



LESSON PLAN

Lesson 5: Crossing the Road – Stop Look Listen Think



LESSON OVERVIEW

In this lesson, the teacher introduces the students to the strategy – Stop, Look, Listen, and Think – and most importantly the idea they must hold an adult's hand or be under adult supervision at all times when crossing a road.



NOTE: All children under the age of ten must be supervised and/or hold an adult's hand when crossing roads. At no time should this lesson suggest students under ten can cross roads independently.

This lesson may take two sessions to conclude, or it could be one longer session, completed after lunch. It is recommended students return to this lesson and the behaviours regularly.

SEQUENCE TITLE: Step Into Safety – Foundation Levels A - F



LEVELS

Foundation A - F



LESSON NUMBER

5 of 8



LESSON LENGTH

60 minutes

CURRICULUM AREAS



LEARNING AREAS

- Health and Physical Education
- English

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Victorian Curriculum 2.0 Content Descriptions



VC2HPFAP06 Participate in a variety of health, safety and wellbeing actions.

VC2HPFBP06 Practise a variety of health, safety and wellbeing actions.

VC2HPFCP06 Identify a variety of health, safety and wellbeing actions.

VC2HPFDP05 Identify protective behaviours and help-seeking strategies.

VC2HPFDP06 Identify health, safety and wellbeing symbols and apply practices appropriate to places in the school environment or community.

VC2HPFP06 Identify protective behaviours and rehearse help-seeking strategies that help keep them safe.

VC2HPFP07 Identify health symbols, messages and strategies in their community that support their health and safety.



VOCABULARY

Stop – stand still at the kerb/side of the road.

Look – in all directions.

Listen – be quiet while you listen for sounds from all directions.

Think – before you choose to move, make sure you are safe.

MATERIALS REQUIRED

Teacher

- Whiteboard.



LEARNING OBJECTIVE

- We always hold an adult's hand when crossing roads, or be watched by an adult e.g. crossing supervisor, teacher.
- We will be able to Stop, Look, Listen, Think when we are crossing roads.

SUCCESS CRITERIA

- I know to cross the road with an adult.
- I know how to ask for help to cross the road.
- I know to Stop Look Listen Think before crossing a road.

TEACHING CONSIDERATIONS

Questions to prompt a discussion:

Stop at the correct place:

- Where is the correct place to stop?
- What is wrong with too far back?
- What do we need to be careful of?
- Can drivers see you?

Look for all traffic approaching:

- What are we looking for?
- What vehicles might we see?
- How do we know how fast the vehicles are travelling?

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- What direction do we need to look?
- What do we do if there is a corner?

Listen to identify traffic approaching:

- Think about the traffic sounds we just heard.
- What should we listen for?

Think (decide) when it is safe to cross the road:

- Make sure we hold an adult's hand.
- Cross the road safely with no distractions.

Consider playing/replaying the SLLT rap and /or other road safety songs to consolidate learning.

[Road Safety Songs - Starting Out Safely \(childroadsafety.org.au\)](http://childroadsafety.org.au)



Supporting All Learners: Suggested modifications

Enable

- Students use a range of percussive instruments to accompany the other safety songs. Note there are slower versions of the songs on the Starting Our Safely website.

Extend

- Students create their own rap and perform it using the instrumental version of the song.
- Students practice the SLLT procedure outside of the school grounds.

Structure of lesson:

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LESSON STAGE 1



TIMING: 10 mins

Activate prior knowledge

Revise/introduce the definition of the words safe and unsafe by writing the word on the board asking the students to give examples of staying safe on the roads

Call on volunteer students to share their response.

Show the video https://www.youtube.com/watch?v=rbyKZ_zUGRg

Ask students to explain who helps them cross the road, that is, mum, dad, the crossing supervisor, their teacher.

Explain there always needs to be an adult to help us cross the road, and today we will work on how to stay safe while crossing the road.

Introduce the learning objectives

Read aloud the learning objectives and success criteria.

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LESSON STAGE 2



TIMING: 40 mins

Modelling, demonstration and explanation

Introduce the parent helpers to the class.



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Explain how parent helpers are here today to help us practise crossing the road.

Write on a display chart, "We must always cross the road with the help of an adult."

Explain there are rules for crossing the road and we will learn about them today.

Write "Stop" on the board.

Ask Why do we stop? Where do we stop? Where do we **not** stop?

Write "Look" on the board.

Ask Why do we look? Where do we look?

Complete for Listen and Think.

Explain to students we will go outside to practise crossing the road and using the rules Stop, Look, Listen, and Think.

Guided practice

Show students the road and footpath drawn in the schoolgrounds and check they understand and can identify the road/footpath.

Explain to students that you will show them how to stop, look, listen and think before crossing the road.

Demonstrate and commentate as you go through the stop, look, listen and think strategy. For example, "I must stop near the road. I am not on the road but I am not too far back from the road. This means I can see the traffic both ways. I look to my right, I look to my left, and I look to my right again. I listen for traffic. I think to myself, is it safe to cross the road?"

Explain and emphasise that if I was a child I would have an adult with me.

Demonstrate by asking one of the parent volunteers, "Will you help me cross the road please?"

"We both stop at the side of the road. We both look. We both listen. We both think, is it safe? If it is safe, we cross the road."

Ask for a child to volunteer with you. Repeat the strategy – Stop, Look, Listen, Think.

Once you are confident the students understand the idea, break into groups and have the adult helpers work with the students.

Independent application

Each child in the class works with a parent to practise the strategy.

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LESSON STAGE 3



TIMING: 10 mins

Review and reflect

Return to class.

Write what the students have learnt for each of Stop, Look, Listen, Think. For example, "I stop on the footpath or near the road but not on the road to see the traffic."

Return to the success criteria.

Assessment routines

Assess by observing students' behaviour and capacity to apply Stop, Look, Listen and Think strategy.