

## Foundation, Levels 1 and 2

### MODULE 2:

### Stop, Look, Listen, Think

#### Activities

- ▶ Learning to Stop, Look, Listen, Think



#### Links to AusVELS

<b>Foundation Level</b>	<b>Health and Physical Education</b> Movement and physical activity  <b>Cross curriculum priority:</b> <i>Sustainability</i>
<b>Level 1</b>	<b>Health and Physical Education</b> Movement and physical activity  <b>Cross curriculum priority:</b> <i>Sustainability</i>
<b>Level 2</b>	<b>Health and Physical Education</b> Movement and physical activity  <b>Cross curriculum priority:</b> <i>Sustainability</i>

#### Key ideas

- ▶ The Stop, Look, Listen, Think procedure, when properly used, is the correct strategy for crossing roads.
- ▶ Choosing safe places to cross roads is essential.
- ▶ Pedestrians need to know where to STOP when in traffic.
- ▶ LOOKING all around is important, as vehicles can come from anywhere.
- ▶ LISTENING helps with the hearing and interpretation of instructions from adults and also identifies where traffic is coming from and the presence of reversing vehicles.
- ▶ After getting all relevant information, the pedestrian needs to THINK about whether it is safe to cross.

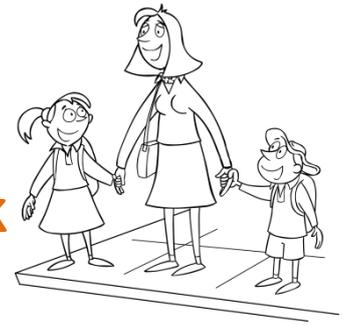
### *Students will be able to:*

- ▶ Understand that the Stop, Look, Listen, Think procedure will help them to be safer when crossing roads.
- ▶ Use their senses to gather information about traffic.
- ▶ Use visual clues to decide when a road is clear.
- ▶ Recognise issues related to their ability to be seen by other road users.
- ▶ Under supervision, apply the Stop, Look, Listen, Think procedure to a road crossing.
- ▶ Understand the importance of being with an adult when crossing roads.
- ▶ Understand that crossing railway tracks is like crossing roads and should only be done with an adult at marked crossings and when tracks are clear.

### *Vocabulary*

- ▶ Kerb
- ▶ Gutter
- ▶ Clear road
- ▶ Direction
- ▶ Left
- ▶ Right
- ▶ Behind
- ▶ Ahead
- ▶ Forward
- ▶ Backward
- ▶ Danger
- ▶ Intersection
- ▶ Pedestrian crossing
- ▶ Children's crossing
- ▶ Traffic signals
- ▶ Reverse

# ACTIVITY: Learning to Stop, Look, Listen, Think



## IN THE CLASSROOM

### Preparation

- The Stop, Look, Listen, Think procedure is explained in the *Kids On the Move Safe Walking Procedures*. This activity needs an area such as a basketball court where a course can be set up so that students can rehearse Stop, Look, Listen, Think.
- Make copies of *Module 2 - Classroom Activity 1: Crossing the road* for the class.
- Find an open area, such as a basketball court, where the class can practice stopping from a walk and a run, and looking in all directions.

### Explore the benefits of walking

Ask students about the benefits of walking. (e.g. good for the environment, helps to keep you healthy, it is enjoyable, lets you keep in touch with people in your neighbourhood more easily than travel by car).

### Build an understanding that crossing roads is dangerous and there are many different tasks associated with crossing a road.

Make sure you include the idea that they must choose the safest place to cross, even if it means walking a little further and that it should be done under supervision.

Explain to students that pedestrians need to Stop, Look, Listen, Think before they cross the road.

Have students use the *Module 2 - Classroom Activity 1: Crossing the road* to illustrate and reinforce what they must remember when crossing a road.

Share and discuss the drawings.

### Discuss why and where pedestrians need to STOP before crossing a road.

Ask:

- Why do you need to stop before crossing a road?
- Where do pedestrians need to stop? (e.g. at the kerb, at the edge of the footpath, on the shoulder of the road, on a pedestrian refuge, on the median strip, at the side of a vehicle in a carpark, where there are driveways/laneways)
- What could happen if they didn't stop?
- How do you know if it is a good or bad place to stop? (e.g. is it between parked cars? Is there a clear view of traffic in every direction?)

## MODULE 2: Stop, Look, Listen, Think



### **Take the class to an open area where they can rehearse STOPPING.**

Have the class walk in single file around the outside of a basketball court or similar sized area, keeping about half a metre from the person in front. On command from you they are to stop. Note that the command could be either a spoken word, the display of a stop sign or any other pre-determined cue.

Increase the pace to a jog, and again on command they are to stop. Have the class run fast in single file. Command them to stop.

Call the class together and ask:

- Was it easier to stop when you were going fast or slow? Why? (e.g. when going slow they could hear the instructions more easily, had more control and had more time to stop)
- Imagine you were running near the road and you needed to come to a stop. What may happen if you couldn't stop exactly where you needed to and in time?
- When walking or moving slowly, you can stop in a very short distance. Is this the same for drivers of cars, trucks, trains and buses?

Invite students to share their experiences and opinions. You could also ask them about their experiences with riding a bike or scooter. Explain that it takes a long time for vehicles to come to a stop, especially when it is wet.

### **Discuss the importance of LOOKING in all directions for traffic before crossing.**

Invite the class to contribute to a list of all the different types of road users and vehicles that a pedestrian needs to look out for. Ask:

- What do pedestrians need to look for? (other road users such as: cars, trucks, bicycles, motorcycles, buses, other pedestrians)
- Where do pedestrians need to look? (all around)
- Why do they need to look in every direction?
- So what could happen if you only looked once, or only in one direction?

### **Take the class to an open area where they can rehearse LOOKING before crossing.**

In an open space, simulate a road environment. Have some students at the 'roadside' and others spread out in different directions and moving as 'vehicles'.

Ask the students at the roadside:

- Can you see everyone if you look straight ahead?
- What do you need to do? (make sure you move your head and not just your eyes)
- Who or what can you see if you look around in all directions?

Explain to the students that looking around in all directions is called scanning, and they need to scan all the time they are near or on the roads for any vehicles.

### **Discuss the need to LISTEN.**

Talk about the words 'listen' and 'hear'.

### Rehearse LISTENING for traffic sounds.

Ask the children to close their eyes. Have them listen for a one-minute period and ask them to tell you what different sounds they heard. Ask:

- Which direction did each sound come from?

Alternatively, group the children in the centre of the classroom and ask them to close their eyes. Move around the room silently and then make a sound. With their eyes still closed, have the children point in the direction that the sound is coming from. Continuously practise this skill to increase students' ability to recognise sounds and the directions from which they come.

Ask:

- What sounds can you hear when you are outside? (e.g. traffic sounds, engines, bells, sirens, whistles, beeps, screeching, music, ticking pedestrian crossings)
- What do pedestrians need to listen for? (e.g. instructions or orders from older people, permission from crossing supervisors, vehicle sounds, whistles)
- What makes it difficult to listen for traffic sounds?

### Discuss what pedestrians need to THINK about once they have stopped, looked and listened.

Key things to think about are:

- Is it safe to cross?
- Can I get all that way in time?
- Is there somewhere to wait if I have to stop half way?
- Is the road clear in every direction?
- What does a clear road look like?
- Where else could traffic come from?
- Can the drivers and other people see me?
- Is there a better place for me to cross the road?
- Is anything coming towards me that I need to worry about?
- How far away are approaching vehicles?
- How fast can I walk?

### Discuss what they need to do at a road crossing.

Ask:

- Where should you STOP and wait before crossing?
- Where should vehicles stop and wait?
- What signals does the children's crossing supervisor use?

Point out the importance of still using the Stop, Look, Listen, Think procedure.

## EXPLORING THE LOCAL AREA

### Preparation

- Mark out a 'road' and a 'footpath' in a large open space in the school ground to actual size with chalk, masking tape or long ropes.
- Arrange for the school crossing supervisor to either remain behind from the morning service or arrive early for the afternoon service. Ensure that all excursion protocols are followed as you will be rehearsing using the children's crossing.

**Take the class to an open area with a 'road' and 'footpath' marked out, and model the Stop, Look, Listen, Think procedure.**

Say out loud what you are doing. For example: "I have stopped at the kerb. Now I am looking in every direction – even behind – to see if any traffic is coming. Here comes a car, so I will wait until it goes past. Then I will look again..."

**Rehearse and critique the Stop, Look, Listen, Think procedure.**

In small groups of 3 or 4, have students take it in turn to guide and critique each other in using the Stop, Look, Listen, Think procedure.

Make sure the comments focus on what the child is doing correctly or well. Offer suggestions on what could be done better. Do not just focus on the negative.

Take the class out to the children's crossing and, with the school crossing supervisor, rehearse the process for using the crossing. Reinforce the importance of still using the Stop, Look, Listen, Think procedure.

## BACK IN THE CLASSROOM

### Preparation

- Arrange for enough poster size paper for each student.

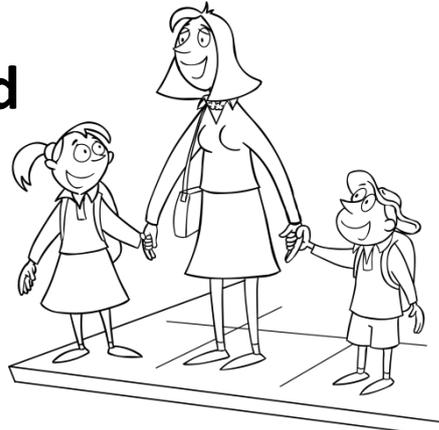
**Reinforce the Stop, Look, Listen, Think procedure by having the class draw, write and read about it.**

Have the class make Stop, Look, Listen, Think posters and display them around the school.

Have the students write and illustrate stories that explain how their senses are used to keep them safe in the road environment. These senses include sight, smell, touch and hearing.

**1**  
CLASSROOM  
ACTIVITY

# Crossing the road



Sheet 1 of 1

Name: .....

Draw and write about what you do when you cross the road.

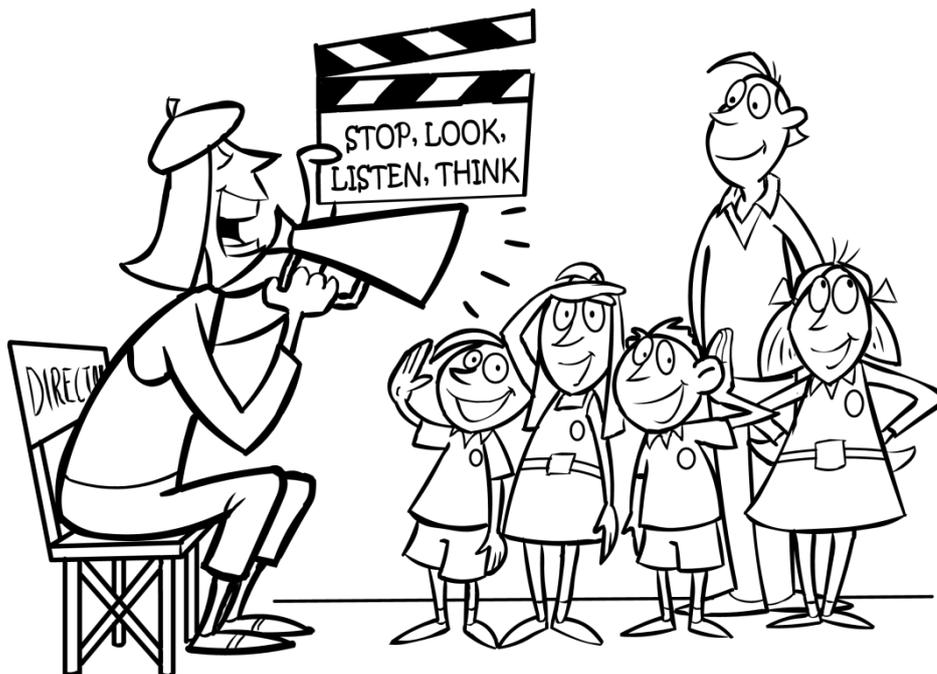
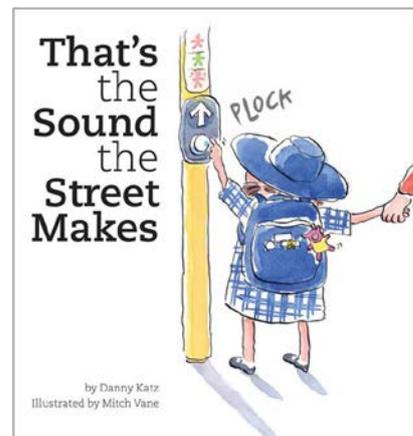
<p><b>I STOP at</b></p> 
<p><b>I LOOK for</b></p> 
<p><b>I LISTEN for</b></p> 
<p><b>I THINK about</b></p> 
<p><b>I WALK when</b></p> 

## ENRICHMENT ACTIVITIES

### Activity: Learning to Stop, Look, Listen, Think

- Use the school newsletter to remind parents/carers of the importance of modelling use of the Stop, Look, Listen, Think procedure. The Stop, Look, Listen, Think procedure is explained in the *Kids On The Move Safe Walking Procedures*.
- Practise the Stop, Look, Listen, Think procedure in the actual road environment. With the assistance of adult helpers, take the class on a short walk around the local area. Practise the Stop, Look, Listen, Think procedure at every opportunity. Before the children cross the road, make sure they have chosen a safe place and get them to explain why they have chosen it.
- Read *That's the Sound the Street Makes* written by Danny Katz and illustrated by Mitch Vane. The story follows the story of Ella on her journey to school with her sniffing Dad as she reminds him how to be a responsible and safe pedestrian. The book is also available as a free to download interactive and engaging app which is suitable for iPads, iPhones, android tablets and android mobile devices.

[www.vicroads.vic.gov.au/Home/SafetyAndRules/RoadSafetyEducation/NewRoadSafetyEducationInitiatives/StorybooksAndApps.htm](http://www.vicroads.vic.gov.au/Home/SafetyAndRules/RoadSafetyEducation/NewRoadSafetyEducationInitiatives/StorybooksAndApps.htm)





# ROAD SIGN SPOTTO

Name: .....

Tick the box when you find each sign and write the date you found it.



Date spotted:



Date spotted:



Date spotted:



Date spotted:



Date spotted:



Date spotted:



Date spotted:



Date spotted:



Date spotted:



Date spotted:



Date spotted:



Date spotted:



Date spotted:



Date spotted:



Date spotted:



Date spotted:

## LIST OF KEY ROAD SAFETY TERMS

**Casualty** – fatality or serious injury resulting from a road crash

**Children’s crossing** – a crossing near a school that is active only when the flags are displayed

**Crash** – a violent collision causing harm or damage

**Distraction** – something that reduces concentration and attention

**Fatality** – a death as a result of a crash

**Footpath** – a narrow path for a person on foot

**Force** – the acceleration of a body in the direction of its application

**Friction** – the force generated between two surfaces when they rub or move over each other

**Greenhouse gases** - any of the atmospheric gases that contribute to the greenhouse effect

**Hazard** – something in the traffic or road environment that could cause risk or harm

**Intersection** – a place where two or more roads meet

**Kerb** – raised concrete lip at the edge of the roadway

**Mid-block** – the section of road between two intersections

**Pedestrian** – a person travelling on foot

**Pedestrian crossing** – a designated point in the road where there is a means to assist walkers to cross, such as traffic signals or warning signs

**Public transport** – trains, trams or buses, including school buses

**Restraints** – seatbelts and similar devices designed to keep people from being thrown around in a vehicle during a crash or when braking suddenly

**Road** – a public way for road users

**Road markings** – lines and markings on the road to guide traffic and road users

**Road trauma** – the serious injury or shock to the body as a result of a collision or crash

**Safety door** – the left side (kerbside) rear door of a car

**Serious injury** – an injury that requires a person to be taken to hospital

**Shared pathway** – a path where people travelling by different modes can travel together, such as pedestrians and cyclists

**Speed** – the distance travelled divided by the time it takes

**Stop, Look, Listen, Think** – a systematic procedure designed for pedestrians to use when crossing roads and railway lines

**Stopping distance** – the total distance that a vehicle travels to come to a stop once the driver realises that the vehicle has to stop

**Travel mode** – different ways of travelling, e.g. walking, riding, driving, public transport

**Traffic signals/signs** – a light, sign or other signal used to control or manage traffic or to provide information to road users

**Verge** – the extreme edge of the road

**Vehicle** – a device for transporting persons or things, such as a car, train, tram, bus, motorcycle or bicycle.

**Zebra crossing** – a pedestrian crossing with painted thick white lines on the road, usually with ‘walking legs’ signs and sometimes amber flashing lights.

## USEFUL WEBSITES

Road Safety Education Victoria - [www.roadsafetyeducation.vic.gov.au](http://www.roadsafetyeducation.vic.gov.au)

Road Safety Victoria - [www.roadsafety.vic.gov.au](http://www.roadsafety.vic.gov.au)

Transport Accident Commission (TAC) - [www.tac.vic.gov.au](http://www.tac.vic.gov.au)

VicRoads - [www.vicroads.vic.gov.au](http://www.vicroads.vic.gov.au)

Victoria Police - [www.police.vic.gov.au](http://www.police.vic.gov.au)

DEECD - [www.education.vic.gov.au/school/teachers/health/Pages/trafficsafety.aspx](http://www.education.vic.gov.au/school/teachers/health/Pages/trafficsafety.aspx)

RACV - [www.racv.com.au](http://www.racv.com.au)

Public Transport Victoria - [www.ptv.vic.gov.au/about-ptv/education](http://www.ptv.vic.gov.au/about-ptv/education)

Kidsafe - [www.kidsafe.com.au](http://www.kidsafe.com.au)

Australian Department of Infrastructure and Regional Development - [www.infrastructure.gov.au](http://www.infrastructure.gov.au)

