

KS2 Lesson Plan (1) for Safer Routes to School poster

Introduction:

These sheets are designed to address safety when children are out and about with a particular focus on a safe journey to school. The poster can be used as a separate resource or to support 'This is my adventure with Dot Com': Lesson 7 - Being Safe or 'Moving On': Lesson 7 - Making Decisions, Lesson 14 - Changing Schools

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|---|---|
| Objectives | On completion of this lesson children will be able to: <ul style="list-style-type: none">• Recognise when they feel safe and when they do not• Understand how they can help themselves to feel safe• Understand that being unsafe can have serious consequences• Identify the people or organisations that can help them stay safe |
| National Curriculum Objectives covered KS2 - PSHE & C | 1a, 1c, 2f, 3a, 3e, 3f, 5a, 5i |
| National Curriculum links (KS2) | Other subjects with possible links to this area of work: Literacy, Numeracy, ICT, Art & Design, Geography |
| Resources required | Safer Routes to School poster RoSPA statistics sheet |

Introductory activity and discussion (10-15 minutes)

Write the word ROUTE on the board. Ask for suggestions about what the word means or can the children use it in a sentence. Get children to think about a route they regularly take from school to a well known destination eg: swimming pool, church, shop. Get the class to close their eyes and ask individual children to describe their route without giving road names or building names eg: I go out of the school gate that's by the bike sheds and turn left. I can see a big green field on the left and 4 houses opposite it etc. Get the rest of the class to work out where the route takes them by following the directions. (For younger children, who may not be confident with left and right, allow the class to keep their eyes open and permit the child to show which direction they mean by pointing).

Main activity (30-35 minutes)

Get children to think through their route or another they are familiar with. Ask children if they thought of a route that they were walking/ cycling/ in a car/ on a bus etc. Ask children to think of the dangers that they see along their route and compile



a list on the board. Explain to children that dangers can also be called hazards. Ask children in pairs to come up with ideas about how they can avoid these hazards and stay safe. Discuss with the class if anyone has actually experienced hazards along their route and how did they deal with them.

Ask children to complete the '**Planning a Safe Route**' section of the Safer Routes to School poster. Assure them that they need to be honest with their answers and this is an exercise to make them think about what they do and NOT to get all the answers correct.

If using the poster with lower KS2 children you can complete the exercise by reading the questions to the class then getting each child to fill in their answer.

Optional/Extension activity

Referring to the bottom section of 'Planning a Safe Route' section. Do children know what the game 'chicken' is? Have they heard or seen anyone do this? Allow children to make open comments about the game before discussing the consequences. Get children to write about why this is a dangerous game to play.

Plenary (10 minutes)

Follow on from the introduction activity of thinking of a familiar route and ask children why people travel in different ways. How do they travel mostly? Does it depend on where they are going? Does it depend on who is with them? Ask children which type of travel is healthiest? Safest? Would it be better to travel to school with a friend? Allow the class time to debate the issues raised from these questions and address any misconceptions.

KS2 Lesson Plan (2) for Safer Routes to School poster

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| Resources required | Safer Routes to School poster RoSPA statistics sheet |

Introductory activity and discussion (10 minutes)

Recap on the previous lesson and see how much children can recall about the words ROUTE and HAZARD. Get children to read '**Safety on the streets**' and '**Journey to school**' sections of the poster. Discuss safe and unsafe situations and get children to suggest situations they have been in. How do they know it is unsafe? How do their bodies feel when they are unsafe eg: heart beat increases, sweating etc? Get children to complete these 2 sections of the poster.

Main activity (20 - 30 minutes)

Show children a map of the local area and clearly highlight the school. Organise children into groups of 5-6 depending on where they live in relation to the school (use pupil address information rather than from childrens' own account). Use the map to show children how close or far they are from the school. In their groups children are to find at least one other person who travels to school the same way as they do (ideally working in only 2s or 3s). They must then think about how they can help each



other to come to school together eg: walk together, car share, use the bus together. This is an opportunity for children to find out something new about their classmates and work together to keep each other safe whilst reducing congestion and keeping healthy.

Once the children have agreed how to help each other, they can draw or write something to tell the rest of the class what they have decided to do. For children who find they are on their own in a group see if there are other children in another home location group that they could work with eg: if they go on a bus together but not live in the same area. There may be a few children who travel in a unique way to the rest of the class eg: taxi. These children can either work independently or with another child/pair but try to encourage them to present their finished work to the class independently.

Optional/Extension activity

Referring to the bottom section of 'Safety on the Streets' section. Ask how many children have a mobile phone. Can they think of how mobile phones could help them or could become a hazard? Promote a discussion on the safe and unsafe uses of carrying a mobile phone before children complete the section of the poster.

Extension activity

Children design a leaflet to advertise how to be safe when they are out including car, pedestrian and bike safety.

Plenary (10 minutes)

Follow on from lesson one's activity of thinking of a familiar route and ask children why people travel in different ways. How do they travel mostly? Does it depend on where they are going? Does it depend on who is with them? Ask children which type of travel is healthiest? Safest? Would it be better to travel to school with a friend? Allow the class time to debate the issues raised from these questions and address any misconceptions.

Assessment opportunity:

Get children to complete the section 'Staying Safe' section without teacher input

most children will be able to:

explore ideas about road safety; say what they think and feel about when they are safe or unsafe; discuss and use drawing or written work to communicate their ideas about how they travel to school; suggest ways of combining their journey to school with someone else.

some children will not have made so much progress. They will be able to:

use drawing or written work to communicate ideas about road safety; talk about what they think or feel about how they travel to school.

some children will have progressed further. They will be able to:

Incorporate more complex ideas or individual idea into their understanding of road safety; apply their road safety knowledge to situations not addressed as a class; consider how to change how they travel to school to reduce congestion or improve health; comment on similarities and differences in their own ideas and those of others.

Further extension:

The topics and discussions used over the course of these two lessons can easily be used as the basis of an assembly on Road Safety and School Travel Planning issues. An assembly provides an excellent opportunity for the class to present their work to the whole school and most importantly with parents/carers. You may even wish to invite a local policeman or school crossing patroller to say a few words to support the work the children have done in the lessons.

Road accident casualties 1994 - 2004

| | ----- 1994 ----- | ----- 2004 ----- |
|--|------------------------|------------------------|
| <u>Child pedestrians</u> | | |
| Killed | 160 | 77 |
| Killed or seriously injured | 4 610 | 2 339 |
| All severities | 19 263 | 12 234 |
| <u>Pedestrians (child & adults)</u> | | |
| Killed | 1 113 | 666 |
| Killed or seriously injured | 12 724 | 7 344 |
| All severities | 47 392 | 33 638 |
| <u>Child pedal cyclists</u> | | |
| Killed | 42 | 25 |
| Killed or seriously injured | 1 234 | 577 |
| All severities | 8 075 | 4 682 |
| <u>Pedal cyclists (child & adults)</u> | | |
| Killed | 171 | 134 |
| Killed or seriously injured | 3 944 | 2 274 |
| All severities | 24 172 | 15 048 |
| <u>Car drivers and passengers (child & adult)</u> | | |
| Killed | 1 764 | 1 671 |
| Killed or seriously injured | 23 892 | 16 144 |
| All severities | 195 154 | 183 858 |
| <u>Bus/coach drivers & passengers (child & adult)</u> | | |
| Killed | 21 | 20 |
| Killed or seriously injured | 815 | 488 |
| All severities | 10 090 | 8 820 |

Data supplied from RoSPA (The Royal Society for the Prevention of Accidents)

