

STREETSENSE



Teachers' notes

The Scottish Road Safety Campaign have developed a series of Gym Cards to support activities at Level A in Streetsense. The Gym Cards can either be used in conjunction with specific Level A activities in Streetsense, where they are referred to in the Suggested Lesson Plan under Follow-up/Homework Activities, or they can be used independently, as part of Physical Education.

The Gym Cards link to the Expressive Arts 5-14 National Guidelines in Physical Education. Reference is made to the appropriate strands and attainment targets being addressed at Level A for each physical activity on the Gym Cards.

The set of cards includes a bank of warm up and cool down activities as well as eight Gym Cards, covering a variety of physical activities. We suggest that you select one or more warm ups, followed by the physical activity for the appropriate activity, and finish with a cool down.

We have also provided a Road Sounds CD to support Gym Card 1 – Physical Activity A1: Road Sounds and Physical Activity A4: Think, Stop, Look, Listen. The CD can be found in the **Additional Resources** folder.

Resources

- 1 Warm Ups Card
- 8 Gym Cards:
 - Gym Card 1 – Physical Activity A1: Road Sounds
Physical Activity A4: Think, Stop, Look, Listen
 - Gym Card 2 – Physical Activity A2: Holding Hands
Physical Activity A5: Crossing Safely
 - Gym Card 3 – Physical Activity A3a: Street Furniture
 - Gym Card 4 – Physical Activity A3b: Street Furniture
 - Gym Card 5 – Physical Activity A7: Playing Safely
 - Gym Card 6 – Physical Activity A9: Seat Belts
 - Gym Card 7 – Physical Activity A10: Being Seen
 - Gym Card 8 – Physical Activity A11: Traffic Trail
- 2 Cool Down Cards (A and B)
- 1 Road Sounds CD (in the **Additional Resources** folder)

For further information contact the
Scottish Road Safety Campaign

on **0131 472 9200**

or **www.srsc.org.uk**

Acknowledgements

The SRSC would like to thank Theresa Campbell and Liz Davidson from The Faculty of Education, University of Glasgow for developing these cards.

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Traffic Challenge

Aim:

- ➡ To prepare the children for the physical activity.

Organisation:

- ➡ Before getting the children to move, it is best to practise the actions on the spot.
- ➡ Start with just 2 or 3 actions and add others gradually.
- ➡ To change vehicles get the children to stop at a red light or to park in their garage and put on their handbrake with a big strong pull.

Activity:

- ➡ Ask the children to travel round the room in different ways depending on the type of vehicle.

Start your engine – run on the spot.

Mini car – run with small steps.

Big bus – take big strong steps and stretch up tall.

Tractor – drag heavy feet through the mud.

Running out of petrol – bounce along.

Flat tyre – hop along.

Postman Pat van – weave in and out along country roads.

Steam road roller – roll along the floor in a big long stretch shape.

Add to this list your own ideas and the children's ideas.



Washing the Car

Aim:

- ➡ To prepare the children for the physical activity.

Activity:

- ➡ The children copy you as you all wash your cars. Use large stretching movements.

Wring out the cloth – twist the cloth using your wrists.

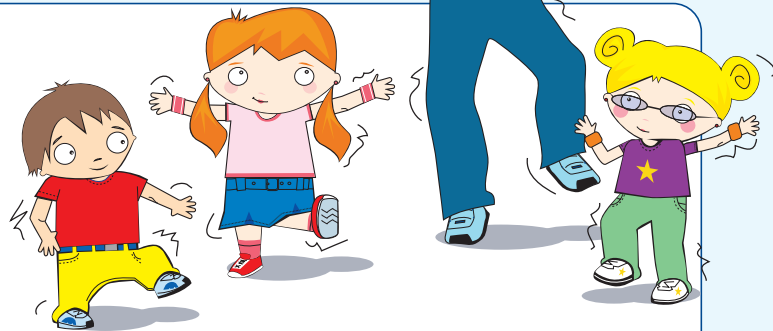
Washing the car – wipe up and down and side to side.

Shaking off the water – shake arms and legs and bodies.

Washing the roof – reach as high as they can with large wiping movements.

Washing the wheels – reach down low to wipe.

Washing the lights – make circles with both hands.



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Physical Activity A1: Road Sounds

Physical Activity A4: Think, Stop, Look, Listen

Aim:

- ➡ A1 – To make pupils aware of common road sounds.
- ➡ A4 – To encourage children to develop an understanding of the basic skills needed to cross a road.

What you need:

- ➡ Road Sounds CD (in the **Additional Resources** folder).

Organisation:

- ➡ Ask the children to stand very still in a space.

Activity:

- ➡ The children are your special Traffic Spotters and they have to help you listen for traffic.
- ➡ Play the CD. Ask them to move round the space. Change from walking to jogging to skipping etc. on your command.
- ➡ If they hear a loud traffic noise they have to STOP where they are, LOOK to check everyone else has stopped, and LISTEN to the noise.
- ➡ When the traffic noise stops, they can then start moving again.
- ➡ At the end of the activity ask the children to describe what changes have happened from working hard – breathing heavily, feeling hot, heart beating faster.



Curricular Links to Expressive Arts – Physical Education 5-14 National Guidelines

LEVEL A

STRAND	ATTAINMENT TARGET
Investigating and developing fitness.	<ul style="list-style-type: none"> • Be able to say how the body feels after activity.
Using the body.	<ul style="list-style-type: none"> • Perform a range of single actions, such as running, stretching and balancing, with some control of body weight. • Be able to share space when performing actions.
Co-operating, sharing, communicating and competing.	<ul style="list-style-type: none"> • Co-operate with others in sharing space. • Respond to simple movement signals given by others.

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Physical Activity A2: Holding Hands Physical Activity A5: Crossing Safely

Aim:

- ⊕ A2 – To encourage children to stay close to a known adult and hold hands when walking on the pavement and crossing the road.
- ⊕ A5 – To encourage children to cross the road safely.

What you need:

- ⊕ Letters or postcards (approximately 6).
- ⊕ Post box or any suitable container.
- ⊕ Music or sing 'This is the way we all hold hands' with the children.

Organisation:

- ⊕ Sit the children in a large circle around the post box.

Activity:

- ⊕ The children have to post some special letters, but the post box is on the other side of the road and so they have to cross the road safely.
- ⊕ When the music or singing starts, the children pass the letter round the circle using one hand only – the other hand is behind their back. You can have two letters circulating at the same time.
- ⊕ When you give the signal to stop the music or singing, the child with the letter stands up very still. They wait for you to take their hand and cross over to the post box to post the letter and then back to their place.
- ⊕ Repeat this for the other letters.
- ⊕ The game can finish with a special letter addressed to the children, containing a message to say how well they have done and reinforcing the message of holding hands with an adult to cross the road safely.

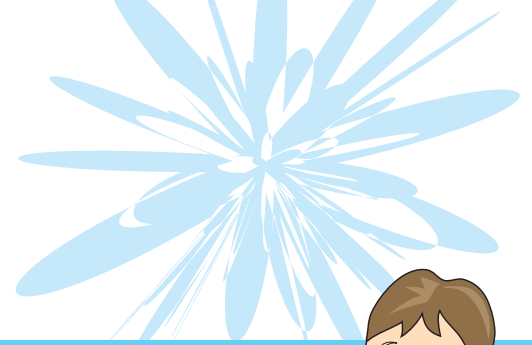


Curricular Links to Expressive Arts – Physical Education 5-14 National Guidelines

LEVEL A

STRAND	ATTAINMENT TARGET
Co-operating, sharing, communicating and competing.	<ul style="list-style-type: none"> • Co-operate with others in sharing space and equipment.
Using the body.	<ul style="list-style-type: none"> • Perform a range of single actions (manipulative skills).

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Physical Activity A3a: Street Furniture

Aim:

- ➔ To introduce and explain the word kerb.

Organisation:

- ➔ Ask the children to stand very still in a space.

Activity:

- ➔ Tell the children they have to listen very carefully and do what you say.
- ➔ Use STOP AT THE KERB (standing very still) and GO (jogging on the spot).
- ➔ Once the children are responding properly to the commands, encourage them to move away from their own space and to weave in and out, looking and listening very carefully.
- ➔ Point out that it is very difficult to stop quickly if you are running very fast and so they have to jog slowly.



Development:

- ➔ The activity can be made more challenging by:
 - ➔ Adding other actions such as HOP, JUMP or SKIP to the commands.

Curricular Links to Expressive Arts – Physical Education 5-14 National Guidelines

LEVEL A

STRAND	ATTAINMENT TARGET
Using the body.	<ul style="list-style-type: none"> • Perform a range of single actions such as running, stretching and balancing with some control of body weight. • Be able to share space when performing actions.
Co-operating, sharing, communicating and competing.	<ul style="list-style-type: none"> • Co-operate with others in sharing space. • Respond to simple movement signals given by others.



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Physical Activity A3b: Street Furniture

Aim:

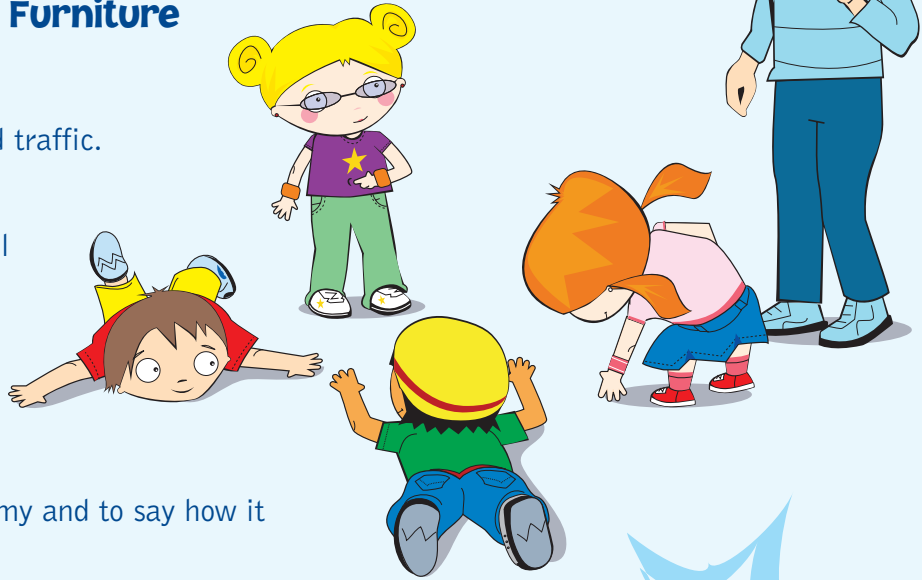
- ➡ To introduce and explain the word traffic.

Organisation:

- ➡ Ask the children to stand very still in a space.

Activity:

- ➡ Ask the children to bend down, touch the floor and say how it feels (hard).
- ➡ Ask the children to feel their tummy and to say how it feels (soft).
- ➡ Tell the children to touch the floor with their tummy and remind them, that if the floor is hard and their tummy is soft, they have to do it very carefully.
- ➡ The children jog on the spot or around the hall.
- ➡ When they hear the command TUMMY, they have to touch the floor with their tummy and get back up to keep jogging.



Development:

- ➡ The activity can be made more challenging by:
 - ➡ Adding other parts of the body such as ELBOW, EAR, KNEE, BACK. Keep reminding them of the importance of doing this very carefully and with control, so they do not hurt their **soft** body on the **hard** floor.
- ➡ Finish by discussing with the children which parts of their bodies they used in this activity. Talk to them about the hard floor and how it can hurt us unless we are very careful. Talk about how cars, buses and lorries are very hard, and would hurt us very badly if they hit us. Traffic is dangerous.

Curricular Links to Expressive Arts – Physical Education 5-14 National Guidelines

LEVEL A

STRAND	ATTAINMENT TARGET
Using the body.	<ul style="list-style-type: none"> • Perform a range of single actions, such as running, with some control of body weight.
Co-operating, sharing, communicating and competing.	<ul style="list-style-type: none"> • Co-operate with others in sharing space. • Respond to simple movement signals given by others.
Observing, reflecting, describing, responding.	<ul style="list-style-type: none"> • Observe simple actions, describe some features of these and offer some personal response at a simple level.

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Physical Activity A7: Playing Safely

Aim:

- ➔ To make children aware of safe places to play.

What you need:

- ➔ A picture of Jess (refer to Teachers' Notes).

Organisation:

- ➔ Ask the children to stand in a space facing you.

Activity:

- ➔ Discuss safe places to play with the children.
- ➔ Show them a picture of Jess and explain that they have to listen very carefully to what Jess says.
- ➔ Play **Jess Says** e.g.

- Jess says** hop in the park.
- Jess says** skip in the garden.
- Jess says** jog in the field.
- Jess says** jump in the playground.



Development:

- ➔ The activity can be made more challenging by:
 - ➔ Adding the prompting words – Do and Don't - so the children have to listen carefully to the safe and unsafe places to play.

Curricular Links to Expressive Arts – Physical Education 5-14 National Guidelines

LEVEL A

STRAND	ATTAINMENT TARGET
Using the body.	<ul style="list-style-type: none"> • Be able to share space when performing actions.
Co-operating, sharing, communicating and competing.	<ul style="list-style-type: none"> • Respond to simple movement signals given by others.

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Physical Activity A9: Seat Belts

Aim:

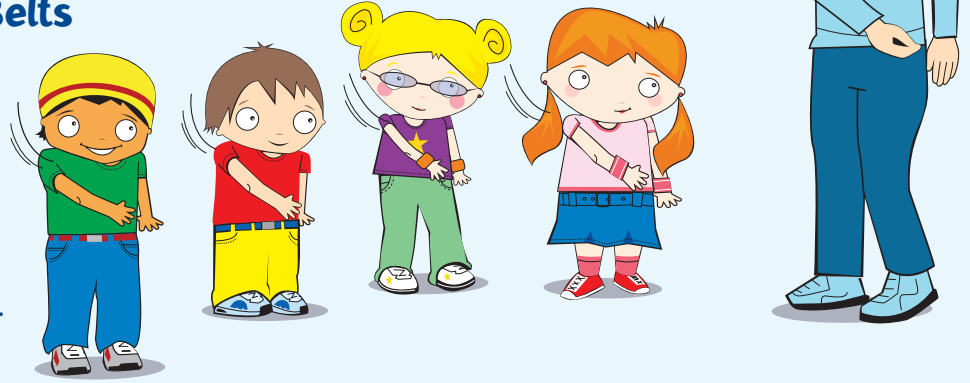
- ➔ To encourage children to wear a seat belt or child restraint when travelling in a vehicle.

Organisation:

- ➔ Arrange the children in a circle.

Activity:

- ➔ Learn the rhyme with the children (it can be sung to the tune of any song the pupils know, which fits the words).
- ➔ Ask the children to stand in a space and copy your actions to the rhyme.
- ➔ Act out each line using large exaggerated movements to stretch their bodies.
- ➔ Encourage the children to weave in and out avoiding all the other cars as they 'drive off down the street'. Keep this movement part of the sequence of actions going for about 20 seconds to get their engines (hearts) working hard.



Customise the rhyme with Mum, Dad, Gran or other named adult as appropriate.

**Mum opens the door
we climb in the car
and sit on our safe car seat.**
(or: and sit on our booster seat)
**We sit up straight
Mum puts on our belts
and drives off down the street.**

**Mum stops the car
pulls on the brake
and now we all look round.
Mum takes off our belts
we climb out of the car
we've got home safe and sound.**
CLUNK CLICK! (pupils should shout this
and do the action of putting the seatbelt on).

Development:

- ➔ Once they are driving down the street you can vary their actions by:
 - ➔ Going round a roundabout.
 - ➔ Stopping at traffic lights.
 - ➔ Slowing down as they pass busy streets.
 - ➔ Speeding up as they travel on the motorway.
- ➔ You could also use the vehicle ideas from the Traffic Challenge Warm Up to add variety.

Curricular Links to Expressive Arts – Physical Education 5-14 National Guidelines

LEVEL A

STRAND	ATTAINMENT TARGET
Investigating and developing fitness.	<ul style="list-style-type: none"> • Show an ability to engage in physical activity which raises the heart rate.
Applying skills.	<ul style="list-style-type: none"> • Recall and repeat with some accuracy single actions or a series of single actions.

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Physical Activity A10: Being Seen

Aim:

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

What you need:

- ➔ Large boxes filled with pieces of small games equipment: e.g. balls, rubber rings, beanbags, bats - some in bright yellow or orange colours, some in dull red or blue colours.

Organisation:

- ➔ Place the boxes in the corners of the room.

Activity:

- ➔ Place the boxes of equipment in corners, clear of the working area.
- ➔ Organise the children into different groups with a designated box.
- ➔ Ask them to choose equipment from the box in a colour that **CAN BE EASILY SEEN** and to take it into a space and sit down. Check that all children have chosen appropriate colours and then ask them to show all the things they can do.
- ➔ Repeat this for a colour that **CANNOT BE EASILY SEEN**.
- ➔ Continue, using the two different commands randomly and stress that the children have to listen very carefully to your instruction.
- ➔ Encourage the children to choose different pieces of equipment each time and to find lots of different ways of using it.



Curricular Links to Expressive Arts – Physical Education 5-14 National Guidelines

LEVEL A

STRAND	ATTAINMENT TARGET
Applying skills.	<ul style="list-style-type: none"> • Use a series of single actions appropriate to simple given tasks.
Co-operating, sharing, communicating and competing.	<ul style="list-style-type: none"> • Co-operate with others in sharing space and equipment.
Creating and designing.	<ul style="list-style-type: none"> • Express own ideas in movement.

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Physical Activity A11: Traffic Trail

This activity can be used prior to the traffic trail to assist children's recognition of things they might see on the trail.

Aim:

- To make children aware of pedestrian skills.

What you need:

- Two matching sets of pictures from Worksheet A11a or matching sets of words and pictures.
- Hoop.
- A variety of small pieces of equipment – markers, beanbags, cones, quoits.

Organisation:

- Set up obstacle course using equipment. Place hoop at other end with one set of pictures spread out in hoop, lying face up.
- Sit the children in a line at one end of the obstacle course, or in two or three lines and make it a team game.

Activity:

- Hand first child a card and ask them to weave through the obstacle course to the hoop and find the matching picture and bring it back.
- The next child can go before the one in front is finished. Tell the children to keep looking very carefully to avoid bumping into obstacles or other children.
- As each child returns with the cards ask the rest of the group to check that the cards match and to describe how well they avoided the obstacles.

Development:

- The activity can be made more challenging by:
 - Decreasing the space between the obstacles.
 - Encouraging children to move a little faster.
 - By leaving the card behind at the start and matching by memory.

Curricular Links to Expressive Arts – Physical Education 5-14 National Guidelines

LEVEL A

STRAND	ATTAINMENT TARGET
Applying skills.	<ul style="list-style-type: none"> • Use a series of single actions appropriate to simple given tasks.
Creating and designing.	<ul style="list-style-type: none"> • Select and organise appropriate responses to simple given tasks.
Observing, reflecting, describing, responding.	<ul style="list-style-type: none"> • Observe simple actions, describe some features of these and offer some personal response at a simple level.



Aim:

- ➡ To settle and calm the children after the physical activity.

Below is a selection of cool down activities. Some of the physical activities have obvious links to Level A activities but all can be modified for general use.

Traffic Challenge

- ➡ This activity is the same as the Traffic Challenge Warm Up but ask the children to travel slowly round the room (e.g. walk instead of run) and to finish with

PARK – curl up in a space on the floor.

- ➡ Check each child has switched off their engine (lying still) and in turn lead them by the hand to line up quietly.



Home at last

- ➡ Tell the children they have been on a long journey in the car. They have been really good and sat very still in the car but their bodies are now very stiff and sore.
- ➡ Ask the children to slowly stretch out different parts of their bodies – shoulders, ankles, wrists, fingers, knees etc.
- ➡ When their bodies are stretched and relaxed, ask them to find a space and lie down on the floor and close their eyes.

Clearing up

- ➡ If the activity has involved pieces of equipment, ask the children to choose a piece of equipment and to lie down quietly beside it and close their eyes.
- ➡ Ask them to listen carefully and when they hear their name, to stand up and stretch.
- ➡ They then must return their piece of equipment carefully to the box.



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Jess Says

- ⌚ This activity is the same as 'Jess Says' on Gym Card 5: Physical Activity A7 – Playing Safely, but this time Jess tells the children to do slow stretching activities in the park:

e.g. **Jess says** reach up high.

Jess says bend down low.

Jess says stretch out wide.

Parking problem

- ⌚ Ask the children to find a space and think of a vehicle. Ask them to choose to be a big bus, stretched up tall, or to be a mini car, curled up small.
- ⌚ Tell the children that the car park is very busy and so they need to wait very still for the car park attendant (adult or child) to lead them one at a time in and out of the other parked vehicles to the exit.



What can you hear?

- ⌚ Ask the children to lie very still in a space and close their eyes and listen carefully to any noises they can hear.
- ⌚ Play the CD – Activity A1 – Road Sounds (in the **Additional Resources** folder) and ask them to think about the different vehicles they can hear.
- ⌚ When the CD stops, the children lie and wait for you to take them by the hand, two at a time, and lead them safely to sit in a circle round the CD player to talk about what they heard.

