



# Safety in Schools Week

## June 13th to 17th 2005

### Agency

School Drug Education and Road Aware

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## Crossing the road

Learning Area	Learning Outcomes	Specific Learning
This activity will typically be delivered in the Health and Physical Education Learning Area.	Participation in these learning experiences will enable students to demonstrate progress towards three of the <i>Curriculum Framework Overarching Outcomes (11, 12 and 13)</i> and some aspects of four of the <i>HPE Learning Area Outcomes (1,2,4 and 5)</i> and four of the <i>Curriculum Framework Values Outcomes (1, 2, 3 and 4)</i> .	Students participating in these learning experiences will: <ul style="list-style-type: none"><li>• understand the importance of being supervised by an adult when walking and crossing roads</li><li>• recognise that their safety depends on the behaviour of themselves and others</li><li>• understand the systematic search strategy</li><li>• understand the importance of selecting a safer place to cross.</li></ul>

### Early childhood phase of development

#### 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.

*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**.*

### Equipment required

Paint, trays, paper, hole punch, string, disposable rubber gloves, music (optional)

## Holding hands learning experiences

Invite parents into the classroom to paint or trace handprints with their child. Place a small amount of bright coloured paint in trays. Children and parents place one hand each in the paint then press onto a sheet of paper.

While the handprints are drying, children and parents can talk about when they hold hands and why. Talk about why it is important to hold hands when crossing the road. Write the children's comments to attach to the handprints when they are dry.

Cut around handprints, punch a hole in each and tie together to demonstrate a 'Hold my hand' road safety message. The holding hands cut outs would look great tied to the school's fence for other children and parents to look at and get the message.

Sing a holding hand song to the tune of 'If You're Happy and You Know It'.

*If you're going to cross the road, hold my hand (repeat)*

*If you're going to cross the road,*

*Then you really ought to know*

*If you're going to cross the road, hold my hand.*

Have fun drawing faces on thin disposable gloves then with the help of the child's parent blow up the gloves. Children love to watch their drawings get bigger. Tie the blown up hands near the exit of the school grounds to remind children to hold an adult's hand when they cross the road.

## Stop!

**STOP!** *Young children need to understand that in the traffic environment the word **STOP** means 'right now and without moving any further'.*

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**.

Have children creep up behind a nominated person (the spotter) who has their back turned.

When the spotter turns around, the other children must **STOP** and **WAIT** until the spotter has turned their back again. The game continues until a winner touches the spotter's back.

## Involving parents

Invite parents to assist in the **Systematic Search Strategy** 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.



Parents should talk about each step for crossing the road. This will help children understand the thought processes necessary to cross the road safely. For example:

*We need to **stop** about a step back from the kerb because you don't want to be too close to the road.*

*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.*

*Can you hear any traffic? **Listen** carefully.*

*What do you **think**? Is it safe to cross now?*

*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 health and physical education policy that incorporates road safety and drug education? If not:**

- Discuss the Department of Education and Training's Risk Management Policy with school administrators.
- Inform parents of safer pedestrian behaviours through the school newsletter or website.
- Contact *School Drug Education and Road Aware*.

*Have you seen the latest newsletter from School Drug Education and Road Aware? The newsletter provides information on drug and road safety issues for children and young people.*

## Other resources