



# Safety in Schools Week May 17th to 21st 2004

## Road Aware Activity

Agency

### ROAD AWARE PROGRAM

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## Stop Look Listen Think

### Health and Physical Education Learning Area Statement

Health and Physical Education provides students with an understanding of health issues and the skills needed for confident participation in sport and recreational activities. This enables students to make responsible decisions about health and physical activity and to promote their own and others' health, safety and well-being.



### Early Childhood Phase of Development (Kindergarten to Year 3)

#### Why are young children at risk?

- They have short concentration spans. They tend to think about one thing at a time, ignoring other things happening around them, which is very dangerous in traffic.
- Some children may have difficulty working out where sounds are coming from.
- Because they are constantly on the move, they may have trouble stopping at the kerb and without thinking may dart out onto the road.
- Even when they can tell the road is clear, they are unable to deal with sudden changes in the traffic.
- Young children may have reduced ability to notice objects such as cars in their side vision.
- They are unable to judge the speed and distance of cars. They may let a slow car pass and cross in front of a fast one.
- Because they are small, they can't see over parked cars or bushes. This also means they can't be easily seen by drivers.

#### Key ideas for young pedestrians

- ★ Always hold a grown-up's hand when on or near roads
- ★ Roads are for traffic, footpaths are for pedestrians and neither are safer places to play
- ★ When you reach the kerb (or edge of the road or footpath) your feet must **stop** moving and stay still
- ★ When a parent or adult calls out **stop** then you must **stop** moving straight away
- ★ Some people can **stop** traffic – such as traffic wardens at school crossings and police officers
- ★ Traffic takes a long time to **stop**
- ★ You need to **look** for a safe place to cross the road
- ★ You must **look** in every direction for traffic
- ★ If you **listen** for traffic sounds you can tell where the sound might be coming from, what type of vehicle it and even how fast it may be going
- ★ You must always **think** about whether:
  - you have time to cross;
  - traffic will reach you before you are all the way across;
  - you have looked everywhere traffic might come from;
  - you have a long way to go to get across; and
  - you will wait if there is a safe place to do so in the middle of the road.



Young children may think that if they are always careful, and stop, look and listen when near traffic they will be safe. Unfortunately every situation and journey can present new and different dangers, and there are many factors that can put road users in danger. It is for this reason that we should use the term **safer** rather than **safe**.

## Learning Area Outcome: Health and Physical Education

### Students participating in these activities will:

- recognise that their safety depends on the behaviour of themselves and others
- understand the importance of always being accompanied by an adult when on or near roads
- understand the road crossing procedure of **Stop Look Listen Think Cross**

## PEDESTRIAN ACTIVITIES

### STOP!

Young children need to understand that in the road environment the word **STOP** means 'right now and without moving any further'. In the context of crossing the road, this age group does usually not know the term **kerb**. Activities to help identify where and what is the kerb are beneficial. The kerb is the edge of the road marking where the road meets grass, gravel or the gutter and it can vary from area to area.

- Ask the children to form groups and perform a variety of actions, such as running on the spot, clapping hands, hopping around in circles until they hear the word **STOP**. Music can also be used.
- Have children creep up behind a nominated person who has their back turned. When the person turns around to look at the other children, they must **STOP** still so that they cannot be seen moving and **WAIT** until the person has turned their back again.
- Retell the story of the *Three Little Pigs* incorporating road safety concepts, eg *When the first little pig ran to the second little pig's house he had to cross a road. He stopped, looked, listened and thought, 'Is it safe?' And then he crossed the road to get safely to the second little pig's house. The big bad wolf had to stop at the red light!*

### Roads, footpaths and signs

- Set up a simulated road and footpath in the playground. It could be made from black plastic or chalk on the bitumen or paving. Make sure a kerb is included. The footpath could be added using a different colour to contrast with the road. Children can practise walking up to the **kerb**, then stopping, looking, listening, thinking and then walking straight across.
- Make different road signs such as a stop sign, walk/don't walk signs and a children's crossing sign. Trace legs to make a pedestrian crossing sign. Talk about what each sign means to pedestrians.
- Include the signs in the playground. Let the children practise obeying the signs as they walk around the simulated road environment.
- Make a crosswalk by sticking masking tape lines on the black plastic or drawing on the playground.
- Have the children look straight ahead and tell you what they can see. Have them turn their heads to the right and left and describe what they can see. Discuss the need to 'double check' because traffic is moving and is different each time you look.

## COMMUNITY LINKS

- Invite parents to assist in the **Stop Look Listen Think Cross** training with your children. This can be done in the school ground with a simulated road environment or in a quiet street near the school. Remember to manage all associated risks with taking children out of school grounds and seek permission from administration and parents. Ask parents to talk about each step for crossing the road so children can understand the thought processes that occur to cross the road safely. For example:
  1. We need to **stop** about a step back from the kerb because you don't want to be too close to the road.
  2. Now let's **look** to see if traffic is coming. Look to the right, now to the left, now right again. Remember that traffic can appear very quickly.
  3. Can you hear any traffic? **Listen** carefully.
  4. What do you **think**? Is it safe to cross now?
  5. Right, hold my hand and let's walk straight across to the other side of the road. Remember to keep looking and listening.



## POLICY AND PROCEDURES

Does your school have a Road Safety Policy? If not:

- Discuss the Department of Education and Training's Risk Management Policy with school administrators.
- Inform parents of safe pedestrian behaviours through the school newsletter or website

## OTHER RESOURCES AVAILABLE

- Kids and Roads Years 1 – 7 (available from Road Aware or online at [www.schoolroadsafety.wa.edu.au](http://www.schoolroadsafety.wa.edu.au))
- Road Smart Years 8 –10 (available from Road Aware or online at [www.schoolroadsaety.wa.edu.au](http://www.schoolroadsaety.wa.edu.au))



Does your school have a copy of the School Drug Education and Road Aware newsletter? The newsletter provides information on road safety issues for children and young people, relevant road safety agencies that can support teachers in implementing a road safety program, websites and other resources.