



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
Social health 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.	Road skills - Think, Stop, Look, Listen.

Teaching Background Information

- ➔ It is very important that young pupils understand the “Think, Stop, Look and Listen” procedure in relation to crossing the road safely.
- ➔ Children under the age of 8 should be reminded of the dangers that traffic presents and that they should never cross the road alone. However, each child is an individual and it varies when they can cross the road safely – this can be at different ages.
- ➔ Many children often confuse the words ‘kerb’ and ‘curve’. Explain, or better still, show them the difference and make sure that they know that the kerb is the safest place to stop. If the habit of stopping at the kerb becomes common place then many accidents could be avoided.
- ➔ Explain to the pupils that they should walk across the road and not run as they may fall over.





Teachers' Notes

A Child's Development in Relation to Road Safety¹

In order to understand exactly why children are frequent victims in road accidents, it is necessary to examine a child's mental, emotional and social development. During their early development we can discover their problems and therefore their needs.

Peer Group Pressure

Children play in groups where their social skills are already being exercised. They indulge in games such as pushing and daring where they may feel pressure to conform to their friends' wishes.

Immaturity

Children act on impulse and without thought. They are easily distracted and often live in a fantasy world of limited attention spans.

Eyesight

This is not fully developed until aged 16. Their peripheral vision is poor, so a direct line of vision is needed. Focusing is slow and not significantly improved until children are aged 8.

Hearing

This is not fully developed until later years. Also locating direction of sound is difficult for children.

Speed

Young children have neither the skill nor ability to understand the concept of speed and cannot make their own judgements.

Stature

A young child is too small to see over parked cars and also too small to be seen by drivers in a busy street.

Memory

Children have poor short term memory and can quickly forget the last image they saw.

Useful Websites

www.hedgehogs.gov.uk/arrivealive/walking/walking2.htm



¹A Road Safety Guide (Traffic and Road Safety Services, Sandwell)



Suggested Lesson Plan

Aims

- ➔ To encourage children to develop an understanding of the basic skills needed to cross a road.

Learning Outcomes

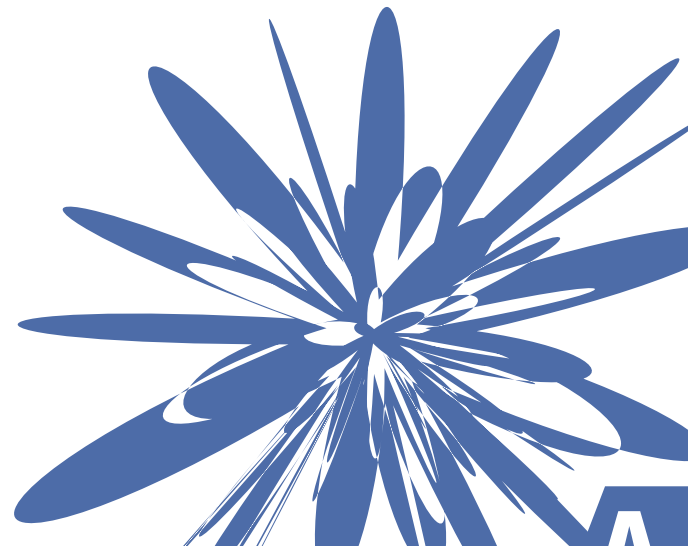
- ➔ Understand the meaning of the words think, stop, look and listen.
- ➔ Understand the importance of think, stop, look, listen when crossing the road.

Resources

- ➔ Four Corners Game resource cards.
- ➔ Worksheets A4a or A4b – Think, Stop, Look, Listen.
- ➔ Worksheet A4c – Which Feet Have Stopped?
- ➔ Gym Card 1: Physical Activity A4 – Think, Stop, Look, Listen.

Suggested Timing

- ➔ 35 minutes.



Suggested Lesson Plan

Suggested Development of Lesson

- ➔ Introduce Four Corners Game - Think, Stop, Look and Listen in the gym hall.
- ➔ Hold up the resource cards one at a time, explain what the word and picture on each means and demonstrate a mime for each one:
 - e.g. Think - point to the head
 - Stop - stand still
 - Look - put the edge of your hand across the top of your eyes as in a looking movement
 - Listen - cup your hand around your ear
- ➔ Attach each card to one of the four corners in the hall making sure they are clearly visible to the pupils and the pupils understand how to play the game i.e. children walk or run in all directions around the hall and when they hear the teacher call out one of the four corner words they should run to that corner and do the appropriate mime.
- ➔ Begin the game. After a few turns you may decide to make the game more difficult by eliminating pupils who run to the wrong corner.
- ➔ When the pupils have had several turns, gather all together and make sure they understand the vocabulary think, stop, look and listen in relation to road crossing procedures.
- ➔ Hold up Worksheet A4a or A4b depending on the pupils' abilities and talk about what they are to do. Revise the words kerb and traffic.
- ➔ Distribute the relevant worksheets and allow time for completion.



Assessment

- ➔ Correct completion of Worksheet A4a or A4b.



Curricular Links

- ➔ English Language – Listening: Listening for information, instructions and directions.
- ➔ Expressive Arts – Physical Education: Using materials, techniques, skills and media.
- ➔ Expressive Arts – Drama: Using movement and mime.

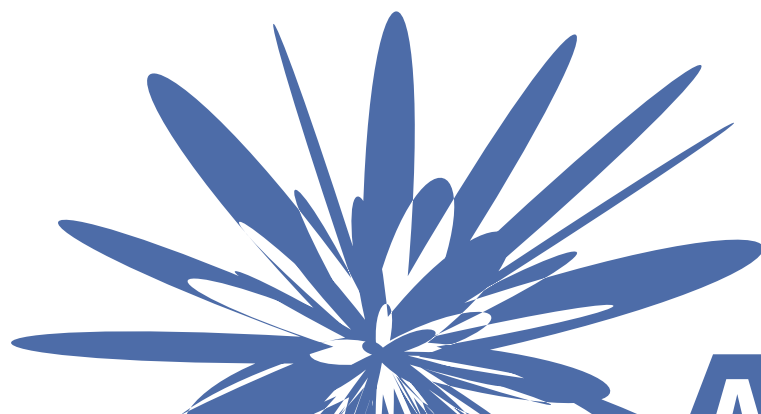


Suggested Lesson Plan



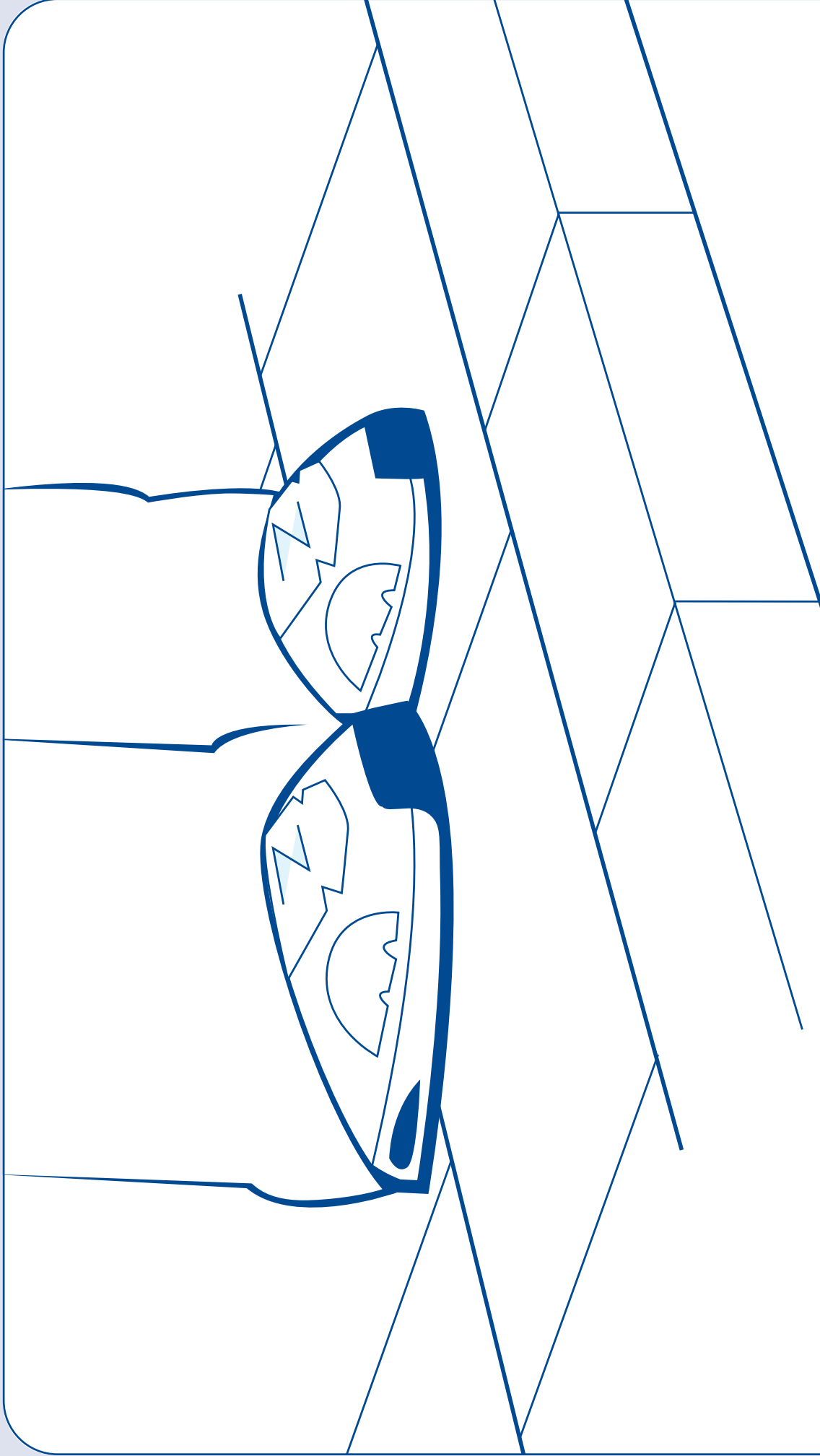
Follow-up/Homework Activities

- ➔ Worksheet A4c.
- ➔ Gym Card 1: Physical Activity A4 – Think, Stop, Look, Listen.
- ➔ Organise well-supervised looking and listening walks in small groups. Talk with the children about what they see and hear, practise stopping at the kerb, looking for traffic, listening for traffic (and thinking about traffic) as they cross the road at a safe crossing place. Your local road safety officer can advise on this.
- ➔ Think, Stop, Look and Listen frieze.
 - ➔ For the background of the frieze draw a skyline, kerb and a road.
 - ➔ Each child should draw a picture of themselves standing still.
 - ➔ Cut out and stick to the frieze along the kerb.
 - ➔ Add the school crossing patroller to the frieze.
 - ➔ Make a heading for the display, “Think, Stop, Look, Listen”.
- ➔ Discuss the things which make it difficult for us to “Think, Stop, Look, Listen” e.g. hats, umbrellas, icy pavements.
- ➔ Draw or cut out pictures of eyes, ears, feet and heads to display.
- ➔ Paint a large black and white zebra crossing to use for practising crossing the road.
- ➔ Use toy cars, roads, people etc. to role play and reinforce “Think, Stop, Look, Listen”.

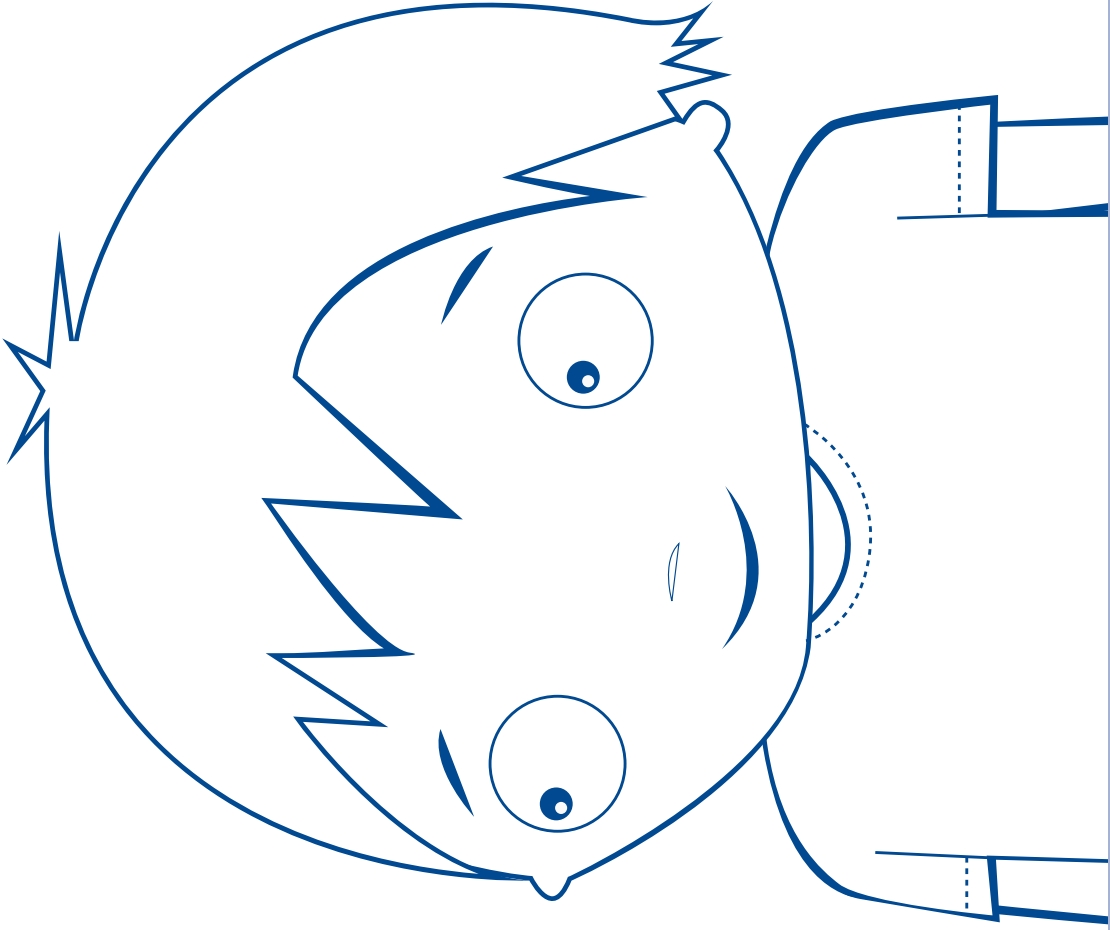




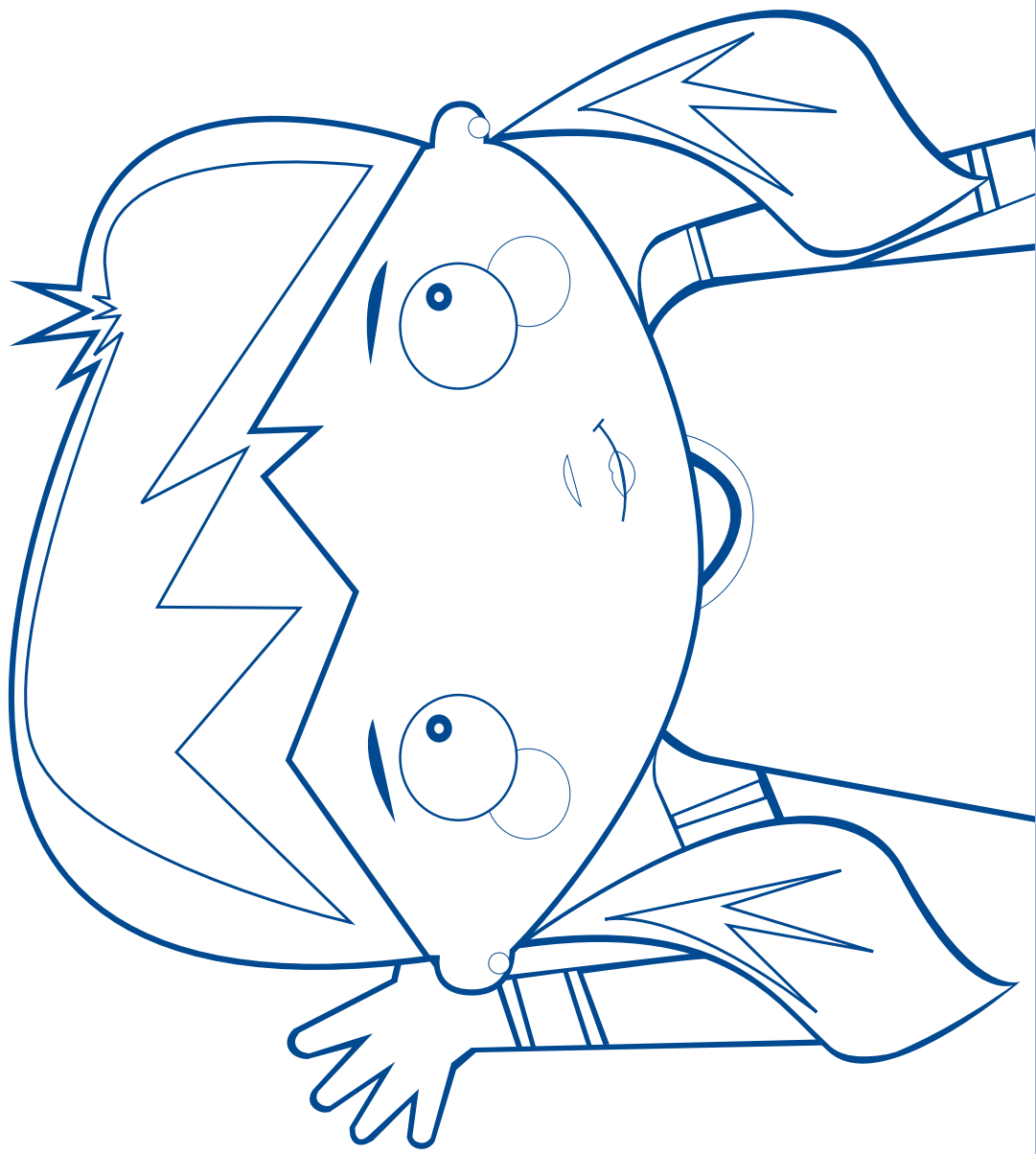
Think



Stop



Look



Listen

Name: _____

Date: _____

TASK Fill in the missing words and colour the pictures. 

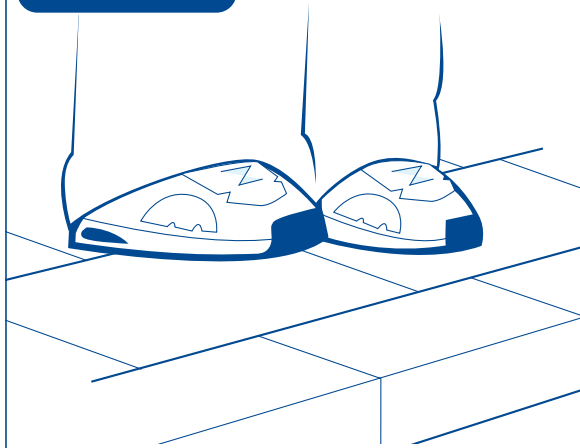


think



We _____ about traffic.

stop



We _____ at the kerb.

look



We _____ for traffic.

listen



We _____ for traffic.



Remember think, stop, look and listen when crossing the road.



Name:

Date:

TASK Draw and write about what you should do when crossing the road.



I think

I stop

I look

I listen



Remember think, stop, look and listen when crossing the road.

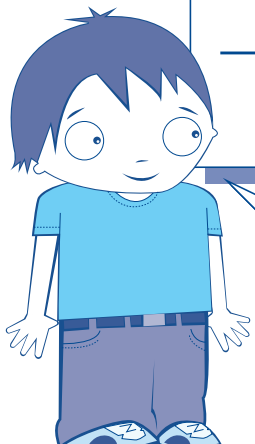
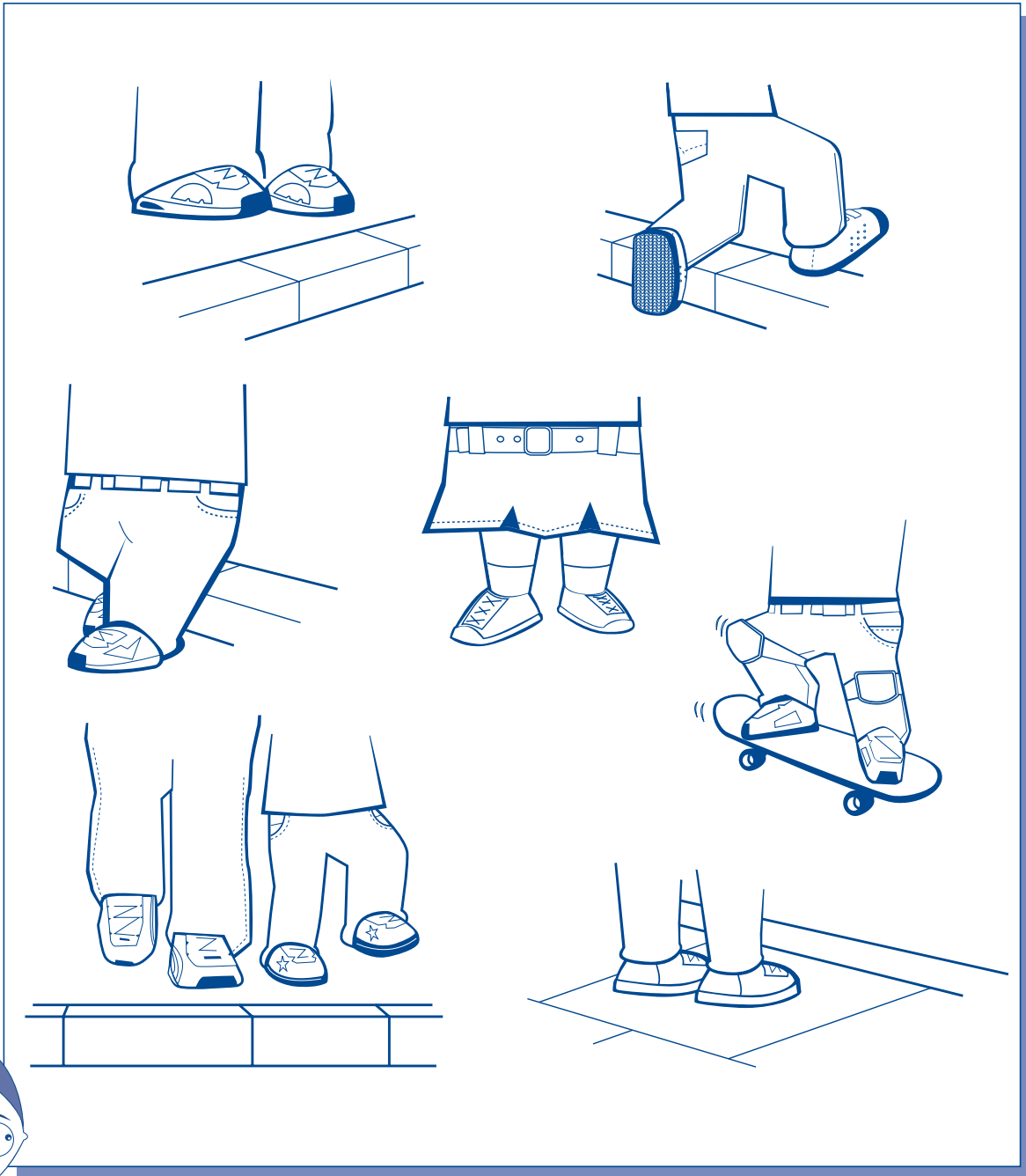


Worksheet A4c Which Feet Have Stopped?

Name:

Date:

TASK Colour the feet that have stopped.



Remember to always stop at the kerb before crossing the road.

