



# Road Safety in the Primary Curriculum

Resources for Key Stage 1 and 2





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## Resources for Key Stage 1 and 2

North Yorkshire Road Safety and Travel Awareness Team have considerable experience of delivering Road Safety Education in schools. In this pack we have identified resources and websites that can be used in schools. Many of these resources are linked to the national curriculum framework making it easy for teachers to incorporate Road Safety into the classroom

# Road Safety Education in the Curriculum

Road Safety is an issue that affects everyone. We all need to use roads whether we are children or adults. Most of us use the roads everyday as pedestrians, cyclists, drivers or passengers in cars. It is essential therefore to ensure that we can travel around as safely as possible.

Road Safety falls within curriculum requirements. Prioritising Road Safety is an excellent way to meet statutory requirements and to promote personal development and well-being. As well as meeting PSHE and Citizenship curriculum requirements, Road Safety education can also help you meet health and environmental targets and awards. There is also considerable scope for the development of cross-curricular linkages between other subjects such as Geography, Science and Maths and Road Safety. These enable key Road Safety skills and knowledge to be reinforced.

Good practice in Road Safety Education is developmental, progressive and relates to the stage of development of the child. The most effective Road Safety Education is developed by partnerships between class teachers, parents and Road Safety Officers, each supporting the others.

North Yorkshire Road Safety and Travel Awareness Team have considerable experience of delivering Road Safety Education in schools. In this pack we have identified resources and websites that can be used in schools. Many of these resources are linked to the national curriculum framework making it easy for teachers to incorporate Road Safety into the classroom.

**The aim of this resource is to help you to plan and deliver the most effective way to help children and young people to use the roads safely.**

For further information and guidance please contact:  
Ann Smallwood  
Road Safety and Travel Awareness Team  
[ann.smallwood@northyorks.gov.uk](mailto:ann.smallwood@northyorks.gov.uk)

# Contents

## Section1

- Road Safety skills and learning outcomes for each key stage
- Road Safety advice for parents(EYFS and Key stage 1)
- Road Safety advice for parents(Key stage 2)
- Calendar of Road Safety themes
- Support available from Road Safety and Travel Awareness Team(including contact details)
- Bikeability in North Yorkshire
- Road Safety links with subject areas (including National Curriculum links and resources)
- Road Safety resources and websites

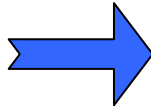
## Section 2

- Index of lesson plans
- Lesson plans and activities for Key Stage 1 and 2

## Road Safety Skills and Learning Outcomes for each Key Stage.

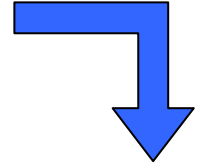
### Foundation / Early Key Stage 1

Understand the difference between the footpath and the road.  
Know to walk with a grown up and hold hands when near a road  
Introduce Stop, Look, Listen and Think.



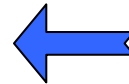
### By the end of Key Stage 1

Understand that pedestrians walk on the pavement and vehicles travel on the road.  
Know to walk with a grown up and hold hands when walking near a road.  
Understand the Stop, Look, Listen and Think sequence.  
Ride a bike (with stabilisers)  
Know to travel in a car wearing a seatbelt and a car seat if under 135cms tall.  
Understand how walking and cycling can keep them healthy.



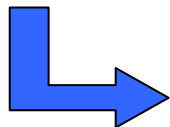
### By the end of Key Stage 3

Understand their responsibilities as pedestrians or passengers.  
To travel independently to and from school either as a pedestrian, cyclist or on school transport (where local conditions allow).  
To understand what is acceptable behaviour on public transport.  
To be able to plan and make longer journeys using a combination of transport modes safely.  
To understand risk and the effect of behaviour on safety.  
To develop strategies to cope with potentially dangerous situations caused by the behaviour of a driver they travel with.



### By the end of Key Stage 2

Know the Green Cross Code including recognising safe crossing places on the road side.  
Have an understanding of road signs and pedestrian crossings.  
To be able to identify when they feel at risk as a passenger and develop a strategy to speak out (passenger power).  
Understand their responsibilities as a passenger in a car to wear a seatbelt and behave sensibly.  
Have an increased awareness of the Highway Code.  
Ride a bike and have participated in some Cycle Training.  
Be able to plan a safe journey to secondary school.



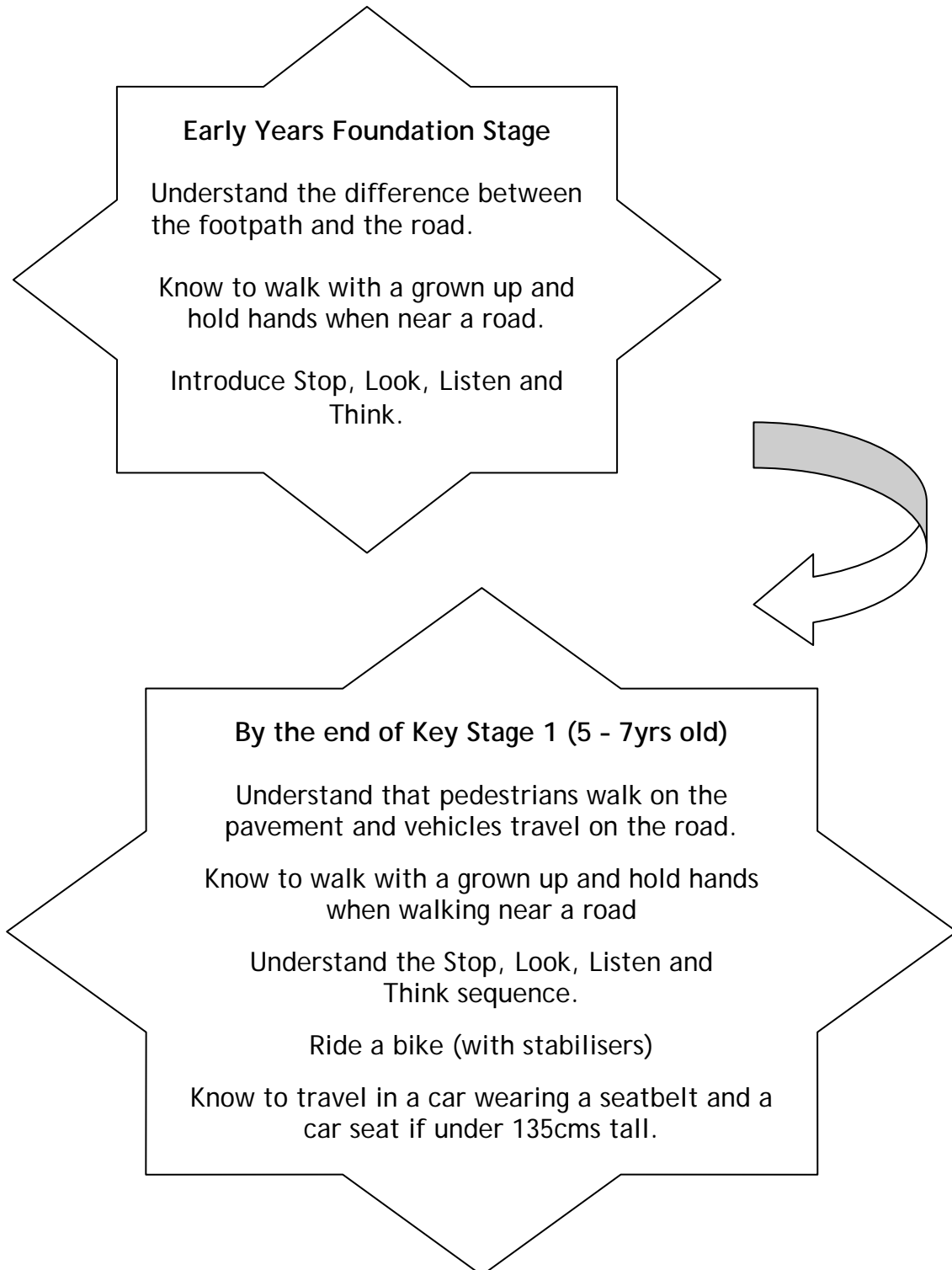
### By the end of Key Stage 4

Understand their responsibilities as pedestrians, passengers and drivers.  
To be aware of the training requirements for drivers  
Have an awareness of issues affecting young drivers such as peer pressure, speed, drugs and alcohol and inexperience.  
To be able to travel independently and understand the benefits of sustainable travel.

## Road Safety advice for parents

North Yorkshire County Council's Road Safety and Travel Awareness Team have developed resources to assist teachers to deliver road safety and travel awareness education in your child's school. The purpose of this chart is to show you what sorts of topics are covered in each key stage to enable you to reinforce this work with your child.

Children learn from watching what parents do and how they behave. They can be taught rules and encouraged to follow them through practical training. However, young children should never use roads without an adult, and adults should follow the Green Cross Code at all times when on foot with their children. Adults should, at all times, hold hands with younger children. Under 8's have difficulty judging speed and distance.



## Road Safety advice for parents

North Yorkshire County Council's Road Safety and Travel Awareness Team have developed resources to assist teachers to deliver road safety and travel awareness education in your child's school. The purpose of this chart is to show you what sorts of topics may be covered in each Key Stage to enable you to reinforce this work with your child.

### By the end of Key Stage 2 (7 - 11yrs old)

Know the Green Cross Code including recognising safe crossing places on the road side.

Have an understanding of road signs and pedestrian crossings.

To be able to identify when they feel at risk as a passenger and develop a strategy to speak out (passenger power)

Understand their responsibilities as a passenger in a car to wear a seatbelt and behave sensibly.

Have an increased awareness of the Highway Code.

Ride a bike and have participated in some Cycle Training.  
Be able to plan a safe journey to secondary school.

Parents play a crucial role in the development of their children's road safety knowledge, skills, attitudes and behaviour. By the time your child is leaving primary school they should have a good understanding of the various issues regarding keeping safe on the roads and in cars and buses. They should also know about the health and environmental benefits of walking and cycling.

At this stage of their development as a road user children find themselves at greater risk than they were before as they tend to travel more independently. All children should be encouraged to speak out against dangerous behaviour, such as children pushing each other into the road, or running across roads without looking, or drivers driving too fast, or people not doing up their seatbelts.

## A Calendar of Road Safety Themes to be covered throughout the school year.

For Key Stage 1 and 2

Term	Topic	Links/Notes/ Websites
Autumn	<b>Pedestrian skills</b> Stop, look, listen, think. Walk with a grown up and hold hands when near a busy road.	School Walking Month- October
	<b>Be safe be seen</b> Wearing bright clothes (fluorescent and reflective).	Road Safety Week- November
Spring	<b>Highway Code</b> Have an understanding of road signs and pedestrian crossings.	<a href="http://talesoftheroad.direct.gov.uk">http://talesoftheroad.direct.gov.uk</a>
	<b>In Car Safety</b> Know to travel in a car wearing a seatbelt and a car seat if under 135cm tall Understand the responsibilities as a passenger.	<a href="http://www.roadwise.co.uk">www.roadwise.co.uk</a>  <a href="http://www.dft.gov.uk/think/education">www.dft.gov.uk/think/education</a>
Summer	<b>Green Cross Code</b> Know the Green Cross Code including recognising safe crossing places on the road side.	<a href="http://talesoftheroad.direct.gov.uk">http://talesoftheroad.direct.gov.uk</a>
	<b>Cycling</b> Ride a bike ( with stabilisers) KS1 Participate in cycle training KS2	<a href="http://www.dft.gov.uk/bikeability">www.dft.gov.uk/bikeability</a>
	<b>Healthy Living</b> Understand that walking and cycling can improve health	Walk to School Week - May
	<b>Transition to Secondary School</b> Plan a safe journey to secondary school	Year 6 <a href="http://www.think.dft.gov.uk/">www.think.dft.gov.uk/</a> a - new-journey



## Road Safety Education for Primary Schools

### Support available from North Yorkshire Road Safety and Travel Awareness Team

- Working with schools and parents to ensure children travel safely.
- North Yorkshire Road Safety and Travel Awareness Team have considerable experience of delivering Road Safety Education in schools and will be pleased to work with your school.
- Providing schemes of work and resources.

### Walking and Cycling

The County Council encourages walking and cycling to school.

This combines for example classroom work linked to the national curriculum, cycle and pedestrian training, assistance for schools in updating their School Travel Plans, and auditing the infrastructure around schools to ensure it meets the needs of pupils. We have resources for including Sustainable Travel in the curriculum.

- **Cycle training**

North Yorkshire County Council currently offers a scheme of cycle training for children in years five and six of Primary School. A new programme of cycle training will enable us to change our training syllabus to deliver the National Standard 'Bikeability' training. Initially this will be supported by a government grant.

- **Pedestrian Training**

Street Feet is a new resource available for schools to deliver Pedestrian Training to Years 3/4.

- **Make a Difference**

The lessons in the pack have been designed to heighten children's awareness of sustainable travel issues and encourage children and their families to choose sustainable travel modes whenever possible.

The four lessons are: Stepometers, Using Map Activities, Ideas for school council, Climate change.

- **Setting up a 5 Minute Walking Zone**

Advice and ideas for schools

- **Walk to school Week May**
- **International School Walking Month October**

Assembly Ideas and Lessons



### Junior Road Safety Officer Scheme



Junior Road Safety Officers help their local Road Safety Officer to promote road safety issues within the school and the local community. Each primary school is encouraged to appoint two JRSOs from Year 5

Throughout the year they are involved in lots of activities.

- Maintaining a notice board and making sure the road safety information is up to date
- Talking in an Assembly or in Class on road safety themes
- Arranging competitions

### Website

A website is available for activities and information [www.roadwise.co.uk](http://www.roadwise.co.uk)

**Contact us:**

North Yorkshire County Council,  
Road Safety & Travel Awareness,  
Highways & Transportation,  
County Hall,  
Northallerton,  
DL7 8AH

Tel 0845 0349494 Fax 01609 779838

[road.safety@northyorks.gov.uk](mailto:road.safety@northyorks.gov.uk)

travelwise@northyorks.gov.uk

95alive@northyorks.gov.uk

# Bikeability in North Yorkshire.

Bikeability is a new and improved version of cycle training designed to give pupils the skills and confidence to ride their bikes on today's roads.

## Levels

There are three Bikeability levels:

- Level 1 .Pupils learn to control and master their bike. The training takes place in an environment away from cars or traffic - usually in a playground .
- Level 2.10-11 year olds progress through to Level 2.Pupils will get out on the roads. Level 2 gives a real cycling experience so that they are able to deal with traffic on short journeys.
- Level3.Pupils learn the skills to tackle a wider variety of traffic conditions and road conditions.

## Delivering Bikeability

North Yorkshire County Council currently offers a scheme of cycle training for children in year 6 of Primary school. The new programme of cycle training will enable us to change our training syllabus to deliver the National Standard Bikeability training. Initially this will be supported by a government grant.

Bikeability training is led by qualified National Standard Instructors.The funding will enable us to recruit and train sufficient part time instructors to deliver Bikeability across the county.Bikeability in schools takes place over an intensive two day period.

- Day 1 will include Level 1 off road training and the start of Level 2 training covering on road skills and independent cycling.
- Day 2 will continue with Level 2 training.

The extra value of this programme is the active learning while children cycle with their instructors in a supervised group on their local roads. There must be at least one instructor for every 6 pupils.

## Supporting Materials


Lesson plans and resources to encourage cycling are available to schools.



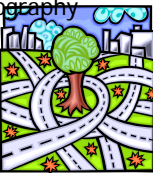
## More information

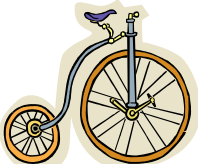


<http://www.dft.gov.uk/bikeability>

## Road Safety links with subject areas

North Yorkshire Road Safety and Travel Awareness Team have considerable experience of delivering Road Safety Education in schools and will be pleased to work with your school. We can provide schemes of work and resources.

Subject	Road Safety theme	Activity	Resources Available from NYCC
Science KS1 Sc1, 2a, 2b, 2c, 2d 4a, 4b, 4c KS2 Sc1b, 2a, 2b, 2c, 2d Sc4 2a, 2b, 2e	Seatbelts	<b>Investigate forces.</b> Plan and carry out an investigation using toy cars and teddies/dummies travelling down ramps. What can be done to keep teddy safe?	Car and Ramp including The Bean / Dim Family 'Teddy takes a Tumble' story sack Seatbelt Sledge  Lesson plan and power point available
KS1 Sc1, 2a, 2b, 2c, 2d 4a, 4b, 4c KS2 Sc1b, 2a, 2b, 2c, 2d Sc4 2a, 2b, 2e	Helmets 	<b>Investigate forces.</b> Plan and carry out an investigation on cycle helmets using playdough for a head try out different materials to make a helmet. Study cycle helmets. Crash test eggs with and without specially-made helmets.	Small polystyrene helmets for eggs Photos and pictures of injuries  Lesson plans available
KS2 Sc4 3a, 3b, 3c, 3d	Mirrors in cars, reflectors,  Reflective/fluorescent materials	<b>Investigate with mirrors.</b> Discuss safety implications of mirrors and reflectors.  Study the properties of reflective and fluorescent materials, using a high visibility vest and blacked out rooms and torches.	Hi Vis jackets/ reflectors  Lesson plans available
KS2 Sc1b, 2a, 2b, 2c, 2d Sc4 2a, 2b, 2e	Stopping distances	<b>Investigate what happens when things slow down or speed up.</b> Experiment with different surfaces using toy cars. Explore the effects stopping distances on a moving object by varying the surface / friction it is travelling on. Relate this to road safety and different types of vehicle	Car and Ramp  Speed gun activity involving RSO Data gathering activity Free-standing reaction tester  Lesson plans available

<p>KS2 Sc2 2h</p>	<p>Walking and Cycling</p>	<p>Understanding how walking and cycling are important for a <b>healthy lifestyle</b>.</p>	<p>Stepometers Badge maker Maps and route planning A variety of lesson plans and activities are available</p>
<p>Maths Ma3 2a,2b,2c</p>	<p>Road signs </p>	<p>Look at <b>symmetry of road signs</b>. Discuss why we need road signs</p>	<p>Sign game( match sign with description) Highway code/ sign leaflets</p>
<p>KS2 Ma4 1a,1b,1c,1f,1g,2a,2b,2c</p>	<p>Local Traffic Surveys and Road Safety data</p> 	<p><b>Carry out a simple traffic survey</b> Collecting data and represent it in tables, graphs, and charts. Repeat the survey at different times of day and compare the results.</p> <p>Carry out a survey of parking around the school.</p> <p>Conduct a survey of each child's walking or cycling activity in a week. Children produce individual ideas or action plans to increase their walking or cycling</p>	<p>Speed gun activity Local data available from County Hall Road Safety Data Officer</p>
<p>KS2 Ma4 1a,1b,1c,1f,1g,2a,2b,2c</p>		<p>Find statistics that relate to the theme of Road Safety .Find other facts and figures on different road safety topics, including the maths of speed.</p>	<p>Speed gun activity Local data available from County Hall Road Safety Data Officer</p>
<p>Geography /History KS1Geography 5a,5b, 6a KS2 5a,5b</p> 	<p>Crossing roads safely</p>	<p><b>How places change</b>. Comparing streets in Victorian times with today using geographical vocabulary.</p>	<p>Pictures available Independent travel packs</p>

<p>KS1 5a,5b KS2 5a,5b</p> <p>History KS2 1a,2a</p>	<p>Getting to know your local area and finding safer crossing places</p>	<p><b>Local traffic and environmental issue</b></p> <p>Draw, map and describe routes from home to school, Learn about safety features on the roads and put forward ideas to make the local area safer</p> <p>Modes of transport - history and internationally</p> 	<p>Safer Routes to school boards Street Feet( mats,waistcoats,signs etc for KS1)</p>
<p>Citizenship KS1 3a,3b KS2 1a,3a,3e,3f</p>	<p>Plan a safe journey to secondary school</p> 	<p><b>Individual travel plan</b></p> <p>Investigate possible routes to their new school with their parents. Which is the safest and which is the quickest? Which one will they choose and why? Children produce a detailed travel plan and map with highlighted route (could include photos, sketches, diagrams of possible hazards they may encounter)</p>	<p>Safer Routes to School boards Making Choices booklets</p> <p>Lesson plan available for Year 6 or early Year 7</p>
<p>English KS2 En2 3c</p>	<p>Highway code</p>	<p><b>To look at written instructions and locate information accurately</b></p> 	<p>Highway code/signs leaflets Sign Game</p> <p>Lesson plan available</p>

En1 1b,1c  
En2 3c  
En3 12



Keeping safe on the roads as a pedestrian or cyclist.

Feeling at risk as a passenger and learning to speak out.

Road Safety  
Newspaper reports

Highway code



### Formal/impersonal writing

Create a virtual journey to illustrate the safest route to and from school using different modes of transport.

### Journalistic writing

Children write a news report about an incident or write a newspaper style article on a road safety issue.

### Argument

Children explore a controversial issue e.g. adding a lane to a motorway; the pedestrianisation of the high street, creating more cycle lanes

### Reading poetry

There are many poetry sources on road safety themes

Children to write poems or songs on road safety for Key Stage 1 children, to help teach the younger children basic road safety lessons. The older children can perform them in front of the younger children.

### Power of imagery

Write a story or play script about someone being hurt in a crash. What happened? Why?

Finding a voice

### Reading and writing non-fiction


Use the young persons Highway Code  
Speaking, listening and responding  
Interview parents/grandparents about how they travelled to school- look for similarities/ differences

### Group discussion and interaction

Debate topical issues eg Should all primary aged children walk to school during School Walking Month?

### Drama

Lesson plans available

<p>ICT</p> <p>KS2 1a,1b,2a</p>	<p>Highway code</p>	<p><b>Multimedia presentation</b> Children plan and produce a multimedia presentation including images, sound and text . Create a road safety quiz aimed at a specific audience e.g. infants, teenagers, parents.</p>  <p><b>Spreadsheet modelling</b> Create a spreadsheet on aspects of road safety or environmental issues e.g. speed stopping distances,</p> <p><b>Control and monitoring</b> Using the Internet to search data bases and interpret information</p>	<p>Highway code Lesson plan available</p>
<p>Art/Design</p> <p>KS2 1c,4b,5c</p>		<p><b>Write, paint, draw, or design on a computer</b> road safety adverts for parents about a Road Safety issue e.g. the importance of driving slowly and safely when kids are about.</p>	
<p>Drama</p> <p>KS2 PSHE3e En1 4a,4b,4c</p>	<p>Do risks have consequences? Who is responsible when a risk is taken?</p>	<p><b>Act out various scenarios</b> to explore situations as a passenger.</p>	<p>Lesson plans Available</p>

North Yorkshire Road Safety and Travel Awareness Team can give support and advice to help you deliver lessons in school.



## Road Safety Resources and Websites for Primary Schools

Think



[www.dft.gov.uk/think/education](http://www.dft.gov.uk/think/education)

All the THINK! Education resources can be found online. It is also possible to order free print versions of some items, including the lesson ideas, photocopiable activity sheets, materials for parents, the Tales of the Road booklet and posters.

Fun teaching ideas for EYFS, Key Stage 1 and Key Stage 2. Timings, resource lists and curriculum links are provided.

Some of the teaching ideas make use of the interactive and downloadable resources in the early years pupils area.

The Key Stage 2 teachers' notes provide a clear guide through the four key themes targeted towards 7-11 year olds on the THINK! Education website. Pupils are encouraged to raise their awareness of road safety as they start making more independent journeys. The notes also feature full lesson plans and clear curriculum links. Teachers are also guided through how to use the site, ways of liaising with parents and organising learning across the year.

[Tales of the road.direct.gov.co.uk](http://Talesoftheroad.direct.gov.co.uk)



Following a long tradition of hugely successful road safety campaigns, including the Green Cross Code Man and the Hedgehog family, the Department for Transport is proud to present Tales of the Road. The campaign is aimed at 6-11 year olds, however the road safety messages it presents are relevant to kids of all ages.

Tales of the Road- A highway code for young road users is available on this site.

Road Safety Matters- Parents Guide to Road Safety. This clear booklet explains The Green Cross Code, Be bright be seen, Car seats and Cycling

There are also activity packs, magazines with Road Safety messages- Dr Who, football, animals, girl talk available to order. Also videos to view.

[www.roadwise.co.uk](http://www.roadwise.co.uk)



roadwise.co.uk - a new website specifically aimed at people living, working or visiting North Yorkshire.

This website has activities and information for children on Road Safety as well as a Teacher's Area with advice and lesson ideas.



**safe on the street**

The BMW Education Site is the home of Safe on the Street which is a road safety education resource aimed at children aged around 7-11 years old. Through fun and engaging activities, quizzes, puzzles, word games, etc., kids quickly and easily learn valuable road safety lessons.

**3M**  
**Streetwise**

The 3m free website has sections for pupils, teachers and parents about being safe and learning the rules of the road. Along with two on-line road safety games (7-9 years and 10-11 years) there's a quiz, science facts (e.g. information on hi-vis reflective clothing) and instructions on how kids can cycle safely. There are educational film clips too.

**RENAULT**  
**'Safety Matters'**

Renault's Safety Matters road safety education website is aimed at kids around 7-11 years old and is arranged into sections for children, parents and teachers. It's all free and curriculum friendly with a mix of interactive resources and online games with varying difficulty levels to suit most abilities. Try on-line games like Spot the Difference, Safety First or Town and Country Hazards.

Teachers and parents benefit from key facts and figures and cross-curriculum teaching aids like lesson plans, traffic survey sheets and worksheets including word searches and street dangers on country, town or city roads.



### Infant and primary school advice centre

Teachers play a vital role in saving children's lives on roads, helping also to comply with the 'Every Child Matters' agenda, PSHE, literacy and numeracy learning, and Healthy and Eco School requirements. Browse this page for events, free advice and free downloadable resources and games.

#### **GUIDANCE**

Why teach road safety?

General guidance on teaching road safety to 5-11 year olds

Key Stage 1 lesson ideas

Key Stage 2 lesson ideas

Organising trips with pupils on foot

Organising trips with pupils in vehicles

Pedestrian and cycle training for pupils

Writing and implementing a Road Safety Policy for your school

Writing or developing your School Travel Plan

Road safety for pupils with Special Educational Needs

See how Brake's mascot Zak the Zebra can help you

<http://www.brake.org.uk/key-stage-2-lesson-ideas>

Run a discussion-based lesson

This lesson is all about using roads safely. We're going to talk about what's dangerous and what's safe behaviour on roads, hazards on roads that you can look out for, and how you can stay safe while walking, cycling and in cars.

To run an interactive discussion-based lesson, download Brake's PowerPoint presentation for 8-11 year-olds. The presentation comes complete with teachers' notes.

<http://www.brake.org.uk/infant-primary>

Roads are for traffic, pavements are for people colouring in poster (pdf)

A - Z of road safety colouring in poster (pdf)

Child seats keep children safe colouring in poster (pdf)

Make Traffic Light Biscuits Recipe!

Letter to send home to parents about child seats and the height of their child (pdf)

Letter to parents who drive from Sara Turner, whose 12 year old son was killed outside his school by a speeding driver (pdf)

Download your Zak poster and teach the children about road safety by getting them to colour it in.

#### **DOWNLOADS FOR TEACHERS**

Five easy lesson ideas for reception and key stage 1 and 2

Assembly or lesson script for reception and key stage one age (doc)

Use your loaf for Road Safety

A teacher's pack developed by Warburtons

[http://www.warburtons.co.uk/files/teachers\\_pack/Road\\_Safety.pdf](http://www.warburtons.co.uk/files/teachers_pack/Road_Safety.pdf)

Road Safety Scotland have produced Street Sense Booklets

<http://www.road-safety.org.uk/education-and-families/primary/streetsense2/streetsense-resources/>

Streetsense is a Road Safety Education resource for all primary schools in Scotland. The resource is an important part of the national strategy for road safety education in Scotland.

All booklets, audio and other Streetsense resources can be downloaded .

<http://think.dft.gov.uk/pdf/643011/a-new-journey.pdf>

For pupils at the end of Year 6 or the beginning of Year7

To consider the attitudes that influence their own behaviour as pedestrians and cyclists, and the attitudes that influence the behaviour of other road users.

understand that road safety is a very relevant issue for them as they move to secondary school

consider how they can assess the risks involved in independent journeys as pedestrians, cyclists or using public transport

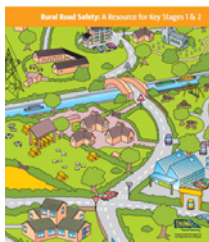
plan a journey to keep themselves as safe as possible

[www.rospa.com/roadsafety/resources/teachers/](http://www.rospa.com/roadsafety/resources/teachers/)

Road Safety Resources for Teachers

These resources are designed to help schools and teachers incorporate road safety education into lessons and school activities. They are, where appropriate, linked to curriculum areas and are tailored to different age groups.

Rural Road Safety: A Resource for Key Stages 1 & 2



This resource highlights key rural road safety issues. It includes Teacher's Notes with background facts and figures, Lesson Plans for Key Stage 1 and Key Stage 2 pupils and Pupil Files. The Lesson Plans contain curriculum links, ideas and activities. The Pupil Files are part of the Lesson Plans and can be photocopied for pupils' use.

Road Safety School Assembly Plans : All Ages

An audio CD of the songs contained in the Assembly Plans is also available free.

## Index of lesson plans

Road Safety Theme	Subject including National Curriculum Programme of Study	Lesson
Pedestrian skills for Key stage1	PSHE 2g,3a,3b,3g PE 4a,4b,4c Geography 5a,5b	Activities to encourage safe walking
Pedestrian Training Key Stage1	PSHE 2g,3a,3b,3g PE 4a,4b,4c Geography 5a,5b	Pedestrian training
Seatbelts	Science KS1Sc1,2a,2b,2c,2d 4a,4b,4c KS2Sc1b,2a,2b,2c,2d Sc4 2a,2b,2e	Learn about the safety aspects of travelling in a car
Driver's blind spots	Science KS2 Sc4 3a,3b,3c,3d	Mirrors on cars
Safe cycling	Science KS1 Sc1,2a,2b,2c,2d 4a,4b,4c KS2Sc1b,2a,2b,2c,2d Sc4 2a,2b,2e	Cycle Helmets
Highway Code	Maths Ma3 2a,2b,2c EnglishKS2 En2 3c ICTKS2 1a,1b,2a	Investigating Road signs
Speed awareness	Maths KS2 Ma4 1a,1b,1c,1f,1g,2a,2b,2c	Speed and traffic data
Safer routes	Geography KS2 5a,5b Citizenship KS21a,3a,3e,3f PSHE 2g,3a,3g	Safer routes to school
Modes of travel	Science KS2Sc2 2h Citizenship KS21a,3a,3e,3f PSHE 2g,3a,3g	Healthy and safe travel
Highway code	English KS2En2 3c ICT KS21a,1b,2a	Investigating the Highway Code
In car safety	Drama KS2 PSHE3e EnglishEn1 4a,4b,4c	Passenger Power
Be safe be seen	Science KS2 Sc4 3a,3b,3c,3d	Reflective and fluorescent materials

# Road Safety Education

## Key Stage 1 Lesson ideas and Activities Pedestrian skills

### Teaching background information

It is very important that children understand the "Think, Stop, Look and Listen" sequence in relation to crossing the road safely.

Children under the age of seven should be reminded of the dangers that traffic presents and that they should always be careful near the road and hold hands with an adult.

Pupils should be provided with the opportunity to discuss and understand the importance of using the kerb (identify it as the safest place to stop before crossing the road).

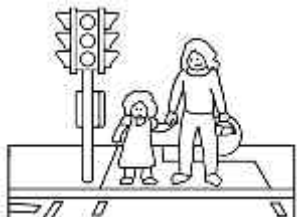
Involve the children in discussing why they should walk rather than run across the road (danger of falling over, taking risks).

### Activity 1

We walk on the pavement

We stop at the kerb.

We see traffic on the road.



- Show the images to the children and ask them to talk about walking on the pavement and crossing the road with an adult. Make sure that they understand that the traffic travels on the road and that they should always walk on the pavement.

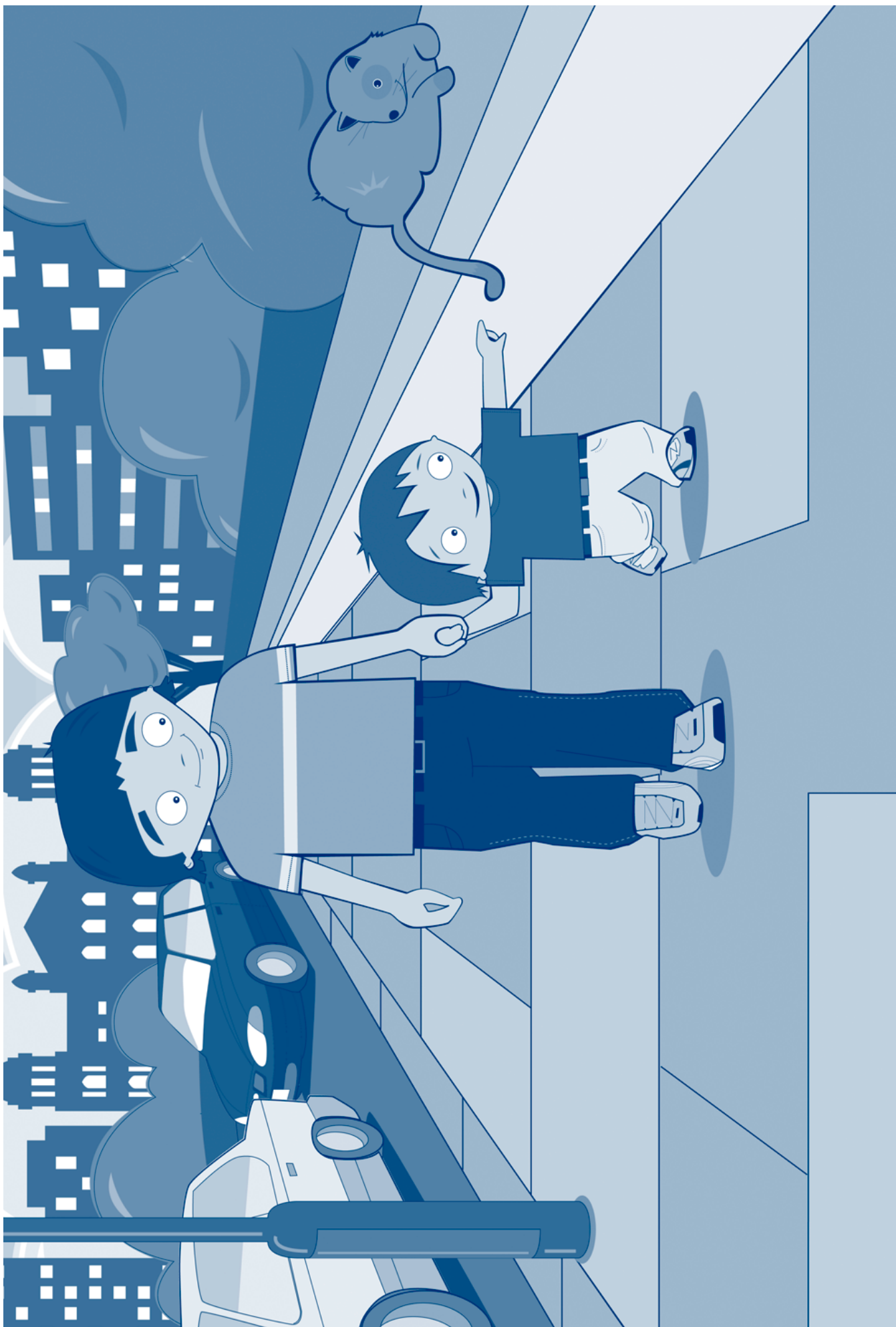
We walk on the pavement.

We stop at the kerb.

We see traffic on the road.

Or

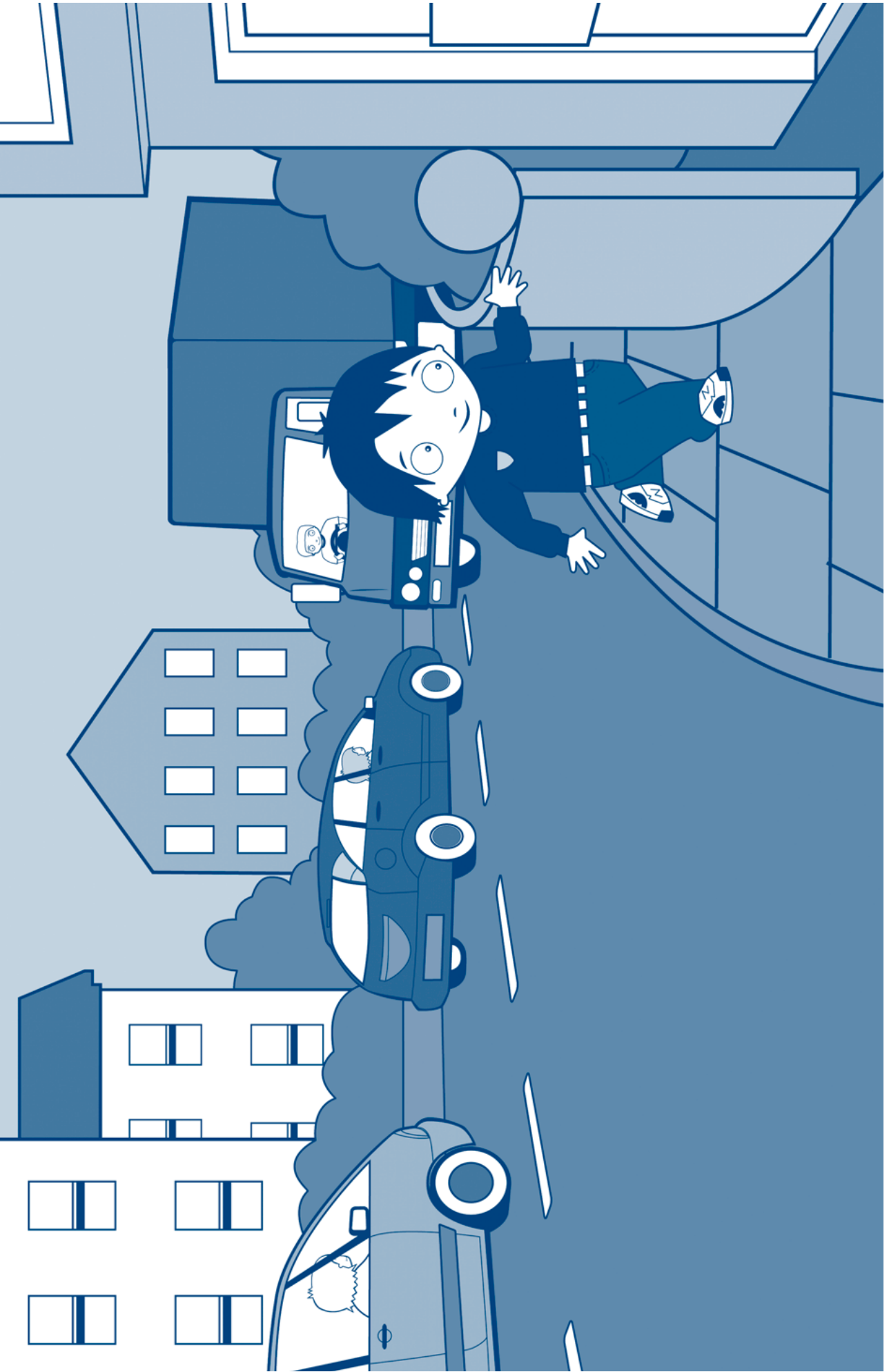
- Take the children out onto the playground and use the space and resources available to act out walking along on a pavement and stopping at the kerb for traffic.











## Activity 2

Remember think, stop, look and listen when crossing the road.

Use actions to help children remember the key words.

Think - point to the head

Stop - stand still

Look - put the edge of your hand across the top of your eyes as in a looking movement

Listen - cup your hand around your ear

You could play an action game to the children remember.

## Activity 3

Ask the children to fill in the sheets and draw pictures to show themselves out on the street with their parents and carers.

Discuss their drawings with them to make sure they understand how to behave properly and safely when they are walking.

## Activity 4

Talk to the pupils about some more ways of crossing the road safely e.g. walking, not running, across the road.

In an open space, chalk a pavement on the floor or use a rope for an imaginary kerb. Remember to mark the kerb at the other side of the road.

With a pupil demonstrate crossing the road safely in front of the class. Emphasise holding hands, stopping at the pavement first, then looking all round and listening. As you walk straight across the road keep looking and listening until you reach the opposite pavement.

Below are some example questions:

- > What is the first thing you do if you want to cross the road?
- > Where do you stop?
- > What do you have to look out for?
- > Do you run across the road? Why not?

This age group finds it difficult to judge speed and distance.

In each box draw a picture and write a sentence about your picture. Use the words given.

Kerb

Pavement

Road Traffic

Fill in the missing words and draw a picture.

Think	Look
Listen	Stop

We \_\_\_\_\_ about traffic.

We \_\_\_\_\_ for traffic.

We \_\_\_\_\_ for traffic.

We \_\_\_\_\_ at the kerb.

# Road Safety Education

## Key Stage 1 Pedestrian Training

### Aims

To raise awareness of Road Safety.

To encourage children to stay close to a known adult and hold hands when walking on the pavement and crossing the road.

### Learning Outcome

- Learn how to be safe near a road.
- To use the Green Cross Code rules when crossing any road. It is very important that young pupils understand the "Stop, Look, Listen and Think" procedure in relation to crossing the road safely.

### Activities

- Looking at pictures - spotting what is right or wrong in them.
- Learning the Green Cross Code rules through a poem
- Drawing pictures of safer ways to cross the roads.

### Resources ( available from North Yorkshire CC)

Street Feet is North Yorkshire County Council's Child Pedestrian Training Scheme and it can be delivered by Teachers, Teaching Assistants, Parent helpers and Volunteers. This has been developed for primary-age children, who are encouraged to develop road safety skills in preparation for independent travel.

- Swoosh Video
- Vehicles sounds from internet.  
<http://www.autospeak.com/library.htm>
- Street feet floor maps
- Pictures of different types of crossings
- Street Feet work booklet
- Green Cross Road Poem
- Art equipment - pens, pencil, paper, card etc.

### Introduction to pupils

Class discussion about Road Safety with leading questions covering:-

- How to be safe near the road.
- Holding hands
- Be safe be seen - wear bright clothes.

## Task 1

Individual and class work. Look at images of different crossing points and identify safer and less safe places to cross.

What is wrong in this picture? Find 8 things that are dangerous.	Individual work	Understand that there are safer places to cross the road. Understand the reasons why certain places are safer. Contrast with unsafe places to cross the road.
What is right in this picture?	Individual work and class discussion.	

## Task 2

Learning the rules of the road, 'The Green Cross Code' through learning a poem and actions. Make sure the children understand each part.

Rules of the Green Cross Code	Class	to learn the Poem
STOP	Class Discussion	Photos of Safer places to cross. Understand that there are safer places to cross the road. Stand on the pavement near the kerb.
LOOK	Class Discussion	Ask what dangers they are looking for. Finding a safe place to cross is very important. Where possible choose an area away from parked cars, busy junctions, blind bends and hills. Make sure that you can see clearly both ways.  Wait until it is safe to cross. If traffic is coming, let it pass.
LISTEN	Class Discussion	Guess the vehicle Listen to the vehicle sounds and children to identify what type of vehicle is making that noise. <a href="http://www.autospeak.com/library.htm">http://www.autospeak.com/library.htm</a>
HOLD HANDS	Class Discussion	Whose hand do you hold? Encourage children to stay close to a known adult and hold hands when walking on the pavement and crossing the road.
THINK	Class Discussion	What should you be thinking? Encourage pupils to think about the traffic.

### Task 3

Encouraging children to hold hands when crossing a road through open discussion and showing their findings through drawing a picture.

Who can help you across the road	Class Discussion	Pupils to contribute to discussion Teacher should explain the importance of holding a known adult's hand when walking on the pavement and crossing the road.
Draw a picture of you holding hands, crossing the road.	Individual work	Each child to draw a picture of themselves holding an adult's hand

### Follow-up / Homework Activities

- Draw a picture of pupil holding an appropriate adult's hand while crossing the road
- Colour in a picture of children crossing a road with bright colours clothes
- Draw your favourite crossing - e.g. zebra, pelican, puffin, lollypop person.

# Road Safety Education

## Key Stage 2 Lesson ideas and Activities

**Aim:** To learn about the importance of wearing a seatbelt in a car.

**Learning Outcome:** Learn about the safety aspects of travelling in a car.  
To understand about forces acting on a person in a car.

### Teaching information

Most accidents occur within a few miles of home at speeds lower than 30 mph on everyday trips to the shops, school or playgroup. It is on these short trips that children are more likely to be unrestrained. If suitably restrained a child is 90% less likely to be killed.

### Resources:

Car, ramp, Bean Family

### Links

Science/PSHE

### Activity

#### Introduction

- Show the children the four bean people and introduce them and tell a story about the journey they are taking in the car. Give them names e.g. Mr and Mrs Dim and the children or Mr and Mrs Bean
- Put the family into the car on the ramp one by one without putting on the seatbelts
- Release the car on the ramp explaining that this will simulate a car going at about 30mph.
- The car will come to a sudden stop at the end of the ramp with a loud bang.

#### Discussion

- Ask the children to look carefully at the position of the bean family and what has happened to them. Talk about the forces involved in the collision.
- Ask what type of injuries may have occurred.
- Now explain that the family could have prevented the affects of the crash being so serious. Ask what they should have done.

#### Activity

- Put the family back in the car with the seatbelts on.
- Release the car on the ramp and repeat the crash



## Seatbelts

### Discussion

- Ask the children to look carefully at the position of the bean family and what has happened to them this time. Talk about the forces involved
- Ask what type of injuries may have occurred.
- What difference did putting a seatbelt on make?
- What will you do when you get in a car?

### Plenary

Review what happened and discuss the difference that putting a seatbelt on the family made to the outcome. Make sure that the children understand what action they should take every time they get in a car.

### Follow up

1. Now design a poster to encourage people to use their seat belts whilst travelling in a car.
2. Try to come up with your own catch phrase to remind people to 'belt-up'.

## Road Safety Education

### Key Stage 2 Lesson ideas and Activities

- **Aim:** To learn about the importance of mirrors and reflections especially blind spots for drivers in cars.

**Learning Outcome:** To know that light is reflected from different surfaces and that we see things when light enters our eye.



Resources: Mirrors, Car

#### Teaching Information:

Drivers cannot see all areas outside their vehicle, despite vehicles having windows and mirrors. Even with the use of mirrors, there are areas that are hidden from view by the panels of the vehicle.

The areas, which are blocked from the driver's view, are called 'blind spots'.

It is more difficult for drivers to see children because of their small size.

Children should take care because drivers may not see them because of their 'blind spots' especially when crossing a driveway or around parked cars.

#### Activities:

It is best to give pupils a practical demonstration illustrating where 'blind spots' are around a car by using a real car, if this is possible.

#### Activity 1

Take the class into the school car park or playground with a car.

A child sits in the driver's seat of the car and has the rear view mirror adjusted so that he/she can see the whole of the back window.

The other pupils spread themselves around the rear of the car.

In turn, the teacher indicates a pupil and the 'driver' says whether or not they can see the pupil. If not, mark a cross on the playground with the chalk indicating a 'blind spot'.

Repeat until the full range of the 'blind spots' has been discovered.

## Activity 2

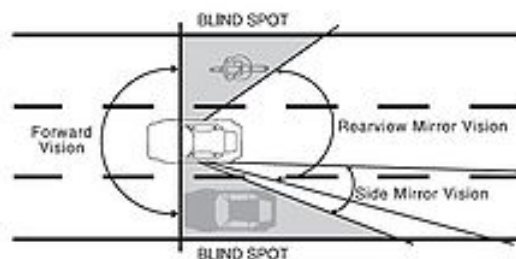
Children should work in groups of 3. Each group needs a mirror and a means of indicating the 'blind spots'.

A child pretends that they are the driver in the car. This person holds the mirror up in front of them, like the rear view mirror in a car. They can glance from side to side but not look over their shoulder. Person B moves to various locations around Person A. Person A should indicate when they can and cannot see Person B. Person C marks all the places where A cannot see B.

## Plenary

When the class have finished their practical investigations gather everyone together to discuss and think about what these 'blind spots' mean for drivers and people around vehicles, in particular children .

1. Where are a driver's blind spots?
2. What does this mean for you when you are walking or playing near vehicles?
3. Make a list of all the ways you can think of to keep yourself safe when there are vehicles nearby?



### Some useful tips

- Pavements or footpaths should be used if provided.
- Use the Green Cross Code to cross the road safely.
- Try not to cross the road between parked cars.
- Don't assume that a driver can see you.
- If you have to cross the road between parked cars, always check that they aren't about to manoeuvre out of the parking space by listening for vehicle noise and checking for car occupants.
- When crossing the road, remember to keep looking both ways. Use pedestrian crossings where possible - these are there to help you and the driver.
- Think about what you are wearing - dressing all in black does not help the car driver to see you. Try to wear something bright or reflective, especially in the dark.

# Road Safety Education

## Key Stage 2 Lesson ideas and Activities

**Aim:** To learn about the importance of wearing a cycle helmet.

**Learning Outcome:** Learn about the safety aspects of riding a bike. Understand about forces acting on your head and opposing push or pull forces.

### Resources

Eggs, small polystyrene helmets

### Activity

Explain that the egg will act as the head.

Ask the children to plan an investigation as to whether the helmet can protect the head during a fall.

Make sure that the test is fair e.g. dropping from the same height

How will they make sure that their results are fair?

Carry out the investigation and record the results.

### Plenary

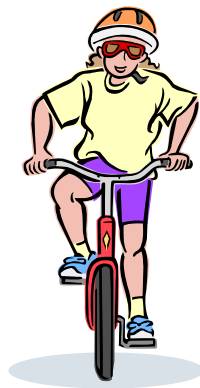
Discuss the results

Did the helmet reduce the damage to the head? What forces were acting?

Do you think that this was the best material for the helmet?

Show a cycle helmet and discuss the materials used.

Emphasise the importance of wearing a helmet.



## Planning sheet

What are you trying to find out?

What things will you use?

What will you do?

How can you be sure your test is fair?

Cycle Helmets

## Record Sheet

What we did

First we

then we

next we

finally we

What we thought would happen

What did happen?

Why we think it happened.

# Road Safety Education

## Key Stage 2 Lesson ideas and Activities for Year 5/6

**Aim:** To further pupil's knowledge of road safety through the use of ICT.

**Learning Outcome:** Learn and find out more about Tales of the Road-A Highway Code for young road users.

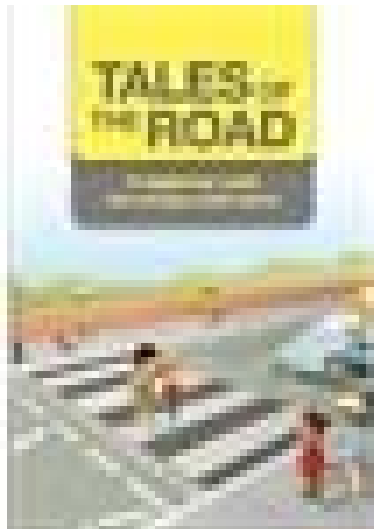
### Teaching Background Information

Tales of the Road is a Highway Code written for young road users.

Pupils should be familiar with the booklet. This is an ideal opportunity for pupils to access Tales of the Road-A Highway Code for young road users through the Internet at:

[http://talesoftheroad.direct.gov.uk/pdf/tales\\_of\\_the\\_road.pdf](http://talesoftheroad.direct.gov.uk/pdf/tales_of_the_road.pdf)

or search Tales of the Road, go to Grown Ups and follow the link to the young highway code.



### Activity:

Ask the pupils to search the Highway Code and answer the questions on the sheet.

## Highway Code Questions

### 1. Contents

How many different topics are listed?

### 2. Find the word traffic.

What does traffic mean?

Write down as many different types of traffic as you can think of. Use the pictures to help you.

### 3. Be Bright be seen.

Which materials are good for wearing in daylight?

Which materials show up best at night?

### 4. Green Cross Code.

Where does the Green Cross Code say you should stop?

If traffic is coming what should you do?



### 5. Cycling

What should you do before you set off on your bike?

What does the law say you must do when cycling?

### 6. Draw the sign that shows where you must not cycle

Draw one of the signs that shows a cycle path.

### 7. Riding in Cars.

What does the law say about seat belts?

### 8. Road signs

What instructions do circular signs usually give?

What instructions do triangular signs usually give?

What instructions do rectangular signs usually give?

9. Copy and label one of the warning signs.

Copy and label the tourist information sign

10. Traffic Lights.

What is the order of lights changing on a traffic light?

11. Animals on the Road.

How should you take care of dogs?

12. What is a toucan crossing?

Look through the pages and think of 4 questions to ask your friends to find out how much they know about the Highway Code.

1.

2.

3.

4.

# Road Safety Education

## Key Stage 2 Lesson ideas and Activities

Data Handling / Speed and Traffic Data.

**Aim :** To collect real time data for use with maths and statistics

**Learning Outcomes :**

To gather speed and traffic data in the school locality.

To increase awareness of the speed and volume of traffic.

To look at the effects of speed and the vulnerability of pedestrians.

To discover the speed choices that drivers make.

To investigate how that impacts on other road users.

**Activity :**

**(1)Gathering the data.**

Get the class to complete the attached work sheet to establish what they know or think about speed limits.

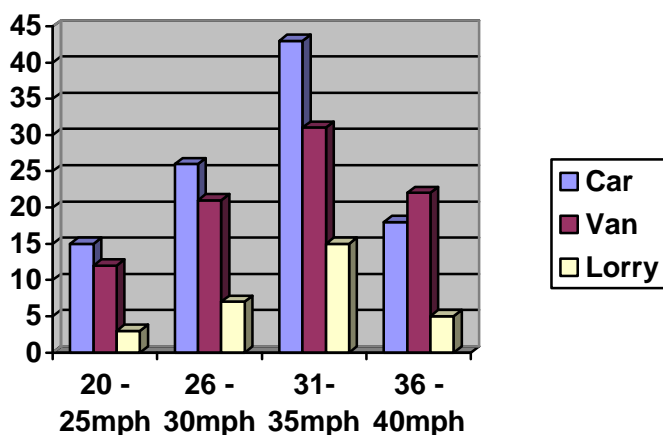
Arrange the class in to pairs or groups of three or four. Give each pair or group a clipboard and a copy of the 'My Traffic Count' tally sheet.

Explain to the class the risks involved in going out to the road side to gather vehicle data and where to stand and how to behave.

Using the Speed Gun provided by your local Road Safety Officer start to record vehicle speeds. The pupils need to fill in the tally sheet by putting the miles per hour figures down in the boxes provided.

**(2)Data processing.**

Once the data has been recorded the information can be displayed in a variety of formats. An example is displayed below;



Data Handling / Speed and Traffic Data Work Sheet

1. What is the speed limit of the road outside school?

2. Why do we have speed limits?

3. Can you find out what would happen to a pedestrian if they were hit by  
A car at 30 mph? (Try [www.thinkroadsafety.co.uk](http://www.thinkroadsafety.co.uk))

4. Why do you think drivers speed?

5. How do you think other road users feel when a driver speeds?

6. Have you ever felt unsafe as a passenger in a car by something the  
driver is doing?

Yes / No

7. If yes, what was happening and did you try to say something?

# Road Safety Education

## Key Stage 2 Lesson idea and activity.

**Aim :** To get pupils to look at their own environment and plan a safer route to school.

### **Learning Outcome:**

To identify dangerous and safe crossing places.

Reinforces pedestrian and road safety education previously learnt.

To risk assess a route to a given point.

To plan engineering improvements to make a route safer.

To cost these improvements.

To encourage walking or cycling.

To review their own walking route to school and to help them plan a safer route to their Secondary School if they are able to walk there.

### **Resources:**

Safer routes to school boards available from Road Safety and Travel Awareness team.

### **Activity:**

1. Divide class into two groups, start by asking who walks to school? Do they walk with parents, friends or on their own?

Ask the groups which age group of children are most at risk when walking near or crossing roads? (use work sheet)

11-12yr olds are involved in more incidents than other age groups...why do they think this is? (Behaviour - peer pressure - walking without holding hands or their parents)

2. Introduce Safer Routes to School Boards, show them the safety features that can be applied, magnetic arrow counters and how to behave with this resource.

**Both Groups** - have to work as a team, plan a safe route from the houses in the top left hand corner to the school in the bottom right hand corner. Once they have planned which way they will walk, the pupils can apply the safety measures and then put the magnetic arrow counters on their route.

**Group A** - leave this group to work independently with no adult help with route planning although it is advised that they are supervised to ensure that they work together and treat the resource carefully.

**Group B** - assist this group to plan the illustrated route but help them to decide by using questions and answers, this group are our control group.

3. Once both routes are completed get both teams move away from the boards so that the different routes can be compared. Ask the children how they would use the different crossing facilities to get to school safely by walking through the routes. Both teams can now cost their routes and discuss whether these costs are worth it to ensure safety.

## Safer Routes to School Work Sheet.

1. Do you walk to school? Yes / No  
If no, why not?

2. Do you walk to school with your parents, friends or on your own?

3. What age group of children 0 - 16 yr olds are more at risk being at being hurt whilst walking near roads?

4. Thinking about whenever you are walking near roads, do you behave differently when you are with your friends than you do when you are on your own or with your parents?

Yes / No.      If yes, why is this? What are you doing differently?

5. Where would you avoid crossing the road? Dangerous places?

6. Give some examples of safer places to cross roads? List as many as you can think of.

7. What could drivers do to make you feel safer when you are near or crossing roads?

# Road Safety Education

## Key Stage 2 Lesson ideas and Activities

**Aim:** To identify a range of ways of travelling and explore safety aspects of these different modes of travel.

**Learning Outcome:** Learn about the safety aspects of travelling and consider healthy modes of travel.

### Activity

Prepare a group oral presentation on one mode of transport.

### Follow-up/Homework Activities

- Pupils could do a multi-media presentation (e.g. using PowerPoint) to the class on their mode of transport.
- Each pupil could design an information sheet on the transport mode that they prepared for their oral presentation
- Make a class display from their completed leaflets.
- Pupils could produce a class Highway Code based on local safety requirements.

### Introduction to pupils

Prepare a group oral presentation on one of these modes of transport:

Walking, cycling, car, bus, scooter, roller blades, roller skates, skateboards

**In your group you are going to prepare a one minute talk on travelling safely.**

There are a list of questions to think about to help you get started with planning your talk. You may need to use Tales of the Road- A Highway Code for young Road Users to find out the law about different modes of travel.

You might have some of your own ideas that you would like to include too!

Try to think about being healthy and safety when you are preparing your talk.

In your group you will have to agree on a speaker or speakers. The speaker or speakers will need time to practise the talk. Others in the group should act as the audience and give the speakers tips.

Have the speakers included all the main points? Can you give them advice or suggestions to improve the delivery of the talk?

Can they be heard clearly?

Was the timing of the talk about 1 minute?

Healthy and safe travel  
Cycling

What are the advantages (good points) of choosing to cycle?  
(Think about your safety, your health, the environment, time, and cost.)

What are the disadvantages (bad points) of choosing to cycle?  
(Think about your safety, your health, the environment, time, and cost.)

What do cyclists need to think about and wear to help keep them safe  
(e.g. fluorescent and reflective clothing)?

What rules or laws for cycling do you know about (e.g. Tales of the Road- A  
Highway Code for young Road Users)?

Are there any other points you still need to mention about cycling in your talk? If  
so, what?



Healthy and safe travel

## **BUS**

What are the advantages (good points) of choosing to travel by bus?  
(Think about your safety, your health, the environment, time, and cost.)

What are the disadvantages (bad points) of choosing to travel by bus?  
(Think about your safety, your health, the environment, time, and cost.)

What do bus passengers need to think about and wear to help keep them safe  
(e.g. seat belts, getting on and off a bus)?

What rules or laws for bus passengers do you know about (e.g. seat belts)?

Are there any other points you still need to mention about travelling safely on a bus? If so what?

Healthy and safe travel

## **CAR**

What are the advantages (good points) of choosing to travel by car?  
(Think about your safety, your health, the environment, time, and cost.)

What are the disadvantages (bad points) of choosing to travel by car?  
(Think about your safety, your health, the environment, time, and cost.)

What do car passengers need to think about and wear to help keep them safe  
(e.g. seat belts)?

What rules or laws for car drivers and passengers do you know about?  
(e.g. legal age to drive)

Are there any other points you still need to mention about travelling safely by car?

Healthy and safe travel

## **MOTORBIKE**

What are the advantages (good points) of choosing to travel by motorbike?  
(Think about your safety, your health, the environment, time, and cost.)

What are the disadvantages (bad points) of choosing to travel by motorbike?  
(Think about your safety, your health, the environment, time, and cost.)

What do motorcyclists need to think about and wear to help keep them safe?  
(e.g. special clothing)

What rules or laws for motorcyclists do you know about (e.g. helmets)?

Are there any other points you still need to mention about travelling safely by motorbike in your talk? If so, what?

Healthy and safe travel

## **MICROSCOOTER**

What are the advantages (good points) of choosing to travel by microscooter?  
(Think about your safety, your health, the environment, time, and cost.)

What are the disadvantages (bad points) of choosing to travel by microscooter?  
(Think about your safety, your health, the environment, time, and cost.)

What do micro scooter owners need to think about and wear to help keep them safe (e.g. special clothing)?

What rules or laws for micro scooter owners do you know about?  
(e.g. use of the pavement and roads)

Are there any other points you still need to mention about travelling safely by Micro scooter?

Healthy and safe travel

Skate board

What are the advantages (good points) of choosing to travel by skateboard?  
(Think about your safety, your health, the environment, time, and cost.)

What are the disadvantages (bad points) of choosing to travel by skateboard?  
(Think about your safety, your health, the environment, time, and cost.)

What do skateboarders need to think about and wear to help keep them safe?  
(e.g. special clothing)

What rules or laws for skateboarders do you know about (e.g. use of the pavement/roads)?

Are there any other points you still need to mention about travelling safely by skateboard in your talk? If so, what?

Healthy and safe travel

## Walking

What are the advantages (good points) of choosing to walk?

(Think about your safety, your health, the environment, time, and cost.)

What are the disadvantages (bad points) of choosing to walk? (Think about your safety, your health, the environment, time, cost.)

What do walkers need to think about and wear to help keep them safe (e.g. don't use mobile phones when crossing a road)?

What rules or laws for walkers do you know about (e.g. Tales of the Road- A Highway Code for young Road Users)?

Are there any other points you still need to mention about walking in your talk? If so, what?

Healthy and safe travel

Teacher's Notes

Mode of Travel	Advantages	Disadvantages
Car	Quicker than walking Cost Comfortable Dry	Caught in a traffic jam Lack of exercise Pollution Congestion Cost
Bus	Quicker than walking Dry Less pollution than a car Sociable	Tied to a timetable Infrequency Lack of exercise Pollution Cost
Walking	Healthy Environmentally friendly Free Sociable Experience outdoors, fresh air	Weather conditions At risk from traffic Takes longer Darkness in winter
Cycling  Roller skates, roller blades	Healthy Environmentally friendly Quicker than walking Can become a confident road user Healthy Environmentally friendly Darkness in winter Quicker than walking Cheaper than walking	Weather Conditions Darkness in winter Risky when cycling in traffic  Weather Conditions Darkness in winter More at risk from traffic
Skate boards	Healthy Environmentally friendly Darkness in winter Quicker than walking Cheaper than walking	Weather Conditions Darkness in winter More at risk from traffic
Scooter	Healthy Environmentally friendly Darkness in winter Quicker than walking Cheaper than walking	Weather Conditions Darkness in winter More at risk from traffic

# Road Safety Education

## Key Stage 2 Lesson ideas and Activities

- Aim: To investigate and recognise different road signs.

### Learning Outcome:

- To recognise different road signs and understand the need for road signs.
- To use mathematical language to describe road signs.

**Resources:** Access to images of road signs. Tales of the Road the young person's Highway Code [http://talesoftheroad.direct.gov.uk/pdf/tales\\_of\\_the\\_road.pdf](http://talesoftheroad.direct.gov.uk/pdf/tales_of_the_road.pdf) or [www.dft.gov.uk/trafficsignsimages](http://www.dft.gov.uk/trafficsignsimages)

### Teaching Information:

There are 4 main types of road traffic signs:

1. Circles are giving orders. Red circles are mostly prohibitive.
2. Blue circles give positive instructions ('blue must do').
3. Warning signs are mostly triangular.
4. Direction and information signs are mostly rectangular

### Activities:

#### Activity 1

Show pupils different road signs. Ask them to describe the sign. Talk about shape, colour and symmetrical properties. Which signs have more than one line of symmetry?



Ask where they have seen signs around the neighbourhood. Perhaps if there is enough time, take the children out to look at different signs or ask them to sketch some different signs for a homework task.

What do the different signs mean?  
Discuss why you need road signs.



## Activity 2

Get the pupils to work in pairs or small groups. Take it in turn to describe a particular sign, referring to its shape, colour and the image on it.

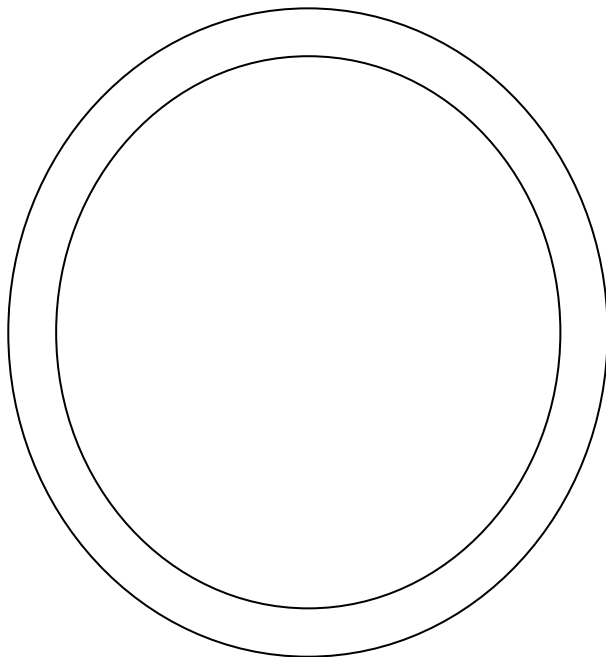
See if the other children can guess which road sign being described.

The pupil who guesses correctly can provide a description for the next sign to be guessed.

Also, get the pupils to draw one half of a sign to be completed by another pupil.

## Activity 3

Pupils design their own road signs e.g. a scooter sign, a skateboard sign. They could use ICT in their design.



# Road Safety Education

## Key Stage 2 Lesson ideas and Activities for Year 5/6

**Aim:** To encourage pupils to examine the behaviour of drivers they travel with and to develop the ability to speak out if they feel unsafe and also to look at their own responsibilities as passengers.

**Learning Outcome:** Learn and find out more about Passenger Power and to practise speaking out. To look at how their behaviour can affect the driver.

**Resources & background information.**

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

**Introduction to the pupils :** Start off the lesson by asking the class whether they have ever felt unsafe when being driven in a car. It is important to stress to the children that we are looking at how the driver is behaving not at what other road users are doing. Also make it clear that we don't need to know who the driver was, just what they are doing.

**Activity :** Once a discussion has taken place get the pupils to create a list of things that make them feel scared or uneasy as a passenger. This could be on the whiteboard or could be done in small groups. Suggested issues could be:

Speeding

Following too closely

Swerving

Using a mobile phone

Eating / Smoking

Not wearing a seatbelt

Transporting more people than there are seatbelts - the adult may ask the children to share a seatbelt. (This is extremely dangerous)

**We all have a right to be transported safely in cars, if somebody is abusing that right what can we do?**

In groups or as a class now discuss what pupils could do to try to alter the behaviour of the driver? Avoid suggestions about shouting at the driver as this could lead to the driver being distracted.

## Passenger Power

Children often find it hard to talk to adults when something the adult does makes them feel scared, so the next activity gives pupils a chance to practice this.

**Drama :** Get the class to sort themselves out into groups of three, one person to play the adult driver they are thinking about, one to be the passenger and the other pupil to be the observer. Get them to have a go at talking to the adult about their driving. Get the observer to listen and to see how successful it was.

Bring the class back together and briefly get the observers to report back.

Now get the teacher or another adult to be the driver and ask for volunteers to come forward and try again.

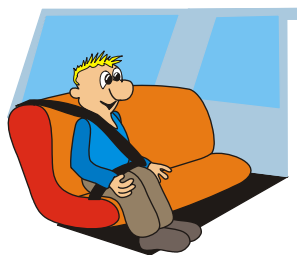
**English :** Get the children to design leaflets or posters around the subject or to write about their experiences and how it made them feel. They could also develop a 'passenger charter' between themselves and their parents or careers.

We suggest that children don't comment on a drivers driving whilst they are behind the wheel but an idea could be that when parents/ careers ask what sort of day the children have had, then the topic could be introduced.

As passengers we also have a responsibility to behave properly. As a class or in our groups discuss what sort of things have to be considered. Some suggestions could be;

- Wearing seatbelts
- Travelling quietly
- Not fighting or arguing with a brother or sister
- Not kicking the back of the seat
- 'Are we there yet?'

This subject could be developed into an agreement between the children and their parents about driving safely.



## Road Safety Education

### Key Stage 2 Lesson ideas and Activities

- **Aim:** Investigate the properties of reflective and fluorescent material.

**Learning Outcome:** To know that light is reflected from different surfaces and that we see things when light enters our eye.

**Resources:** Fluorescent and reflective clothing

**Teaching Information:**

Fluorescent colours are very bright and show up best during daytime and at dusk. At night they are no better than other colours. The most commonly used fluorescent colours are yellow, orange and lime green. Yellow is the most effective.

Clothing in such colours is usually available as jackets, arm bands etc.

Reflective material reflects the light from car headlights making visible the person who wears it. During the day it looks grey and dull. It is available as stickers, self-adhesive strips, tape and tags that can be easily fixed onto clothing or other items.

**Activity:**

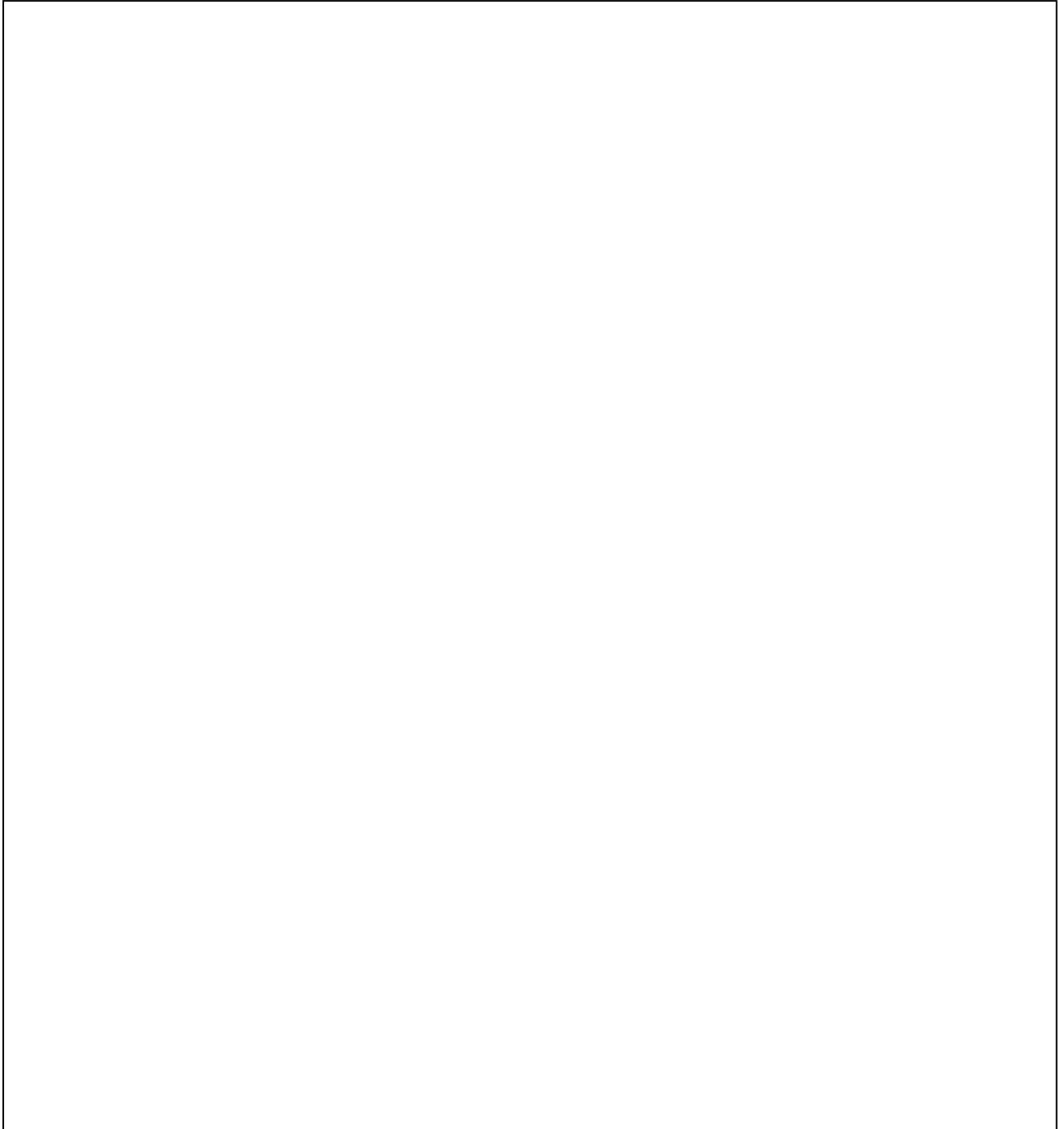
Ask the children to work in small groups to answer the following questions:

1. How do the clothes you wear help you to be a safer pedestrian?
2. Which weather conditions affect your safety as a pedestrian? Give reasons.
3. What can you do to make sure you are as safe as possible near traffic in these weather conditions?
4. Which times of the day are more risky for pedestrians? Why is this?
5. What can you do to make sure you are as safe as possible near traffic at these times of day?
6. We think reflective means ...
7. We think fluorescent means ...
8. Who needs to wear clothes, which are reflective or fluorescent, for their jobs?

Discuss the answers to the questions and show examples of different types of fluorescent and reflective clothing.

**TASK**

A top high street fashion store has asked you to design a jacket. This jacket is to be worn by school children on their way to and from school, walking or cycling near traffic.

A large, empty rectangular box with a thin black border, intended for drawing a jacket design. The box is positioned below the task description and occupies most of the lower half of the page.

## Reflective and Fluorescent materials

You have been set a second design task. Complete the rucksack below with a colour design and any other details to make it both stylish and safe.