

# ROAD SAFETY RESOURCE PACK





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# TEACHER RESOURCES



# NOTE TO TEACHERS

**Dear Teachers,**

**We hope you and your students are looking forward to our visit and that you have been busy learning all about Road Safety.**

Within this resource pack you will find lots of information regarding Road Safety and the recommendations made by the Department for Transport regarding what we need to teach our children to help them become conscientious and sensible road users. The pack also contains a variety of activities, as well as a number of interesting facts, which are designed to help contextualise this subject and aid your students understanding about how to keep safe on the roads.

We have also included lesson plans for the workshop which should give you an insight into the work our facilitators will be doing on the day. Please note, however, that the content of each workshop may vary slightly in practice due to differing ages of the group, available space and workshop length.

The workshop has been designed to include all types of learning as creatively as possible and in a safe learning environment. We try to encourage teacher involvement where appropriate so that you can become familiar with the techniques for future use in the classroom. All tasks/exercises can be adapted to suit the needs of your group. If you would like any suggestions as to how to do this then please approach us on the day. Also, if you feel there is any information about your class that you wish to impart to the drama facilitator that may be useful, please do so.

If you would like us to clarify any of the activities and/or tasks included in the pack, or indeed, if you would like any further ideas for post workshop activities, please do not hesitate to call us.

**We look forward to working in your school!**

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# AN INTRODUCTION TO ROAD SAFETY

**There is a need for all those involved with children to teach clear road safety messages effectively and consistently, working together to help children understand and manage risk. (DfT, 2011)**

It has been identified that road safety education is a major factor in the prevention of accidents on our roads. It is therefore important that we take the time to equip our children with the tools and resources needed for them to feel comfortable and confident in their ability to use the roads. This programme seeks to explore the following age appropriate focuses, as outlined by 'Think Education' (DfT) for early years and primary students:

- KS1: 'Stop, Look and Listen', 'How to behave near traffic' and 'In Car Safety'
- KS2: 'The Road Ahead', 'Careful Crossing' and 'Car Wise'

The themes above are explored by providing a creative forum in which students can:

- Explore ways in which they can make informed choices and take responsibility for their actions
- Learn about the effects of what happens when measures are not taken to keep safe on the roads.
- Keep themselves safe and healthy by communicating effectively, resisting pressure and managing risk.

## **Why teach road safety?**

There has been a reduction in deaths and serious injuries on our roads over the years and in 2009 the number of deaths was the lowest on record. However there is a need to reduce deaths and injuries even further.

The following statistics give a broad picture:

- In 2009, 38 children aged 0–11 years were killed on Britain's roads. Another 1,372 were seriously injured. Of these, there were 10 deaths amongst 5–7 year olds and 355 serious injuries.
- In 2008 a Transport Research Laboratory survey showed that 6% of 5–9 year olds were not restrained at all when travelling in the rear of cars.
- Most children under 9 can't judge how fast vehicles are going or how far away they are.
- 67% of children aged 0–11 killed or seriously injured in 2009 were on foot at the time. In the 5–7 year old age group around 69% were on foot.
- In comparison with other countries, Britain's overall road safety record for children is on the whole very good, and its rate for child fatalities is well below the European average. But our record on child pedestrian fatalities remains less good than many European countries, though improving rapidly.

# AN INTRODUCTION TO ROAD SAFETY (CONTINUED)

It should also be emphasised that there is a need for overall balance when teaching road safety: we must not suggest to young children that they are always at great risk near traffic and we do certainly not want to convey the message to anyone, least of all parents, that children can only be kept safe by keeping them indoors or in cars. Walking and cycling must continue to be promoted as healthy, enjoyable activities; the challenge is to give children the skills, understanding and confidence to deal with traffic safely while they are engaged in them.

*\*Please note that Bigfoot's Codes 4 the Road programme should be used as an introduction to Road Safety or a consolidation of existing knowledge. Further work will need to be carried out in school with students either before or after our visit in order to ensure students fully understand, and can put into practise, the main principles of road safety.*

# CODES 4 THE ROAD & THINK! EDUCATION



## GUIDELINES FOR TEACHING ROAD SAFETY WITH KS1 & KS2

The following themes and learning objectives have been deemed instrumental by the Department for Transport in the teaching of Road Safety with KS1 and KS2 students:




The learning objectives marked with this sign  denotes that this is covered within the Codes 4 the Road programme:

### KS1:



#### Know the Road (How to behave near traffic)

- For children to recognise the different forms of traffic and understand that traffic can be dangerous.
-  For children to know that when possible they should hold hands with their parent or carer when near traffic.
-  For children and parents to know that wearing bright or fluorescent clothing (in daytime) and reflective clothing (at night) will help to keep them safer when near traffic and why this is.

#### Stop, Look and Listen

-  For children to understand what 'stop, look and listen' means.
-  For children to know why they need to follow rules for crossing the road and to be able to recognise safer places to cross.
-  For children and parents to begin to learn and use the Green Cross Code



#### Car Clever (In car safety)

-  For children to know that they should always be in a car seat / booster when travelling in a car.
- For children and parents to know that children should use the right car seat / booster for their weight.
-  For children to know which side of a car they should get out of.



# **CODES 4 THE ROAD & THINK! EDUCATION (CONTINUED)**

## **KS2:**


### **Theme 1: The road ahead (Pedestrian safety)**

-  For children to understand what constitutes safe and unsafe behaviour for pedestrians and to know that unsafe behaviour often has serious consequences.
-  For children to know the importance of wearing bright/fluorescent clothing (in daytime) and reflective materials (at night).


### **Theme 2: Careful crossing (Crossing the road)**

-  For children to understand the Green Cross Code and know why it is so important.
-  For children to know about the different types of road crossings and how to use them safely and know how to cross the road safely where no crossing is available.

### **Theme 3: Ready to ride? (Cycle safety)**

- For children to understand what constitutes safe and unsafe behaviour for cyclists and how to be as safe as possible on a bike
-  For children to understand how cycle training can help to minimise the risk of cycling
- For children to know the importance of high visibility clothing, wearing a cycle helmet, using lights at night, and keeping their cycle in good working order

### **Theme 4: Car wise (In-car safety)**

- For children to know that they must always use a booster seat/booster cushion if they are under 135cm in height when they are in a car. If they are over 135cm (or age 12 or over) they must always use a seat belt. For them to understand the possible consequences of not doing so.
-  For children to understand why distracting a driver is dangerous and know what other in-car behaviours are unsafe.



# **CODES 4 THE ROAD; CURRICULUM LINKS FOR KS1**

**Bigfoot's Codes 4 the Road programme has been specifically designed to help teach the following curriculum links**

During Key Stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

Road Safety projects can fit into, and should reference, the following units of the KS1 English National Curriculum:

- **Citizenship/PSHE 2a, 2d, 3g, 4b**
- **English En1: 1c, 1d, 1e, 2a, 2b, 2d, 3a, 3b, 3e, 4a, 4b**
- **Maths 1a, 1e, 1f, 2a, 2c, 5a, 5b**
- **Art & Design: 2b, 2c, 5b, 5c**
- **Design & Technology 5a, 2c, 2d, 2e**

## **Knowledge, skills and understanding**

**Developing confidence and responsibility and making the most of their abilities**

### **1. Pupils should be taught:**

- a. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong
- d. to think about themselves, learn from their experiences and recognise what they are good at

## **Preparing to play an active role as citizens**

### **2. Pupils should be taught:**

- a. to take part in discussions with one other person and the whole class
- c. to recognise choices they can make, and recognise the difference between right and wrong

## **Developing a healthy, safer lifestyle**

### **3. Pupils should be taught:**

- a. how to make simple choices that improve their health and wellbeing
- g. rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

# **CODES 4 THE ROAD; CURRICULUM LINKS FOR KS I (CONTINUED)**

## **Breadth of opportunities**

### **5. During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:**

- a. take and share responsibility [for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well]
- b. feel positive about themselves [for example, by having their achievements recognised and by being given positive feedback about themselves]
- c. take part in discussions [for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from']
- d. make real choices [for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly]
- e. meet and talk with people [for example, with outside visitors such as religious leaders, police officers, the school nurse]
- f. develop relationships through work and play [for example, by sharing equipment with other pupils or their friends in a group task]
- g. consider social and moral dilemmas that they come across in everyday life [for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues]
- h. ask for help [for example, from family and friends, midday supervisors, older pupils, the police].

## **Cross-curriculum references**

### **Note for 2a - Cross reference to English**

En1 Speaking and listening: Group discussion and interaction

3. To join in as members of a group, pupils should be taught to:

- a. take turns in speaking
- b. relate their contributions to what has gone on before
- c. take different views into account
- d. extend their ideas in the light of discussion
- e. give reasons for opinions and actions

# CODES 4 THE ROAD; CURRICULUM LINKS FOR KS2

## **Bigfoot's Codes 4 the Road programme has been specifically designed with a breadth of curriculum units in mind**

During Key Stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

Road Safety projects can fit into, and should reference, the following units of the KS2 English National Curriculum:

### **Knowledge, skills and understanding:**

#### **Developing confidence and responsibility and making the most of their abilities**

##### **1. Pupils should be taught:**

- a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society

### **Preparing to play an active role as citizens**

##### **2. Pupils should be taught:**

- b. why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules

##### **• Developing a healthy, safer lifestyle**

##### **3. Pupils should be taught:**

- e. to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable
- f. that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.

### **Breadth of opportunities**

5. During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:

- a. take responsibility [for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school]

# **CODES 4 THE ROAD; CURRICULUM LINKS FOR KS2 (CONTINUED)**

- b. feel positive about themselves [for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take]
- c. participate [for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting]
- d. make real choices and decisions [for example, about issues affecting their health and well-being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities]
- e. meet and talk with people [for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers]
- f. develop relationships through work and play [for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, email or letters]
- g. consider social and moral dilemmas that they come across in life [for example, encouraging respect and understanding between different races and dealing with harassment]
- h. find information and advice [for example, through helplines; by understanding about welfare systems in society]
- i. prepare for change [for example, transferring to secondary school].

## **Cross-curriculum references**

### **Note for 2a - Cross reference to English**

En1 Speaking and listening: Group discussion and interaction

3. To talk effectively as members of a group, pupils should be taught to:

- a. make contributions relevant to the topic and take turns in discussion
- b. vary contributions to suit the activity and purpose, including exploratory and tentative comments where ideas are being collected together, and reasoned, evaluative comments as discussion moves to conclusions or actions
- c. qualify or justify what they think after listening to others' questions or accounts
- d. deal politely with opposing points of view and enable discussion to move on



# KS1 ROAD SAFETY WORKSHOP 1 HOUR

Theme Workshop KS1	Creative Activities	Information to relate	Learning Objectives/ skills explored
<b>Intro and Warm Up</b> (5 mins)	<b>Warm Up</b> Pass the eyeball	Emphasise the importance of looking and concentrating when crossing the road.	The importance of looking and concentrating when crossing the road.  Working as a large group.  Focus and listening skills
<b>Pirates Game</b> (adapted to Road Safety) (10 mins)	<b>Pirates Game</b>  Stop  Green Man (Go)  Red Man (Stop)  Holding Hands (find a partner)  Looking and Listening  Be Bright Be Seen  Car Clever (Seat belt)  Ready to Ride (Cycle helmet)	Re-iterate the main road safety skills discussed in the assembly.	The main road safety skills set out by the Dft.  Listening and concentration/focus skills  Movement and co-ordination skills
<b>Traffic Awareness</b> (10 mins)	<b>Warm Up</b> Take suggestions from pupils.  Mime different types of vehicle + pedestrians / make tableaux of different vehicles (eg. Cars, vans, buses, lorries, coaches, motorcycles, bicycles etc.)	What types of traffic are on the roads?  Why do we need to be careful when we are near roads or crossing the road?  Why are roads dangerous?  What could happen if you are not careful near roads or crossing the road?  Emphasise the danger of roads  Consider the responsibility of pedestrians and drivers to act safely  Consider the consequences of not being careful near roads and crossing the road	Develop traffic awareness and consider danger of roads  Consider responsibility of pedestrians and drivers to act safely  Consider the consequences of not being careful near roads and crossing the road  Encourage participation and discussion  Demonstrate knowledge and awareness  Movement and co-ordination skills  Individual, small and large group work.  Co-operation and communication skills.

# KS1 ROAD SAFETY WORKSHOP 1 HOUR (CONTINUED)

Theme Workshop KS1	Creative Activities	Information to relate	Learning Objectives/ skills explored
<b>Role-play</b> (15 mins) Green Cross Code Practice	<b>Role-play Green Cross Code Practice</b> Using road map taped on school hall floor. Some pupils are pedestrians others are different types of traffic	To learn the Green Cross Code (See attached Green Cross Code sheet for more details) <b>THINK, STOP, LOOK, LISTEN</b> <ul style="list-style-type: none"> <li>- Find a safe place to cross (Where is a safe place to cross the road? Where is it not safe to cross the road?)</li> <li>- Stop just before you get to the kerb</li> <li>- Look all around for traffic and listen</li> <li>- If traffic is coming let it pass</li> <li>- When it is safe, go straight across the road – do not run</li> <li>- Keep looking and listening as you cross</li> </ul>	Learning the Green Cross Code Problem solving Working in small groups and as a large group
<b>Pass the tambourine</b> (10 mins)	<b>Pass the tambourine</b> Listening and concentration game	Emphasise the importance of good listening and concentration when crossing the road	The importance of good listening and concentration when crossing the road Listening and concentration skills
<b>Road Safety Rhyme</b> (5 mins)	<b>Road Safety Rhyme with actions</b>	Super Hero Road Safety School saving lives through skill and knowledge, Making sure to hold hands crossing the road, Making sure we know the Green Cross Code, 'Think, Stop, Look, Listen!' Making sure we look left and right, Making sure we're seen day and night, 'Be Bright, Be Seen!' Making sure we put our helmets on, 'Ready to Ride!' Making sure we put our Seat belts on, 'Car Clever!' Keeping everyone safe as you will see, Road Safety Super Heroes we will be!	To consolidate all that has been learnt Movement and co-ordination skills

# KS1 ROAD SAFETY WORKSHOP 1 HOUR (CONTINUED)

Theme Workshop KS1	Creative Activities	Information to relate	Learning Objectives/ skills explored
Plenary (5 mins)	<b>Circle time</b> One thing you have learnt today. Can't say something that has already been said.	Tell your friends and family when you go home today what you have learnt and put it into practice!	To reflect and evaluate what they have learnt Demonstrate knowledge and awareness

## Scenario 1

Billy was playing football with his brother in their front garden. His brother kicked the football and it went into the road. Billy chased after it without thinking. A car was coming and knocked him over. Billy broke his leg and arm which still hurts. He's lucky to be alive but now he won't be able to play football for a very long time.

## Scenario 2

Keira was listening to her ipod and texting her friend when she crossed the road. She didn't see or hear the lorry coming. Keira got knocked over and broke her collar bone. It is still very painful. She's lucky to be alive but now she can't go on the school trip to France which she was really looking forward to.

# KS2 ROAD SAFETY WORKSHOP 1 HOUR

Theme Workshop KS2	Creative Activities	Information to relate	Learning Objectives/ skills explored
<b>Intro and Warm Up</b> (5 mins)	<b>Warm Up</b> Pass the eyeball	Emphasise the importance of looking and concentrating when crossing the road.	The importance of looking and concentrating when crossing the road.  Working as a large group.  Focus and listening skills
<b>10 second Tableaux</b> (10 mins)	<b>10 second Tableaux</b> A Zebra crossing A Puffin crossing A Footbridge An unsafe place to cross the road (between parked cars, at a bend in the road, at the brow of a hill, behind an obstruction eg. A tree)	Where is a safe place to cross the road?  What are the different types of safe crossings? (Zebra crossing no red and green man. Puffin crossing has red and green man.)  Where is an unsafe place to cross the road? (Anywhere you cannot see or be seen)  Why is it important to find a safe place to cross the road?	Consider safe places to cross the road  Identify the difference between types of crossing  Identify and understand where it is unsafe to cross the road  Establish the reasons for finding a safe place to cross the road  Working in groups.  Co-operation and communication  Demonstrate knowledge  Problem solving
<b>The Green Cross Code</b> (10 mins)	<b>Green Cross Code Machine</b>  Demonstrating each stage of the Green Cross Code through words and action, devised by the pupils themselves, to create a Green Cross Code 'machine' ie. Each member of the machine vocalises and physicalises a part of the code to create the entire code as if it were a conveyor belt machine.	Can you remember each stage of The Green Cross Code?  The Green Cross Code (See attached Green Cross Code sheet for more details)  <b>THINK, STOP, LOOK, LISTEN</b>  - Find a safe place to cross (Where is a safe place to cross the road? Where is it not safe to cross the road?) - Stop just before you get to the kerb - Look all around for traffic and listen - If traffic is coming let it pass - When it is safe, go straight across the road – do not run - Keep looking and listening as you cross  Why is The Green Cross Code so important?	Learn the Green Cross Code and establish its importance  Demonstrate and consolidate knowledge  Working in groups  Co-operation and communication  Problem solving



# KS2 ROAD SAFETY WORKSHOP 1 HOUR (CONTINUED)

Theme Workshop KS2	Creative Activities	Information to relate	Learning Objectives/ skills explored
<b>Scenarios</b> (10 mins)	<b>Scenarios (see attached sheets)</b> 1. Distracted boy is seriously injured and can no longer play football 2. Distracted girl is seriously injured and cannot go on holiday Frozen Picture of scenarios including – Victim, Driver, Witness, Parent When tap on shoulder - One sentence exploring how each character feels.	How would it feel to be involved in an accident? What are the consequences for all those involved in an accident?	Explore the negative consequences of road accidents for all those involved Exploring physicality and expression Working in small groups Developing improvisation skills
<b>Role-play</b> (10 mins)	<b>Role-play (in twos)</b> Conversation between – Victim and Parent Or Driver (not at fault) and Witness	How would it feel to be involved in an accident? What might you wish you had done differently/ had happened differently? How might you decide to treat road safety in the future after this experience?	Articulate the negative consequences of road accidents for all those involved Re-iterate the importance of good road safety and the skills required (ie. Not being distracted, thinking, stopping, looking and listening) Reflecting on the consequences of the mistakes made by the victim and changes they could make in the future Working in pairs Developing improvisation skills
<b>Devising and Sharing</b> (15 mins)	<b>Devising (in fours)</b> Road Safety T.V Campaign Each group devises a short t.v. advert to illustrate one of the Department for transport Road Safety Themes; ‘The Green Cross Code’, ‘Be Bright Be Seen’, ‘Deadly Distractions’, ‘Ready to Ride’ and ‘Car Clever’	How can we remind ourselves and teach others the importance of Road safety?	Consolidate learning of the Department for transport Road Safety themes Demonstrate knowledge Working in small groups Developing imagination and improvisation skills To understand basic acting rules Identify and understand the role of an audience

# KS2 ROAD SAFETY WORKSHOP 1 HOUR (CONTINUED)

Theme Workshop KS2	Creative Activities	Information to relate	Learning Objectives/ skills explored
Plenary	<b>Circle time</b> One thing you have learnt today. Can't say something that has already been said.	Tell your friends and family when you go home today what you have learnt and put it into practice!	To reflect and evaluate what they have learnt Demonstrate knowledge and awareness

# THE GREEN CROSS CODE

Summary	Detail
<b>1. First find the safest place to cross</b>	<ul style="list-style-type: none"><li>• If possible, cross the road at: subways, footbridges, traffic islands, zebra, pelican, puffin or toucan crossings, or where there is a crossing point controlled by a police officer, a school crossing patrol or a traffic warden.</li><li>• Otherwise, choose a place where you can see clearly in all directions, and where drivers can see you.</li><li>• Try to avoid crossing between parked cars and on sharp bends or close to the top of a hill. Move to a space where drivers and riders can see you clearly.</li><li>• There should be space to reach the pavement on the other side.</li></ul>
<b>2. Stop just before you get to the kerb</b>	<ul style="list-style-type: none"><li>• Do not get too close to the traffic. If there is no pavement, keep back from the edge of the road but make sure you can still see approaching traffic.</li><li>• Give yourself lots of time to have a good look all around.</li></ul>
<b>3. Look all around for traffic and listen</b>	<ul style="list-style-type: none"><li>• Look all around for traffic and listen.</li><li>• Look in every direction.</li><li>• Listen carefully because you can sometimes hear traffic before you can see it.</li></ul>
<b>4. If traffic is coming let it pass</b>	<ul style="list-style-type: none"><li>• Look all around again and listen.</li><li>• Do not cross until there is a safe gap in the traffic and you are certain that there is plenty of time.</li><li>• Remember, even if traffic is a long way off, it may be approaching very quickly.</li></ul>
<b>5. When it is safe go straight across the road – do not run.</b>	<ul style="list-style-type: none"><li>• Keep looking and listening for traffic while you cross, in case there is any traffic you did not see, or in case other traffic appears suddenly.</li><li>• Look out for cyclists and motorcyclists travelling between lanes of traffic.</li><li>• Do not cross diagonally.</li></ul>

# USEFUL LINKS

The following sites provide a variety of helpful and informative resources in order to aid in the understanding and teaching of road safety for all ages:

## Think! Education

*Curriculum and government guidance, including resources, on the teaching of road safety:*

<http://www.dft.gov.uk/think/education/early-years-and-primary/>

## Tales of the Road

*After the success of the 'hedgehog campaign' the government launches a new hard hitting resource for learning road safety:*

<http://talesoftheroad.direct.gov.uk/>

## Department for Transport

*A key resource when reading current research, publications and statistics regarding all aspects of transport*

<http://www.dft.gov.uk/>

## ROSPA

*The Royal Society for the Prevention of Accidents*

<http://www.rospa.com/roadsafety/>

## Road Safety GB

*Keep up to date with the latest news and conferences focusing on Road Safety in Great Britain*

<http://www.roadsafetygb.org.uk/>



# **KS1 ACTIVITIES (TEACHER SHEETS)**



# WHAT AM I?

This activity is a good way of helping young students to recognise, and to understand the dangers of, traffic.

As a whole class, or in smaller groups, discuss all the vehicles in the boxes below by asking the following questions:

- What words can we use to describe this vehicle?
- What do they sound like?
- How fast do they go?
- Do we see them on the roads near our school? Our home?
- The shops? Where do we see them?
- What is traffic?



## Extension Activity:

Collate some different types of toy vehicles such as cars, lorries, vans, buses, motorcycles, bicycle, taxi, ambulances, police cars etc and place them in an opaque bag. In turn ask the children to come to the front of

the classroom and take a 'lucky dip' and see what vehicle they pull out of the bag. Once again, question them on that vehicle- based on the activity above, who is able to describe the vehicle now?

# TRAFFIC TOWN; TRAFFIC AWARENESS

**This activity can help students identify safe places to cross and understand why not stopping and thinking, looking and listening before crossing can be dangerous.**

Use a townscape play mat or make a simple table top 'roadscape' based on the diagram below. Populate it with toy vehicles and pedestrians- these could be lego, coloured blocks, small plastic figurines of people/ animals and plastic and metal cars.

Ask the whole class or small groups to gather round the map and take it in turns to move the cars, the pedestrians, or both, asking them to think about the following:

- Why they need to be careful around standing and moving traffic
- What controls traffic
- Different types of crossings
- Safe and unsafe places to cross the road



This play mat can be purchased from Fine Solutions, a small independent company that produces educationally sound and competitively priced resources geared to the curriculum that can stand up to the everyday rigours of an educational environment.

**[www.finesolutions.co.uk](http://www.finesolutions.co.uk)**

# KEEPING COUNT

**THIS TRAFFIC COUNTING SURVEY WILL HELP DEMONSTRATE HOW MANY VEHICLES ARE ON THE ROADS EVERYDAY...**

Take your students outside of the classroom and form a 'traffic patrol base' in the playground or somewhere in the school grounds where your students can see a reasonably busy road. Alternatively, if sufficient adult supervision is available, take a trip outside the school and find a safe place to observe at a distance a busy road.

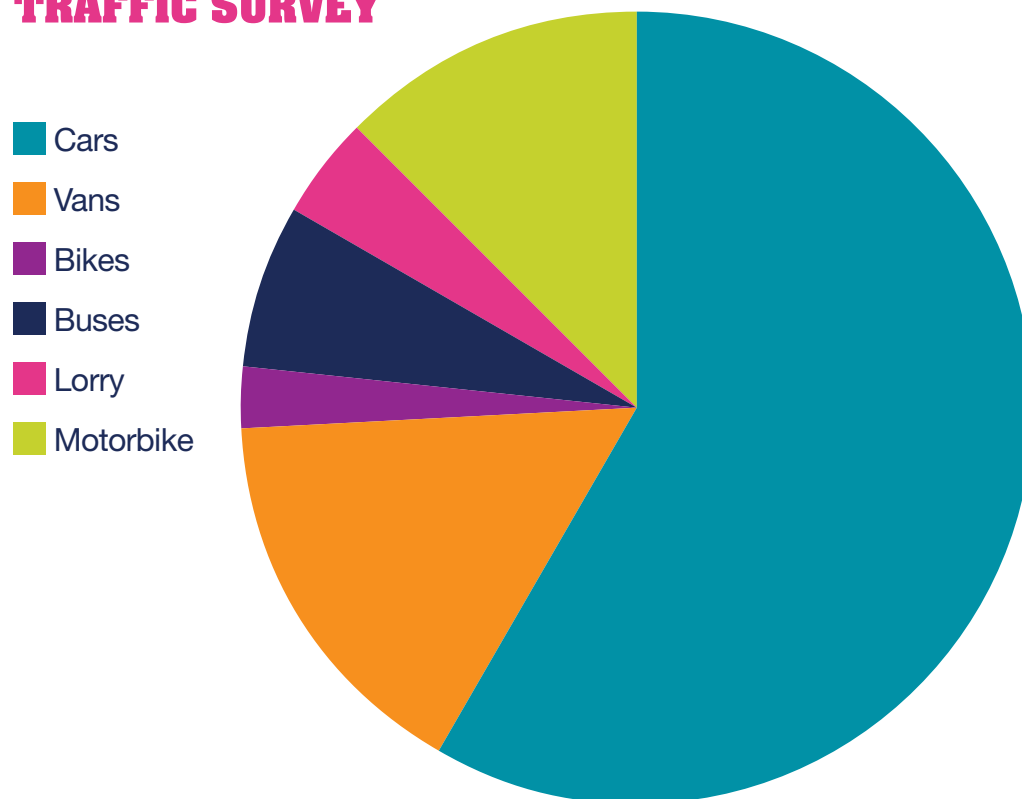
Now, using the resources listed below, carry out a 'traffic survey' – one group could keep a tally of how many vehicles they count, and another could list the vehicles they see (van, bus, bike, car etc).

Resources:

- Adult helpers
- Paper
- Pens
- Clipboards

Once you get back to school you could make a pie chart or graph to show your findings like this one:

## TRAFFIC SURVEY



### Extension Activity:

If you have decided to take your students out of the school premises and you have sufficient adult supervision, children can be taken out onto the roads around the school in small groups of two or three, so that holding hands can be modelled and children can be shown on which side to stand (ie. the pavement side not the road side of the adult accompanying them). Pupils can practice using the Green Cross Code (see Green Cross Code steps included in Resource Pack) to cross the road with an adult. Emphasis should be put on children being attentive and avoiding chatting when they are going across the road.



# BRIGHTER IS BETTER

**Try these simple science investigations based on bright and reflective materials and colours to relate your findings back to the road safety issues of 'Be Bright Be Seen'.**

In order to carry out these experiments, you will need:

- A4 pieces of paper in a variety of colours including, black, grey, white, yellow, fluorescent orange and green.
- A variety of reflective and non-reflective materials including a mirror, foil, matt paper, fabric, plastic paper, glossy paper, cardboard box.
- Reflective clothing e.g. Fluorescent tabard and reflective armbands
- Non-reflective clothing e.g. School jumper, coat etc.
- A Torch

Once you have all your equipment to hand you are ready to start! Divide the class into three teams and have an adult accompany each group. Each team will visit each science station once and record their findings. At the end you will all come back together to discuss your results.



## Experiment 1: Which colours show up best?

Using the school playground ask students to hold up the different coloured pieces of paper. The rest of the class view these from a distance and decide which is easiest to see.

## Experiment 2: What materials reflect light?

Give students the variety of reflective and non-reflective materials and ask them if they can see their faces in them. Pupils can keep a simple tick list record of results.

## Experiment 3: How do reflective armbands work?

Find a darkened classroom to find out which clothes reflect back light.

# CLEVER CAR USERS

**THE ONLY THING BETTER THAN TALKING ABOUT HOW TO KEEP SAFE IN A CAR, IS TO TRY IT FOR OURSELVES!**

This activity may best be done in the hall.

Start by discussing the do's and don'ts of travelling in a car i.e. Use a booster seat and seatbelt, don't distract the driver, keep hands away from the door and window, exit the car on the pavement side only.

## STEP ONE

Ask your students to imagine that they are going on a car journey (take suggestions of where they might be going). You are all going to go to this destination together by miming the following actions modelled by the teacher;

- Pretend to climb into the car and sit in your car seat or on your booster.
- Make sure the seat belt is in place and clicks.
- Off we go, look out the window but don't distract the driver
- Keep hands away from the door and window
- We've arrived. Show the children which side the pavement is. Undo your seat belt and get out on the pavement side of the car away from traffic.
- Enjoy your destination eg. Play in the park, seaside, school etc.
- Now do the return journey repeating all the car clever actions.

## STEP TWO

You can now split your students into pairs. Each pair needs to decide where they are going, and who will be the adult driver, and who will be the 'car clever' passenger. Together they practise all the actions modelled above

## STEP THREE

Now ask each pair, or a selection of pairs, to demonstrate to the class their outing in the car. Ask the rest of the class to think about whether the pair they are watching did everything they could to keep safe in the car.





# OUR CODES 4 THE ROAD

**Make everyone aware of how to keep safe on the roads by designing some bright and colourful posters to display around the school.**

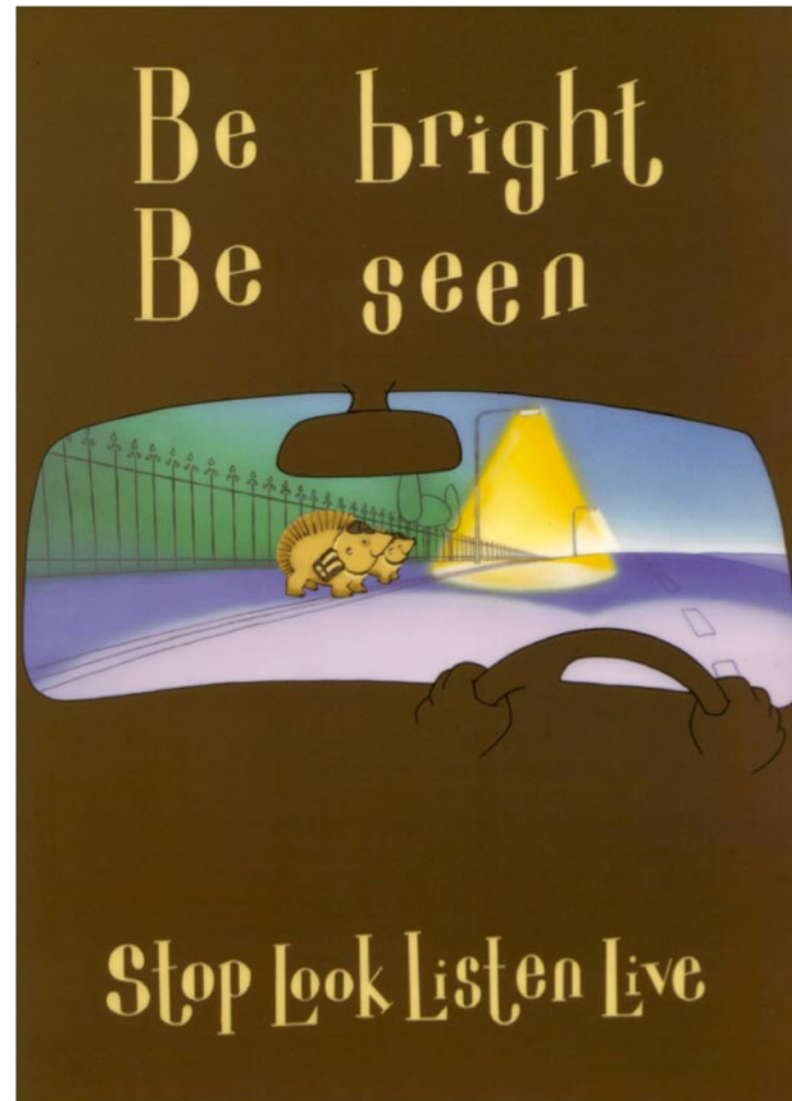
## Resources

- A3 Paper, Marker pens, Art materials
- Or access to ICT suite

Ask students to design and make a bright and eye catching poster illustrating one of the road safety themes:

- The Green Cross Code (Think Stop Look Listen)
- Be Bright Be Seen
- Car Clever.

Below is an example of a very well known Road Safety poster designed by the Department for Transport during a past campaign:



# **KS2 ACTIVITIES** **(STUDENT WORK SHEETS)**



# TRY THIS FOR TRIVIA

Which is the missing word in the following?

**THINK, STOP, \_\_\_\_\_ LISTEN**

**Complete the sentence:**

You are less likely to be involved in an accident at night if you are clearly

**V** \_ \_ \_ \_ \_

**Which of the following colours help you to be seen during the day time?**

- Dark
- Reflective
- Fluorescent

**What should you always wear in the car?**

- Seat belt / child restraint
- Sunglasses
- Reflective clothing

**Name a type of road crossing that you should look for in order to cross the road. To help, the first and second letter of FOUR types of crossings has been done for you:**

**P E** \_ \_ \_ \_ \_

**Z E** \_ \_ \_

**P U** \_ \_ \_ \_ \_

**T O** \_ \_ \_ \_ \_

**What do triangle shaped road signs do?**

- Give orders
- Give warnings
- Give information

**What is another name for a school crossing patrol?**

- Lollipop lady/man
- Warden
- Pelican crossing

**Tick all the ways you must not behave when you are a passenger in a vehicle.**

- Lean out of the window
- Block the driver's view in the mirror
- Talk loudly and shout
- Throw things out of the vehicle
- Open the car door

**Except for cars, list FIVE other examples of vehicles that travel on our roads:**

# VISUAL VISIBILITY

## ARE YOU A ROAD SAFETY DESIGNER IN THE MAKING?

**We know and understand how important it is to wear high visibility clothing when it is dark outside, or poor weather, as well as when we are walking in large groups, on narrow pavements or out riding our bikes. But can you now use what you've learnt to design a new high visibility piece of clothing (trousers, top, coat, trainers, hat...), or an entire outfit, which could be worn by you and your friends?**

The following steps will help you get started:

- Carry out internet research to find high-visibility products (fluorescent and reflective)
- Make some rough sketches on the outline below based on what you've found and what you and your friends like to wear in and out of school
- Find and cut out fluorescent and reflective paper and materials to complete your design



# POETRY IN MOTION

There is a lot to remember about keeping safe on our roads. Write as many different words as you can related to road safety in the box below- a few have been done for you!

SAFETY

ROAD

BICYCLE

WALKING

In order to remember some of the important points about road safety, we can create a mnemonic. A mnemonic is a sentence that can help us remember important information because the first letter of each word of that sentence is the same as the thing we have to remember.

Create your own mnemonic using the word ‘R-O-A-D-S-A-F-E-T-Y’ as a basis. You may also like to add pictures to decorate your mnemonic and then display it in the classroom

For Example:

R

O

A

D

S

A

F

E

T

Y

Roads can be dangerous

# KEEPING COUNT

## CAN YOU KEEP TRACK OF HOW MANY VEHICLES ARE ON OUR ROADS AND STREETS?

With your teacher, find a suitable place to set up a ‘traffic patrol base’ in the playground or somewhere in the school grounds where you can see a busy road. Alternatively, if you have enough teachers, you may be able to take a trip outside of the school grounds to find a safe place to observe, at a distance, a busy road.

Your job is to carry out a traffic survey, keeping a tally of how many vehicles you count, as well as what they are, by filling in the below sheet:

VEHICLE	TALLY
CAR	
VAN	
BUS	
BICYCLE	
MOTORCYCLE	
TAXI	
LORRY	
POLICE CAR	
AMBULANCE	
CARAVAN	

### Extension Activity:

Once you get back to school you could make a pie chart or graph to show your findings.



# CAR CASUALTIES

**YOU HAVE BEEN ASKED BY THE DEPARTMENT OF TRANSPORT TO INVESTIGATE THE NUMBER OF CASUALTIES ON OUR ROADS EACH YEAR...**

## You will need:

- Squared Paper or Graph Paper
- Pens/Pencils
- Calculator
- Data handling computer software

## TASK ONE

Using the data below, construct a graph and/or chart to show the number of casualties on our roads from 2011- 2010. The data can also be entered into a computer using data handling software to produce graphs and pie charts.

### Number of road deaths per year

Year	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Deaths	3,450	3,431	3,508	3,221	3,201	3,172	2,946	2,538	2,222	1,857

### Number of road casualties (killed or seriously injured) per year

Year	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Deaths	40,560	39,407	37,215	34,351	32,155	31,845	30,720	28,572	26,906	24,517

### Number of child (aged 0-11) road casualties (killed or seriously injured) per year

Year	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Deaths	2,807	2,524	2,250	1,942	1,812	1,658	1,601	1,509	1,410	1,423

## Discuss:

Why do you think the number of casualties has fallen over time?

# CAR CASUALTIES

CONTINUED....

## TASK TWO

Look at the figures below that show you how many boys and girls have been involved in car related accidents.

### Child (aged 0-11) casualties (killed or seriously injured) in 2010

Gender	Girls	Boys
Casualties	504	919

### Child (aged 0 – 11) casualties (killed or seriously injured) by mode of transport in 2010

	Pedestrians	Car Passengers	Cyclists
Girls	344	106	42
Boys	647	134	126

### Child casualties (killed or seriously injured) in 2009 by age

Age Group	0-3	4-7	8-11	12-15
Casualties	117	464	715	1,079

### Discuss:

- Why do you think there are there more casualties among boys than girls?
- Are boys more likely to take risks?
- Why are more older children killed or injured than younger children?

# CAR CLEVER

## WHY NOT TRY YOUR HAND AT SOME ROLE PLAY...

**In pairs, take it in turns to carry out the following role play scenarios in front of your class. Actor one should play the 'unsafe' role on each occasion, with the other playing the 'safe' friend who is responding to pressure to behave in unsafe ways. You can then swap round.**

Start by having two seats side by side facing the class.

- **Suggestion 1: Travelling on a coach.**

Actor one tries to persuade actor two not to bother with the seat belt eg. 'they're for wimps', 'you don't have to wear them', 'I dare you not to wear it', etc. The volunteer has to respond with counter arguments eg. 'Seat belts save lives', 'in a crash a seat belt stops you getting thrown out of your seat', 'if there is a seat belt provided you should use it', 'I'd rather be safe than sorry' etc.



- **Suggestion 2: Booster seats and seat belts.**

This time the scenario involves two peers travelling in a car with both having to use booster seats. Responses to the 'unsafe' friend could include, 'until you're 12 or taller than 135cm it is the law that you use a booster seat', 'adult seat belts aren't designed for children so you need to use a booster seat to be safe', 'I'd rather be safe than sorry' etc.

- **Suggestion 3: Unsafe Passenger**

Actor one is leaning out of the car window. Responses to the 'unsafe' friend could include, 'It's dangerous to do that and I don't want to lose my head', 'it will distract the driver', 'let's play a game instead' etc.

- **Suggestion 4: Distracting the Driver.**

This time actor one plays a younger sibling distracting a parent who is driving. Another actor plays an older sibling explaining that this is dangerous behaviour.

### **Extension Task:**

Can you think of any other simple role play scenarios that can be set up to model safe responses to unsafe peer pressure behaviour, remembering the other road safety themes (Be Bright Be Seen, The Green Cross Code, Ready to Ride)?

# OUR CODES 4 THE ROAD

**We now know that there are four main things to think about with Road Safety, so now it's time to show others what we've learnt!**

You are going to design and make a poster that will show others what we have learnt about Road Safety- you could pick just one theme, or try to show all four themes in your poster:

- The Green Cross Code (Think Stop Look Listen)
- Be Bright Be Seen
- Ready to Ride
- Car Clever

Your poster will need to be eye-catching in order to grab the attention of passers-by, and could include a simple catch phrase or slogan, like the poster below. Your poster could also be designed using computer software that you have in school or at home.

