



A safe, active journey to school



Level 3

Years 5 & 6



Length of lesson

90 minutes



Learning style

Guided/groups/
independent



Resources

- + **Special resource** – Giant jigsaw puzzle (approx. 2.5m x 2m) with red and blue flags (12 of each + stands)
- + **Activity Sheet 3.1 – Identify the hazards** (printable illustration for classes without access to the puzzle)
- + **Activity Sheet 3.2 – Managing hazards safely**



WALT

Identify road hazards and areas of potential risk and know how to manage these hazards in order to keep ourselves safe travelling to and from school.



Learning Outcomes

Students will:

- + Develop communication skills to work as a team to complete a giant jigsaw puzzle depicting road hazards;
- + Study the busy (puzzle) scene. Work together to identify 12 specific road hazards and risks to personal safety and then explain their concerns;
- + Identify the hazards on their journey to and from school, and list what they need to do to stay safe.



Vocabulary

Hazard, sneaky driveway, signalised crossing, pedestrian crossing (road), pedestrian level crossing (rail), rail track barriers, high-visibility, eye contact

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Learning Activities

1. Find a large clear space. Provide the class with the jigsaw puzzle and the red and blue flags (12 of each + stands). Ask students to work together to complete the side of a busy colourful scene, shown in **Activity Sheet 3.1 – Identify the hazards**.
Then as a class, study the whole scene and identify the 12 hazards. Stand a RED flag on each hazard, and then match each hazard with a safety message written on the BLUE flags. Discuss and decide together the best safety message for each hazard.
2. Give each student **Activity Sheet 3.2 – Managing hazards safely**. Students work independently to carry out three tasks:
 - Task 1** – Match hazards to the safety message again, this time on the activity sheet.
 - Task 2** – Answer a series of safety questions.
 - Task 3** – Think about their own journeys to and from school and any potential hazards that they may face. Write out the safety messages that will help them manage these hazards and stay safe.

For **task 3** acknowledge that some students may have different journeys or modes of travel in the am and pm. Also, some students may have different travel arrangements each week e.g. as members of two-household families with different custody arrangements.

Note

If your school does not have access to the jigsaw puzzle, provide students with **Activity Sheet 3.1 – Identify the hazards** (illustration from the puzzle). Ask students to work together in small groups to identify all 12 safety hazards on the illustration and highlight them in red. Ask them to discuss the safety message which best matches each hazard (the hazards and safety messages are listed on **Activity Sheet 3.2 – Managing hazards safely**).



Extra activity

Students draw a map of their personal journey to school. They then:

- + Identify the locations on their journey where there is a potential hazard or risk, such as unmarked road crossings, busy traffic areas or side roads.
- + Draw a red flag next to each of these locations.
- + Label each flag with the safety message that corresponds to that hazard.

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Task 1 – Answers

Hazard	Safety Message
A cyclist riding their bike without a helmet.	Always wear a helmet when cycling or scootering and make sure it is correctly fitted.
Sneaky driveway – a car reverses into a pedestrian who is running across the driveway.	Stay alert. Stop, Look, Listen before crossing a driveway. Watch for reversing lights.
A cyclist is nearly knocked off their bike when travelling in the path of a left-turning truck.	Never pass on the left side of a large vehicle like a truck or bus. Be bright, be seen, wear bright-coloured clothes or a high-vis (high-visibility) vest when cycling on the road.
A student gets off the bus and crosses the road in front of the school bus, walking into the path of an overtaking car.	Always wait for the bus to leave the bus stop before crossing the road. Stop, Look, Listen and stay alert.
A boy scootering across a school car park.	Car parks can be busy and dangerous. Stop, Look, Listen for moving cars and watch for reversing lights. Walk your bike or scooter in car parks.
A student crosses the road in between two parked cars.	Cross where you have a good line of sight – not in between parked cars or near corners. Always use a pedestrian crossing if you can.
A girl runs onto a pedestrian crossing without waiting for cars to stop.	Stop, Look, Listen before crossing a road. At a pedestrian crossing wait until cars come to a complete stop and then make eye contact with the driver so they know you are about to cross.
A boy crossing train tracks with earphones in and looking at their phone.	Stay alert when crossing railway tracks. Trains move very fast. You can't hear them until it's too late. Only cross at the barriers or level crossing when the lights and bells have stopped. Look both ways; trains can come from either direction.
Students in a crowded group at a bus stop, overhanging the road.	Wait quietly and in line at the bus stop, away from the road.
A cyclist alone on a fast, rural road.	Be bright and be seen. Wear bright-coloured clothes or a high-vis (high-visibility) vest when cycling so that drivers can see you.
A girl crossing the road near a corner to join her mother who is waving to her.	Most pedestrian injuries happen when people cross the road. Always have a good line of sight when crossing the road, don't cross near corners.
Students walking on a signalised crossing when the lights are red.	Only cross when you see the green man and always check that the traffic has stopped before you cross.

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Task 2 – Answers

1. When walking your bike or scooter through a car park, what do you need to look out for?
Moving cars and reversing lights.
2. When you cross a road at a signalised crossing, you must only ever cross when you see that **the green man is lit.**
3. When crossing a railway track you must stay alert. **Only cross at the barrier or level crossing when the lights and bells have stopped.** Look both ways; trains can come from either direction.
4. When you are crossing the road at a pedestrian crossing, what should you do before you cross the road?
Stop, Look, Listen before crossing a road. Wait until cars come to a complete stop and then make eye contact with the driver so they know you are about to cross.
5. What correctly fitted item should you always wear to protect your brain when you are scootering or cycling?
A helmet.
6. When you get off a bus, what should you always do before crossing the road?
Always wait for the bus to leave, then Stop, Look, Listen before crossing the road.