

Road safety education – ES1 Hold a grown-up’s hand.

About this resource

Rationale

Road safety is a significant health issue for children and young people. The leading cause of accidental death and injury for children and young people is road-related crashes.

Early Stage 1 students are vulnerable road users. They are still developing the road safety skills, behaviours and attitudes that, as adults, we take for granted.

Developmentally, students in Early Stage 1 are still learning to:

- judge speed and distance
- cope with sudden traffic changes
- identify safe places to cross
- focus on multiple tasks
- act consistently in the traffic environment
- understand complex concepts such as road safety
- accurately predict the origin of sounds.

Their size makes it difficult for them to be easily seen and their behaviour can sometimes be unpredictable. This is why active adult supervision for children in the road environment is essential for students up to the age of 10 years old.

This lesson plan supports student learning of the following key road safety messages:

- hold a grown-up’s hand when you cross the road
- hold a grown-up’s hand when you’re on the footpath
- hold a grown-up’s hand when you’re in a car park.

Alignment to School Excellence Framework

[School Excellence Framework](#)-

Learning domain: Curriculum, curriculum provisions

Teaching domain: Effective Classroom Practice, Explicit teaching.

Alignments to frameworks

[NSW PDHPE syllabus](#)

[Road Safety Education, Driver Education and Training Policy Australian Professional Standards for Teachers](#) (2.1.2)

Further resources and professional learning opportunities:

- [Road Safety Education website](#)
- Road safety education [Professional learning opportunities](#)

Consulted with:

Road Safety Education team, Transport for NSW and PDHPE curriculum team.

Suggested use and timeframe:

This resource can be used in PDHPE lessons and will take approximately 40 minutes. It can be embedded into an Early Stage 1 Healthy, Safe and Active Lifestyle unit of work.

Research base:

[What works best in practice](#) – explicit teaching theme

Content aligns with the [key road safety messages](#) developed by Transport for NSW.

Feedback: Email feedback, questions and comments about this resource to the [Road Safety Education Team](#).

Reviewed by: Road Safety Education team.

Created/last updated: October 2023

Anticipated resource review date: October 2024

Contact: [Road Safety Education Team](#) for further support.

Road safety education

Early Stage 1 – Hold a grown-up's hand



Syllabus Outcomes

PDe.7	identifies actions that promote health, safety, wellbeing and physically active spaces
PDe.9	practises self-management skills in familiar and unfamiliar scenarios
PDe.10	uses interpersonal skills to effectively interact with others

Syllabus Content

Skills in Focus

<p>Students:</p> <ul style="list-style-type: none">• identify safe and positive health practices and display actions that promote health, safety and well-being.<ul style="list-style-type: none">- identify preventive strategies that enhance health eg holding a grownup's hand while crossing the road.• identify a number of skills and strategies to stay safe and be supportive.<ul style="list-style-type: none">- understand and follow road safety procedures eg hold a grownup's hand, Stop, Look, Listen, Think.	<p>Self-Management Skills</p> <ul style="list-style-type: none">• Decision-making and problem solving<ul style="list-style-type: none">- information gathering- finding solutions to problems- analysis• Self-awareness<ul style="list-style-type: none">- developing greater control and responsibility for our actions, feelings and behaviours <p>Interpersonal Skills</p> <ul style="list-style-type: none">• Communication<ul style="list-style-type: none">- verbal and nonverbal communication- listening, eg active
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Resources

1. Safety town website - [Who is out walking?](#)

Differentiation

- Using hard copies of the book ordered through [Who is out walking?](#)
- The e-book [Who is out walking?](#) can be read aloud by the e-reader function.

2. Large playing area – preferably grassed, 20m x 20m approximately.

Differentiation:

- Larger/smaller playing area depending on students' abilities.
- Items to make noises E.g., whistle, horn, clanging cymbals, simple percussion instruments like clap sticks.

Teaching and learning sequence:

Learning intentions	Success criteria
<p>Students will:</p> <ul style="list-style-type: none">recognise the importance of holding a trusted grown-up's hand to keep themselves safe.recognise when to hold a trusted adult's hand.	<p>Students will:</p> <ul style="list-style-type: none">identify why they should hold a grown-up's hand.identify the following situations where they should hold a trusted grownup's hand.<ul style="list-style-type: none">- crossing a road/pedestrian crossing- walking along a footpath- walking in a car park

1. Ask students:

a) When do you hold hands?

Teacher note - Possible answers include; when crossing the road, when walking in a carpark, playing a game in the playground, walking with a buddy in school. Allow a variety of answers to help develop the idea that holding hands is normal activity.

b) Why do we hold hands?

Teacher note – accept all answers but at the end of this question focus on “To keep ourselves safe.”

c) Who do we hold hands with to keep safe?

Teacher note – Possible answers include; mum, dad, grandparents, relative/aunt uncle, neighbour, teacher, older brother/sister. Ensure that if an older brother or sister is mentioned the age of sibling is discussed and reinforce that they need to be at least over 10 years of age to be able to do this safely. Accept all answers but always focus on the fact that the person should be a trusted grownup.

2. As a class read [Who is out walking?](#)

3. Discuss:

a) How are the people keeping safe?

Teacher note - Possible answers include; by holding a trusted grownup's hand, by keeping physical contact with the trusted grown up (wheelchair, arm, trolley, bag, clothing). It is important to also focus on where the children are walking in relation to the adult and what they are doing. So, direct the students to observing that the children should be walking on the building side of the footpath, away from the road and should be looking, listening, and thinking about what is going on around them. E.g., looking when they are near a driveway, listening for cars in a carpark, thinking about what might happen up ahead of them as they walk along the footpath.

b) How do you keep safe when you are out walking? Whose hand do you hold?

Teacher note – Accept all answers from students’ individual experiences but also continue to emphasize students should be holding a trusted grownup’s hand when available and if not maintain physical contact with them.

c) What can you do if the grownup can’t hold hands?

Teacher note – Possible answers include; hold their – arm, jacket/jumper, trolley, bag strap, wheelchair, pram. It is also important here to stress to the students that they should also ask the grown up to either hold their hand or request something that they can hold to keep safe.

4. Take students out to a suitable place in the playground (eg grassed 20m x 20m area).
 - Students stand in a line in the middle of the area with a partner next to them.
 - Establish one side of the area is the “Yes” side (a ‘road’) and the other side is the “No” side (a park/playground).
5. Ask students, “Should you hold a grown-up’s hand when you are crossing the road?”

Students can discuss with a partner if they need to.

- If the answer is ‘Yes’, students turn to the “Yes” side (the road), hold their partner’s hand.
- They then stop, look, listen, and think before they walk across to the end of the playing area. This is to simulate the crossing of a road while holding a trusted adult’s hand.

Teacher note – a good teaching point here is to remind children to be looking, listening, and thinking while they ‘cross’ the area.

Highlight what they could be looking for, what they are listening for and what are they thinking about? Is it safe to cross the road?

- If the answer is ‘No’, students turn to the “No” side (the park) and can run to the other side.

Differentiation

- Depending on students’ abilities incorporate various fundamental movement skills such as hopping, skipping, jumping, walking, lunging, side gallop, zig zagging instead of running on the park side.
- Incorporate noises as the students walk across the road and ask them what they heard as they crossed the road. E.g. whistle, horn, clanging cymbals, simple percussion instruments like clap sticks.
- If the answer is “Yes”, have students practice asking their partner to hold their hand. “Please may I hold your hand?”, “Please may I hold your jumper?”
This will empower students with the language they need to use in a real-life context.

6. Continue the game using the following questions.

Should you hold a grownup’s hand when;

- walking home from school? (yes)
- walking the dog in the park? (no)
- playing in your backyard? (no)

- walking to the car in a car park? (yes)
- playing a board game at the table? (no)
- playing on the play equipment at the park? (no)
- walking on the footpath to the shops? (yes)
- walking across a pedestrian/children's crossing (yes)

Teacher note – change the scenarios to suit the students' local context.

E.g. students may not have backyards and live in apartments, there may be streets with no footpaths.

Differentiation

- Call on individual students to create and call out their own scenarios.
- Include scenarios that suit your students' local context. E.g., walking to the letter box on a farm, walking in a crowd at the Easter Show.

Extension

- Create scenarios that challenge the students' thinking. E.g. on the beach? (maybe, depending what's on the beach), walking over a footbridge? (yes), on a train platform (yes), waiting at a bus stop (yes).
- Escort students to the main entry/exit points of the school. Stay with in school grounds. Ask students to point out or suggest where they should be crossing and who they could hold hands with.
- Ask students draw a picture of themselves walking in a place they often do (walking to/from school, to the shops, crossing the road.) and holding the person whose hand they would hold.
- Students take home the sheet to discuss with parents/carers.
- Ask parents/carers to take a photo of their child holding hands in a local context and send to the teacher.
- Create a class text (in the mold of Who is out walking?) of the students holding a trusted grownup's hand.
- Students can write the text to accompany the picture.

BACKGROUND NOTES – It is important that students understand:

- that they should always hold the hand or make physical contact with a trusted adult when walking near traffic.
- the word “grown-up” should be used instead of adult with ES1 as this term matches the [Early Stage 1 Key road safety messages](#) for pedestrian safety.