



## Teachers' Notes

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

#### Attainment outcome: Taking responsibility for health

#### LEVEL D

STRAND	ATTAINMENT TARGET	RSE GUIDELINES
<b>Emotional health</b> This strand explores emotions, feelings and relationships and how they affect our mental wellbeing.	Show ways in which they can deal with change e.g. transition from primary to secondary school.	Plan a safer route from home to secondary school: - Different modes of transport. - Risks/hazards. - Appropriate behaviour.

### Teaching Background Information

- ➔ This lesson should take place towards the end of Primary 7, before pupils move on to secondary school.
- ➔ When pupils start at secondary school, many will be making journeys new to them e.g. travelling by bus for the first time, going into the local town from rural areas.
- ➔ If you carry out the **Parent/Guardian Information and Task Sheet**, you may want to order copies of the *Making Choices – Moving on to Secondary School Parents leaflet (DfT)* to give out to parents/guardians.
- ➔ You may also decide to order copies of the *Making Choices ... in and outside of School! Pupil magazine (DfT)* for pupils to complete at home.

### Appropriate Behaviour as a Pedestrian

#### The Green Cross Code

- ➔ Think first. Find the safest place to cross, then stop.
- ➔ Stop, stand on the pavement near the kerb.
- ➔ Use your eyes and ears. Look all around for traffic and listen.
- ➔ Wait until it is safe to cross. If traffic is coming, let it pass.
- ➔ Look and listen. When it is safe, walk straight across the road.
- ➔ Arrive Alive. Keep looking and listening for traffic while you cross.





## Teachers' Notes

### Appropriate Behaviour as a Pedestrian (continued)

#### Crossing the Road with the Help of a School Crossing Patroller

- ➔ Go to the school crossing patroller and let him or her know that you want to cross the road.
- ➔ Wait on the pavement for school crossing patroller to stop the traffic and tell you to cross.
- ➔ Walk across the road passing in front of the school crossing patroller.
- ➔ Stay well away from the kerb as you continue your journey.

#### Walking where there is no pavement

- ➔ Where there is no pavement pedestrians should always walk facing the oncoming traffic i.e. on the right hand side of the road.

### Appropriate Behaviour as a Passenger

#### Appropriate behaviour when using a bus.

- ➔ When you wait for a bus, stand on the pavement well back from the traffic. It is dangerous to play around at bus stops.
- ➔ Wait for people to get off the bus before you get on.
- ➔ Where there are seat belts always use them.
- ➔ Stay seated while the bus is in motion.
- ➔ Store luggage safely away from aisles.
- ➔ Never lean or wave out of the window, or throw or hang anything out.
- ➔ Keep feet off the seats.
- ➔ Do not disturb other bus passengers.
- ➔ Always do what the driver tells you and do not distract him or her.



## Teachers' Notes

### Appropriate Behaviour as a Passenger (continued)

- ➔ If you need to cross the road after getting off a bus, wait for it to move away first.
- ➔ Research has shown the majority of school children involved in bus accidents are boys aged 12 to 13 years.
- ➔ The majority of casualties occur on the journey home from school as children alight from buses at the end of their journey.
- ➔ Most children are running at the time of the accident.
- ➔ For more information, go to: [www.scotland.gsi.gov.uk/cru](http://www.scotland.gsi.gov.uk/cru)

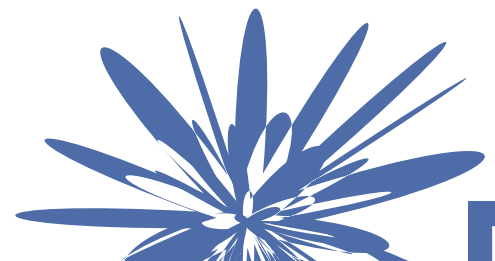
### Appropriate Behaviour as a Cyclist

- ➔ Always wear a cycle helmet and fit it properly.
- ➔ Make sure that other road users can see you. Wear fluorescent materials in daylight and at dusk and reflective materials at night.
- ➔ It is illegal to cycle at night without a white front light and a red back light.
- ➔ Use arm signals before you turn left or right.
- ➔ You must not ride on the pavement unless there are special signs allowing you to do so.
- ➔ Always keep both hands on the handlebars unless you are signalling or changing gears.
- ➔ You must obey traffic light signals, road signs and the signs made by police officers, traffic wardens or school crossing patrollers.
- ➔ You must not carry a passenger on your cycle unless it is specially designed to do so.
- ➔ You should ride one behind the other. Never ride more than two side by side.
- ➔ Only cycle in bus lanes if there is a cycle shown on the sign.

### Useful Websites

[www.saferoutestoschools.org.uk](http://www.saferoutestoschools.org.uk)

[www.walktoschool.org.uk](http://www.walktoschool.org.uk)



# Suggested Lesson Plan

## Aims

- ➔ To raise awareness of road safety issues arising from the transfer from primary to secondary school.

## Learning Outcomes

- ➔ Reinforcement of safe/unsafe road crossings, safe/unsafe routes as a pedestrian.
- ➔ Reinforcement of appropriate behaviour in buses.
- ➔ Understand that there are different methods of transport available.

## Resources

- ➔ Worksheet D5a – Planning a Safer Route.
- ➔ Worksheet D5b – Map of Craigalon.
- ➔ Worksheet D5c – Map of Strathforth.
- ➔ Parent/Guardian Information Sheet – Planning a Safer Route To Secondary School.
- ➔ Photos of pupils getting onto school bus and of pupils on school bus.
- ➔ Glossary.
- ➔ Word Flashcards.
- ➔ *Making Choices – Moving onto Secondary School leaflet – For Parents (DfT).*
- ➔ *Making Choices ... In and Outside of School! magazine– For Pupils (DfT).*
- ➔ Local Ordnance Survey maps (if available).

## Suggested Timing

- ➔ 60 minutes.





## Suggested Lesson Plan

### Suggested Development of Lesson

- ➔ The aim of these tasks is to raise awareness of road safety issues arising from new journeys and also to recap and review road safety issues covered in Levels B and C.
- ➔ Discuss with pupils appropriate behaviour as a pedestrian, passenger or cyclist. Use the photos to recap on appropriate behaviour getting onto a school bus and on a school bus.
- ➔ Split the class into either pairs or small groups. Give each pair or group a copy of Worksheet D5a. Recap on road safety issues for pedestrians and complete the worksheet. NOTE: Pupils may find locations 1 and 2 difficult. You may want to check pupils' understanding of this before starting i.e. pedestrians should walk facing on-coming traffic, on the right hand side of the road, when there is no pavement.
- ➔ Distribute Worksheets D5b and c. Complete these worksheets. These are maps with some places to identify. This first part is to check that the pupils can read a simple map. The worksheets also look at planning and analysing a route for safety with particular reference to road safety. Apart from walking on a road where there is no pavement, all the road safety aspects are covered in Levels B and C.
- ➔ Bring the class together and go over Worksheets D5b and c.
- ➔ Following completion of these worksheets, pupils should plan different routes that they could take to their prospective high school – even if they already know how they are going to travel. (You may want to use local Ordnance Survey maps.) Each route should then be assessed for potential road safety issues, especially those that involve something new for the pupils (e.g. travelling by bus – appropriate behaviour).

### Assessment

- ➔ Correct completion of the worksheets (see answers).

### Curricular Links

- ➔ Environmental Studies – Knowledge and Understanding – People and Place: Using maps.

### Homework/Follow-up Activities

- ➔ The Parent/Guardian Information Sheet – Planning a Safer Route To Secondary School can be distributed. You may decide to give out the *Making Choices leaflet – For Parents (DfT)* and the *Making Choices magazine – For Pupils (DfT)*.



# Homework for Parents

Dear Parent/Guardian,

Your child has been studying maps in class and planning safer pedestrian routes from one place to another. The aim of this is to raise an awareness of road safety issues arising from new journeys.

He/she should already understand that some routes are safer than others e.g. choosing to cross at a pedestrian crossing or traffic island, when there is one. He/she should also be aware that the safest route is not necessarily the quickest or shortest route.

Soon your child will be starting secondary school and it is very important that he/she is familiar with the safest route to take.

## Tasks to do

1. With your child, discuss the route he/she intends to take to secondary school, bearing in mind the following points:

If walking:

- ➔ Safer places to cross the road (e.g. zebra crossings, traffic lights).
- ➔ Footpath to walk on.
- ➔ Any risks/hazards on route.
- ➔ Appropriate clothing (e.g. reflective clothing).



If cycling:

- ➔ Cycle paths/roads to take.
- ➔ Appropriate clothing (e.g. cycle helmet).

If travelling as a passenger:

- ➔ Appropriate behaviour in the vehicle (e.g. don't distract the driver).
- ➔ Exiting the vehicle at the kerb side.

2. If possible, have a trial journey with your child to their secondary school bearing in mind the road safety points discussed and make sure he/she is familiar with the proposed route.

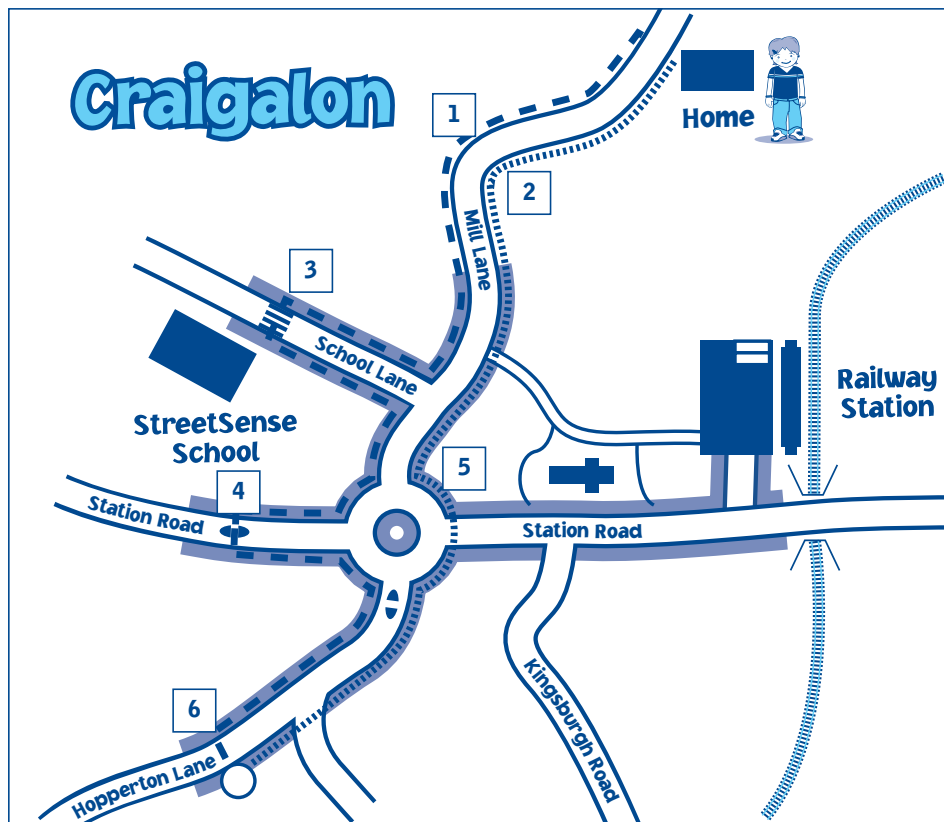
Names:

Date:

**AIM: To plan a safer route.**

## TASK

- ➔ The map shows two routes for Catrina to take from her home to the bus stop.
- ➔ There are 6 points marked on these routes. Each one highlights an aspect of road safety.
- ➔ Complete the table below showing whether it is safe or unsafe and give your reasons.



Location	Reason
1 <input type="checkbox"/> Safe <input type="checkbox"/> Unsafe	
2 <input type="checkbox"/> Safe <input type="checkbox"/> Unsafe	
3 <input type="checkbox"/> Safe <input type="checkbox"/> Unsafe	
4 <input type="checkbox"/> Safe <input type="checkbox"/> Unsafe	
5 <input type="checkbox"/> Safe <input type="checkbox"/> Unsafe	
6 <input type="checkbox"/> Safe <input type="checkbox"/> Unsafe	

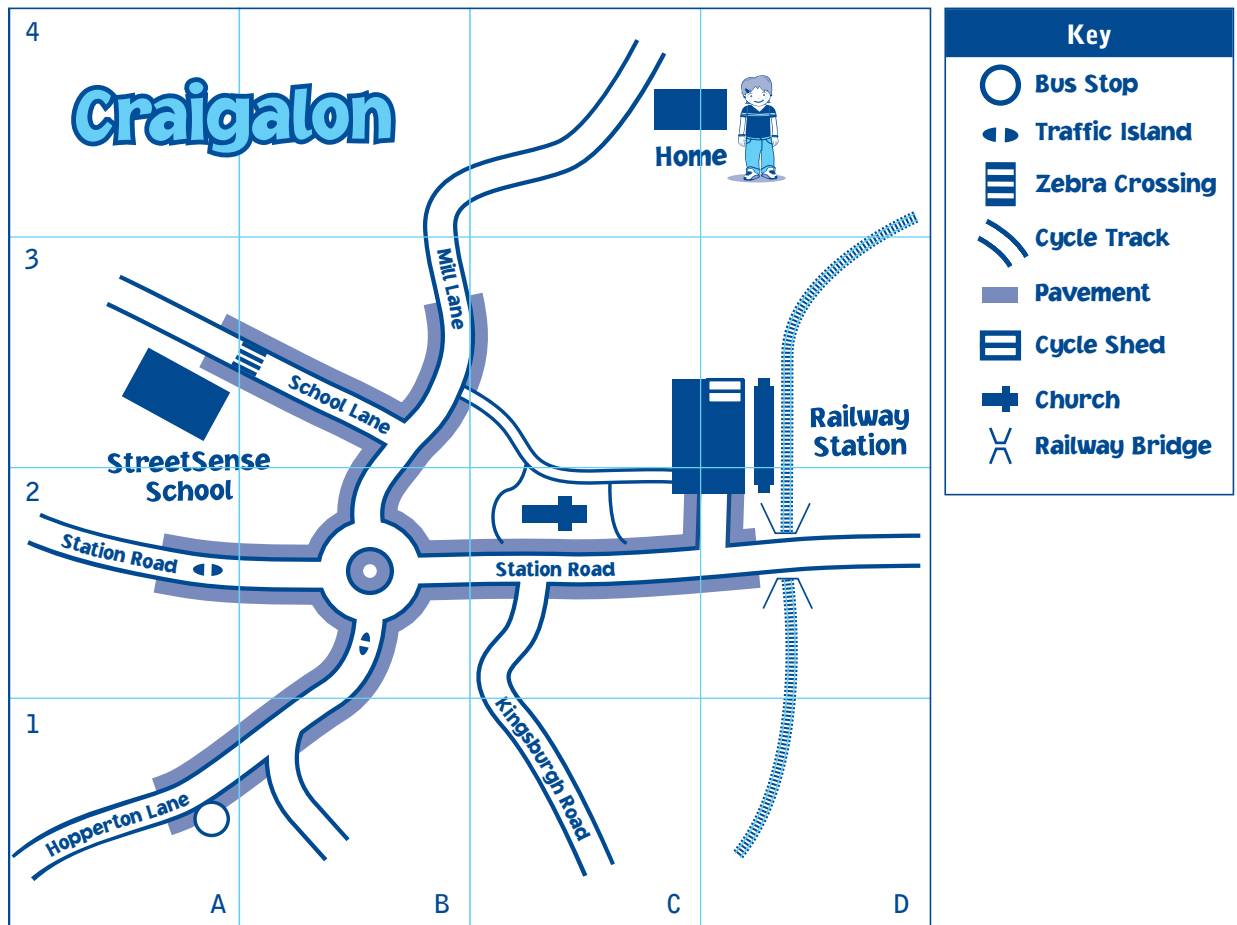
# Pupil Activities Answers

Location	Reason
1 <input checked="" type="checkbox"/> Safe <input type="checkbox"/> Unsafe	<i>Where there is no pavement, pedestrians should always walk facing the oncoming traffic i.e. on the right hand side of the road.</i>
2 <input type="checkbox"/> Safe <input checked="" type="checkbox"/> Unsafe	<i>Traffic on the pedestrian's side of the road is approaching from behind where it is less likely to be seen by the pedestrian.</i>
3 <input checked="" type="checkbox"/> Safe <input type="checkbox"/> Unsafe	<i>Crossing the road at a zebra crossing, even though it has increased the distance walked. Should use the Green Cross Code when crossing the road at a zebra crossing.</i>
4 <input checked="" type="checkbox"/> Safe <input type="checkbox"/> Unsafe	<i>Crossing the road at a traffic island even though it has increased the distance walked. Should use the Green Cross Code when crossing the road at a traffic island.</i>
5 <input type="checkbox"/> Safe <input checked="" type="checkbox"/> Unsafe	<i>Crossing the road right next to a roundabout where drivers' attention is likely to be on other traffic.</i>
6 <input checked="" type="checkbox"/> Safe <input type="checkbox"/> Unsafe	<i>This is the safest place to cross as it is away from a junction and is on a relatively straight bit of road. Should use the Green Cross Code.</i>



Names:

Date:



## TASK

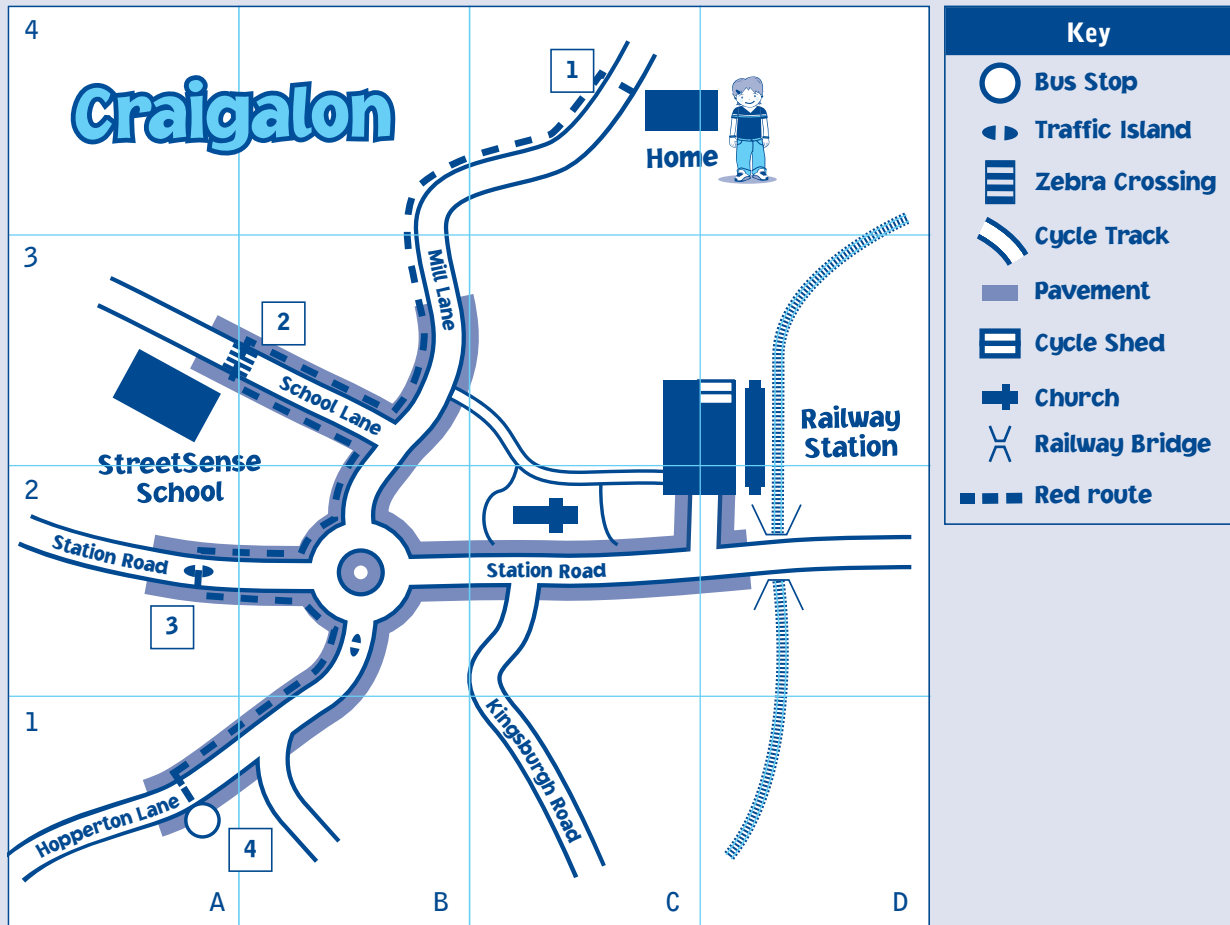
1. This map shows Craigalon where Catrina lives. Her home is on Mill Lane. Find these places on the map. Show which grid they are in.

PLACE	GRID
A zebra crossing.	
The bus stop on Hopperton Lane.	
Two traffic islands.	
A railway bridge.	



2. Draw in red the route you think Catrina should take from home to the bus stop.
3. On the map, number the places where she has to cross a road.
4. Discuss in your pairs/groups the reasons you have chosen these places. Write your reasons on the back this sheet.

# Pupil Activities Answers



## TASK

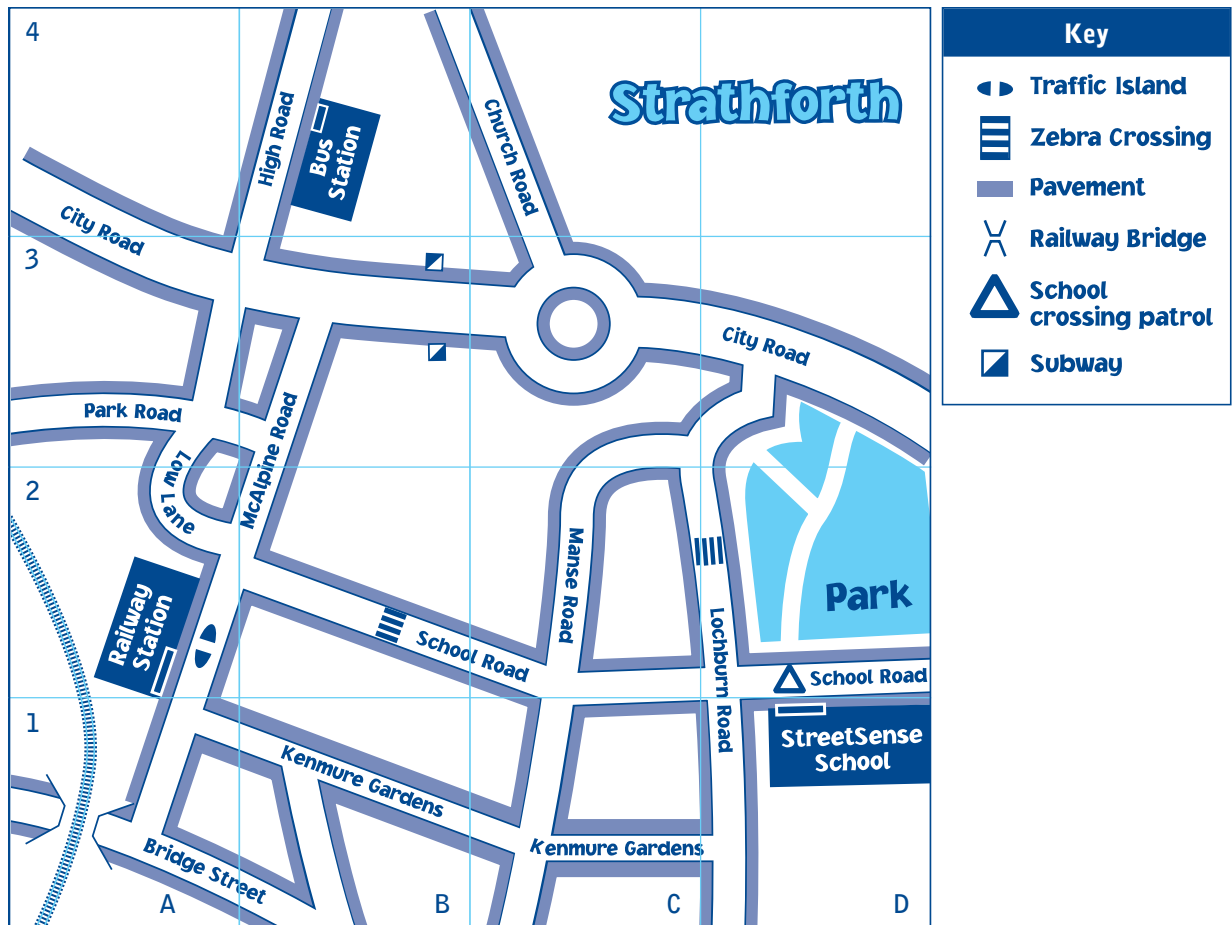
1. This map shows Craigalon where Catrina lives. Her home is on Mill Lane. Find these places on the map. Show which grid they are in.

PLACE	GRID
A zebra crossing.	<b>B 3</b>
The bus stop on Hopperton Lane.	<b>A 1</b>
Two traffic islands.	<b>A 2</b>
	<b>B 2</b>
A railway bridge.	<b>D 2</b>

- Catrina needs to walk along the road without a pavement facing the oncoming traffic.*
- At a zebra crossing even though it means walking further.*
- At a traffic island, even though it means walking further.*
- This is the straightest bit of the road away from a junction where there is a pavement on both sides.*

Names:

Date:



## TASK

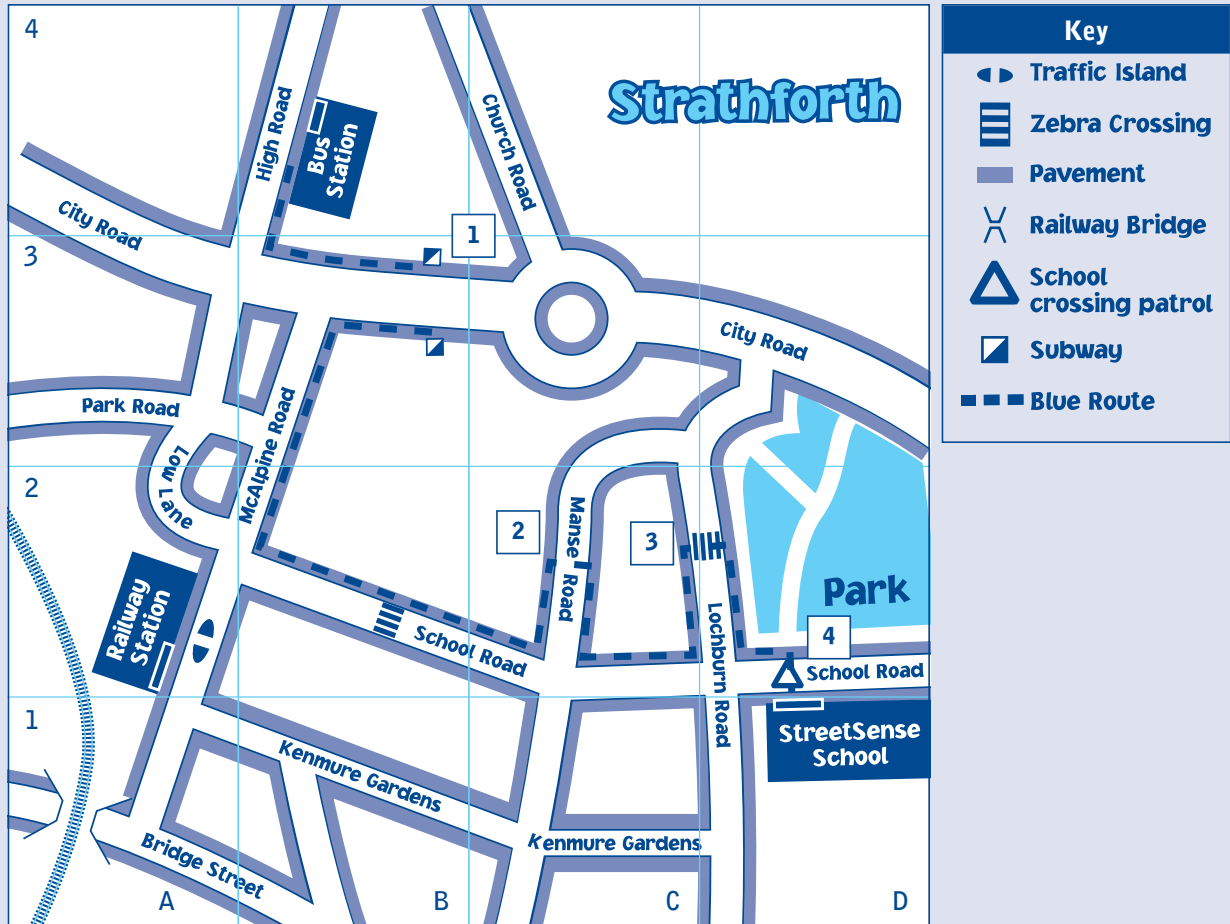
1. This map shows Strathforth where Catrina goes to secondary school. The school is on School Road. Find these places on the map. Show which grid they are in.

PLACE	GRID
Bus station.	
Traffic island.	
Subway.	
School crossing patrol.	



2. Draw in blue the route you think Catrina should take from the bus station to the school.
3. On the map, number the places where she has to cross a road.
4. Discuss in pairs/groups the reasons you have chosen these places. Write your reasons on the back of this sheet.

# Pupil Activities Answers



## TASK

1. This map shows Strathforth where Catrina goes to secondary school. The school is on School Road. Find these places on the map. Show which grid they are in.

PLACE	GRID
Bus station.	<i>B 4</i>
Traffic island.	<i>A 2</i>
Subway.	<i>B 3</i>
School crossing patrol.	<i>D 2</i>

1. *Using a subway is one of the safest ways to cross a road.*
2. *This is the straightest bit of the road away from a junction.*
3. *At a zebra crossing.*
4. *With the help of the school crossing patrol.*