

The aim of this lesson plan is to educate Year 1 pupils on the different parts of cars, the signs a parked car is about to move, why it's important to wear a seatbelt and why they should never distract drivers. Instruction is most effective when it is closely linked with 'doing', which is why it is intended for this activity to be practical.

## Learning objectives:

1. Know the different parts of cars.
2. Understand the warning signs that a vehicle might move.
3. Understand and explain why it's important not to distract drivers.
4. Demonstrate how to fasten seatbelts correctly and help the children understand why they should always be worn.

## Outcomes:

Pupils will be able to discuss car parts and the dangers of being near vehicles. Pupils should also be able to explain why drivers should not be distracted and why seatbelts should always be worn, and demonstrate how to wear one correctly.

## You'll need:

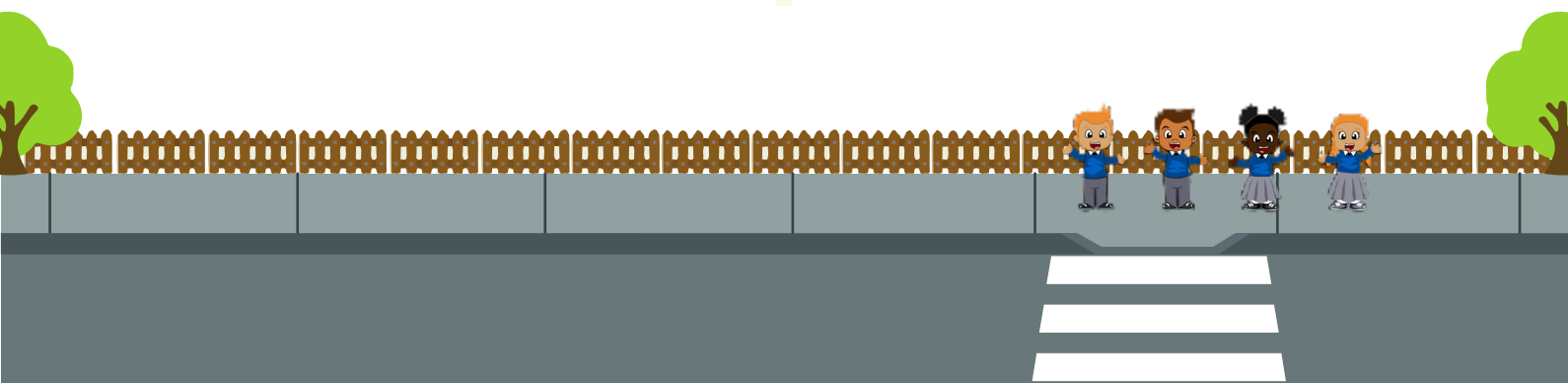
- High visibility jackets
- Staff helpers
- A car to be parked in the staff car park

## Curriculum links:

- Communication and language
- Understanding the world
- Reading comprehension
- Counting
- Geometry
- Measurements
- Art and design

## This resource contains:

- Teacher guidance notes
- Lesson quick steps
- Follow-up activity guidance
- Links to numeracy curriculum
- Sample letter for parents/carers



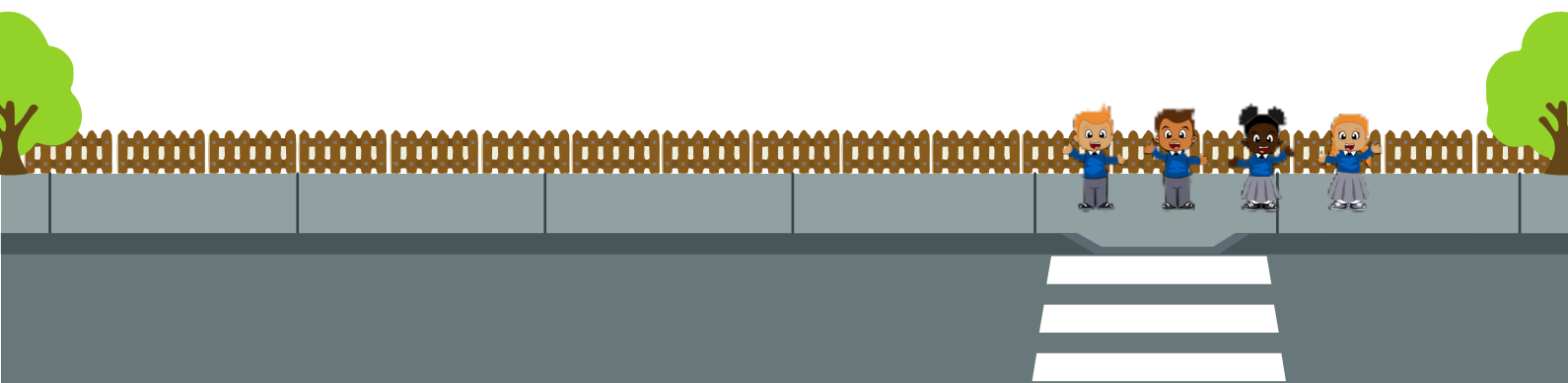
For this activity you will be taking the children into the playground, where a car should be parked. This enables the children to 'explore' a parked car in a safer environment. The intention is to discuss and help them learn about the different parts of a car, and what makes cars dangerous even when they are parked. You should discuss the different parts of the car and the signs that show a parked car is about to move. You should also discuss possible distractions for drivers and relate this to the children's experiences as passengers. Below are some key points for you to consider and explore:

## Cars – the inside

- Soft and comfortable.
- Seatbelts and child safety seats.
- How to put seatbelts on properly.
- Sitting quietly/not distracting the driver.
- All the controls a driver needs to use.
- Even though they are outside, drivers use wing mirrors while driving. Explain why they are needed.
- What can the driver see from inside the car? You could ask the group to stand in different places around the car and allow each child to take turns in the driver's seat, on a cushion, and explain who and what they can see.

## Cars – the outside

- Hard exterior of metal and glass, which are both dangerous, especially when damaged (they're sharp).
- Tyres and their grips.
- Lights: indicators, headlights, brake lights, reversing lights (demonstrate them all working).
- Height of children in relation to the car.

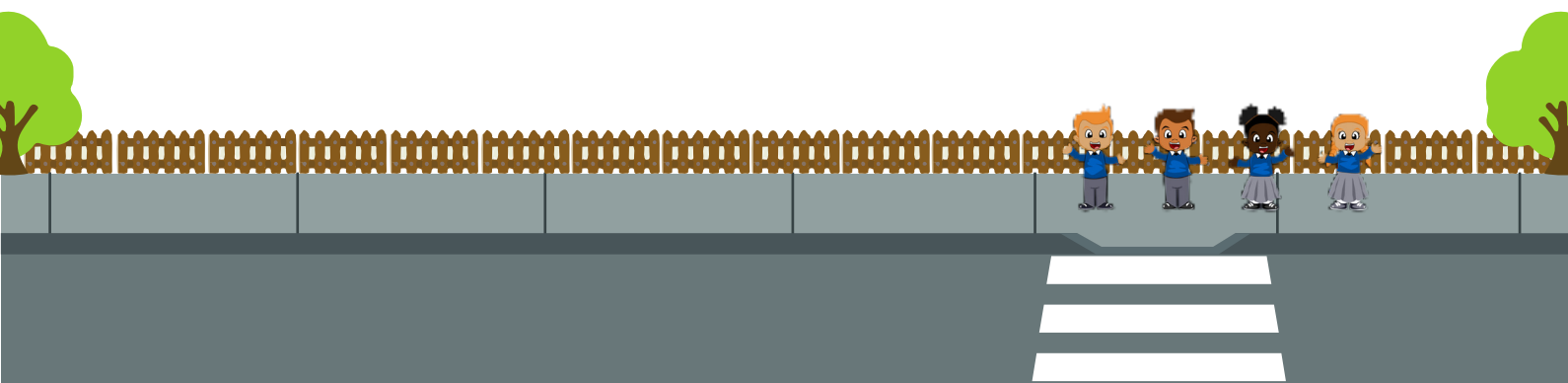


## In preparation:

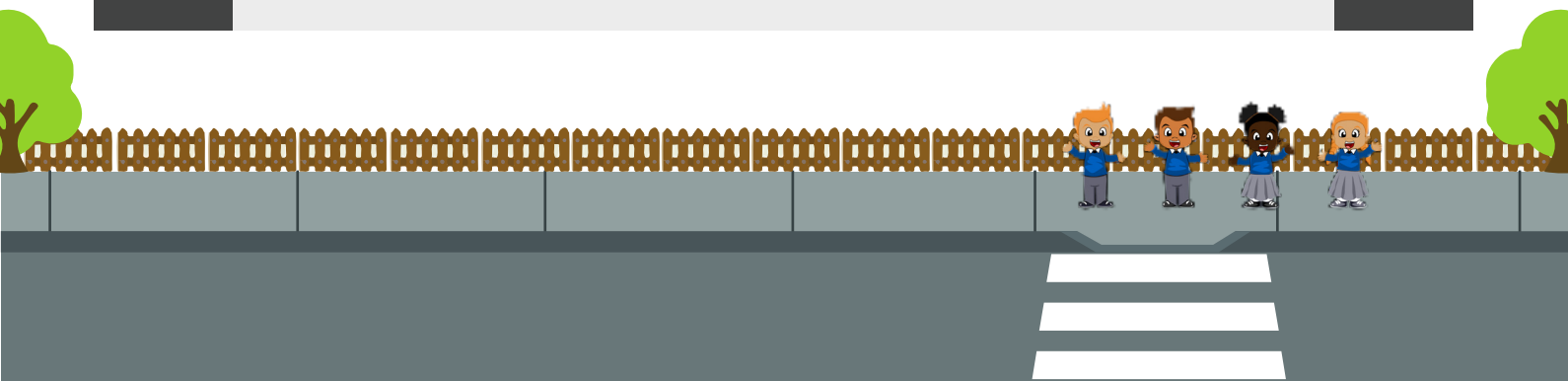
Arrange for a car to be parked in the playground and additional support from your colleagues in line with school policy on pupil:adult ratios.

## On the day:

- The children should wear high visibility jackets when they are outside learning about vehicles or the road environment, even if they are within the safety of the school grounds. This helps emphasise the need to be seen when near traffic. Adults should also wear high visibility clothing to act as good role models.
- Adults should be fully aware of pupils' locations and their surroundings when looking at the parked car, and always supervising them.
- Seatbelts must always be fitted correctly, ie the diagonal belt on the shoulder and the lap belt on the pelvis/top of the legs. Children should never loop their arm through the diagonal belt so it only operates on their ribcage and abdomen. They also need to be raised on a booster seat so that the diagonal belt does not cut into their neck and the lap belt doesn't go across the soft parts of their tummy, as this could damage internal organs in an emergency stop or a crash. Make sure each child knows how to do up their seatbelt and wear it properly.
- Discuss the signs that a car may start moving, for example someone in the driving seat, the car engine running, the reversing or indicator lights on, exhaust fumes, and the car possibly moving.
- When discussing getting in and out of the car, children should be encouraged to always get out on the side closest to the pavement/edge of the road, and never into traffic.
- Explain the different things a driver must do: work the pedals, steer, use lots of different controls, look at the road and everything around them, read road signs and look in their mirrors. To keep safe, passengers should never distract the driver; they need to concentrate. Anything that takes the driver's attention away from the road would be a distraction, ie passengers arguing or being very loud, trying to show the driver something, or the driver using their mobile phone.
- Strict adult supervision is essential when allowing children to sit inside the driver's seat. This enables children to experience who and what the driver can see and gives a good idea of how difficult it is for drivers to see small children such as themselves.
- Within this document you'll find follow-up activities.



1	Arrange for staff support and for a car to be parked in the car park.	<input type="checkbox"/>
2	If possible, pupils should wear high visibility jackets or vests.	<input type="checkbox"/>
3	Discuss the inside and outside of the car with pupils. Ask a staff member to demonstrate the different lights working.	<input type="checkbox"/>
4	Discuss the importance of seatbelts and demonstrate how to wear one correctly.	<input type="checkbox"/>
5	Discuss signs that show a parked car may move.	<input type="checkbox"/>
6	Offer pupils the chance to sit in the driver's seat on a raised seat or cushion, so they can see things from a driver's perspective.	<input type="checkbox"/>
7	Discuss why drivers must concentrate, and what is meant by a 'distraction'. Explain why the children should never distract a driver.	<input type="checkbox"/>
8	Follow up with a classroom activity.	<input type="checkbox"/>
9	Send letter home to parent/carer.	<input type="checkbox"/>



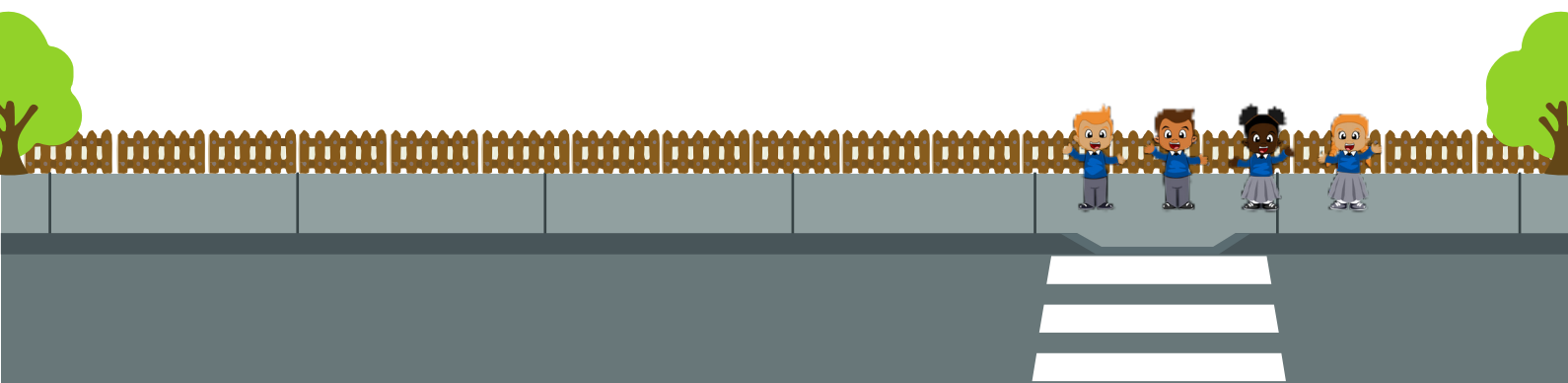
Below are two different follow-up activities you can run in either Art or PE lessons.

## Shoe prints: Art and design

Ask the children to compare the treads on tyres to those on their shoes. Explain that tread helps with grip. Make prints or rubbings with shoes.

## Signals: PE

Make sets of discs (red, amber and white) for the children to use in PE to communicate which way they are going. Red means stop (brakes), amber is for left and right (indicators), and white can mean they are moving forwards or backwards (accelerate or reverse), depending on which way the white is facing. If white is facing the front, it's accelerate. If it's facing the rear, it's reverse.



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 the different parts of cars.
- 2. Understand the warning signs that a vehicle might move.
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- 4. Demonstrate how to fasten seatbelts correctly and help the children understand why they should always be worn.

Outcomes:

Pupils will be able to discuss car parts and the dangers of being near vehicles. Pupils should also be able to explain why drivers should not be distracted and why seatbelts should always be worn, and demonstrate how to wear one correctly.

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  
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