

## LESSON PLAN

# Rules and Choices



STAGE  
**3-4**



DURATION  
**50 minutes**



SUBJECT  
**English,  
Health &  
Physical  
Education**



### RESOURCE OVERVIEW

Understanding the rules around walking and cycling can help students make informed decisions about what to do to stay safe.

In this lesson, students discuss rules that apply to pedestrians and cyclists, and consider choices that they may need to make around roads.

# Resource Details



## CURRICULUM ALIGNMENT

This lesson supports:

Health and Physical Education

- Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (VCHPEP090)
- Identify and practise strategies to promote health, safety and wellbeing (VCHPEP091)

English

- Draw connections between personal experiences and the worlds of texts, and share responses with others (VCELT251)

## RESOURCE REQUIREMENTS

In this lesson, teacher/s will need:

- Scenario cards

## LEARNING INTENTION

In this lesson, students will:

- Identify rules that apply to pedestrians and cyclists.
- Develop strategies for following the road rules in difficult situations.

## SUCCESS CRITERIA

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

- Identify road rules that apply to pedestrians and cyclists.
- Discuss why people might have difficulty following road rules.
- Use strategies for handling situations where it might be difficult to follow road rules.

# Lesson Plan

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## Tuning in

APPROX. 10 MINUTES

Brainstorm rules that apply to pedestrians and cyclists.

For example, pedestrians must:

- Use a crossing if they are within 20 metres of the crossing.
- Use the shortest or most direct way to cross a road.
- Not walk on the road unless there is no footpath.
- Not walk on a path that is for bikes only.
- Not cause a traffic hazard by moving into the path of a driver.

Cyclists must:

- Wear a helmet.
- Use lights when riding at night.
- Not ride more than two abreast.
- Not ride on the footpath unless they are under 13 or an adult supervising a child under 13.
- Give way to pedestrians.
- Keep to the left on footpaths and shared paths.

Ask students the following questions:

- What could happen if nobody obeyed the rules?
- What are some reasons why people break rules?  
(A: They forget, don't know the rule, they are in a hurry, lazy, showing off.)
- What are some situations where it might be hard to follow the rules?

## Main activity: Safety features & crashes

APPROX. 30 MINUTES

Ask students to work in small groups. Give each group a scenario card and ask students to discuss:

- What might happen if you did this?
- How would you feel?
- What could you say?
- What would you do?

## Reflecting activity

APPROX. 10 MINUTES

- Ask students to share their scenario and how they would handle the situation.
- Ask students to reflect on any situations they have been in where they found it hard to follow the rules.

## Scenario Cards

**You are taking your dog for a walk around the block with your older brother.**

**Your brother says, "Let the dog off the lead so she can have a good run around."**

What might happen if you did this?

How would you feel?

What could you say?

What would you do?

**It's your birthday! Your parents gave you a new bike, but you don't have bike lights yet. It's getting dark but you really want to have a quick ride just to try it out.**

What might happen if you did this?

How would you feel?

What could you say?

What would you do?

**You are walking to the park with two of your friends. You reach the pedestrian crossing when the red walk signal is flashing. "Come on. Let's run across now," says one of your friends.**

What might happen if you did this?

How would you feel?

What could you say?

What would you do?

**You are using the children's crossing after school. When you are almost across, you drop the important excursion note you are holding in your hand. The wind blows it along the road, and under a car waiting at the crossing. "Go and get it," says your friend, "it has to be back at school tomorrow!"**

What might happen if you did this?

How would you feel?

What could you say?

What would you do?

**It's raining after school and you and your friend don't have your raincoats or umbrellas. You see your mum's car parked down the street. You offer your friend a ride home. There are lots of children waiting for the children's crossing supervisor to tell them it is safe to cross. You are both getting wet. Your friend says, "This takes too long. Let's run along the footpath and cross right near your mum's car."**

What might happen if you did this?

How would you feel?

What could you say?

What would you do?

**It's a beautiful day and your friends are waiting for you at the park. You're going to ride there with your older sister, but you can't find your helmet. You really want to go!**

What might happen if you did this?

How would you feel?

What could you say?

What would you do?



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