



# RAC lesson plan

**Topic:** Pedestrian Safety

**Year level:** Lower Primary

**Title:** Walk or run?

**Duration:** 60 minutes



## Western Australian Curriculum links

### Health Physical Education

**Strand: Personal, Social and Community Health**

**Sub Strand: Being Healthy, Safe and Active**

Strategies to use when help is needed ([ACPPS017](#)).

**Strand: Movement and Physical Activity**

**Sub Strand: Understanding Movement**

Incorporate elements of effort, space, time, objects and people in performing simple movement sequences ([ACPMP029](#)).

### Maths

Strand: Measurement and geometry

Sub Strand: Using units of measurement

Year 1- Measure and compare the lengths and capacities of pairs of objects using uniform informal units ([ACMMG019](#))

Year 2- Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units ([ACMMG037](#))



## Lesson Objectives:

At the completion of this lesson, students will:

- recognise that there is a distance travelled after stopping
- record the distance it takes a person to stop when walking vs when running
- Explain how this 'stopping distance' relates to pedestrian safety and why walking around roads/ driveways is safer than running.

Success Criteria

- I know that people don't stop immediately when walking, running and jogging.
- I can identify which is safest around the roads out of walking, jogging and running
- I can explain why my choice is the safest

## Materials/Equipment and Preparation:

- Youtube video of a 100m sprint ([https://www.youtube.com/watch?v=2hwYD6z\\_t9o](https://www.youtube.com/watch?v=2hwYD6z_t9o) )
- Large open space (at least 30m in length) an oval or basketball court would work well.
- Witches hats or markers to determine the 'start' and 'finish' line
- Lengths of paper tape/string (some for each pair/ group)
- Paper recording sheet for results
- Hats for students if going outdoors



Time	Content
5 min	<p><b>Introduction</b></p> <p>Show a 100m sprint from Olympics (<a href="https://www.youtube.com/watch?v=2hwYD6z_t9o">https://www.youtube.com/watch?v=2hwYD6z_t9o</a> ). Why do they run so far past the finish line? Why don't they stop at the finish line when the race is done? What might happen if they did? Today we're going to be looking at how long it takes things to stop once they 'put on the brakes'.</p>
20 min	<p><b>Conducting the activity</b></p> <p>Students work in pairs or small groups for this part of the lesson.</p> <p>Set up a 'start' and 'stop' line across an oval or basketball court that are around 20m apart (make sure that you have an extra 10m past to 'stop' line).</p> <p>One student from each group lines up on the start line and walks to the finish line. They need to stop as close to the finish line as possible <b>without slowing down before they reach it</b>. The other students record how long a distance their partner went past the finish line by placing the tape/string from the finish line to the back of their partner's foot and cutting/ripping the paper tape/ string. If possible they can stick it to the sheet provided in the box marked 'walking', otherwise they can label it and stick it when back inside the classroom. Swap over so each person gets a set of string/paper tape results.</p> <p>Most students will be able to stop walking on the line, in which case they do not need to cut a length of tape/string- they can just record this on their sheet.</p> <p>Repeat the same activity but the second time do jogging and finally sprinting. Make sure that students <b>do not slow down before the finish line</b> to get accurate results. Each time the students measure the distance taken to <b>come to a complete stop</b>, so there should be 3 lengths of paper/string labelled 'walking' 'jogging' 'running' to compare at the end. (Some of these may need to be folded up because they may be quite long)</p>
15min	<p><b>Back in Classroom discussion</b></p> <p>Compare your results with your partner's- which is the longest? Which is the shortest? Stick them in a book/ on the provided worksheet. Ask students- which is the longest? Which is the shortest? What did we notice about which took the longest distance to come to a complete stop? Why do you think this is the case? Students can do a gallery walk around the classroom- are all the results the same?</p> <p>The faster something is going, the longer the distance it usually takes to stop. It picks up speed and has more force behind it.</p>
10 min	<p><b>As a pedestrian</b></p> <p>When you cross the road there are 4 things we need to do; stop, look listen and think. Think about how long it took you to stop when you were jogging or running. If you had to stop to cross the road, or if you suddenly saw a car coming out of a driveway would you be able to do it if you were running? Where would you end up? (on the road/ in the driveway). What do you think is safest around the roads- running, jogging or walking? Why? Fill this in on the sheet.</p>
2 min	<p><b>Conclusion</b></p> <p>What we have just done shows us why it's much safer to be walking rather than running when around the roads. If you remember this when around the roads it will help to keep you safe.</p>

Name:



Walk or Run?

This is the distance it takes me to stop when I am...

Walking	Jogging	Running

Which is the longest? \_\_\_\_\_

Which is the shortest? \_\_\_\_\_

Why does it take longer to stop when you're running over walking?

\_\_\_\_\_

Finish this sentence:

It is safer to \_\_\_\_\_ around the roads because

\_\_\_\_\_

Draw a picture of you walking safely around the roads (don't forget to draw adult!)