on the board, e.g.

- **Inside**: restraints/seat belts, door locks, air bags, handrails.
- **Outside**: headlights, reversing lights, indicators, brakes, hazard lights, mirrors, audible reverse signal (mainly in commercial vehicles).

Ask and discuss how each of these features help make road users safe.
EXPLORING THE LOCAL AREA

**Preparation**

- Invite a parent or staff member to assist you with this activity. You will need their car and a child booster seat (ensure you use one with a back on it). It may be necessary to organise several seats and parent helpers with this activity to ensure all children have a turn if time is limited.
- Make sure the students bring along the vehicle tally sheets they made in class.

**Observe the safety features of a vehicle.**

Have the parent park their vehicle in the school grounds or somewhere else where it is safe for the class to be able to see the car being driven slowly. Position the class safely so they can all see the vehicle.

Ask:

- What safety features can you see on the vehicle? Have the helper use the various lights, including indicators and reversing lights.
- What does it mean when you see these various safety features working when you are a pedestrian or a passenger?

**Build an understanding about near and far, fast and slow, towards and away.**

Have the helper drive the vehicle some distance away but still in sight. Ask:

- Is the vehicle the same size as when it is up close to us? (Yes, it just appears smaller.)

Have the driver drive slowly toward the class.

Discuss what happens to the vehicle’s size as it gets closer.

Discuss the concept of speed:

- How can you tell if a vehicle coming towards you is travelling slow or fast? (Point out that you can’t if you are an inexperienced road user, so don’t cross the road unless the adult you are with says it is safe to do so.)

If possible, get a second adult helper to do the same exercise on a bicycle (make sure a helmet is worn).

Ask:

- Are the car and the bike coming towards you at the same speed?
- How can you tell?

Ask the helper in the vehicle to demonstrate some simple vehicle movements, such as reversing, turning left and right, and stopping.

Invite the class to discuss what they can see and what each of these vehicle movements might mean for them in terms of safety.
MODULE 1: Roads, Vehicles and Traffic

- Can the driver always see them?
- Can they always see the driver?
- Why is it important to be seen?

Position the class at the school fence and observe passing vehicles.
Conduct a discussion about far and near, and check that the class understands that the size of vehicles appear to change as cars come closer. Also point out that two vehicles that appear to be about the same size may be different. One may be a large vehicle further away and the other a smaller vehicle close by.

Discuss if passing vehicles are travelling fast or slow and how you can tell. Set up a clapping routine of around one clap for every second of time.

Observe different vehicles passing a point in the road as they approach – say a signpost or tree about 100 metres away. Clap to determine how long it takes for each vehicle to travel from that point to where the group is standing. Count the claps and note the number down for several vehicles.

Discuss whether some vehicles travel faster than others.

If the school is near a railway line, this activity could be adapted to observing trains.

Build an understanding about their visibility from a driver’s viewpoint.
Using a car parked in a safe place in the school ground, use a child booster seat and have children take it in turns to sit in the driver’s seat.

Position different class members at the sides, back and front of the car. Ask the ‘driver’ what they can see.

If possible, try the exercise again using a four-wheel drive vehicle which is higher and offers a different view.

Discuss:

- How their size makes them difficult to see, compared with an adult. (Remind them that many of them are of similar height to the bonnet of a car.)
- How the size of a vehicle can affect how easily a driver can see them.
- How some clothing colours make it difficult to be seen. You could have the students test the visibility of different colours over different distances by having them put on coloured t-shirts. Discuss what are good colours to wear so that you can be easily seen (bright light colours). Point out that these may vary depending on the weather and time of day.
- How it can be very difficult for drivers to see them when they are in carparks, for example at shopping centres.

Further explore the concepts of near and far.
Line up three or four students to determine that they are the same height. Position them at various distances away from you and the class. Ask:

- Who is the tallest?
- Why does X seem so small?
- Are X and Y really that tall or small?
- Are people harder to see when they are further away?
MODULE 1: Roads, Vehicles and Traffic

- Are smaller people more difficult to see than adults?

BACK IN THE CLASSROOM

Check understandings about vehicles.
Have students write or illustrate some of the important things they have learnt about vehicles. This could include:

- Stories about the clues they get from the outside of the vehicle about what the vehicle may do (e.g. indicators showing or wheels moving in a parked car).
- Their understanding about judging the size (speed) and distance of vehicles.
- What has been learned about fast and slow.
- The importance of being seen, and how best this can be achieved.
So you need to cross a road with your child?

Crossing a road isn’t easy. Traffic seems to move fast and to be coming from all directions. Here are some tips to keep you and your children safe.

**CHOOSE A SAFE PLACE TO CROSS**

**The best choices are:**
- At an intersection with lights.
- A pedestrian operated crossing.
- A children’s crossing where the flags are out or a place with a kerb extension.

**Other safe places are:**
- A pedestrian crossing.
- A place with a pedestrian refuge.
- A place with a median strip.

Make sure wherever you choose, it is a place with a clear view in every direction.

**Do NOT cross:**
- Near bends when your view is reduced.
- From between parked cars.
- Near, but not on pedestrian crossings.
- Just below the crest of a hill.

**And remember to:**
- Obey lights and signals.
- Allow enough time to cross.
- STOP, LOOK, LISTEN, THINK (about where traffic could come from)!

Remember, your children will learn a lot about road safety from watching you. Be a safe and responsible role model so your children learn the safest behaviours when crossing the road.
My street record sheet

Dear parent/carer,

At school your child is learning about road safety. Often we assume children know about traffic and we expect that they can walk and cross roads safely. All children need continuous education about the roads and traffic – no matter where they live and how much traffic there is. Every time you are out in traffic with your child do the following.

Hold your child’s hand when crossing or near roads, or if this is not possible (because you have more children than hands), direct them to a safe option such as holding on to the baby stroller or the hand of an older child who should walk close to you.

Talk about what is dangerous and what is safe, and continuously discuss this by asking why something is safe or what could make a situation dangerous.

Be very specific about what you want your child to do. For example, instead of saying “look” you could say “Traffic can come from every direction, so we need to look all around before we cross the road.”

Look for driveways and car parks and talk about what these mean for pedestrians and cyclists. Discuss the possibility of vehicles reversing out of driveways, or reversing drivers not looking or seeing.

Take your child outside into your street and help them to complete the ‘My Street Record Sheet.’
My street record sheet

Name: .................................................................

Draw and label a picture of the street where you live.

Write your street name here:

Speed signs  Line markings  Gutter
Driveway  Kerb  Nature strip (or verge)
Light pole  Footpath (or safe place to walk)  Speed hump
Road sign  Parked cars  Street trees (or shrubs)
Post box  Pedestrian crossing  Bus stop

Please return to school by: .........................................................
Dear parent/carer,

At school your child is learning about road signs and markings. To further develop their road safety knowledge in relation to signs, signals and road laws you should take your child on a walk in the local neighbourhood.

**Before leaving for the walk:**

- Talk about and draw the route that you are intending to take. This will help your child to build map making and reading skills as well as an understanding about the importance of planning any travel to ensure they take the safest route.
- Talk about why some places are dangerous and others safer – for example, volume of traffic, tricky intersections, traffic coming from hard to see places, railway or tram tracks.
- Take a pencil and the record sheet provided.

**During the walk:**

- Help your child to draw at least six road signs and markings you see along the way on the sheet provided.
- Each time you see a new sign, talk about what it means. If your child recognises a sign or road marking, ask them to explain what it is for and what road users have to do when they see it. Talk about why these signs and markings are important and what may happen if they are not obeyed.

**Beyond the walk:**

- Make sure you set a good example by always obeying all road signs and laws as a pedestrian, cyclist or driver.
- As you travel, have your child continuously look for additional road signs and discuss what they mean.
To improve their understanding about road safety, your child is learning more about road signs and markings.

Take your child for a walk and help them to draw six signs that tell pedestrians, cyclists or drivers what they need to do (for example, ‘stop’ and ‘give way’) or what local conditions there are (for example, speed zones, road crossings and bicycle paths). Ask your child to explain what each sign or road marking means, and how this will help everyone to travel safely.

At each sign, signal or road marking, stop and talk about:

- What does it mean?
- Why would this sign, signal or road marking be here?
- Which road user(s) are to take particular notice of the sign, signal or road marking?
MODULE 1: Roads, Vehicles and Traffic

BONUS SHEET

ROAD SIGN SPOTTO

Name: ..................................................................................

Tick the box when you find each sign and write the date you found it.

☐ Date spotted: ☐ Date spotted: ☐ Date spotted: ☐ Date spotted:

☐ Date spotted: ☐ Date spotted: ☐ Date spotted: ☐ Date spotted:

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**Activity: Let’s go walking!**

- Use the VicRoads video *A child’s world of traffic* ([www.youtube.com/watch?v=N_Mr78nRzCk](http://www.youtube.com/watch?v=N_Mr78nRzCk)) at a parents meeting and/or send the link to the YouTube video home to encourage parents to take an active role in helping their children to develop road safety skills.

- Read *That’s the Sound the Street Makes* written by Danny Katz and illustrated by Mitch Vane. The story follows the story of Ella on her journey to school with her sniffling Dad as she reminds him how to be a responsible and safe pedestrian. The book is also available as a free to download interactive and engaging app which is suitable for iPads, iPhones, android tablets and android mobile devices. [www.vicroads.vic.gov.au/Home/SafetyAndRules/RoadSafetyEducation/NewRoadSafetyEducationInitiatives/StorybooksAndApps.htm](http://www.vicroads.vic.gov.au/Home/SafetyAndRules/RoadSafetyEducation/NewRoadSafetyEducationInitiatives/StorybooksAndApps.htm)

- Create a simple model of the local area around the school based on student observations. Include roads of different widths and with different features, such as traffic calming devices (e.g. speed humps), median strips, traffic lights. Use colour coded symbols to mark particularly dangerous areas. Have children bring different miniature vehicles from home to use with the model. Classify these vehicles according to the type and whether there is a particular part of the roadway they must use.

- In conjunction with the LOTE teacher, reinforce the learnings about traffic signs, signals and markings by identifying, discussing and making road signs, signals, markings and road safety messages in different languages.

**Activity: Vehicles**

- Teaming up with students in older grades, the class could do some ‘research’ about vehicles in the past.
  - What safety features were included?
  - What designs were evident?
  - How have safety features in vehicles changed over time?

They could use the library, the internet or interview older people. Once they have conducted their research they could design a really safe futuristic vehicle.

- Invite the local police to come to the school with a speed detector device. Have them work with the children to check the speed of passing vehicles, and to talk about fast and slow. The police could also speak about the importance of their parent/carer travelling at or below the speed limit.
Allocate small groups of students to different forms of travel – pedestrian, bicyclist, passenger in a car and passenger on a bus or train (if appropriate). Have them:

- Devise rules for each type of road user.
- Identify any signs and road markings that relate to a particular type of road user and help them to be safer.
- Discuss and design a piece of equipment (actual or fantasy) that could keep each road user safer.

For students in rural locations, have them identify different types of travel (e.g. farm bikes, quad bikes, utilities, tractors, headers) and:

- Identify what makes these vehicles safe or unsafe
- Devise some rules about travelling in off road vehicles.
MODULE 1: Roads, Vehicles and Traffic

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.
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
RACV - www.racv.com.au
Kidsafe - www.kidsafe.com.au
Australian Department of Infrastructure and Regional Development - www.infrastructure.gov.au