

MODULE 2: Pedestrians



EDUCATOR RESOURCE



Students explore the challenges faced by pedestrians on Australian roads. They learn how to minimise distractions with strategies such as listening for danger. In the user interactives, students experience how difficult it is to stay focused while distracted, especially by loud music and mobile phones. At the end of this module, students will have a better understanding about how to be a more responsible pedestrian and help minimise road incidents on our roads.

MODULE OUTCOMES:

At the end of this module, it is intended that students will be able to:

- make better choices about crossing roads
- explain how distractions impair cognitive ability
- recognise being a pedestrian comes with personal responsibility

GUIDED DISCUSSION QUESTIONS:

- Where are the safest places to cross the road? Do you cross at the safest place? Why/Why not? What can you do differently next time to ensure that you do?
- Are there any problems pedestrians cause drivers or other road users? How can we make sure we do not become a risk to other road users, even as a pedestrian?
- What does it mean if we say “distractions impair our cognitive ability”?

LEARNING ACTIVITY:

Propose a travel plan (individually or in groups) for a local pedestrian route (to and from school, shops or sports fields). Ask students to create a map (digitally or hand drawn) to display their chosen route. Mark the travel directions and highlight any safety features or areas of risk, such as a pedestrian crossing or lack thereof. Optional Part B: Ask students to present their travel proposals in small groups or as a class and evaluate the effectiveness of the plans.

Use the worksheet to help with planning and evaluate any influences on making safe choices about using the road as a pedestrian. Close the activity by emphasising the impact it has on peers if we make the safest route our first choice. Acknowledge how this eliminates peer pressure and sets a good example for others.

AUSTRALIAN CURRICULUM LINKS:

Year 9 Content Description
Learning Area: Health and Physical Education
Strand: Personal, Social and Community Health
Sub-strand: Being healthy, safe and active

Learning Intention: plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk (AC9HP10P08)

Year 9 Content Description
Learning Area: Geography
Strand: Skills
Sub-strand: Communicating

Learning Intention: create descriptions, explanations and responses, using geographical knowledge and geographical tools as appropriate, and concepts and terms that incorporate and acknowledge research findings (AC9HG9S06)

Year 9 Content Description
Learning Area: English
Strand: Literacy
Sub-strand: Creating texts

Learning Intention: plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas, and selecting text structures, language features, literary devices and multimodal features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical (AC9E9LY06)