



# Pre main lesson plan

**Topic:** Pedestrian Safety

**Year:** Pre-Primary

**Title:** Stop, look, listen and think

**Duration:** 60 minutes



## **Western Australian Curriculum links**

### **Health and Physical Education**

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

##### **Sub-strand: Being healthy, safe and active**

Content:

Protective behaviours to keep safe and healthy: saying 'no'; moving away; telling an adult; asking for help

##### **Sub- strand: Communicating and interacting for health and wellbeing**

Content:

Personal and social skills to interact with others: expressing needs; wants and feelings; active listening self - discipline

##### **Sub –strand: Contributing to healthy and active communities**

Content:

Actions that promote health, safety and wellbeing, such as following safety symbols and procedures

### **English**

#### **Strand: Literacy**

##### **Sub-strand: Interacting with others**

Content:

Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact



## **Lesson Objectives:**

- Students role play the message: Stop, Look, Listen and Think process to crossing the road safely
- Students illustrate the Stop, Look, Listen and Think message
- Students decide who is 'their' responsible adult that they can walk to school with

## **Materials/ Equipment:**

- Smartboard/whiteboard
- Computer
- Open 'Meet our RAC road safety little legends' activity
- Print a class set of 'Stop worksheet'
- Print a class set of 'Look worksheet'
- Print a class set of 'Listen worksheet'
- Print a class set of 'Think worksheet'



Time	Content
15 mins	<p><b>Introduction:</b> Today we are going to discover how to walk to school safely. But firstly I would like to introduce five (5) of the RAC road safety little legends.</p> <ul style="list-style-type: none"> <li>- Teacher opens 'Meet our RAC road safety little legends' onto the smartboard/whiteboard for students to view</li> </ul> <p>Oh no, their names have been all jumbled. We are going to have to use our ears and eyes to discover each character's name.</p> <ul style="list-style-type: none"> <li>- Teacher reads character descriptions (see character description below)</li> <li>- Students decide which character it is based on the description and moves the correct name beside the character</li> </ul> <p><b>Character descriptions</b>  <b>Ash:</b> loves to change her hair colour all the time. At the moment her favourite colours are purple and pink. She enjoys going to and from school on her skateboard.  <b>Jack:</b> is from the country and loves to explore different places. The best way for Jack to explore these places is by using his feet. Jack's favourite colour is blue, like the sky.  <b>Flutter:</b> is an adventurer who enjoys singing different songs on his journeys. Flutter isn't afraid of heights and is only found in Australia. Flutter is a magpie.  <b>Mel:</b> loves the environment which includes things like flowers, trees, animals etc. She rides her scooter to the beach and her eyes match the colour of the water.  <b>Chip:</b> owns a yellow bike, which he likes to take to the skate park. His hair is red like fire.</p> <ul style="list-style-type: none"> <li>- Let's look at how each of our road safety legends are crossing the road</li> </ul> <p><b>Note:</b> Activities 1 and 2 can be completed over a number of sessions. The teacher could focus on one word, with the students re-enacting this word each day, then at the end of the week combine all the words they have learnt to complete the stop, look listen and think message.</p>
20 mins	<p><b>Activity 1: Stop, look, listen and think activity</b></p> <ul style="list-style-type: none"> <li>- Students complete the stop, look, listen and think worksheets.</li> <li>- This can be completed as working stations or individual activities.</li> </ul>
10 mins	<p><b>Activity 2: Re-enactment of stop, look, listen and think</b></p> <ul style="list-style-type: none"> <li>- Teacher is to outline the process of stop, look, listen and think in relation to road safety.</li> <li>- Students are to role-play the steps of crossing the road.</li> </ul> <p><b>Stop, look, listen and think process to crossing the road safely</b></p> <ul style="list-style-type: none"> <li>- <b>Stop</b> with your feet in a safe place to cross e.g. a straight stretch of road, a zebra crossing, a set of traffic lights etc. The feet must be stopped on the footpath slightly away from the road.</li> <li>- <b>Look</b> with your eyes for road users e.g. cars, bikes, buses, trucks etc. You should look left, right and all around.</li> <li>- <b>Listen</b> with your ears for road users e.g. car horns, car engines, buses, bike bells etc.</li> <li>- <b>Think</b> with your brain; is this the safest place to cross? Is it safe to cross the road now?</li> </ul>



10 mins	<b>Activity 3: Who should you walk with?</b> <ul style="list-style-type: none"><li>- Hand out 'walking to school' worksheet</li><li>- Students complete the 'walking to school' activity</li></ul>
5 mins	<b>Conclusion:</b> <p>In this lesson the RAC road safety little legends showed us how to cross the road safely.</p> <ul style="list-style-type: none"><li>- What are those four special words we need to remember before crossing the road? <i>Answer: Stop, look, listen and think.</i></li><li>- Why is it important to always walk to school with someone (who should be at least 12 years old)? <i>Answer: Cars might not be able to see you, as you are small (you cannot judge speed and distance until you are 10-12 years of age). Stranger danger.</i></li></ul> <p>Walking to school, the park or the shops can be really fun, as long as we remember to be safe. Cars are very dangerous if we are not being safe around the roads.</p>