

This lesson plan is designed to help Reception children understand basic road safety. Instruction is most effective when it is closely linked with 'doing'. As such, this activity is intended to be practical with follow-up information to be sent home so the children can parents to practise and reinforce the road safety messages being taught.

Learning objectives:

1. Know how to walk safely with a grown-up and understand the importance of holding hands with them when near roads.
2. Gain a basic understanding of the Green Cross Code: Stop, Look, Listen, Think.
3. Understand that roads are for vehicles, and pavements are for pedestrians.

Outcomes:

Pupils will be familiar with Stop, Look, Listen and Think. They will be able to discuss simple ways of behaving safely, such as holding a grown up's hand and not walking roadside.

You'll need:

- A risk assessment
- High visibility jackets
- Staff helpers
- Parent volunteers
- Briefings

For parents:

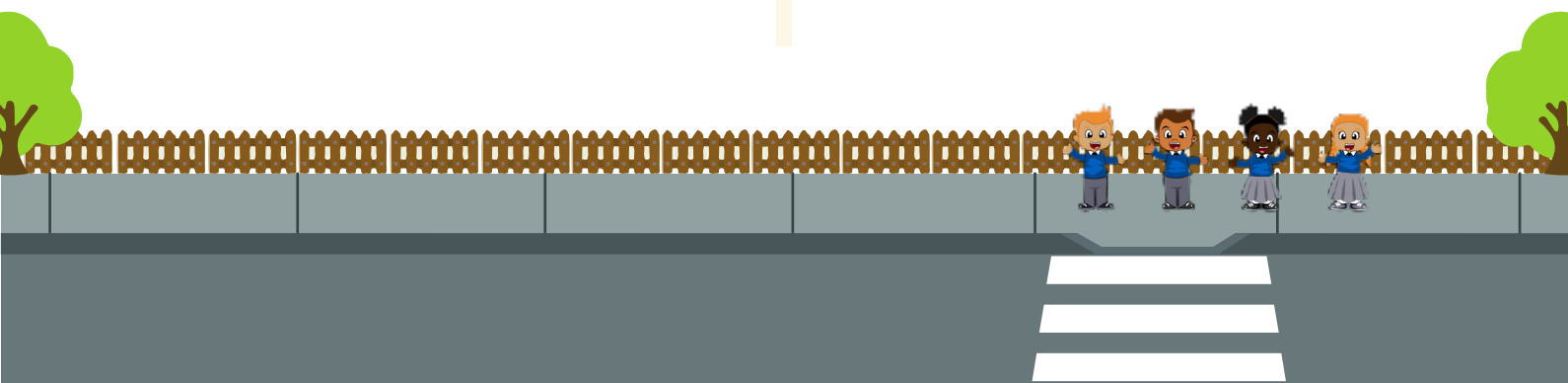
Invite parents to take part. You can also provide them with a summary covering the lesson content so they can practise at home. We have provided a template for this.

Curriculum links:

- Communication and language
- Personal, social and emotional development
- Understanding the world
- Expressive arts and design
- Basic numeracy

This resource contains:

- Teacher guidance notes
- Lesson quick steps
- A risk Assessment template
- Adult helper and children briefings
- Theme guidance: Colour, Opposites and Ourselves
- Ideas for links to numeracy
- Sample letter for parents/carers



Children this age cannot safely manage alone in the road environment. They do not understand the dangers and their size limits their field of vision. Their road safety language is limited, they are unable to judge speed and distance accurately or to make calculated decisions.

It is therefore essential that children of this age are protected from traffic dangers by their parents or carers, and one of the most important things a school can do is to convince parents of this. Parents should be encouraged to join in the road safety work and to support it by reinforcing the messages at home.

Because instruction is most effective when it is closely linked with 'doing', and to encourage parent involvement, this lesson is based on a road safety walk. The walk can also be themed to match any current topic and to find links between the curriculum and road safety education. We have provided three theme examples with various activity ideas you can complete in the classroom or set as follow-up homework.

Remember to choose a theme: Colour, Opposites or Ourselves

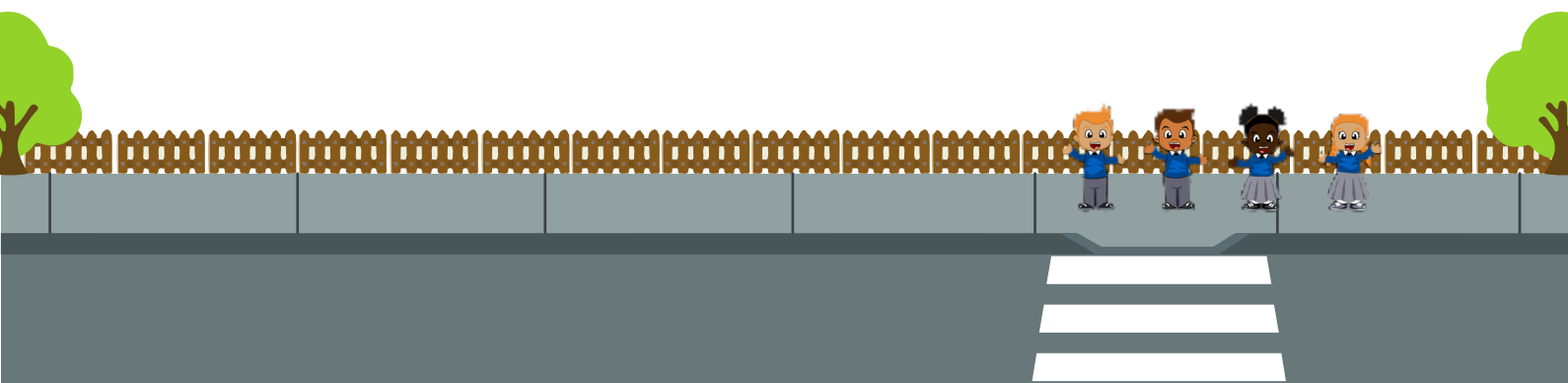
The follow-up activities are specific to each theme and are designed to:

- encourage **holding hands**.
- help children understand the word '**STOP**'.
- encourage children to practise consciously using their eyes to '**LOOK**' carefully.
- encourage children to use their ears to '**LISTEN**' with concentration and distinguish between the jumbled sounds they can hear.
- **expand pupils' vocabulary** and help them understand some important concepts such as the differences between the road and the pavement.

You may prefer to do some of the classroom activities before the walk. These are designed to help children look and listen, and to distinguish between different shapes, sizes and colours. They also help to develop children's knowledge, skills and control of their physical movements, which will all contribute to their road safety training.

The **Road Safety Walk** is designed to put learning into context in the 'real world', but to also establish a positive relationship between teachers and parents, gain an understanding of how a child's development impacts their ability to keep safe, and ensure consistency among adults when teaching the required skills.

The next page lists various points that will help you to deliver this activity effectively.

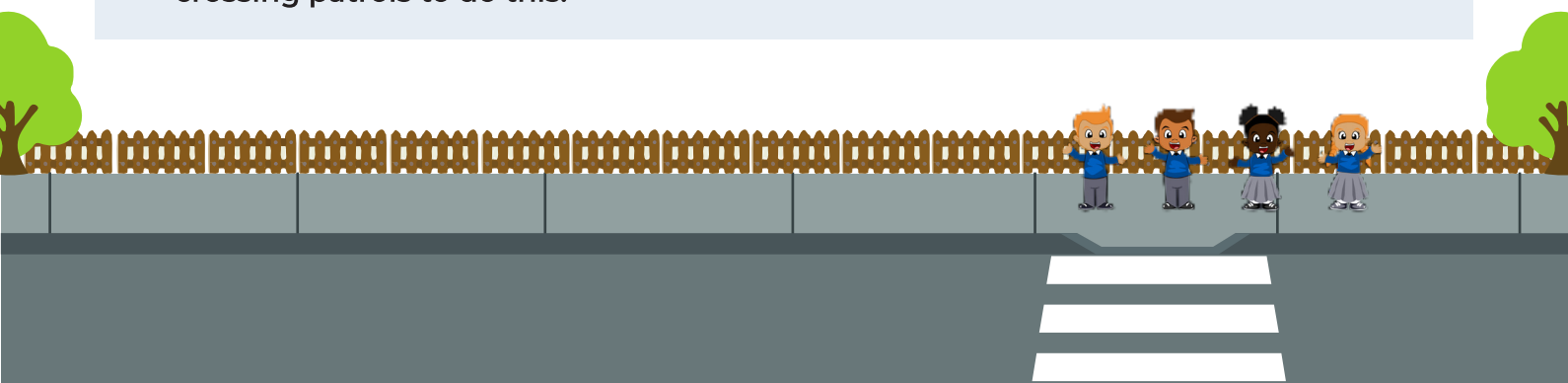


In preparation:

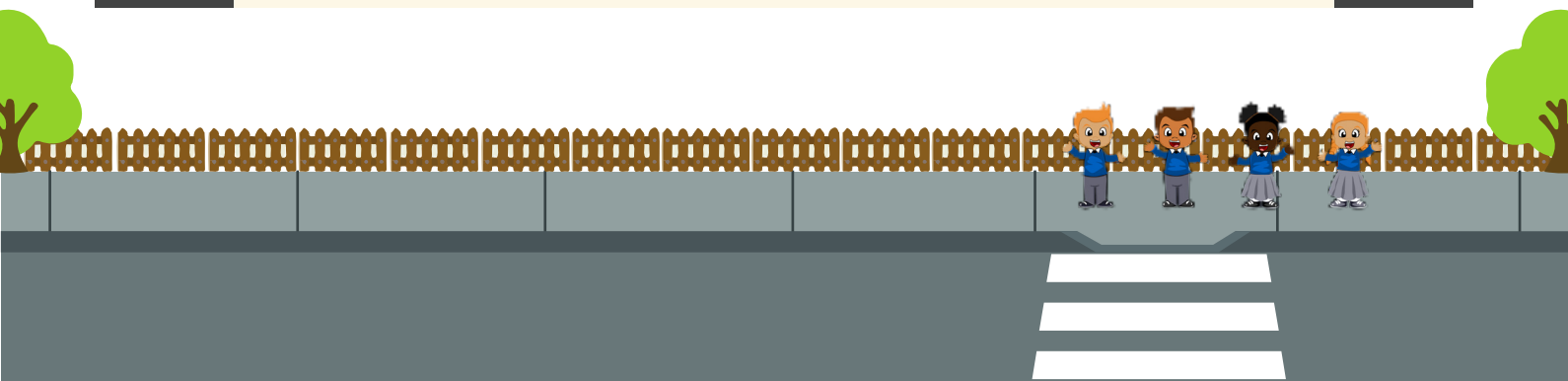
- Choose your theme.
- Risk assess a short walk near the school. Try to include a quiet place to practise crossing the road, some road signs and street furniture to look at and learn about, and reasonably wide pavements. **If there are sections without pavement you will have to walk facing the traffic and take extra care on bends.**
- Write a letter home to parents. Encourage families to send a volunteer adult (parent, grandparent, aunt, uncle, carer, childminder).
- Ensure that your adult:child ratio is in line with Local Education Authority standards.
- Acquire sufficient high visibility jackets for both adults and children.

On the day:

- Brief all adult helpers. Discuss the areas of child development that limit their ability to interact safely with the road environment.
- Explain the rules for the walk – holding hands, adults should walk with a child on either side, holding their hand. If a group, then children should follow their assigned adult's instructions and walk in pairs, holding hands. (especially where there are links back to a current topic and road safety).
- For sections without pavement, remember to walk facing the traffic. You may need an adult to walk ahead to alert approaching traffic when there is a 'blind' bend.
- It is best to split into small groups of around four adults and eight children, and be aware that you are a possible distraction to drivers.
- Remind all adults how important it is to get down to the child's level when showing them things, especially when looking before crossing the road.
- Ensure that all adults know the **Green Cross Code** and apply it when practising crossing the road with the children in their care.
- Brief children on the behaviour expected from them. This should cover holding hands, listening carefully to the instructions from 'their adult', explaining why you are going out, why they are wearing 'special' jackets and what you will be looking for.
- Take photographs so you can remember things you saw on the walk. **Do not stand in the road to take photographs – ALL adults must set a good example!**
- **Remember it is illegal to stop traffic – the law only allows the police and school crossing patrols to do this.**

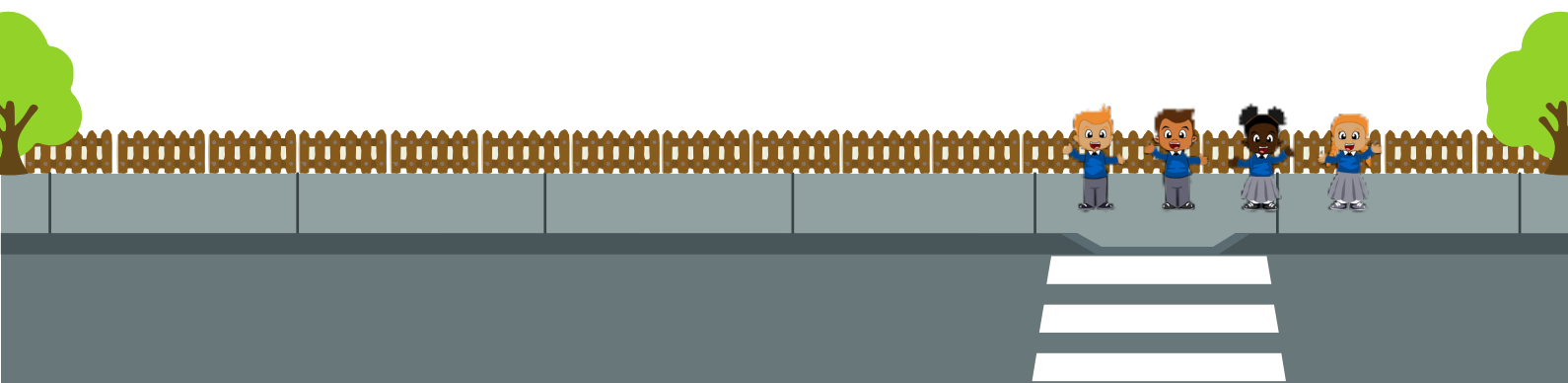


1	Identify a short route for the walk. This should be risk assessed.	<input type="checkbox"/>
2	Take pictures of key locations around your school, to be used in the brief and parent summary.	<input type="checkbox"/>
3	Choose your theme. Children, parents and staff should all be briefed on what will be happening and why. Sample text is provided in this document.	<input type="checkbox"/>
4	High visibility jackets/vests should be worn. Adult:child ratios should be in line with LEA policy.	<input type="checkbox"/>
5	Take part in the Road Safety Walk. Sample text for adult helpers and children briefings is on page 6.	<input type="checkbox"/>
6	Debrief pupils in the classroom, covering 'what we saw' and 'what we did'. Use the follow-up activities for your chosen theme, to reinforce road safety messages.	<input type="checkbox"/>
7	Provide all parents with a summary of the activity and details of how they can practise at home with their child.	<input type="checkbox"/>



It is likely that your school has a risk assessment template that should be completed for outings. If not, you can use the below to help you complete your own.

Hazard	Exposure to weather	Pupil separated from group
Risk	Cold injury, heat injury, overexposure to sun	Injury, death
People at risk	Pupils, staff, parents	Pupils
Control measures	<p>Consider possible weather conditions and plan suitable programme, clothing and equipment.</p> <p>Plan for pupils who may/do not bring suitable equipment.</p> <p>Obtain daily weather forecast and adjust plans accordingly.</p>	<p>Ensure that staff and parent helpers are fully briefed and understand their roles.</p> <p>Have pupil:adult ratios in line with LEA policy.</p> <p>Plan and use suitable control measures (use buddy systems and wear high visibility vests).</p> <p>Discuss itinerary with pupils and what they should do if separated from the group.</p> <p>Regular head counts.</p>
Comments/ actions	Provide clear information to pupils and parents about suitable clothing and equipment.	Provide clear information to pupils and parents about suitable clothing and equipment.
Risk rating	Low	Low
Actions completed		



Adult helpers' brief:

Children should hold hands with an adult.

Adults should walk kerbside.

Walk facing the traffic if there is no pavement.

Wear a high visibility jacket or vest, or similar reflective jacket.

Find things to talk about on the walk that relate to the topic and link this to road safety.

Get down to the child's level when showing them things. This also helps to remind adults how young children perceive the world around them.

Reinforce the Green Cross Code by using it: **Stop, Look, Listen and Think!**

- **STOP** – When you approach a crossing, **STOP** before you get to the edge of the pavement.
- **LOOK** - **LOOK** for cars, bikes, lorries and other vehicles by looking right, left and right again.
- **LISTEN** – **LISTEN** for vehicles too. You may be able to hear them before you see them.
- **THINK** – Is there enough time for you to cross the road safely?

Children's brief:

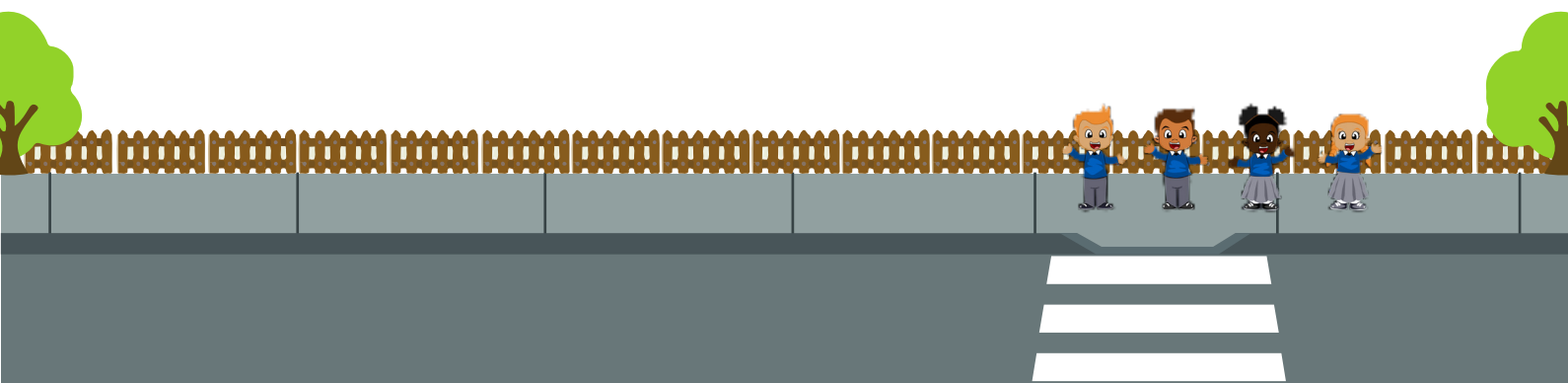
We are going on a walk around our school to learn about road safety.

We will be wearing special jackets that help other people to see us.

We will be looking at the pavement and the road, and who uses them.

We will also learn about the Green Cross Code, which is **Stop, Look, Listen and Think!**

- **STOP** - When you approach a crossing, **STOP** before you get to the edge of the pavement.
- **LOOK** - **LOOK** for cars, bikes, lorries and other vehicles by looking right, left and right again.
- **LISTEN** - **LISTEN** for vehicles too. You may be able to hear them before you see them.
- **THINK** - Is there enough time for you to cross the road safely?



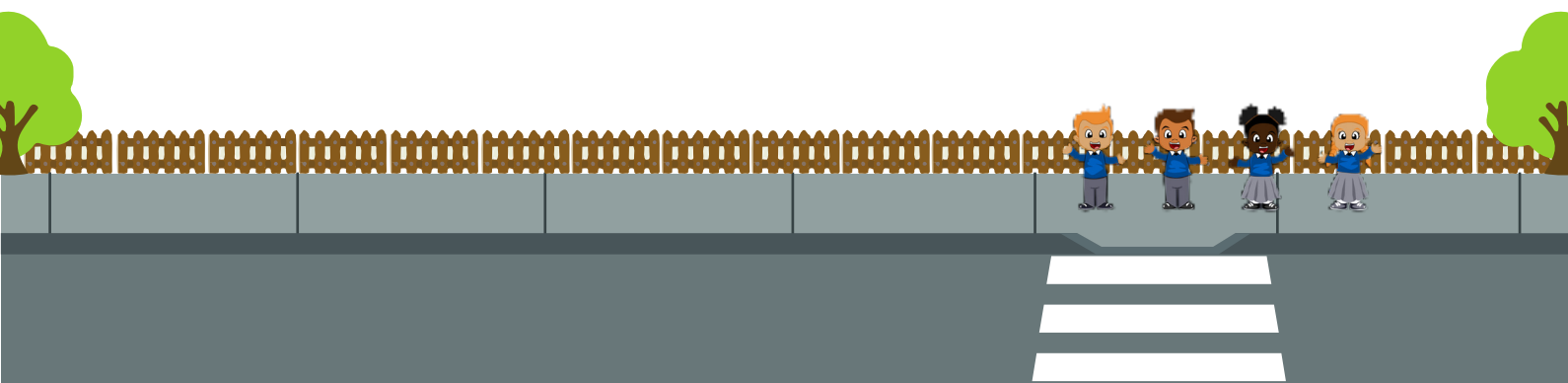
Theme: Colour

Colour is an important element of communication on the road. It is used to inform, warn of danger and attract attention.

The objective for your road safety walk and follow-up activities is for the children to begin to understand the use and meaning of colour in the road environment.

Below is a collection of possible activities that you could do in class or set as homework to help children understand the importance of colour in a road safety context:

- Colouring sheets of what the children spotted on the walk.
- Find a shaded area of the playground or turn the lights off in the classroom. Take pictures of pupils standing together; some in school uniform, some in their coats and some in high visibility jackets. Display the photos and discuss who shows up the best.
- Talk about camouflage in birds and animals and how it helps them stay hidden, and discuss what we can do to help us be seen.
- PE – ask the children to move around the room and respond to coloured cards as you hold them up: red (stand still), yellow (march on the spot) and green (walk).
- Ask the children to draw a picture of something they saw on the road safety walk and colour it in. Display the pictures in class.
- Cut an egg box into individual egg cups. Paint them red, yellow and green. Glue these onto a cardboard tube to make traffic lights.
- Make a collage of scrap materials on a dark background and discuss which colours show up best.

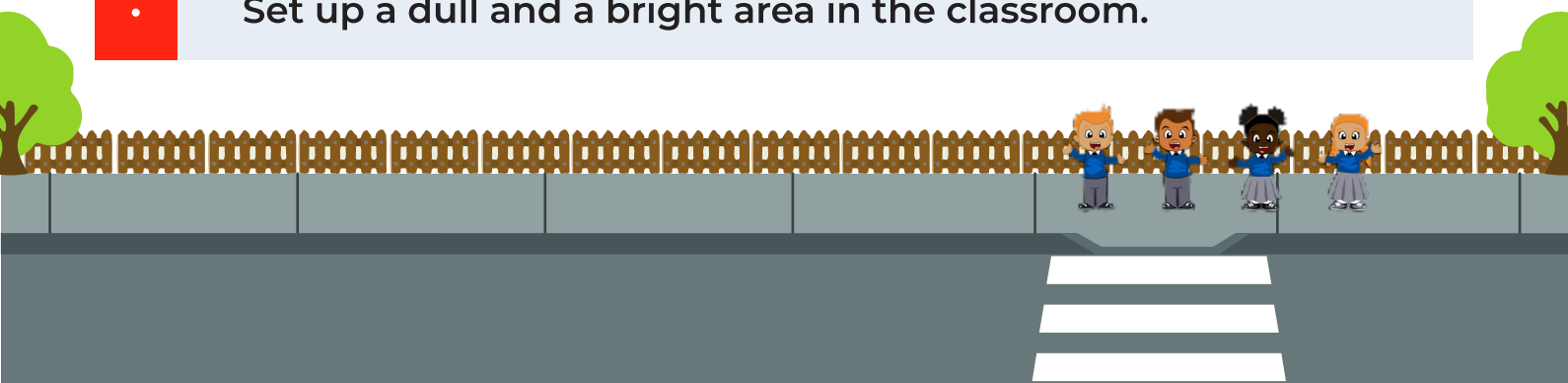


Theme: Opposites

There are many ways to introduce the theme of 'opposites' to road safety: small and big, slow and fast traffic, near and far, noisy and quiet, safe versus unsafe behaviour.

The objective of your road safety walk and follow-up activities is for the children to contrast things in the road environment as a means of learning road safety awareness and safe behaviour and below are some activities that can help develop the children's understanding of opposites in a road safety context:

- From a safe place, watch the traffic going past the school. Is it fast or slow? Big or small? Noisy or quiet?
- Look at different surfaces and discuss whether they are rough or smooth. Run a toy car down a slope, and then one covered with carpet or a rougher material, to introduce the idea of friction. Discuss, as a class, the way the car moves on the different surfaces.
- Make up a road safety themed rhyme. Ask the children to repeat it loudly, then in normal voices, and a final time in a whisper. Compare the volume of their voices to the different sounds of vehicles (lorries, cars, motorbikes and bicycles).
- PE – children to practise signals using their hands. Talk about car indicators.
- PE – practise STOP and GO to music, ie the children move when the music is on and stop when it is turned off.
- PE – set up a course with obstacles to travel over and under. Talk about bridges and underpasses, and how to use these to cross the road.
- Set up a dull and a bright area in the classroom.



Theme: Ourselves

This theme gives children the opportunity to consider their senses and the need to keep healthy and safe. Road Road Traffic Collisions are one of the main causes of injury for primary school children as pedestrians.

The objectives of your Road Safety Walk and follow-up activities are for children to begin to understand how their bodies work, their physical limitations and abilities, and how they can use their senses to keep safe in the road environment.

Below are some suggestions of activities that will help you teach this:

Eyes:

- Sorting and matching games.
- Compare what can be seen in the dark with what can be seen in the light.

Ears:

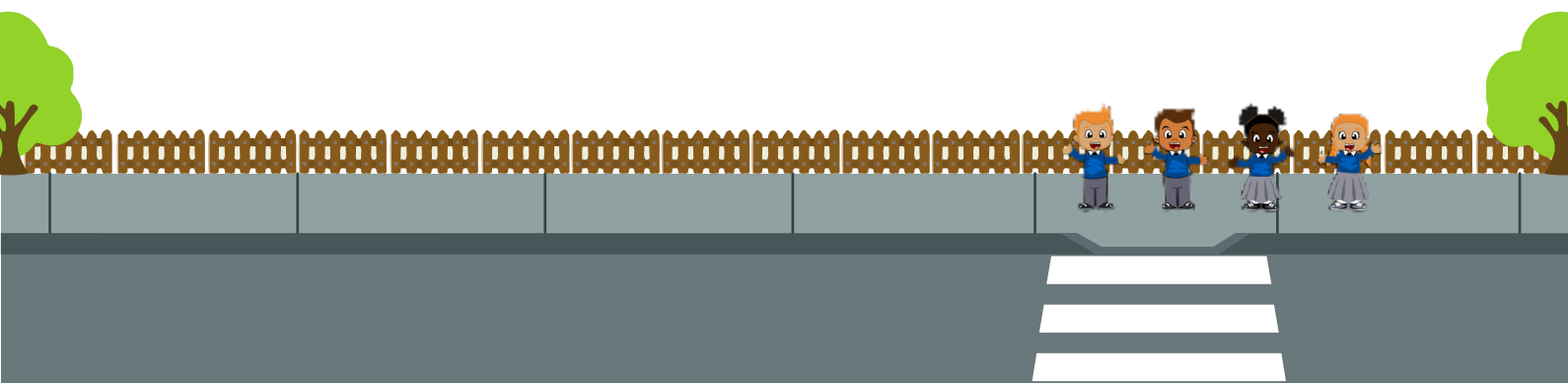
- Record traffic noises and ask pupils whether they can distinguish between different types of vehicle.
- Listen to external sounds whilst wearing hoods or headphones and ask children how this affects their hearing.
- Do talking, standing still or moving around affect what we can hear?

Behaving safely:

- Reinforce holding hands by playing circle games.
- Draw around hands or make handprints using red, yellow and green paint, pens or pencils. Use these to create a wall display.
- Ask the children to practise stopping when told by playing games such as musical statues, and obey adult instructions by playing 'Simon says'.

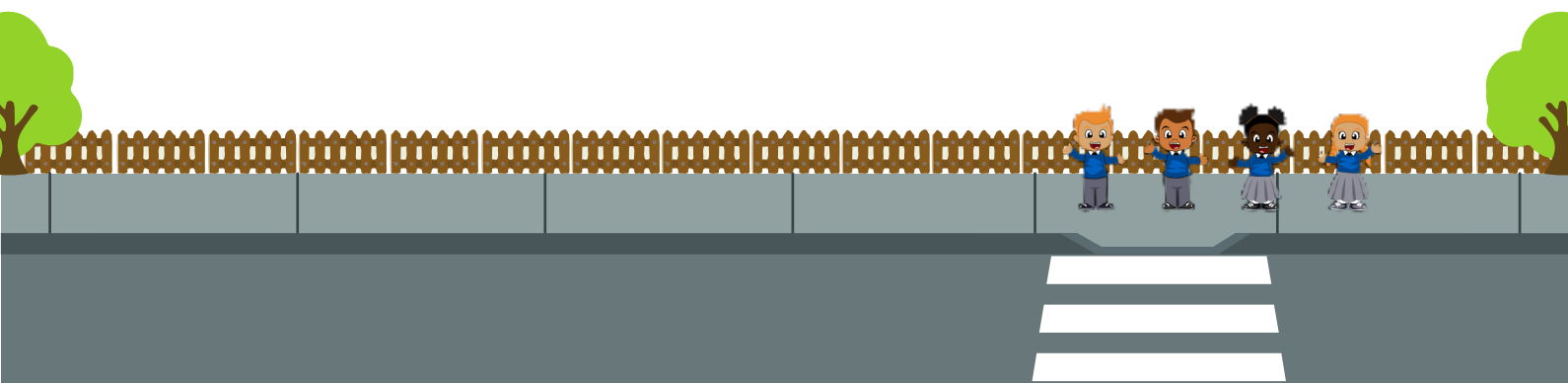
People who help us:

- Talk about 'safe' adults who help us near roads, such as parents/carers, police and school crossing patrols. Follow the school's policy on how to identify 'safe' adults.



Below are some additional ways to apply road safety education to the key objectives of Early Years Foundation Stage (EYFS) numeracy:

EYFS Numeracy key objectives	Possible activity
Count up to 10 everyday objects reliably.	Count how many people can be seen in a picture crossing a road, and discuss crossing safely.
Recognise numerals 1 to 9.	Recognise the numerals on a car number plate. Identify and count the number of other parts of a car and discuss their use, eg seatbelts, mirrors, wheels.
Use language such as 'more' or 'less', 'greater' or 'smaller', 'heavier' or 'lighter', to compare numbers or quantities.	Look at a picture of a busy high street and use appropriate language to discuss what can be seen, eg "Which is bigger, the bus or the car?"
Talk about, recognise and recreate simple patterns.	Discuss the pattern on a zebra crossing and use paint to recreate it. Talk about the purpose of the crossing.
Use everyday words to describe 'position'.	Follow a simple route, either directly or with a 'roamer' (programmable floor turtle), using verbal instructions.



Dear parent/carers,

Today the children in class have been involved in a road safety lesson that covered the following learning objectives and outcomes:

Learning objectives:

1. Know how to walk safely with a grown-up and understand the importance of holding hands with them when near roads.
2. Gain a basic understanding of the Green Cross Code: Stop, Look, Listen, Think.
3. Understand that roads are for vehicles, and pavements are for pedestrians.

Outcomes:

Pupils will be familiar with Stop, Look, Listen and Think. They will be able to discuss simple ways of behaving safely, such as holding a grown up's hand when they are near a road and not walking roadside.

Homework today is to:

Practise the Green Cross Code with an adult and holding hands when crossing the road.

The staff and governors of
would like to thank you for your support and help in reinforcing the road safety messages
that your child has learnt in our new road safety education initiative.

Yours sincerely

.....

.....

