

# Teacher Resource Pack

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GETTING TO SCHOOL



**CONSTABLE  
CARE**  
FOUNDATION

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# Teacher Information and In-Class Activity Pack

**Performance Type:** Puppet Theatre/actor interactive play

**Topic:** Pedestrian, bike, and road safety

**Duration:** 45 minutes (including Q&A time)

**Audience Size:** Maximum of 120 students

**Age Group:** Years K to 3

## *Synopsis*

Hold on to your seats! It's time to fire up Professor Tells-You-Stuff's terrific tambourine time machine and see if Constable Care can help his friends learn all the safety rules for their trip to school.

Students will learn all about walking, riding a bike or scooter, and travelling in the car safely. Look out for Timmy and Granny along the way with plenty of safety tips to offer, but be careful – the time machine can make you dizzy, so don't forget your helmet!

## *Concepts Addressed*

- Safe walking: road crossing, using footpaths, and finding a safe route
- Bike safety: using bike paths, helmets, and direction signalling
- Road safety: school drop off areas, exiting cars safely, school zones, safe speeds, seatbelts

# 01

## Introducing Key Concepts

In the days leading up to the performance we suggest you talk to students about what they are going to see (described in Section 2). Introducing students to the key messages in the play through the in-class activity in this Section will also help to enhance their understanding of key concepts when seeing the performance itself.

### *Key concepts for this performance*

- We all travel to school in different ways.
- We can all be responsible for our safety on the way to school.
- There are things we can do to keep ourselves safe when walking, riding or travelling in a car to school.

### *Curriculum Links*

*Mathematics:* Statistics and Probability

### **In class activity: How We Travel To School**

This activity is designed to develop students' awareness of their local community.

### *Instructions*

1. Explain to students that they are going to take part in a class activity to 'tally' the different ways they get to school. On four different pieces of paper write "Walking", "Riding a Bike", "In a Car" and "Other Transport". Put these up at separated points on the whiteboard, allowing enough space for students to group themselves under each.
2. Ask students individually or in small groups to come forward and stand in front of the picture that best describes the way they come to school most of the time.
3. Ask students who do not ride, walk or come by car, to stand in front of the "other transport" image.
4. Demonstrate tallying numbers in groups of five and explain how this can make counting large numbers easier. Choose one student from each group to place a mark on the whiteboard to represent each student standing in front of each graphic. When students reach the number five, remind them how to represent the number five in a tally format. Underneath the tally, record the total number of students using each method of getting to school; for example, 13 students walk, 12 ride bikes, 6 come by car and 4 come to school in other ways.

5. Explain to students that they will discuss “other transport” methods for coming to school at a later time but at the moment you are going to concentrate on the first three methods as they are featured in the performance they are going to see.

### ***Teacher Note***

Explain that there may be times when you might use a different method of getting to school. For this activity, however, they will focus on the way they come to school most of the time; for example at least three times a week.

# 02

## Delivering Key Messages

On the day of performance students will view the play and then participate in an actor-led Question & Answer session at the end that is designed to reinforce the key messages from the performance. This session takes the form of a “game show” and is interactive in nature, with students being invited up on stage to answer questions and then being awarded merit prizes. The sessions are facilitated and managed by our Constable Care actors so that all children involved are able to successfully provide the right answers for the group.

### *Curriculum Links*

*Health and Physical Education Safety: Safety at home/school/community*

# 03

## Reinforcing the Outcomes

### **In class activity: The Constable Care Challenge**

Once back in class after taking part in the performance, have students complete the “Constable Care Challenge” which is included for your use in this resource pack. We are happy for you to photocopy as many of these as you need for your class and Constable Care waives all royalty reporting requirements and payments in relation to copying of works for these sheets and the take-home Certificate. The six tasks in the Challenge are designed to reinforce the key learning outcomes from the performance. It isn’t meant to be a test – it is simply a revision and reinforcement exercise and students don’t need to give the “right” answers. Once the class has completed the challenge have individual students share some of their answers to selected questions.

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### **In class activity: Practising Road Crossing and Safe Travel**

This activity is designed to reinforce for students the correct actions to take when road crossing and to recall the tips for safe travel from the performance.

1. Line students up behind masking tape placed on the floor or use a line already painted in the school grounds to assist in this activity. Demonstrate to students where to look when crossing the road (left, right, in front and behind).
2. Now have students practice together in pairs or small groups.
3. Arrange students in pairs and ask them to describe to each other the safe actions Constable Care recommended they use when getting to school by walking, riding a bike or travelling in a car.

### **Teacher Note**

For pre-primary students, these tasks can be completed verbally if required.

## ***Ideas for optional extension activities***

If you wanted to extend the focus on this topic further, you could consider additional activities such as:

1. Have students work in pairs or small groups to practice giving and following specific directions to reach different spaces in the classroom or around the school.
2. Provide students with a piece of paper and ask them to draw what they pass on the way to school, as 'way points' that help them know they are going in the right direction.

## ***Curriculum Links***

*Literacy: Interacting with others*

Listen for specific purposes and information, including instructions

# 04

## Recognition & Parent Engagement

The final page of this resource kit is a “Constable Care Certificate of Participation” that recognises the student’s attendance at the performance and also contains the key messages from the content. We encourage you to copy this and give one to each member of the class to take home at the end of your post-performance in-class activities.

Constable Care waives all royalty reporting requirements and payments in relation to copying of this Certificate.

The Certificate of Participation serves a dual purpose in reinforcing the performance outcomes:

- Firstly, it provides tangible recognition for students having taken part in the performance and in-class activities and recognises that they have demonstrated their learning in the performance Q&A and the “Constable Care Challenge” in-class activity.
- Secondly, the Certificate can be useful for parents to engage their children in conversation regarding their day at school and what they have learnt. This is beneficial for parent-child communication and also assists us in making sure that parents understand and reinforce the same key concepts that their child has taken away from the performance.



## THE CONSTABLE CARE ROAD SAFETY CHALLENGE!

### Task 1

Draw a circle around the girl who is walking in the safest place.



### Task 2

Draw a circle around the things we should always do before we cross the road.



### Task 3

Draw a circle around some of the things we need to look out for when we are crossing the road.



### Task 4

Draw yourself and who you would safely walk to school with.

Remember to draw yourself holding hands!

# THE CONSTABLE CARE ROAD SAFETY CHALLENGE!

## Task 5

Circle the parts of the bike that you need to check before you ride.



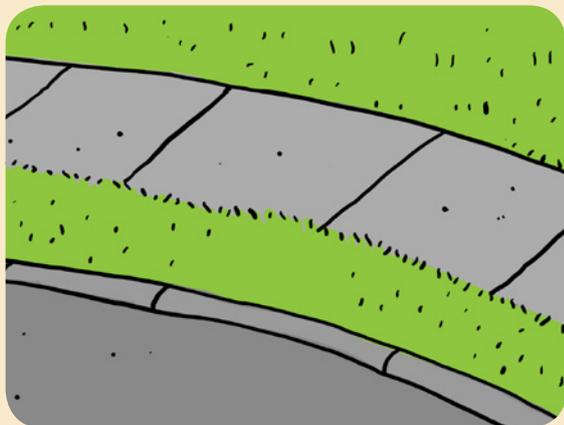
## Task 6

Henry has forgotten something he needs to wear when riding his bike. Draw it on him so he will be safe.



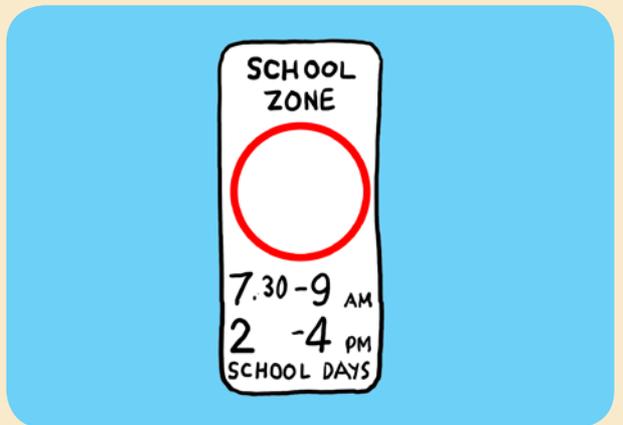
## Task 7

Circle the part of the picture where you should ride your bike if you're under twelve years old.



## Task 8

Draw in what speed a car should travel at when they see a School Zone sign like this.



## Task 9

When in a car you should always wear your seat belt even if you're in the back seat.

True or False?

True

False

# CERTIFICATE OF PARTICIPATION



**CONSTABLE  
CARE**  
FOUNDATION

At school today I watched a  
Constable Care performance called  
**“GETTING TO SCHOOL”**  
and successfully completed the  
**CONSTABLE CARE  
ROAD SAFETY CHALLENGE!**

I had fun with Constable Care learning about  
how we can all make our homes,  
neighbourhoods and local communities  
safer places to live and play.

## CONSTABLE CARE'S TOP TIPS FOR GETTING TO SCHOOL SAFELY

1. Before crossing the road, I should always stop, look and listen for cars.
2. I should always check my bike's tyres and brakes before I go for a ride.
3. I always need to wear my helmet when riding my bike.
4. Every driver needs to obey the 40km per hour School Zone sign.
5. When travelling in a car, I always need to wear my seatbelt and sit quietly so I don't distract the driver.



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