

mOST of us move around quite a lot every day. We travel to school and back, to work, to the shop, to visit friends and family – you name it. We use different kinds of transport: we walk, cycle, use a wheelchair, drive, take a taxi, bus or train – or even use a boat to cross water.

But whatever we use to get from one place to another, we have to learn about the safe ways to use these different kinds of transport so that we can arrive at our **destination** alive and safely.

BY paying attention to getting to your destination safely, you'll probably contribute to creating a safer environment for people around you – and more and more people will arrive alive and uninjured! What do we mean? Say for example you follow the tips given in this article for safe cycling, you would be sticking to the rules. You would avoid riding on pavements – and so not endanger pedestrians – and you wouldn't transport anyone else or anything in such a way that obstructs your view.

By sticking to these and other road safety rules you would increase your own chances of safe arrival. And you would avoid being the cause of serious traffic accidents in which other innocent people could be hurt or even killed. Can you see how, by being **law-abiding** and alert, you can influence the outcome of many things around you?

Spot the road safety problems!

How many things can you see in this illustration (right) that could and should be done more safely and with more consideration to other users of the road, pavement or park? Make sure you spot at least five things that are wrong – more means you're very clever!



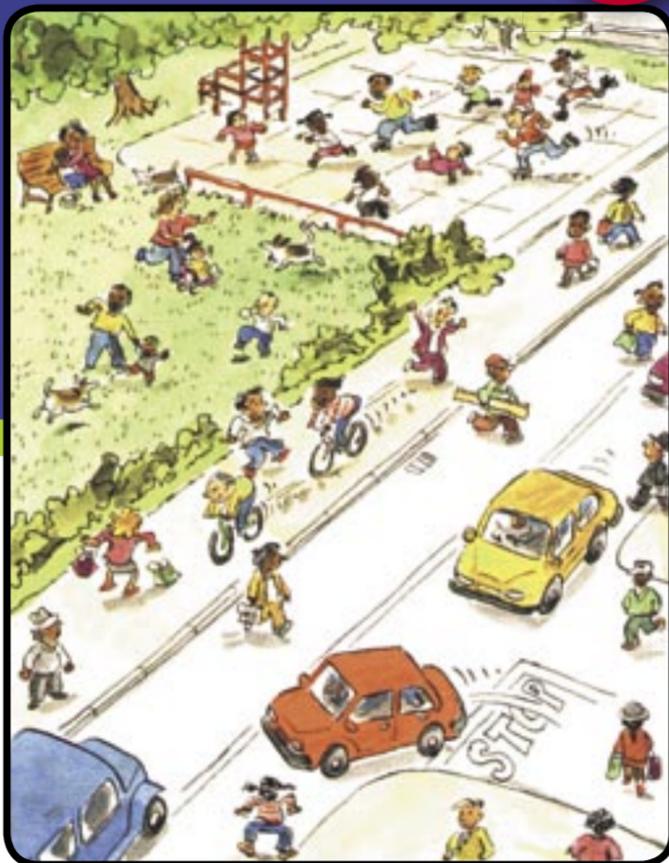
ANSWERS: 1. ROLLERBLADERS ARE KNOCKING KIDS OVER IN THE PARK; 2. AN UNLEASHED DOG IS AT TACKLING A CHILD; 3. A CYCLIST IS ENDANGERING AND ANGERING A PEDESTRIAN; 4. THE MEN CROSSING THE ROAD FROM THE SIDE NEAREST TO YOU ARE NOT LOOKING RIGHT AND LEFT AGAIN; 5. THE PERSON CROSSING FROM THIS SIDE IS TOO CLOSE TO THE STOP STREET TO BE CROSSING, FURTHER AWAY WOULD BE SAFER.

Arrive alive!



Series 3:
How To . . .
Volume 6:
Arrive alive!

▲ Crossing at a scholar patrol is the safest way to get to the other side of a road. Wait for directions and stay within the lines when crossing.



LIFE ORIENTATION FOR THE NEW NATION, GR 4 LEARNER'S BOOK

Pedestrian safety

Thousands of pedestrians get killed every year on South African roads – many of them children. Let's pay attention to the basic safety tips in this article and see what a difference we can make! The golden rule when crossing a road where there are no pedestrian markings (such as in rural areas) is to remember to look for a stretch of road away from sharp bends, hills or trees obstructing your view. You must be able to see clearly in both directions before you can cross. Look right, then left, then right again. If it's clear, you can cross. NEVER stop looking and listening for oncoming traffic.

Safety hints

- Pedestrians and cyclists are not allowed to be on highways.
- When crossing a road at a traffic light, wait for the little green man to appear on the light. Then cross, but keep on looking out for moving vehicles which might not have seen that they must stop.
- On busy roads always cross at an **intersection**, pedestrian crossing or pedestrian bridge – even it means walking some distance to get to the crossing. Those few metres could save your life. Don't take chances.
- Never **stroll** on a road – especially at night when pedestrians are almost invisible to motorists.
- Never **assume** that vehicles will stop for you at a pedestrian crossing (although they are legally supposed to). Always make sure that they see you and stop completely before you cross.
- If you have to walk on the road because there is no pavement walk on the right-hand side, facing oncoming traffic.

Sharing pavement space

When you use a pavement remember to share the space with others. If other pedestrians have to step around you into the street – perhaps because you're chatting to friends or buying from hawkers – you could cause them to be involved in an accident. How would you feel if you caused someone's injury or death?

▲ What these kids are doing is very dangerous. Never race your friends to get to the bus stop in the road AND in front of the oncoming bus! You should be at the bus stop on time and stand in a line away from the road.

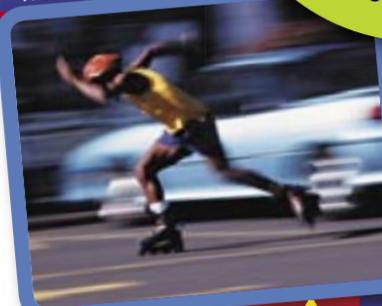
Passenger safety

In a car, bakkie or taxi – as with any other means of transport – never get in if it's overcrowded. Overcrowding makes it much more difficult for the driver to remain in control of the vehicle and an accident can happen.

- Line up away from the road as the school bus approaches. Wait until the bus has stopped.
- Enter the bus in single file.
- When on the bus, find a seat and sit down. Loud talking or other noise can distract the bus driver and is not allowed.
- Never put your head or arms out of the window.
- Always listen to the driver's **instructions**.
- Keep aisles clear – books or bags are tripping hazards and can block the way in an emergency.
- Before you reach your stop, get ready to leave by getting your books and belongings together.
- At your stop, wait for the bus to stop completely before getting up from your seat.
- Stay away from the bus's **rear wheels** at all times.
- Never run back to the bus, even if you dropped something.

Safety hints

PHOTONICA / PHOTO ACCESS



▲ Holding on to a vehicle – or racing against a car on your rollerblades (or bicycle) – is very dangerous and against the law. Always be in control of the speed you're travelling at. Speed kills!

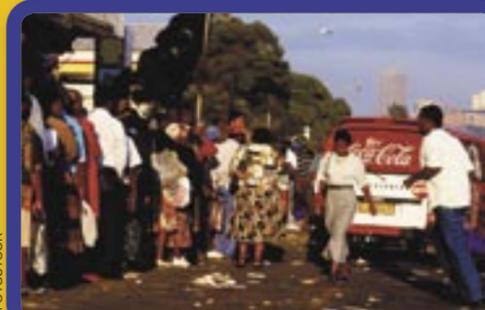
Cyclist safety

This has become a big worry on South African roads as there has been a big increase in the number of fatal accidents involving cyclists. There are many reasons for this: more cyclists on the road, other road users causing dangerous situations for cyclists and the bad condition of roads.

Safety hints

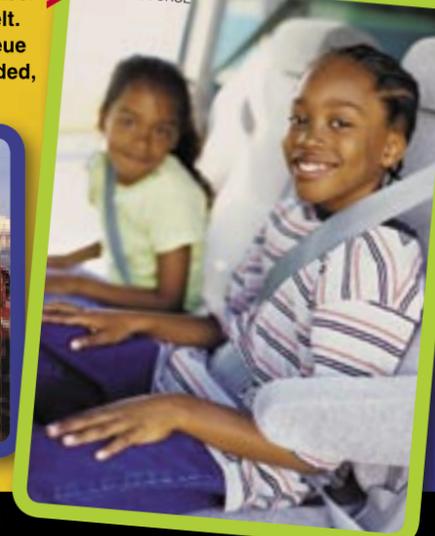
- Wear bright clothes that will help other road users see you.
- Wear a helmet – most deaths are due to head injuries.
- Obey the rules of the road.
- Ride on the side of the road, and if you need to ride on the pavement, do it very carefully. Don't endanger pedestrians.
- Don't ride through parks where children play – you could injure someone.
- Watch out for bad road surface conditions, like potholes or rubble lying on the road.
- Never ride your bike through puddles – there may be hazards hidden beneath the water that you can't see.
- Don't just turn. Indicate with your arm that you want to turn. Make sure the cars behind you see that you are indicating.
- Ride in single file and not next to your friend or friends.
- It is against the law to hold on to another vehicle to be pulled while cycling.
- Be sure that you can see the road clearly – even when giving someone a lift.
- Avoid speeding behind a moving vehicle. If it brakes suddenly you could crash into it.
- Remember that some pedestrians may be partially sighted or deaf and may not be aware of your presence.

FOTOSTOCK



▶ Buckling up in a vehicle can save your life in an accident. Make sure that you ALWAYS wear a seat belt. Keep your eye on oncoming traffic when you queue to get into a taxi or bus. And if it looks overcrowded, wait for the next one. ▼

DIGITAL SOURCE





In an emergency

If you are involved in a road accident, or come across one, try and get hold of a cellphone and immediately contact 082-911. This is the national number which will connect you with Netcare 911's call centre.

You will be asked for the following information:

- Your telephone number (to remain in contact with you should you be cut off).
- Your location (street name and nearest intersecting road).
- The details of what has happened, how many people are injured, whether there is a fire, etc. This will allow the dispatcher to send the correct personnel from the closest area. In addition, you will get telephonic advice about what to do to help the injured at the accident scene.

ARTICLE COMPILED WITH THANKS TO JOHAN JONCK AND HIS WEBSITE WWW.ARRIVEALIVE.CO.ZA



Fun quiz

Win



This week's lucky winner is Keletso Suping (12), Motswedi.

WIN and share

You could win this super prize from Pilot worth R400. Share this great hamper with your friends: 12 zip-up pencil bags (containing one Rex Grip ballpoint pen, one Rex Grip clutch pencil, an eraser, a Twin Spotlifter, a CD marker, a ruler and a funky lanyard), 12 Eno wallets and 12 wallets each containing six assorted contrast markers.

COMPETITION RULES: THE COMPETITION RUNS FROM FRIDAY TO SUNDAY. CELLPHONE ACCOUNT HOLDERS MUST GIVE PERMISSION BEFORE ENTERING OUR SMS COMPETITION.

- To enter the competition – and stand a chance to win this week's great prize – SMS the word **CLASS** and your **name and surname** followed by the correct answer to QUESTION 2 to 33433.
- Enter as many times as you like. SMSes are charged at R1,50 each.
- Only Grade 1 – 7 learners may enter.

- 1 Fill in the missing word: By learning about safer ways of using roads and transport, we can be sure to arrive at our destination
- 2 True/False: Wear black when walking along or crossing a road at night.
- 3 Yes/No: People in wheelchairs can do just what they want on the streets and pavements – road safety laws do not apply to them.
- 4 Explain the meaning of the word law-abiding.
- 5 Why should we keep the aisle in the bus clear?

ANSWERS: 1. ALIVE AND SAFE 2. NO 3. NO 4. ALL THE SAFETY RULES FOR PEDESTRIANS APPLY TO EVERYBODY WHO GETS AROUND IN A WHEELCHAIR TOO. 5. SOMEONE WHO OBAYS THE LAW 6. BOOKS OR BAGS ARE TRIPPING HAZARDS AND CAN BLOCK THE WAY IN AN EMERGENCY.

Let's learn new words

English	Meaning	isiXhosa	isiZulu
destination	place you are going to	indawo oyindwendwelayo	indawo oya kuyona
law-abiding	obey the law	ukuthobela umthetho	ukulandela umthetho
stroll	walk slowly	ukuyabula	ukuzihambela kancane
assume	expect/take for granted	ukuthatha into lula	ukucabangela
instructions	orders	imiyalelo	imiyalo
rear wheels	back wheels	amavili angasemva	amasondo angemuva
intersection	where roads meet/cross	isiphambuka	ilapho kuhlanguana khona imigwaqo

Supplied by Houghton Mlamli Matshingana and Tozi Buthelezi, Nasou via Afrika.

Turn over for lesson plans and our Hero of the Week ...

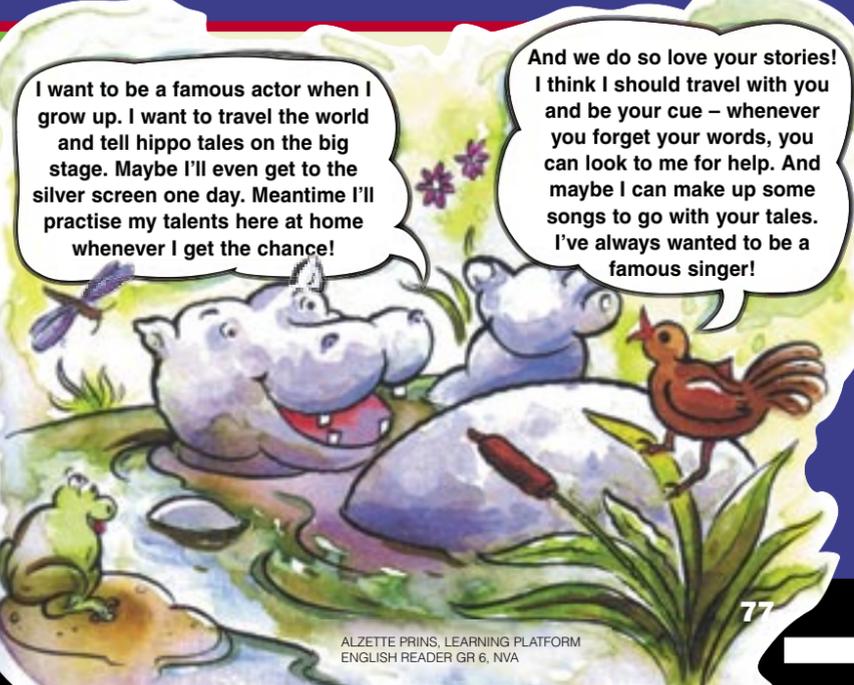
Storytime! Episode 1

Humphrey Hippo's hippopotamus tales

From Learning Platform English Reader Gr 6
By Delana Fourie

HUMPHREY Hippopotamus lived very happily with the rest of his huge family in a muddy pool in the Mhlathuse lagoon in Zululand. Humphrey was a born entertainer, just like his famous great-aunt Hyacinth, the prima ballerina. He was famous for his storytelling. He loved to tell tales about his famous hippo relatives. He was the keeper of hippo history and traditions. In the next couple of weeks we will hear some of his favourite tales, so be sure to take your seat right here next week, OK?

ISBN: 1-77004-243-1



I want to be a famous actor when I grow up. I want to travel the world and tell hippo tales on the big stage. Maybe I'll even get to the silver screen one day. Meantime I'll practise my talents here at home whenever I get the chance!

And we do so love your stories! I think I should travel with you and be your cue – whenever you forget your words, you can look to me for help. And maybe I can make up some songs to go with your tales. I've always wanted to be a famous singer!

DRUM for a YEAR!

Tell us about your hero at school (learner or teacher) in 200 words. Send a picture and the school's name, address and phone number to Hero of the Week, 46 Hof Street, Cape Town 8001. Your school could win a subscription to DRUM for a year!

Win

Hero of the week

Grant Tattersall (Grade 12)



School: Gardens Commercial, a black school in the heart of Cape Town
Number of learners: 566
How old is the school? 45 years
Who is the HERO of the WEEK?
 Grant Tattersall, our award-winning grade 12 computer boffin.
Why a HERO?
 Grant has just won the school's Service Award for always being available to help anyone out – especially when it comes to our computer room and network! As our principal, Mr de Kock, says: "Grant takes on enormous responsibility for his age. He's not a smart-ass kind of computer boffin. He's reliable, trustworthy and generous in sharing his knowledge. He is also very modest and has excellent manners."
Tell us more about him?
 Grant has been into computers since grade 10. Last year he decided he wanted to do a computer course on Saturdays at a training centre in Cape Town. So he worked at Pick 'n Pay on Fridays after school and on Sundays to pay for the five-month course in A+, networking and Microsoft Office. He has just received his results and he scored 90%! Now the school wants to employ him part-time to maintain the computers and network. How cool is that? He would love to do a PhD in computer science and is already looking around for bursaries and sponsorships to help him realise his dream.
To contact the school:
 Phone our principal Mr Louis de Kock at 021-456-1236.

DRUM in the classroom

Series 3:
How to...
Volume 6:
Arrive
alive!

For the educator DRUM in the Classroom: lesson plans for the week

Learners will:

- > Be reminded of the importance of road safety
- > Learn how to be responsible road users through applying what they have learnt about road rules and traffic signs
- > Learn how to influence others to display correct road-user behaviour and how to make their environment a safer place

Context

Link the topic to a context or theme from one or more Learning Areas, eg life orientation. Link the topic to the previous lesson on Staying Healthy and Fit. Link the topic with the next lesson in life orientation.

Core skills, knowledge and values

- > Know and understand how to get to their destination safely
- > Follow road safety tips
- > Be law abiding and alert
- > Respect their own safety, that of others and a safe environment.

Duration: 6 periods

Date:

Week:

Learning Outcomes:

Assessment Standards:

You could cover all the Learning Outcomes for home or first additional language.

Integration

The focus is on literacy development, and knowledge and skills related to road safety within a life orientation (LO1 and LO4) context. Integrate the Learning Outcomes from technology (LO1), arts and culture (LO1 and LO4) and some critical and developmental outcomes. Discuss new and important terms in every lesson. Let learners copy the words into their personal dictionaries.

Resources

- > This issue of Young Drum
- > Learner's workbook
- > Materials for posters (optional: components for an electric circuit with an LED), magazines, paints, scissors, glue, pencils and rulers.

Lesson plans and learning activities for Grades 3-7:

Lesson 1: Read the introduction. Ask learners what they already know about road safety. Allow them to talk about personal experiences. Groups brainstorm road signs and rules they know and write/illustrate these on A3 paper. Discuss the Arrive Alive! campaign. Learners talk in pairs about what they know about it and how it influences their road behaviour.

Lesson 2: Read and discuss the Pedestrian Safety and Helpful Pedestrian tips. Talk about the importance of pedestrians' rights and responsibilities. Groups draw a table with the headings Rights and Responsibilities and list (and/or illustrate) these.

Lesson 3: Read and discuss Safe Cycling. Groups mime one of the safe cycling tips that help to reduce deaths on roads.

Lesson 4: Read and discuss Being a Passenger. Learners talk about how they should behave when they are passengers (especially on trains and busses) in order to be safe and still enjoy it. Pairs test their behaviour against Rules for Getting On and Off the Bus.

Lesson 5: Read and discuss In an Emergency. Pairs cut out letters, numbers and pictures from magazines (with permission!) and make a poster that provides emergency contact details.

Lesson 6: Optional. Learners design, make and evaluate a reminder about road safety, eg a poster or a flashing

warning (use an electric circuit) with a striking logo. Display where all learners in the school can see them.

Observation list

My learners can (listen)

- > Listen for info in a variety of oral texts, summarise ideas and note specific details

My learners can (speak)

- > Communicate experiences, more complex ideas and information in more challenging contexts, for different audiences and purposes

My learners can (read and view)

- > Explain interpretation and overall response to text, giving reasons based on the text or own experiences

- > Identify and critically discuss environmental, cultural and social values in texts

My learners can (write)

- > Write to communicate information in lists and posters

My learners can (think and reason)

- > Use language to think and reason; to investigate and explore; to processes information and to think creatively

My learners can (use language)

- > Work with words and record words in a personal dictionary

Support opportunities (with your help)

- > Learners write and illustrate a story about road safety and read it to younger learners.

Extension opportunities (on their own)

- > Learners design, make and evaluate 3-D road signs with labels. Display these.

Teacher reflection

- > Can I encourage all my learners to adhere to road safety rules at all times?
- > Do I set a good example? □