

## Look Up! Pedestrian Safety Module

### PDHPE Stage 5

Help us to help you!

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#### Objective:

In this learning module, students will investigate the influences on risk-taking and decision-making as pedestrians and evaluate strategies and actions that aim to enhance health, safety, wellbeing and physical activity levels and plan to promote this in their school and community.

This module contains five activities designed for students to work through autonomously, however activities can also be facilitated by the teacher in a classroom setting.

**Disclaimer:** Care has been taken in the selection of content for this module. However, road safety can be a sensitive topic for students who have experienced road trauma. You know your students. Prepare an appropriate trigger warning and provide information for students to seek help or support, if required.

#### Curriculum Links:

##### Stage 5 PDHPE

Healthy, Safe and Active Lifestyles

#### Outcomes:

**PD5-2** – researches and appraises the effectiveness of health information and support services available in the community

**PD5-9** – assesses and applies self-management skills to effectively manage complex situations

**PD5-10** – critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of contexts.

#### Content:

Key Inquiry Question: How can I plan and advocate for health, safety, wellbeing and participation in a lifetime of physical activity?

Students evaluate strategies and actions that aim to enhance health, safety, wellbeing and physical activity levels and plan to promote these in the school and community:

– identify major causal factors in road and traffic-related injuries and assess the strategies and actions to promote their own and others' health, safety and wellbeing S I

### **Introduction:**

Being a safe road user is not only about managing your behaviour inside a vehicle, but also how you behave as a pedestrian.

Everybody is a pedestrian at some point in their day, and pedestrians are one of the most vulnerable road users because they have no protection if they are involved in a crash.

To be a safe pedestrian you must be aware of your surroundings, so that you can monitor hazards and monitor yourself to ensure YOU don't become a hazard, on or around roads.

### **Activity 1 - PEDESTRIAN BEHAVIOURS T CHART:**

1. Using a t chart, group the following behaviours as either 'safe pedestrian behaviours' or 'risk-taking pedestrian behaviours'.
  - Using a zebra crossing to cross the road
  - Running to begin crossing the road when the red man is flashing
  - Stop, look, listen and think before crossing
  - Crossing between parked cars
  - Wearing dark clothes when walking at night
  - Playing football on the road when there are no cars
  - Waiting until the bus has pulled away before crossing the road
  - Walking along the on-road bicycle path
  - Holding a small child's hand when crossing the road
  - Walking on the shared footpath in the direction of the arrows
2. Think about your own behaviours as a pedestrian and write a one paragraph reflection about whether you behave safely or take risks on or around roads.

### **Activity 2 - SAFETY POSTER:**

1. Read about [pedestrian safety tips](#) from the Centre of Road Safety.
2. Using the information from the Centre of Road Safety and images from the internet, create a pedestrian safety poster to be displayed around your school. Include information and images that allows students to reflect on their safety behaviours. This poster can be created using a program or app of your choice, or as instructed by your teacher.
3. After reading the safety tips, read back your response in Activity 1 and write 1-2 additional sentences about your behaviour as a pedestrian and the behaviours you see in the community.

### Activity 3 - RESPONDING TO RESEARCH:

1. Visit NRMA to read about ['Smombies' on our streets: NRMA Pedestrian Report](#) and;
  - a) Watch the short video
  - b) Listen to the podcast
  - c) Download and read the NRMA report [Look up: keeping pedestrians safe](#)
2. Answer the following questions in response to the research:
  - a) Why has NRMA decided to conduct a report on pedestrian safety (comment on the statistics about pedestrian injuries and fatalities in Australia)?
  - b) What did the observational study discover (comment on the statistics about distracted walking conducted by NRMA)?
  - c) What are 'smombies' and why are they unsafe pedestrians?
  - d) Which groups of people are vulnerable pedestrians?
  - e) Explain NRMA's recommendations for helping to keep pedestrians safe on the roads?

### Activity 4 - BLOGGING ABOUT A PEDESTRIAN SAFETY CAMPAIGN:

1. Watch the video on YouTube [The Virtual Crash Billboard](#) to learn about a unique pedestrian safety campaign in France.
2. Write a blog about the video in which you:
  - a) Describe what the video is about
  - b) Identify the risk-taking pedestrian behaviours in the video
  - c) Explain the key message about pedestrian safety
  - d) Reflect on your personal reaction to the video (what did it make you think/feel) and consider how it may impact on your behaviours as a pedestrian in the future.

### Activity 5 – CREATE A CAMPAIGN OR PRODUCT FOR COMMUNICATING PEDESTRIAN SAFETY

- ❖ Present your campaign or product as a:
  - a) PowerPoint presentation
  - b) Website (Google Sites)
  - c) Video (iMovie)
  - d) Poster (Canva)
- ❖ The campaign should include:
  - a) facts and statistics about pedestrian safety in NSW
  - b) the range of factors that influence pedestrian risk-taking behaviours
  - c) the consequences of risk-taking behaviours in pedestrians
  - d) A proposal for a strategy that could be implemented to improve the knowledge, skills and attitudes of pedestrians.