



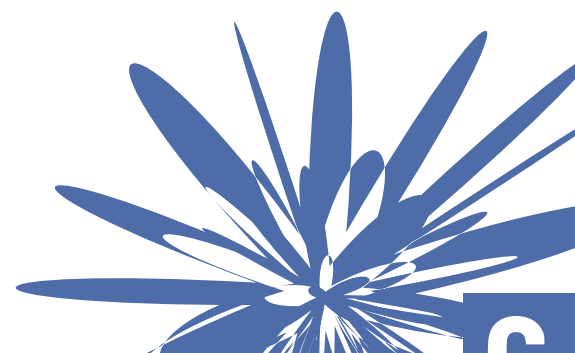
Teachers' Notes

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

Attainment outcome: Taking responsibility for health		
LEVEL C		
STRAND	ATTAINMENT TARGET	RSE GUIDELINES
<p>Social health This strand explores the interaction of the individual, the community and the environment in relation to health and safety.</p>	<p>Demonstrate safe ways of responding to risks to health and personal safety on their community e.g. following codes of safety.</p>	<p>Vehicles are dangerous: blind spots.</p>

Teaching Background Information

- ➔ Drivers cannot see all areas outside their vehicle, despite vehicles having windows and mirrors. Every driver has blind spots.
- ➔ Even with the use of mirrors, there are areas that are hidden from view by the panels of the vehicle.
- ➔ The areas, which are blocked from the driver's view, are called 'blind spots'.
- ➔ It is more difficult for drivers to see children because of their small size.
- ➔ We should remember 'blind spots' – particularly when vehicles are reversing e.g. out of driveways.
- ➔ Children should take care when crossing between parked cars because drivers may not see them because of their 'blind spots'.





Suggested Lesson Plan

Aims

- ➔ To develop an awareness of the limitations of drivers' vision.

Learning Outcomes

- ➔ Investigate and understand what and where a driver's 'blind spots' are.
- ➔ Understand how this can affect pupils' safety, particularly when crossing between parked cars.

Resources

- ➔ There are two alternative suggested lessons below requiring different resources:

ACTIVITY 1	ACTIVITY 2
<ul style="list-style-type: none"> ➔ Access to a car in a quiet area. ➔ Chalk. 	<ul style="list-style-type: none"> ➔ Access to an empty room or cleared classroom. ➔ Mirrors. ➔ Cones or other way of marking locations on the floor.

- ➔ Worksheets C7a, b – Blind Spots.
- ➔ Glossary.
- ➔ Word Flashcards.

Suggested Timing

- ➔ 60 minutes.

Suggested Development of Lesson

- ➔ It is best to give pupils a practical demonstration illustrating where 'blind spots' are around a car by using a real car, if this is possible.
- ➔ Activity 1 – take the class into the school car park or playground with a car. Some of the pupils investigate where their 'blind spots' are by sitting in the driving seat.
- ➔ Activity 2 is a classroom based alternative demonstrating what a 'blind spot' is, if Activity 1 is not possible.





Suggested Lesson Plan

Activity 1 – Playground based activity with a real car

- ➔ A child sits in the driver's seat of the car and has the rear view mirror adjusted so that he/she can see the whole of the back window.
- ➔ The other pupils spread themselves around the rear of the car.
- ➔ In turn, the teacher indicates a pupil and the 'driver' says whether or not they can see the pupil. If not, mark a cross on the playground with the chalk indicating a 'blind spot'.
- ➔ Repeat until the full range of the 'blind spots' has been discovered.

Activity 2 – Classroom based activity

With the help of 3 pupils, the teacher should demonstrate this activity before allowing others to have a go.

- ➔ Children should work in groups of 3. Each group needs a mirror and a means of indicating the 'blind spots'.
- ➔ Person A pretends that they are the driver in the car. This person holds the mirror up in front of them, like the rear view mirror in a car. They can glance from side to side but not look over their shoulder. Person B moves to various locations around Person A. Person A should indicate when they can and cannot see Person B. Person C marks all the places where A cannot see B.
- ➔ When the class have finished their practical investigations gather everyone together to reflect on what these 'blind spots' mean for drivers and people around vehicles, in particular children crossing between parked cars.



Suggested Lesson Plan



Activities 1 and 2 – Follow up work

- ➔ Ensure that all pupils are aware of what a 'blind spot' is and the implications for their safety e.g. if a child is crossing a road between parked cars, the driver may not be able to see him or her.
- ➔ Introduce and distribute Worksheets C7a and C7b to individuals or pairs, and complete.

Assessment

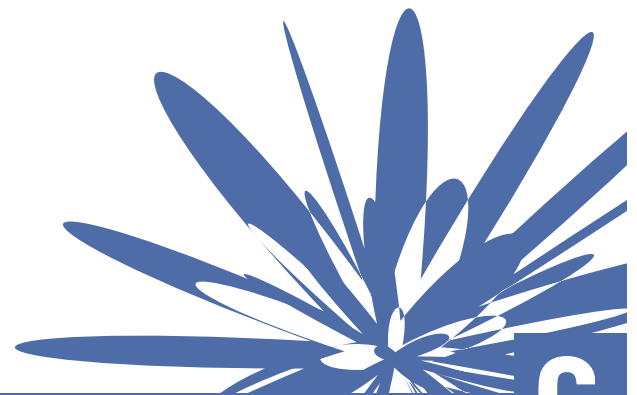
- ➔ Correct completion of Worksheets C7a and C7b (see answers).

Cross Curricular

- ➔ English Language – Talking: Talking in groups.
- ➔ English Language – Listening: Listening in groups.

Follow-Up/Homework Activities

- ➔ Invite a bus or a lorry into the playground to demonstrate the 'blind spots' of larger vehicles. Pupils could also sit supervised in the cabin with the engine of the vehicle on. Pupils outside could shout (as if shouting for help) and see whether the pupils in the cabin can hear them. Usually it is difficult to hear noises outside.
- ➔ Pupils could interview a range of drivers about any trouble they have had because of blind spots.
- ➔ Vehicle display: Collect car adverts from magazines particularly those emphasising safety features.
- ➔ The practical investigation on blind spots could be repeated with a van or other panel vehicle to illustrate just how little can be seen by a driver in this type of vehicle.



Name: _____

Date: _____

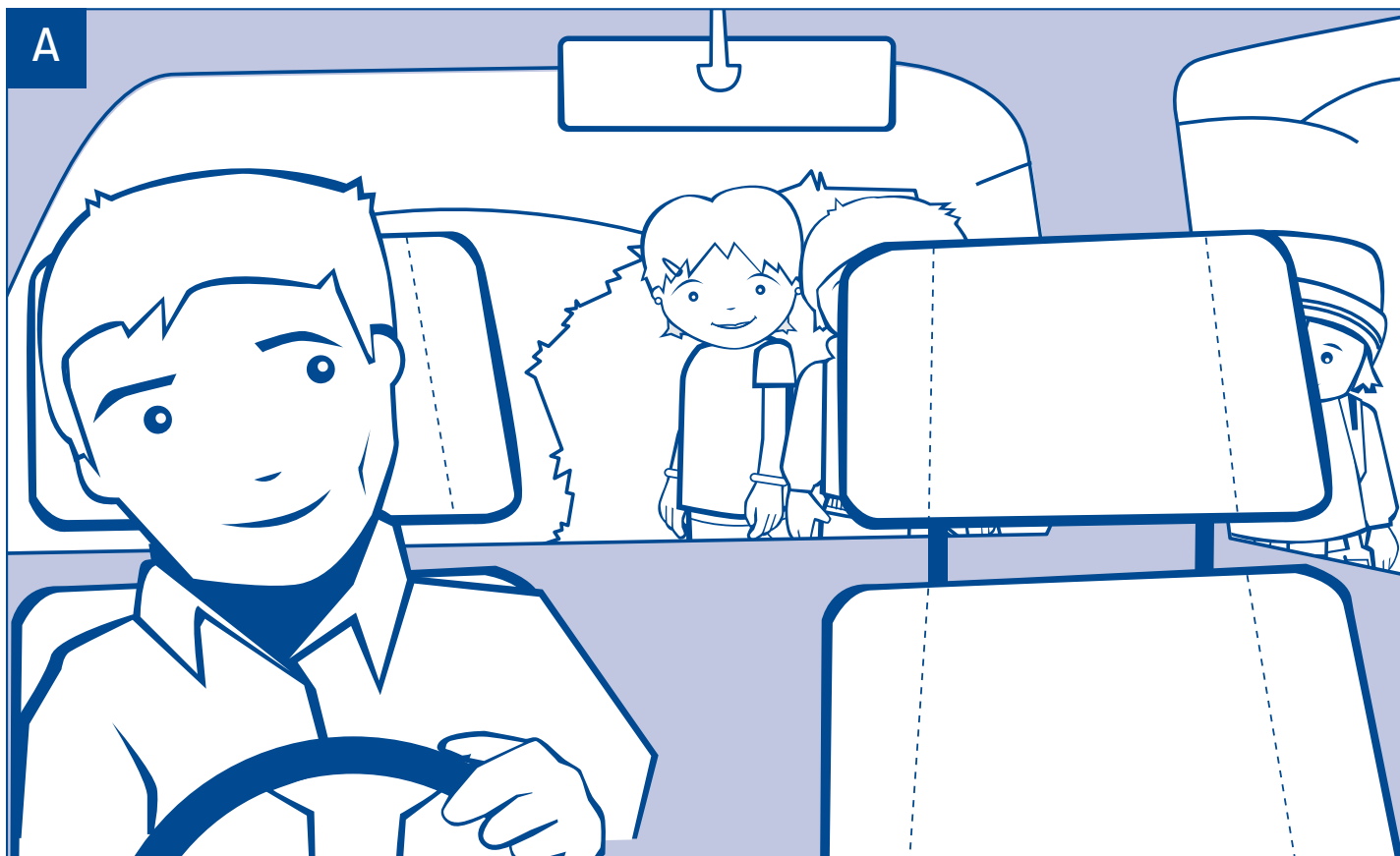
TASK

- ➔ Look at the pictures carefully.
- ➔ Think back to the investigations you carried out on blind spots.

AIM: you are going to learn about a driver's blind spots.

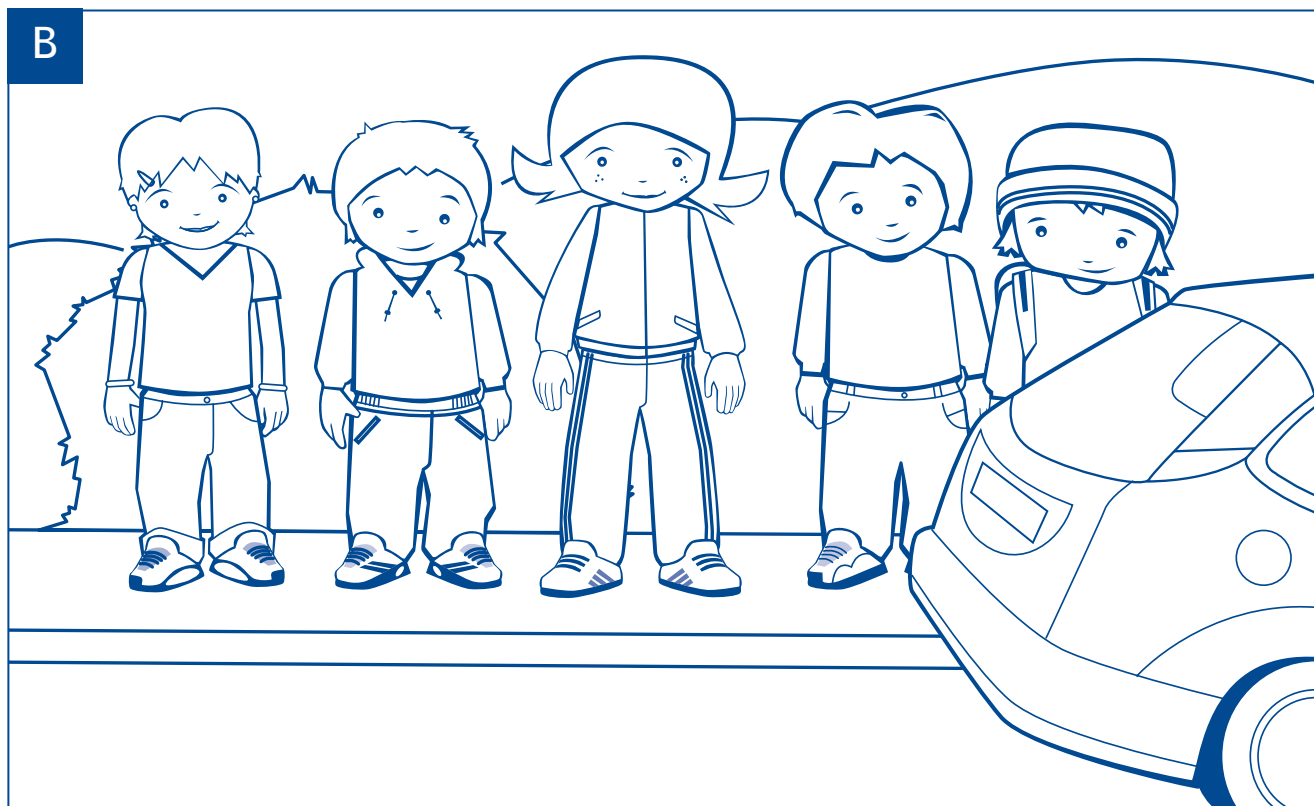


1. Picture A shows the driver's view of a group of children standing near the car. How many children can the driver see? _____
2. Colour all these children in carefully and use different colours.



3. Now look at picture B showing the same car and the same group of children from a different angle. You should recognise some of the children.

Colour the same children that you coloured in picture A.



4. Can you explain why some children are not coloured in picture B?





REMEMBER
You may be able to see
the car but the driver
might not see you!

Name:

Date:

TASK

Read the questions below and answer them carefully.

If you get stuck, remember the blind spots investigation you carried out.

AIM: You are going to learn about a driver's blind spots.



1. Where are a driver's blind spots?

2. What does this mean for you when you are walking or playing near vehicles or crossing between parked cars?

3. Make a list of all the ways you can think of to keep yourself safe when there are vehicles nearby?



REMEMBER

You may be able to see the car but the driver might not be able to see you!



Pupil Activities Answers

TASK Read the questions below and answer them carefully.

If you get stuck, remember the blind spots investigation you carried out.

AIM: You are going to learn about a driver's blind spots.

1. Where are a driver's blind spots?

The areas a driver cannot see in his/her front or rear view mirror.

2. What does this mean for you when you are walking or playing near vehicles or crossing between parked cars?

Pupils should realise that it is dangerous to assume drivers can always see them. They should be careful and never play or walk behind vehicles or cross between parked cars. If crossing between parked cars is unavoidable, pupils should take extra care because of drivers' blind spots.

3. Make a list of all the ways you can think of to keep yourself safe when there are vehicles nearby?

- ➔ *Don't assume the driver can see you.*
- ➔ *Wear appropriate clothing depending on the weather and time.*
- ➔ *Use the Green Cross Code.*
- ➔ *Balls should be played with well away from roads and should always be carried to school in a bag.*
- ➔ *Don't listen to your walkman or CD player, or speak or text on a mobile phone.*
- ➔ *Keep your pet on a lead if you have one.*



REMEMBER
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