

The purpose of this lesson is to develop pupils' awareness of the complexity of the road environment, how unpredictable it can be, and how everyone sharing the road space must concentrate on what they are doing to keep themselves safe and not be a danger to others.

Learning objectives:

1. Understand that everybody, including the children themselves, has a responsibility for staying safe in the road environment.
2. As either a passenger or a pedestrian, know and understand how dangerous it can be to distract drivers.

Outcomes:

Pupils will have learnt the importance of the meanings of some common vocabulary when used in a road safety context: concentration, reaction, distraction, dangerous, communication, sensible behaviour. They will be aware of their responsibility for their own safety in the road environment, and how dangerous it can be to distract the driver of a vehicle, either as a passenger or as a pedestrian.

You'll need:

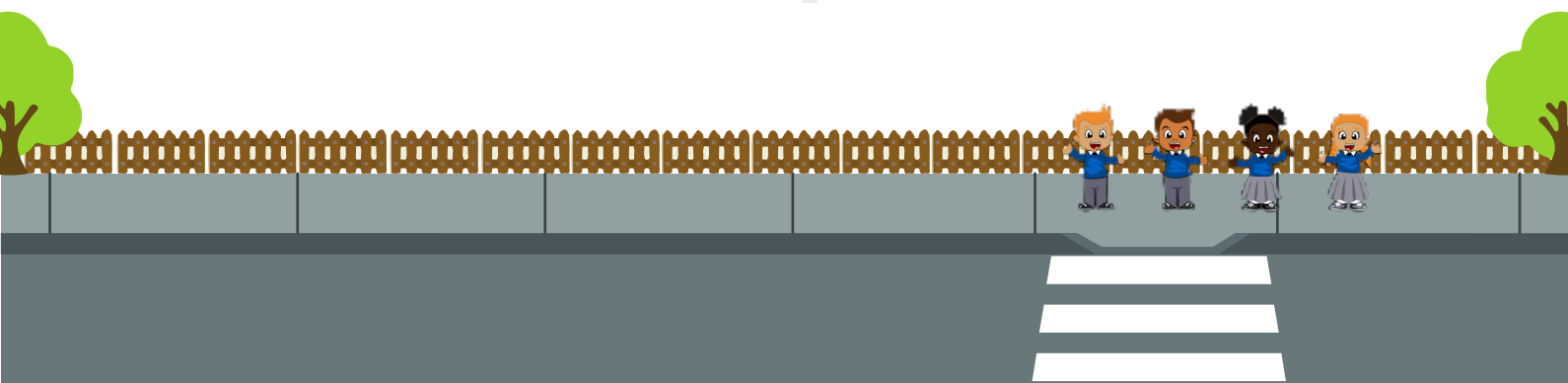
- Whiteboards
- Reaction test sheet
- Distraction test sheet
- Risk assessment

Curriculum links:

- Literacy – writing and composition

This resource contains:

- Teacher guidance notes
- Lesson quick steps
- Reaction and distraction test templates
- Risk assessment template
- Sample letter for parents/carers



This Year 3 lesson plan aims to develop children's awareness of the road environment, its complexities and how unpredictable it can be. Pupils should understand how everybody sharing the road (including those using the pavement) must concentrate to keep themselves safe and not be a danger to others. Road safety is everyone's responsibility. The lesson plan is broken down into five stages.

Whiteboard exercise (5 minutes)

Hand out a whiteboard to each table.

Ask table groups and then discuss as a class: Whose responsibility is your road safety?

Pupils should list all the people who must share the road environment.

- It is likely that children will list parents, teachers, police, school crossing patrols etc as being responsible for their road safety.
- The intention of the discussion is to raise pupils' awareness of all the people who share the road environment, and how they are very busy multitasking:
 - **Car drivers** – operating the car with their hands (steering etc) and feet (working the pedals), listening, looking both inside (dashboard and mirrors) and outside the vehicle, paying attention to their passengers, reading the road signs, and trying to work out what the other road users are doing/going to do.
 - **Lorry drivers** – similar to car drivers but with a much bigger vehicle.
 - **Pedestrians** – having to take great care crossing the road (using the Green Cross Code), understanding how to judge speed and distance of vehicles, understanding how to use zebra crossings, work pelican crossings etc.
 - They **ALL** therefore need to concentrate all the time and be able to react quickly.

Conclude: We must all concentrate and react quickly when in the road environment.

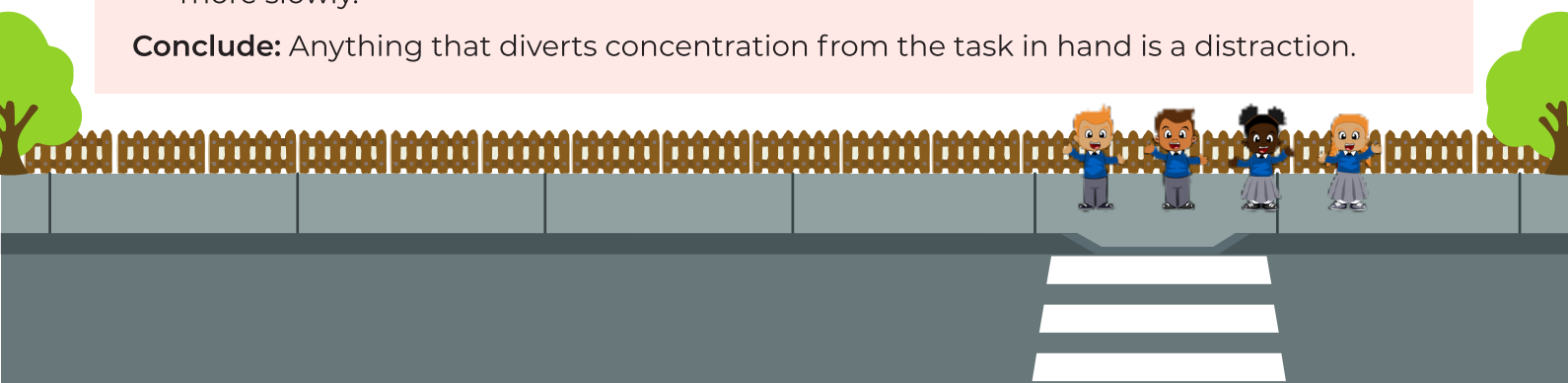
Activity: Reaction test (10 minutes)

Take part in the activity using the template provided.

Ask table groups and then discuss as a class: Do we all react at the same speed as each other?

- Discuss what might stop pupils from concentrating and therefore make them react more slowly.
- Discuss what might stop a driver from concentrating and therefore make them react more slowly.

Conclude: Anything that diverts concentration from the task in hand is a distraction.



Activity: Distraction test (10 minutes)

Take part in the activity using the template provided.

Ask table groups and then discuss as a class: How did being distracted affect pupil reaction time? Relate this to different contexts:

- Talk about passengers distracting drivers.
- Talk about pedestrians distracting drivers.
- Discuss how pedestrians and drivers can communicate.
- Talk about distracting each other.

Conclude: Behaviour that distracts someone can be dangerous. To summarise, discuss how pupil behaviour on the pavement might affect a driver's behaviour and concentration.

Discussion: Outside our school (20 minutes)

Risk assess an area outside the school, preferably with some sort of barrier, and once the area has been chosen watch passing traffic from it.

Ask: What is it like out here at the end of the school day?

- What might distract drivers?
- What might distract pedestrians?
- How can we protect ourselves (be seen, wear seatbelts etc)?
- Might it be better if no cars were allowed outside the school? How would that work?

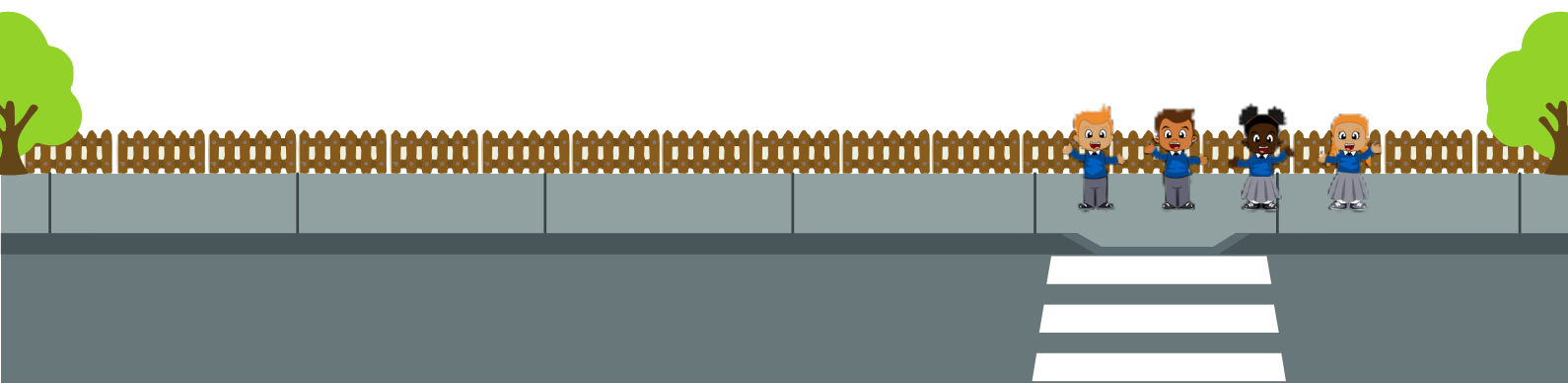
Conclude: We must all behave sensibly in the road environment.

Debrief discussion (5 minutes)

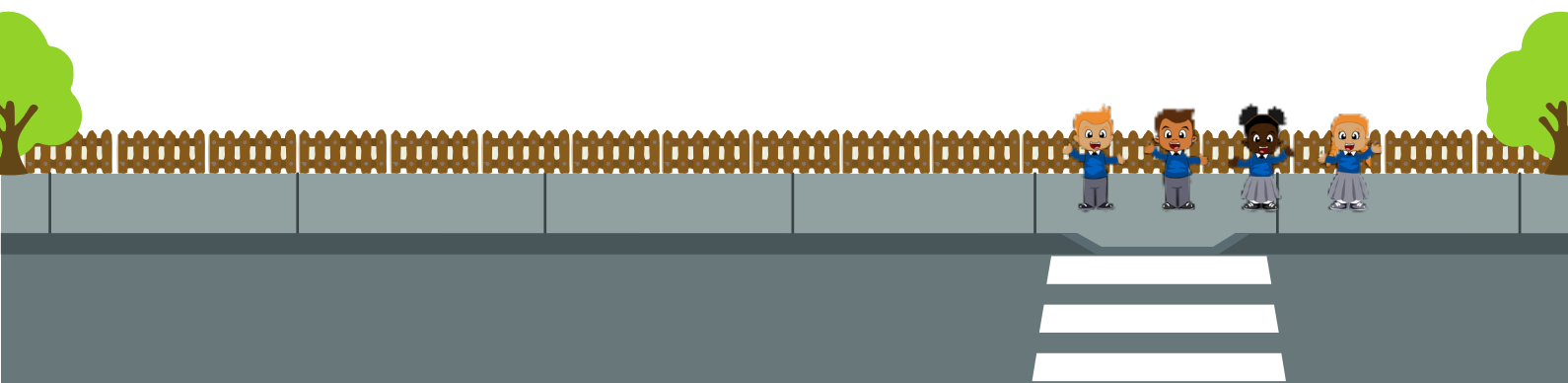
Pupils discuss what they think they have learnt today.

Ask table groups and then discuss as a class: So, whose responsibility is your road safety?

Conclude: Their own and everybody's!



1	Hand out whiteboards and ask table groups, 'Whose responsibility is road safety?' Discuss answers.	<input type="checkbox"/>
2	Take part in the reaction test activity. Discuss results.	<input type="checkbox"/>
3	Take part in the distraction test activity. Discuss results and apply to different contexts.	<input type="checkbox"/>
4	Take pupils outside and discuss the road environment outside the school at school drop-off and pick-up times, and the distractions that could occur.	<input type="checkbox"/>
5	Have a debrief discussion and ask again, 'Whose responsibility is road safety?'	<input type="checkbox"/>



This is a simple way of testing your reaction time. Cut out the chart, paste onto card, fold it in half lengthways and glue in place. Ask another person to hold this card about 10cm (4in) above your open thumb and forefinger. When they let go of the card you try to catch it. Read the writing underneath your fingers. Swap over with your partner.

Oh dear, sleepy!
Your reactions are dangerously slow.
Better not do anything that might be risky
until you brighten up!
HAVE ANOTHER TRY

WAKEY WAKEY!

You need some fresh air!
Better concentrate more if you are going to
avoid having accidents.
HAVE ANOTHER TRY

OH DEAR!

This is below average. You will have to
be careful.
Better really focus next time.
HAVE ANOTHER TRY

SLOW COACH!

Not bad. You will need to react even quicker
to stay safe though.
Maybe you need more practice.
HAVE ANOTHER TRY

AVERAGE

This is a bit better than average. It means
you are fairly alert. Are you sure it wasn't
a fluke?
HAVE ANOTHER TRY

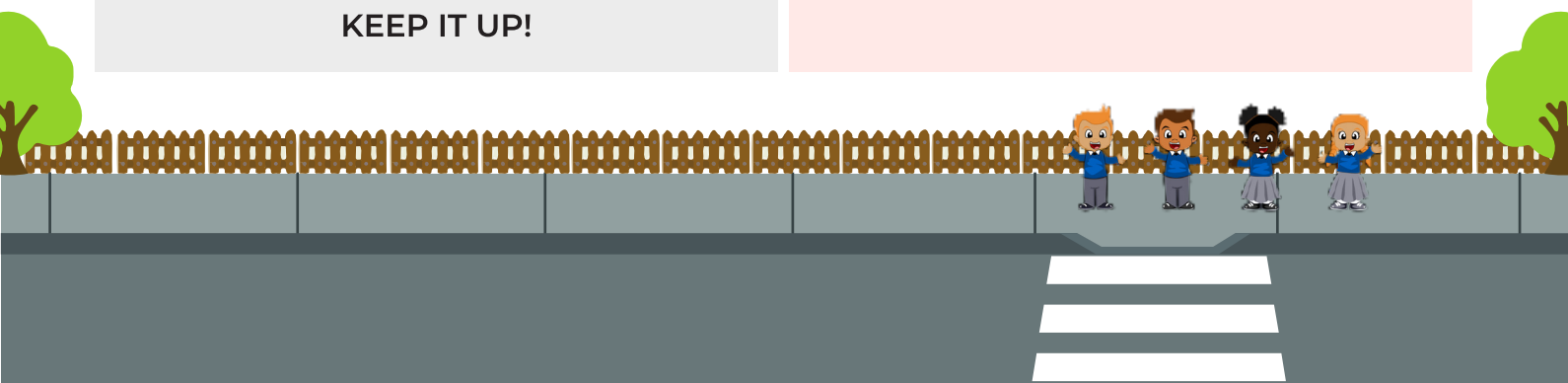
NOT BAD!

Your reactions are better than average.
You are very alert and should spot any
dangers. Try just a little bit harder.
WELL DONE!

NOT BAD!

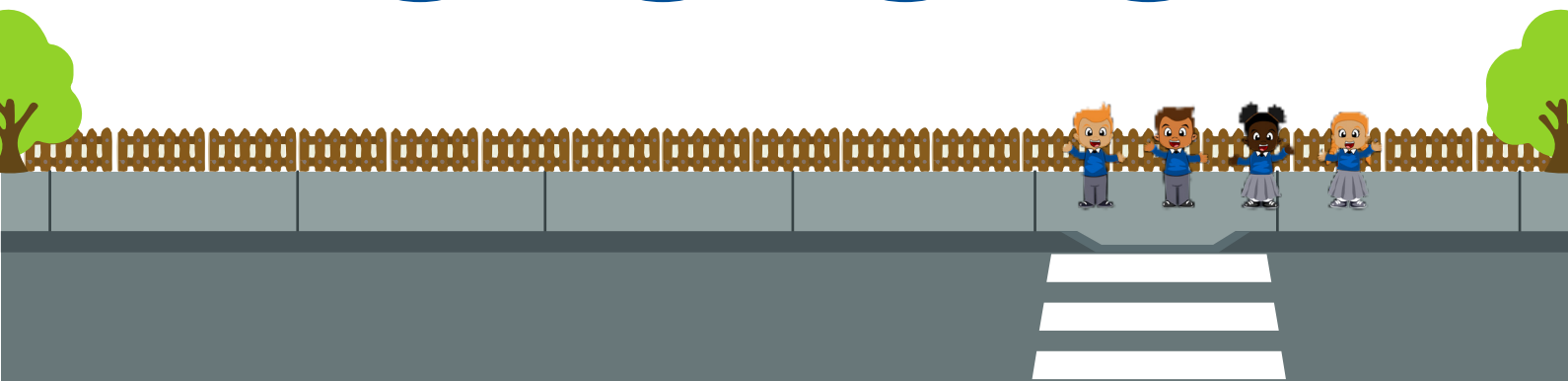
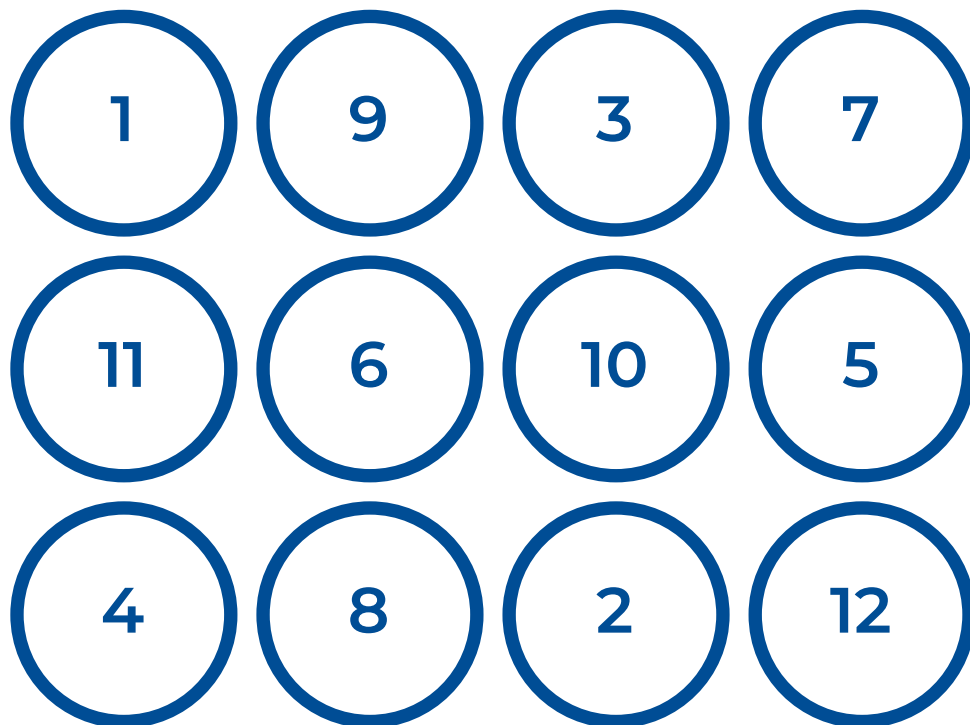
Excellent! Your reactions are brilliant! But
you need to react this fast all the time near
roads.
KEEP IT UP!

SENSATIONAL!



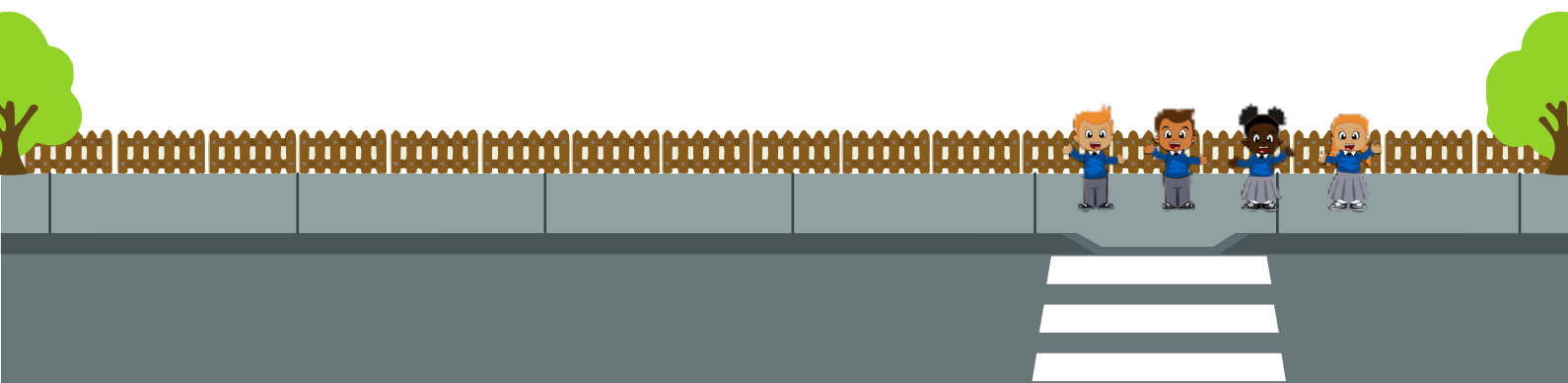
Activity

- This is designed to demonstrate how much slower our reactions may be if we are distracted.
- Using the sheet as a design template, make a larger version on flipchart paper, drawing around plates for the circles.
- Make a second sheet but put the numbers in a different order to the first version.
- Cover the numbered sheets with a blank one until you are ready to start.
- Choose a volunteer and ask them to tap on the jumbled numbers in sheet one, in order (1-12), when you say “go”. Ask another pupil to time them with a stopwatch. Do not let the ‘tapper’ see the numbers until everyone is ready to start. Position three or four children around the ‘tapper’ but ask them to stand still and quietly.
- Repeat the exercise with sheet two, but this time create some distractions that would be typical in a car – play some music, ask two children to talk loudly and another to ask the ‘tapper’ questions while they are trying to tap out the numbers in order from one to 12. In most cases you should find that it takes longer with distractions.
- With an ‘incident’ only taking a second to happen, distracting the driver can be extremely dangerous.



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 a suitable programme with appropriate clothing and equipment.</p> <p>Bring suitable spare equipment in case a pupil turns up without their own.</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		



Dear parent/carers,

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

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Homework today is to:

Write a short poem (using an existing nursery rhyme as the tune) about distracting behaviour.

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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