



## LESSON PLAN

# Being A Safe Pedestrian



STAGE  
**3-4**



DURATION  
**50 minutes**



SUBJECT  
**Health &  
Physical  
Education**



### RESOURCE OVERVIEW

Walking has considerable benefits for health, the community, and the environment. A healthy and active lifestyle including walking to school is strongly encouraged and results in a range of positive outcomes for students, families and the community.

As students in Years 3 and 4 will soon be starting to walk more independently, it's important they understand the risks pedestrians face and strategies for staying safe. (Note – research indicates that by age 11 or 12, a child's ability to cross a road safely is closer to that of an adult. As a result, adult supervision remains important until the later year levels of primary school.)

In this lesson, students investigate risks for pedestrians, strategies for staying safe, and plan a safe walking route.

# Resource Details



## CURRICULUM ALIGNMENT

This lesson supports:

Describe and apply strategies that can be used in situations that make students feel uncomfortable or unsafe (VCHPEP090)

Identify and practise strategies to promote health, safety and wellbeing (VCHPEP091)

## RESOURCE REQUIREMENTS

In this lesson, teacher/s will need:

- *How to be a safe pedestrian* slide presentation to be found at <https://www.roadsafetyeducation.vic.gov.au/resources?id=667984>
- Pictures of hazards on different streets
- Street map

## LEARNING INTENTION

In this lesson, students will:

- Identify and apply strategies for avoiding or managing pedestrian hazards.

## SUCCESS CRITERIA

By the end of this lesson, students should be able to:

- Identify hazards that pedestrians need to manage or avoid.
- Identify strategies for avoiding or managing hazards as a pedestrian.
- Apply strategies for avoiding or managing hazards by planning a safe walking route.

# Lesson Plan

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## Tuning in

APPROX. 10 MINUTES

Show students the *How to be a safe pedestrian* PowerPoint. Read and discuss each slide.

## Main activity: Safety features & crashes

APPROX. 30 MINUTES

Make a list of all the hazards that pedestrians need to watch out for. These may include:

- Vehicles
- Things that restrict or 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, fast moving traffic.
- Things on the footpath that cause you to leave the footpath – people riding bikes, scooters, potholes, 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, running across driveways or 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 one of the pictures of hazards (included below). Each group should discuss what they could do personally to avoid or to manage the hazard and then report back to the class.

Strategies may include:

- Crossing the road at pedestrian crossings.
- Crossing the road at a place with a clear view of the road in all directions.
- Crossing the road away from intersections.
- Avoiding crossing very wide roads.
- Avoiding very busy roads.
- Moving up the footpath to find a safer place to cross the road.
- Not stepping onto the road to avoid hazards on the footpath.
- Listening and watching for cars coming out of driveways.

Give students the map below and ask them to plan the safest walking route from home to school. Ask them to consider hazards they may see on the map and remind them to use the strategies for staying safe that have been discussed.

**Extension:** Students could walk another student through their route using directional language. The other student must use a blank map to draw the route without looking at their partner's map.

**Extension:** Students could discuss other features that could be added to the map to make streets safer for pedestrians – such as wider footpaths, raised pedestrian crossings, lower speed limits.

## Reflecting activity

APPROX. 10 MINUTES

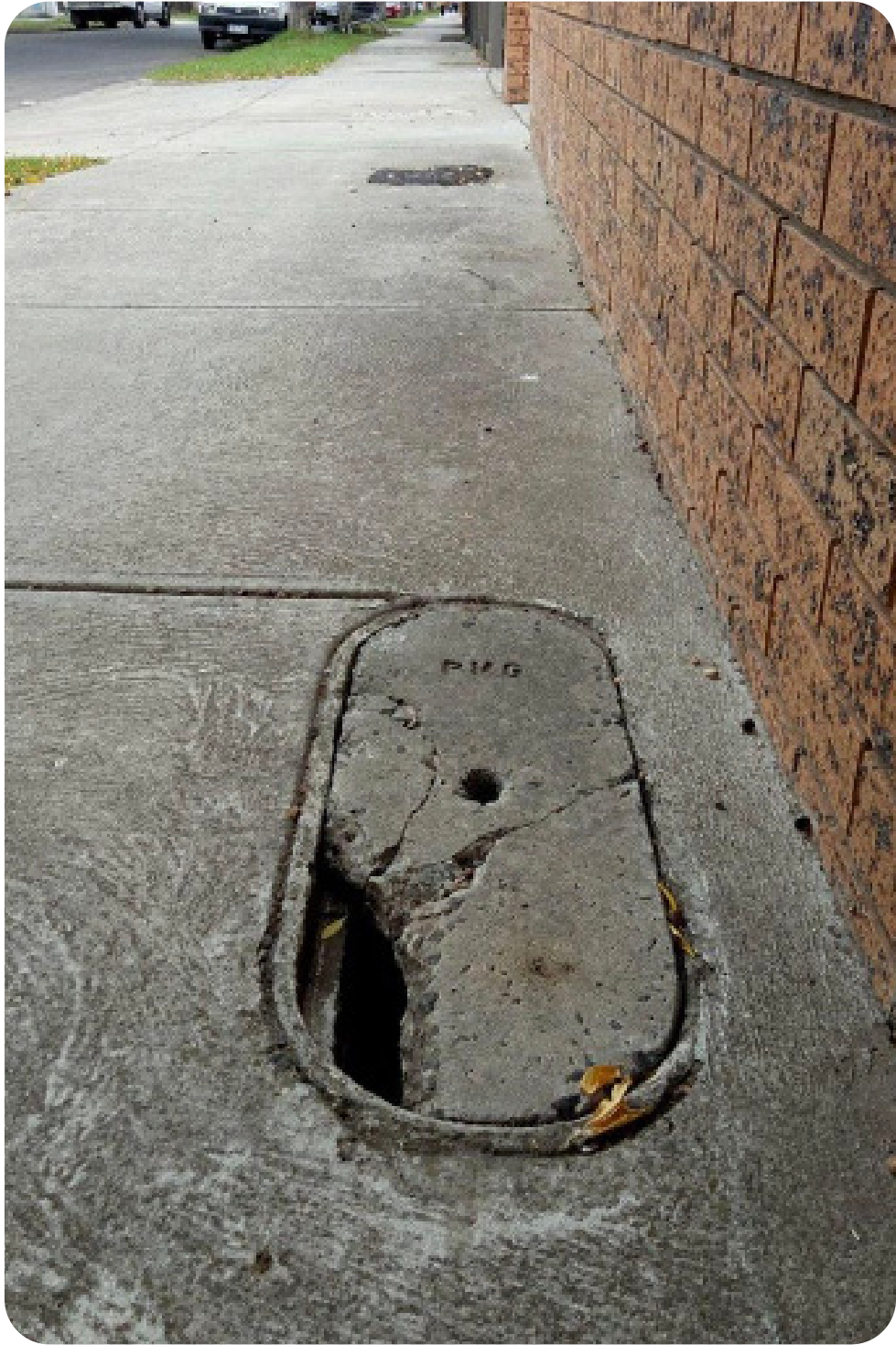
Ask students to share their walking route and the reasons why they chose this route.

# Resource Worksheet

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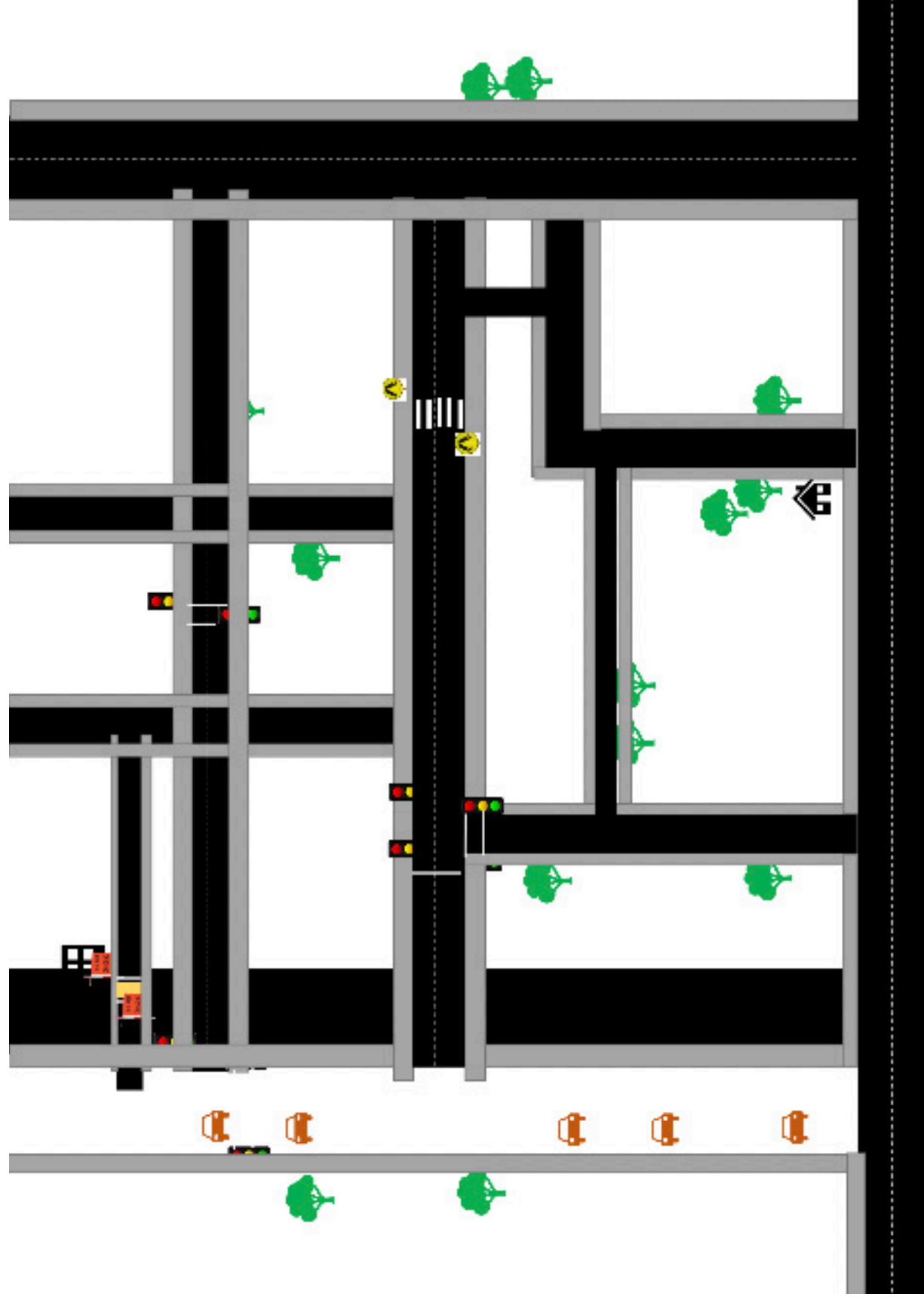
## Resource 1: Images







## Resource 2: Worksheet





[www.roadsafetyeducation.vic.gov.au](http://www.roadsafetyeducation.vic.gov.au)