Road Safety

Key Stage 1 & 2

Suggested Activities for Road Safety Teaching

Activities are aimed at particular year groups as suggestions only, please use this pack as you see fit for your class.

Download the pack and relevant elements at:
http://www.wyfs.co.uk/RoadsafetyteachersessionplansKeystage1&2
The evaluation information allows the activities to be up-dated and developed; incorporating suggested changes and allowing new aspects of road safety to be introduced as and when required.

Road safety education is regularly conducted by your Local Authority Road Safety Team. For more information follow these links:

http://www.calderdale.gov.uk/transport/roadsafety/index.html
http://www.leeds.gov.uk/Transport_and_streets/Road_safety.aspx
http://www.wakefield.gov.uk/TransportAndTravel/RoadSafety/default.htm
http://www.bradford.gov.uk/bmdc/transport_and_infrastructure/road_safety/road_safety
http://www.kirklees.gov.uk/answers/roadsafety/roadsafety_menu.shtml
Introduction

Safety Central is part of West Yorkshire Fire and Rescue Service and aims to provide safety awareness and education to the communities of West Yorkshire through a variety of means.

ROAD SAFETY KEY STAGE 1 & 2 SUGGESTED ACTIVITIES FOR ROAD SAFETY TEACHING

This pack enables interactive educational sessions through teacher led activities for Key Stage 1 and 2 students.

The suggested activities in the pack are intended for use alongside the Keep it Safe DVD. The DVD can be viewed at and audio downloaded from: http://www.wyfs.co.uk/RoadsafetyteachersessionplansKeystage1&2

The lessons cover relevant in-car and pedestrian related road safety information and advice aimed at encouraging a raised awareness of issues relating to road safety and influencing behaviour.

The focus areas of this pack include in-vehicle distraction, speed and seatbelts. These link with the road safety education received in our year 5 school talk.

The teacher can utilise this pack to extend learning after the year 5 school talk and/or utilise in any appropriate Key Stage 1 or 2 lessons. The year 5 school talk is not a pre-requisite to the pack.

Staff from the Fire Service will continue to make visits to pupils within schools to deliver the year 5 school talk. This session pack allows for further teacher delivery within the individual school timetable when possible, particularly suitable for use in the lead up to holiday periods, as children can be more at risk in these periods.

Organisations such as the Department for Transport (DfT) have produced a range of interesting resources for use in schools in relation to road safety, and the information contained in this session pack compliments such existing resources for use in schools.

In order to enable further development of this pack please complete the evaluation section on page 46.

More useful websites and downloadable educational school packs from the DfT can be found on page 34.

Recommendations: The activities contained within this booklet can be incorporated into your existing school timetable to compliment any work being undertaken by teachers on road safety.
Aim:
- To introduce pupils to the Green Cross Code through theory and practical participation

Objectives:
- Pupils to demonstrate their knowledge of crossing the road safely through the Stop, Look and Listen interactive web game
- Pupils to communicate their own experiences and offer solutions and alternatives to raise the level of awareness, and increase discussion of the topic amongst the group

Learning outcome:
- Demonstrating effective responses to the Green Cross Code Game through the interactive exercise

Task:
- Teacher to access web link and display on smart board if teaching entire class or pupils can access individually


- Pupils should consider the possible consequences of making inappropriate decisions on crossing the road
- Pupils should consider what methods and practices should be used when crossing the road
- Pupils should share their own experiences of crossing the road and consider what could have been done differently
- Teacher to run through the Green Cross Code (see page 29) and if possible re-create a road scene in the School yard for practice. The Green Cross Code could be printed and displayed in the classroom for re-cap
- If appropriate group or individual to re-play the Stop, Look, Listen game after the Green Cross Code in-put
Discussion points:

- What methods can be used to cross roads?
  - Find a safe place to cross where you can see traffic coming from both ways
  - Stop before the edge of the kerb
  - Looking and listening for traffic
  - Wait for a clear road
  - Always walk across, never run
- How can we make ourselves more visible when crossing roads?
- What could you do if you see someone trying to cross the road incorrectly?
- What might encourage people to cross the road more safely?
- What might we do as a class to encourage people to cross the road more safely?
  - Posters outside school for example

Resources:

- Overhead projector and screen
- Computer
- Green Cross Code (see page 29)
- Internet access
- Resources for making posters/prevention messages (optional)

Options:

Further interactive games are available entitled ‘know the road’. Students can see areas where it would be good to hold an adults hand in ‘Holding hands’ as well as an interactive game about dressing brightly near traffic called ‘Can’t miss Molly’. Both these games can be found at:

http://www.dft.gov.uk/think/education/early-years-and-primary/pupils/5-to-7/play/know-the-road/
Year 1/2

Road Safety Artwork

Aim:
- To introduce pupils to road safety through the ‘Keep it Safe’ DVD

Objectives:
- Pupils to review road safety information from the ‘Keep it Safe’ DVD using suggested art activities
- Pupils to create an imaginative piece of road safety art work, practicing composition skills whilst exploring their ideas with a range of media

Learning outcome:
- Pupils to demonstrate their learning of the road safety information received from the ‘Keep it Safe’ DVD

Task:
- Pupils to produce a piece of art work based on the hazards seen and heard in the ‘Keep it Safe’ DVD (see page 3 for DVD link) using a variety of media to highlight some of the key safety messages that are relevant to road safety
- Pupils should be encouraged to produce a piece of work that identifies important road safety themes
- Volunteers can be asked to showcase their work to the group at the end of the session and explain the key messages they have chosen to incorporate

Discussion points:
- What key safety messages does the art work highlight?
- Does the art work aim to prevent this type of danger?
- Does the art work clearly show the consequences of this risky behaviour?
- Why have the materials used been chosen?
- What effect does this have?
Resources:
Each pupil will need a piece of paper or card
Possible materials that could be used:
- Paint
- Pencil
- Newspaper cuttings
- Pastel
- Charcoal
- Graphite

Pupils could work separately for individual display or individual pieces could be designed to be part of a collage.

*This activity could be incorporated into an existing art lesson.*
Aim:
- To introduce road safety messages through the ‘Keep it Safe’ DVD

Objective:
- Pupils to review their learning through answering questions in the shape changer game

Learning outcomes:
- To confirm road safety messages through the use of numeracy, literacy, communication skills and kinaesthetic skills
- To confirm the objective whilst encouraging pupils to listen to other people, and play and work cooperatively

Task:
- Teacher to print the two sided shape changer template doc. and build instructions (see page 35 - 40 for either colour or black & white versions)
- Teacher to show ‘Keep It Safe’ DVD to the class
- Pupils to complete the dot-to-dot on the reverse of the shape changer (colour in is optional)
- Teacher to talk the class/groups through the folds required to make the shape changer
- Children to complete the shape changer making challenge as per instructions (this can be done at one time with the whole class or working in groups)
- Teacher to split the children to work in pairs once the shape changers have been made
Game instructions:

<table>
<thead>
<tr>
<th>Colour</th>
<th>Black and White</th>
</tr>
</thead>
<tbody>
<tr>
<td>The first child chooses a <strong>number</strong></td>
<td>The first child chooses an <strong>animal</strong></td>
</tr>
<tr>
<td>The other child counts the <strong>number</strong> whilst alternating the shape changer</td>
<td>The other child <strong>spells the letters</strong> out-loud whilst alternating the shape changer</td>
</tr>
<tr>
<td>Once the <strong>number</strong> has been reached the shape changer remains in that position</td>
<td>Once the <strong>completed animal name</strong> has been reached the shape changer remains in that position</td>
</tr>
<tr>
<td>The first child then chooses one of the <strong>four colours</strong> displayed and the other child then <strong>spells the colour out loud</strong> whilst alternating the colour changer</td>
<td>The first child then chooses one of the <strong>numbers</strong> displayed and the other child then <strong>counts the numbers out</strong> whilst alternating the colour changer</td>
</tr>
<tr>
<td>The first child then chooses a question from the two displayed. The second child then reads the question aloud to the first child who then answers it. Confirmation of the answer is revealed by the first child under the corresponding flap</td>
<td></td>
</tr>
</tbody>
</table>

Discussion points:
Encourage pupils to identify and implement the focus of the ‘Keep It Safe’ song

- Does everyone have to wear a seatbelt inside a car?
- Can the class do anything to help remind everyone to wear their seatbelts in the car?
- Are you allowed to use your mobile phone when driving?
- Are you allowed to drive faster than the speed limit if you are late?
- Are you allowed to “speed” if no-one else is using the road?

Resources:
- All pupils should be given access to the ‘Keep it Safe’ song
- Scissors should be provided
- Teacher to use build instructions as they see best; either one per child and/or talk the class through the build
Aim:
- To introduce pupils to road safety through the 'Keep it Safe' DVD

Objective:
- Pupils will identify key road safety messages from the information provided in the DVD and through research

Learning outcome:
- Pupils will be able to identify road safety issues through read/write, language, literacy and ICT skills

Task:
- Teacher to play the ‘Keep it Safe’ DVD to the pupils
- Teacher to split the pupils into three groups, each group will re-write a verse of the ‘Keep it Safe’ song
- Pupils must retain the first verse to use as a guide and then each group write a subsequent verse on agreed areas of focus
- The new verses must focus on aspects of road safety
- Teacher to allocate areas of focus for each group as to avoid duplication
- Areas of focus may differ from those already in the song: 1) Mobile phone 2) Seatbelts 3) Speed
- Teacher to facilitate access for pupils to listen to the song again to assist development
- Teacher to facilitate access to the internet for pupils to research area of focus and associated terminology for inclusion
<table>
<thead>
<tr>
<th>Suggested areas for verse focus include:</th>
<th>Some word suggestions:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pedestrian safety</strong></td>
<td>Green Cross Code</td>
</tr>
<tr>
<td></td>
<td>Think</td>
</tr>
<tr>
<td></td>
<td>Stop</td>
</tr>
<tr>
<td></td>
<td>Look</td>
</tr>
<tr>
<td></td>
<td>Listen</td>
</tr>
<tr>
<td></td>
<td>Live</td>
</tr>
<tr>
<td></td>
<td>Not between parked cars</td>
</tr>
<tr>
<td></td>
<td>Pavement</td>
</tr>
<tr>
<td></td>
<td>Holding hands</td>
</tr>
<tr>
<td></td>
<td>Wear bright clothing</td>
</tr>
<tr>
<td></td>
<td>Use crossings</td>
</tr>
<tr>
<td></td>
<td>Zebra</td>
</tr>
<tr>
<td></td>
<td>Pelican</td>
</tr>
<tr>
<td></td>
<td>Green man</td>
</tr>
<tr>
<td><strong>Cycle safely</strong></td>
<td>Helmet</td>
</tr>
<tr>
<td></td>
<td>Fluorescent clothing</td>
</tr>
<tr>
<td></td>
<td>Reflective clothing</td>
</tr>
<tr>
<td></td>
<td>Bike bell</td>
</tr>
<tr>
<td></td>
<td>Lights</td>
</tr>
<tr>
<td></td>
<td>Reflectors</td>
</tr>
<tr>
<td></td>
<td>Blind spot</td>
</tr>
<tr>
<td></td>
<td>Handle bars</td>
</tr>
<tr>
<td></td>
<td>Elbow pads</td>
</tr>
<tr>
<td></td>
<td>Wheels</td>
</tr>
<tr>
<td><strong>Distractions</strong></td>
<td>‘Are we there yet’</td>
</tr>
<tr>
<td></td>
<td>Arguing</td>
</tr>
<tr>
<td></td>
<td>Nagging</td>
</tr>
<tr>
<td></td>
<td>Sat Nav / maps</td>
</tr>
<tr>
<td></td>
<td>Eating / drinking behind the wheel</td>
</tr>
<tr>
<td></td>
<td>Smoking</td>
</tr>
<tr>
<td></td>
<td>Not looking at the road ahead</td>
</tr>
<tr>
<td></td>
<td>Driver day dreaming</td>
</tr>
<tr>
<td></td>
<td>Texting</td>
</tr>
<tr>
<td></td>
<td>Putting on make-up behind the wheel</td>
</tr>
<tr>
<td></td>
<td>Change CD</td>
</tr>
</tbody>
</table>
Discussion points:
- What are the key safety messages in the new verses?
- Why might these be important for students like us?
- Why is sharing safety information through song a good way to learn?
- How else might safety messages be shared?
- What messages influence pupils more?
- What other messages could have been included in the verses?

Resources:
- Internet access
- Audio visual equipment
- Pen
- Paper
- Song lyrics (at least one per group)
Aim:
- To introduce pupils to road safety through reflection and a diary account

Objectives:
- To analyse how Road Traffic Collisions (RTCs) affect different people
- Pupils will diarise the consequences of a RTC

Learning outcome:
- Pupils will use their literacy skills to identify the outcomes of a fatal RTC

Task:
- Pupils to produce a written piece of work based either on a factual account of their own experiences or observed experiences of risk taking in and around vehicles and roads, or a fictional piece of the same theme
- This could be in the form of a diary entry, story, poem or blog
- Pupils should write the piece in the first person and can include as many characters as necessary. Each character will have been affected by risk-taking in and around vehicles and roads and the writing should be based on the characters experiences and associated consequences
- Teachers should encourage the pupils to use descriptive language and put themselves in the position of the chosen character (if it’s not from personal experience)
- Teachers should encourage a sharing session for pupils to listen to others

Example of risk taking in and around vehicles and roads: Billy is knocked down by a distracted motorist; Billy was not crossing the road at a pedestrian crossing

<table>
<thead>
<tr>
<th>Character accounts could be from:</th>
<th>How characters may be affected:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Billy</td>
<td>• May have broken limbs or more serious injuries</td>
</tr>
<tr>
<td></td>
<td>• Have to spend time in hospital</td>
</tr>
<tr>
<td></td>
<td>• Miss a lot of school because of recovery</td>
</tr>
<tr>
<td></td>
<td>• May not even be able to go back to the same school</td>
</tr>
<tr>
<td></td>
<td>• May have nightmares</td>
</tr>
</tbody>
</table>
| The driver                                                                 | • They may feel a lot of guilt  
|                                                                           | • Driving licence could possibly be taken away  
|                                                                           | • The car may be off the road for repairs  
|                                                                           | • Insurance premium likely to increase  
|                                                                           | • May have to go to court, could even go to jail  
|                                                                           | • May lose their job if they can’t drive  
| Fire fighter (because the Fire engine was at the crash they couldn’t attend a house fire in which someone died) | • May feel guilty for not being available for the house fire  
|                                                                           | • May have angry feelings towards the driver for not concentrating when driving  
|                                                                           | • Could be frustrated at the pedestrian for not crossing the road in a safe place  
| Family of the driver                                                      | • The driver’s children have to get the bus to school as the family car cost too much to repair  
|                                                                           | • The driver’s children also will not get any more pocket money as the driver got sacked and can’t afford it anymore  
|                                                                           | • The driver’s wife feels guilty when she sees Billy’s slow recovery  
| Billy’s family                                                            | • Billy’s mum was so scared when she was told Billy had been knocked down by a car  
|                                                                           | • Billy’s mum had to go to hospital and wait for news about Billy’s operation  
|                                                                           | • Billy’s mum had to go to the hospital every day for weeks  
|                                                                           | • She had to look after Billy when he came home  
|                                                                           | • Billy’s brother and sister could not play with Billy for months and months because of his injuries  
| Billy’s teacher and school friends                                         | • Billy’s school friends missed playing with Billy  
|                                                                           | • They made Billy a get well soon card in class and their teacher delivered it to the hospital  

Discussion points:
How are each of the different characters affected?
What was the risk-taking behaviour that caused the crash?
How do the characters feel?
Are the effects short or long term?

Resources:
- Pen
- Paper / appropriate workbooks or computer
Aim:
- To conduct a local roadside survey and highlight their findings

Objectives:
- To be aware of the laws relating to road safety
- To analyse the adherence of the law by local road users

Learning outcome:
- The pupils will be able to recognise the importance of adhering to the laws of the road

Task:
- Teacher to outline the dangers of not wearing seat belts and appropriate child restraints and how dangerous distractions can be whilst driving (see page 30 - 32)
- Teacher to review the law and associated penalties relating to the wearing of in-car seat restraints and the use of mobile phones whilst driving (see page 33 - 34)
- Teacher to print the roadside survey template (see page 42)
- Pupils to carry out a roadside survey over a period (length determined by teacher) to observe the number of drivers not complying with the law specifically relating to seat belts and child restraints, the use of mobile phones whilst driving and not wearing the correct safety equipment on a motor bike/moped
- Pupils to analyse their sample figures and produce a graph to justify their findings and formulate a conclusion

Discussion points:
Encourage pupils to identify the following points:
- Are the current laws relating to the wearing of seat belts and child restraints, the use of mobile phones whilst driving and not wearing the correct safety equipment on a motor bike/moped being adhered to?
- How could a safety message be better relayed to the public?
- How could the authorities ensure that the law is not broken?

Resources:
- Pen
- Paper
- Roadside survey (See Page 42)

An internal risk assessment must be carried for this lesson as per School policy

Review 06/2013
Aim:
- To introduce pupils to road safety through role-play

Objective:
- Pupils will detail key road safety messages and highlight the negative aspects of peer pressure

Learning outcome:
- Pupils will be able to communicate key messages and highlight important road safety issues in relation to a pedestrian, passenger or driver

Task:
- Pupils to research peer pressure linked with road safety
- Pupils to produce a short piece of drama of approximately ten minutes in duration
- The drama should include evidence of peer pressure related to road safety; this can be either as a pedestrian, passenger or driver
- Pupils should include examples of risky or dangerous behaviour and being pressured into an action or behaving differently from how they would normally
- Pupils to work in groups of around five
- Time should be allocated to enable the groups to perform their pieces of drama to the rest of the class
- Teacher to ensure each group focuses on separate road safety issues in their productions to avoid duplication and allow a wide range of road safety issues to be covered
Discussion points:
- How does each of the characters in the drama feel?
- Are friendships/relationships affected?
- What was the risk-taking behaviour that caused the problem?
- What type of peer pressure was evident?
- Was there any damage to persons or property?
- Were any injuries apparent from the scene?
- How may these injuries affect each of the characters?

Resources:
- Adequate area for groups to practice and rehearse their productions
- Internet access for research and downloads (i.e. speed signs etc.) if necessary
Aim:
- To introduce perspectives on how Road Traffic Collisions (RTCs) may affect people

Objectives:
- To analyse how RTCs affect people
- Pupils will take part in a discussion with their peers and give their own perspective on the various news reports produced by the class and any issues raised within them

Learning Outcomes:
- Pupils will use their literacy skills to identify the outcomes of a fatal RTC
- Pupils will communicate the key messages from their written piece to the group and raise awareness of the aftermath of a fatal RTC on outside agencies, friends and family

Task:
- Teacher or selected pupil to read out the in-car scenario (see page 21)
- Pupils are split into 6 groups

<table>
<thead>
<tr>
<th>Police</th>
<th>Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teacher</td>
<td>Reporter</td>
</tr>
<tr>
<td>Witness</td>
<td>Newsreader</td>
</tr>
</tbody>
</table>

- Pupils to develop a news report gathered from witness statements (see page 21 - 22)
- Pupils to perform their news report relaying the outcomes and consequences for outside agencies, friends and family
Pupils should be encouraged to perform their news report to the group when possible. If this lesson is used within the context of a Drama lesson, pupils could also film their performance or work with other members of the group to produce an accompanying piece of Drama that will highlight the key messages included in the news report.

**Discussion points:**
Encourage pupils to identify some of the following points:

- How do the authorities piece together the cause of a RTC?
- How will the outside agencies be affected?
- How will those involved in the RTC be affected?
- How will the families be affected?
- How will their friends be affected?

**Resources:**
- Pen
- Paper
- Camera/camcorder (optional)

*This activity could be incorporated into an existing Drama or English lesson*
In-car Scenario

Tony has just passed his driving test on his 18th birthday after three attempts. He drives an old Mini Metro which he bought at the car auctions for £250. During half term he offers to take his cousins, Dan (aged 14) and Clare (aged 12) to a theme park which is two hours drive away.

The day arrives and Dan and Clare are very excited. They have never been on an outing without either of their parents before, which makes them feel quite grown up. Dan sits in the front and Clare in the back. The children have always been told to wear a seatbelt by their dad, but because he isn’t there to make them, they decide not to bother.

Dan and Clare’s mum rings Tony to ask what the traffic is like. He tells her that the motorway is very busy so he is taking the country road route. It shouldn’t take much longer if he puts his foot down. He looks for his favourite CD and puts it on maximum volume.

Clare leans forward to hand Tony a can of pop. He turns slightly to grab it just as he approaches the brow of a hill. Suddenly there is a tractor in front of them and there is no time to stop…

Police report

- Police attended a RTC at 10:20am
- Mini Metro involved in a collision with a tractor
- A 14 year old male pronounced dead at the scene
- A 12 year old female taken to hospital with suspected neck and spinal injuries
- Farmer treated for shock at the scene
- 18 year old male later taken into custody for questioning

Witness testimony

- Mr Burt Sugden witnessed the incident whilst walking his dog
- He observed Mr Hartley, a local farmer, driving across the road into his field
- A car traveling at speed appeared over the brow of a hill and crashed into the side of the tractor
- A passenger lay in the road
- He telephoned 999
Statement from family

- Daniel was a much loved son
- He was about to celebrate his 15th birthday
- The family are at Clare’s bedside, her condition is described as critical but stable

Statement from school

- Daniel was a well-liked pupil within the school
- He was about to take his exams and was expected to do well
- He was a key member of the football team
- The thoughts of the teachers and pupils are with the family
- A book of condolence has been opened in the school hall
Aim:
- To highlight how Road Traffic Collisions (RTCs) may affect people

Objectives:
- To analyse how RTCs affect people
- Pupils to detail the affects of a fatal RTC on outside agencies, friends and family

Learning outcome:
- By the end of this session the pupils will be able to demonstrate through writing and discussion the affects of a fatal RTC on outside agencies, friends and family

Task:
- Teacher to print pages 25-26 and cut out each section
- Teacher to display each testimony around the classroom witness statements from the following:
  - Police report
  - Witness testimony
  - Statement from family
  - Statement from school
- Teacher to retain the in-car scenario to read to the class at the end of the session
- Teacher to split the class into four groups
- The pupils/groups are reporters for a local newspaper
- The Teacher (editor) informs the reporters that there has been a fatal RTC in their area. They are to produce a newspaper report gathered from witness statements posted around the classroom
- Groups to develop a newspaper article to read to the rest of the class relaying the outcomes and consequences for outside agencies, friends and family
- Teacher reads out the in-car scenario to the class at the end of the session
Discussion points:
Encourage pupils to identify some of the following points:

- How do the authorities piece together the cause of a RTC?
- How will the outside agencies be affected?
- How will those involved in the RTC be affected?
- How will the families be affected?
- How will their friends be affected?

Resources:

- Pen
- Paper
- Scissors (for teacher use only)
Police report

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- A 14 year old male pronounced dead at the scene
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- Farmer treated for shock at the scene
- 18 year old male later taken into custody for questioning

Witness testimony

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- A car travelling at speed appeared over the brow of a hill and crashed into the side of the tractor
- A passenger lay in the road
- He telephoned 999

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- The family are at Clare's bedside, her condition is described as critical but stable

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- The thoughts of the teachers and pupils are with the family
- A book of condolence has been opened in the school hall
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Dan and Clare’s mum rings Tony to ask what the traffic is like. He tells her that the motorway is very busy so he is taking the country road route. It shouldn’t take much longer if he puts his foot down. He looks for his favourite CD and puts it on maximum volume.

Clare leans forward to hand Tony a can of pop. He turns slightly to grab it just as he approaches the brow of a hill. Suddenly there is a tractor in front of them and there is no time to stop…
You may find it useful to refer to the following information when discussing with the young people in your class some of the various issues relevant to keeping safe on the roads. Some of the elements are used in the listed activities. The following pages contain brief information on:

- Road Safety Top Tips
- The Green Cross Code
- Road Safety and the Law
- Distraction and consequences
- Penalties
- Useful websites
- Shape changer – colour
- Shape changer – black and white
- Shape changer instructions
- ‘Keep it Safe’ song lyrics
- Road side survey template
- Template to cut-out and colour for road safety snap/memory game
- Template to cut-out and colour for road safety wrist bands (fasten with sticky tape)
- Parent/Carer letter home information
- Parent/Carer letter home
- Evaluation
Children should know the following top tips are important – they should remind their parents or guardians as well:

- **Slow down**
  At 35mph you are twice as likely to kill someone you hit as at 30mph.

- **Keep your distance**
  Always keep a two second gap between you and the car in front.

- **Don’t drink and drive, or drive while impaired by drugs**
  Any alcohol or drug, even a small amount, can impair your driving so be a safer driver, don’t drive whilst impaired.

- **Take a break**
  Tiredness is thought to be a major factor in more than 10% of road accidents. Plan to stop for at least a 15-minute break every 2 hours on a long journey.

- **Don’t use your mobile phone while driving**
  Making or receiving a call, even using a hands-free phone can distract your attention from driving and could lead to a crash.

- **Belt up in the back**
  In a collision, an unbelted rear seat passenger can kill or seriously injure the driver or a front seat passenger. Child and baby seats should be fitted properly and checked every trip.

- **See and be seen**
  Motorcyclists and Cyclists should use lights and wear fluorescent or reflective clothing. Ride defensively based on good observation and anticipation.

- **Anticipate**
  Observe and anticipate other road users, use your mirrors regularly and don’t forget to glance into your blind area before altering your course.

- **Children**
  Children often act impulsively; take extra care outside schools and near buses and ice cream vans when they might be around.

- **Walk Safely**
  When crossing a road always use a pedestrian crossing if there is one nearby. Help others to see you by wearing fluorescent or reflective clothing in poor light conditions.

**REMEMBER THE GREEN CROSS CODE**
Children should not be allowed out alone until they are old enough to understand the Green Cross Code and use it properly. The age is different for all children but it is generally not before they are eight years old.

- **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's Safe to Cross**
  If traffic is coming, let it pass.

- **Look and Listen**
  When it's safe walk straight across the road.

- **Arrive Alive**
  Keep looking and listening for traffic while you cross.
Road Safety and the Law

SEATBELTS / SAFETY DEVICES
Seatbelt wearing is one of the key points we want the students to take away from the sessions. The theory is that a young seatbelt wearer will develop into a lifelong seatbelt wearer. There is evidence that people are less likely to use seatbelts on short or familiar journeys or at low speeds. Some people don’t wear their seatbelt as it may feel uncomfortable or not put it on when they’re in an unusual car i.e. taxi. Not wearing a seatbelt puts people at serious risk of injury in a crash.

THE LAW – SEATBELTS
The law requires that a driver and the passenger(s) in cars, vans and other commercial vehicles must wear a seatbelt if available. The driver is responsible for ensuring that anyone under the age of 14 and not required to be in a child seat wears a seat belt. Legal responsibility for seatbelt wearing lies with the individual if they are 14 years or over.

Exemptions from wearing a seat belt
You may be exempt from wearing a seat belt on medical grounds. Your doctor can issue a 'Certificate of Exemption from Compulsory Seat Belt Wearing'. Other exceptions include: taxi/private hire vehicle drivers, short drop delivery drivers travelling a distance less than 50 meters between stops e.g. milkman etc.

When did using a seat belt become law?
It became compulsory to use a seatbelt in the front of a vehicle in 1983. In 1989 child rear seat passengers were also required to use a seatbelt. All rear seat passengers have been required to wear a seatbelt since 1991.

Can a person be prosecuted for not using a seat belt?
Yes. In most cases it is illegal to travel in a vehicle without a seatbelt or appropriate child restraint.

Wearing a seat belt on a minibus, bus or coach
If seatbelts are fitted in a bus, minibus or coach then they should be worn by children 3 – 13 years and must be worn by people over 14 years.

Loose objects within a vehicle
In the event of sudden braking, objects can become a deadly missile and can cause serious or even fatal injury.
Motorists should use all compartments to ensure injury from a Road Traffic Collision (RTC) is not compounded by unsecured objects.

Airbag information
Airbags reduce the risk of injury to occupants in more severe collisions if they are used in conjunction with, but not in place of seat belts.
- Seat belts should always be worn properly, and should be adjusted so as to be comfortably tight across the body.
- If a child seat must be used in the front the passenger airbag must be disengaged first and should always be positioned out of the deployment zone.
THE LAW – CHILD CAR SEATS
The law says that all children up to 135cm tall (around 4'5"), or the age of 12 and under, whichever comes first, in the front or rear seats in cars, vans and other goods vehicles must travel in the correct child restraint for their weight. The Department for Transport recommends that children should continue using booster seats until they are 150cm (4ft 11in) tall.

Exceptions to child car seats
Visitors to the UK from abroad must also use the correct child restraint for their children – there are no exceptions for them. Friends and relations must also comply with the law.

Exceptions to the rules
In limited circumstances, children can travel without the correct child restraint for example when travelling in a taxi or for an unexpected emergency journey over a short distance, a child of 3 and under may travel unrestrained in the rear, while a child of over 3 years must wear an adult seatbelt. In older vehicles with no rear seat belts a child over 3 years may travel unrestrained.

SEATBELT AND AIRBAG SAFETY
While the driver with an airbag may experience the same average impact force as the driver with a good seatbelt, the airbag exerts an equal pressure on all points in contact with it according to Pascal's principle. The same force is distributed over a larger area, reducing the maximum pressure on the body.

The presence of an airbag should not be used as justification for not wearing the seatbelt! The seatbelt keeps the driver from moving out of the position where the airbag is effective in capturing the driver and cushioning the impact.
DISTRACTION AND CONSEQUENCES

Types of Driver Distraction
There are four types of driver distraction.

Visual distraction occurs when a driver sees objects or events and this impairs the driver’s observations of the road environment.

Cognitive distraction occurs when a driver is thinking about something not related to driving the vehicle.

Biomechanical distraction occurs when a driver is doing something physical that is not related to driving, for example, reaching for something and be out of the driving position, or holding an item.

Auditory distraction is caused when sounds prevent drivers from making the best use of their hearing, because their attention has been drawn to whatever caused the sound.

Distracted drivers underestimate the effects that distraction has on them, and do not perceive their reduced awareness or their ability to spot hazards; they have difficulty controlling their vehicles and could be charged with a range of offences including:

- Dangerous Driving
- Careless and Inconsiderate Driving
- Failure to Being in Proper Control of the Vehicle, or
- Driving Without Due Care and Attention

Careless or dangerous driving can include disqualification, a large fine, and up to two years imprisonment.

Death by dangerous driving can have a maximum prison sentence of 14 years.

Mobile phone use
From February 27th 2007 it became unlawful to use a hand-held mobile phone in any way when driving, even when you are stopped at traffic lights or in a queue of traffic.

If the driver needs to do something distracting, they should find a safe place to pull over.

Crashes
There are four impacts to a road traffic collision.

- Vehicle hits another object, e.g. wall or another vehicle.
- Occupants continue to move at the speed of the vehicle, until they hit a stationary object, e.g. steering wheel, vehicle interior or seat belt.
- Their internal organs continue to move until they collide with skeletal structure or other organs.
- Loose objects in the vehicle continue to move at speed and can collide with the occupants causing a further impact.

Seatbelts improve the chances of survival when involved in an RTC by 30% (Department for Transport.)
<table>
<thead>
<tr>
<th>Offence</th>
<th>Imprisonment</th>
<th>Fine</th>
<th>Disqualification</th>
<th>Penalty points</th>
</tr>
</thead>
<tbody>
<tr>
<td>*causing death by dangerous driving</td>
<td>14 years</td>
<td>Unlimited</td>
<td>Obligatory – 2 years minimum</td>
<td>3-11 (if exceptionally not disqualified)</td>
</tr>
<tr>
<td>*Dangerous driving</td>
<td>2 years</td>
<td>Unlimited</td>
<td>Obligatory</td>
<td>3-11 (if exceptionally not disqualified)</td>
</tr>
<tr>
<td>*Causing death by careless driving under the influence of drink or drugs</td>
<td>14 years</td>
<td>Unlimited</td>
<td>Obligatory-2 years minimum</td>
<td>3-11 (if exceptionally not disqualified)</td>
</tr>
<tr>
<td>Careless and inconsiderate driving</td>
<td>-</td>
<td>£5,000</td>
<td>Discretionary</td>
<td>3-9</td>
</tr>
<tr>
<td>Driving while unfit through drink or drugs or with excess alcohol: or failing to provide a specimen for analysis</td>
<td>6 months</td>
<td>£5,000</td>
<td>Obligatory</td>
<td>3-11 (if exceptionally not disqualified)</td>
</tr>
<tr>
<td>Failing to stop after an accident or failing to report an accident</td>
<td>6 months</td>
<td>£5,000</td>
<td>Discretionary</td>
<td>5-10</td>
</tr>
<tr>
<td>Driving when disqualified</td>
<td>6 months (12 months in Scotland)</td>
<td>£5,000</td>
<td>Discretionary</td>
<td>6</td>
</tr>
<tr>
<td>Driving after refusal or revocation of licence on medical grounds</td>
<td>6 months</td>
<td>£5,000</td>
<td>Discretionary</td>
<td>3-6</td>
</tr>
<tr>
<td>Driving without insurance</td>
<td></td>
<td>£5,000</td>
<td>Discretionary</td>
<td>6-8</td>
</tr>
<tr>
<td>Using a vehicle in a dangerous condition</td>
<td>-</td>
<td>LGV £5,000</td>
<td>Obligatory if offence committed within 3 years of a previous conviction for the same offence - 6 months minimum otherwise discretionary</td>
<td>3 in each case</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>PCV £5,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other £5,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other £2,500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Failure to have proper control of vehicle or full view of the road and traffic ahead, or using a hand-held mobile phone while driving</td>
<td>-</td>
<td>£1,000 (for PCV or goods vehicle)</td>
<td>Discretionary</td>
<td>3</td>
</tr>
<tr>
<td>Offence</td>
<td>Imprisonment</td>
<td>Fine</td>
<td>Disqualification</td>
<td>Penalty points</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>--------------</td>
<td>-----------------------</td>
<td>------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Driving otherwise than in accordance with a licence</td>
<td>-</td>
<td>£1,000</td>
<td>Discretionary</td>
<td>3-6</td>
</tr>
<tr>
<td>Speeding</td>
<td>-</td>
<td>£1,000 (£2,500 for motorway offences)</td>
<td>Discretionary</td>
<td>3-6 or 3 (fixed penalty)</td>
</tr>
<tr>
<td>Traffic light offences</td>
<td>-</td>
<td>£1,000</td>
<td>Discretionary</td>
<td>3</td>
</tr>
<tr>
<td>No MOT certificate</td>
<td>-</td>
<td>£1,000</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Seat belt offences</td>
<td>-</td>
<td>£500</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Dangerous cycling</td>
<td>-</td>
<td>£2,500</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Careless cycling</td>
<td>-</td>
<td>£1,000</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Cycling on pavement</td>
<td>-</td>
<td>£500</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Failing to identify driver of a vehicle</td>
<td>-</td>
<td>£1,000</td>
<td>Discretionary</td>
<td>6</td>
</tr>
</tbody>
</table>

**Discussion Points:**
- Legally anyone over the age of 14 is personally responsible for wearing their seatbelt, do pupils think this age is about right? Why?
- Do pupils think in their own opinion that the penalties for offences are correct? If not, what should they be?
- Did pupils know there were so many types of distractions? How can they help not distract drivers in the future?

**Useful Websites:**
For more information and for sessions aimed at Key Stage 1 and 2 pupils visit: http://www.dft.gov.uk/think/education/early-years-and-primary/

Further Key Stage 2 road safety activities can be found at the following link: http://talesoftheroad.direct.gov.uk/

**Other useful road safety websites:**
- http://www.brake.org.uk/
- http://www.dft.gov.uk/roads/
- http://www.rospa.com/roadsafety/
- http://www.wyfs.co.uk/
**Safety Central**
Making West Yorkshire Safer

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**PRINT PAGES 35 – 36 DOUBLE SIDED**

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**1.** Is it OK to drive using both hands? **NO.**

**2.** Must a seatbelt be worn in the back of a car? **No.**

**3.** Are adults able to drive whilst drinking wine? **No.**

**4.** Can children sing the song in the car? **No.**

**5.** Is the key safe for children? **No.**

**6.** Is driving too fast against the law? **YES.**

---

**No.**
Because everyone must wear a seatbelt in a car. It's the law. **KEEP IT SAFE**

**Is driving something that worries you?**
Because driving too fast may cause a crash. **KEEP IT SAFE**

**Is the teacher safe for children?**
Because tell adults. Get them safe. **KEEP IT SAFE**

**Is it OK to drive using both hands?**
No. You can not do 2 things at the same time. **KEEP IT SAFE**

---

**Review 06/2013**

---
1. Is it OK to wear the seatbelt back of a car? No. Because everyone must wear a seatbelt in a car. It's the law. KEEP IT SAFE.

2. To drive using both hands? No. The driver must concentrate on the road. You can not do 2 things at the same time. KEEP IT SAFE.

3. To whistle a horn at 30 mph? Is it safe? It is not. KEEP IT SAFE.

4. To sit for 4 hours? No. It's too long. KEEP IT SAFE.

5. Is the 'keep singing' in the car about letting children talk? No. It's important to tell adults what's going on. KEEP IT SAFE.

6. Is driving something against the law? Because driving too fast is against the law and may cause a crash. KEEP IT SAFE.

7. To drive and text? No. Texting is too dangerous. KEEP IT SAFE.

8. To be in the back of a car? No. Because everyone must wear a seatbelt in a car. It's the law. KEEP IT SAFE.

9. Is the 'keep singing' in the car about letting children talk? No. It's important to tell adults what's going on. KEEP IT SAFE.
# Shape Changer Build Instructions

<table>
<thead>
<tr>
<th>Stage</th>
<th>Diagram</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><img src="image1" alt="Diagram" /></td>
<td>Looking at your dot to dot picture, fold the square in half to make the edges meet or point A meet Point B and D meet point C. Open up and fold to make the opposite edges meet, point A to D and point B to C.</td>
</tr>
<tr>
<td>2</td>
<td><img src="image2" alt="Diagram" /></td>
<td>Turn your square to make a diamond shape and fold the diagonal lines from points A to C so that Point B meets point D. Open up and fold the opposite diagonal line from point B to D, so that point A meets point C.</td>
</tr>
<tr>
<td>3</td>
<td><img src="image3" alt="Diagram" /></td>
<td>Open out to see all the folds you have made through the dot to dot picture.</td>
</tr>
<tr>
<td>4</td>
<td><img src="image4" alt="Diagram" /></td>
<td>Fold the corner points into the centre of the dot to dot picture; in the picture point B is folded in to meet the X. Folding all corners will show the numbers on the back of the paper.</td>
</tr>
<tr>
<td>5</td>
<td><img src="image5" alt="Diagram" /></td>
<td>Once all corners are folded in turn your paper over.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fold each corner in to the centre point X, as in step 4. This will reveal coloured triangles and questions.</td>
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</tr>
<tr>
<td>6</td>
<td>![Diagram of a square with corner folds]</td>
<td>With all folds still in place, fold the square in half meeting points A to D and B to C.</td>
</tr>
<tr>
<td>7</td>
<td>![Diagram of a square folded in half]</td>
<td>Push the two edges together and fold out the numbered flaps, placing your thumb and fore fingers under the flaps.</td>
</tr>
<tr>
<td>8</td>
<td>![Diagram of numbered flaps being unfolded]</td>
<td>Unfold to reveal dot to dot shape again.</td>
</tr>
<tr>
<td>9</td>
<td>![Diagram of unfolded square]</td>
<td></td>
</tr>
</tbody>
</table>
‘KEEP IT SAFE’ – SONG LYRICS

NOW HERES A STORY FROM ME TO YOU
THIS IS MC STEVE GONNA TELL YOU WHAT TO DO
NOW THE MORAL OF THE STORY IS STAYIN' ALIVE
SO LISTEN UP TO THIS IF YOU WANNA SURVIVE
TELL YOUR MUM AND YOUR DAD AND YOUR GRANDMA TOO
THEY MIGHT NOT LISTEN TO ME BUT THEY'LL LISTEN TO YOU
I'M GONNA LAY IT DOWN QUICK SO MAKE SURE YOU HEARD
NOW LET ME TELL MY STORY BOUT A FOUR LETTER WORD AND THAT'S SAFE

KEEP IT SAFE (CHORUS)

WHEN THE DRIVERS YACKING ON THE MOBILE PHONE
AND IT'S BEEN A BUSY DAY AND YOU WANT TO GO HOME
TALKIN WHILE YOU DRIVE AFFECTS YOUR CONCENTRATION
SHOW THEM WHAT TO DO WITH A SAFE CITATION
KEEP THE CAR A SAFE PLACE TO BE
SO DON'T YABBER ON THE PHONE NOT EVEN HANDS FREE
MAKE THEM AWARE IT'S NOT SAFE FOR US
COS IF YOU LOSE YOUR LICENCE THEN WE'RE ALL ON THE BUS

KEEP IT SAFE (CHORUS)

NOW SEATBELTS FOR YOU AND SEATBELTS FOR ME
IT'S WHAT YOU GOTTA DO BEFORE YOU TURN THE KEY
COS IF YOU EVER HIT A CAR THEN IT'S GONNA BE BAD
COS YOU'LL FLY THROUGH THE AIR AND SAY HI TO YOUR DAD
IF YOU'RE A LITTLE BIT SMALL AND YOU'RE FOUR FOOT NINE
WEAR A BOOSTER SEAT AND YOU'RE GONNA BE FINE
FRONT BACK SEATBELTS EVERY TIME
SO IF THE CARS GOTTA STOP YOU'RE GONNA BE FINE

KEEP IT SAFE (CHORUS)

NOW SPEED IS ANOTHER THING THAT WORRIES ME
NOW YOU GOTTA SLOW DOWN MAN IT'S NOT A GRAND PRIX
IF THE STREETS A BIG BLUR WHEN YOU'RE DRIVING PAST
WELL YOU GOTTA TELL THE DRIVER "YOU'RE GOING TOO FAST"
REMEMBERING THESE SIMPLE RULES
WELL WE CAN PUT A STOP TO THESE DRIVING FOOLS
SEATBELTS MOBILES SPEED ALL THREE
COME ON AND SAVE A LIFE WITH THE SAFE MC

KEEP IT SAFE (CHORUS)
<table>
<thead>
<tr>
<th>Name of Road:</th>
<th>Date:</th>
<th>Time:</th>
<th>Speed measures already in place:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Motorcycle Helmets, Clothing, Parts, Tyres & Accessories

Helmetta, Clothing, Gloves, Boots
This Snap (memory) game has been included as an extra fun activity to build on road safety prevention messages learnt. Colour, cut-out and play.
This wristband has been included as an extra fun activity to bring road safety out of the classroom and into the home. Cut-out, colour and fasten with sticky tape.
Parent/Carer Letter Home Information

The following letter is designed for your pupils to take home after a road safety activity or lesson. Developing good road safety practice can take time and repetition. Re-affirming the lessons in a home environment often enhances lessons learned in school.

Please use this letter to inform parents/carers of the road safety information their child has been doing at school, it includes suggested activities for practice at home.
Dear Parent or Carer,

Your child is learning about road safety.

Developing good road safety practice can take time and repetition. Re-affirming the lessons in a home/car environment often enhances lessons learned in school.

Spending time practising the road safety could help develop your child’s road safety skills and may reduce the likelihood of unnecessary incidents.

Topics covered through various lessons include:

- In-car safety
  - Importance of wearing a seatbelt
  - Not distracting the driver
  - Sharing the knowledge to ensure everybody is as safe as possible

- Green Cross Code

- Cycle safety

- Road traffic collision affects and consequences

- Role of the emergency services

- Road law and penalties

- Peer pressure

If you have internet access at home why not practice some road safety activities:

http://www.dft.gov.uk/think/education/early-years-and-primary/parents/

Many thanks.
Evaluation

Please help us by sparing some time to give us your comments on the activities that we have provided.

Using the link below you will find our Teacher Evaluation on-line feedback page; we would be very grateful if you could complete.


We are also keen to hear about what the young people in your group thought about the activities. Should you be so kind as to complete the evaluation, we may contact you for some more detailed evaluation from the pupil’s perspective on the session(s) you choose to complete.

Thank you