

Safe Feet



*A Road Safety Education resource for
teachers of Standard 1*



DFID Department For
International
Development



A road safety education resource for Standard 1 children in India
written by Jill Guy and Gill Murray.

ACKNOWLEDGEMENTS

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This resource could not have been completed without the co-operation and help of CIRT (Central Institute of Road Transport, Bhosari, Pune, India) and education officials in the Pimpri Chinchwad Municipal Corporation, Pune. Thanks are also extended for the support of the head teachers, teachers and children who used this resource or helped in testing it.

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SAFE FEET

A pedestrian Road Safety Education Resource for Standard 1 children in India.

BACKGROUND

In India recent statistics have shown that the vehicle population has grown an incredible 682% over a 20 year period. Accompanying this phenomenal expansion in vehicular traffic there has been a huge growth in the number of accidents. Pedestrians have more fatal accidents than any other group. 6-10 year olds are particularly vulnerable and suffer most pedestrian casualties (statistics based upon Bangalore figures, MN Reddi 1997, Urban road safety in developing countries TRL/DFID unpublished report PR/OSC/124/97).

As teachers we know that children often do things without thinking. They are especially at risk in the road environment. Their attention is easily lost, they can forget what they are doing and they find it hard to judge speed. Children are not small adults. They do not think like adults or have our experience. They think it is safe to cross a road when it is not. Children often take the quickest route across a road, instead of walking a little further to a safer place.

Teachers can help children to learn about their local traffic environment. Children need to know about what is safe behaviour and what is dangerous, and why. They also need to learn where and when it is safe to cross roads. All this can be best achieved by practice near real roads close to home and school.

INTRODUCTION

The main aim of this Road Safety Education resource is to make Standard 1 children safer pedestrians. The materials have been written after consultation and discussion with a number of educational experts in India, including teachers who will be the deliverers.

The resource is novel in a number of ways. It is the first road safety education book of its kind written for India. The teaching has at its core some practical outside work near roads, reinforcing the preceding classroom work. It gives the students exciting opportunities to learn how to keep themselves safe. The format follows closely the elements of the competency-based approach which was recommended by 'The National Policy on Education - 1986'. This policy states that the basic learning needs and levels of attainment should be identified, and any syllabus or textbook, should fulfil those needs. The approach advocated by this policy was one of 'joyful learning', which means that it should be enjoyable, interesting, participatory, child centred and activity orientated.

The Government of Maharashtra decided to revise their syllabi in 1987 on the lines suggested by the National Policy of Education (May 1986) and subsequently a further revision has taken place in 1995. At primary level a competency based syllabus has been prepared for standards i-v. Standards 1 and 2 are completed and in use.

The authors of this book have followed these national guidelines and hope that the quality of this resource maintains the standard set by the new curricula materials now in use in India.

When using this resource teachers should be able to see clearly which road safety competencies they are teaching. It is a progressive scheme and only the new competencies are shown for each exercise although clearly some previous ones will sometimes be

repeated. The sample tests given enable a certain level of accountability to be maintained.

Elements of other subjects such as mathematics, environmental studies and especially English can be found in these materials. They have been designed primarily, however, to be used purely as a road safety education project. The structure has four rounds (modules) with a practical session at the end of each one.

Teachers should read the complete text before beginning to teach the subject. For the children too, it is important to start at the beginning of the project and work through to the end, so that the children's learning is gradually increased.

AIMS

To make Standard 1 children safer pedestrians by providing theoretical and practical opportunities to:

- increase their observational skills
- increase their knowledge and understanding of traffic
- recognise the dangers of traffic
- improve their behaviour as pedestrians
- know that they can help to keep themselves safe.

Summary of Safe Feet

Safe Feet is structured in four rounds (modules) with a practical session at the end of each one. Within each round are 6 or 7 activities which clearly show the competencies they are teaching.

FIRST ROUND - ROAD ENVIRONMENT

- ACTIVITY 1 NAME IT
- ACTIVITY 2 TRAFFIC SONG
- ACTIVITY 3 WHO IS BIGGER?
- ACTIVITY 4 HAPPY FEET
- ACTIVITY 5 I-SPY
- ACTIVITY 6 WATCH OUT - DANGER ABOUT
- ACTIVITY 7 TRAFFIC IS DANGEROUS
- ACTIVITY 8 (PRACTICAL) WHAT CAN I SEE?

SECOND ROUND - PEDESTRIAN RULES

- ACTIVITY 1 RULES, RULES, RULES
- ACTIVITY 2 WALKING RULES
- ACTIVITY 3 STOP AND GO
- ACTIVITY 4 PRAKASH WALKS SAFELY
- ACTIVITY 5 LOOK AND LISTEN
- ACTIVITY 6 NOISY WORDS
- ACTIVITY 7 ROAD CODE
- ACTIVITY 8 (PRACICAL) STOP, LOOK AND LISTEN

THIRD ROUND - TRAFFIC RULES

- ACTIVITY 1 TRAVELLING TO SCHOOL
- ACTIVITY 2 RULES OF THE ROAD
- ACTIVITY 3 HASAN LOOKS FOR TRAFFIC
- ACTIVITY 4 LET'S HAVE FUN
- ACTIVITY 5 SIGHT AND SOUND
- ACTIVITY 6 HARD AND SOFT
- ACTIVITY 7 A SAFE CAR
- ACTIVITY 8 (PRACTICAL) TRAFFIC CAN HURT US

FOURTH ROUND - SAFE SURVIVAL

- ACTIVITY 1 SAFE AND UNSAFE!
- ACTIVITY 2 SAFE PLACES TO PLAY
- ACTIVITY 3 BE SAFE, BE SEEN
- ACTIVITY 4 WALKING IN THE RAIN
- ACTIVITY 5 PEOPLE WHO HELP US
- ACTIVITY 6 SPECIAL CROSSING PLACES
- ACTIVITY 7 (PRACTICAL) SAFE FEET

ABOUT THIS RESOURCE

OBJECTIVES

These are set out as road safety competencies at the beginning of each round and also at the top of every lesson. They will help you know exactly what you are expecting to achieve and act as a check list.

PREPARATION

You should read through 'SAFE FEET' before beginning this project to give yourself an idea of what you will need to do and how you might organise yourself and your class. You should also read the teacher notes before each lesson and check that you have done any preparation necessary. This can mean the difference between a successful or an unsuccessful lesson.

SUGGESTED ACTIVITIES

These have been carefully thought out and tried, to make sure that they work. You will need to give your class enough time for all the observation work and to enjoy the activities to the full.

PRACTICAL WORK

In each round practical work near roads is suggested in combination with classroom and playground exercises. This needs careful planning and the student's safety must be your main concern.

Do not endanger the lives of your students.

STATEMENT OF COMPETENCIES

AREA

COMPETENCIES

1 ROAD ENVIRONMENT (FIRST ROUND)

- 1.1.1 Recognise features of local roads
- 1.1.2 Recognise that roads and traffic are dangerous
- 1.1.3 Develop a road safety vocabulary
- 1.1.4 Know that roads are for traffic: footpaths/sides of the road are for people

2 PEDESTRIAN RULES (SECOND ROUND)

- 2.1.1 Walk on the footpath/side of road if appropriate
- 2.1.2 Hold hands with adults and/or older siblings
- 2.1.3 Know that they should be accompanied
- 2.1.4 Know that they must stop at the side of the road before crossing
- 2.1.5 Know that they must stop, look and listen before crossing

3 TRAFFIC RULES (THIRD ROUND)

- 3.1.1 Know that there are rules governing the behaviour of pedestrians and traffic
- 3.1.2 Know that traffic can appear from places other than the road
- 3.1.3 Know the direction of traffic by sight and sound
- 3.1.4 Know (in simple terms only) the factors involved in vehicle design which contribute to safety or danger
- 3.1.5 Understand that traffic accidents cause injury and death

4 SAFE SURVIVAL (FOURTH ROUND)

- 4.1.1 Recognise and play in safe places (designated by an adult)
- 4.1.2 Understand (in simple terms only) the problems faced by all road users, particularly conspicuity, and the effect of the weather
- 4.1.3 Know the safest place to cross near home, near school e.g. crossing patrol, traffic lights
- 4.1.4 Recognise people who help them cross roads
- 4.1.5 Know how to travel safely to and from school

FIRST ROUND

ROAD ENVIRONMENT

FIRST ROUND

ROAD ENVIRONMENT

Road Safety Education Competencies:

- 1.1.1 Recognise features of local roads
 - 1.1.2 Recognise that roads and traffic are dangerous
 - 1.1.3 Develop a road safety vocabulary
 - 1.1.4 Know that roads are for traffic: footpaths/sides of the road are for people
-

Activities:

- | | |
|------------|------------------------------------|
| ACTIVITY 1 | NAME IT! |
| ACTIVITY 2 | TRAFFIC SONG |
| ACTIVITY 3 | WHO IS BIGGER? |
| ACTIVITY 4 | HAPPY FEET |
| ACTIVITY 5 | I-SPY |
| ACTIVITY 6 | WATCH OUT - DANGER ABOUT |
| ACTIVITY 7 | TRAFFIC IS DANGEROUS |
| ACTIVITY 8 | (PRACTICAL) WHAT CAN I SEE? |

ACTIVITY 1: NAME IT!

- 1.1.1 Recognise features of local roads
 - 1.1.3 Develop a road safety vocabulary
-

Look at the picture. Name the things that begin with:

C S R A T



*Students find the objects and name them. For example
C for Car, S for Scooter, R for Road, A for Autorickshaw,
T for truck.*

ACTIVITY 2: TRAFFIC SONG

- 1.1.1 Recognise features of local road
 - 1.1.3 Develop a road safety vocabulary
 - 1.1.4 Recognise that roads are for traffic
-

Look, listen and repeat

(Sing to the tune of 'I hear thunder'. Use suitable actions).

TRAFFIC SONG

I see traffic, I see traffic,
On the road, on the road,
Trucks, cars and bicycles,
Rickshaws and two wheelers,
Speeding along, speeding along.

I hear traffic, I hear traffic,
On the road, on the road,
Ambulances and police cars,
All the carts and vans,
Hoot, hoot, hoot, hoot, hoot, hoot.

Going to school, going to school,
Look and listen, look and listen,
Lots of noisy traffic,
Lots of noisy traffic.
Look around, look around.

What is the song about?

Listen to the song again and repeat the actions.

Draw a picture of some traffic from the song.

The questions are meant to test the students' overall comprehension of the song. They should learn that traffic is many different sorts of vehicles e.g. cars, buses, trucks, autorickshaws, two-wheelers, bullock carts, maruti vans, ambulances, police cars etc. This should be discussed orally in the classroom.

ACTIVITY 3: WHO IS BIGGER?

1.1.1 Recognise features of local roads

1.1.3 Develop a road safety vocabulary

Look at the picture.

What colour is the truck?

What colour are the trees?

What colour is the fruit?

What colour are the shirts of the men and boys?



Look at the boy standing next to the goods carrier

Is he bigger or smaller than the goods carrier?

Look at the orange coloured truck

Is it bigger or smaller than the car?

Look at the scooter

Is it bigger or smaller than the truck?

ACTIVITY 4: HAPPY FEET

- 1.1.2 Know that roads and traffic are dangerous
 - 1.1.4 Know that that roads are for traffic: footpaths/sides of the road are for people
 - 2.1.1 Walk on the footpaths/sides of the road where appropriate
-

Look, listen and repeat (Sing to the tune 'If you are happy and you know it'. Use suitable actions).

HAPPY FEET

We are happy on our feet
We are pedestrians,
When we walk, or stop or wait
We are pedestrians,
But when we are in a car
And have to travel far
Then we are not pedestrians any more.

Listen and then answer the questions

When you move on your feet you are called a pedestrian. Pedestrians should always keep to the footpath or side of the road. They should walk, not run or skip or jump because they could trip and fall into the road. Traffic belongs on the road. Traffic is dangerous because it is fast and big and can hurt us. If a bigger person is with you hold their hand and walk on the side away from the traffic if it is possible.

What are the people who walk called?

Where should people walk?

Where should traffic go?

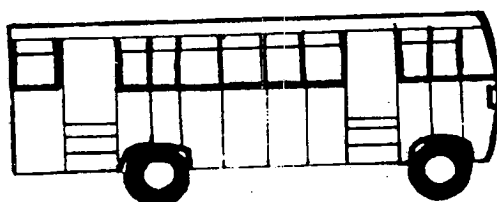
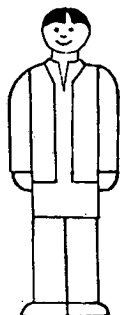
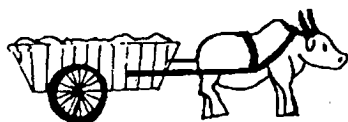
Why is traffic dangerous?

The questions are meant to test the students' comprehension. They should learn in particular that pedestrians walk, and traffic is dangerous.

ACTIVITY 5: I-SPY

1.1.3 Develop a road safety vocabulary

Listen and find the picture.



What is it - pedestrian or traffic?

Tell me whether to write P or T on the picture.

Teacher may like to draw these pictures on the board.

Teacher names any pedestrian or item of traffic and students find the picture.

a) PEDESTRIAN: boy, girl, lady, man

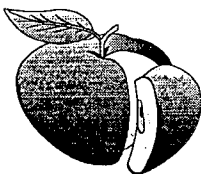
b) TRAFFIC: cycle, bus, taxi, ambulance, autorickshaw, bullock cart.

ACTIVITY 6: WATCH OUT - DANGER ABOUT

1.1.2 Recognise that roads and traffic are dangerous

1.1.3 Develop a road safety vocabulary

Look at the pictures and name the things.



Which things are dangerous? Why are they dangerous?

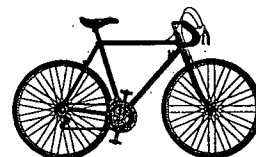
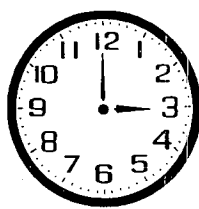
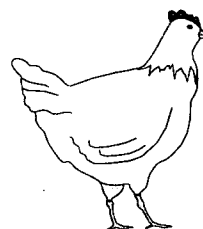
Draw something dangerous in your book.

Teacher points to each object and asks the students to name it. If the students cannot name the object, the teacher should provide the name. Then the teacher points to each object again, and asks the students to say whether the object is dangerous or safe.

ACTIVITY 7: TRAFFIC IS DANGEROUS

- 1.1.2 Recognise that roads and traffic are dangerous
- 1.1.3 Develop a road safety vocabulary

Traffic is dangerous. Look at the picture and name the things.



Which things are dangerous? Why are they dangerous?

In your book draw something else that is dangerous and goes on the road.

Teacher points to each object and asks the students to name it. If the students cannot name the object, the teacher should provide the name. Then the teacher points to each object again, and asks the students to say whether the object is dangerous or safe. Tell the students all traffic is dangerous. Ask them to draw something else in their book that is dangerous and goes on the road e.g. truck.

PRACTICAL

Outside the Classroom

ACTIVITY 8: WHAT CAN I SEE?

This section is in 3 parts

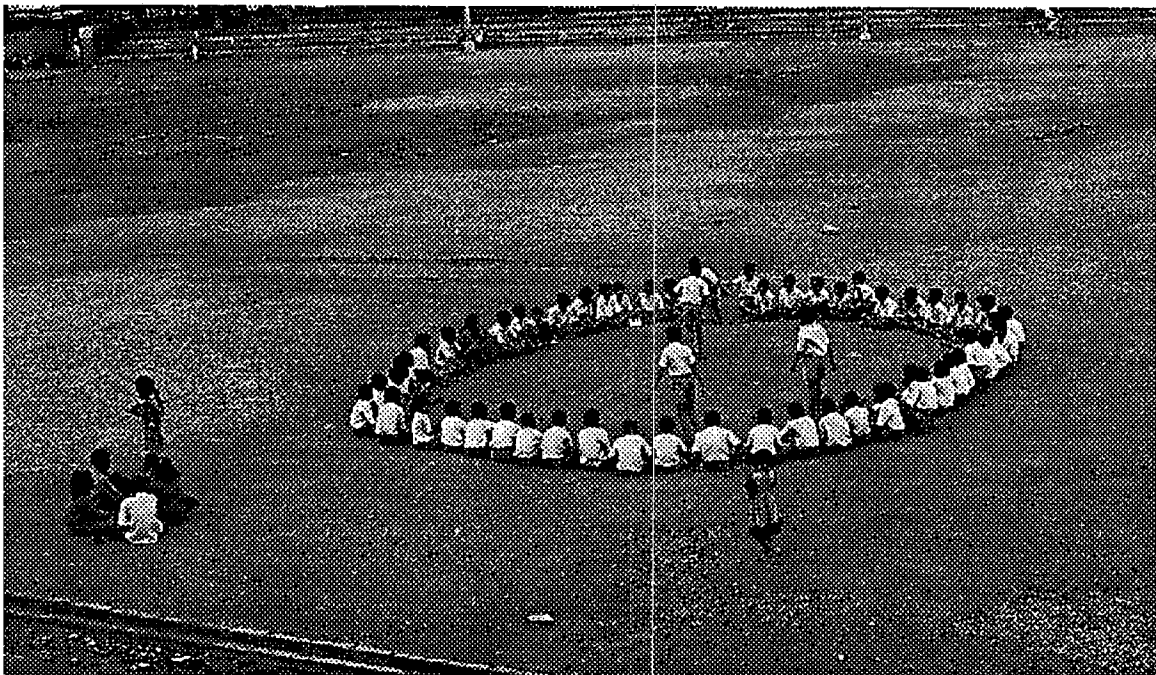
Part 1 OBSERVING TEACHER

Part 2 OBSERVING THINGS

Part 3 OBSERVING TRAFFIC

This practical outside lesson takes place in the playground. It reinforces all competencies used in this first round, and is in 3 parts that must be undertaken in sequence. They all seek to improve the student's observational skills which are vital for survival in the road environment.

N.B. It is essential that you read all the preparation notes for each part before taking the class outside to begin this practical work. This may well take more than one lesson to complete.



PART 1: OBSERVING TEACHER

PREPARATION:

You may want to think carefully about what you choose to wear today. Decide on a suitable safe location in the playground before taking the students out.

Take the class outside and seat them in a circle, or if numbers demand, in two concentric circles. You should stand in the middle.

Tell the students that you are going to see how well they can remember what they have seen. Then ask them to shut their eyes and not to peep! Then ask the following questions:

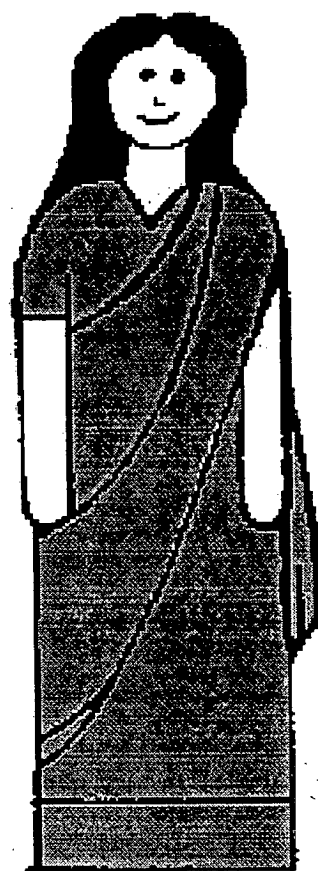
What colour is my sari/shirt?

What sort of shoes am I wearing?

Am I wearing any jewellery?

Am I wearing a watch?

Have I got glasses on?



The students should answer each question without opening their eyes. They should only open them when discussing each answer. When you proceed to the next question make sure that all eyes are closed again. The class will be able to see how observant they are.

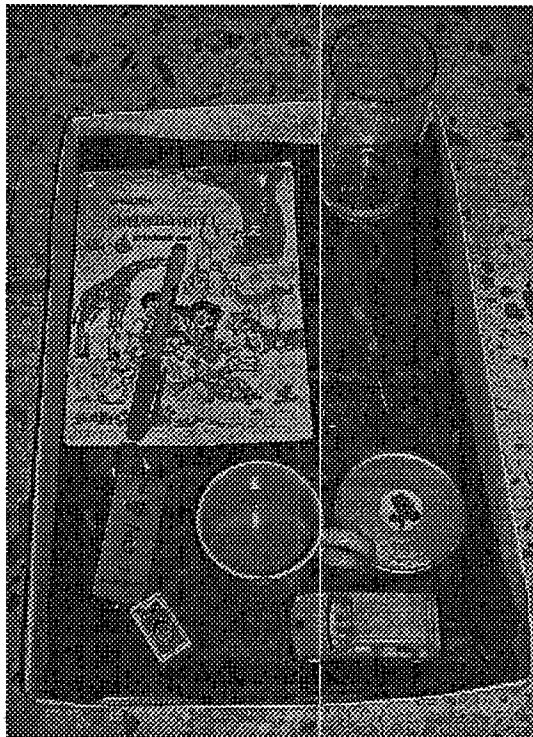
PART 2 : OBSERVING THINGS

PREPARATION

Choose 10 familiar objects, place them on a tray or board and cover them with a cloth. This should be done without the students seeing you, and before you go outside for Part 1 of the lesson.

Place the tray in the centre of the class circle where it can be seen by all the students. Explain that you are all going to play another game about remembering.

Remove the cloth and let the students look at the objects for about a minute. Replace the cloth and ask the students to recall the 10 items. Help them to give the right answers if you need to.



Teacher could play this game several times by simply changing the items under the cloth, but be careful to do this out of sight.

PART 3 : OBSERVING TRAFFIC

PREPARATION

For this activity the students will need to stand at a place where they can safely observe traffic and people without placing themselves in danger. If your school is by a busy road then the students might be able to stand safely behind the railings at the school entrance. You need to discover the best place for your students to stand before you undertake this lesson.

Stand your class at the safe place you have chosen, and ask them to observe the traffic scene for approximately one minute.



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Ask: What can you see?

*Teacher: any feature of the road is an acceptable answer
e.g. vehicles, people, street furniture, shops.*

Ask your class to observe the traffic scene again, but this time only looking at the vehicles.



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S

Say: I want you to name as many different kinds of vehicles as you can.

*Teacher: any vehicle that they can see is an acceptable answer
e.g. car, bus, truck, autorickshaw, scooter, cycle, bullock cart etc.*

PART 3: OBSERVING TRAFFIC (continued)

C
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Ask your class to observe the traffic scene again, but this time only looking at the colours.



Say: I want you to name as many different colours as you can.

Teacher: *the answer should include not just the colour of vehicles,*

S
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Z
E

Ask your class to observe the traffic scene again, but this time looking at the comparative size of things (bigger/smaller).

Say: Look at that truck/car/bus.



Is it bigger or smaller than that scooter/cycle?

Teacher: *select only things you can see.*

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Ask your class to observe the traffic scene again, but this time looking for pedestrians. Remind the students about the work they did on pedestrians. A pedestrian is anyone moving on their feet on the footpath or near the road.



Point to a pedestrian.

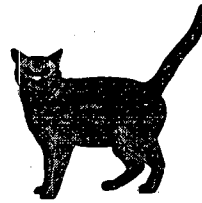
Say: What is he/she doing?

Teacher: *make sure that a variety of pedestrians is given e.g. male, female, old, young, etc.*

PART 3: OBSERVING TRAFFIC (continued)

Ask your class to observe the traffic scene again, but this time looking to name the things on the road or the footpath/side of the road, other than traffic and pedestrians.

Say: Can you name something which is not a vehicle or a pedestrian?



Teacher: possible examples are vegetable stall, cycle, shop, gutter, cow, lamp post, traffic lights, puddle, rubbish, dog, pipe, advertisement hoarding.

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Ask your class to observe the traffic scene again, but this time looking to name the things that are dangerous.

Say: Can you name something which is dangerous?



Teacher: possible examples are: bus, car, scooter, broken paving on footpaths, holes, piles of rubbish, dogs etc.

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PART 3: OBSERVING TRAFFIC (continued)

TAKE THE STUDENTS BACK TO YOUR CLASSROOM

Talk to the students about what they have seen.

Say:

Looking at all the things we have seen outside today will help us to know more about what is around us, and especially to know what things are dangerous. This will help to keep us safe.

Make a 'danger chart' on the board and record dangers that the students have seen (see example below). You could add drawings if you wish.

Dangers		
On the road	On the footpath	In the playground
Cars Cycles Trucks	Broken footpath Pipes Bricks Holes Shop Rubble	Litter Broken glass Broken fence

Ask the students to record something they have seen which is dangerous. This could be either:

- ⇒ drawing on their slates
- ⇒ drawing in their exercise books
- ⇒ drawing on paper which could be made into a class book or mounted on a big piece of paper as a class display (perhaps as a road scene).

***USE YOUR EYES TO
STAY ALIVE***

SPECIMEN TEST 1

(After ROUND 1)

Road Safety Competency	
1.1.1 1.1.3	1. Teacher draws 6 vehicles on the board, students name them. Model: Teacher - What is this? Student - It is a truck.
1.1.1	2. Read the letters C S R A T Students write the letter for example - C- Car Teacher should use all the letters.
1.1.1 1.1.3 1.1.4	3. Say the next line. (Teacher says the first line, students say the second) I see traffic, I see traffic We are happy on our feet (Note: The teacher can select other lines)
1.1.1	4. Listen and be able to answer simple questions. What colour is my sari? What colour is Priya's shirt/blouse? Am I bigger or smaller than Rohit? Choose different students to illustrate bigger than/smaller than.
1.1.3 1.1.3	5. Name 2 pedestrians. Name 2 types of traffic.
1.1.2 1.1.4	6. Give the missing word: Pedestrians should not run, skip or jump; they should only..... Pedestrians should always walk on the..... Traffic is not safe; it is.....
1.1.2 1.1.3	7. Name 3 dangerous things on the road. Name 3 dangerous things <u>not</u> on the road.

SECOND ROUND

PEDESTRIAN RULES

SECOND ROUND

PEDESTRIAN RULES

Road Safety Education Competencies:

- 2.1.1 Walk on the footpath/side of the road if appropriate
 - 2.1.2 Hold hands with adults and/or older siblings
 - 2.1.3 Know that they should be accompanied
 - 2.1.4 Know that they must stop at the side of the road before crossing
 - 2.1.5 Know that they must stop, look and listen before crossing
-

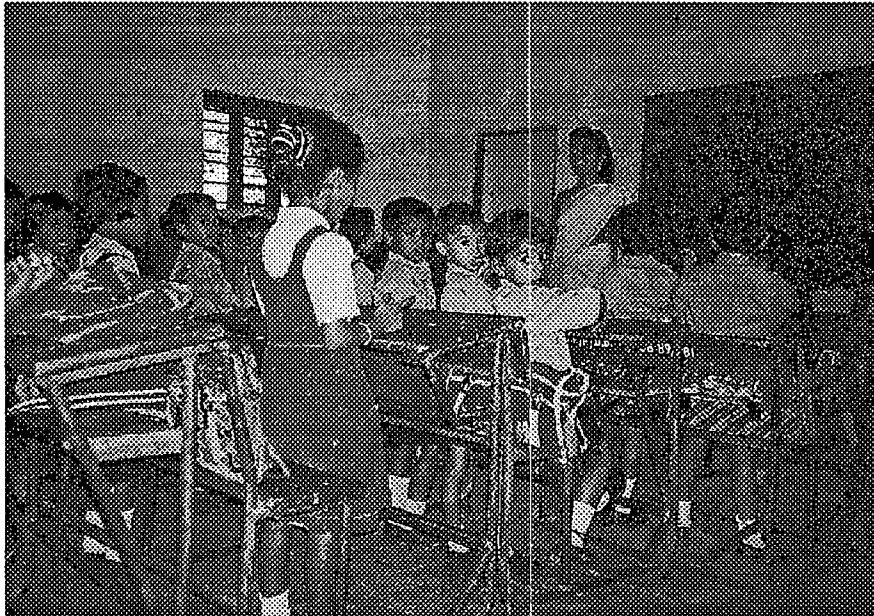
Activities:

ACTIVITY 1	RULES, RULES, RULES
ACTIVITY 2	WALKING RULES
ACTIVITY 3	STOP AND GO
ACTIVITY 4	PRAKASH WALKS SAFELY
ACTIVITY 5	LOOK AND LISTEN
ACTIVITY 6	NOISY WORDS
ACTIVITY 7	ROAD CODE
ACTIVITY 8	(PRACTICAL) STOP, LOOK AND LISTEN

ACTIVITY 1: RULES, RULES, RULES

Pre-competency to introduce the concept of pedestrian rules.

Look at the picture.



What are the children doing?

- sitting down
- not talking
- listening to the teacher
- not eating
- not drinking
- not fighting
- looking at the teacher

These are all **RULES** of the classroom.

Do we have rules in our classroom?

Can you think of some more?

Teacher helps students with answers if they are not forthcoming. They could include : sitting still, being kind, being good friends, caring about each other, sharing our things, not hurting each other and obeying the teacher.

ACTIVITY 2: WALKING RULES

- 2.1.1 Walk on the footpath/side of the road if appropriate
 - 2.1.2 Hold hands with adults and/or older siblings
 - 2.1.3 Know that they should be accompanied
 - 2.1.4 Know that they must stop at the side of the road before crossing
 - 2.1.5 Know that they must stop, look and listen before crossing
-

Look at the picture



Look at the traffic

Look at the pedestrians

Look at what is happening

The cars and trucks are driving on the road.

The pedestrians are walking at the side of the road.

They are obeying the **RULES** of the road.

Can you think of any more walking rules?

Teacher if the students cannot answer tell them the rules:

- walk on the footpath/side of the road
- hold hands
- go out with someone older
- stop at the side of the road before crossing
- always stop, look and listen

ACTIVITY 3: STOP AND GO

2.1.4 Know that they must stop at the side of the road before crossing

Listen and act.

Sit down and clap your hands until I tell you to STOP.

Stand up and jump on the spot until I tell you to STOP.

Sit down and wave your arms in the air until I tell you to STOP.

Stand up and hop on one leg until I tell you to STOP.

You have shown me that you all know how to STOP when we are doing lots of different actions. When you are outside near traffic you must remember to STOP at the side of the road before you cross.

I would like some of you to come to the front of the class and show me how to STOP when you are outside near the traffic.



Students listen to the instructions and act.

Teacher should draw a chalk line on the floor to represent the side of the road.

Teacher should select 6 students and make sure they walk to the chalk line and STOP before it.

ACTIVITY 4: PRAKASH WALKS SAFELY

2.1.1 Walk on the footpath/side of the road if appropriate

2.1.2 Hold hands with adults and/or older siblings

2.1.3 Know that they should be accompanied

Listen, look and complete the sentences.

Prakash is a good boy. He always tries to be safe. Every day he comes to school



with his older

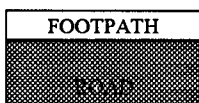
(brother)

Jasvinder. They hold



(hands)

as they walk



along the..... On their journey they come to a place where there is no
(footpath)



footpath. Then they have to walk at the

(side of the road)

. As they



(walk)



they talk about the traffic that they

(see)

and



(hear)

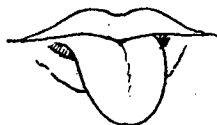
Are you as safe as Prakash and Jasvinder?

Teacher could copy the passage and drawings on to the board. While reading out the passage the teacher takes a pause wherever there is a picture. Students name the picture.

ACTIVITY 5: LOOK AND LISTEN

2.1.5 Know that they must stop, look and listen before crossing

Name our sense organs.



We have to use some of our sense organs to keep us safe.

Fill in the blanks:

Our ears help us to _____

Our nose helps us to _____

Our skin helps us to _____

Our eyes help us to _____

Our tongue helps us to _____

Which two senses can help us to be safe near roads?

How do they help us?

Teacher may draw pictures of the senses on the board.

The teacher points out that by using our eyes and ears to see and hear things we will be safer outside near roads. The teacher reminds the students of the things they saw when they went outside to observe traffic in the FIRST ROUND.

SECOND ROUND

ACTIVITY 6: NOISY WORDS

2.1.5. Know that they must stop, look and listen before crossing

Listen and answer.



I want all of you to close your eyes and think about what sounds you can hear. Tell me what you can hear.

Open your eyes and think about the sounds you might hear in our classroom. Tell me what you can hear.

What about the playground? What sounds can you hear there?

Now think about the road. *What sounds can you hear there?*

Teacher asks individual students for answers. The teacher may make a sound chart on the board to record what the students say.

SOUNDS IN THE CLASSROOM

whispering
doors banging
bells ringing
talking
sneezing

SOUNDS IN THE PLAYGROUND

rain splashing
shouting
birds singing
laughing
crying

SOUNDS ON THE ROAD

engines roaring
horns hooting
brakes screeching
rattling
mooring

ACTIVITY 7: ROAD CODE

2.1.4 Know that they must stop at the side of the road before crossing

2.1.5 Know that they must stop, look and listen before crossing

Look, listen and repeat.

(Sing to the tune of Three Blind Mice. Use suitable actions).

STOP, LOOK AND LISTEN

Stop, look and listen

Stop, look and listen

Before you cross the road

Before you cross the road

You use your eyes and use your ears,

You use your eyes and use your ears

To see if any traffic appears

Before you cross the road.

Listen and then answer the questions

What 3 things should pedestrians do before they cross the road?

What 2 senses do we use to help us keep safe?

What are we looking and listening for?

Why should we be looking and listening for traffic?

The questions are meant to test the students' comprehension.

PRACTICAL

Outside the Classroom

ACTIVITY 8 STOP, LOOK AND LISTEN

This section is in 5 parts:

- Part 1 JOYFUL ACTIONS
- Part 2 WALKING SAFELY
- Part 3 SAFE AND UNSAFE
- Part 4 SOUNDS ON THE ROAD
- Part 5 STOP, LOOK AND LISTEN

This practical outside lesson takes place in the playground. It reinforces all competencies used in this second round, and is in 5 parts that must be undertaken in sequence. It culminates in the road code - stop, look and listen. This work builds on the foundations of the first practical 'what can I see?' which developed students' observational skills. This practical seeks to improve their listening and stopping skills which are all vital for survival in the road environment.

N.B. It is essential that you read all the preparation notes for each part before taking the class outside to begin this practical work. This practical may well take more than one lesson to complete.

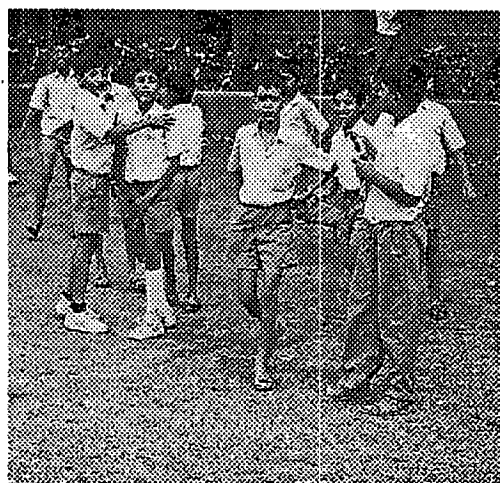
PART 1: JOYFUL ACTIONS

PREPARATION:

Decide on a suitable, safe location in the playground before taking the students out.

Take the class outside and tell the students to stand where they can hear your instructions. Remind them of the stopping exercises you did in the classroom - clapping, jumping etc.

Then say that we are now going to try and stop when we are moving in different ways - walking, hopping, skipping and running (both forwards and backwards).



Walk around until I tell you to STOP.
Do not bump into each other.

Hop around until I tell you to STOP.

Skip around until I tell you to STOP.

Run around as fast as you can until I tell you to STOP.
Did you find it easy to STOP?

After completing the different kinds of movement the class should tell the teacher which they think is the safest way to move on the footpath/side of the road, and why. Teacher should lead the students to the correct answer that walking forwards is the safest way to move on the footpath/side of the road. This is because if you run, skip or jump you have less time to stop, and moving backwards is dangerous because you cannot see where you are going.

PART 2: WALKING SAFELY

PREPARATION:

Draw a line on the playground with a stick to represent the footpath/side of the road.

Teacher should demonstrate with one child how to walk safely along the footpath/side of the road:

- hold hands
- be accompanied by an adult or older sibling
- place the child furthest away from the traffic
- keep as far away from the traffic as possible



Teacher should select 6 or 8 students to pretend to be traffic, and tell them where to move on the imaginary road. Encourage the students to choose to be a particular vehicle and make the appropriate noises. Organise the rest of the class to walk safely in twos, holding hands along the imaginary footpath/side of the road.

PART 3: SAFE AND UNSAFE

PREPARATION:

Select a safe place for your class to observe pedestrian behaviour.

Can you see a pedestrian walking safely?

Can you see a pedestrian who is not walking safely?

Can you see a child who is walking with an adult?

Can you see a child who is not walking with an adult?

Can you see a child who is holding hands with an adult?

Can you see a child who is not holding hands with an adult?

Who is following the rules of the road?

Teacher should ensure that a variety of pedestrians have been selected. The students should be reminded of the pedestrian rules of the road if necessary. The safe and unsafe behaviour could be recorded in 2 columns on the board upon returning to the classroom.

PART 4: SOUNDS ON THE ROAD

PREPARATION:

Select a safe place for your class to stand and listen to all of the sounds on the road.

Encourage the students to listen for as many different sounds in the traffic environment as possible, and to say what they are.

For example:

talking, hooting, shouting, screeching, clattering, banging, slamming, spluttering, hissing, crying, barking, rattling, roaring, singing, splashing, mooing.



Teacher could ask for traffic sounds, animal sounds and people sounds separately.

PART 5: STOP, LOOK AND LISTEN

PREPARATION:

Ensure that your line in the playground representing the edge of the road is still intact.

Select 2 students to demonstrate how to STOP, LOOK AND LISTEN at the side of your 'road'.

Approach the edge of the footpath (your line) and stop just before the 'road'.

Students repeat after the teacher:

STOP, LOOK AND LISTEN BEFORE YOU CROSS THE ROAD.

Organise groups of students to do the same as the above.



SPECIMEN TEST 2

(After ROUND 2)

Road Safety Competency	
Pre competency	1. Listen: T: This is my class. There are boys and girls in my class. We sit down and do our school work. We do not eat when we work. These are RULES of the classroom. Now tell me 2 other rules in our classroom.
2.1.1 2.1.2 2.1.3 2.1.4 2.1.5	2. Look and write: Cars and trucks drive on the road. Pedestrians walk at the side of the road. They obey the RULES of the road. When you are a pedestrian what rules should you obey? Tell me 2 walking rules.
2.1.5	3. Name the 5 senses. Name the 2 senses which help us to be safe near roads.
2.1.5	4. Answer the following: Name any 2 sounds you hear in the classroom. Name any 2 sounds you hear in the playground.

2.1.5	5. Name any 2 sounds you hear on the road.
2.1.4 2.1.5	6. Say the next lines. (Teacher says the first 2 lines, Students say the second 2 lines). T. Stop, look and listen Stop, look and listen Before you cross the road Before you cross the road T. You use your eyes and use your ears You use your eyes and use your ears To see if any traffic appears Before you cross the road.
2.1.5	7. Name 3 things a pedestrian should do before crossing the road.

THIRD ROUND

TRAFFIC RULES

THIRD ROUND

TRAFFIC RULES

Road Safety Education Competencies:

- 3.1.1 Know that there are rules governing the behaviour of pedestrians and traffic
 - 3.1.2 Know that traffic can appear from places other than the road
 - 3.1.3 Know the direction of traffic by sight and sound
 - 3.1.4 Know (in simple terms only) the factors involved in vehicle design which contribute to safety or danger
 - 3.1.5 Understand that traffic accidents cause injury and death.
-

Activities:

ACTIVITY 1	TRAVELLING TO SCHOOL
ACTIVITY 2	RULES OF THE ROAD
ACTIVITY 3	HASAN LOOKS FOR TRAFFIC
ACTIVITY 4	LET'S HAVE FUN
ACTIVITY 5	SIGHT AND SOUND
ACTIVITY 6	HARD AND SOFT
ACTIVITY 7	A SAFE CAR
ACTIVITY 8	(PRACTICAL) TRAFFIC CAN HURT US

ACTIVITY 1: TRAVELLING TO SCHOOL

Pre-competency to introduce the concept of traffic rules.

Listen and answer.

I want you to tell me how you travel to school.

Where shall I put your name?



on foot



by auto rickshaw



by bus



by car



by scooter

How do most of us come to school?

Which box has the most names?

Teacher should draw pictures of feet, bus etc. on the board. Teacher should select students to come to the board and point to where they should put their name. Teacher should write their name in the chalk circle next to the picture. Teacher should remind students of pedestrian rules from ROUND 2.

ACTIVITY 2: RULES OF THE ROAD

3.1.1 Know that there are rules governing the behaviour of pedestrians and traffic

Look at the picture



Look at the traffic

What traffic can you see?

Look at the autorickshaw

Look at the two wheeler

Look at what is happening

The autorickshaw and two wheelers are driving on the road.

They are obeying the RULES of the road.

Can you think of what the RULES of the road are?

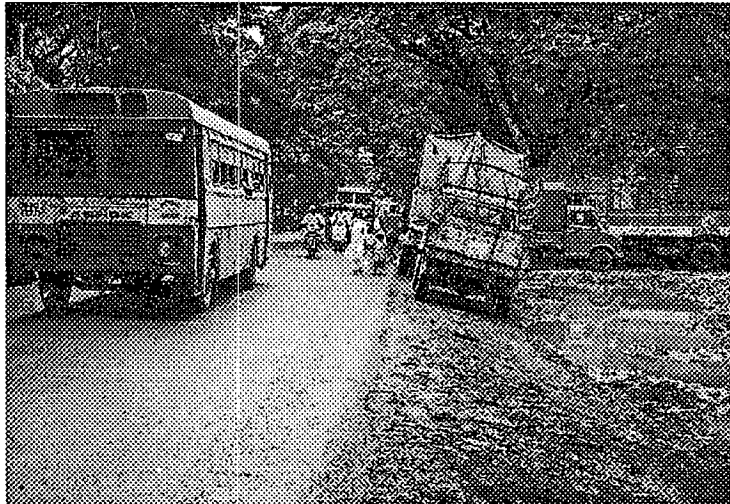
Teacher if the students cannot answer tell them the rules:

- traffic avoids other traffic and people
- traffic obeys traffic lights
- traffic obeys policemen
- traffic drives on the left hand side of the road
- traffic moves on the road.

ACTIVITY 3: HASAN LOOKS FOR TRAFFIC

3.1.2 Know that traffic can appear from places other than the road

Look at the pictures.



Hasan and his Mother are walking home from school. They are holding hands. They are walking at the side of the road. There are lots of dangers on the way. Traffic on the road is dangerous because it can hurt us. Can you see the traffic that is on the road? Traffic that is not on the road can also be dangerous. Can you see some traffic that is not on the road? It is dangerous. Traffic can be parked and suddenly move off.

Traffic can move across the footpath or side of the road.

Fill in the blanks with the right words from those given in the brackets:

Words: (dangerous, drive, road, trucks, cars).

- 1) All traffic is _____
- 2) Traffic on the _____ is dangerous
- 3) Parked _____ and _____ can be dangerous
- 4) Take care, traffic can _____ across your path

Teacher should read the passage and ask the questions. Teacher should write the sentences on the board and ask the children to fill in the blanks.

ACTIVITY 4: LET'S HAVE FUN

- 3.1.1 Know that there are rules governing the behaviour of pedestrians and traffic
 - 3.1.4 Know (in simple terms only) the factors involved in vehicle design which contribute to safety or danger
 - 3.1.5 Understand that traffic accidents cause injury and death
-

Listen and repeat:

A

is an Autorickshaw that runs on the road

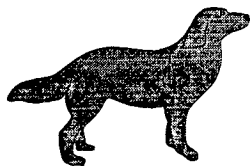


B

is a Bus that obeys the road code

C

is a Car that races along



D

is a Dog that barks out a song

E

is an Engine that rattles away

ACTIVITY 4: LET'S HAVE FUN (continued)

F is a Friend and I like to play

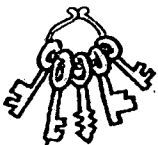
G is a Girl who walked to her school

H is a Hand that holds a tool



I is an Ice-cream which melts in my mouth

J is for Jasmin who lives in the South



K is a Key which starts up the scooter

L is for Lights which warn, like the hooter

ACTIVITY 4: LET'S HAVE FUN (continued)

M is for Mother who holds my hand well

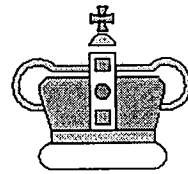


N is for Nose which I use when I smell

O is for Orange, a colour so bright

P is a Pedestrian who walked out at night

Q is a Queen who wore a gold crown



R is a Road which runs through the town

S is for Safe, the best thing to be



T is a Truck that can run over me

ACTIVITY 4: LET'S HAVE FUN (continued)

U is Umbrella to keep me dry in the rain



V is for Vehicle which could cause me pain

W is a Wiper to keep the screen clean

X is for X-ray a special machine

Y is for Yellow, the colour of lights



Z is for Zebra with black and white stripes

*Teacher selects a word and asks the students which letter it begins with
e.g. Road begins with the letter R.
Repeat with other words.*

ACTIVITY 5: SIGHT AND SOUND

3.1.3 Know the direction of traffic by sight and sound

Listen and answer

PREPARATION

Teacher needs to collect various suitable items for making the following suggested sounds: bell, bang a book, bang a ruler, rattle pencils in a box, clapping, clicking fingers, whistle, rustle paper, scratch the board.

1. I want you to close your eyes and put your head in your hands.
I am going to make some noises and I want you to guess what they are.
i.e. bell, whistle, bang a book on the table.
2. I am now going to move to a different place in the classroom and make a noise.
You must keep your eyes closed and point to where you think the sound is coming from. Now tell me what you think the sound was.

Traffic makes sounds and we can hear it. The sounds can come from all around us and we must listen carefully.

Sounds can come from:

- in front of us
- behind us
- to one side of us
- to the other side of us



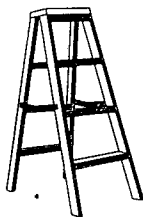
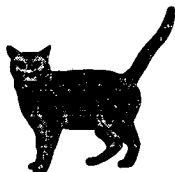
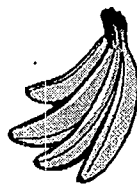
1. *Teacher selects a variety of sounds to make. For example: ringing a bell, banging a book/ruler on a desk, rattling pencils in a box, clapping hands, clicking fingers, rustling paper, tapping foot, writing on the board.*
2. *Teacher makes the sounds as before but stands in different places in the classroom. Teacher could make a 'sound' table or corner. Collect and display a variety of things which make different sounds. Encourage students to experiment with the sounds whenever they can.*

ACTIVITY 6: HARD AND SOFT

3.1.4 Know (in simple terms only) the factors involved in vehicle design which contribute to safety or danger.

3.1.5 Understand that traffic accidents cause injury and death

Look at the picture and name the things.



Which things are soft?

Which things are hard?

Listen and act

Touch and feel your arm

Touch and feel your leg

Are they hard or soft?

Think about a car

Think about a lorry

Are they hard or soft?

Fill in the blanks (hard, soft).

I am _____

Traffic is _____

I am soft. Traffic is hard.

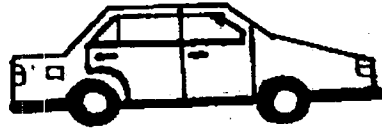
If people and traffic crash it is called an accident. Accidents hurt us.

Teacher points to each object and asks the students to say if it is hard or soft. Teacher could make a 'hard and soft' table or corner; collect and display a variety of things which are hard and soft. Encourage students to feel the objects whenever they can.

ACTIVITY 7: A SAFE CAR

- 3.1.4 Know (in simple terms only) the factors involved in vehicle design which contribute to safety or danger.
- 3.1.5 Understand that traffic accidents cause injury and death

Look at the picture



1. BRAKES
Every car must have good brakes to make the car stop quickly.
2. LIGHTS
A car must have lights at the front and back at night so that the driver can see the road and other drivers and pedestrians can see him.
3. WINDSCREEN WIPERS
There should be windscreen wipers for when it is raining so that the driver can see the road and traffic.
4. HORN
A horn is used by drivers to tell other drivers that they are there.
5. TYRES
Every car must have good tyres to help the brakes work properly so that it can stop quickly.

What does a car need to make it stop?

What does a car need to help the driver to see when it is raining?

What does the driver use to let other drivers know that he is there?

What does a car need at night to help the driver see the road and other drivers and pedestrians to see him?

*Teacher may draw a large car on the board. Teacher could select 5 students to point to the different parts of the car.
The questions are meant to test the students' comprehension.*

PRACTICAL

Outside the Classroom

ACTIVITY 8 TRAFFIC CAN HURT US

This section is in 5 parts:

- Part 1 TRAFFIC HAS RULES
- Part 2 LOOK OUT - TRAFFIC ABOUT
- Part 3 FIND THE SOUND
- Part 4 TOUCH AND EXPLORE
- Part 5 WATCH WHAT HAPPENS

This practical outside lesson takes place in the playground or a safe place at the side of the road. It reinforces all competencies used in this third round, and is in 5 parts that must be undertaken in sequence. This work builds on the foundations of the first two practicals which developed students' observational skills and improved their listening and stopping skills which are all vital for survival in the road environment. This third practical deals with traffic rules and helps the students realise that traffic is dangerous and accidents can hurt them.

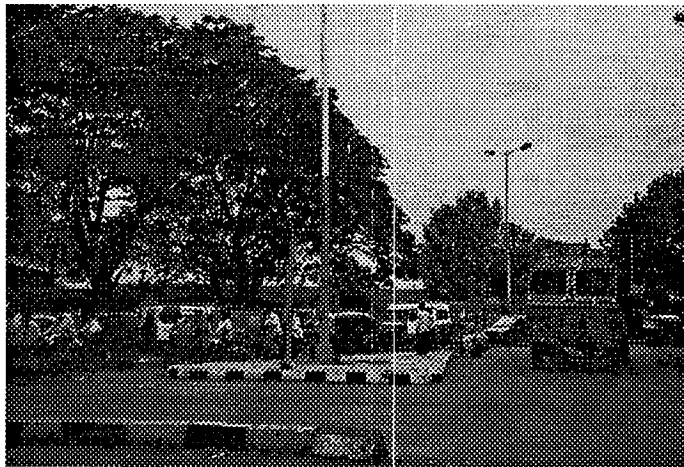
N.B. It is essential that you read all the preparation notes for each part before taking the class outside to begin this practical work. This practical may well take more than one lesson to complete.

PART 1: TRAFFIC HAS RULES

PREPARATION:

Decide on a suitable location to observe traffic before taking the students out. You may be able to do this from the school playground or you may decide it is safe enough to allow the students to stand at the side of the road.

Take the class outside and tell the students where to stand so that they are safe and can hear your instructions.



Can you point to the way the traffic is moving?

Can you point to traffic which is obeying the traffic lights?

Can you point to traffic which is obeying a policeman?

Can you point to traffic which is moving across the footpath to reach the road?

Can you point to a vehicle which is following a rule of the road?

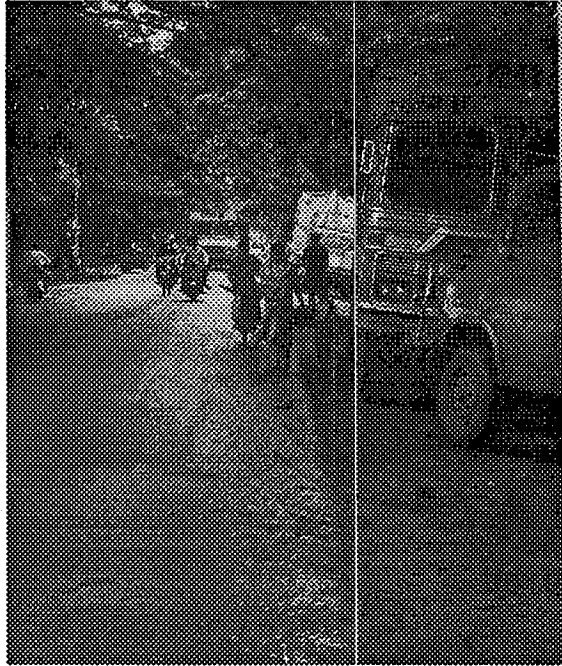
Which rule are they following?

Teacher should ensure that a variety of vehicles have been selected. The students should be reminded of the rules of the road if necessary (see Activity 2). You should be aware that it may not be relevant to ask the second and third questions above but students should be reminded that all traffic has to obey traffic lights and policemen.

PART 2: LOOK OUT - TRAFFIC ABOUT

PREPARATION:

Select a safe place for your class to observe traffic behaviour.



1. Look at the traffic on the road.

Can you see something which is dangerous to you on the road?

Why is it dangerous to you?

2. Can you see something dangerous which is NOT on the road?

Why is it dangerous to you?

- 1. Teacher should ensure that a variety of vehicles have been selected. Students should be reminded that all traffic on the road is dangerous.*
- 2. Teacher should stress that parked cars and trucks can be dangerous because they can start up and drive across your path when you are not expecting them to do so.*

PART 3: FIND THE SOUND

PREPARATION:

Select a safe place for your class to listen to traffic sounds.

1. *Can you hear a horn?*

Point to the direction it is coming from.

Can you hear a lorry engine?

Point to the direction it is coming from.

Can you hear an autorickshaw?



Point to the direction it is coming from.

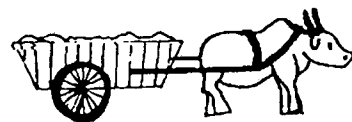
We must listen carefully for traffic sounds. Sounds can come from :

- ⇒ in front of us
- ⇒ behind us
- ⇒ to one side of us
- ⇒ to the other side of us

2. Some traffic is very difficult to hear, like a cycle or a bullock cart.

Can you see a cycle or a bullock cart now?

Can you hear it easily?



Teacher could suggest other appropriate sounds to listen for.

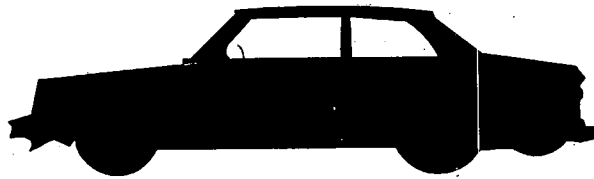
PART 4: TOUCH AND EXPLORE

PREPARATION:

It is important for adults to realise how a child's view of the road and traffic is restricted by their size. Experience this by bending down beside a car/autorickshaw to the height of a child. Note how little you can see compared to the adult view.

Arrange for a vehicle to be present in the playground for the following activity.

Get the students to stand around the vehicle. Teacher points to the different features of the vehicle (brakes, lights, windscreen wipers, horn, tyres).



Can you tell me what this is called? (Repeat the question as you point to the different features of the vehicle).

Touch the vehicle and tell me what it is like.

How does it feel? (Hard, sharp, big, shiny, solid).

Touch your legs and arms and tell me what they are like.

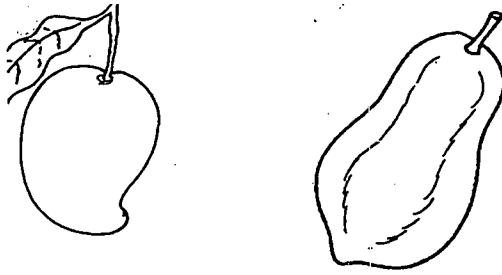
How do they feel? (Soft, squashy, smooth).

What happens when a car and a person go into each other?

PART 5: WATCH WHAT HAPPENS

PREPARATION:

*Bring into school a soft ripe fruit like a melon, mango etc.
Decide on a suitable, safe location in the playground for your demonstration before taking the students out.*



Tell the students to stand where they can see and hear your demonstration.

HOLD UP THE FRUIT.

Feel this fruit. *How does it feel? (Soft, squashy?).*

Pretend that it is a person.

Feel the ground with your hand. Stamp on the ground with your feet. *How does it feel? (hard, solid, strong?).* Cars and roads are like this.

What would happen if these two things met?

Throw the fruit high in the air and let it burst on the ground.

This is what could happen to a person in an accident.

ACCIDENTS CAN HAPPEN

SPECIMEN TEST 3

(After ROUND 3)

Road Safety Competency	
3.1.1	1. Look and write Cars and buses, autorickshaws and two wheelers drive on the road. They are all traffic. They obey the RULES of the road. Tell me 2 other rules of the road for the traffic.
3.1.2	2. Listen T. All traffic is dangerous. Traffic on the road is dangerous. Traffic that is not on the road can also be dangerous. Now tell me why traffic <u>not</u> on the road can also be dangerous. (Students answer orally in 2 or 3 sentences).
3.1.1 3.1.4 3.1.5	3. Read the letter and give a word for each: Model: a - autorickshaw b - bus c - car etc. (Use all the letters of the alphabet as in 'Let's have Fun' but accept any correct answers).
3.1.3	4. Listen and act. Students close their eyes. Teacher claps her hands and the students point to the direction of the sound. The students say the sound is coming from: - in front of us - behind us - to this side/to that side. Teacher repeats the above in different locations in the classroom.

3.1.4 3.1.5	5. Name 3 soft things. Name 3 hard things. Give the missing word: I am _____. Traffic is _____.
3.1.4 3.1.5	Listen: Anil likes to drive his truck. Today is market day. He has fruit and vegetables to take to town. On the way he uses his horn to let other drivers know that he is there. Suddenly a dog runs into the road. Anil brakes and his tyres screech. The truck stops. He does not have a crash. After a day's work Anil drives home. It is getting dark. To help him see, Anil puts on his lights. It is raining. To also help him see Anil uses his windscreen wipers. Answer the questions in short: How does Anil tell other drivers that he is near them? What does Anil use to make the truck stop? What helps Anil see the road in the dark? Why does Anil use his windscreen wipers?

FOURTH ROUND

SAFE SURVIVAL

FOURTH ROUND

SAFE SURVIVAL

Road Safety Education Competencies:

- 4.1.1 Recognise and play in safe places (designated by an adult)
 - 4.1.2 Understand (in simple terms only) the problems faced by all road users, particularly conspicuity, and the effect of the weather
 - 4.1.3 Know the safest place to cross near home, near school e.g. crossing patrol, traffic lights
 - 4.1.4 Recognise people who help them cross roads
 - 4.1.5 Know how to travel safely to and from school
-

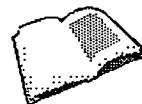
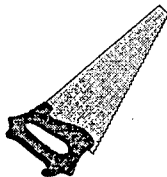
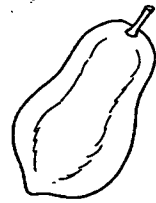
Activities:

ACTIVITY 1	SAFE AND UNSAFE!
ACTIVITY 2	SAFE PLACES TO PLAY
ACTIVITY 3	BE SAFE, BE SEEN
ACTIVITY 4	WALKING IN THE RAIN
ACTIVITY 5	PEOPLE WHO HELP US
ACTIVITY 6	SPECIAL CROSSING PLACES
ACTIVITY 7	(PRACTICAL) SAFE FEET

ACTIVITY 1: SAFE AND UNSAFE

Pre-competency to introduce the concept of safe and unsafe.

Look at the picture and name the things



Which things are safe?

Which things are unsafe?

Teacher points to each object in turn and asks the students to name it. If the students cannot name the object, the teacher points to each object again and asks the students to say whether it is safe or unsafe. Ask the students why the hot tea, saw etc. are unsafe. Ask them to draw in their book something else which is unsafe and something else which is safe.

ACTIVITY 2: SAFE PLACES TO PLAY

4.1.1 Recognise and play in safe places (designated by an adult)

Look at the picture



A safe place to play is somewhere where we are away from the dangers of the road and traffic.

We should always play in **SAFE PLACES**.

Fill in the blanks and copy the sentences into your book.

A school play ground is a safe place to play.

A park is a _____



A garden is a _____

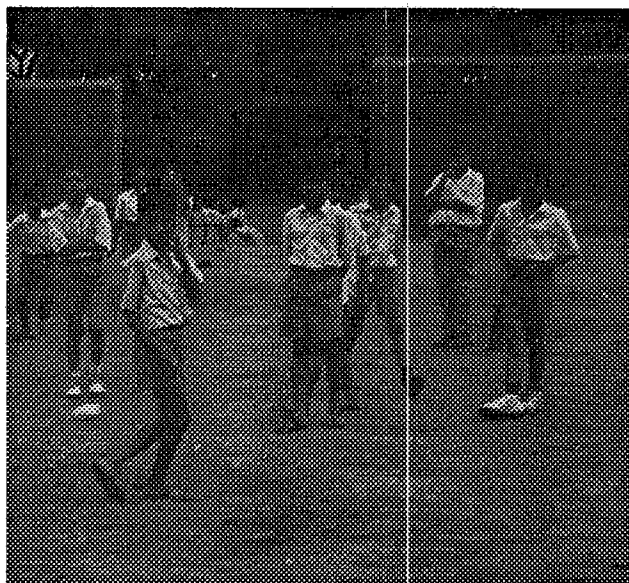
A field behind my house is a _____



ACTIVITY 2: SAFE PLACES TO PLAY (continued)

Say whether 'SAFE' or 'UNSAFE'

	<u>Answers</u>
We should play near the river	
We should play football on the field near our house	
We should play cricket on the road	
We should play skipping in the garden	
We should play kho-kho on the footpath	
We should play running in the playground	



Teacher helps students to read the sentences, fill in the blanks and say whether situations are safe or unsafe. Students could draw a picture of themselves playing in a safe place.

ACTIVITY 3: BE SAFE, BE SEEN

4.1.2 Understand (in simple terms only) the problems faced by all road users, particularly conspicuity and the effect of the weather.

Read carefully:

I am Ashwini.

This is my mother.

This is my father.

We are going to visit my grandparents.

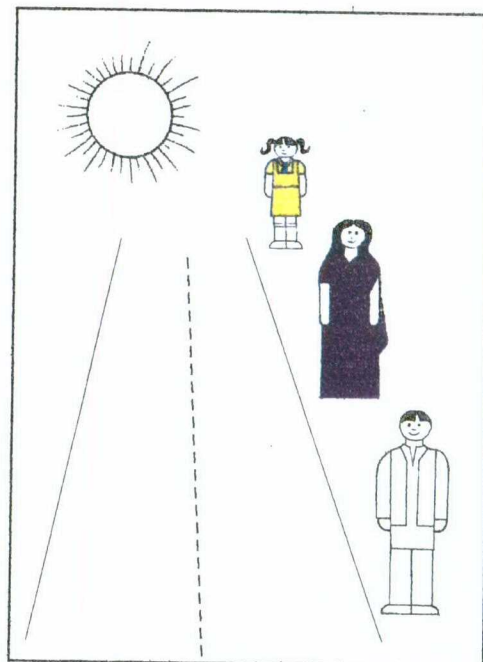
It is a bright and sunny day.

We are all walking along the footpath.

My mother is wearing purple.

My father is wearing white.

I am wearing yellow.



Who is wearing the colours we can see best?

Now it is evening .

We are walking home.

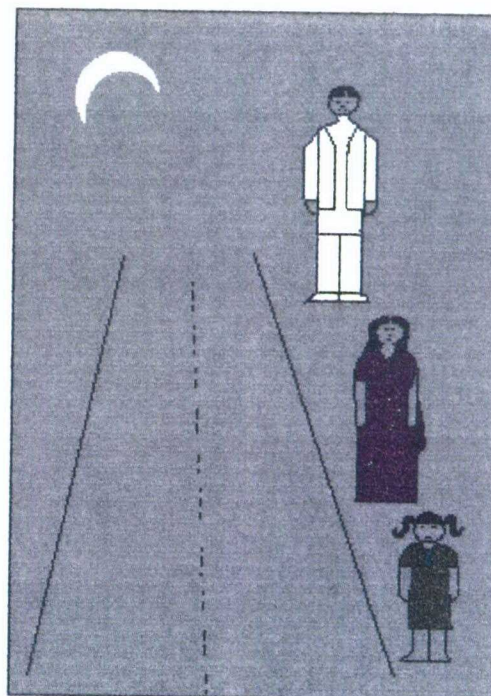
I played kabaddi in the park with my cousins.

We all had dinner together.

Then grandfather told us some stories.

It is dark now.

We cannot see so well.



Who is wearing the colour which we can see the best?

ACTIVITY 3: BE SAFE, BE SEEN (continued)

Which colour can be seen best in the daytime? (white, yellow purple)

Which colour can be seen best at nighttime? (white, yellow purple)

Colours that are easy to see make us SAFER when we wear them because drivers can see us better.

Say whether 'SAFE' or 'UNSAFE'

	<u>Answers</u>
My mother should wear her purple sari at night for walking from my grandfather's house.	
Rajii wears his favourite white shirt to walk to the circus in the evening.	
My father should wear his brown raincoat coming home at night.	
Shekar wears his black shirt to go to his night time work.	
Veena wears her new yellow dress to watch the crackers at the Diwali festival.	

Teacher should read the passages and draw attention to the colours in the pictures. In the day time we can see white and yellow the best. At night white is the colour we can see the best. Teacher should get the students to think about the last time they went out at night and how difficult it is to see people.

ACTIVITY 4: WALKING IN THE RAIN

4.1.2 Understand (in simple terms only) the problems faced by all road users, particularly conspicuity and the effect of the weather.

4.1.5 Know how to travel safely to and from school.

Look, listen and repeat - (sing the song)

I hear thunder, I hear thunder.

Listen don't you, Listen don't you.

Pitter, patter, rain drops,

Pitter, patter, rain drops.

I'm wet through, so are you.



Look at the picture. Look at what is happening.

Write 3 sentences about the rain.

ACTIVITY 4: WALKING IN THE RAIN (continued)

Listen and answer the question

Rain can be dangerous if we are travelling.

Can you think why it is dangerous?



The question is meant to test the students understanding of why rain can be dangerous. They should know in particular:

- ♦ *rain can make it harder for pedestrians to see clearly. (It can be dark and misty - rain gets in your eyes)*
- ♦ *vision can be restricted by the use of umbrellas or hoods*
- ♦ *rain can make it harder to walk safely (Pedestrians may be in a hurry. Large puddles can force pedestrians into the road and paths may become slippery)*
- ♦ *rain can make it difficult for drivers to see pedestrians clearly*
- ♦ *rain can make it harder for drivers to stop their vehicles quickly*

ACTIVITY 5: PEOPLE WHO HELP US

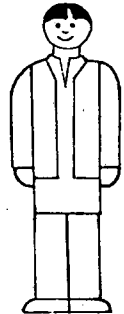
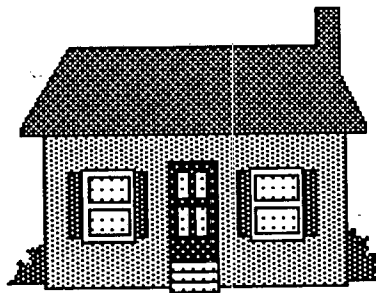
4.1.4 Recognise people who help them cross the roads.

Listen and answer

I want you to think about the people who help you at home.

Who are they?

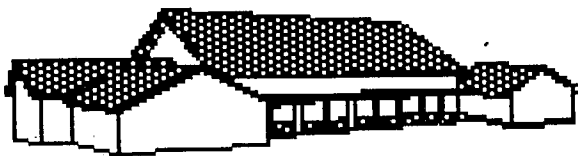
How do they help you at home?



Now I want you to think about people who help you at school.

Who are they?

How do they help you at school?



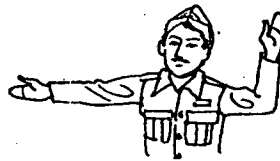
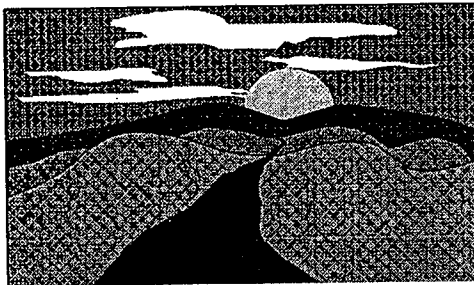
Teacher should write on the board 'home' and 'school' to form two columns. People who help them can be drawn by the students in each column. You may prefer to do the drawings yourself.

ACTIVITY 5: PEOPLE WHO HELP US (continued)

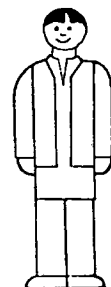
Now think about the people who help you cross the road because YOU SHOULD NEVER CROSS ALONE.

Who are they?

How do they help you to cross the road?



Look at the picture and name the things



Who would help you to cross the road safely?

Teacher - When talking about people who help us cross the road you should make sure the students know:

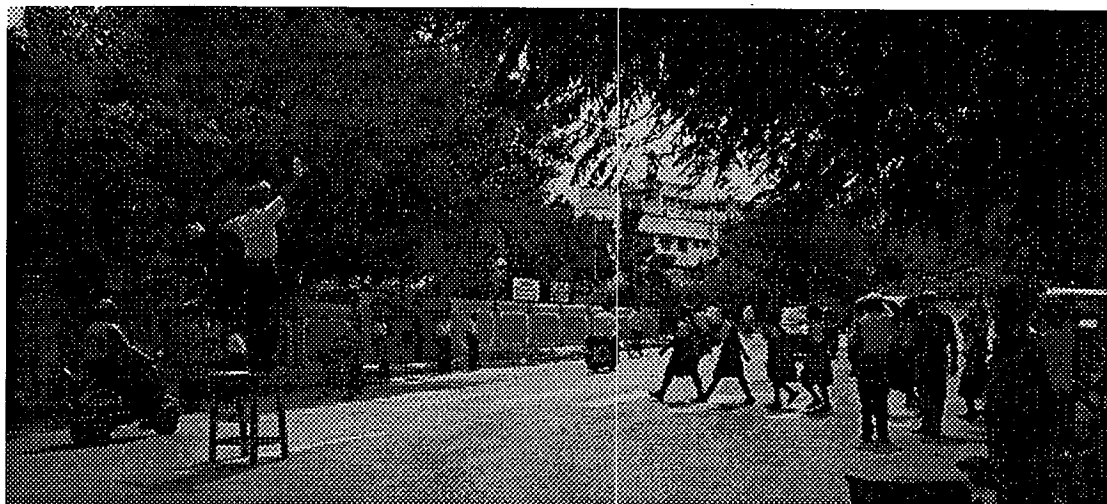
- ♦ *policemen and school crossing patrols stop the traffic and tell us when it is safe to cross.*
- ♦ *adults (family member or friend) should tell us when it is safe to cross and always hold our hand when we cross the road.*

ACTIVITY 6: SPECIAL CROSSING PLACES

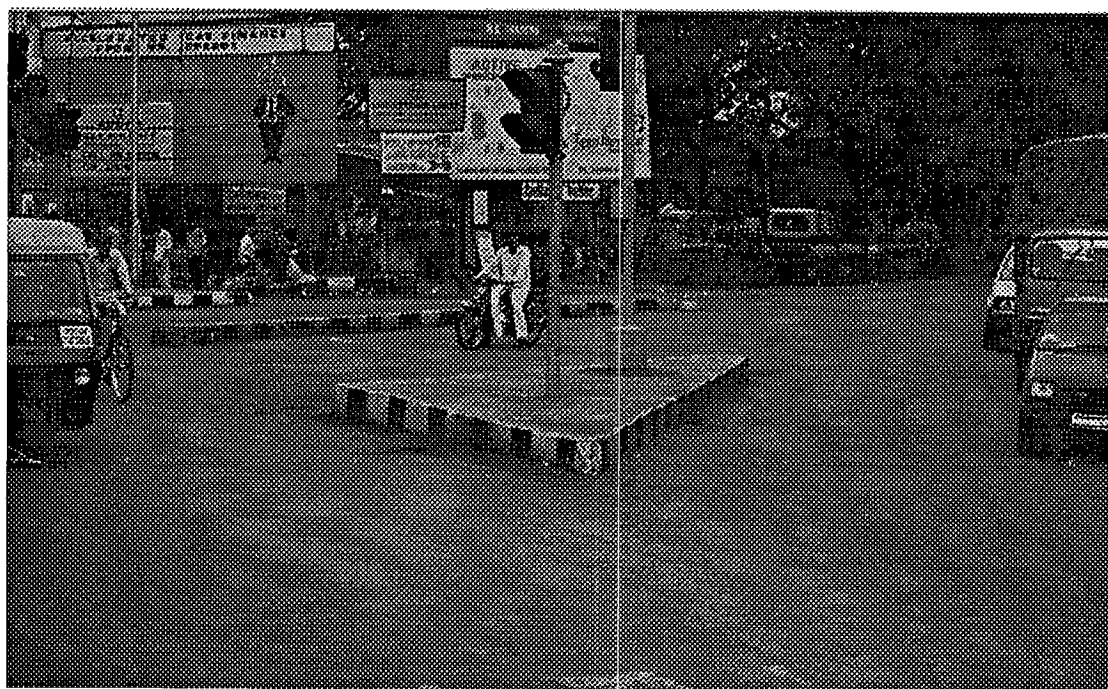
4.1.5 Know how to travel safely to and from school

Look, listen and answer

Can you see the school crossing patrol?



Can you see the traffic lights?



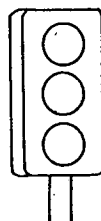
ACTIVITY 6: SPECIAL CROSSING PLACES (cont)

Did anybody walk to school today?

*Did anybody cross with the school crossing patrol today?
Come and put your name in the school crossing patrol box.*



*Did anybody cross at the traffic lights on the way to school today?
Come and put your name in the traffic lights box.*



School crossing patrols and traffic lights are special places to cross the road.

*Can you think of another special place (policeman)?
Come and put your name in the box if you crossed with a policeman today.*



ALWAYS USE A SPECIAL CROSSING PLACE IF YOU CAN

There often is NO SPECIAL PLACE TO CROSS so we must make sure that we cross:

- with an adult
- holding hands with an adult
- where we can see the road and traffic well

Teacher should draw 3 boxes on the board with simple drawings of traffic lights, a school crossing patrol and a policeman. Students who have used a particular crossing should write their names in the appropriate box.

PRACTICAL

Outside the classroom

ACTIVITY 7

SAFE FEET

This section is in 1 part only

It takes the form of a game called

SAFE FEET

This practical outside lesson takes place in the playground. It reinforces all competencies used in all four rounds. It is in the form of a road safety game. As well as being a joyful learning activity it will test the students knowledge and understanding of many aspects of Road Safety which they have learned and will be vital for their survival in the road environment.

NB. It is essential that you read all the preparation notes for this game before taking the class outside. This game is suitable for playing more than once by using the questions in any order.

SAFE FEET GAME

PREPARATION

Teacher: You will need:

6 cards approximately 12 cm x 7 cm. Write 1 on the first card, 2 on the second card etc.



Give each student one sheet of exercise book paper and a pencil or crayon. Decide on a suitable, safe location in the playground. Before taking the students outside, draw a snake-like line on the playground. (This is where the students will place their pieces of paper).

Inside the classroom

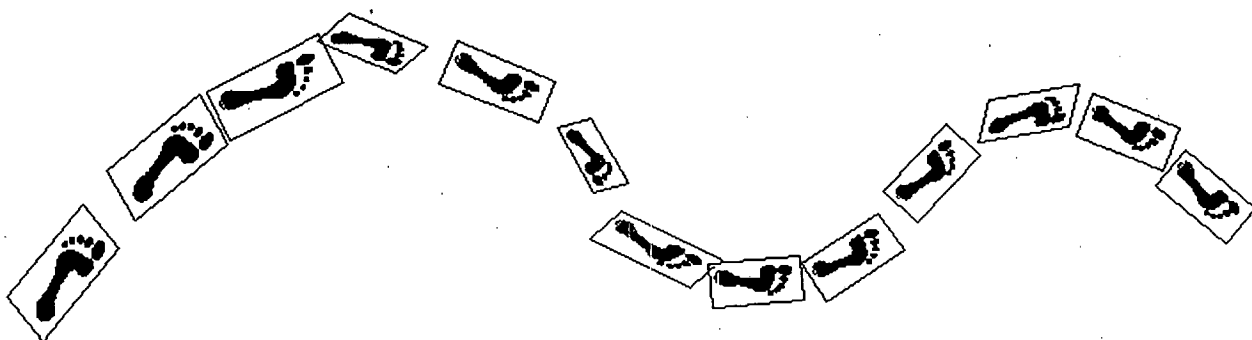
Give one sheet of paper to each student. Tell the students to stand on the paper and draw around the outline of one of their feet.

Outside the classroom

Take the class outside and tell the students to pick up a stone. Then place each of their foot drawings on to the snake-like line on the ground, securing them with the stones.

Divide the class into 2 groups. Sit them on either side of the 'snake' (about 2 metres away).

Choose one child to represent each group.



Rules of the game

Explain to the students that the object of the game is to reach the end of the 'snake' first, by answering Road Safety questions correctly.

Choose a team to start. Get the student representing each team to stand at the start of the 'snake'.

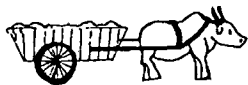
Take the 6 numbered cards with the numbers face down and ask any student from that team to choose a card for their team. The card should then be given back to the teacher.

Teacher: choose any question from the question list and ask for the answer from that team.

If answered correctly the student representing that team moves forward the required number of paper feet along the 'snake' (i.e. if card 5, then move 5 paper feet forward).

If answered incorrectly the student representing that team does not move that turn. The question is then put to the other team and if answered correctly they can move forward the number of feet shown on the card. If no one can answer the teacher gives the answer.

This process of asking questions should be continued by taking a new card each turn. Each team takes it in turn to answer a question. A team wins by coming to the end of the 'snake' first.



GET THERE SAFELY

QUESTIONS FOR THE SAFE FEET GAME

Is an autorickshaw smaller than a 2 wheeler?

Name 1 sound you can hear in the classroom.

Can you name a colour that can be seen well in the daytime?

Is a truck bigger than a car?

Name 2 walking rules.

Can you say what traffic begins with the letters T, B, A?

Name 1 sound you can hear in the classroom (not previously mentioned).

Can you think of 2 special crossing places?

How do you know if traffic is near?

Is a bullock cart pedestrian or traffic?

Where should people walk?

Can you say what traffic begins with the letters C, S?

Name 1 sound you can hear on the road.

Is a car bigger than a truck?

Name something which is dangerous to us.

Is a man a pedestrian or traffic?

Name 1 rule for our classroom.

Name 1 dangerous thing on the footpath.

Is a cycle a pedestrian or traffic?

What does a car need to make it stop?

Name 1 sound you can hear on the road (not previously mentioned).

Sounds can come from in front of us. Where else can they come from?

Is brown a safe colour to wear at night?

Traffic has to obey rules. Can you tell me one of those rules?

Is a girl a pedestrian or traffic?

Name 1 dangerous thing on the road.

Is white a good colour to wear at night?

Name 1 dangerous thing on the footpath (not previously mentioned).

Traffic is hard, people are _____?

What 3 things should pedestrians do before they cross the road?

Is it safe to run at the side of the road?

Name 2 walking rules (not previously mentioned).

What are people who walk called?

Is an ambulance a pedestrian or traffic?

What does a car need at night to help the driver see the road, and other cars to see him?

Is a bus a pedestrian or traffic?

What does a driver use to let other drivers know that he is there?

Name 1 dangerous thing on the road (not previously mentioned).

Tell me 3 types of traffic.

Where is a safe place to play?

Where should you stop before you cross the road?

Is it safe to play football near the road?

Can you name something you can see outside which is not a vehicle or a pedestrian?

Which 2 senses can help you to be safe near the road?

Who could help you to cross the road?

Is black a good colour to wear at night?

Why can rain be dangerous? (There are 5 correct answers; therefore the question can be asked 5 times).

Is yellow a safe colour to wear at night?

Why is a cycle difficult to hear?

Traffic has to obey rules. Can you tell me one of the rules (not previously mentioned)?

Why is traffic dangerous?

Is it safe to play near a river?

If there is no special crossing place to cross the road what should we do?

Name 1 sound you can hear in the playground.

Is it safe to play kho-kho in the playground?

Where is a safe place to play (somewhere not previously mentioned)?

Name 1 sound you can hear in the playground (not previously mentioned)?

If you touch a car does it feel hard or soft?

Is dark blue a safe colour to wear at night?

