

It won't be long before your pupils are travelling more independently, especially once they start secondary school and want to meet up with friends outside of school time and during the holidays. This lesson is designed to equip them with the skills and knowledge to assess risks and plan their journeys, to keep as safe as possible.

Learning objectives:

1. Know and understand how to plan journeys when travelling.
2. Know and understand the risks associated with travelling, particularly in relation to school journeys.

Outcomes:

Pupils will be able to recognise and assess risks, especially in relation to their journeys to and from school. They will be able to work out a potentially safe route by looking at a map, but recognise that in reality they may have to go a different way. Pupils will be able to use the internet to look at different ways to travel. They will apply their knowledge of bus and train timetables to plan their journeys.

You'll need:

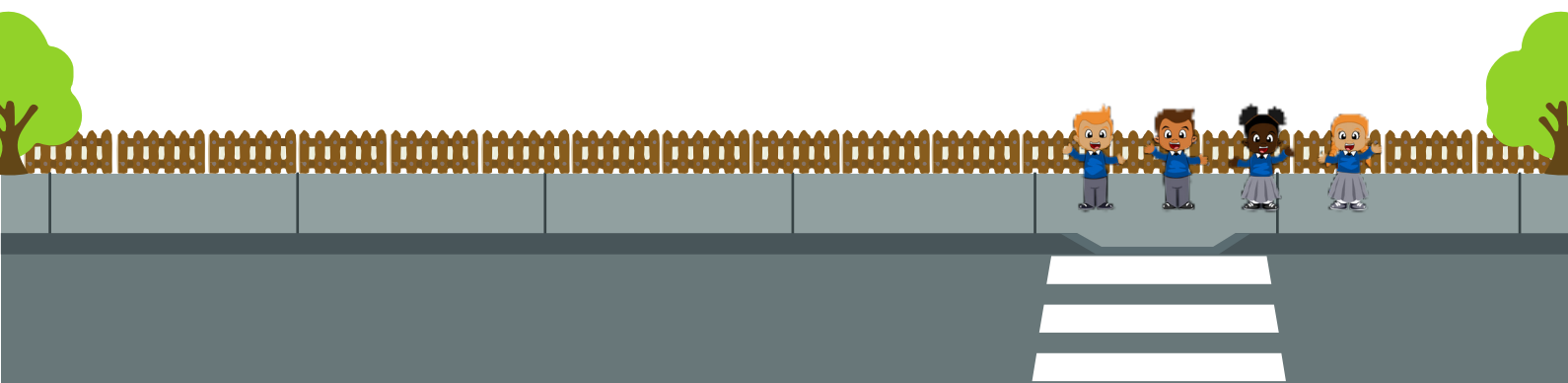
- Risk diary
- Local maps
- Local bus and train timetables
- Volunteers

Curriculum links:

- Writing – vocabulary, grammar and punctuation (using the risk diary)

This resource contains:

- Teacher guidance notes
- Lesson quick steps
- Risk diary template
- The Green Cross Code
- Sample letter home for parents/carers



For this activity you will work with pupils to complete a risk diary and learn about planning the safest routes. They will be encouraged to use the internet to research maps of their local area, local walking and cycling routes, and public transport timetables.

Risk diary

At the start of the lesson, pupils should complete a risk diary individually. They will gain an insight into the risks they take every day and the rules in place to control them. They should assess the most dangerous things they do and the rules in place to minimise them.

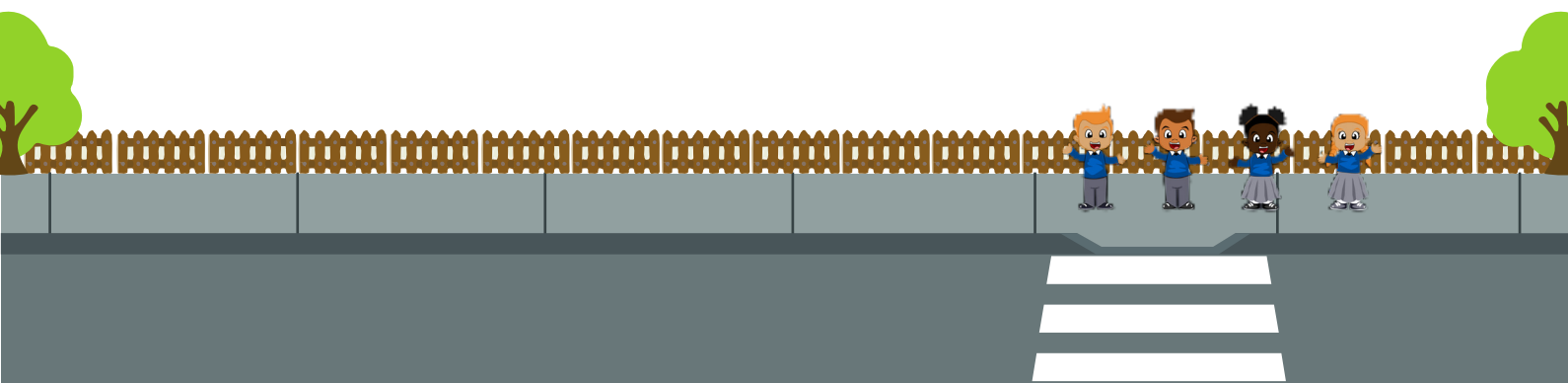
Most of the risks we take at home are within our control, and if we follow the rules that are in place in school to minimise the dangers, we should be safe there. Although there are plenty of rules to keep us safe in the road environment (Highway Code etc), we share it with lots of other road users who may not know all the rules or may break them, and this puts us at risk. We must follow the rules ourselves, avoid taking unnecessary risks, behave sensibly and stay alert, to keep ourselves as safe as possible.

Also consider and compare the behaviours outside the school in the morning and the afternoon:

- Are pupils more tired in the afternoon, and/or more distracted? What about in the mornings?
- How do drivers behave at different times?
- What if someone is late for a bus?

As a class, review and discuss the risk diaries before moving on to the next step.

The next step is to research and plan the safest route from home to secondary school. Pupils should use the internet to access local maps, public transport timetables, and walking and cycling routes.



Reading timetables

Children need to learn how to read timetables (in a 24-hour clock format) and work out journey times backwards, ie working back from the time they wish to arrive at their destination.

It is worth making some example scenarios using real bus timetables. Make sure the times in the scenarios coincide with the bus timetable so that the journey is possible.

Here is an example:

- It is the school holidays and you have been invited to a friend's birthday party. They live on the other side of town so it will mean getting two buses. Mum and Dad will both be at work so they can't take you. You really want to go as your friend has a swimming pool! The party starts at 2pm and Mum says you can go but you must be home by 7pm. Which number buses do you need to catch? What time do you need to leave home to get there by 2pm? What time must you leave the party to get home within your curfew?
- Give the card to a group of children of a similar ability, and ask them to work out the journey and times. Scatter the timetables on a resource table so that they must also find the correct one.

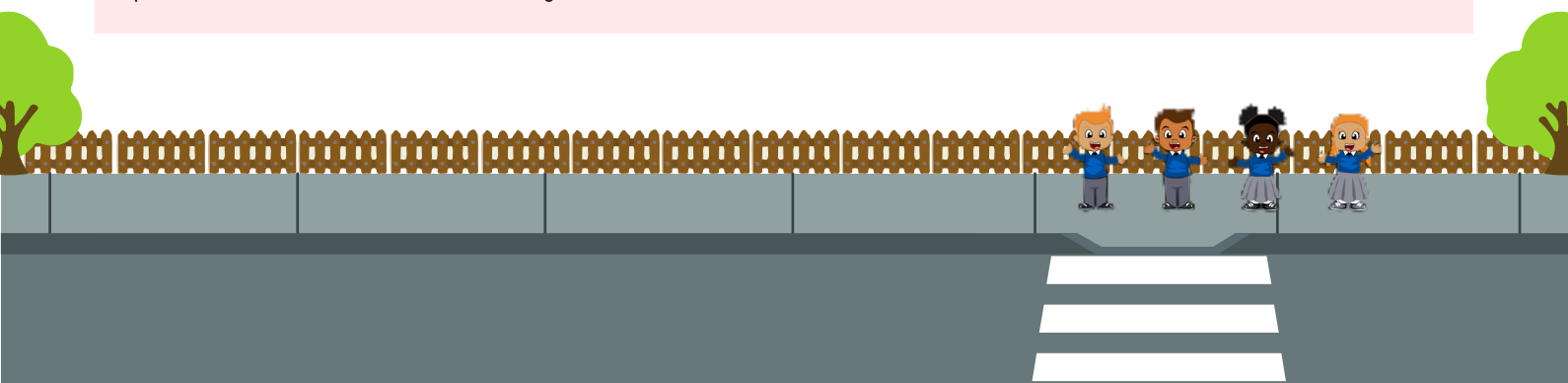
Cards can be made with differing levels of difficulty. This is a great exercise for classes where there are children with varying levels of ability. Also encourage children to make up their own journeys.

Looking at maps

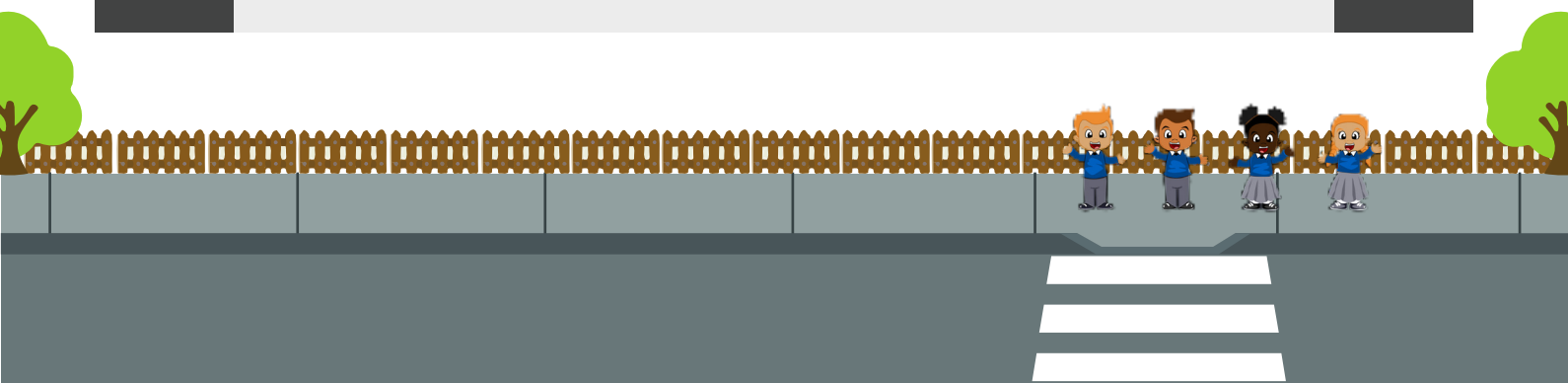
It is important that children can read maps as pedestrians, and plan a route knowing which side of the road they will be travelling on, where the safe places are to cross, and how to avoid the busiest roads (road safety). They should also know the places that may not be as safe, such as allotments and subways (personal safety).

Once the children have planned a route it is a good idea to try it out, comparing the hazards and safe places identified on the map to those actually encountered. The outing must follow the school's safety policy, including everyone wearing high visibility clothing where necessary and child:adult ratios being adhered to. Extra adults (parents or staff members) will be needed to supervise and help, and they will need to be briefed. Debrief and discuss on return to the school.

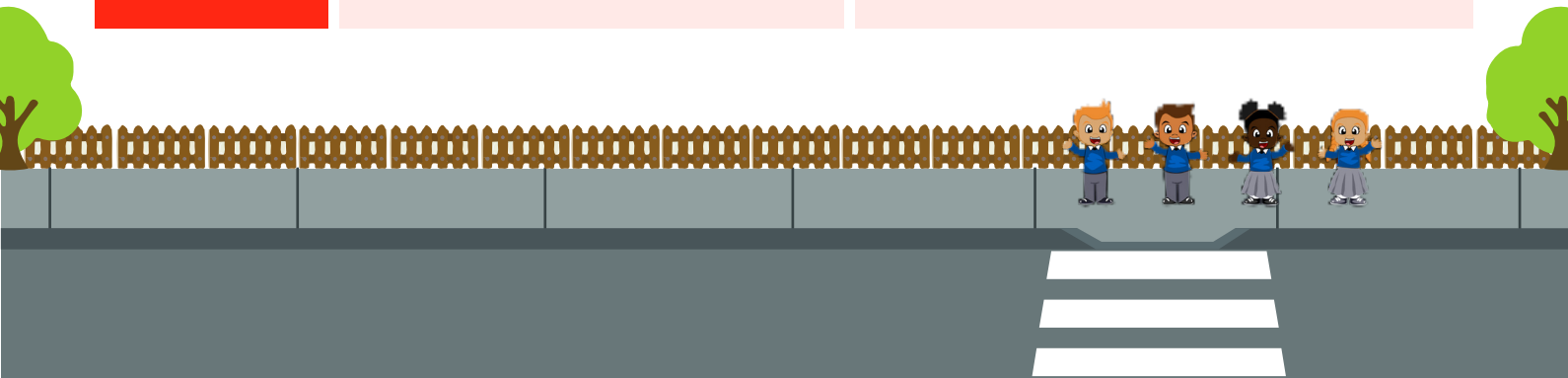
There is a supporting 'Areas of child development' resource that you could print and send to parents to help support them in teaching practical pedestrian skills to their children as part of the homework activity.



1	Recruit volunteers (parents or staff) if you intend to take pupils out of class.	<input type="checkbox"/>
2	Risk assess a local route that you intend to follow, and plan the journey.	<input type="checkbox"/>
3	Start the lesson by discussing route planning as an overview.	<input type="checkbox"/>
4	Task pupils with completing the risk diary.	<input type="checkbox"/>
5	Review and discuss risk diaries as a class.	<input type="checkbox"/>
6	Give pupils scenarios with two locations. They must plan the safest route from one to the other. They could also make up their own journeys.	<input type="checkbox"/>
7	Pupils should use the internet to help them research local maps, walking and cycling routes, and public transport timetables.	<input type="checkbox"/>
8	Once they have planned a route, take pupils out of class in small groups and follow one of the routes to provide practical experience on the route and to compare perceived hazards with real ones.	<input type="checkbox"/>
9	Recap and debrief at the end of the lesson. Give pupils the homework activity to complete along with the The Green Cross Code resources.	<input type="checkbox"/>



At home – mornings		
Journey to school		
At school – morning		
Lunch time		
At school – afternoons		
Journey home		
At home – evenings		



Important information about the Green Cross Code

It is very important that the **Green Cross Code** isn't taught through verbal repetition only. Children should be taught how to cross the road in the real environment to offer practical experience. Choose a quiet road with good visibility, risk assess beforehand, ensure there is plenty of adult supervision and the correct child:adult ratios, and that all adults and children wear high visibility jackets. Younger children should always hold hands with an adult.

Approach crossing the road as a 'problem' of how to get safely to the other side – to be solved by the children themselves (with adult help.)

- Where is a safe place to cross? (Either a formal crossing or a place where visibility is good, there are no corners or junctions and preferably no parked cars.)
- Where should they stand? (On the pavement, near the edge but behind the kerb.)
- How should they look and what are they looking for? (All around for traffic, including bicycles and other quiet vehicles.)
- What are they listening for? (Traffic (vehicles). They may hear them before seeing them.)
- When should they cross? (When there is a safe gap in the traffic and they are certain there is plenty of time to get to the other side.)
- What should they keep doing whilst crossing? Why? (Keep looking and listening in case there is any traffic they didn't see, or it appears suddenly from a driveway or is approaching fast.)
- How should they cross (by walking straight across the road – they should not run in case they trip or fall)?

Once they have solved the problem of getting to the other side **THEN** tell them there is a code that they can learn to help them remember what to do: the **GREEN CROSS CODE**.



THINK

Find a safe place to cross.

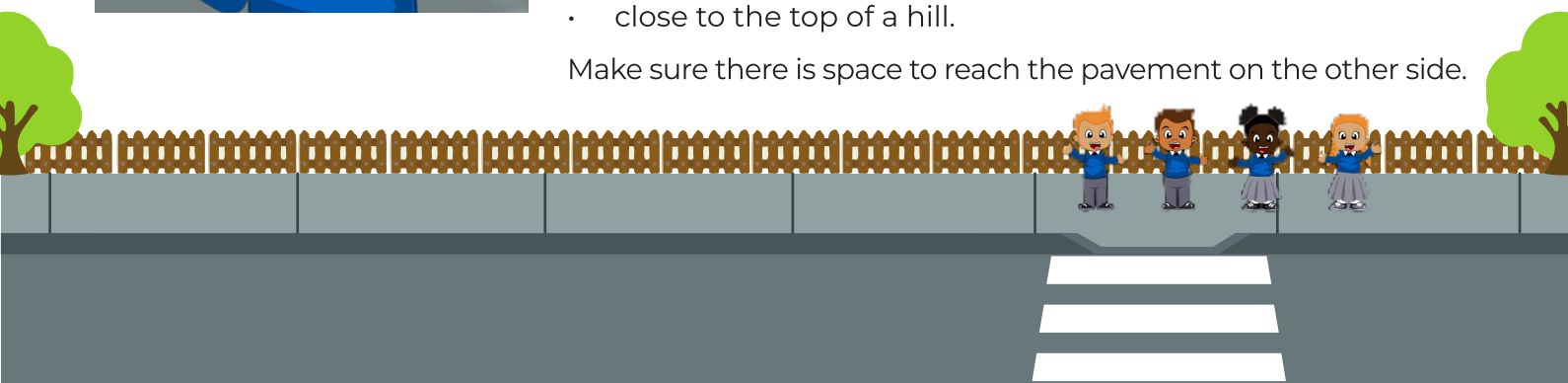
If you can, use a crossing. It might be a zebra crossing, or a pelican crossing with the green man.

If there is no crossing, stand where you can see cars coming and where drivers can see you.

Don't stand:

- between parked cars
- on sharp bends
- close to the top of a hill.

Make sure there is space to reach the pavement on the other side.





STOP

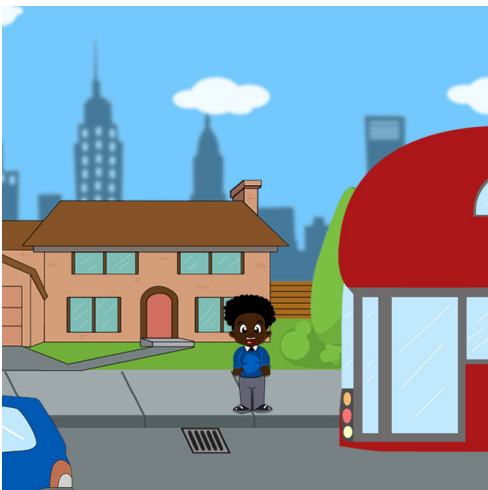
Stand on the pavement near the kerb, but don't get too close to the traffic. If there is no pavement, stay back but make sure you can see the traffic.

Give yourself lots of time to have a good look around.

USE YOUR EYES AND EARS

Look all around for traffic.

Listen carefully – you can sometimes hear traffic before you see it.



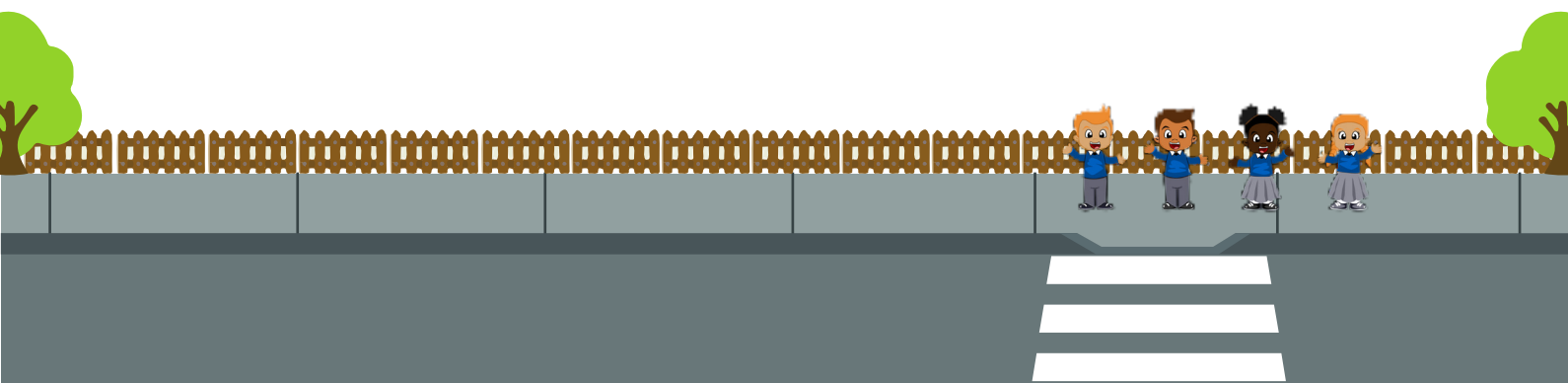
WAIT UNTIL IT IS SAFE TO CROSS

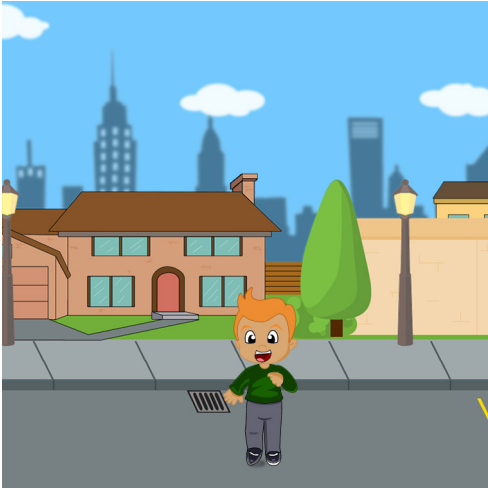
If traffic is coming, let it pass you.

Look all around again and listen.

Do not cross until there is a safe gap in the traffic and plenty of time to get to the other side.

Remember that cars may seem far away but be driving quickly.





LOOK AND LISTEN

When it is safe, go straight across the road.

Do not run.

Look and listen while you cross in case there is any traffic you did not see or it appears suddenly.

Look out for cyclists and motorcyclists travelling between lanes of traffic.

Do not cross diagonally.

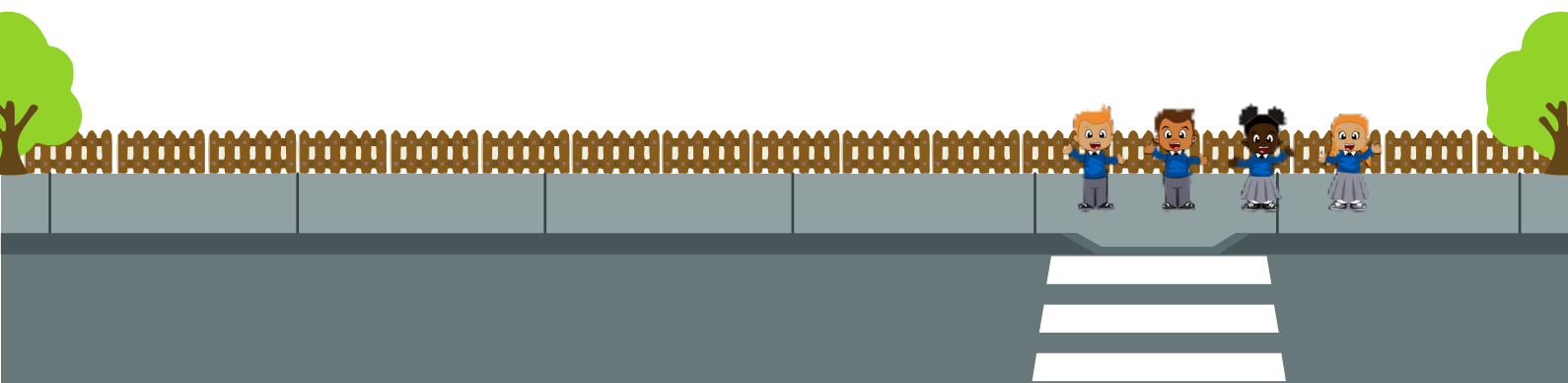
CROSSING BETWEEN PARKED CARS

Try not to cross between parked cars. But if you must, choose a place where there is a space between them. And make sure you can easily get to the pavement on the other side of the road. Make sure neither car is about to move off – you can tell by looking for drivers in the cars, lights, and listening for engines.

Don't cross near large vehicles. You could be standing in a blind spot where the driver cannot see you.

Walk to the edge of the cars and stop. Here you can be seen by drivers, and you can look all around for traffic.

Cross when the road is clear, looking and listening as you go. Use the Green Cross Code.



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:

Plan a journey from home to a local secondary school using the research methods they learnt about the lesson. Parents could travel the route with their children for further practical experience.

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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