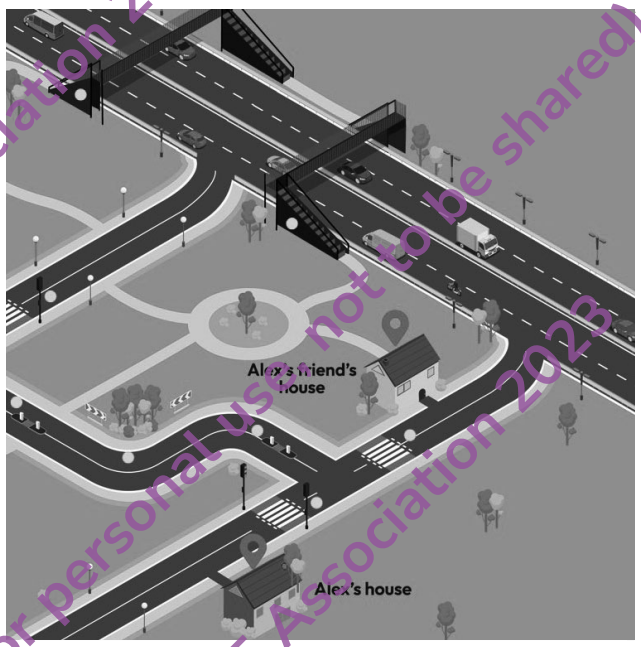
KS2 – Road Safety

Lesson 3:
Independently crossing the road



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Independently crossing the road

This is the third of four lessons exploring travel safety at key stages 1 and 2. This lesson focuses on the knowledge and skills pupils need to keep safe when independently crossing the road.

No lesson should be taught in isolation, but always as part of a planned, developmental PSHE education programme. These lessons should be taught as part of wider learning about personal safety and safety in different environments.

Learning objective

To learn how to take responsibility for personal safety around roads

Learning outcomes

Pupils will be able to:

- explain how and why to keep safe near roads
- identify and assess potential risks on or near roads
- identify safer routes for making short, local journeys on foot

Resources required

- Box or envelope for anonymous questions
- Resource 1: ***What is the safest route?*** *[optional resource, 1 per small group]*
- Resource 2: ***Safe and unsafe road crossings*** *[optional support resource, 1 per pupil]*

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Lesson summary

Activity	Description	Timing (Total: 60 mins)
1. **Baseline assessment**	Establish ground rules. Pupils individually write 'Top tips' for staying safe around roads.	**10 mins**
2. **Introduction**	Introduce learning objectives and outcomes. Recap learning from KS1 on The Green Cross Code. Class discussion on why it is important to follow rules when on and around roads.	**5 mins**
3. **Help Alex get to school**	Pupils are introduced to a fictional map and work as a class to help a character plot their safest route to walk to school.	**15 mins**
4. **Plan your route**	Pupils independently create a map sketch to plan the safest route to walk from their home to school or local shop/amenity.	**15 mins**
5. **Take care!**	As a class, pupils respond to a scenario by suggesting the skills/attributes needed for the characters to be safer when crossing the road.	**5 mins**
6. **Reflection and endpoint assessment**	Pupils revisit their baseline assessment and change or add to it in a different colour, showing their new knowledge and skills.	**5 mins**
7. **Signpost support**	Pupils are signposted to relevant support for any questions or concerns they may have.	**5 mins**

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Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson. These include guidance on ground rules, the limits of confidentiality, relevant subject knowledge, communication and handling questions effectively.

Key words

road | safety | route | stop | look | listen | wait | think | vehicle | traffic | pelican crossing | lollipop person | zebra crossing | traffic island | pedestrian footbridge

10 mins

Baseline assessment activity

Before teaching, establish or remind pupils of the ground rules.

Using **slide 10**, explain to the pupils that in their exercise books they should create as many 'Top tips' for staying safe around roads as possible, with the aim of sharing these with a younger class. These are to be written in one colour only.

Assess pupils' current knowledge and understanding as you move around the room, looking at their written responses. Make a note of any misconceptions pupils have and what they still need to learn, to help guide your teaching throughout the lesson.

5 mins

Introduction

Introduce the learning objective and outcomes and explain that today's lesson will be exploring how they can take personal responsibility for staying safe on and near roads.

Using **slide 12**, which shows an incorrect safety step sequence of The Green Cross Code, ask the pupils to use 'Think / Pair / Share' to decipher the correct sequence.

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Emphasise the safety sequence and key safety messages learned in KS1, using **slide 13:**

1. **Think –** find a safe place to cross the road.

2. **Stop and wait** – when you approach a crossing, STOP before you are at the edge of the pavement. Do not step on to the road.

3. **Look and listen –** LOOK for vehicles by looking right, left and right again. Listen for vehicles too. You may be able to hear them before you see them. Be aware that bicycles and electric vehicles can be quiet but can also travel very fast.

4. **Stop and wait –** think, is there enough time for you to cross the road safely? If traffic is coming then let it pass.

5. **Look and listen again**

6. **Cross** – keep looking and listening when you walk **straight** across the road. Do not run across as you may trip and not get up in time.

Ask, 'Why is it important to follow The Green Cross Code when on and near roads?'

Take feedback, drawing out important messages about the need to avoid harm from moving vehicles.

Core activities

15 mins

Help Alex get to school

Read the scenario on **slide 14** about Alex being allowed to now walk to school independently. Explain that Alex wants to call on their friend so they can walk together. Show the pupils **slide 15**, which shows a fictional map of the area where Alex lives. Pupils could also view this map on ***Resource 1: What is the safest route?***

In small groups, ask the pupils to firstly identify all of the safe and unsafe crossing places.

Safe places: zebra crossing, pelican crossing, with a Lollipop person/crossing patrol, traffic island, pedestrian footbridge

Unsafe places: near a blind bend, crossing between parked cars

Take feedback, whilst clicking on different crossing places (green dots) on the map to show the pop-up boxes, which give more information. Agree as a class on which places on the map would be safer to cross.

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Back in groups, ask the pupils to plot the most direct, yet safest, route for Alex to collect their friend then walk to school. Ask for feedback and as a class agree upon the safest route for Alex to walk to school.

Note: Explain to the pupils the potential danger of walking to school the most direct way, as it would mean they would have to walk alongside a dual carriageway where the traffic can travel at much faster speeds. That's why pedestrians are provided with footbridges to cross such roads.

During this class discussion, challenge their thinking with some of the following questions:

- Is that the safest place to cross?
- Why might that be an unsafe place to cross?
- What are the potential risks if Alex crosses here?
- What makes this a safer place to cross?
- What does Alex need to remember when crossing here?

Explain to the pupils that the safest route to a destination may not always be the fastest route but staying safe is the most important thing.



Plan your route

Using **slides 16-17**, ask pupils to individually create a map sketch in their books, to indicate the safest route to walk from their home to school or their local shop/amenity. Encourage them to create their own key of symbols for safer places to cross.

Ask the pupils to consider the following questions in pairs before drawing their map:

- Where are the safest places to cross roads on your route?
- Is there anyone you could walk with or who could help you cross roads on your route?
- What might the risks be along your route?
- Are there any places to avoid as they would be unsafe?

Once their map is drawn and the route is plotted, ask them to talk it through with a partner.



Support: Provide pupils with ***Resource 2: Safe and unsafe road crossings*** to aide their decisions on choosing a safe route.



Challenge: Ask the pupils, 'What are both the risks and benefits of walking to school with a friend?'

Examples of responses might include: being silly together; it might make the time for the journey longer; you've got company on the walk; there would be help if a problem occurs; two sets of eyes to look when crossing; both distracted when crossing, etc.

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5 mins

Take care!

Read the scenario on **slide 18** with the pupils:

One morning, Nisha is walking to school and she can see two of her classmates walking together up ahead. Ben is showing Sam something on his mobile phone and they are both chatting, laughing out loud and pushing each other around. She notices that they are both approaching a road to cross and are about to step out into it as a car is nearing. She shouts out to them, "Stop!"…

Ask the pupils:

- What are the distractions for the boys as they approach the road? *(paying attention to a mobile phone / chatting and laughing / looking at each other rather than the road)*
- How could they change their behaviour as they approach the road in order to be safer? *(put away the mobile / stop talking to each other until safely across / act more calmly around roads / always be aware of traffic when walking near or crossing roads)*
- What do they need to do to ensure they are safely crossing the road? *(take care to look properly both ways repeatedly / walk, don't run / use The Green Cross Code)*
- What could have happened to the boys if Nisha hadn't shouted to them to stop? *(harm / injury / death from the moving car).*

Plenary / Assessment *for* and *of* learning

5 min

Reflection and endpoint assessment

In order for you and the pupils to see the progress they have made in their learning, ask them to revisit their baseline assessment (**slide 19**) and add to or amend it in a different colour. This will show all of the new knowledge and skills they now have.

Ask them to individually reflect on times in their daily life where they can practise their road safety knowledge and skills.

5 min

Signposting support

Identify trusted adults within school or at home who pupils can speak to if they are concerned or have questions about any elements of road safety.

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Extension Activity

Explain to the pupils, using **slide 21**, that people in the job role of Civil Engineers have responsibility for designing new road systems in our country. Ask the pupils to imagine they have that job and have been tasked with designing a new crossing system for pedestrians. They can use all of their knowledge and skills around crossing roads safely, assessing and managing risk and existing crossing systems to individually design (draw and label) a brand-new crossing system for pedestrians.

Ask pupils to label or annotate their design with the following:

- Safety features or ways the crossing keeps people safe, e.g. lights / buttons / a person
- How pedestrians should use the crossing
- How drivers will know that someone wants to cross
- Things drivers / pedestrians need to be aware of and / or watch out for

Pupils can share their inventions with the rest of the class.

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