

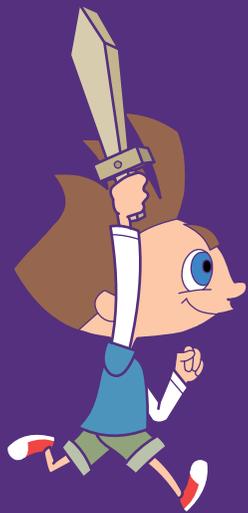


# On the ROAD of dragons



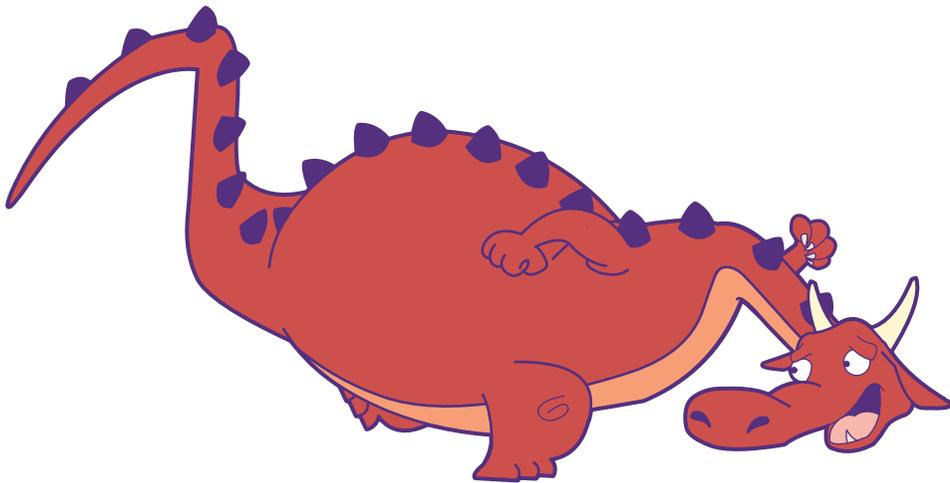
Pedestrian and  
School Bus Safety

TEACHING GUIDE (DVD included)



# On the ROAD of dragons

TEACHING GUIDE  
Pedestrian and School Bus Safety



**Project manager**

Diane Godbout

**Production manager**

Nathalie Cazeau

**Road safety advisor**

Jacqueline Laliberté

**Other creative contributors:****Screenplay creation and animation production**

Équipe Frima Studio inc.

**Teaching guide creation**

Le groupe Maddie

**Teaching guide production**

Côtéfleuve.inc

**Translator**

Donya Gulak

**For copies of this publication, contact the SAAQ  
at the following address:**

Société de l'assurance automobile du Québec

Direction des communications

Case postale 19600

333, boul. Jean-Lesage, O-M-51

Québec (Québec) G1K 8J6

Site Web: [www.saaq.gouv.qc.ca](http://www.saaq.gouv.qc.ca)

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Société de l'assurance automobile du Québec

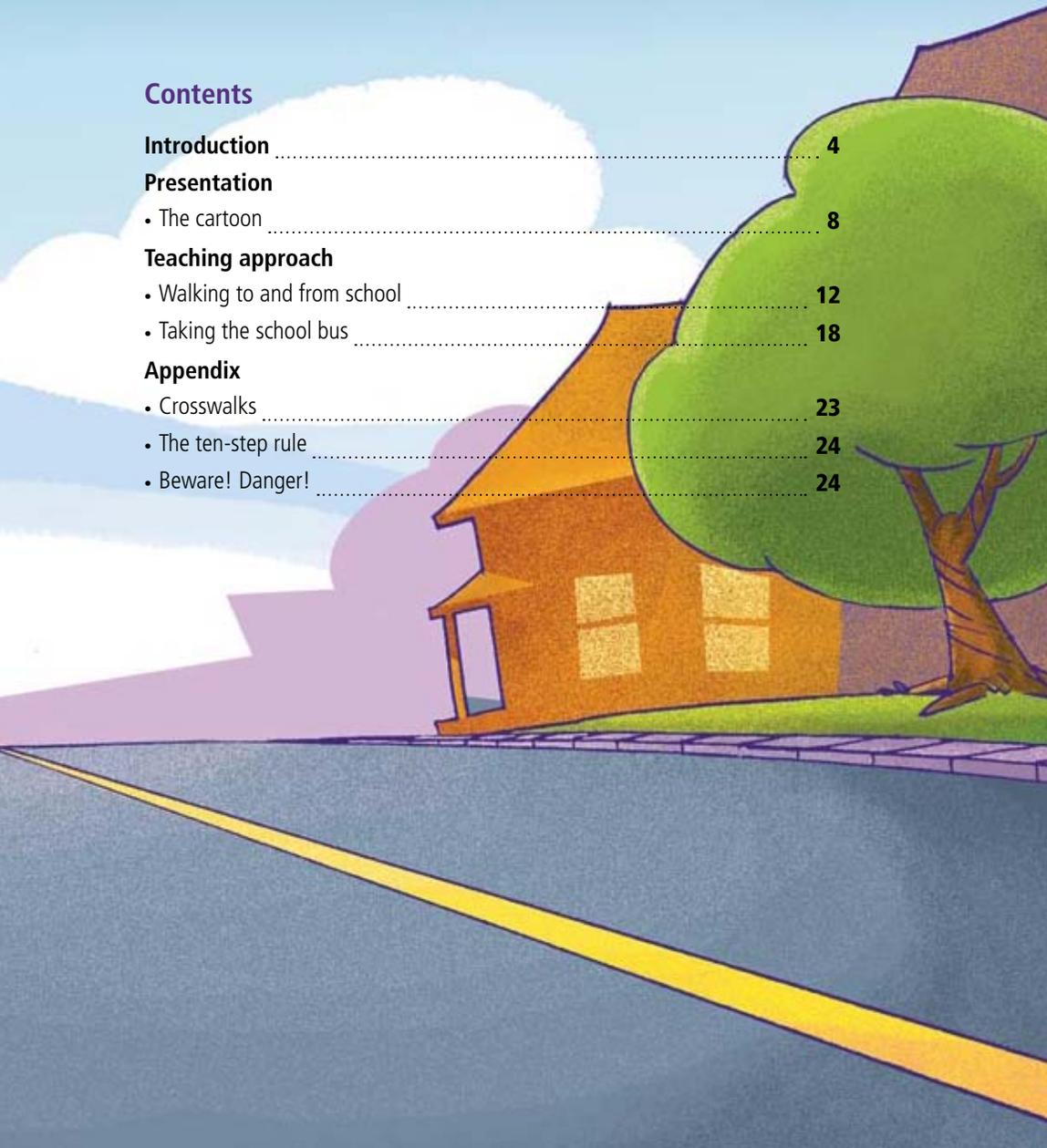
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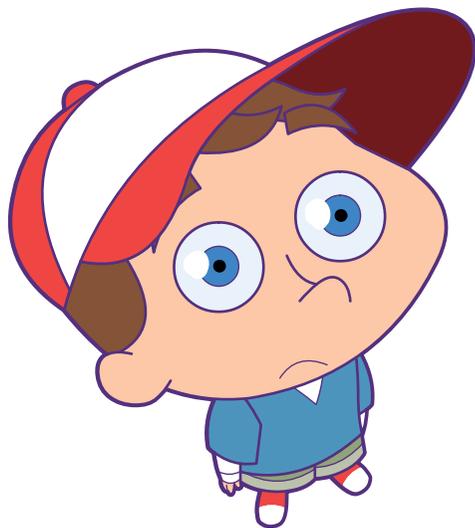
## Contents

<b>Introduction</b> .....	<b>4</b>
<b>Presentation</b>	
• The cartoon .....	<b>8</b>
<b>Teaching approach</b>	
• Walking to and from school .....	<b>12</b>
• Taking the school bus .....	<b>18</b>
<b>Appendix</b>	
• Crosswalks .....	<b>23</b>
• The ten-step rule .....	<b>24</b>
• Beware! Danger! .....	<b>24</b>



# Children and Traffic

Many young schoolchildren walk to and from school. Many get a ride with their parents. The increase in traffic in school zones right before and after school decreases children's safety. On the street, children are still children. They tend to forget risk and its consequences. They are vulnerable.





## Why are children at greater risk in traffic than other road users?

1. They are small, and often they can't see past parked cars.
2. Their senses of sight and hearing are not completely developed until around the age of 9 or 10.
3. They cannot judge the speed of vehicles coming toward them.
4. They are not as agile as they think they are.
5. They are impatient, especially when crossing the street.
6. Danger and risk are still abstract ideas for them.
7. They may take risks without weighing the consequences.
8. They have no experience driving a vehicle, so they are not used to dealing with traffic.
9. They are used to being monitored by adults, and leaving the responsibility for their safety in adult hands.
10. They have trouble understanding complex situations and cannot concentrate on more than one thing at a time.
11. They often confuse imagination and reality.

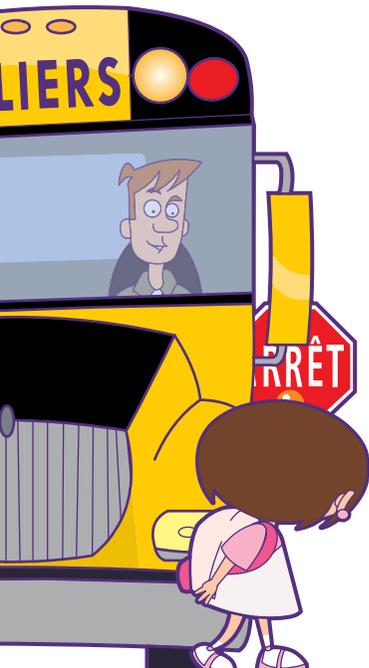
For all these reasons, children are often victims of traffic accidents. Many of these accidents occur when they are walking around and to and from school.

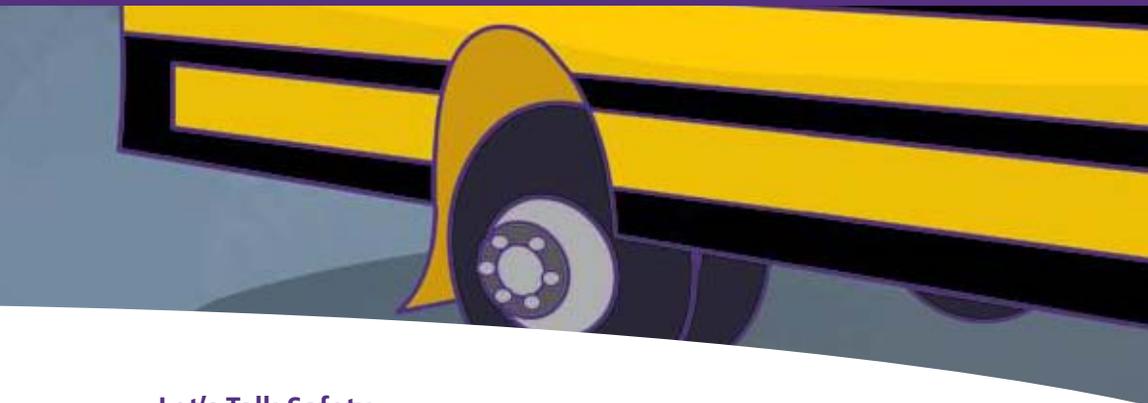
# Children and School Buses

Even though school buses are safe, school transportation is still at risk of traffic accidents. Every day, 10,000 school buses carry more than 575,000 school children and drive more than a million kilometres.

Travelling by school bus entails risk. However, the greatest dangers are outside the school bus. Once they are no longer on board the vehicle, children become pedestrians again. Negligence and absent-mindedness can be fatal.

Statistics show that most accidents or deaths linked to school transportation happen when children are crossing the street, getting on the bus or getting off the bus.





## Let's Talk Safety

When they are walking or taking the school bus, children are road users and face the same dangers as adults, so they should know the proper safety precautions to use.

The beginning of the school year is a good time to remind kids of the safety rules that they should follow. The greatest challenge adults have is making children understand that the street is not a place to play and that absent-mindedness can have serious consequences.

If we want children to take responsibility for their own safety, it is of the utmost importance to speak to them using words that they understand, but also in clear enough terms that make them aware of danger.

# The cartoon

The Société de l'assurance automobile du Québec (SAAQ) has produced a cartoon entitled "On the Road of Dragons", which targets mainly children aged 5 to 8, that is, kids in kindergarten and elementary cycle one.

This instructional tool is sixteen minutes long with six breaks of one minute each and is designed to make young schoolchildren aware of the importance of practising safe behaviour when they are walking or taking the school bus.





### The learning objectives are as follows:

- recognize risks associated with walking and taking the school bus;
- develop a safe attitude toward dangers that kids may encounter when walking or taking the school bus;
- practise proper behaviour when walking or taking the school bus.



## The Screenplay

The screenplay of “On the Road of Dragons” is divided into two parts:

- part one – pedestrian safety;
- part two – school bus safety.

The various concepts are presented by a host who is a bit overwhelmed by the skill shown by Jeremy and Julie, the two kids with him.

In the first part, Jeremy, a 7-year-old boy, accompanies the host and puts safe pedestrian behaviour into practice. Then Julie, a girl of the same age, takes her turn with the host to guide us through school transportation.

The dragon in the cartoon symbolizes the dangers that children face when they are going to and from school. During the film, there are pauses of one minute each (a stopwatch appears on screen) to give children time to discuss the content presented.

**On the next page is a summary of the different scenes and their content:**



## WALKING

1

### Scene 1 - **The rule of three**

Content: Three basic principles of pedestrian safety:

- look drivers in the eye;
- keep your eyes peeled;
- move forward only when you've taken all the proper precautions.

2

### Scene 2 - **"Dragons" are still with us**

Content: Know how to recognize danger when walking.

3

### Scene 3 - **Small and fragile**

Content: Kids' vulnerability because of their small size.

4

### Scene 4 - **Sidewalk or no sidewalk?**

Content: Where to walk when there is no sidewalk.

5

### Scene 5 - **Traffic lights are not a game**

Content: What the colours of the traffic lights mean.

6

### Scene 6 - **Signals designed specifically for them**

Content: What pedestrian signal lights mean.

7

### Scene 7 - **No lights? No need to panic!**

Content: How and where to cross at an intersection where there are no traffic lights.

## TAKING THE SCHOOL BUS

8

### Scene 8 - **Bus is coming!**

Content: What to do when the bus arrives and it's time to get on.

9

### Scene 9 - **Good as gold...**

Content: Rules to follow during a bus trip.

10

### Scenes 10, 11 and 12 - **Stop! Everyone off!**

Content:

- How to get off the bus;
- The danger zone around the bus.



The teaching strategies suggested below work best if you watch the cartoon to become familiar with the content before showing it to the children.

# Walking to and from school

1. Tell the children about the behaviours they should adopt when they are walking.
2. Watch the entire first part of the cartoon, which deals with pedestrian safety.
3. Watch it again, sequence by sequence, and let the children talk amongst themselves when the stopwatch appears on the screen. We suggest turning down the volume and letting the stopwatch run. When the minute on the watch is almost up, press PAUSE and wait until the discussion is finished before starting the cartoon again. Tell them about safe behaviours that are appropriate to each situation presented in the various scenes, and if need be, correct their answers.
4. **Emphasize the behaviours indicated in bold in the table on the next page:**

## CONTENT OF DISCUSSIONS

### **"Dragons" are still with us**

Ask children:

- to name the dangers that they face when they are walking;
- if they know what carelessness is;
- if they are careless when they are walking to and from school;
- if they know the consequences of carelessness.

#### **Discussion**



## RECOMMENDATIONS AND IDEAS TO INSTILL IN THE CHILDREN

### **Teach children to spot dangers and recognize the difference between dangers and carelessness.**

Examples of dangers (things they have to watch out for):

1. not paying attention;
2. drivers who are inattentive or going too fast;
3. vehicles pulling out of driveways;
4. vehicles parked on the street;
5. lack of visibility (dark clothing, bad weather, obstacles that block their view, etc.).

Examples of carelessness (behaviours that they should avoid):

1. crossing the street without checking for vehicles;
2. running when crossing the street;
3. crossing from between two parked cars;
4. jaywalking.

Examples of possible consequences:

1. serious injuries;
2. handicaps;
3. death.

### **Sidewalk or no sidewalk**

Ask children what they do when there is no sidewalk.

#### **Discussion**



### **Emphasize the fact that they should walk on the side of the road, against the flow of traffic, so that they can see the vehicles coming towards them.**

**CONTENT OF DISCUSSIONS**

**Traffic lights are not a game**

Ask the children if they know:

- what traffic lights are;
- what the different colours of the traffic lights mean.

**Discussion**



**RECOMMENDATIONS AND IDEAS TO INSTILL IN THE CHILDREN**

1. Red light: do not cross;
2. Yellow light: wait, or continue crossing quickly – but not running - if you are already on the road;
3. Green light: **look left, then right, then left again and then glance over the shoulder;**
4. Cross in a straight line, without running, on the crosswalk (inside the lines).

**Signals designed specifically for them**

Ask children if they know:

- what a pedestrian signal is;
- how to cross the street when there are pedestrian signals.

Watch the cartoon to see what to do when there are the following signals:

1. white silhouette;
2. flashing white silhouette;
3. orange hand.

**No lights? No need to panic!**

Ask children if they know:

- what an intersection is;
- what a crosswalk is;
- what a stop sign is.

**Discussion**



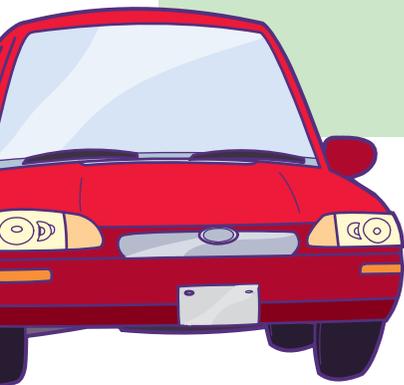
Have the children practice the seven steps for crossing the road safely.

**To cross at an intersection where there are no traffic lights, they should:**

1. **find an intersection where there is a crossing guard or stop signs;**
2. **go to the crosswalk;**
3. **move to the edge of the sidewalk and listen to the sound of the traffic;**
4. **wait until there are either no cars or the cars have come to a complete stop;**
5. **make sure the drivers see them before crossing the street;**
6. **look left, then right, then left again and glance over your shoulder before crossing the street;**
7. **cross the street without running.**

5. Watch the cartoon again, pausing on images where signs and signals appear. Review the meaning of these elements and ask the children about the safe behaviours that go with each sign or signal.
6. End by asking the children the following questions:

QUESTIONS	ANSWERS
<p>1. What are the safety rules for walking?</p>	<p><b>A.</b> Look carefully before crossing.  <b>Look left, then right, then left again, and glance over your shoulder before crossing the street;</b></p> <p><b>B.</b> Keep your eyes peeled;</p> <p><b>C.</b> Move forward only once you have taken the proper precautions;</p> <p><b>D.</b> Wear light-coloured clothing so that you can be seen.</p>
<p>2. What are the dangers when walking?</p>	<p>Possible answers:</p> <p><b>A.</b> absent-mindedness;</p> <p><b>B.</b> drivers who are inattentive or going too fast;</p> <p><b>C.</b> vehicles coming out of driveways;</p> <p><b>D.</b> vehicles parked on the street;</p> <p><b>E.</b> lack of visibility (dark clothing, bad weather, obstacles blocking the view, etc.).</p>



QUESTIONS	ANSWERS
<p><b>3. Give examples of carelessness when walking along the street.</b></p>	<p><b>A.</b> Crossing the street without checking for vehicles;  <b>B.</b> Running when crossing the street;  <b>C.</b> Crossing from between two parked cars;  <b>D.</b> Jaywalking.</p>
<p><b>4. Why are children fragile on the street?</b></p>	<p>Children are fragile because of their small size.</p>
<p><b>5. Why is it important to be on time when leaving for school?</b></p>	<p>When you're on time, you're relaxed, you don't run, and you make fewer mistakes through carelessness.</p>
<p><b>6. Where should you walk?</b></p>	<p>Walk on the sidewalk, or if there is none, walk on the side of the road, against the flow of traffic, so that you can see the oncoming vehicles.</p>
<p><b>7. Where should we cross the street?</b></p>	<p>At intersections where there:  <b>A.</b> is a crossing guard;  <b>B.</b> are stop signs;  <b>C.</b> are traffic lights (with or without pedestrian signals).                      At pedestrian crosswalks (<b>yellow lines between two street corners.</b> See the illustration in the appendix.)</p>

## Supplemental Activities

Children can also learn safe behaviour through observation, explanation and practice (mimicry). It's important to teach children to watch out for themselves in traffic.

### Do the following activities with the children:

1. Ask them to measure their classmates with a tape measure. Then get them to stand near a parked car so that they can see that they are no match for a moving car. Explain that they are fragile and vulnerable because of their small size and the fact that motorists have difficulty seeing them. Just because they see the driver, that doesn't mean the driver sees them.
2. Take the children around the school and point out the various traffic signs and signals that you find on your route. Ask them what the various signs and signals mean.
3. With the help of a police officer, have them practise the proper way of crossing the street at various intersections and crosswalks.
4. Practice the following instructions until it becomes a reflex for the children: **look left, then right, then left again and glance over the shoulder before crossing the street.**



# Taking the school bus

An illustration at the top of the page shows a green bush in the foreground and the rear of a yellow school bus with a blue door on the right side. The background is a light green field.

1. Tell the children about the behaviours they should adopt when they are taking the school bus.
2. Watch the entire second part of the cartoon, which deals with taking the school bus.
3. Watch it again, sequence by sequence, and let the children talk amongst themselves when the stopwatch appears on the screen. We suggest turning down the volume and letting the stopwatch run. When the minute on the watch is almost up, press PAUSE and wait until the discussion is finished before starting the cartoon again. Tell them about safe behaviours that are appropriate to each situation presented in the various scenes, and if need be, correct their answers.
4. **Emphasize the behaviours indicated in bold in the table on the next page:**



## CONTENT OF DISCUSSIONS

### Bus is coming

Ask the children if they know where to take the bus at school and near their homes.



### Discussion

## RECOMMENDATIONS AND IDEAS TO INSTILL IN THE CHILDREN

1. Stress the fact that you should always wait calmly near the back of the sidewalk or zone designated as the bus stop without shoving or playing in the street;
2. Remind children that in winter, it is very dangerous to play on snowbanks on the side of the road.

## FOUR STAGES OF TAKING THE SCHOOL BUS

### 1. Before leaving

Ask children if they know:

- where and how to wait for the bus at school and near their home;
- what to do when they see the bus arriving.

1. Arrive on time at the place designated as the bus stop;
2. Wear clothes that don't restrict your movements;
3. Carry only the things you need for the day in your bags;
4. Wait for the bus to come to a complete stop before approaching it;
5. Wait until the red lights are flashing and the driver opens the door before approaching the bus.

### IMPORTANT:

When the bus is in the schoolyard, its red lights are not used to show that it has stopped, which is why it's important for children to always keep a safe distance.

### 2. Getting on the bus

Ask the children if they know the right way to get on a school bus

1. Get on in a single file, hold the handrail and don't shove;
2. Greet the driver;
3. Take your seat immediately.

**CONTENT OF DISCUSSIONS**

**3. While riding the bus**

Ask the children if they know what they are supposed to do while the bus is moving.

**RECOMMENDATIONS AND IDEAS TO INSTILL IN THE CHILDREN**

1. Stay in your seat;
2. Sit quietly, don't eat and don't talk too loud because you could bother the driver;
3. Leave your things in your bag and **keep it close to you or put it under the seat**;
4. **Keep the aisle clear at all times**;
5. **Keep your head and arms inside the bus.**
6. **Don't throw objects or food inside the bus or out the windows.**

**4. Getting off the bus**

Ask the children if they know what to do when getting off the bus.

**Discussion**



1. Stay in your seat until the bus has come to a complete stop;
2. Stay in a single file to get off the bus, without shoving or running. Follow the accompanying adult, if there is one;
3. Move away from the bus;
4. If you have to cross in front of the bus:
  - Count **ten steps** once you get off the bus;
  - Make sure that the driver sees you before starting to cross;
  - Stop and look to see if other vehicles have come to a complete stop;
  - Look left, then right, then left again, and then cross;
5. Never retrace your steps or go behind the bus;
6. If something falls under the bus or close to the wheels, **you must tell the driver or ask an adult for help and wait until the bus has moved away before picking it up.**

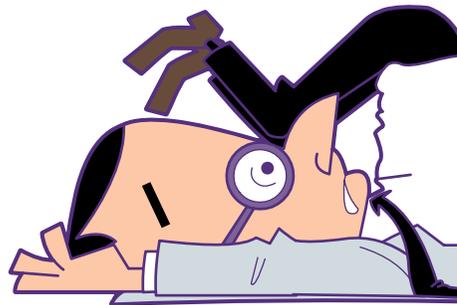


5. After each sequence, discuss the consequences of not practising safe behaviour.
6. Ask the children to draw what they remember about taking the school bus safely.
7. Put the drawings on the classroom walls.

### Supplemental Activities

The zones near the front and rear wheels are particularly dangerous. It's very important for children to understand that **they must not approach these danger zones. They should never pick up an object that has fallen in these zones before the bus has moved away. If they have dropped something in one of these danger zones, they should tell an adult or the driver. In addition, before crossing in front of the bus, they should use the ten-step rule.**

1. Photocopy the drawing in the appendix and ask the children to color in the zone around the school bus wheels, which is called the "danger zone".
2. Since young children like role-playing games, act out a trip by school bus. To do so:
  - Clear a space on the floor and put rows of chairs in it to make a bus;
  - Using the imaginary bus, show the children what to do before the bus arrives, when the bus pulls up, while riding the bus and when getting off;
  - Practise the ten-step rule with them and **make sure that they have understood it properly.**



## To reach us

### **Direction des communications**

Société de l'assurance automobile du Québec  
333, boul. Jean-Lesage, O-M-51  
Québec (Québec) G1K 8J6

**Québec City:** 418 643-7620

**Montréal:** 514 873-7620

**Elsewhere:** 1 800 361-7620  
toll-free (Québec, Canada, United States)

**Web site:** [www.saaq.gouv.qc.ca](http://www.saaq.gouv.qc.ca)

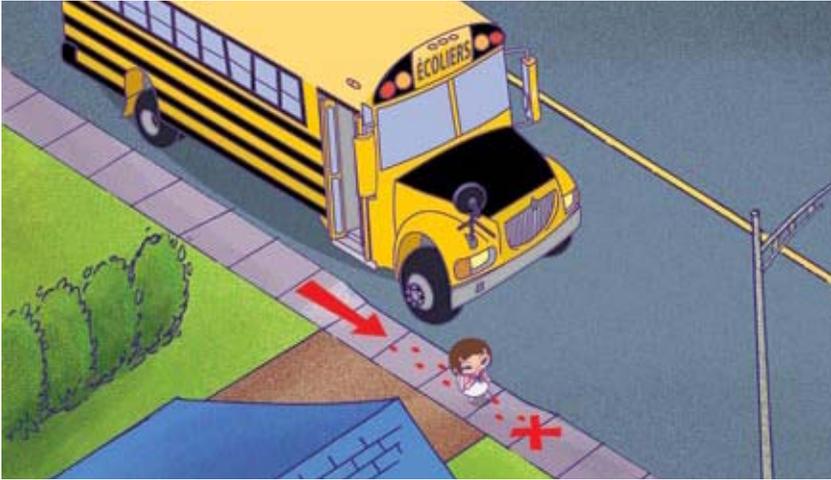
## Crosswalks

At crosswalks, walk – don't run – straight across the road. Stay inside the white or yellow lines.



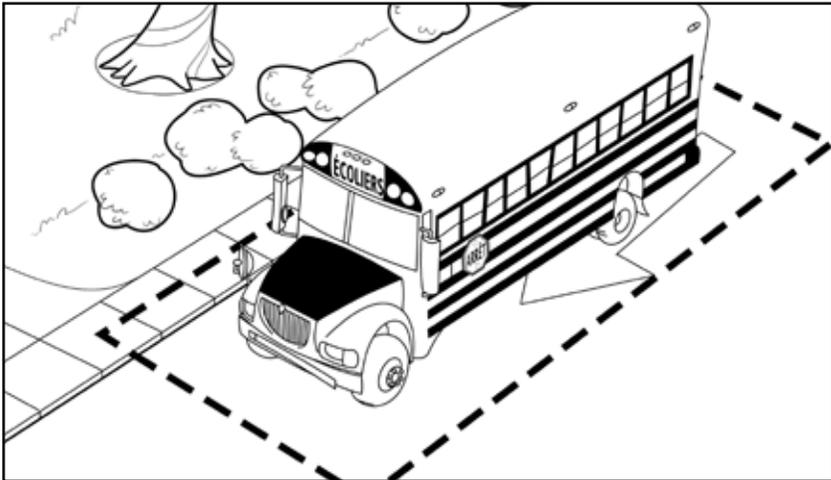
## The ten-step rule

To cross IN FRONT OF a school bus, take ten steps so that you get farther away from the bus and the driver can see you.



## Beware! Danger!

The areas around the front and rear wheels of the school bus are particularly dangerous. Children should never approach those danger zones.





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automobile*

Québec 