



# Teachers' Notes

## Curricular links to Health Education 5-14 National Guidelines and RSE Guidelines

### Attainment outcome: Taking responsibility for health

#### LEVEL A

| STRAND  | ATTAINMENT TARGET   | RSE GUIDELINES |
|---|---|----------------|
| <b>Social health</b><br>This strand explores the interaction of the individual, the community and the environment in relation to health and safety. | Show simple ways of avoiding incidents e.g. crossing the road safely. | Being seen.    |

## Teaching Background Information

- ➔ Although not covered until Level C, it may be useful to know the meaning of fluorescent and reflective.

| Fluorescent  | Reflective   |
|--|--|
| 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 and arm bands. | 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 which can be easily fixed onto clothing or other items. |
| Some material is both fluorescent and reflective.  |  |

- ➔ You might like to bring in examples of clothing to reinforce the meanings of fluorescent and reflective e.g. tabards and armbands.
- ➔ It would be best to teach this lesson during October to March, when the days are shortest.
- ➔ You might like to order a class set of the *Be Safe Be Seen* stickers from the DfT or your local road safety officer.

## Useful Websites

[www.hedgehogs.gov.uk/stuff](http://www.hedgehogs.gov.uk/stuff)

[www.colan-uk.net/children\\_safety](http://www.colan-uk.net/children_safety)

# Suggested Lesson Plan



## Aims

- ➔ To show how the colour of our clothes can affect how well motorists can see us.

## Learning Outcomes

- ➔ Understand how certain colours can be seen more easily than others.
- ➔ Understand the need to be seen when around traffic.

## Resources

- ➔ There are two alternative lessons:

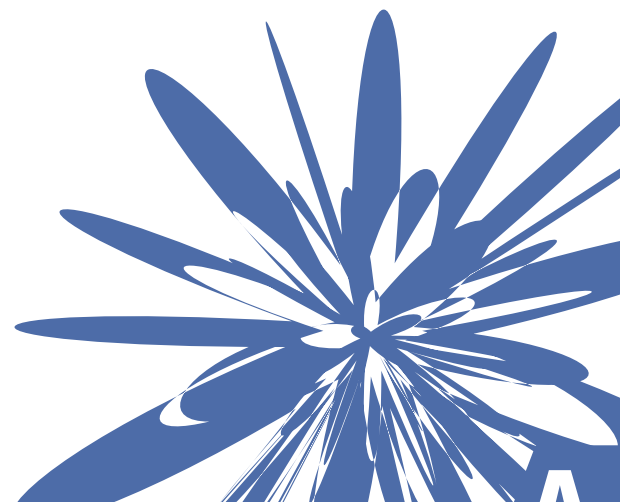
| Option 1 – Wall Display  | Option 2 – Worksheets  |
|--|--|
| <ul style="list-style-type: none"> <li>➔ 2 large sheets of paper.</li> <li>➔ Pieces of material or paints in various colours.</li> </ul> | <ul style="list-style-type: none"> <li>➔ Worksheet A10a – Being Seen.</li> </ul> |

- ➔ Gym Card 7: Physical Activity A10 – Being Seen.

- ➔ *Be Safe Be Seen stickers (DfT).*

## Suggested Timing

| Option 1 – Wall Display   | Option 2 – Worksheets   |
|---|---|
| <ul style="list-style-type: none"> <li>➔ 60 minutes.</li> </ul> | <ul style="list-style-type: none"> <li>➔ 25 minutes.</li> </ul> |





# Suggested Lesson Plan

## Suggested Development of Lesson

- ➔ Discuss with the children what factors can affect a driver's ability to see pedestrians. Suggestions may include parked cars and the weather but will hopefully include the clothes worn by pedestrians.
- ➔ Discuss with them how clothes worn can be made or altered to aid improved visibility. Suggestions will hopefully include bright colours and the use of reflective/fluorescent armbands or accessories.
- ➔ You could show pupils the *Be Safe Be Seen* (DfT) stickers.

## Option 1 – Wall Display

- ➔ Split the class in half.
- ➔ On the two large pieces of paper draw round two children.
  - ➔ One half is to clothe one pedestrian so that they can be seen. This should be done using bright colours and reflective/fluorescent armbands.
  - ➔ The other half is to clothe the other pedestrian so that they are not easily seen. This should be done using dark/dull colours only.
- ➔ The two pedestrians should be mounted on the wall with a heading such as:

**Which of our pedestrians can you see best?**

## Option 2 – Worksheets

- ➔ Distribute copies of Worksheet A10a to the pupils.
- ➔ Explain that they are to colour the pedestrians so that they can be seen by motorists.
- ➔ The completed sheets can be displayed on the wall with a heading such as:

**Which of our pedestrians can you see best?**



# Suggested Lesson Plan



## Assessment

- ➔ Appropriate use of colours.

## Curricular Links

- ➔ Expressive Arts – Art & Design: Creating and Designing.

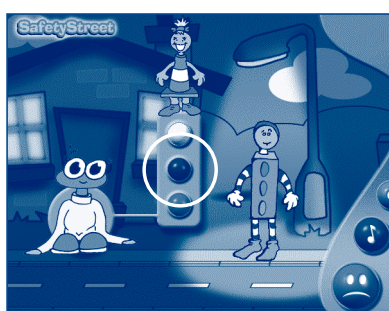
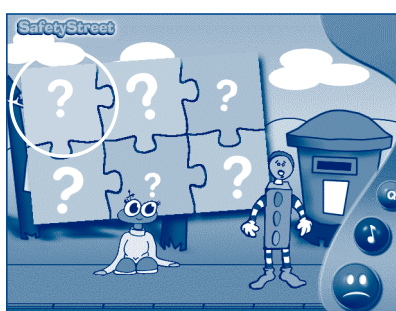
## Follow-up/Homework Activities

- ➔ Gym Card 7: Physical Activity A10 – Being Seen.
- ➔ Safety Street CD-ROM – See Safety Street sheet for details (on following page).
- ➔ Ask the pupils to think about the clothes they wear when they go out near traffic. They could note down in jotters how they have changed their clothing to be more visible.
- ➔ Take a torch to a darkened room. Get some pupils to wear fluorescent and others to wear reflective clothing. Ask pupils who can be seen the easiest?

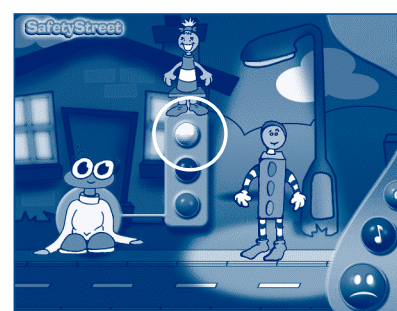




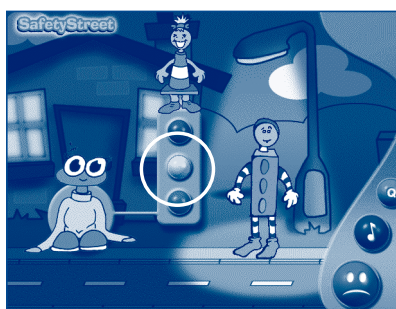
# Safety Street Primary 1 and 2



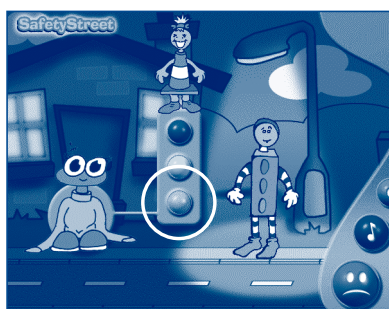
The brightest colour is green



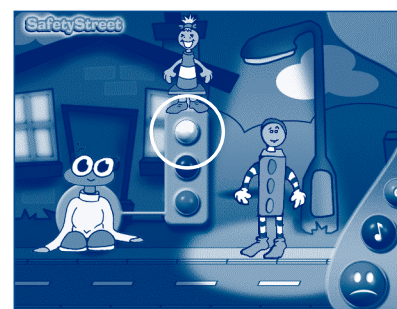
The brightest colour is yellow



The brightest colour is light blue



The brightest colour is light green



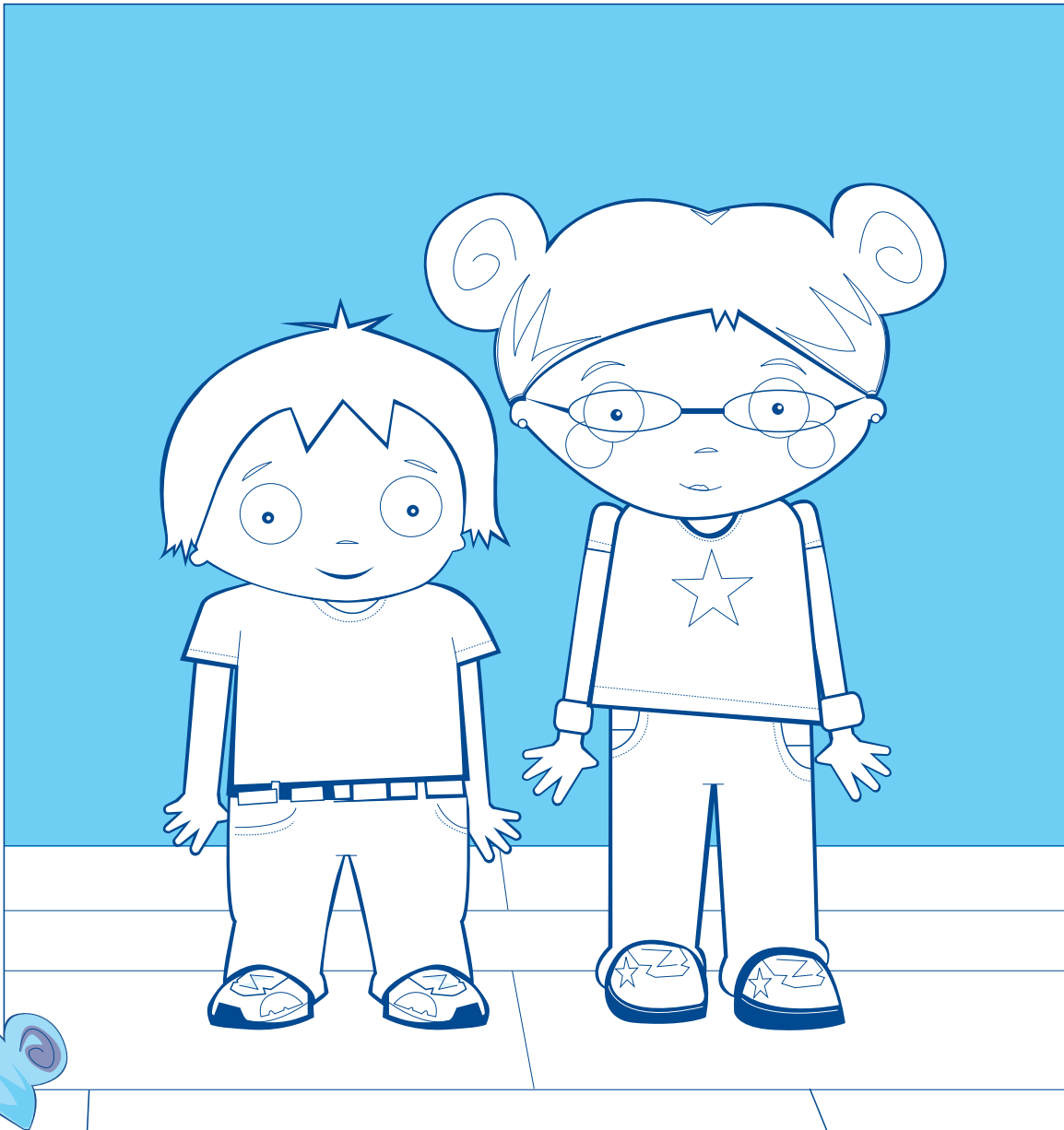
The brightest colour is yellow



Name:

Date:

**TASK** Colour the children's clothes so that they can be seen by car drivers in the day.



**Remember, be safe,  
be seen.**

