

# Acknowledgements



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## The Road Safe Series

**Out and About** is the senior primary programme in the Police **Road Safe** series.

This is a co-ordinated, integrated series of programmes beginning in the primary school and concluding in the senior secondary school. The intention is that young people learn appropriate road safety skills at each level of their schooling and are given the opportunity to practise and reinforce these.

The programmes are:

<b>Stepping Out</b>	<b>Years 0-3</b>
<b>Riding By</b>	<b>Years 4-6</b>
<b>Out and About</b>	<b>Years 7-8</b>
<b>Changing Gear</b>	<b>Years 9-10</b>
<b>Safe Wheels</b>	<b>Years 11-13</b>

RoadSense - Ata Haere is a road safety education programme for school years 1-8. The programme uses an integrated approach to teaching and learning, using road safety as a context through which the curriculum can be delivered. The programme builds on and complements the work done by police education officers and the *Road Safe Series*.


*Road Sense* is an initiative by Land Transport New Zealand and the New Zealand Police to increase the amount of school road safety education taking place in schools.



Bike Wise is a cycle skills and safety brand focused on 8-12 year olds. It is overseen by the Cycle Steering Committee, comprising the Health Sponsorship Council, New Zealand Police, Land Transport New Zealand, Bicycle Industry Association, Cycling New Zealand, Cycling Support, the Hillary Commission and the Ministry of Health. The collaborative approach adopted by the Committee has recently been extended to the point where the Police, Land Transport New Zealand and the Health Sponsorship Council have agreed to use the Bike Wise brand for all government cycle safety promotions. [www.bikewise.co.nz](http://www.bikewise.co.nz)



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## Foreword

***Out and About*** is one of the teaching programmes in the Police ***Road Safe*** series. It has been designed to be used by children in Years 7 and 8 and will build on, and extend, skills and knowledge gained through ***Stepping Out*** and ***Riding By***.

***Out and About*** has been developed by Police and McDonald's because of concern about the safety of young people on our roads. The children within this target group will be more mobile than when they were younger. A number are travelling further to schools, using a variety of means of transport. Many are also riding bicycles and are travelling further from home independently. It is imperative that they have the necessary road safety skills to keep themselves safe.

***Out and About*** has been designed to be taught by a classroom teacher working in partnership with a police education officer. We trust teachers, children, parents and police education officers enjoy working with the programme.

Rob Robinson  
Commissioner of Police

Al Dunn  
Chief Executive  
McDonald's System of NZ Ltd

# Introduction

## Aim

Students will be empowered to participate safely as responsible road users, aware of their own place in the traffic environment, as well as that of others.

## General Objectives

- Students can identify safe and unsafe practices of pedestrians, passengers and cyclists.
- Students demonstrate knowledge of traffic law relevant to them, and to other road users they may encounter.
- Students develop skills to identify and respond to traffic hazards.
- Students understand the importance of being a good role model to others, when using the road.
- Students describe safe ways to carry out leisure activities that take place on roadways.
- Students identify their own risk taking behaviour and the consequences of this.
- Students can take an active role in assessing, and promoting change in, local roading systems.
- Students can provide help to other road users in need of assistance.
- Students can confidently and safely move further from their local area by themselves.
- Students can demonstrate safe cycling practices.

## Messages

The following messages should become part of students' thinking as a result of working through activities in *Out and About*. It is not intended that they be handed out to students as a list, but the list could be presented to parents during consultation.

- **I know and will obey the traffic laws.**
- **I am aware that there are penalties for not obeying the traffic laws.**
- **There are traffic signs that cyclists, as well as other traffic, must obey.**
- **I will be a safe cyclist.**
- **I don't want to be a statistic.**
- **I can change my unsafe behaviour on the road.**
- **I can recognise and respond safely to a traffic hazard.**
- **I will model safe road user behaviour.**
- **I can have fun, look cool and still be safe.**
- **I must weigh up the consequences before taking a risk.**
- **I can plan a safe and successful trip.**
- **I can take responsibility to help someone in need.**
- **I can help influence local roading issues.**

## Needs Assessment

As preparation for ***Out and About***, teachers should consider the following questions.

*What road safety skills do I need to **revise***

- *daily*
- *this term*
- *this year?*

*What road safety skills do I need to **teach***

- *daily*
- *this term*
- *this year?*

*What past road safety work has been undertaken*

- a. *in a previous class?*
- b. *at a previous school?*

*What can I observe about the road safety skills my class has?*

*What road safety skills do families think their children need?*

*What road safety skills do children think they need?*

## Using the Programme

### School Policy

Before beginning teaching any ***Road Safe*** programme, a school should check that it has a road safety policy, and decide whether it needs to review that policy.


Suggested points to cover in the policy are:

- age of children permitted to ride cycles to school. Police recommend that children under ten years should not ride on the road unaccompanied;
- legal requirements for wearing of cycle helmets;
- how to handle the situation of students who have cycles and cycle helmets which do not meet the correct standards;
- ratio of adults to students on school outings;  
(See the Ministry of Education publication *Education Outside the Classroom - Guidelines for Good Practice 1995*)
- use of vehicles in and around the school grounds, especially parents dropping off and picking up children, before and after school;
- operation of School Traffic Safety Teams.

## Links with the Health and Physical Education Curriculum Out and About Years 7-8

Module	Health and Physical Education Achievement Objectives	Contexts
<b>Introductory Activity</b>	Strand A L4.3	<ul style="list-style-type: none"> <li>• Checking bikes and helmets for safety</li> </ul>
<b>Module 1 Out and About in Traffic</b>	Strand A L4.3 Strand D L4.3	<ul style="list-style-type: none"> <li>• Assessing risks; securing bikes</li> <li>• Surveying school community about bike security and safe and unsafe practices; sharing information through pamphlets and posters</li> </ul>
<b>Module 2 Out and About Responsibly</b>	Strand A L4.3 Strand D L4.3	<ul style="list-style-type: none"> <li>• Knowing traffic laws and associated penalties</li> <li>• Being responsible role models</li> </ul>
<b>Module 3 Cycling Out and About</b>	Strand A L4.2, 4.3 Strand B L4.1, 4.2 Strand D L4.3	<ul style="list-style-type: none"> <li>• Riding safely in the playground and on the road</li> <li>• Developing bike riding skills</li> <li>• Respecting others on the cycling course and road</li> </ul>
<b>Module 4 Out and About Socially</b>	Strand A L4.3 Strand B L4.2 Strand C L4.1 Strand D L4.2,4.3	<ul style="list-style-type: none"> <li>• Keeping safe during leisure activities</li> <li>• Learning new leisure activities</li> <li>• Helping people in need</li> <li>• Finding out about new leisure activities; caring for others</li> </ul>
<b>Concluding Activity</b>	Strand A L4.3	<ul style="list-style-type: none"> <li>• Using MacVille information to decide on safe and unsafe behaviour</li> </ul>

## Links with the Essential Skills Out and About Years 7-8

Module	Essential Skills	Context
<b>Introductory Activity</b>	Communication 1,2 Information 1,2 Self-management and Competitive 7,9,10 Social and Co-operative 1,3,8 Physical 4,5 Work and Study 1	<ul style="list-style-type: none"> <li>• Checking bikes and helmets</li> </ul>
<b>Module 1 Out and About in Traffic</b>	Communication 1,2 Numeracy 1,2 Information 1,2,3,5 Problem-solving 1,2,3,6,8,9,10 Self-management and Competitive 1,3,6,7,8,9,10 Social and Cooperative 1,2,3,7 Work and Study 1,2,4	<ul style="list-style-type: none"> <li>• Working in groups sharing ideas</li> <li>• Graphing and interpreting traffic statistics</li> <li>• Getting information from video, story and research</li> <li>• Working out solutions to hazards and consequences of risk</li> <li>• Assessing own traffic behaviour and setting goals for change</li> <li>• Working in groups; sharing findings of surveys</li> <li>• Working in groups</li> </ul>
<b>Module 2 Out and About Responsibly</b>	Communication 1,2 Numeracy 1,4,5 Information 2,3,5 Problem-solving 1,2,3,6,8,9,10 Self-management and Competitive 1,3,6,7,8,9,10 Social and Cooperative 1,2,3,7 Work and Study 1,2,4	<ul style="list-style-type: none"> <li>• Working on groups sharing and presenting ideas</li> <li>• Graphing results of experiment</li> <li>• Presenting traffic proposals</li> <li>• Solving a local traffic problem and presenting proposal</li> <li>• Being responsible and modelling safe behaviour</li> <li>• Presenting to panel of outside experts</li> <li>• Being a responsible member of a group</li> </ul>
<b>Module 3 Cycling Out and About</b>	Communication 1,2 Information 1,2 Self-management and Competitive 1,2,4,5,6,7,8,9,10 Social and Cooperative 3,7,8 Physical 1,2,4,5 Work and Study 1,2,4	<ul style="list-style-type: none"> <li>• Answering questions; listening to responses</li> <li>• Gathering and using information from quiz, Bike Code, Police officer</li> <li>• Demonstrating self-control on the cycling course and road</li> <li>• Behaving appropriately on the cycling course and road</li> <li>• Biking for recreation</li> <li>• Being responsible on the cycling course</li> </ul>
<b>Module 4 Out and About Socially</b>	Communication 1,2,5 Numeracy 1,3,5 Information 1,2,3,5 Problem-solving 1,2,3,6,7,8,10 Self-management and Competitive 2,6,7,8,9,10 Social and Cooperative 1,2,3,6,7,8 Physical 3,4,5 Work and Study 1,2,4	<ul style="list-style-type: none"> <li>• Group work, researching trip information</li> <li>• Planning and costing trip</li> <li>• Researching and planning trip</li> <li>• Planning, carrying out and evaluating a class trip</li> <li>• Taking a responsible part in the leisure day and trip</li> <li>• Working effectively in planning groups and on outing</li> <li>• First aid training and developing new leisure skills</li> <li>• Being responsible for own behaviour on leisure day and during trip planning and trip</li> </ul>
<b>Concluding Activity</b>	Communication 1,2 Information 1,2,3 Problem-solving 1,2,3,6,8 Problem-solving 9 Self-management and Competitive 1,3,7 Social and Cooperative 7 Physical 2,5 Work and Study 1,2,4	<ul style="list-style-type: none"> <li>• Completing activities on </li> </ul>

## An Integrated Programme

***Out and About*** has been written for use across curriculum areas, with road safety as the primary focus. Modules and activities have been designed using meaningful contexts to provide high student interest. The teacher is encouraged to use the curriculum links evident within the activities.

### Examples

#### Module 2, Activity 4

- a social studies emphasis is evident. Students gather information and process it.

#### Module 3, Activity 2

- an art and technology emphasis is evident. Students design and make safe leisure wear.

#### Module 3 Activity 4

- a social studies emphasis is evident. Students plan and cost travel arrangements.

## Who Teaches the Programme?

***Out and About*** is designed to be taught by a classroom teacher in partnership with a trained police education officer. Each partner brings their own knowledge and expertise. The police education officer represents the community and its concerns about road safety. The teacher knows the children and their families and will be able to reinforce learning in an ongoing way.

## Parent Involvement

It should be the concern of every parent/caregiver that their children are safe on the road as pedestrians, passengers, cyclists and, later, as drivers.

Both school and family have a role in teaching appropriate road safety skills, knowledge and attitudes.

The school should consult with parents/caregivers about the needs of students, and keep them informed about road safety programmes being run at school. Parents can then reinforce these messages. Parents should also be aware of the importance of modelling safe road safety practices.

Within ***Out and About***, a number of opportunities have been provided for parents to be involved and informed, and they are encouraged to be part of the evaluation process. A letter should be sent home at the beginning of the unit. See Copsheet 1. **The *Out and About* Advanced Cycling Certificate** has a section on the back for parents.

# Evaluation

## Programme certificate

Each student who completes the ***Out and About*** programme receives an ***Out and About Certificate***. The certificate acknowledges that students have been present for the programme, but does not necessarily indicate that they are safe to be on or near the road, especially by themselves. Parents and teachers need to monitor students until a satisfactory level of road safety has been reached.

## Cycling assessment

Students' cycling competence is assessed twice during Module 3 on the advanced cycling course (using Copsheet 12) and during the road cycling exercise (using Copsheet 13). In the latter, students are assessed on set criteria at each checkpoint. **C = competent; P = needs practice**. The results of each checkpoint can be collated to determine whether or not students can be awarded an **Advanced Cycling Certificate**. They should be competent on all criteria, before the certificate is issued. If they do not receive a certificate, students should be given the opportunity to practise their skills and be re-tested.

## Parent involvement

Parents are in an excellent position to observe how well their children are using road safety skills and to reinforce these. On the back of the certificate, an evaluation form for parents is included. Parents should be encouraged to complete this and results could perhaps be discussed at a parent meeting.

## Teacher evaluations

Teachers will have the opportunity to assess students in a number of ways. They can make observation notes as students practise their road safety skills, examine students' work samples and involve students in self assessment, for example with the use of **I can...** statements.

The observation can continue throughout the year, allowing the teacher to evaluate how well students have learnt particular skills and to decide what reinforcement may be necessary. The ***Out and About Skills Evaluation Form for Teachers*** can be used for this process.

## *Out and About* Evaluation Form for Teachers

<b>Road Safety Skills</b>	<b>All the students</b>	<b>Most of the students</b>	<b>Few of the students</b>	<b>Comments</b>
Obey traffic laws.				
Use correct hand signals when cycling.				
Are safe road users, who don't take risks.				
Can correctly fit and wear a cycle helmet.				
Can check and maintain a cycle.				
Can behave in an expected way when riding a cycle.				
Take safety precautions when doing leisure activities on or near the road.				
Can identify and handle traffic hazards.				
Can plan and cost transport for a trip.				
Can help other road users in need.				

# Programme Overview

<b>Introductory Activity: Safety Checks</b> <b>1</b> Students can check a cycle to see if it is safe. <b>2</b> Students can check a cycle helmet for safety and can fit it correctly.				
	Activity 1	Activity 2	Activity 3	Activity 4
<b>MODULE 1 Out and About in Traffic</b> <i>What can I do to keep myself safe on the road?</i>	<b><i>I Don't Want To be a Statistic</i></b> <b>1</b> Students can identify safe practices for pedestrians, cyclists and passengers. <b>2</b> Students can identify their own safe and unsafe road user practices.	<b><i>A Risky Business</i></b> <b>1</b> Students can identify risks they sometimes take in traffic. <b>2</b> Students find ways of reducing these risks.	<b><i>Handling Hazards</i></b> <b>1</b> Students can identify traffic hazards. <b>2</b> Students can suggest strategies to overcome hazards.	<b><i>Safe and Secure</i></b> <b>1</b> Students can use safety strategies to protect their cycles. <b>2</b> Students can explain what to do if they are the victim of crime.
<b>MODULE 2 Out and About Responsibly</b> <i>How can I be a responsible road user?</i>	<b><i>What Do I Already Know?</i></b> <b>1</b> Students can explain why it is important to have traffic laws. <b>2</b> Students can explain why penalties are important for those who break the law.	<b><i>Role Models</i></b> <b>1</b> Students can explain how behaviour can be influenced by role modelling.	<b><i>Changing Things For the Better</i></b> <b>1</b> Students can identify traffic problems in the local area. <b>2</b> Students can develop solutions to solve these problems and make these known to the relevant agencies.	
<b>MODULE 3 Cycling Out and About</b> <i>How can I keep safe when I am riding out and about, sharing the road with others?</i>	<b><i>Negotiating Intersections</i></b> <b>1</b> Students can explain how to negotiate an uncontrolled intersection. <b>2</b> Students demonstrate correct hand signals to use when cycling.	<b><i>I'm a Future Driver</i></b> <b>1</b> Students can negotiate intersections on their cycles.	<b><i>Advanced Cycling Course</i></b> <b>1</b> Students practise and display advanced cycling skills.	<b><i>Riding on the Road</i></b> <b>1</b> Students will demonstrate safe cycling practices on the road.
<b>MODULE 4 Out and About Socially</b> <i>How can I interact with others in safe ways?</i>	<b><i>Helping Out</i></b> <b>1</b> Students can act responsibly when others need help on the road. <b>2</b> Students can demonstrate basic first aid skill and knowledge. <b>3</b> Students can explain how emergency services	<b><i>Fun But Safe</i></b> <b>1</b> Students can describe how to safely carry out a leisure activity on or near the road.	<b><i>Going Further Out</i></b> <b>1</b> Students can plan and cost trips within New Zealand that use different forms of transport.	
<b>McDonald's Concluding Activity</b> <b>1</b> Students can apply new road safety knowledge. <b>2</b> Students identify the progress they have made in <i>Out and About</i> .				

# Planning Chart

<b>Introductory Activity: Safety Checks</b>				
	<b>Activity 1</b>	<b>Activity 2</b>	<b>Activity 3</b>	<b>Activity 4</b>
<b>MODULE 1 Out and About in Traffic</b> <i>What can I do to keep myself safe on the road?</i>	<b><i>I Don't Want To be a Statistic</i></b>	<b><i>A Risky Business</i></b>	<b><i>Handling Hazards</i></b>	<b><i>Safe and Secure</i></b>
<b>MODULE 2 Out and About Responsibly</b> <i>How can I be a responsible road user?</i>	<b><i>What Do I Already Know?</i></b>	<b><i>Role Models</i></b>	<b><i>Changing Things For the Better</i></b>	
<b>MODULE 3 Cycling Out and About</b> <i>How can I keep safe when I am riding out and about, sharing the road with others?</i>	<b><i>Negotiating Intersections</i></b>	<b><i>I'm a Future Driver</i></b>	<b><i>Advanced Cycling Course</i></b>	<b><i>Riding on the Road Course</i></b>
<b>MODULE 4 Out and About Socially</b> <i>How can I interact with others in safe ways?</i>	<b><i>Helping Out</i></b>	<b><i>Fun But Safe</i></b>	<b><i>Going Further Out</i></b>	
<b>McDonald's Concluding Activity</b>				



# Introductory Activity: Safety Checks

## Objectives

- 1 Students can check a cycle to see if it is safe.
- 2 Students can check a cycle helmet for safety and can fit it correctly.

## Skills

observing

gathering information

checking a cycle

using a checklist

checking a cycle helmet

## Resources

Copysheet 1 **Letter to Parents**; page 58

Copysheet 2 **Bicycle Checklist**; page 59

Video **A Fit for Life** -available from police education officers or the Land Transport New Zealand, phone 0800 699 000.

Cycle expert, such as police education officer, top cyclist, mechanic, owner of a cycle shop.

Students' own cycles and cycle helmets

## Timing

Allow approximately two hours for this activity.

*Note: This activity should be done before (ideally two weeks) commencing Module 1. This will allow plenty of time for students to have any necessary repairs done to their cycles, and/or to have acquired a Standards approved cycle helmet, before these are required for cycling activities. Copysheet 1 **Letter to Parents** will need to be sent home prior to this session.*

- i** The expert identifies all the parts of a cycle and demonstrates a safety check. This is best done on a cycle propped up on desks or a platform, so that all students can see. Give students Copysheet 2 **Bicycle Checklist**. They use this to check their own cycles, assisted by the teacher and expert. Buddy non bike owners up with bike owners.

Students take the checklist home and have two weeks to rectify any faults.

- ii Show students the video **A Fit For Life**. Each student now checks that their cycle helmet is Standards approved and is in a safe condition. They fit their helmet correctly. The teacher and expert assist with this.

*Note: If any cycles are found to be in a dangerous condition or cycle helmets unsafe, this should be handled in line with the school policy.*

*Ask: Why should your helmet be safe?*

*What might happen if your helmet was not correctly fitted?*

*What is the problem with wearing a friend's cycle helmet?*

*When should you wear your cycle helmet?*

*How often should you check your cycle for safety?*

*What other things should you do to make sure your cycle is in good condition?*



## Focusing Question

*What can I do to keep myself safe on the road?*

## Explanation

In this module students recall and reinforce the knowledge they have about being a safe pedestrian, passenger and cyclist. They identify safe and unsafe practices both of young people arriving at, and leaving school, and of themselves. They will assess their own risk taking behaviour and identify things about their road user behaviour that they want to change. They consider hazards they may encounter on the road and look at ways of handling these.

As an introduction to the module on cycling, they consider ways of keeping their cycles safe.

## Activity 1: *I Don't Want to Be a Statistic*

### Objective

- 1 Students can identify safe and unsafe practices of pedestrians, cyclists and passengers.
- 2 Students can identify their own safe and unsafe road user practices.

### Skills

visual language - viewing

identifying and grouping

peer and self assessment

goal setting

decision making

co-operating and working with others

interpreting statistics

graphing statistics  
writing reports  
videoing - optional

## Resources

### Video **On the Move**

*Note: The video is divided into five blocks, each showing some examples of traffic behaviour, followed by a discussion break and stills of each traffic scenario which can be used as memory joggers for the students. Each block contains more examples than the last. Teachers may choose to use any number of the blocks according to the ability of the class. Likewise these may be looked at as a whole class, or more able students can work in groups.*

Video camera

Copy sheet 3 **My Traffic Behaviour**; page 60

**Motor Accidents in New Zealand** Land Transport New Zealand (the current copy is available from police education officers or Land Transport New Zealand, phone 0800 699 000).

- i Inform students that they are beginning **Out and About**, a programme in the **Road Safe** Series, which is designed to help them keep safe on the roads now that they are more independent and are travelling further from home. Explain that they will build on knowledge and skills that they developed when they were younger, possibly through **Stepping Out** and **Riding By**.

*Ask: Who can remember having a police education officer teaching you about road safety?*

*Who can remember doing **Stepping Out** when you were little?*

*Who can remember doing **Riding By** in the last few years?*

*What are some things that you learnt?*

- ii Explain to the students that they are going to see a video showing some examples of young people arriving and leaving school. They are going to observe safe and unsafe behaviour that they see pedestrians, passengers, cyclists and drivers using. Show Block 1 to the class and together discuss the road safety behaviour seen.

Split the class into four groups - cyclists, passengers, pedestrians and drivers. Show Block 2 of the video. Each group observes and records the safe and unsafe behaviour of their specific road user and then reports back in the discussion break. The teacher records the information on a large chart, like the one on page 19. This process can be repeated with all the blocks if desired.

General points for discussion are listed at the end of this activity.

Pedestrians	Cyclists	Passengers	Drivers
<u>Safe Behaviour</u>	<u>Safe Behaviour</u>	<u>Safe Behaviour</u>	<u>Safe Behaviour</u>
-using kerb drill	-wearing cycle helmets	-	-
-parents holding children's hands	-using hand signals	-	-
	-	-	-
<u>Unsafe Behaviour</u>	<u>Unsafe Behaviour</u>	<u>Unsafe Behaviour</u>	<u>Unsafe Behaviour</u>
-running across road	-	-	-
-not looking	-	-	-
-crossing diagonally	-	-	-

Discuss with students the items put into both the safe and unsafe sections of each category, to see if there is agreement. Consider the unsafe things.

*Ask: Why are these things unsafe?*

*Why do people act in this way?*

*What could happen if they go on acting in unsafe ways on or near the road?*

*What are the advantages of acting safely on the road?*

*Are there any disadvantages?*

- iii Show the class some relevant statistics from the current **Motor Accidents in New Zealand** book, such as the percentage of road deaths and injuries by age and gender. Students could graph and interpret the statistics.

*Ask: What can you do to avoid becoming a statistic?*

Hand out Copsheet 3 **My Traffic Behaviour**. Working individually, students identify their own safe and unsafe behaviour. At the bottom of the sheet they indicate one specific behaviour which they want to change. It is important that the teacher supports and reinforces this goal setting. This sheet should be referred to at intervals during the year and other road safety goals set.

## Extension Activities

- 1 Students can video their peers arriving and leaving their own school. This could be analysed as for the video ***On the Move***.
- 2 Students design and complete posters promoting safe behaviour on or near the road, particularly targeting unsafe practices they have observed in 1 above. These can be put up around the school. Students can note if any behaviour changes can be identified after the poster campaign.

## Discussion points from the video ***On the Move***

### Block 1

- cycling on the footpath
- cycle helmets worn
- parent parking on the bus stop
- running across the road
- parents stopping at appropriate and inappropriate places to let children out
- child tries to get into a moving vehicle

### Block 2

- child crosses between cars
- parent parked on bus stop
- cycle helmets worn
- child gets out of car on footpath side
- parents take children into the school
- skateboarder with no helmet and crossing the road without looking
- cyclist doesn't look when giving hand signals
- parents park off road to let children out at school
- running on footpath, with shoe lace undone
- children standing in bus
- running across road diagonally

### Block 3

- parent with small children on bikes crossing in a dangerous manner
- children crossing without looking
- parent parked on the wrong side of the road

- driver pulling out without looking
- cyclist doesn't look when turning, but does signal
- cycle helmet worn
- road bridge for cyclists to cross the road
- cars and bus parked on yellow lines
- pedestrians cross with no kerb drill or without looking in the middle of the road
- parent parked on wrong side of the road and on the bus stop
- parents stopping to talk on the road
- parent crossing correctly with boys

#### Block 4

- pedestrian crossing correctly
- child put into car on the road side
- cyclist wobbles when riding across the road
- parent taking children and dog to school but doesn't check for traffic
- pedestrians not looking for traffic and running across the road
- bus stops on yellow line
- children line up to get on the bus
- children let out of car on the right side of the road, but car engine still running
- running across the road diagonally

#### Block 5

- parent letting children out on the right (footpath) side of the car and crossing the road with them
- letting children out on the road side of the car
- car parked on yellow lines and on footpath
- child seated in boot, but all seats in the car are full and she has a safety belt on
- driver indicates when pulling out
- two girls walking correctly on footpath
- boy runs on footpath and across the road without looking
- pedestrians cross with no kerb drill and without looking for traffic
- cyclist crosses without looking and rides on the footpath
- bus has correct signs; children seated on the bus
- cycle helmets worn

## Activity 2: A Risky Business

### Objective

- 1 Students can identify risks they sometimes take in traffic.
- 2 Students find ways of reducing these risks.

### Skills

reporting

presenting

recording

### Resources

Copysheet 4 **Scenario Cards**; page 61

Dictionary

Board Games brought by students (optional)

Eggs (optional)

**i** Working in groups, have students write a definition of risk.

Each group presents their definition and a class definition is developed. A dictionary may be used as reference.

**ii** Give students one of the situations below. Choose ones that are relevant to their experiences or make up your own. Ask students to place themselves along a continuum line, one end of which is High and the other end of which is Low, according to whether they consider this a high or low risk situation, for them. Ask students to talk to the people close to them to see if they are in the right place on the line. Some students may then like to change position. Ask students from different points on the line to explain their position.

Repeat this process with other situations.

### Situations

Bungy jumping off a bridge

Running across the road in front of traffic

Parachuting

Skateboarding off the top of the half pipe

Riding your bike with no hands

Doing a dive off the high diving board

Going for a ride with a drunk driver

Taking some money out of your mother's purse without asking permission

Cycling across the train tracks when the barrier arm is down, the lights are flashing and bells are ringing

Smoking a cigarette

Cheating in your exams

*Ask: What have you found out about the level of risk that you are willing to take?*

*What have we found out about the level of risk that our class is willing to take?*

*Is it good to take risks? Why or why not?*

*Which of the situations were not safe risks to take? Why?*

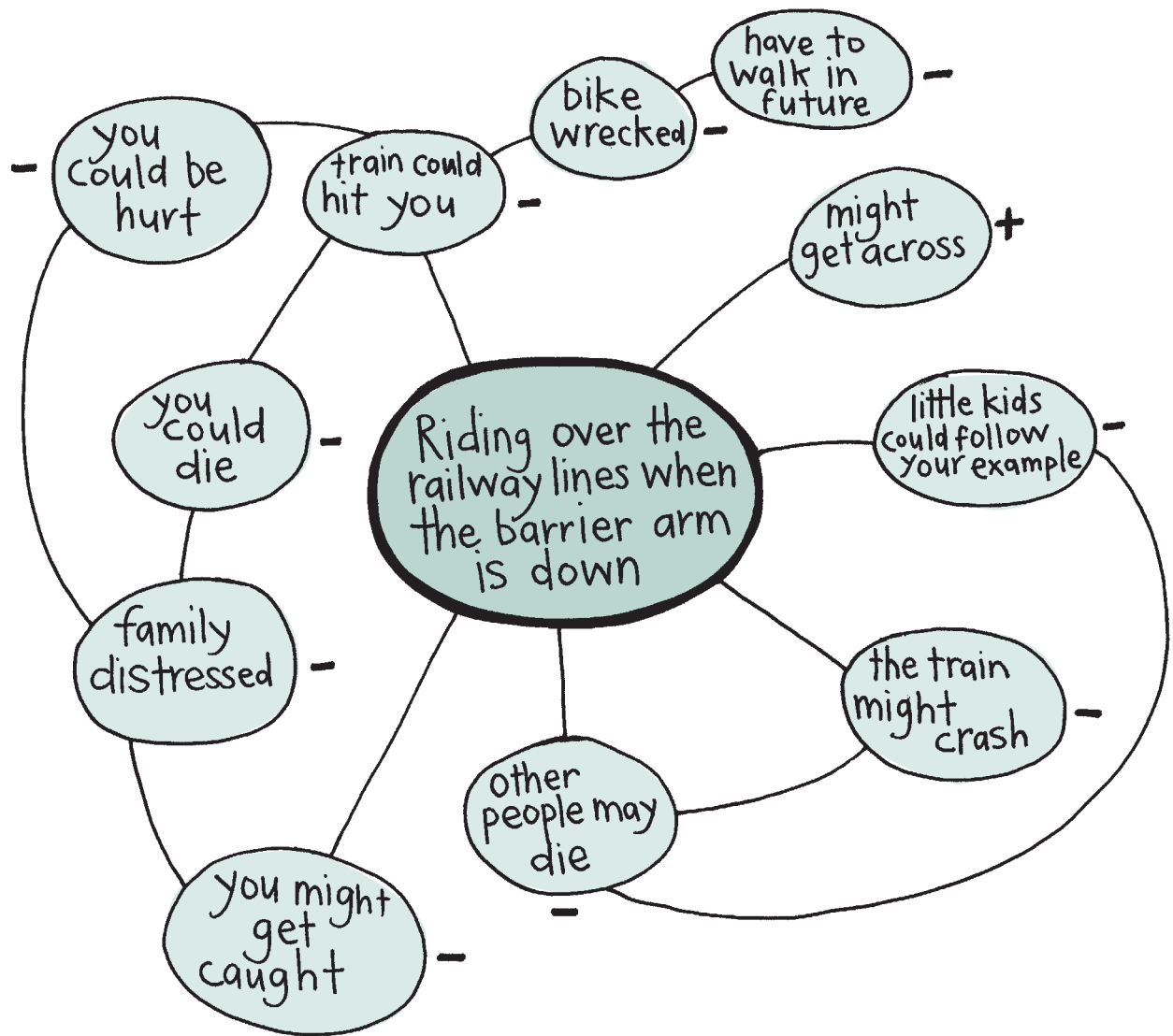
*In which of these situations might the risk you take affect other people too?*

Talk about how we all take risks sometimes, and this is good to extend us, so long as the risks do not put us in unsafe situations. Explain that whenever you take a risk, you must weigh up the consequences first. Put students into small groups. Allocate each group one of the unsafe risks identified by students in the questions above. Have them list the possible consequences of taking this risk. This should be done in diagram form, as shown on page 24.

**Positive consequences should be marked +.**

**Negative consequences should be marked -.**

Each group reports back.



- iii Put students into six groups. Give each group one of the **Scenario Cards** from Copsheet 4 to analyse.

The analysis must include:

- 1 **What are the different options you have?**
- 2 **What are the possible consequences of each option?**
- 3 **What is the safest option for me? Why?**

*Ask: Why do we take risks?*

*Do all risks have serious, unsafe consequences?*

*What should you do before you take a risk?*

*What have we learnt about risks and traffic?*

## Extension Activities

- 1 Students could play board games which involve risk taking. Afterwards they analyse the sort of risks they took and the results of these. Some suitable games could be Jenga, Operation, Monopoly, Game of Life, Risk.
- 2 Hold an egg throwing and catching competition. Put students in pairs. Give each an unboiled egg. The pair must throw and catch the egg twice without breaking it. The winner is the pair who have done this successfully, with the widest gap between them.

*Ask: What was the risk you took when you widened the gap?*

*Was it worth the risk?*

*Why did some people choose to stand quite close together?*

*Were there any advantages or disadvantages of doing this?*

Involve students in cleaning up the mess!

## Activity 3: Handling Hazards

### Objectives

- 1 Students can identify traffic hazards.
- 2 Students can suggest strategies to overcome hazards.

### Skills

visual identification

viewing

decision making

group participation

### Resources

Copysheet 5 **Hazard Cards** - cut up into sets for groups; page 62

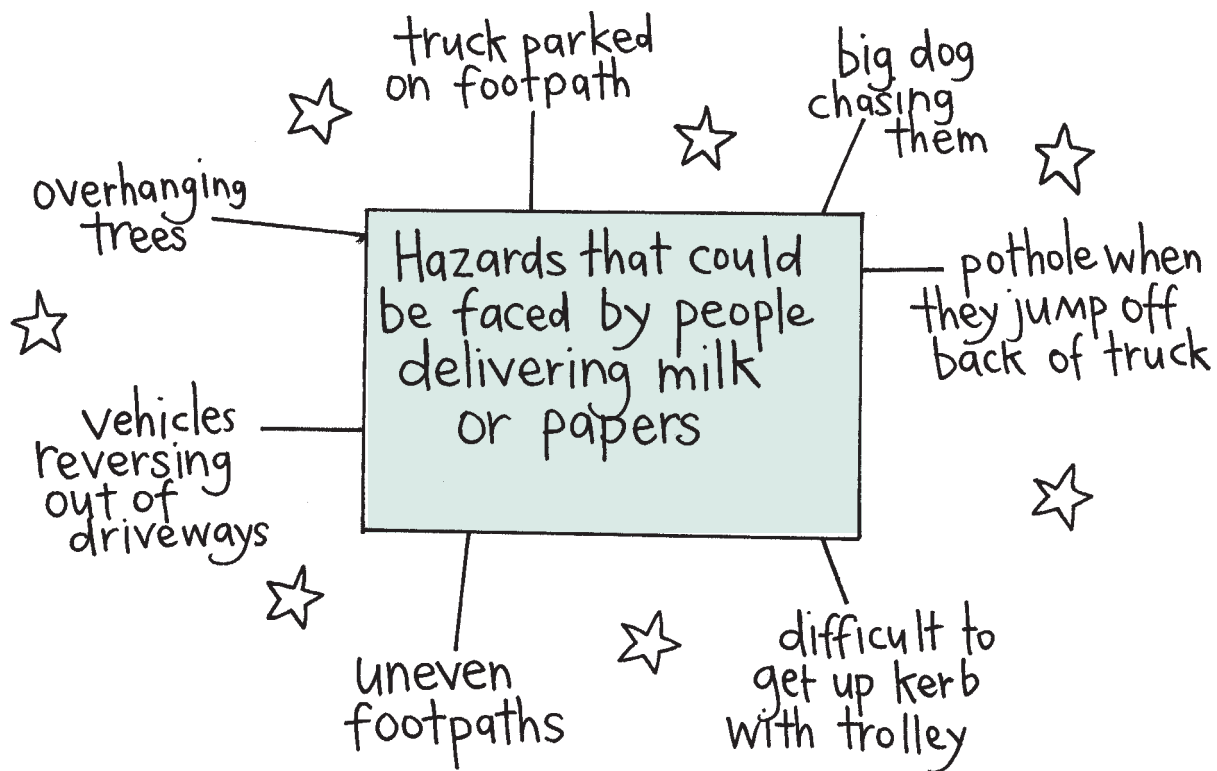
**Milk Run** School Journal Story Library

**Paper Girl** School Journal Story Library

- i** Read one, or both of the stories **Milk Run** or **Paper Girl**, as a starter.

*Ask: What traffic hazards could make their job more difficult?*

Build responses up into a star diagram, like the one on the following page.



*Ask: How many of you have jobs? What sort?*

*Do you sometimes face traffic hazards in your job? If so, what sort?*

- ii Put students into groups. Give each group one of the **Hazard Cards**, taken from Copsheet 5. For each one, they answer the following questions:

**What is the hazard?**

**What could happen?**

**What could the young person/s do to handle this?**

After groups have worked on the cards-

*Ask: Have any of you encountered any road hazards lately?*

*How did you handle them?*

*Do you think you will deal with them better next time? Why or why not?*

## Activity 4: Safe and Secure

### Objective

- 1 Students can use safety strategies to protect their cycles.
- 2 Students can explain what to do if they are the victim of crime.

### Skills

formulating questionnaires

surveying

collating information

graphing

making conclusions

gathering data

### Resources

Police education officer

Copysheet 6 **My Bike Is...** page 63

- i** Work with students to develop a questionnaire to gather information from fellow students about bike thefts. The questionnaire should cover such things as:

***Has your bike ever been stolen?***

***Time of theft***

***Place of theft***

***Was bike secured at the time?***

***Was theft reported?***

***Was adequate description of the bike given?***

***Was bike recovered?***

Decide how, and to whom the questionnaire should be delivered.

Students can collate the information, graph it and make conclusions. These could be written up for an article in the school or local newspaper or could be sent home to parents, to warn about the dangers of bike theft.

- ii Some students could be tasked with surveying bikes brought to school to find out if they are secured and if so how this was done. The group reports back to the class and their findings could be summarised for a second article to the school or local newspaper or a report to parents.

*Ask: Why is it important to secure your bike?*

*When should you do this?*

*Why don't people bother to do this all the time?*

*What are the best ways of securing a bike?*

*What is the best way of securing your bike at home?*

The police education officer could provide this information for students, or they could do research, for example at local cycle shops, to see what security products are available.

Students could design posters and/or pamphlets to go around the school to inform students about the results of the cycle security check and the products available for securing a cycle.

- iii Hand out Copysheet 6 **My Bike is..**

Students complete as much information about their bike as they can. They then take the sheet home to fill in any missing details. Talk about the importance of keeping this information in a safe place in case their bike is ever stolen.

The police education officer gives the students the following scenario, or a similar one from their own experience.

**Jonathon Hardy had a red Avanti bike. It wasn't all that new, but it was in good condition and Jonathon was very proud of it. He rode everywhere on it and used it for his paper round. One night he came home from the paper round, pretty tired. He was going to see a friend soon, but first he needed a drink and something to eat. He left his bike leaning on the hedge just inside the gate. The cycle helmet was on the handlebars. It was out of sight there. He was only inside for a few moments, but when he came out, both bike and cycle helmet were gone. He rushed out on to the footpath and looked up and down. He thought he saw someone on a red bike just going around the corner.**

*Ask: Was this a safe place to leave the bike?*

*Why do you think Jonathon didn't put it away or lock it?*

*What do you think has happened to the bike?*

*What do you think Jonathon should do now?*

*What information could he give the Police?*

The police education officer then explains to the class what they should do if their bike is stolen. They describe what action the Police will take, emphasising that it is easier to hang on to a bike and keep it safe, than it is to get it back after it is stolen.

## Extension Activity

As a research exercise, students could work out the social and economic cost to Jonathon, of having his bike stolen. This would include:

**replacement cost of cycle**

**replacement cost of cycle helmet**

**might have to save up to buy a new cycle and helmet**

**difficulties of doing his paper round**

**having to take public transport, and the cost of this**

**his parents might have to drive him places**

## Extension Activities

Students could make themselves an identity card which they could carry with them at all times, so that they could be easily identified if they were in a crash or needed help. Talk about the importance of keeping this in a safe and secure place. A photograph could be included if desired.

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Telephone: \_\_\_\_\_

Details of Next of Kin: \_\_\_\_\_

Photo



### Focusing Question

*How can I be a responsible road user?*

### Explanation

In this module, students appreciate that they are just one road user and that they must consider the rights and safety of other road users as well as themselves. They consider traffic laws that affect them and penalties for those who break these laws. Students explore the way in which young children model their traffic behaviour on their parents and older children. Students clarify how their own traffic behaviour may shape that of others. They take action to solve a transport problem in their local community.

## Activity 1: What Do I Already Know?

### Objectives

- 1 Students can explain why it is important to have traffic laws.
- 2 Students can explain why penalties are important for those who break traffic laws.

### Skills

communicating in groups

decision making

identifying own traffic law knowledge

making value judgements

matching

### Resources

Copysheet 7A **Road Safety Quiz**; page 64

Copysheet 7B **Road Safety Quiz Answer Sheet**; page 66

Copysheet 8 **Offence and Penalty Cards** - cut into sets for group work; page 68

Police education officer

- i** Hand out Copsheet 7A **Road Safety Quiz** to students. (Depending on the abilities of students the teacher may need to give some explanations first.)

Explain that the quiz is designed to find out what they know about road rules.

It is not a test.

Go over the answers and handle any student queries.

*Ask: Why do we need to have traffic signs?*

*Why do we need to have traffic laws?*

*What could happen if road users, including you, don't obey these?*

*Why must you always watch other road users carefully?*

*Note: The same quiz could be used again at the end of the programme to assess students' new knowledge.*

- ii** Put students into groups. Give each group a set of offence cards and a set of penalty cards (made from Copsheet 8). The group must match the offence to the penalty.

The police education officer gives the correct answers and answers students' questions.

*Ask: Why is it important to have penalties?*

*Do you think these penalties are fair? Why or why not?*

*Do you think penalties encourage people to obey traffic laws? Why or why not?*

## Activity 2: Role Models

### Objective

- 1 Students can explain how behaviour can be influenced by role modelling.

### Skills

observation

graphing

analysing

recording

researching

### Resources

Photo Pack **Role Models**

- 1 Crossing the road
- 2 Hanging out
- 3 School bus
- 4 School Traffic Safety Teams
- 5 Four Wheeler
- 6 Car Restraints
- 7 Railway Crossing

*Note: The first part of this activity should be done about a week before this module starts.*

- i Run the following classroom experiment.

Select two students to assist with the experiment - an influential student admired by others and an observer and recorder. Explain to them that they must not talk to anyone else about this, if the experiment is to work. Arrange for the first student to adopt some new and/or novel behaviour. Examples might be:

**wearing something on wrist or ankle**

**wearing a new, distinctive item of clothing**

## devising and using a new cool word

### introducing a new craze or game

The student adopts the new behaviour for a week. During this time the observer notes the reactions of others to the new trend and the rate at which other students adopt the new behaviour.

At the end of the week, inform the class of the experiment. The observer reports back and the class can analyse the results, graph these and compare changes observed in boys and girls.

*Ask: How did you feel when you observed ——— behaving in the new way?*

*Did you adopt the new behaviour? Why or why not?*

*What does this experiment tell you about how people are influenced by others?*

*If ——— had been modelling something unsafe, would you still have copied him/her? Why or why not?*

- ii Put the class into groups. Give each group one of the photographs in the **Role Model** pack. They complete the following:

**Identify safe behaviour**

**Identify unsafe behaviour**

**Identify anyone who might be influenced by older people**

**Explain how they might be influenced.**

Each group reports back to the class. Work with the class to make some generalisations about role modelling. Some examples might be:

**Young people learn good and bad behaviour from people older than them.**

**Adults sometimes don't realise that young people copy what they do.**

*Ask: What commitment are you prepared to make in order to be a good role model?*

## Extension Activities

Students could complete some or all of the following:

- 1** Make observations of traffic behaviour at key locations, at different times of the day, and analyse these and make comments about the role models presented.
- 2** Find examples of safe and unsafe modelling in magazines or on TV.
- 3** Video the road user behaviour of younger children before and after school and analyse it.
- 4** Invite a local personality who is a good role model to come and talk to the class about role modelling.
- 5** McDonald's train all their staff using a role modelling system in their restaurants. Each new crew person learns to do their job by observing others who do it well. Check with your local McDonald's restaurant to see if you can arrange a school visit and observe for yourself the McDonald's team doing their job well.

## Activity 3: Changing Things for the Better

### Objective

- 1 Students can identify traffic problems in the local area.
- 2 Students can develop solutions to solve these problems and make these known to the relevant agencies.

### Skills

identifying roading problems

analysing crash reports

mapping

designing solutions

drawing plans

letter writing

presenting reports

interviewing

### Resources

**Motor Accidents in New Zealand** (current edition) available from the Land Transport New Zealand, phone 0800 699 000, or the police education officer.

Maps of the local area (available from book shops or Terralink New Zealand Ltd)

Resource people, such as the local traffic engineer or Road Safety Co-ordinator.

- i** Introduce a map of the local area, either on an OHP or as an individual photocopy for each student. Students locate the route they travel to and from school and draw their own map of this. Mapping rules should be emphasised.
- ii** Group together students who travel along the same route. Ask them to identify parts of the route which they find difficult to negotiate, or improvements along the route which they would like made. Local crash statistics could help students identify danger areas and they could do studies of traffic flows, density and speed of traffic and pedestrian crossing counts. Examples could be:

**difficulties cycling with heavy traffic near school;**

**uncontrolled intersections;**

**an unsafe park which they must walk or cycle through;**

**crossing a busy highway that does not have a pedestrian crossing or footbridge;**

**'No Parking' areas surround the school, making it hard for parents to drop students off;**

**no areas for the school bus to pull off the road to let students on or off ;**

**school bus stop is a long way from your house.**

The groups then select one problem and come up with a solution to solve this. This should be detailed and could include such things as:

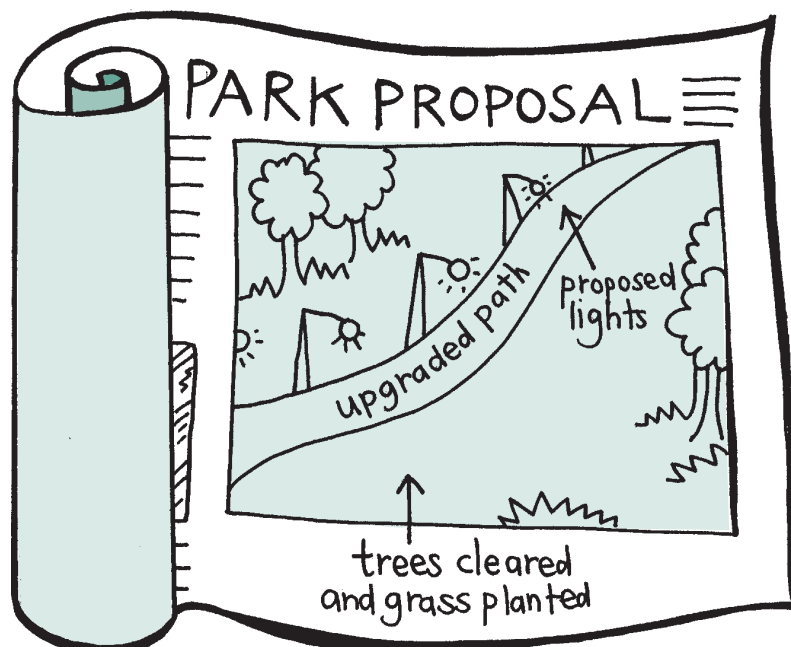
- drawing proposed changed plans
- writing new policies
- carrying out a survey of public opinion
- costing out proposed changes
- organising a newspaper campaign to inform the public and change their road using behaviour
- pamphlet drops



- iii Invite a panel of appropriate, interested parties to class, such as a local body politician, an M.P., traffic engineer, chairperson of the Board of Trustees, Road Safety Co-ordinator, community constable, Ambulance and Fire Service.

The groups make presentations outlining their problem and the solution they have designed.

If feasible, assist students to bring about the proposed changes.





## Module 3 Cycling Out and About

### Focusing Question

*How can I keep safe when I am riding out and about, sharing the road with others?*

### Explanation

In this module, students are introduced to traffic law, especially as it relates to them as new cyclists. They practise the skills of negotiating intersections and giving hand signals.

In this module students revise and practise cycling skills, taking these to an advanced level. This is done first on cycling courses set up in the school grounds and then, with the permission of parents, on the road.

## Activity 1: Negotiating Intersections

### Objectives

- 1 Students can explain how to negotiate an uncontrolled intersection.
- 2 Students demonstrate correct hand signals to use when cycling.

### Skills

loco-motor skills, such as hand signals

sign writing

co-operating with others

composing words and music

rapping

musical instruments for rap

## Resources

Copysheet 9 **Cycle Safety Quiz** Page 69

Police education officer

**The Safe Cycling Book** for reference

**Road Tiles** available from police education officers or the Land Transport New Zealand, phone 0800 699 000.

Toy vehicles

- i** Explain to students that they are beginning the module on cycling. In this they will build on their knowledge of traffic law and will be given the opportunity to develop advanced cycling skills. Hand out Copysheet 9 **Cycle Safety Quiz**. Students can complete this individually or in pairs. The police education officer can answer any queries.

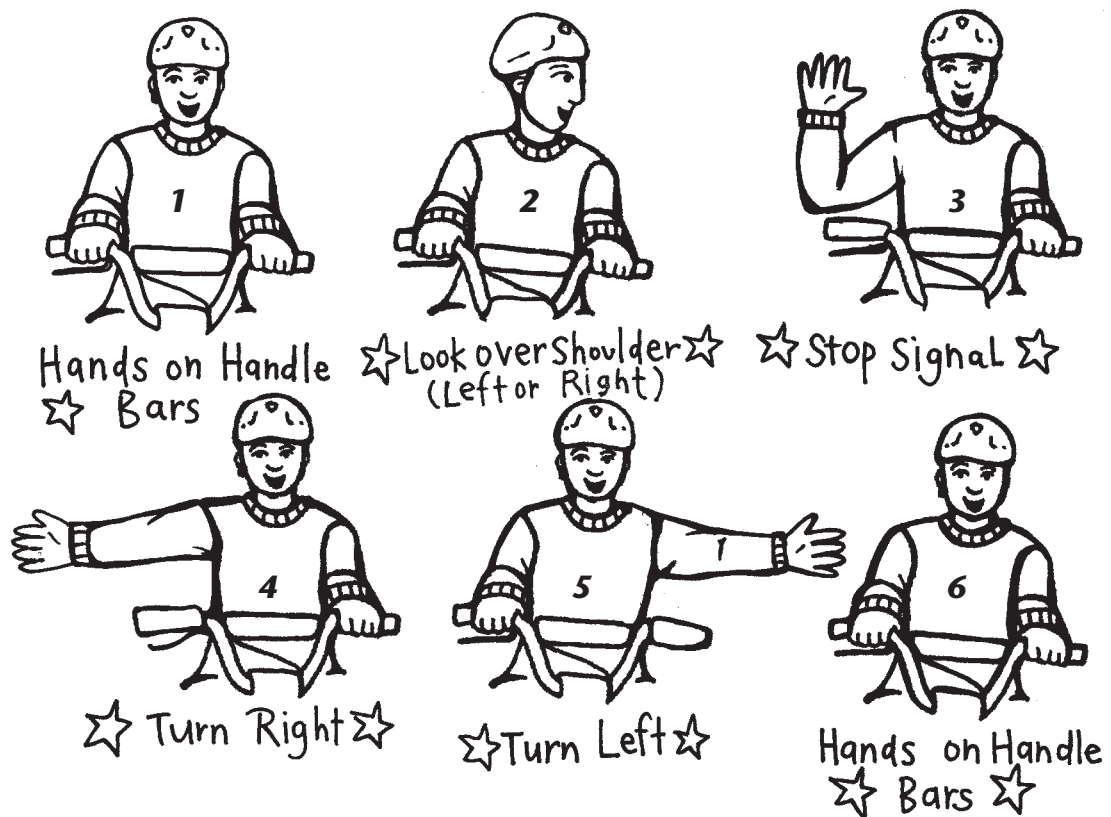
### Answers to Cycle Safety Quiz.

1	red	11	left
2	rear	12	hand signals
3	cycle helmet	13	walk
4	can	14	slow down, stop
5	must	15	behind
6	white	16	lock
7	reflectorised	17	carrier
8	tread	18	do
9	oiled	19	pedal
10	rider	20	cycle

- ii** Introduce the **Hand Signal Jive** to students. Follow these steps.

- a** Show students the 6 hand positions, outlined overleaf.

## ☆ "Doing the Hand Signal Jive" ☆



- b** Explain that you will call out the numbers 1-6 and students must make the correct hand and/or head movement. Those who are incorrect must sit down.
- c** Have a trial run, calling the numbers slowly in order.
- d** Speed up the calling.
- e** Begin calling in a different order.
- f** Call numbers in Te Reo.

Students can make up a rap song, based around the six hand positions. This can be performed with actions and musical accompaniment. Both the rap and the game can be used at intervals during the term to reinforce the skills of giving hand signals.

- iii** The police education officer discusses the difference between controlled intersections, in particular signs, traffic lights and road markings, and uncontrolled intersections. Explain that the class is going to learn how to negotiate uncontrolled intersections. Draw an intersection on the board and explain the correct procedure for cyclists to negotiate it. This can be reinforced using the road tiles.

Students can use toy vehicles to practise negotiating the intersection.

Ensure that students know the following:

- **straight-ahead traffic has right of way over turning traffic**
- **if both cars (or bikes) are turning, you must give way to the right (right hand rule)**
- **left turning traffic goes last.**

Point out to students that cyclists cannot, however, assume cars will give way to them, so they must always be alert.

The desks could be moved to create an intersection. Students can practise negotiating this on foot, using the appropriate hand signals.

*Ask: How easy was it to negotiate the intersection?*

*Were there any difficulties with hand signals?*

*Would it be more difficult if you were on a bike? **Give a reason.***

*Would it be more difficult on the road? **Give a reason.***

## Activity 2: I'm a Future Driver

### Objectives

- 1 Students can negotiate intersections on their cycles.

### Skills

demonstrating

recalling

re-visiting

observing

explaining

recognising

negotiating other cyclists

negotiating intersections

giving hand signals

reacting to traffic signs

### Resources

PE gear

Copysheet 10 **Five Intersections**; page 70

Equipment for marking out intersections on tennis court or field, such as signs, fire hoses, half tennis balls, cones, set of road signs, traffic lights

**The Safe Cycling Book** (for teacher reference)

Numbered vests, netball bibs or numbers for each rider to wear

Police education officer

Police car with public address system

Students' own cycles and cycle helmets, checked for safety prior to the activity.

## Preparation

Mark out the five intersection course shown on Copysheet 10, on the tennis court or playing field. Non-riding students can assist with this and some will be stationed around the course. They can be used to direct traffic at any of the intersections, as required. Non-riders could also take the role of traffic observers and could inform the teacher of very skilled riders or those who need some extra help.

Cycles and cycle helmets should have been checked prior to this.

- i Gather riders and explain the course to them. They all start at the same point and proceed to the centre, where they are directed by the traffic lights. After this they can ride the course, making their own decisions about which way to go, unless they come to traffic lights or traffic signs or a person on point duty.

They will practise give way rules, using their classmates as other traffic. The teacher will sit in the police car, and use the public address system to caution riders or to call riders in. There is a designated **Rest Spot** by the car. This should be used for:

- **riders who get tired**
- **riders who demonstrate poor technique**
- **riders who misbehave**

The teacher can review objectives and techniques with these riders.

*Note: As an alternative the class could be divided into two groups, one half on the course and one in the **Rest Spot** observing.*

- ii After 5-7 minutes, call all cyclists in and review the rules for giveways and negotiating intersections. Any inappropriate behaviour could be corrected at this point. Remind them of the seriousness of the exercise, before sending them back on the course.

Establish the following rules:

- **no overtaking**
- **no wheel stands**
- **no skidding on back wheels**

After the exercise:

*Ask: What was the best thing about riding the five-intersection course?*

*What was the hardest thing?*

*What was one thing you learned?*

*What is one thing that you will need to practise?*

Each student can draw themselves, or a cyclist they observed, cycling safely around the intersection course.

# Activity 3: Advanced Cycling Course

## Objectives

- 1 Students practise and display advanced cycling skills.

## Skills

demonstrating

practising

recalling

observing

cycling skills:

emergency braking

cone weaving

doing tight turns

slow riding

checking car behaviour

## Resources

Students' cycles and helmets, checked for safety prior to the activity

Numbered vests, netball bibs or numbers for each rider to wear

Equipment for marking the course, such as fire hoses, cones, half tennis balls, set of road signs

Parent helpers

Parked car with driver

Police education officer

Police car with public address system

Stop Watch

Copysheet 11 **Advanced Cycling Course**; page 71

Copysheet 12 **Students' Cycling Competency Checklist**; page 72

## **Preparation**

The advanced cycling course, shown on Copysheet 11, should be set up prior to this activity by the teacher and police education officer, on a large asphalt area or playing field.

The course consists of five different activities.

### **Activity 1 *Straight riding track with parked car***

Students ride the straight line, without wobbling with hands on the handlebars and an upright posture. They must scan for hazards, which could be placed on the track. A person in the parked car should, at intervals, open the driver's door, put on its indicators, rev the engine. Riders must take appropriate evasive action. A non-rider could be seated in the back of the vehicle and throw obstacles, such as tennis balls, onto the track.

### **Activity 2 *U-turn boxes***

Cyclists negotiate each box in turn, practising controlled turning, without falling off or putting a foot on the ground.

### **Activity 3 *Slow riding track***

Cyclists ride the three-metre track as slowly as they can, maintaining control and the correct cycling position.

### **Activity 4 *Figure of eight***

Cyclists ride the figure of eight track in a controlled way, practising give way rules and cornering. They should maintain a safe speed and scan for other traffic.

### **Activity 5 *Emergency braking***

Cyclists are lined along a line, equally spaced. They ride in a straight line at a controlled speed, keeping a safe distance from the next rider. The command STOP is given through a megaphone. The cyclists must react quickly, stopping by using both brakes and putting a foot down for stability.

There should be a parent helper and some non-riders posted at each activity. They use the relevant part of Copysheet 12 Students' Cycling Competency Checklist to assess riders' performances. The teacher and police education officer can move between activities, assessing individual student performance.

- i Gather riders at the advanced cycling course and ensure that they are familiar with it. Check cycles and helmets of riders. Allocate tasks to non-riders and to any riders whose cycles are deemed to be unsafe. Explain that cyclists will spend 15 minutes (vary time to suit) at each activity in turn.
- ii Divide riders into five groups, one for each activity. The group will spend 15 minutes at that activity, before they move on to the next. This should allow sufficient time for them to practise the required skills.
- iii After riders have completed all activities:

*Ask: Which was the hardest activity? Why?*

*Which was the easiest activity? Why?*

*At which activity did you learn the most?*

*What is one new skill that you have developed?*

*What is one skill that you think you need to work on?*

*Note: This activity could be repeated over two sessions, to give students sufficient time to practise new skills. It could be repeated again after some time has elapsed, so that students' improvement can be monitored.*

## Activity 4: *Riding on the Road*

### Objective

- 1 Students will demonstrate safe cycling practices on the road.

### Skills

observing

communicating

practising

cycling skills:

giving hand signals

negotiating roundabouts

responding to traffic signs

obeying traffic rules

### Resources

Police education officer

Parent helpers, who have been carefully briefed.

Students' own cycles and cycle helmets, checked for safety

Numbered vests or netball bibs for riders

Back-up vehicle and trailer

First aid kit

Cell phone

Parental permission slips

Video camera/camera -optional

Copysheet 13 **Students' Cycling Competency Checklist for Road Cycling**; page 73

Copysheet 14 **Letter to Parents**; page 74

## Preparation

- a** The teacher and police education officer need to have pre-planned a suitable route on a not too busy stretch of road, with some or all of the following six stations, where cycling behaviour will be evaluated:

- an intersection
- roundabout
- traffic lights
- Stop Sign
- Give Way signs
- stretch of straight road
- parked cars

Parent helpers need to be located at each station to evaluate students. The teacher and police education officers are roving the course. A back-up vehicle and first aid kit should be available if any students need attention.

- b** Before the outdoor practical activity, have students take home Copysheet 14 **Letter to Parents** and return the signed permission slip. They should have checked their cycles and cycle helmets. Give students an outline of the cycling course and go over it with them, so that they know what to expect.

*Note: On-road riding must be treated seriously. Every precaution must be taken to ensure that riders are safe. In addition to this, students must be assessed carefully, in order to receive an advanced cycling certificate.*

- i** Assemble cyclists, each wearing a numbered vest. Locate parent helpers and non-cyclists at the station points, with Copysheet 13 **Students' Cycling Competency Checklist for Students' Road Cycling**. Get students to ride the test route in small groups at least once, to familiarise themselves. Then let each cyclist start the route, at about 2-3 minute intervals. As they pass the station checkpoints they are assessed by the parent helper. The non-riders can assist by calling out the rider's number.
- ii** After the session gather all riders and non-riders. Ask each parent helper to comment on the cyclists' performance at their station checkpoint.

*Ask: Which part of the course did you find hardest to negotiate? Why?*

*Which part of the course did you find easiest? Why?*

*What would you do differently next time?*

*What cycling skill do you want to improve?*

*Note: Cyclists are assessed at each of the checkpoints, using Copysheet 13. They are graded C = competent or P = needs practice. The results of each checkpoint assessment can be collated, to determine whether or not students can be awarded an **Out and About** Advanced Cycling Certificate. To receive one they should score C in all criteria. Students who do not receive a certificate should be given the opportunity to practise their skills and resit the test.*



## Module 4 Out and About Socially

### Focusing Question

*How can I interact with others in safe ways?*

### Explanation

In this module, students consider the part that roads can play in social activities. This could be sporting activities such as road running, or planning and undertaking a trip to another part of the country. They consider the requirements for doing these safely.

As they use the road, they may become aware of others who need help, for example a younger person who is lost or has fallen over. They develop skills to help in these situations.

### Activity 1: Helping Out

#### Objectives

- 1 Students can act responsibly when others need help on the road.
- 2 Students can demonstrate basic first aid skills and knowledge.
- 3 Students can explain how emergency services work.

#### Skills

role playing

problem solving

identifying learning needs

gathering information

interviewing

processing information

basic first aid

## Resources

Copysheet 15 **Help Cards**; page 75

Resource people as indicated in **iii** below.

Materials for simulated crash scene (optional)

- i** Put the students into groups. Give each group one of the **Help Cards**. Choose ones which are relevant to your students, or make up more appropriate ones. For each card they must decide:
  - a** What help is needed?
  - b** Can you give this help?
  - c** What sequence should the help be carried out in?
  - d** Would it be safe for you to help?
  - e** If no, what should happen instead?
  - f** What new skills or information might you need?

Bring groups back and share answers. If students have suggested helping strategies which are unsafe or not sensible, these should be discussed.

Build up on the board a list of new skills and knowledge which students have identified that they need. This should be used as a planning guide for **iii** below.

*Note: Some of the **Help Cards** describe problems of a serious nature, such as power lines being down. It is very important that students understand that at times like these it is not safe for them to approach. They should go for adult assistance.*

- ii** Allocate each group one of the **Help Cards**, that they have not worked with. They prepare a short role play to show them offering safe and sensible help.

Each group demonstrates their role play to the rest of the class. They rate it using the following criteria:

***Have they helped the person in need?***

***Was the helper safe?***

***Was the help offered sensible?***

- iii** Arrange for students to gain the new skills and knowledge that they have identified in **i** above. This might include such things as:

**Basic first aid** - arrange for a resource person to come and take the class through basic first

*aid training. Suggestions: St Johns, Red Cross, local doctor or nurse, school nurse.*

**Handling emergency situations** - *arrange for a speaker from Fire Service, Police or Ambulance Service to give students information about what to do if they are first on the scene of a crash.*

**Cycle repairs** - *arrange for a resource person such as a cycle shop owner to give students practical help at fixing cycle punctures and basic cycle repairs.*

If desired, the role plays from **ii** above could be repeated, with students using the new skills and knowledge they have acquired.

## **Extension Activities**

Create a simulated crash scene in which students are given roles such as Ambulance, Police and other emergency workers, to play. They can take total control of the situation, including securing the scene, dealing with casualties, reporting the crash, feeding emergency workers, handling the 'dead'.

## Activity 2: Fun But Safe

### Objectives

- 1 Students can describe how to safely carry out a leisure activity on or near the road.

### Skills

recording

designing and making

planning

presenting

communicating

### Resources

T-shirts - old and light coloured

Video camera

Fluro colours

Pictures of leisure activities which students bring

Glue, paper and scissors

- i Working in small groups, students use the pictures they have brought to make a leisure collage. Underneath they write a definition of leisure.
- ii Build up a list of leisure activities that the class are involved in. Identify those which are carried out on or near the road, such as cycling or road running. Mark these with an \*. Talk about how, in these activities, students are sharing the road with other road users, such as motorists, other cyclists and pedestrians. So as well as making sure that they behave safely, they have to be wary of these other road users, who may behave in unpredictable ways.

Working in groups, students select one of the activities marked \*. They make a list of the minimum safety requirements needed for this activity. This should cover such things as clothing, visibility, times for activity, safety equipment, location. This information should be presented in a visual form for reporting back.

Ask: Do you think people always follow these minimum safety requirements?  
**If not, why not?**

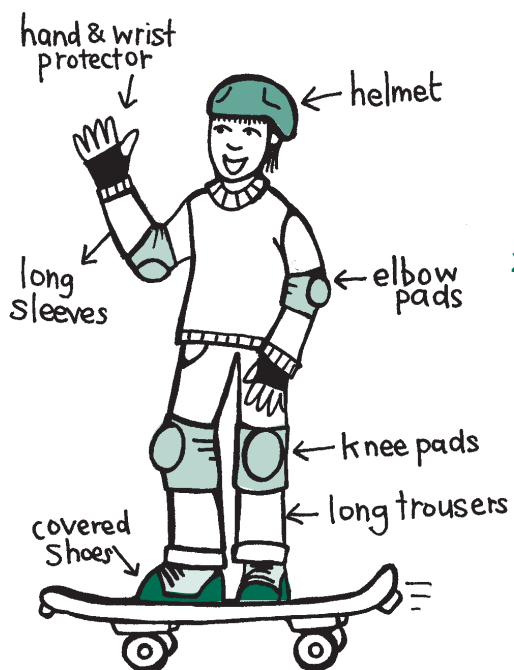
Whose job is it to see that minimum safety requirements are followed?

Why should road users always be observant of other road users?

## Extension Activities

Students could do one or all of the following:

- 1 Turn an old T-shirt into a visible garment for a road runner, using design techniques and fluro colours.



- 2 Design safety equipment, such as knee or elbow pads, which are more acceptable to young people.

- 3 Design an advertising campaign for either of the new products from 1 or 2 above. This could be video, radio, TV or print.

## Activity 3: Going Further Out

### Objectives

- 1 Students can plan and cost trips within New Zealand that use different forms of transport.

### Skills

map reading

using scales

research

reading timetables

gathering information from a range of sources

communication

peer assessment

decision making

presenting

### Resources

Maps of New Zealand

Transport timetables

Telephones

Fax

Cycles (if appropriate)

Parent help

Copysheet 16 **Can You Come With Us?** Page 76

## Option 1

**i** Put students into groups. Each group chooses a destination in New Zealand to which they would like to make a hypothetical trip. Examples might be:

- **to see the whales off Kaikoura**
- **to go to a marae in Gisborne**
- **to go for a holiday to the beach at Tauranga**
- **a trip to Wellington to see Te Papa**
- **school camp or field trip**

They must produce a plan to show how they are going to get there, using at least three different forms of transport and arriving within a week of departure.

*(Note: If using cycles as one form of transport, the maximum distance travelled by this method should be no more than 15 Kms per day.)*

The plan should include:

**total distance**

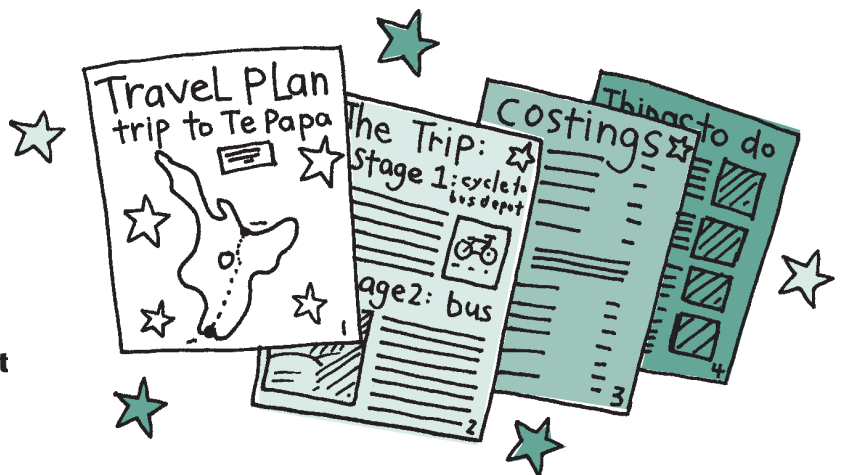
**travel time**

**rest stops**

**over night stays**

**costings for each leg of t**

**total costings**



**ii** Groups will need to use a range of resources to prepare the plan, such as maps, telephone directories, timetables for ferries and trains, the internet (optional), access to a telephone.

Each group presents their travel plan to the whole class, as a display, which is assessed by their peers.

## Option 2

- i** Choose a realistic destination for a class trip. This could be to the zoo, a local marae, a country/city school not too far away or a McDonald's restaurant in a neighbouring town.

Work with the class to plan the trip including the following:

**means of transport**

**cost**

**length of journey**

**stopping places, if appropriate**

**parent helpers**

**equipment to take (first aid kits, puncture repair kits.)**

The class will need a range of resources to plan the trip, including public transport timetables, telephone directories, maps. If parent drivers are included in the plan, use Copysheet 16 **Can You Come With Us ?**

- ii** Carry out the trip.

After the trip-

*Ask: What did we get right in our planning?*

*What problems did we experience?*

*What would we do differently next time?*

*What have we learnt about choosing and costing methods of transport?*

*Note:*

*1 If cycles are used, both they and cycle helmets will need to be checked before departure. The length of the trip to be cycled should not be more than 15kms.*

*2 Do some **What if..** situations before the trip to cover possible hazards that might arise.*

## Sample Letter to Parents

Dear \_\_\_\_\_

*Your child will be doing the **Out and About** programme over the next few weeks. It will revise and reinforce skills your child has as a safe passenger, pedestrian and cyclist. They will learn to be safe road users, who are considerate of others and offer practical help when needed.*

*During the programme there will be some activities which you will be asked to participate in. This will help to make the programme more meaningful for your child.*

*Please remember the importance of being a positive role model and demonstrate this when driving, walking or cycling in the community.*

*If your child has a cycle, could they please bring that and their helmet to school on the following occasions:*

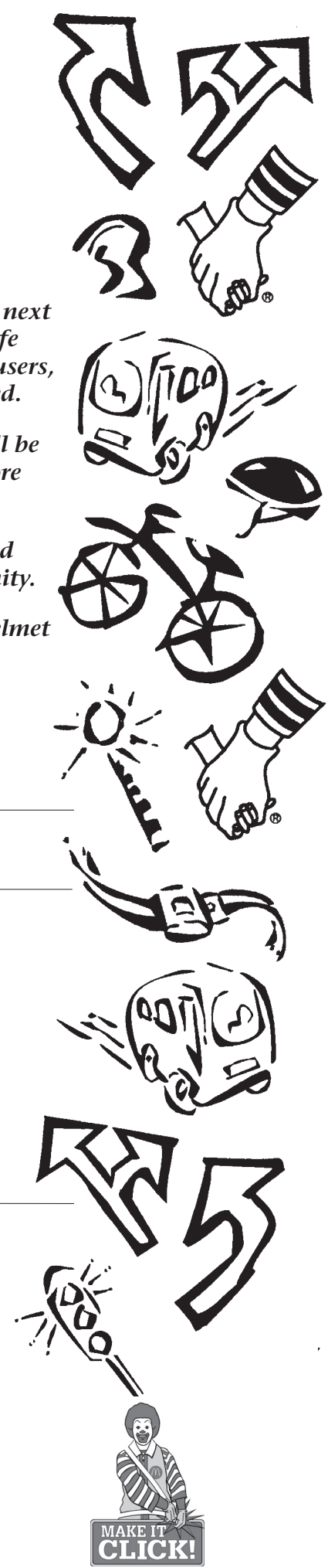
\_\_\_\_\_

\_\_\_\_\_

**Please contact me if you would like more information.**

\_\_\_\_\_  
Classroom teacher

\_\_\_\_\_  
Police education officer



# Bicycle Checklist

**Student completes:**

Name of owner: \_\_\_\_\_

Type of cycle:    BMX / racer / mountain / other    (circle the ones which apply)

Colour: \_\_\_\_\_

Frame or Identification Number: \_\_\_\_\_

Stamped on:    bottom bracket        rear fork        near seat pillar    (circle the one which applies)

**Adult checking cycle completes the following checklist:**

Safety Feature	OK	Repair or adjust	Comment
1 Frame fit (can be straddled)			
2 Seat (secure and suitable height)			
3 Handlebar (position safe, secure)			
4 Headset			
5 Handgrips/handle bars tape (secure, ends covered)			
6 Front brake (if there is one)			
7 Back Brake			
8 Wheels			
9 Pedals (with yellow reflectors)			
10 Chain (adjustly correctly & oiled)			
11 Rear Reflectors			
12 Suitable for riding at night			

## My Traffic Behaviour

Ways I behave safely as a passenger, cyclist and pedestrian:

- 
- 
- 

Ways I behave unsafely as a passenger, cyclist and pedestrian:

- 
- 
- 

My Goals. Things I want to change about my road safety behaviour are:

- 
- 
- 

I will go about this by:

- 
- 
-

## Scenario Cards

---

An adult in your family asks you to go to McDonald's to buy a takeaway breakfast for the family. It only takes five minutes to do the round trip on your bike and it is a lovely sunny day.

***Do you wear your cycle helmet?***

---

Your older brother or sister is allowed to take your parents' ute to visit a friend about 3 kilometres away. You can go too. Its a sunny day.

***Do you jump in the back or ride inside?***

---

You are ready to leave for school and you just have time to cycle there. You remember that you noticed that the brakes on your bike were not working very well.

***Do you still ride?***

---

There is a four lane road outside your school which you must cross to get home. The school patrol is 300 metres up the road outside another school and you are in a hurry. The school has a rule that you must use the school patrol crossing.

***Do you cross outside the school or go up to the school patrol?***

---

You are allowed to go to the local skating area to do some roller-blading. On your way you see several friends roller-blading between the cars in the supermarket carpark. They call you over to join them.

***What will you do?***

---

You are biking through town on the way to school. You see your best friend walking along the footpath and stop to talk. Your friend asks you for a ride to school.

***What will you do?***

## Hazard Cards

---

You and a group of friends are walking home from school. Ahead of you a big truck is parked over the footpath, while it unloads. It is causing a build up of traffic on the road.

---

The road is almost completely blocked by two fire engines and other emergency vehicles. There are people and fire hoses everywhere. You are approaching the scene on your bike.

---

A young person is biking along with a large box balanced on the handle bars, which is blocking the rider's view. There are cars directly in front.

---

A young person is riding a bike. Coming up behind is a car which appears to be weaving about all over the road.

---

You are walking home along a country road, with friends. You approach a blind bend, which you can't see around.

---

A farmer is feeding out from a trailer on the back of the tractor. A young child is steering the tractor and another is sitting on the wheel arch.

---

You are cycling along in pouring rain. A large truck goes by and sprays you with water.

---

You are going home in the school bus. There are bags and other gear all down the aisle.

---

## My Bike Is....

**a** Fill in the following information about your bike, from memory.

**Make:** *(as shown on the frame)* \_\_\_\_\_

**Type:** BMX / Racer / Mountain / Sports / Other *(circle the ones which apply)*

**Identification or frame number:** \_\_\_\_\_

**Where the number is found:** \_\_\_\_\_

**Colour:** Frame: \_\_\_\_\_

Forks: \_\_\_\_\_

Seat: \_\_\_\_\_

**Distinguishing marks** *(scratches, dents..)*: \_\_\_\_\_

**Accessories** *(lights / mudguards / lock / pedal toe-clips..)*: Please list:

\_\_\_\_\_

\_\_\_\_\_

*If you were unable to complete any of these details, please check them out tonight.*

**b** Draw a picture of your bike in the space below.

*Note: Keep this form and ask your parents to file it with other important documents.*

# Road Safety Quiz

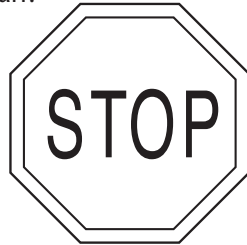
Answer the following:

1 What does this sign mean?



Slow down, or ..... if necessary and ..... to all traffic, except those on a stop sign.

2 What does this sign mean?



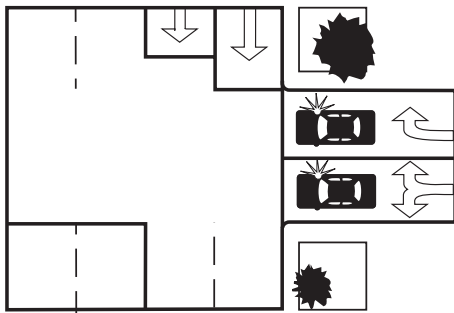
..... completely and ..... to all traffic.

3 What does this sign mean?



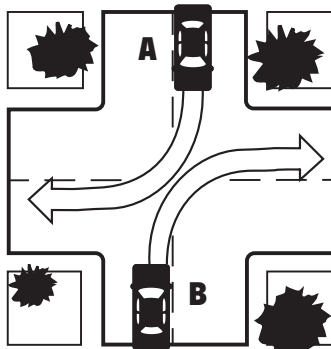
Cycles ..... cycle here.

4 Indicate with arrows which lane each car must legally move to.



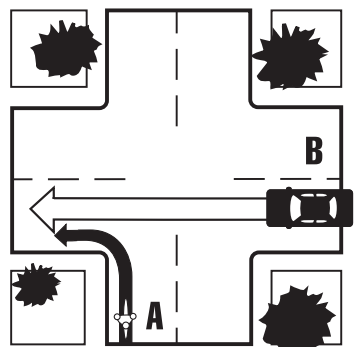
5 Who gives way? (Please circle).

A      B      No-one



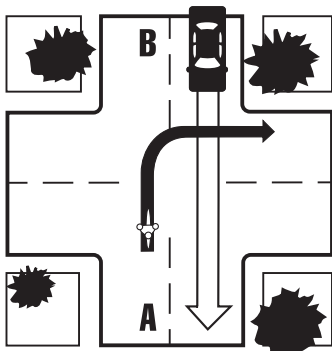
6 Who gives way? (Please circle).

A      or      B



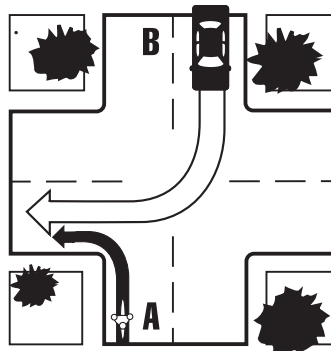
7 Who gives way? (Please circle).

A      B      No-one



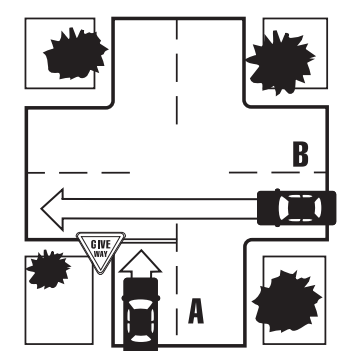
8 Who gives way? (Please circle).

A      B      No-one



9 Who gives way? (Please circle).

A      B      No-one

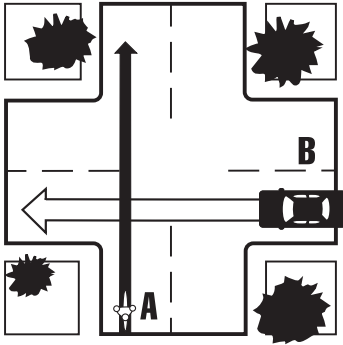


# Road Safety Quiz

Answer the following:

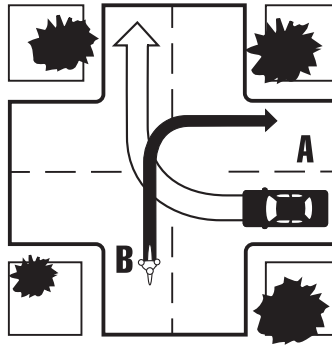
10 Who gives way?  
(Please circle).

A                  B                  No-one



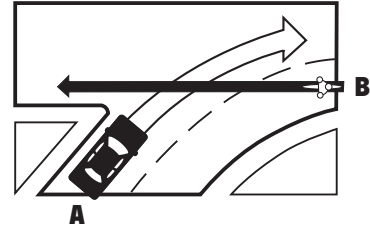
11 Who gives way?  
(Please circle).

A                  B                  No-one



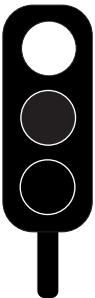
12 Who gives way?  
(Please circle).

A                  B                  No-one



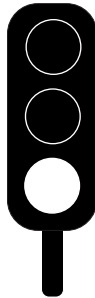
13 What does this traffic light signal?

Stop                  Wait                  Go



14 What does this traffic light signal?

Stop                  Wait                  Go

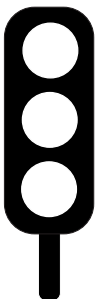


15 What does this traffic light signal?

Stop                  Wait                  Go



16 Colour or name the traffic lights in the correct colour.



# Road Safety Quiz Answer Sheet

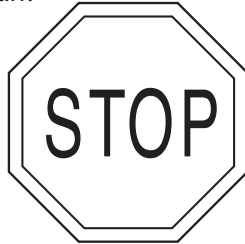
Answer the following:

1 What does this sign mean?



Slow down, or *stop* if necessary and *give way* to all traffic, except those on a stop sign.

2 What does this sign mean?



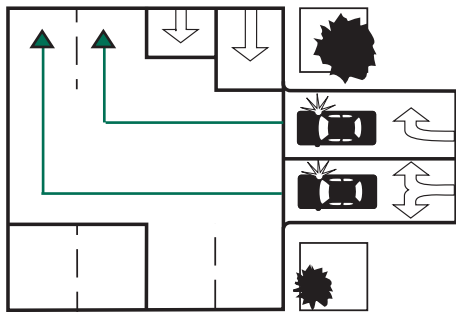
*Stop* completely and *give way* to all traffic.

3 What does this sign mean?

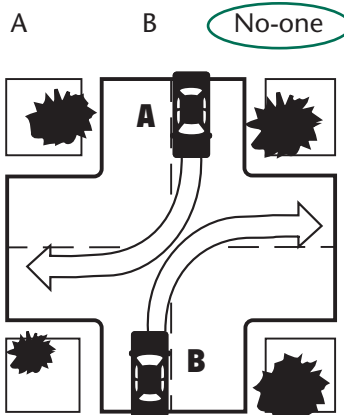


Cycles *must not* cycle here.

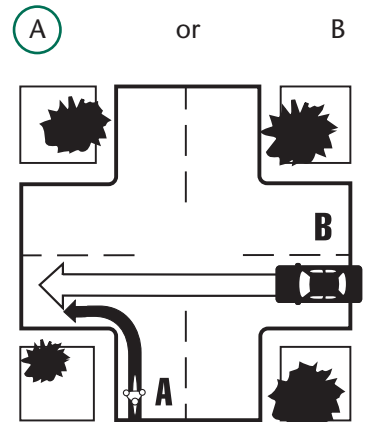
4 Indicate with arrows which lane each car must legally move to.



5 Who gives way? (Please circle).

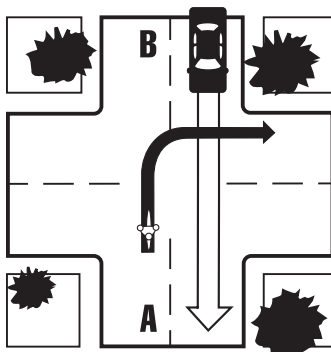


6 Who gives way? (Please circle).



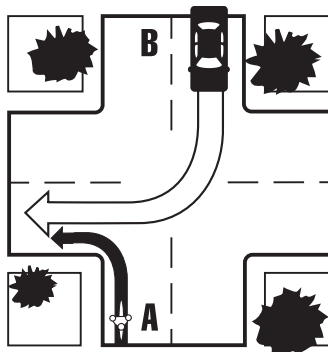
7 Who gives way? (Please circle).

A      B      No-one



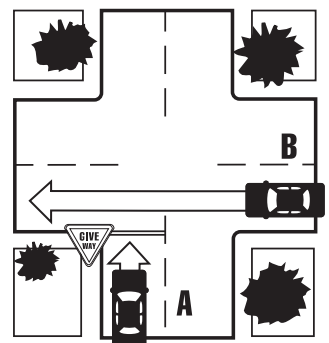
8 Who gives way? (Please circle).

A      B      No-one



9 Who gives way? (Please circle).

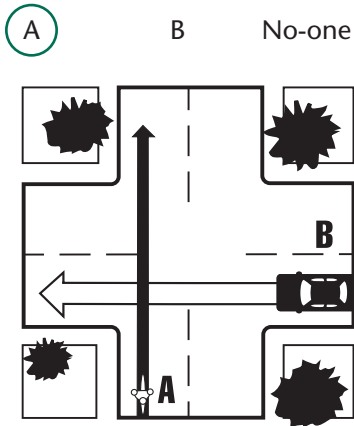
A      B      No-one



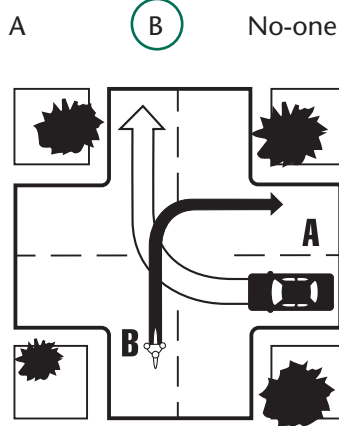
# Road Safety Quiz Answer Sheet

Answer the following:

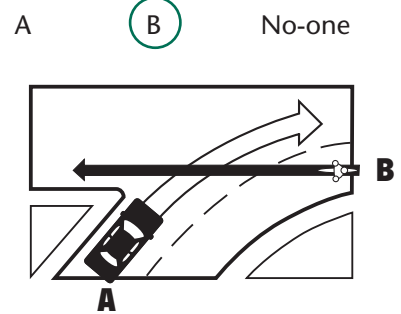
10 Who gives way?  
(Please circle).



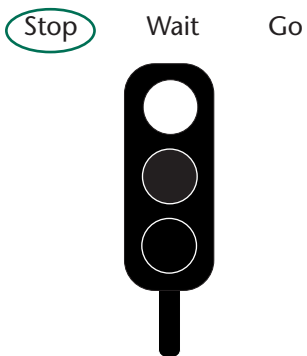
11 Who gives way?  
(Please circle).



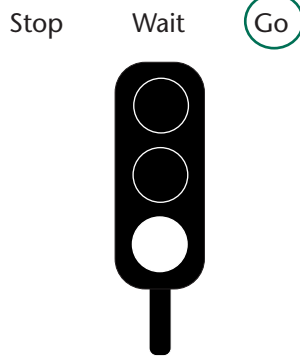
12 Who gives way?  
(Please circle).



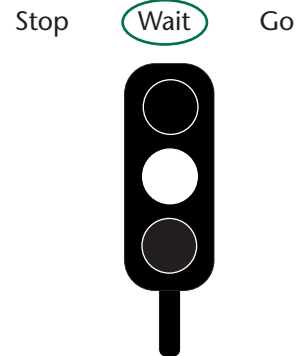
13 What does this traffic light signal?



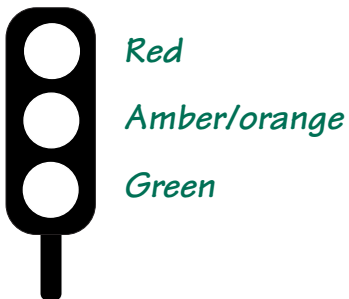
14 What does this traffic light signal?



15 What does this traffic light signal?



16 Colour or name the traffic lights in the correct colour.



## Offence and Penalty Cards

The penalties are correctly matched with each offence given below. Cut both Offences and Penalties up in to sets for groupwork.

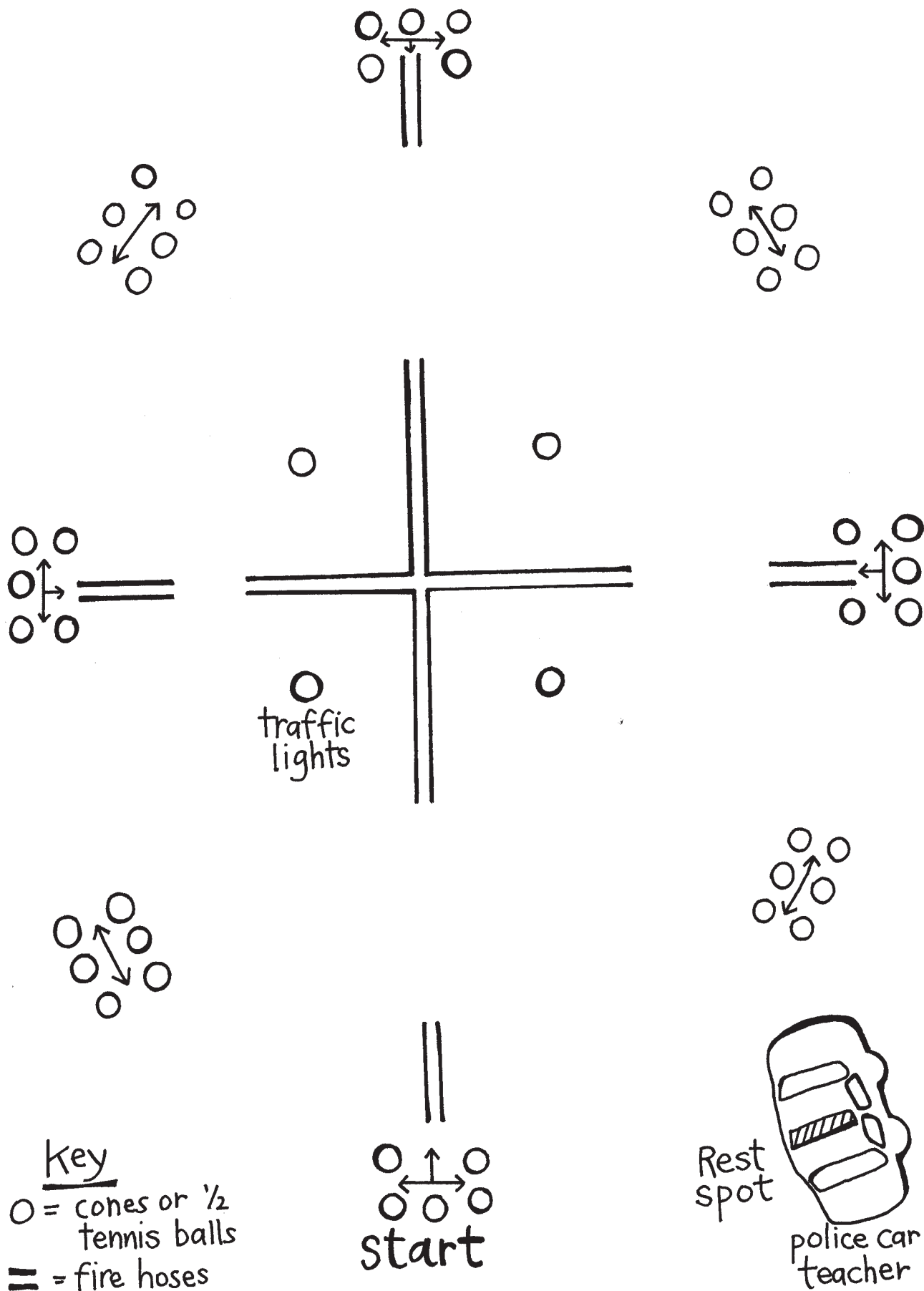
OFFENCE	PENALTY
Crossing the road within 20 metres of a pedestrian crossing.	Traffic Offence Notice <b>\$35</b>
Riding your bike without a cycle helmet.	Instant Fine <b>\$55</b>
Riding your cycle with no front light.	Instant Fine <b>\$55</b>
Riding your cycle with no back light.	Instant Fine <b>\$55</b>
Driver failing to stop at a School Patrol Crossing with signs extended.	Instant Fine <b>\$150</b>
You fail to wear your seat-belt when one is available. You are under the age of 14.	Instant Fine to the Driver of the Vehicle <b>\$150</b>
Crossing at the traffic lights when the light is showing DON'T WALK or the red person walking sign is showing.	Traffic Offence Notice <b>\$10 Penalty</b>
Failing to restrain a three-year-old in a car restraint.	Instant Fine to the Driver of the vehicle <b>\$150</b>
Riding your bike over a railway crossing when the lights/bells are flashing/sounding and/or barrier arms are down.	<b>\$75</b> Instant Fine for Carelessly riding a Bicycle. Or <b>\$75</b> Instant Fine for Failing to Stop
Riding your bike on the footpath.	Instant fine <b>\$55</b>

## Cycle Safety Quiz

Fill in the missing words.

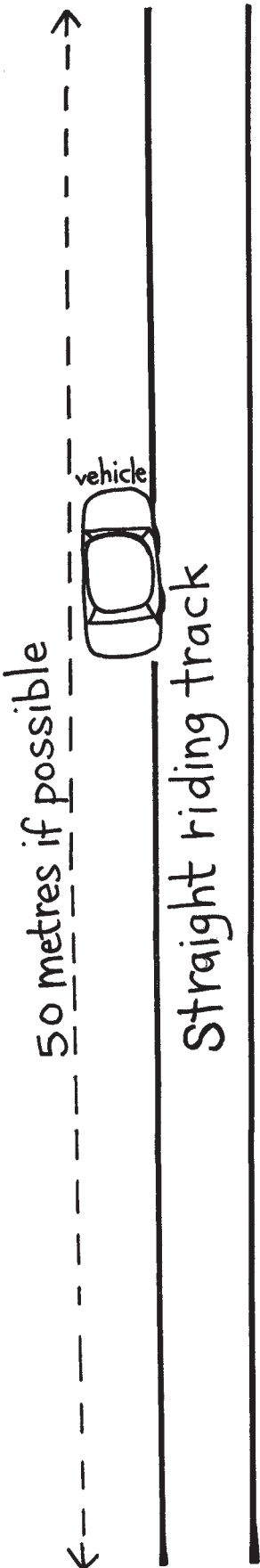
1. A **STOP** sign is coloured white and \_\_\_\_\_.
2. The law requires every bicycle to have a red or yellow \_\_\_\_\_ reflector.
3. The law requires every cyclist to wear a \_\_\_\_\_ \_\_\_\_\_.
4. A cyclist \_\_\_\_\_ carry a passenger on a special safety seat, fitted with footrests.
5. A cyclist \_\_\_\_\_ comply with the road rules.
6. Your cycle must have a \_\_\_\_\_ light facing forward, for night riding.
7. When riding at night it is recommended that you wear \_\_\_\_\_ clothing.
8. Bicycle tyres must be fully inflated and have good \_\_\_\_\_.
9. A bicycle chain must be tightly adjusted, clean and well \_\_\_\_.
10. A bicycle seat should be adjusted to suit the size of the \_\_\_\_\_.
11. When making a right turn you should move to the \_\_\_\_\_ of the centre line.
12. Cyclists let other motorists know what they are doing by using \_\_\_\_\_  
\_\_\_\_\_.
13. Cyclists crossing a pedestrian crossing with their cycle must \_\_\_\_\_.
14. When approaching a **STOP** sign a cyclist must \_\_\_\_\_ and \_\_\_\_\_.
15. A cyclist should look \_\_\_\_\_ when moving out in traffic.
16. A cyclist should always \_\_\_\_\_ their bicycle when leaving it unattended.
17. To carry goods on a bicycle, cyclists should use a \_\_\_\_\_.
18. When turning left you \_\_\_\_\_ have to use hand signals.
19. Bicycles manufactured after 1/1/1988 must have yellow \_\_\_\_\_ reflectors.
20. A cycle lane is marked by a white \_\_\_\_\_ outline drawn on the road.

# Five Intersections

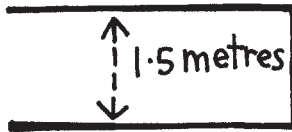
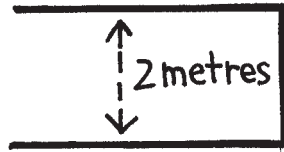


# Advanced Cycling Course

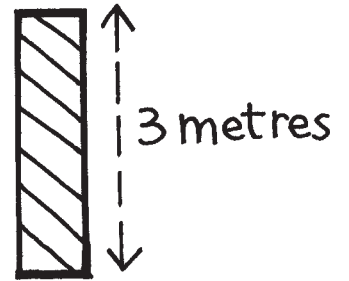
Activity 1



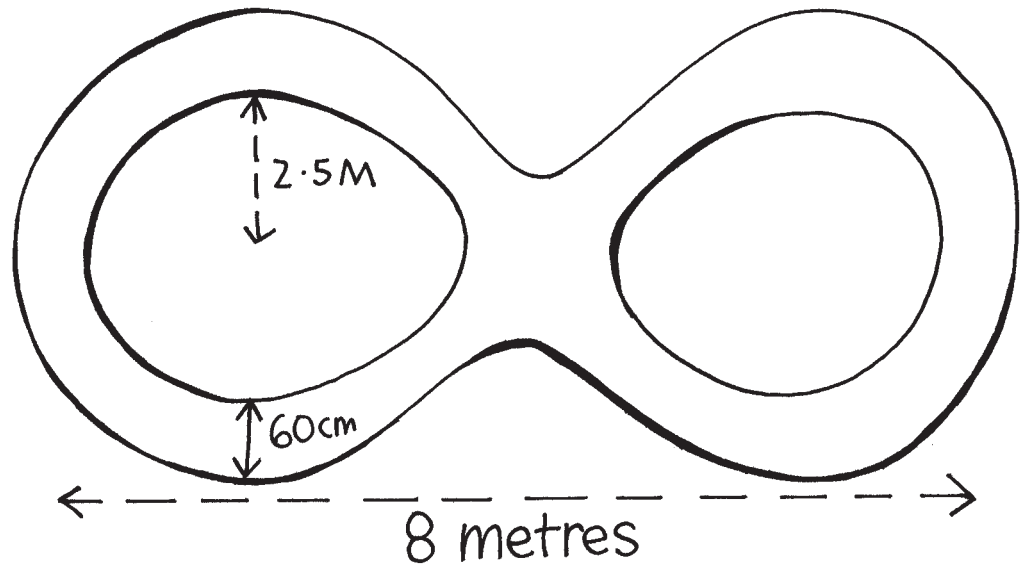
Activity 2  
U-turn boxes



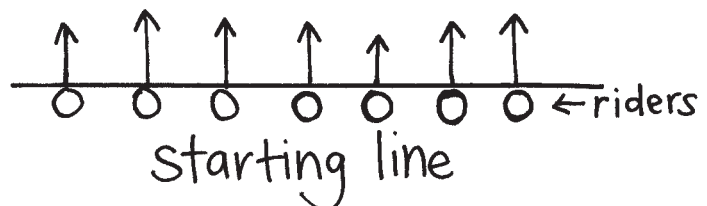
Activity 3  
slow riding track



Activity 4  
Figure 8 track



Activity 5  
emergency braking



## Students' Cycling Competency Checklist

This can be used by non-riders, parents and teachers to check competency of cyclists at each of the five activities.

If desired, each student could be rated as follows: **C = competent; P = needs practice.**

<p><b>Activity 1 Straight Line riding</b></p> <ul style="list-style-type: none"> <li>• riding in a straight line</li> <li>• not wobbling</li> <li>• both hands on the handle bars</li> <li>• up right posture</li> <li>• scanning for hazards</li> <li>• negotiating parked cars</li> <li>• reacting to hazards appropriately</li> </ul>	
<p><b>Activity 2 U-turn Boxes</b></p> <ul style="list-style-type: none"> <li>• controlled riding</li> <li>• competent negotiation of corners</li> <li>• not putting feet on the ground</li> <li>• scanning for other traffic</li> <li>• staying on the bike while cornering</li> </ul>	
<p><b>Activity 3 Slow Riding</b></p> <ul style="list-style-type: none"> <li>• controlled riding</li> <li>• keeping feet off the ground</li> <li>• riding in a straight line</li> <li>• keeping bottom on the saddle</li> <li>• staying on the bike</li> <li>• both hands on the handle bars</li> </ul>	
<p><b>Activity 4 Figure of Eight</b></p> <ul style="list-style-type: none"> <li>• controlled riding</li> <li>• cornering without putting feet down</li> <li>• maintaining a safe speed</li> <li>• scanning for other traffic</li> </ul>	
<p><b>Activity 5 Emergency Braking</b></p> <ul style="list-style-type: none"> <li>• cycling abreast of others</li> <li>• keeping a safe distance from other riders</li> <li>• riding in a straight line</li> <li>• listening to instructions</li> <li>• reacting quickly to STOP command</li> <li>• using both brakes</li> <li>• putting foot down for stability</li> </ul>	

# Students' Cycling Competency Checklist for Road Cycling

This is to be used by parents and teachers stationed at specific checkpoints, to assess the performance of cyclists. **C = competent P = needs practice NA = not applicable**

The following criteria to be inserted into a table as shown

Names	Looking behind	Correct posture	Obeying road rules	Negotiating hazards	Checking parked cars	Looking for other traffic	Two hands on the handlebars	Appropriate use of hand signals	Scanning for hazards and other traffic	Complying with traffic signs and lights	Riding single file or not more than two abreast
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
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30											



## Help Cards

You see a young person fall off their bike. They lie on the road, crying.

***What can you do to help?***

Your little brother is trying to put on his seat belt, which is all tangled up.

***What can you do to help?***

There is an old lady with lots of shopping at the pedestrian crossing. She drops her walking stick.

***What can you do to help?***

You are walking home after the school bus has dropped you off. You see a farmer who has fallen off their farm bike.

***What can you do to help?***

You come across a younger child standing by their bike. The chain has come off.

***What can you do to help?***

You come across a young person looking very upset. They tell you that they have missed the bus home.

***What can you do to help?***

You are walking along the road when you come across a car that has hit a power pole. You can see the driver still in the car. There is no one else there.

***What can you do to help?***

Your father is driving your family to swimming. The young ones are squabbling and making a big noise. Dad is getting cross.

***What can you do to help?***

Your friend is having trouble fixing a puncture on their bike.

***What can you do to help?***

A lot of students at the school patrol are giving the school patrol warden a hard time.

***What can you do to help?***

You are going home in the school bus. The driver swerves to miss a sheep and runs off the road into the ditch.

***What can you do to help?***

A parent has let someone from the junior school out of the car on the side of the road opposite the school. She is trying to cross the road, further down from the crossing.

***What can you do to help?***

# Can You Come with Us?

**Dear Parents**

**Our class has been planning an outing. The students have planned and costed the trip and worked out suitable means of transport. The details are:**

**Place:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Time:** \_\_\_\_\_

**Cost:** \_\_\_\_\_

**Equipment your child will need to bring:**

**We would like parents to come with us, to help with transport and supervision, and to have fun. Please complete the tear-off strip.**

**Thank you for your help.**

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Police education officer

-----  
Name: \_\_\_\_\_

Phone No: \_\_\_\_\_

I can come on the trip

YES

NO

Number of adults coming

I can transport children in my car

YES

NO

If YES, complete the following checklist.

Car has a current warrant of fitness, and registration

Driver has a current Driver's Licence

Number of safetybelts in the car (excluding driver)



# McDonald's Concluding Activity



## Objectives

- 1 Students can apply new road safety knowledge.
- 2 Students identify the progress they have made in *Out and About*.

## Skills

interpreting plans and diagrams  
making decisions  
problem solving  
identifying traffic signs and markings  
using road safety knowledge  
taping commentaries  
designing posters and safety features  
making 3-D models  
making summaries  
drawing conclusions

## Resources

Mac Ville Picture and Plan are included separately in the *Out and About* box. The side with the picture is used with the Worksheet. The side with the plan is used with the model making exercise for number 15 on the worksheet.

## Answers for Worksheet 1

### Question 1

#### *People behaving in safe ways*

- cycling on cycle path
- cyclist using correct hand signal
- cyclist wearing cycle helmet
- child getting into car on footpath side
- children waiting correctly at bus stop
- mother holding child's hand

#### *People behaving in unsafe ways*

- parent's car parked on bus stop
- cyclist on footpath with no helmet
- parent calling to child to cross the road

### Question 2

- pedestrian crossing with warning signs or lights
- school patrol or kea crossing operating at the pedestrian crossing
- no parking signs or road markings
- relocating the bus stop

### Question 3

- name
- address and telephone number
- description of the bike, including colour, make, model, any accessories
- serial number
- details of where it was stolen
- time it was noticed missing
- possible witnesses
- anything else taken

### Question 6

- tractor
- cows near the farm road
- blind bend with trees
- gravel on farm road

### Question 7

- good signage
- easy to enter and exit
- pedestrian crossing outside
- 'no parking' road markings
- convenient parking

### Question 8

- offer first aid
- put the chain back on
- give the person assistance to get home
- seek adult assistance if necessary

### Question 9

<b>Offence</b>	<b>Penalty/Fine</b>
cycling on footpath	\$ 55
cycling with no helmet	\$ 55

### Question 10

- Give Way
- Stop

### Question 11

- A
- Z
- 2

### Question 13

<b>Hazards</b>	<b>What you could do</b>
<ul style="list-style-type: none"><li>• road works - cones, signs, equipment, work people</li></ul>	<ul style="list-style-type: none"><li>• Dismount &amp; wheel cycle past all road works, looking out for cars behind you; cross over to the other side.</li></ul>
<ul style="list-style-type: none"><li>• fire - smoke, ash, flames</li></ul>	<ul style="list-style-type: none"><li>• Dismount and wheel cycle safely past; or turn back and phone parents to let them know.</li></ul>
<ul style="list-style-type: none"><li>• emergency vehicle, people and equipment</li></ul>	<ul style="list-style-type: none"><li>• Dismount cycle, take advice from any emergency service workers. You may be turned back. Remember to contact parents.</li></ul>
<ul style="list-style-type: none"><li>• railway crossing with barrier arm extended</li></ul>	<ul style="list-style-type: none"><li>• Stop and wait until lights stop and barrier arm is withdrawn.</li></ul>
<ul style="list-style-type: none"><li>• railway tracks (tyres might get stuck or slip)</li></ul>	<ul style="list-style-type: none"><li>• Dismount &amp; wheel cycle across. Remount &amp; continue.</li></ul>

# Worksheet 1

Use the Mac Ville Picture to complete the following questions and activities.

Mac Ville

1 It is 3.00pm and the children of Mac Ville are leaving school.

Find 3 people who are acting in a safe way. Write down what it is these people are doing that makes their behaviour safe:

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Now find 3 people who are acting in an unsafe way. Write down what it is they are doing that makes their behaviour unsafe:

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2 Make a list of suggestions of ways to improve the safety of children as they leave school, for example what road markings or safety procedures could be used. Choose whichever you think would be the best solution and draw it on to the picture of Mac Ville in the appropriate place.

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3 The person entering Mac Ville Police Station has just had their bicycle stolen. If you were the police officer on duty, what questions would you ask to help get the bicycle back?

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- 4 You have been given the job of redesigning the shopping mall in Mac Ville. The first project is to create an area where bicycles can be left as safely as possible, while their owners are shopping. Write down your plans, with diagrams if needed on the back of this paper. Then design a notice that you would put up close by, giving customers advice about how to keep their bikes safe.
- 5 Pretend you are riding on a bicycle from your house (marked X on Mac Ville) to the McDonald's restaurant. Give a running commentary about everything you do and everything you see along the route. This will make you aware of what is around you and will help you concentrate on your actions. These are both skills that could help to keep you safe on the road.

Tape record your commentary or write it down starting - *I have checked my bicycle and am wearing my correctly fitted cycle helmet. I have reached the end of my driveway and am signalling a left turn with my left hand. I can see ...*

- 6 A large truck is delivering milk from the Mac Ville Dairy so that it can be used to make thickshakes for the McDonald's restaurant. Write down the two things that the driver of the truck should be careful about before reaching the farm gates.

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- 7 The McDonald's restaurant in Mac Ville has a convenient Drive Thru for its customers. What features of the Drive Thru make it safe for road users and pedestrians?

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- 8 There is a person in Mac Ville who needs your help. The chain has come off their bicycle and they have hurt their knee. Write an explanation of what you would do to help.

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- 9 There is a cyclist in Mac Ville who is demonstrating very unsafe behaviour. List the traffic laws being broken and the penalties/fines they incur.

Offence	Penalty/Fine

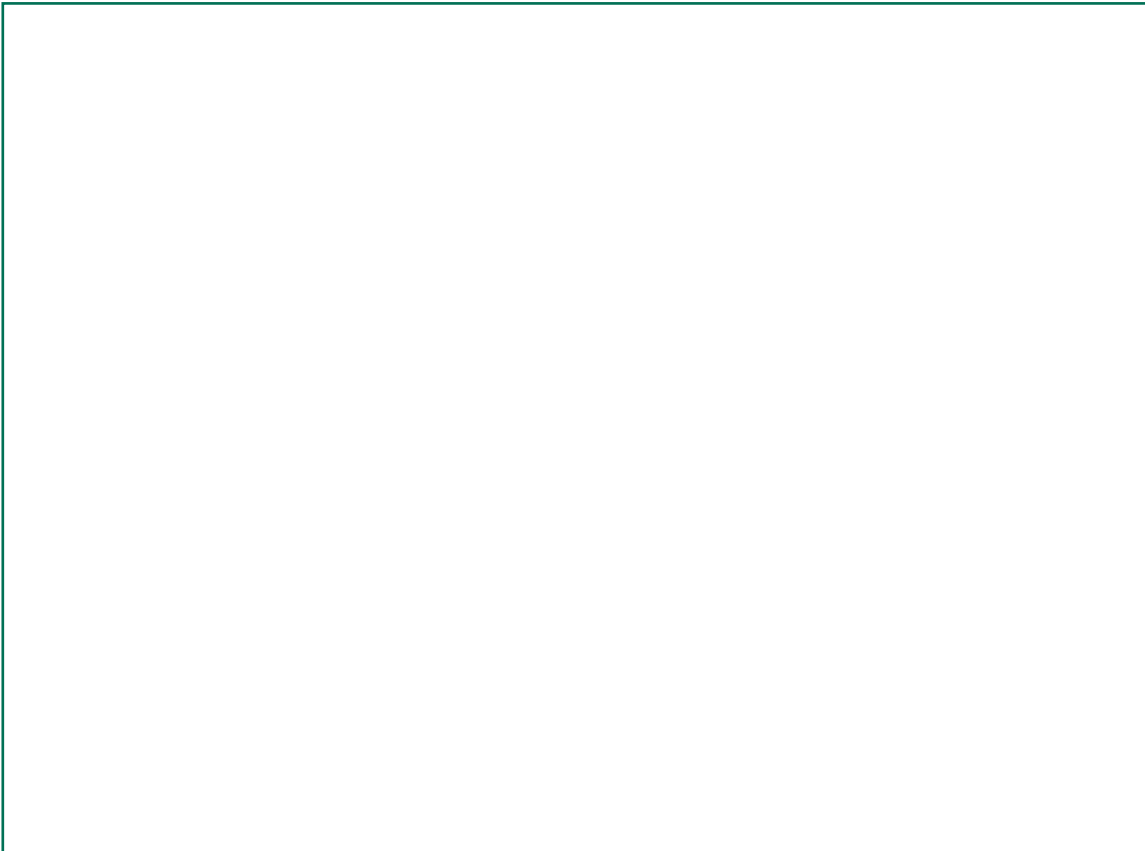
- 10 Name two road signs that you find in Mac Ville, and then colour them in on the picture using the correct colours.

- 11 Find the cars in Mac Ville marked A and B, Y and Z, 1 and 2.

Which car should give way in each case. Circle the correct answer.

A or B Y or Z 1 or 2

- 12 Design an area for Mac Ville Park that could be safely used by skateboarders or rollerbladers or cyclists. Put your plan on the back of this page. Design a poster in the space below that you would put up in this area advising people about extra safety precautions they can take.



- 13 You are the cyclist marked C. Your home is on the other side of the railway line. List some hazards that are in your way, and explain how would you deal with them?

Hazards:	What you could do:

- 14 Now colour in the Mac Ville Picture as accurately as you can. Check the Road Code for help.

- 15 Cut out and make up the 3D models and glue them to the appropriate place on the plan side of Mac Ville. Instructions are given on the models themselves.

You can use these as templates to design more buildings for Mac Ville if you have time.

You can use the 3D models you have made, with the people and vehicles, to practise all the road safety skills you have learnt from ***Out and About***.

## Milestone Diary - Instructions

- 1 Cut page in half along thick black line, where marked ✂
- 2 Stick this square to the back of square 3, so squares 3 & 4 are next to each other. Only do this once you have read all the instructions because they will be hidden!
- 3 Fold along the dotted lines to make your own zig-zag book.
- 4 Fill in the pages as a record of your experiences of the **Out and About** programme. You can write on the back of the pages if you need to.
- 5 Don't forget to design a front cover for your **Milestone Diary**.

### My Milestones on the journey to understanding Road Safety

What was the most enjoyable thing you did as a part of **Out and About**, and why did you enjoy it?

1

What was something you found difficult in **Out and About**. How do you feel about it now?

Write down at least 3 things that you learnt from **Out and About** that you didn't know before.

2

Complete these sentences:  
I think it is important to be a good role model to others when using the road because...

I will personally do these things:

- a
- b
- c
- d

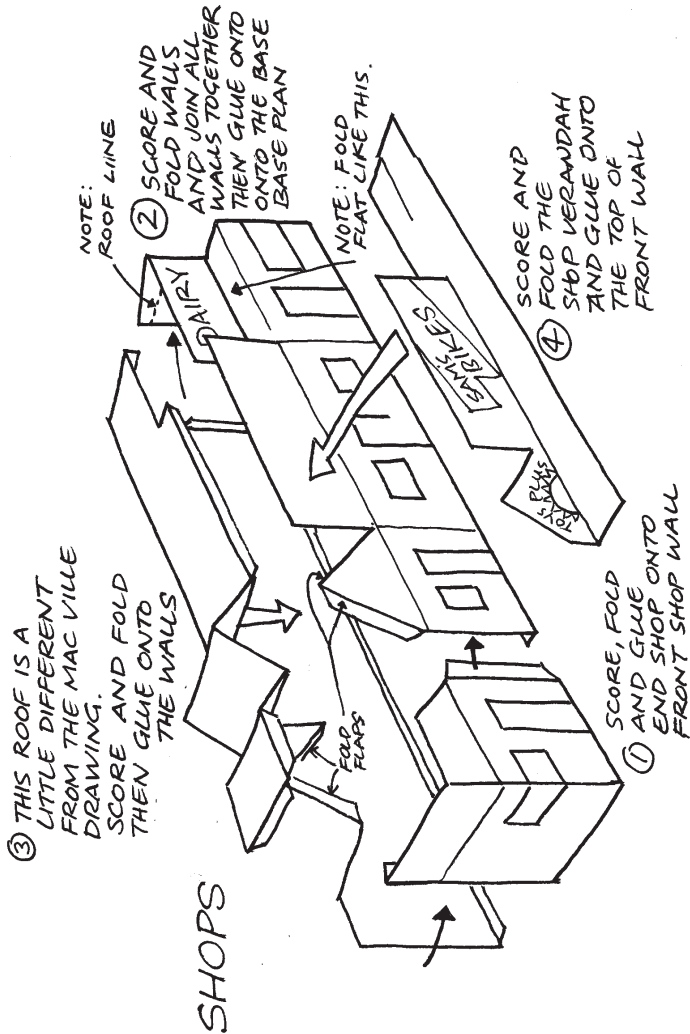
every time I use the road in order to be a good role model to others

Everything that you were taught from **Out and About** is important and can help to keep you safe on or near the roads. Which skills do you think you will use every day?

3

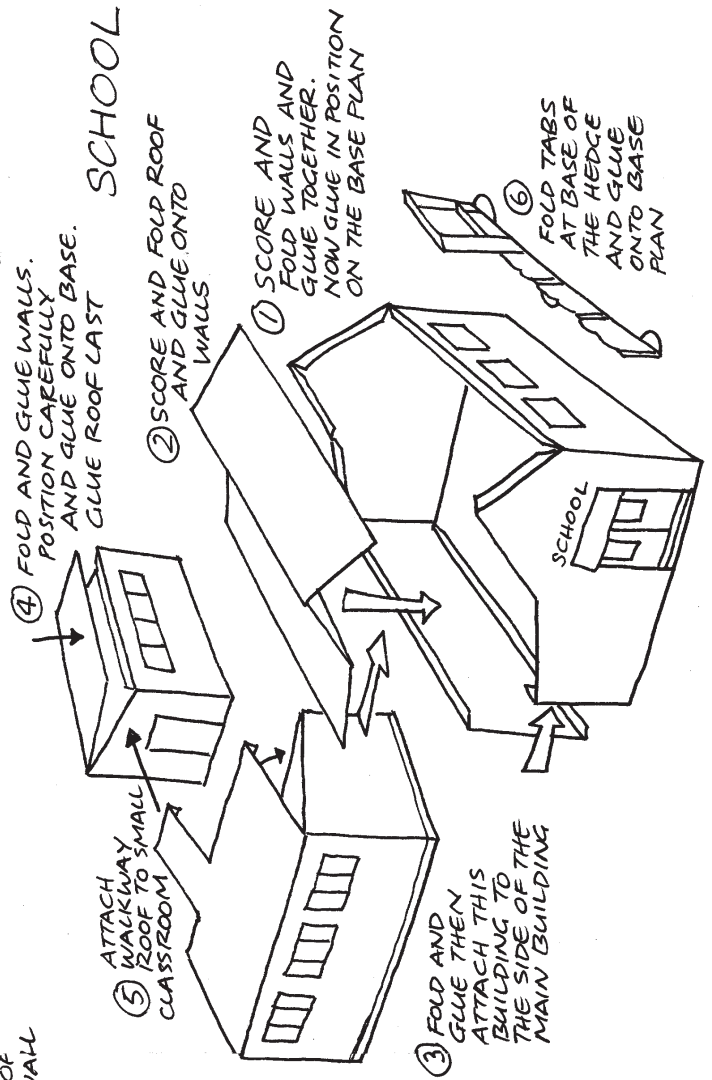
PHOTOCOPY THE PLANS OF THE BUILDINGS THEN STICK ONTO HEAVIER PAPER OR LIGHT CARD. THIS WILL MAKE THE BUILDINGS STRONGER.

WHEN ASSEMBLING THE BUILDINGS, REFER BACK TO THE MAIN DRAWING OF MAC VILLE ESPECIALLY WHEN ATTACHING THE ROOF TO THE WALLS OF THE LARGER BUILDINGS.



③ THIS ROOF IS A LITTLE DIFFERENT FROM THE MAC VILLE DRAWING. SCORE AND FOLD THEN GLUE ONTO THE WALLS

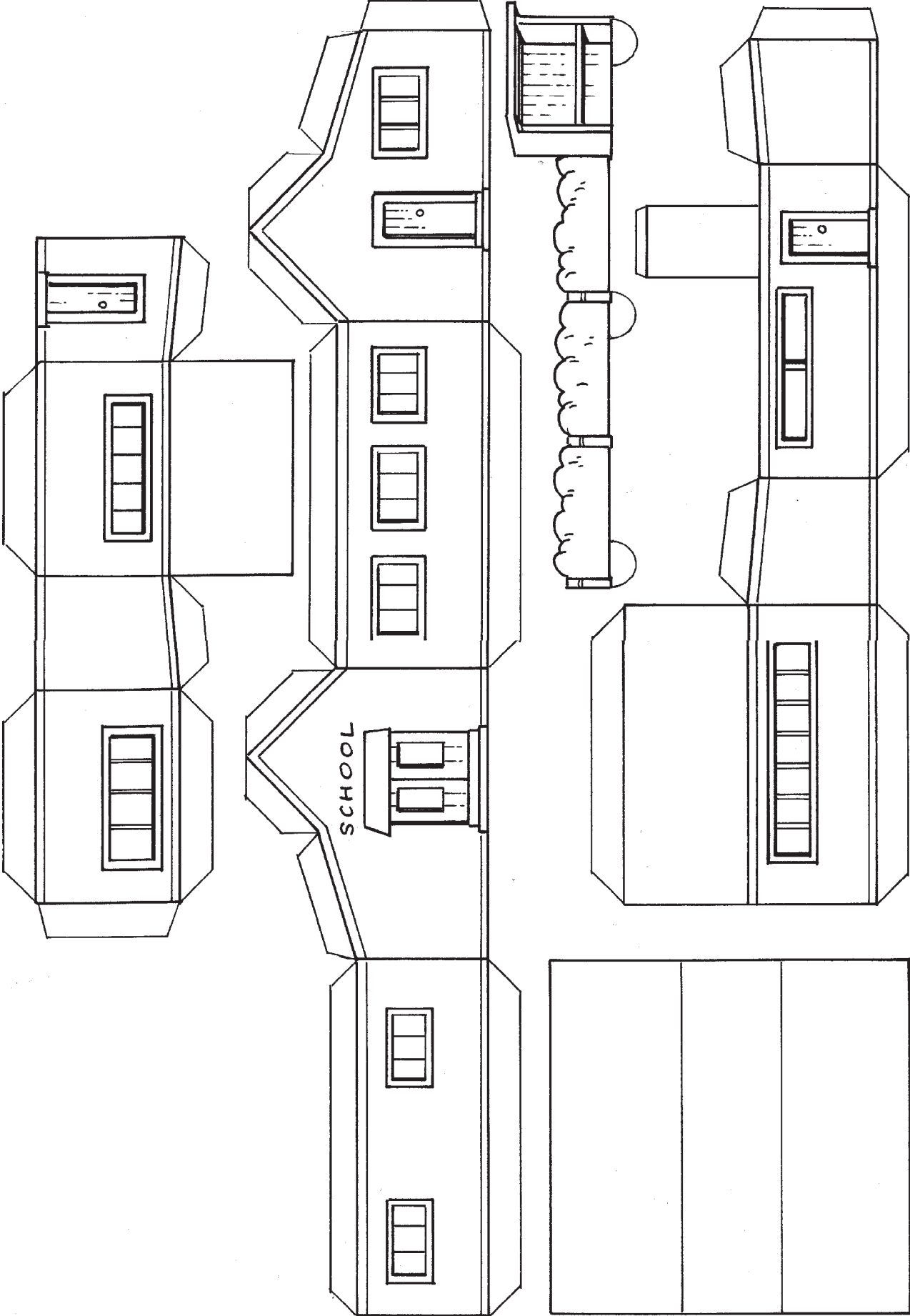
SHOPS



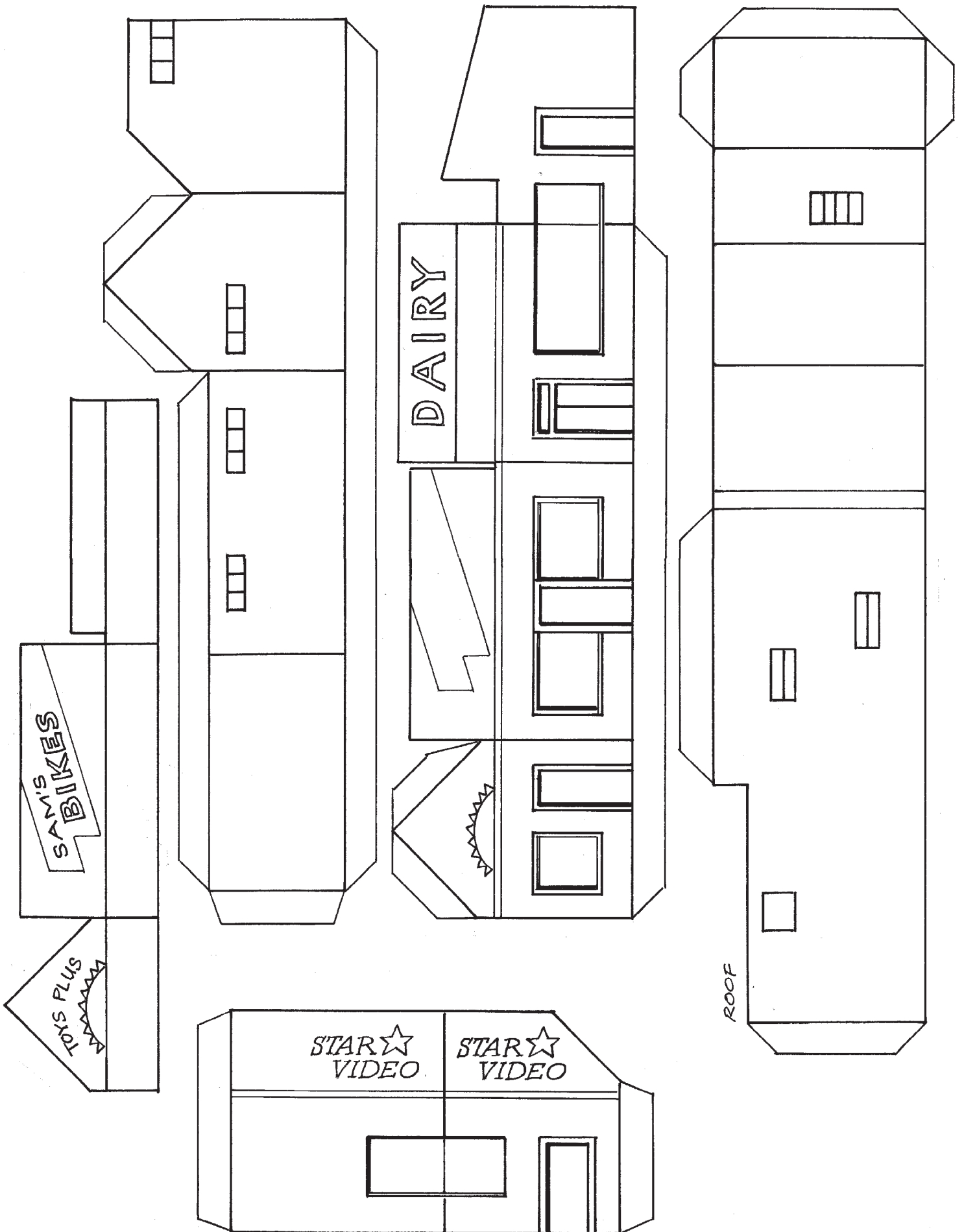
SCHOOL

TRY MAKING THE POLICE STATION AND THE TRAFFIC LIGHTS AND TRAFFIC SIGNS YOURSELF. LOOK AT THE MCDONALD'S SIGN AND BUILDING FOR IDEAS ON HOW TO DO THIS.

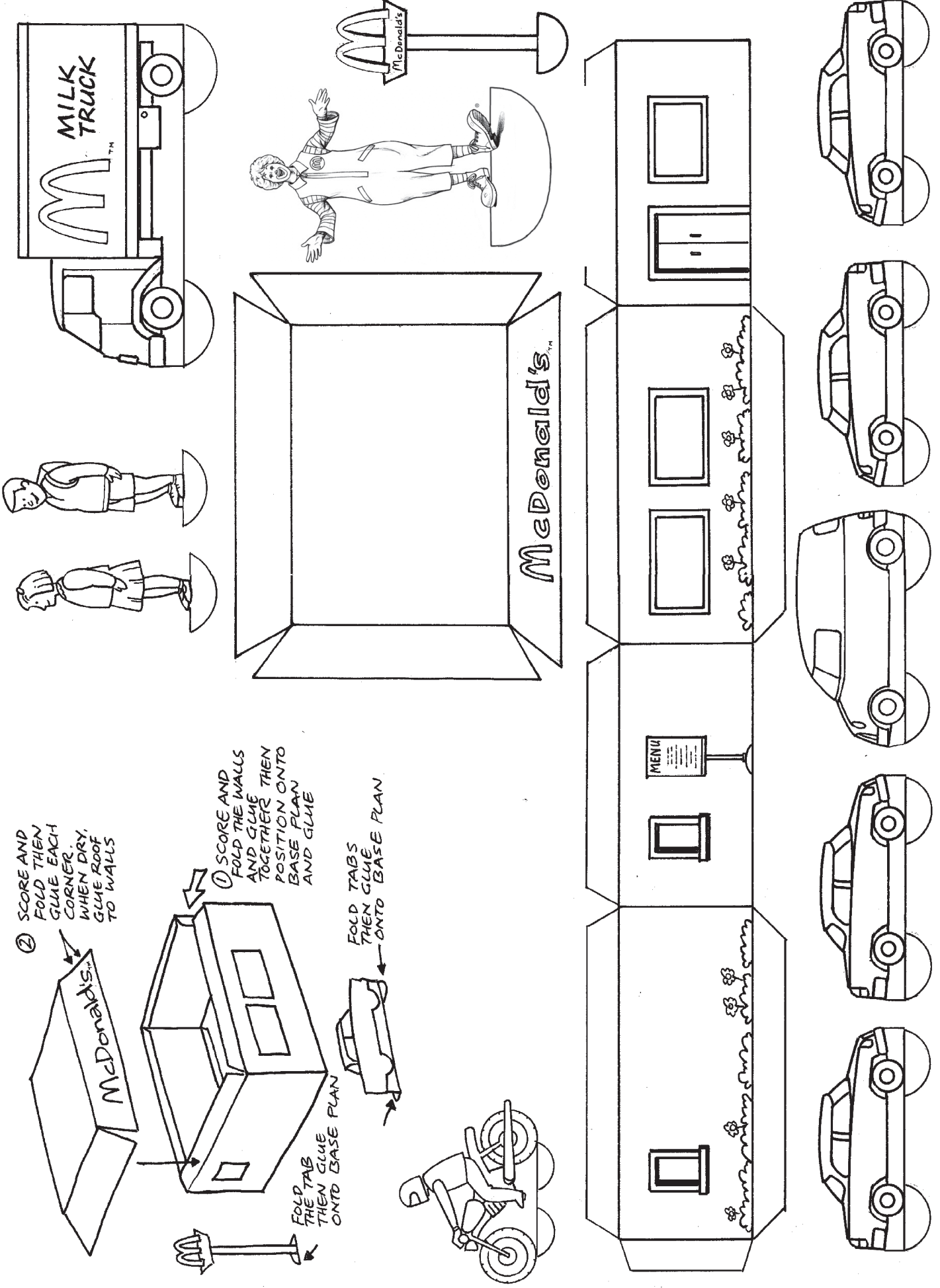
Templates



Templates



# Templates



② SCORE AND FOLD THEN FOLD EACH CORNER, WHEN DRY, GLUE ROOF TO WALLS

① SCORE AND FOLD THE WALLS AND GLUE TOGETHER THEN POSITION ONTO BASE PLAN AND GLUE

FOLD TAB THEN GLUE ONTO BASE PLAN

FOLD TABS THEN GLUE ONTO BASE PLAN

# Templates

