

Foreword

Road safety is a key issue for the Scottish Executive. We attach considerable importance to improving road safety and are committed to achieving a 40% reduction in the number of people killed and seriously injured in road accidents in the period to 2010. We also want to reduce by half the number of children killed and seriously injured in that period. We are already well on track to achieving these ambitious targets.



Using the roads is an unavoidable part of daily life for the majority of people and the ability to use roads safely is an essential life-skill. This skill has to be learned so road safety education has a vital role to play in ensuring that our children and young people stay safe on our roads. This is particularly important as more child pedestrians in Scotland, per head of population, are killed or seriously injured than in other parts of Great Britain.

The Scottish Road Safety Campaign is implementing a national strategy for road safety education, to be used in all schools in Scotland. It covers pre-school, primary, secondary and special educational needs. The strategy delivers a structured and long-term approach to road safety education. Our aim is to ensure that road safety is taught to every child in Scotland.

STREETSENSE is an important part of the national strategy for road safety education. Developed with the help of primary teachers, it links to the Health Education 5-14 National Guidelines and takes an exciting new approach to teaching road safety in the classroom.

We believe that **STREETSENSE** will help to promote an informed and positive attitude amongst pupils and we commend its widespread use in Scotland's primary schools.



Nicol Stephen

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Minister for Transport



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Acknowledgement

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Other teachers who were involved in its development were Susan Gemmell (Saltersgate School), Lorna Hunter-Duncan (Whitecraig Primary School), Allyson Munro (Buckstone Primary School), Isabel Saunders (Linlithgow Primary School) and Val Watt (Oxgangs Primary School).

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General Introduction

RATIONALE

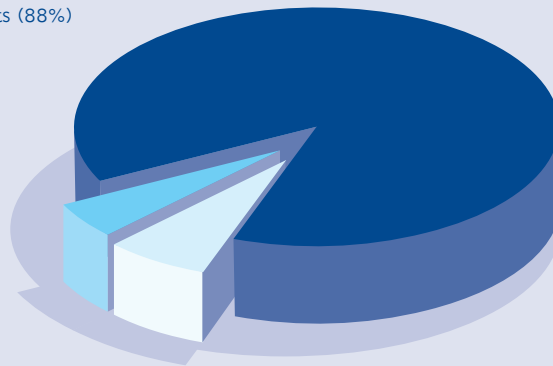
Why should road safety education (RSE) be taught in primary schools?

Road traffic accidents (RTAs) cause the majority of accidental deaths for children and young people in Scotland. More children and young people in the 0-19 age group die accidentally from RTAs compared to drowning and drugs.

Accidental Deaths for 0-19 age group in an average year in Scotland ¹

(excluding deaths where the case was undetermined)

- Road traffic accidents (88%)
- Drowning (7%)
- Drugs (5%)



Using the road is one of the most complicated and dangerous experiences for all of us. Children are particularly vulnerable, whether they are walking, playing or travelling. Teachers play an important role in helping to educate all pupils in road safety, in an attempt to save lives and prevent injury.

How should road safety education be taught?

Road safety education needs to start at an early age, and must be developmentally appropriate. The experiences provided must enable children to construct their own understanding of safe road behaviour. Children should be based in their immediate environment so that they become aware of the dangers and learn safe ways of coping with them.

Safe behaviour develops over time and needs to be constantly practised, reinforced and reflected upon throughout the primary school years. Schools need to develop a comprehensive road safety programme in which parents/guardians, teachers, road safety officers and others in the community work together to ensure that children can make responsible decisions in the road environment.

¹ Registrar General for Scotland



Who is responsible for road safety education?

Road safety education is the responsibility of parents/guardians, teachers, road safety officers and children. By working in partnership, the safety of children on Scottish roads should improve, by saving lives.

Parents/guardians play a crucial part in the road safety education of their children.

They need to:

1. Be positive role models of safe road use.
2. Be aware of their children's physical and psychological limitations in traffic situations.
3. Play an active role in their children's road safety education.
4. Support the school's road safety education curriculum and policy.
5. Observe and monitor their children's behaviour in and near traffic.
6. Supervise children in traffic situations.

Teachers are responsible for educating pupils about road safety in an interesting and informative way.

They need to:

1. Be positive role models of safe road use.
2. Teach road safety using a variety of approaches and resources, linking road safety education to attainment targets in the Health Education 5-14 National Guidelines.
3. Teach road safety education in PSD as part of Health Education. Road safety can also be taught in other subjects but this is in addition to PSD.
4. Contact their local Road Safety Unit for support, advice, training and additional road safety resources.
5. Encourage and develop road safety consciousness in and out of the classroom, working in partnership with parents/guardians.
6. Observe and monitor children's behaviour in and near traffic.
7. Supervise children in traffic situations.



Road safety officers are recommended to work as facilitators supporting teachers (nursery, primary, secondary, special) to deliver road safety education.

They need to:

1. Be positive role models of safe road use.
2. Advise and support local authority education departments, headteachers, school staff and parents/guardians on road safety education.
3. Provide additional resources, information and training to school staff, where appropriate.
4. Assist schools to set up local road safety training schemes, such as the Scottish Cycle Training Scheme and the Junior Road Safety Officer scheme.
5. Provide training and support for all volunteer trainers participating in road safety schemes.
6. Encourage awareness of road safety issues involving the local school community e.g. the effects of school gate parking.
7. Monitor and evaluate the success of road safety programmes alongside school staff.



Pupils need to take responsibility for their safety in and near traffic too.

They need to:

1. Be supervised by responsible adults in traffic situations.
2. Be able to model their behaviour on that of responsible adults.
3. Develop the attitudes, skills and behaviours to cope safely and responsibly in the traffic environment.
4. Become increasingly responsible for their own safety over time.



STREETSENSE

What is STREETSENSE?

STREETSENSE replaces the seven road safety folders for Primary 1 to Primary 7 produced by the SRSC in 1993. It also replaces the SRSC workbook diaries for infants, juniors and seniors.

There are separate folders for each Level. Each folder contains the booklet and additional resources for that Level. There is another folder named 'Additional Resources', which contains resources that can be used at different Levels.

STREETSENSE is an exciting new approach to teaching road safety in the classroom. It aims to promote an informed and positive attitude amongst pupils to road safety issues, and to encourage a sense of personal responsibility for their own safety and the safety of others.

The activities in **STREETSENSE** are fun and varied, covering individual, pair and group work. They also demonstrate differentiation and progression. Activities include discussion, role-play, investigations, ICT, worksheets, artwork, fieldwork and practical work. Many of the activities lend themselves to further discussion around the topic; this could take place in Circle Time.

We encourage schools to carry out a variety of activities, focusing on those that are most appropriate for their pupils. The pack aims to be as inclusive as possible for all Scottish primary aged pupils. For example, there is a selection of urban and rural sheets for some activities.

How does STREETSENSE align with the curriculum?

All activities in **STREETSENSE** align with attainment targets in the Health Education 5-14 National Guidelines. The activities also link to the RSE Guidelines, developed by the SRSC.

We recommend that **STREETSENSE** is taught in PSD, within the Health Education programme. Road safety can be taught in other subjects, but this is in addition to Health Education. Many activities also link to Citizenship.

The last activity for Levels B to E is an optional extra. This activity links to Information and Communications Technology 5-14 National Guidelines, rather than Health Education. The theme for this computer-based activity is road safety.

STREETSENSE covers Levels A to E. Activities at Level E are differentiated by outcome, allowing pupils the opportunity to extend themselves and achieve Level F.

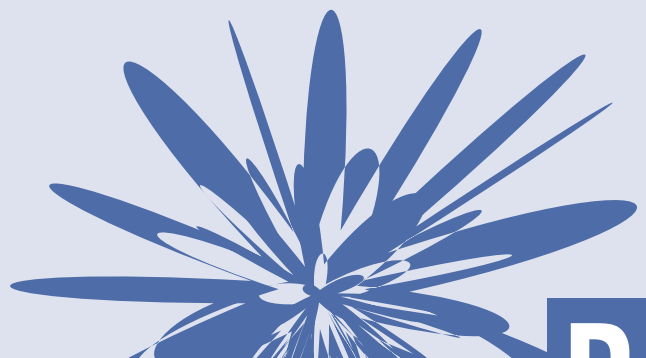
What are the STREETSENSE booklets?

STREETSENSE has been divided into five booklets. There are separate booklets for Level A, B, C, D and E. Each booklet is contained in a folder for that Level, along with additional resources for activities.

All of the resources within **STREETSENSE** are freely photocopiable and can be accessed from the SRSC website at www.srsc.org.uk

What is the content of the booklets?

1. The **Introduction** at each Level gives detailed information for that Level. It also highlights other SRSC resources, which have been developed as part of the national strategy for road safety education in Scotland. These additional SRSC resources can complement certain activities at the Level.
2. **Curricular Links** show the links to the Health Education 5-14 National Guidelines and the RSE Guidelines, developed by the SRSC.
3. **Summary of Activities** is an overview of the activities within that Level. At a glance the teacher will be able to find out about the Health Education strand, the suggested year group, aims, resources and the estimated timing of the activity.
4. **Activities**
 - ➔ **Teachers' Notes** show curricular links to the Health Education 5-14 National Guidelines, links to the RSE Guidelines and teaching information. Useful website addresses are also given.
 - ➔ **Suggested Lesson Plan** shows the aims of the pupil activity, learning outcomes, resources, timing, suggested development of the lesson, assessment, curricular links (showing the strand) and follow-up/homework activities (if applicable). This lesson plan is by no means rigid, but can be used flexibly and adapted to the needs of a class.



➔ **Pupil Worksheets** show the aim and task/s, including extension work. Some worksheets are to be written on, whilst others need to be answered in the pupil's jotter or on paper. In addition, there is the possibility of using worksheets for follow-up or homework.

The worksheets have been written sequentially and progressively, so that they get more difficult i.e. Worksheet A5 is more difficult than Worksheet A1.

Some of the activities are differentiated by worksheet while others are differentiated by outcome. Differentiated worksheets have been ordered so that the easiest worksheet comes first.

It is up to the teacher to decide which worksheets suit the needs of their pupils the best.

➔ **Suggested Answer Sheets** provide the teacher with answers to the pupil worksheets, where appropriate. These are on a pale blue background for easy access.

➔ **Parent/Guardian Information and Task Sheets** provide the opportunity to actively involve parents² in the road safety education of their children and to foster a genuine partnership between home and school learning. These are included, wherever appropriate.

5. Written Assessments

➔ End of Level Assessments have been compiled for pupils who have completed the activities at Levels B, C, D and E.

➔ Suggested Answer Sheets provide answers to the pupil assessments.

6. Activity Record Sheets allow the teacher to record when a pupil has completed an activity at each Level. These should be passed on to the next teacher when the class move up to the next primary stage.

7. Glossary contains the key road safety vocabulary introduced at each Level. Glossary sheets could be photocopied and given to each pupil.

8. Word Flashcards contain the same vocabulary as in the glossary. These could be photocopied, laminated and displayed on the classroom wall when teaching a lesson, which incorporates that vocabulary.

9. Appendix gives useful road safety contacts and common abbreviations used throughout Streetsense.

² The term 'parents' is used throughout STREETSENSE to include parents, guardians and carers.

What additional resources are in STREETSENSE?

STREETSENSE includes a range of additional resources, as well as the five booklets. Additional copies of the resources, which are written in *italics*, should be ordered from the Department for Transport (DfT) or your local road safety officer. However, there are samples of all these resources in **STREETSENSE**.

- ➔ **Posters** are provided as a stimulus for discussion and as a resource to be used during certain activities. If you want more DfT posters, please contact the DfT or your local road safety officer.
- ➔ **Photographs** are provided showing real-life road safety scenes as a stimulus for discussion and as a resource to be used during certain activities.
- ➔ A **CD** is provided with audio activities at Levels A, B and D. This CD is in the 'Additional Resources' folder.
- ➔ **Gym Cards** are provided at Level A. These activities link to Expressive Arts – Physical Education 5-14 National Guidelines. Road safety is the theme for each activity.
- ➔ **Leaflets** are provided for certain activities but also for additional road safety information aimed particularly at parents. You may like to order copies of the leaflets to give out to parents coinciding with the same topic being taught in class. The leaflets can be ordered free of charge from your local road safety officer or the DfT. Most leaflets are in the 'Additional Resources' folder.
- ➔ **Arrive Alive booklet**, which is the Highway Code for children, is provided as a source of useful road safety information for pupils. This booklet is used in certain activities. You may want to order a class set of this booklet. Please contact your local road safety officer or the DfT for free copies. The Arrive Alive booklet is in the 'Additional Resources' folder.
- ➔ **Arrive Alive A2 posters** are provided as a stimulus for activities that use the Arrive Alive booklet. These posters are too large to include in the pack and will be distributed directly to schools. If you want more copies of these posters, please contact your local road safety officer or the DfT.

Other resources may be added to the pack in the future. There is also space in the pack to add your own road safety education materials.

Implementation of STREETSENSE

How can schools implement STREETSENSE?

It is up to each individual school to decide how to implement **STREETSENSE**. This will depend upon the school's organisation and timetabling of the Health Education curriculum. Many of the activities cover other curricular areas, such as Information and Communications Technology, as well as Health Education. Schools may decide to timetable some of the activities in other subjects, enabling more time to be spent on road safety education.

We suggest that pupils work at the Level appropriate to them. However, some schools may decide to split the Levels between the seven year groups. The table below suggests which activities would be appropriate at each year group. This allows the teacher more freedom in planning the teaching of Health Education within the curriculum.

Primary 1	Activities A1 – A6
Primary 2	Activities A7 – A11
Primary 3	Activities B1 – B3
Primary 4	Activities B4 – B8
Primary 5	Activities C1 – C5
Primary 6	Activities C6 – C10
Primary 7	Activities D1 – D6 Activities E1 – E4 (for Primary 7 pupils working at Level E)

If the school runs a 'Road Safety Awareness Week', a 'Safety Week' or a 'Health Week' this is an ideal time to implement the pack throughout the school.

Streetsense also fits into the concept of a Health Promoting School, not only taking responsibility for road safety but also allowing pupils to become more physically active and independent through walking and cycling safely.

We hope that you have fun and enjoy using **STREETSENSE**.

