



## Teachers' Notes

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

#### Attainment outcome: Taking responsibility for health

##### LEVEL E

STRAND	ATTAINMENT TARGET	RSE GUIDELINES
<b>Physical Health</b> This strand explores physical factors in relation to our health and looking after ourselves.	Use decision-making skills to demonstrate their ability to make positive health choices e.g. wearing of cycle helmets.	Risk assessment on personal safety issues such as wearing of cycle helmets.

### Teaching Background Information

- ➔ Pupils should refer to 'Arrive Alive' and The Highway Code, which can be accessed on the Internet (see Useful Websites below). Alternatively, you may decide to order copies of these booklets from the DfT or your local road safety officer.
- ➔ Pupils should also look at relevant books in the transport section of the library.





# Teachers' Notes

## Travelling as a Pedestrian

<b>Benefits</b>	<ul style="list-style-type: none"> <li>➔ Healthy</li> <li>➔ Environmentally friendly</li> <li>➔ Have some control</li> <li>➔ Free</li> </ul>
<b>Hazards and Disadvantages</b>	<ul style="list-style-type: none"> <li>➔ Weather conditions</li> <li>➔ Darkness in winter</li> <li>➔ Takes longer than other modes of transport</li> <li>➔ At risk from traffic, when crossing roads</li> <li>➔ Pollution</li> </ul>
<b>Ways of Minimising Hazards and Disadvantages</b>	<ul style="list-style-type: none"> <li>➔ Use the pavement if there is one</li> <li>➔ Don't listen to a walkman or CD player</li> <li>➔ Don't phone or text from a mobile phone</li> <li>➔ If there is no pavement walk on the right hand side of the road, facing oncoming traffic</li> <li>➔ Use the Green Cross Code</li> <li>➔ Where possible find a safe place to cross e.g. pelican crossing</li> <li>➔ Wear reflective or fluorescent material on clothing</li> </ul>





# Teachers' Notes



Travelling as a Passenger	
<b>Benefits</b>	<ul style="list-style-type: none"> <li>➔ Comfortable</li> <li>➔ Dry</li> <li>➔ Quicker than walking</li> </ul>
<b>Hazards and Disadvantages</b>	<ul style="list-style-type: none"> <li>➔ Lack of exercise</li> <li>➔ Have no control</li> <li>➔ At risk from other drivers</li> <li>➔ Caught in traffic jam</li> <li>➔ Cost</li> </ul>
<b>Ways of Minimising Hazards and Disadvantages</b>	<p><b>All vehicles</b></p> <ul style="list-style-type: none"> <li>➔ Wear a seat belt</li> <li>➔ Don't distract the driver</li> <li>➔ Don't block the driver's rear view mirror</li> <li>➔ Never lean or wave out of the window or throw or hang anything out</li> <li>➔ Keep your hands away from handles when the vehicle is moving</li> <li>➔ Only open doors or windows if it is safe</li> <li>➔ Exit the vehicle on the side nearest to the pavement, when it is safe to do so</li> <li>➔ Secure luggage safely</li> <li>➔ Remain seated when the vehicle is moving</li> </ul> <p><b>Bus</b></p> <ul style="list-style-type: none"> <li>➔ When you wait for a bus, stand on the pavement well back from the traffic. It is dangerous to play around at bus stops</li> <li>➔ Wait for people to get off the bus before you get on</li> <li>➔ Always do what the driver tells you and do not distract him/her</li> <li>➔ If you do need to cross the road after getting off a bus, wait for it to move away first</li> <li>➔ Where there are seat belts always use them</li> <li>➔ Stay seated while the bus is in motion</li> <li>➔ Keep feet off the seats</li> <li>➔ Do not disturb other bus passengers</li> </ul>



# Teachers' Notes

## Travelling as a Cyclist

### Benefits

- ➔ Healthy
- ➔ Quicker than walking
- ➔ Cheap
- ➔ Environmentally friendly
- ➔ Can become a confident road user
- ➔ Have some control
- ➔ Freedom and independence

### Hazards and Disadvantages

- ➔ Weather conditions
- ➔ Darkness in winter
- ➔ At risk from other drivers
- ➔ Pollution

### Ways of Minimising Hazards and Disadvantages

- ➔ Learn and use the Highway Code
- ➔ Complete the Scottish Cycle Training Scheme or other cycle training scheme
- ➔ Wear a helmet and fit it properly
- ➔ Obey road signs
- ➔ Wear appropriate reflective or fluorescent material on clothing
- ➔ Make sure your bicycle is safe to ride e.g. check brakes
- ➔ Use lights and reflectors on bike
- ➔ Use cycle routes where possible





# Teachers' Notes

## Travelling on Wheels (e.g. Rollerskates, Rollerblades, Skateboard or Microscooter)

<b>Benefits</b>	<ul style="list-style-type: none"> <li>➔ Healthy</li> <li>➔ Cheap</li> <li>➔ Quicker than walking</li> <li>➔ Environmentally friendly</li> <li>➔ Have some control</li> </ul>
<b>Hazards and Disadvantages</b>	<ul style="list-style-type: none"> <li>➔ Weather conditions</li> <li>➔ Darkness in winter</li> <li>➔ At risk from other drivers</li> <li>➔ Pollution</li> </ul>
<b>Ways of Minimising Hazards and Disadvantages</b>	<ul style="list-style-type: none"> <li>➔ Always use 'wheels' away from the road</li> <li>➔ If using a pavement, keep away from pedestrians. Don't annoy or get in other people's way. Slow down.</li> <li>➔ If possible, use a safe area (especially for rollerskates, rollerblades and skateboards)</li> <li>➔ Wear protective clothing e.g. helmet, knee and elbow pads</li> <li>➔ Wear appropriate reflective or fluorescent material on clothing</li> </ul>

### Useful Websites

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

[www.roads.dft.gov.uk](http://www.roads.dft.gov.uk)

[www.hedgehogs.gov.uk/arrivealive](http://www.hedgehogs.gov.uk/arrivealive)

[www.highwaycode.gov.uk](http://www.highwaycode.gov.uk)

[www.rospa.com/CMS/index.asp](http://www.rospa.com/CMS/index.asp)



# Suggested Lesson Plan

## Aims

- ➔ To be able to use decision-making skills to demonstrate their ability to make positive health choices e.g. wearing of helmets.

## Learning Outcomes

- ➔ Learn about the benefits and hazards of travelling as a pedestrian, passenger and cyclist.
- ➔ Understand how to minimise hazards e.g. as a pedestrian, passenger and cyclist.

## Resources

- ➔ Sheet E2a – Benefits and Hazards Profile: Travelling as a Pedestrian.
- ➔ Sheet E2b – Benefits and Hazards Profile: Travelling as a Passenger.
- ➔ Sheet E2c – Benefits and Hazards Profile: Travelling by Wheels.
- ➔ Access to the Internet and School Library.

## Suggested Timing

- ➔ 150 minutes (ongoing lesson).

## Suggested Development of Lesson

### Step 1: Planning (20 minutes)

- ➔ Split class into pairs.
- ➔ Distribute copies of Sheet E2a, b and c to different pairs.
- ➔ Allow each pair a few minutes to read through the sheet (i.e. prepare a benefits and hazards profile on a given way of travelling).
- ➔ Gather all the children together and go over the main points of the sheet ensuring everyone is aware of the nature of the task. N.B. Since the topic of the tasks vary, the teacher need not focus on one type of travel.
- ➔ Brainstorm one or two of the points to be included together to get the children thinking and to recap on their previous knowledge of this subject.
- ➔ Set the children off to Step 1 – Planning.



# Suggested Lesson Plan

## Step 2: Research (30 minutes)

- ➔ Set the children off to Step 2 – Research.
- ➔ The pupils should use the following sources for their research (see Teaching Background Information):
  - ➔ Their own previous knowledge of road safety education
  - ➔ Library books
  - ➔ The Internet

## Step 3: Sharing information (20 minutes)

- ➔ Go over Step 2 on the sheet (Research) and discuss any questions the pupils might have.
- ➔ Set the pupils off with their partner to share the information they have researched.
- ➔ Teachers may want to collect in pupils' plans to assess the content, at this stage.

## Step 4: First draft (30 minutes)

- ➔ Assemble all pupils together and check they are ready to write their first draft.
- ➔ Draw their attention to and discuss Step 4 (First draft) on their sheet.
- ➔ Set the children off to task individually.
- ➔ It may be necessary to oversee the pupils as they work and give advice.

## Step 5: Edit work (20 minutes)

- ➔ Assemble all pupils together and check they have completed their first draft.
- ➔ Draw their attention to and discuss Step 5 and any other relevant points you feel appropriate according to the pupils' work so far.
- ➔ Set the pupils off to edit their own work.
- ➔ It is left to the teacher's discretion how to go about further editing if appropriate (peer editing, teacher editing).





## Suggested Lesson Plan

### Step 6: Final draft (30 minutes)

- ➔ Check everyone is at the stage to begin re-writing their profile.
- ➔ Set the pupils off to talk.
- ➔ Pupils could wordprocess their final draft.

### Assessment

- ➔ Have the children outlined potential benefits and hazards when travelling as a pedestrian, passenger or cyclist?
- ➔ Have they made appropriate suggestions to minimise hazards when travelling as a pedestrian, passenger or cyclist?

### Curricular Links

- ➔ English Language – Writing: Functional writing
- ➔ Environmental Studies – Skills in Social Subjects – Enquiry: Preparing for tasks, carrying out tasks and reviewing and reporting on tasks.

### Follow – up/Homework Activities

- ➔ The pupils could give a short oral presentation on the content of their written profile.
- ➔ The pupils could make a slide show (ICT) highlighting the four main themes of their profile.
- ➔ Make a class display from their completed A4 profiles.
- ➔ The pupils could complete another profile for a different mode of travel.



Name:

Date:

## TASK

Prepare a benefits and hazards profile on travelling as a pedestrian, focusing on your health and safety.

**AIM: you are going to find out about the benefits and hazards of travelling as a pedestrian.**



Your profile should be written in 4 main paragraphs under the following headings. If you want to write more paragraphs under the headings, please do so.

### Paragraph 1: "Introduction"

- ➔ This should include general information on being a pedestrian and travelling by foot.

### Paragraph 2: "Benefits"

- ➔ You should explain the benefits of travelling by foot e.g. walking is a good form of exercise.



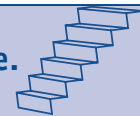
### Paragraph 3: "Hazards"

- ➔ You should explain the hazards of being a pedestrian e.g. at risk from drivers.
- ➔ You should also include possible ways to minimise hazards of being a pedestrian e.g. when out walking, remember to use the Green Cross Code.

### Paragraph 4: "Conclusion"

- ➔ Sum up what you have written. Include your opinion on travelling by foot, looking at the benefits and hazards, in particular focusing on your health and safety. Give reasons to explain your viewpoint.

**Work through the following 6 steps to produce your profile.**



### Step 1: Planning

- ➔ In rough, write down the 4 paragraph headings, leaving plenty of space between each heading.
- ➔ With your partner, make notes on the 4 headings. Brainstorm and write down what you already know under the correct paragraph heading.

## Step 2: Research

- ➔ Discuss with your partner, what information you need to find out and how you are going to go about this.
- ➔ Find out more information from the library e.g. The Highway Code, Arrive Alive.
- ➔ The Internet is another excellent source of information. Check out the following websites:

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

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## Step 3: Sharing Information

- ➔ With your partner, go through all the information you have gathered and share your ideas.
- ➔ Make sure you have gathered enough information on the 4 paragraph headings.
- ➔ Add more information if you need to.

## Step 4: First Draft

- ➔ Begin to write your own profile in your rough or drafting jotter, or on a sheet of A4 paper.
- ➔ Use the 4 paragraph headings and write relevant information under each one.
- ➔ Do not copy word for word from your sources of information.
- ➔ Your profile should be at least one A4 page of writing when complete.

## Step 5: Edit your work

- ➔ Read your work over and check it makes sense.
- ➔ Have you written enough under the 4 paragraph headings?
- ➔ Make the necessary changes to improve this piece of writing e.g. add some extra detail, change your wording, correct spelling mistakes.

## Step 6: Final draft

- ➔ Re-write your profile from the edited copy of your draft.
- ➔ Read it over when you have finished.
- ➔ If you have time, swap yours with your partner's and read each other's profile.



Name:

Date:

## TASK

Prepare a benefits and hazards profile on travelling as a passenger, focusing on your health and safety.

**AIM: You are going to find out about the benefits and hazards of travelling as a passenger.**



Your profile should be written in 4 main paragraphs under the following headings. If you want to write more paragraphs under the headings, please do so.

### Paragraph 1: "Introduction"

- ➔ This should include the different ways of travelling as a passenger and the types of vehicles that passengers can travel in.

### Paragraph 2: "Benefits"

- ➔ You should explain the benefits of travelling as a passenger e.g. less congestion on roads.

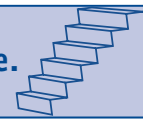
### Paragraph 3: "Hazards"

- ➔ You should explain the hazards of travelling as a passenger e.g. passengers have no control over the driver.
- ➔ You should also include possible ways to minimise hazards when travelling as a passenger.

### Paragraph 4: "Conclusion"

- ➔ Sum up what you have written. Include your opinion on travelling as a passenger, looking at the benefits and hazards, in particular focusing on your health and safety. Give reasons to explain your viewpoint.

Work through the following 6 steps to produce your profile.



### Step 1: Planning

- ➔ In rough, write down the 4 paragraph headings, leaving plenty of space between each heading.
- ➔ With your partner make notes on the 4 headings. Brainstorm and write down what you already know under the correct paragraph heading.

## Step 2: Research

- ➔ Discuss with your partner, what information you need to find out and how you are going to go about this.
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Date:

## TASK

Prepare a benefits and hazards profile on travelling by wheels, focusing on your health and safety.

**AIM: You are going to find out about the benefits and hazards of travelling by wheels.**



Your profile should be written in 4 main paragraphs under the following headings. If you want to write more paragraphs under the headings, please do so.

### Paragraph 1: "Introduction"

- ➔ This should include the different ways of travelling by wheels e.g. mention all the ways you can travel on wheels and some general information on each one (bicycle, rollerskates, rollerblades, skateboards and microscooters).

### Paragraph 2: "Benefits"

- ➔ You should explain the benefits of travelling by wheels e.g. cycling is a good form of exercise.

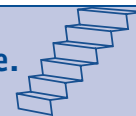
### Paragraph 3: "Hazards"

- ➔ You should explain the hazards of travelling by wheels e.g. when cycling on a busy road, cyclists are at risk from drivers.
- ➔ You should also include possible ways to minimise hazards when travelling by wheels e.g. don't use a skateboard on the road.

### Paragraph 4: "Conclusion"

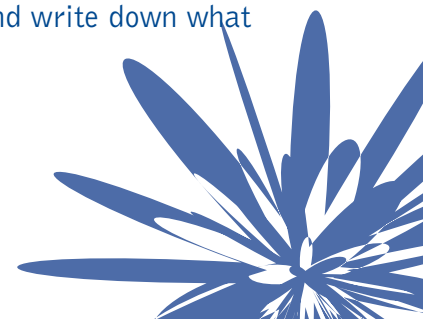
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