

Rural Road Safety: A Resource for Key Stages 1 & 2



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Introduction

The Rural Road Safety resource for schools has been produced by RoSPA with funding from the Department for Transport. It is intended to enable children in rural areas to develop and improve their road safety skills by delivering road safety messages within curriculum areas such as Maths, English, Geography, PSHE and ICT.

This resource has been developed as current road safety resources are often heavily weighted towards urban road safety issues. Children who live in, or come from, rural communities need additional skills to cope with the rural environment.

This resource highlights several key rural road safety issues and identifies key rural road safety messages for children in Key Stages 1 and 2. Additional background notes and useful links are also included to assist in the planning and delivery of the lessons.

Pedestrian Safety

As pedestrians, children are in danger walking along rural roads, because of the higher speeds of vehicles and the lack of pavements – this is highlighted by recent statistics which show that in 2003, almost one quarter of child pedestrians involved in an accident on rural roads resulted in a serious injury or a fatality as opposed to fewer than one in five child pedestrians on urban roads. It is important that children learn how to reduce the risk of being injured in these conditions by:

- walking on the side of the road facing oncoming traffic
- keeping to off-road routes wherever possible
- staying safe on roads by learning that even if it is quiet, fast vehicles may be close by.

Cycling Safety

Child cyclists on rural roads face similar dangers and the resource aims to underline the importance of cycle training and carrying and wearing the correct safety equipment at all times.

In-Car Safety

Child passengers in cars on rural roads are around twice as likely to suffer a serious or fatal injury as on

urban roads. This is due to the fact that children in rural areas travel more in cars than their urban counterparts, and do not always use child restraints or wear seat belts. This resource will let children discover for themselves the importance of wearing a seat belt for every journey and the implications of not wearing one.

School Trips

This resource will highlight to rural children the different skills required to deal with urban traffic situations, during visits to cities – for example, on school trips. The resource will also make them aware of any further skills they need for urban environments such as crossing between parked cars.

Horse Riding Safety

One area of road safety more applicable to children in rural areas than urban ones is horse riding.

This resource highlights:

- the importance of carrying and wearing the correct equipment
- importance of training.

NB: Although it is understood that KS1 and KS2 children will only ride horses as part of an organised group, it is hoped that the lessons learnt will be carried through into later life.

How to use the Resource

This pack is aimed at children in Key Stages 1 and 2. For each Key Stage, there are a series of lesson plans with the curriculum links clearly identified. Each lesson is put into context and there are suggestions for activities prior to the lesson. The lesson plans outline the resources needed and list activities and ideas for further study.

In addition to lesson plans, numbered pupil files are included. These are referred to in the lessons and can be photocopied for pupil use.

Facts and Figures

This section highlights many of the key factors that are specific to children’s road safety in rural areas. The definition of ‘rural roads’ used for road casualty statistics is "major and minor roads outside urban areas, excluding motorways".

The design of rural roads and the type, level and speed of traffic they carry differs significantly from urban roads. This means that the risks children face, and the type of accidents they suffer, on or near rural roads are also different from those on or near urban roads.

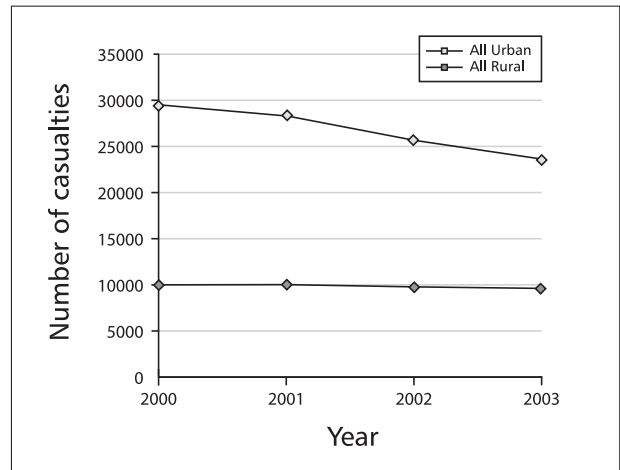
Due to the lower traffic flow on rural roads they can be perceived as safer than they actually are. But, the higher speeds and the twisty and hilly nature of many of the roads reduces the distance that drivers can see ahead, giving them less time to react and resulting in more severe impacts.

In urban areas, accidents usually cluster at junctions or on particular stretches of road. In rural areas they tend to be more scattered and less likely to be at a junction, which makes road engineering measures more difficult.

In 2003, 27% of child casualties occurred on rural roads, the vast majority of whom were car passengers.

Child Casualties on Rural Roads, GB, 2003				
	Killed	Serious	Slight	Total
Pedestrian	17	352	1223	1592
Pedal Cyclist	8	136	687	831
Car Passenger	51	493	5048	5592
Total	76	981	6958	8015

Graph 1 shows that for the four years, 2000 to 2003, there was a steady decrease in urban casualties, but rural casualties only decreased slightly over the same period.¹

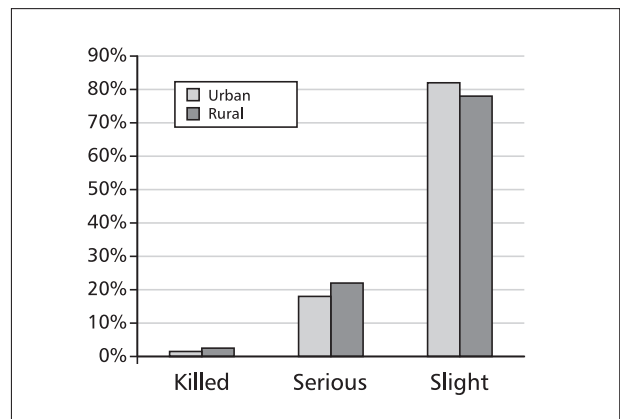


Graph 1: Child casualty numbers on urban and rural roads between 2000 and 2003

Pedestrians

In 2003, 17 child pedestrians (under the age of 16 years) were killed on rural roads, 352 were seriously injured and 1,223 were slightly injured.

Child pedestrians on rural roads are at a greater risk of serious injury than those on urban roads. On rural roads in 2003 there were 1,592 recorded injuries to pedestrians under 16, of which 22.1% were serious injuries and 1% resulted in a fatality. Compared with the urban statistics where there were 10,934 recorded injuries, of which 18% serious and only 0.5% were fatal.



Graph 2: The percentage of each severity of injuries to child pedestrians on urban and rural roads

Rural roads are narrow and often have no pavement. Child pedestrian casualties in rural areas are more likely to occur when children are walking along the road rather than crossing it. There are nearly twice as many child pedestrians hurt when walking with their back to traffic than walking facing oncoming traffic. By walking in the direction of oncoming traffic (as recommended by the Highway Code) a child is more likely to see the danger and take avoiding action by moving out of the way before being struck by a vehicle.

Rural roads are less likely to have pedestrian crossing facilities which increase the danger when crossing. 75% of the accidents involving child pedestrians within 20 metres of a T, Y or staggered junction were serious or fatal.

The lack of lighting may also be an important contributory factor in increasing the likelihood of a severe child injury in rural areas – 13% of child casualties occur in areas of darkness on rural roads compared to just 1% on urban roads. Again, there are less likely to be streetlights in rural areas. A good way of being seen is to always wear reflective strips and carry a torch when walking at night as this would increase the child's visibility.

Cycling

In 2003, 8 child cyclists (under the age of 16) were killed on rural roads, 136 were seriously injured and 687 slightly injured. Overall, 17% of all child cyclist casualties occurred on rural roads, but 44% of deaths and 24% of serious injuries to child cyclists were on rural roads. This indicates that when child cyclists are involved in accidents on rural roads, the injuries are more likely to be severe.

This is probably due to the design of rural roads, which have more bends than their urban counterparts and have fewer cycle lanes to keep the children out of the flow of traffic, especially in areas where a cyclist is at higher risk such as at bends and junctions. There is certainly a link between the speed at which a car travels and the severity of an accident.

This is particularly relevant in a rural environment where the national speed limit applies over a wide area and also with the dramatic change in speed when passing through villages.

There is also a greater problem in rural areas of accidents happening close to driveways where vehicles pull out onto the road. It is important that children using rural roads learn to treat these areas with as much caution as on urban roads where the driveways are more frequent, and their dangers more obvious.

Car passengers

The vast majority (65%) of child casualties on rural roads are car passengers, whereas only 30% of child casualties on urban roads are car occupants. This is because children make more, and longer, car journeys in rural areas, there is a lack of public transport, services such as shops are more dispersed, and car ownership is higher.

In 2003, 51 children (under the age of 16 years) were killed when travelling in cars on rural roads, 493 were seriously injured and 5,048 were slightly injured. This contrasts with urban roads where there were 6,659 child casualties in cars, resulting in 18 deaths.

The higher speeds on rural roads increase the chance that a crash will be fatal but there is also evidence that many children living in rural areas are less likely to wear a seatbelt for every journey and especially when the journey that they are taking is relatively short.

¹ Child Road Safety in Rural Areas: Literature Review and Commentary, Department for Transport, 2002

² Transport Statistics, Department for Transport, 2003

KS 1 Lesson Plan: Pedestrian Safety

Context

Rules are an important part of road safety. At Key Stage 1 children learn to stop, look, listen and think before crossing the road. Children should also learn that crossing the road is difficult and they need to hold a grown-up's hand when crossing the road.

Learning Objectives/National Curriculum Links

English: En1, 1a, 3a, 4a, 4b, 8d, 10b, 10c, 11a, 11b

PHSE/Citizenship: 2a, 2g

What you will need

Pupil file 6 – pictures of different vehicles

Copies of 'Stop, Look, Listen, Think Poster'

Tape of sounds of different vehicles.

Activities

Brainstorm where rules are applied, for example, in the playground, in sports, crossing the road. Discuss why rules are needed – e.g. to help us keep safe.

Talk through the 'Stop, Look, Listen and Think' rules. Why is each part important?

Ask the children to listen to the tape of different vehicles and match them to pictures on pupil file 6.

Discuss with the children how some sounds are loud and some soft and how some vehicles may be hard to hear. Talk with the children about different sized vehicles and how some are easy to see and some are difficult. Discuss how hard this makes crossing the road and why they need to hold a grown-up's hand.

Additional Activities

In small groups or pairs, children should practice talking to parents or grown-up's about why they need to hold their hands. One child takes on the role of the adult and then this can be reversed. Emphasise that they should only hold the hand of a grown-up they know. This can link to other work on 'Stranger Danger'.

Context

Rules are an important part of road safety. The first road safety rules that children learn are to Stop, Look, Listen and Think before crossing the road, then they learn the Green Cross Code. The Green Cross Code contains the rules that everyone should use to cross the road. This is first taught in junior school as part of pedestrian training, but crossing the road is different in the country from the town. For example, in the country there may not be a footpath and pedestrians must walk facing oncoming traffic. Vehicles in the country go faster than in town and it can be difficult to find a safe place to cross away from bends and the tops of hills.

Learning Objectives/National Curriculum Links

PSHE/Citizenship: 2b

What you will need

Pupil file 7 – picture of town road and country road

Copies of 'Arrive Alive: A Highway Code for Young Road Users' (available from your Local Authority Road Safety department).

Activities

Ask the children to look at the different pictures in pupil file 7 and 'Arrive Alive'. Make a list of the differences between country roads and town roads.

Why can country roads be more dangerous than town roads? e.g. no pavements, bends, hills, faster traffic.

Create a 'highway code' for the country, with all the rules that apply to walking on country roads.

Additional Activities

Ask the pupils to make a list of all the things they can do, wear or use to make them more visible when walking on or near country roads.

How does each item help them? e.g. bright/reflective clothes make it easier for other road users to see them.

Context

Over half the cyclists who are hurt in accidents injure their heads, and nearly three-quarters of those killed have head injuries. Wearing a cycle helmet reduces the risk of receiving head and brain injuries in an accident as a helmet will cushion your head in a fall and its protective material reduces the force of a crash before it reaches your head. Children will not be cycling on the road until they have been trained and parents are confident they can do so safely, but it is important that wearing a helmet becomes a habit for children as early as possible.

Learning Objectives/National Curriculum Links

Art & Design: 4b, 5a, 5b, 5c

What you will need

Pupil file 8 – cycle helmet checklist

Pupil file 9 – outline of cycle helmet

Craft materials:

A pen, two hard boiled eggs and a mat/place to drop it

If possible an egg helmet from the Bicycle Helmet Initiative Trust, 43-45 Milford Road, First Floor, Reading, Berkshire, RG1 8LG.

Activities

Brainstorm what activities or jobs need specialist protective headgear, for example, builders, firemen, cycling and then discuss why this is needed. Helmets protect the head, which houses the brain, and if your brain gets damaged it can cause serious problems, so it is important to wear helmets.

Using pupil file 8, go through the cycle helmet checklist, asking the children to discuss which items they agree with and which they disagree with.

Do a class survey to find out how many children ride bikes, how many wear helmets and how many don't wear helmets. Draw up a list of reasons why some children do not wear a helmet when cycling. Praise those who do wear helmets.

Draw faces on two eggs and give them names (the pupils could make suggestions). Tell the children that they are going to ride their bikes, but one doesn't like wearing a helmet. Ask them what would happen if he fell off his bike. Hold the egg one metre above the floor and drop it, watching it smash. Show them the other egg in the mini helmet. Drop this egg from the same height to illustrate very effectively the point of wearing a helmet.

Ask the pupils to design a helmet poster that they think would encourage children of their age to wear helmets. This can be done using ICT or on pupil file 9. Add a safety message to the poster.

Additional Activities

Pupils could make a mini cycle helmet that they think people in their age group would wear. This could be made from cardboard egg boxes, then painted and displayed.

A risk assessment should be conducted prior to this activity.

Context

When children are cycle training, this is done in the environment around the school and is usually in a 30 mph zone. The training site is chosen for good visibility to allow the children to learn their first lessons as vehicle users in as safe a way as possible. Once a child has successfully completed their cycle training they must learn to deal with the hazards on the roads where they live. For rural children this is likely to be roads with the national speed limit of 60 mph, twisty country lanes and drivers who do not expect children to be using country roads.

Learning Objectives/National Curriculum Links

PSHE/Citizenship: 3e, 3f, 3g

English: En 1, 11a, 11b, 11c

What you will need

Pupil file 10 – story ideas.

Activities

Debate

Using pupil file 10 ask the children to debate the factors that are important for a boy we have called John to consider if he is to cycle to his friend Mary's birthday party carrying her present. The children are offered various factors which are involved in a cycle trip and asked as a class to debate how these factors will affect the safety of the trip, e.g. should John use the busy main road or the cycle path, and what is the safest way to carry the birthday present on his bicycle?

Each pupil should then use the options to write a story about John's trip to the party and the decisions he makes.

Additional Activities

Develop the story into a role playing exercise. Small groups of pupils prepare and present role play to the rest of the class.

Context

One area of road safety more applicable to children in rural areas is horse riding. Young people need to be aware of the importance of carrying and wearing the correct equipment but also receiving the correct training. It is also important to highlight to the children that they should always ride as part of an organised group, however this lesson will increase awareness that can be used in later life.

Learning Objectives/National Curriculum Links

English: En 3a, 3b, 3f

Science Health and Safety: 2b

Design and Technology: 4a

What you will need

Pupil file 13 – pictures of horse, motorcycle and bicycle

Pupil file 14 – outline of a horserider on a horse (additional activities only)

Pupil file 15 – pictures of special protective equipment

Pupil file 16 – pictures of special protective equipment

Pupil file 17 – pictures of special protective equipment

Pupil file 18 – pictures of special protective equipment.

Activities

Ask the pupils to think about all the different vehicles/other types of traffic that use roads and list on the white board.

Ask the pupils if there are there any vehicles/traffic that you might find more frequently on rural roads? Mark these on the list.

Use pupil file 13 showing the three types of vehicles; horse, cycle and motorcycle.

Ask the pupils what special protective equipment might you wear/use with each type of vehicle?

Using pupil files 15 – 18, ask the children to work in groups and discuss which equipment goes with which vehicle and match them up.

Class discussion: Why some things are the same but different i.e. all have gloves, but the style of gloves are different.

Additional Activities

On pupil file 14 (outline of horse rider on horse), design a poster to inform horse riders on the correct equipment. Pupils should help to:

Draw on protective clothing/equipment, colour in protective clothing/equipment and add labels to say why each piece of clothing equipment is needed.

Context

Many rural children have their own ponies or have access to a pony or horse. It is important that the children understand that riding a pony or horse on the road can be dangerous for both. A rider who will be using a road for all or part of their ride should ensure that they are properly trained to do so and have all the necessary safety equipment. They will not be able to do the BHS Riding and Road Safety Test until they are 12 years old.

Learning Objectives/National Curriculum Links

English: En1, 1a, 1b, 1d, En2, 2c, 2d, En3, 3a, 3b, 3e

Design and Technology: 5a

What you will need

Pupil file 11 – correct horse and rider (enlarged copies)

Pupil file 12 – incorrect horse and rider (enlarged copies)

Video/CD of DfT/BHS advert on the correct way for a driver to pass a horse (available from your Local Authority Road Safety department).

Activities

Watch the video/CD with the children and ask them to identify the safety features used by riders e.g. special clothes/equipment.

Discuss with the children why these safety features are so important and how they might help you to keep safe.

Discuss with the children what the differences are in riding a horse on the road and riding a cycle. Children could be divided into two groups.

Hand out pupil files 11 and 12 of the correct and incorrect horse and rider.

Ask the children to name the things that make one picture correct and the other incorrect. Ask the children to colour in the pictures.

Additional Activities

Children can work in small groups to make up five questions to ask the other children/groups on the safety features/special clothing needed for a horse and rider.

Context

The activities here could be used as part of or following a class study on symmetry. The children will already need to be familiar with dangers on/around roads in rural areas from class discussions. In addition, they will need to be aware of the differences in road signs that are more common in rural and urban areas. Pupil file 1 shows a selection of road signs often found on rural roads and pupil file 2 shows a selection road signs often found on both rural and urban roads; both are used in this lesson. This lesson could be introduced by a simple discussion about the road signs and what they mean.

Learning Objectives/National Curriculum Links

Mathematics Ma 3: 2d

Pupils should be taught to recognise line symmetry and understand, use and begin to read: *line of symmetry, fold, match, reflection, symmetrical*.

What you will need

Large cut-out/ohp or PowerPoint versions of:

Pupil file 1 – road signs

Pupil file 2 – road signs

Mirror(s) and a selection of basic shapes

The Highway Code.

Activities

Introduce or revise the concept of symmetry with the class by using large cut-outs of simple shapes-square and oblong rectangles, triangle, circle. Demonstrate folding to match both sides. Introduce concepts of line and symmetry and a shape being symmetrical or not. With a large shape and mirror, show the class how a symmetrical shape shows reflection along its line of symmetry, but not against any other line.

Show the class the selections of safety signs on pupil file 1 (ideally these should be projected on a whiteboard), ask pupils to identify any shapes that they can see. Choose one shape and ask the children if they can see any lines of symmetry. Ask a pupil to show the rest of the class and to draw on the line of symmetry. Use the same process and vocabulary as in the introduction to test the line of symmetry. As a further test, ask the children to cut this sign out on their sheets and fold along the line. Does it match? Differentiate between the shape itself and the picture or symbol on the shape. Test again using a mirror. How many lines of symmetry does this safety sign have?

You could discuss warning signs being triangular and mandatory signs being circular. Pupils choose a shape. Make sure they understand that the shape is already symmetrical but the symbols in it might not be. The task is to design a safety sign to show a danger on or near a rural road. They could design two signs, one that has a line of symmetry in the symbols and one that does not.

Ask pupils to show their designs and ask the rest of the class to find the line of symmetry. Revisit key vocabulary and concepts using the children's finished work.

Additional Activities

Under 'Country Roads', in 'The Highway Code' (para 132 – 134 2004 Edition) tells drivers to:

- Take extra care on country roads
- Reduce speed at approaches to bends, which can be sharper than they appear
- Reduce speed at minor junctions which may be partially hidden
- Be prepared for pedestrians, horseriders and cyclists walking or riding in the road
- Reduce speeds where country roads enter villages.

Discuss these points with pupils. Working in pairs, pupils should choose one of the points above. Design a poster to display in your school/local library that would make drivers aware of the issues when using country roads. Pupils should think about the use of shape, colour and make their poster as eye catching as possible.

Context

The activities will require the children to be familiar with dangers on/around roads in rural areas. In addition, they will need to be aware of road signs seen in rural and urban areas. Pupil file 1 shows a selection of signs typically found in rural areas and pupil file 2 shows a combination of rural and urban signs. Pupils will also need a clear understanding of the meaning of 'rural' and 'urban'.

Learning Objectives/National Curriculum Links

Geography: 2c, 2e, 2g

In developing Geographical skills, pupils should be taught to use maps and plans at a range of scales, and decision making skills.

What you will need

Pupil file 1 – road signs

Pupil file 2 – road signs

Pupil file 3 – rural village

Colouring pencils.

Activities

Brainstorm with pupils what they would expect a rural area/village to look like. Look at:

Roads (type, size, speed, layout etc.)

Vehicles (type, size, speed)

Houses (type, layout, size, number)

Land use (fields, trees, schools etc.)

Entertainment.

Give pupils a copy of pupil file 3 which shows the rural village. Using the same headings as above, describe the features of the rural village.

Children should be asked to imagine that they are a resident of the rural village.

What local road safety issues are of concern to them? Can they see any land uses that may contribute to problems on the road?

Discuss ideas in a pair and then feedback to the whole class, building up a list of road safety issues for the village.

Children should look at the road signs on pupil file 1. On pupil file 3, they should draw the road signs where they think they would be, but tell them that they don't have to use all the road signs.

Discuss as a class what certain road signs mean and why pupils have put them in certain places.

It may be useful to copy the map onto an OHT to use with the group.

Additional Activities

Using a sketch map of a local village, repeat the activities above. Are there any issues in this area that could be discussed in the group? Local newspaper cuttings may be of use.

Get pupils to carry out a road sign survey. Over a set period (e.g. 1/3/5 days), get pupils to record the signs that they see on various journeys. They should record where they were (e.g. town/city/village) and the sign that they saw. The table below could act as a template. Pupils could draw the signs in the final column as they see them.

Day/date	Type of area	Signs seen

Context

Seat belts and child restraints save lives. In an accident, unrestrained passengers are thrown about inside the vehicle, injuring themselves and other occupants, and possibly being ejected through a window. It is now a legal requirement (with few exemptions) to wear a suitable restraint. By far the most child casualties in rural areas are car passengers because they travel by car more than children in urban areas and do not always use a child restraint or wear a seat belt, or only do so on long journeys. The children could also work with the KS2 children on a combined project on seat belts.

Learning Objectives/National Curriculum Links

Mathematics: Ma2, 1a, 1b, 1c, 1d, 1f, 1g

Science: Sc 4, 2a

English: En 1,1d, 1e, 2c, 2e, 3a, 3b, 3c, En3, 1e, 2b, 6a, 9a, 9d, 12

What you will need

Pupil file 4

Hard boiled egg

A suitable wall to throw the egg at

Seat belt leaflets (available from your Local Authority Road Safety department).

Activities

Ask the children to stand. Record the number of children travelling by each means on the board as they sit down. Ask those that walked to school to sit down. Ask those that cycled to sit down. Ask those that travelled by bus or taxi to sit down. Ask if all those remaining standing came by car, anyone travelling by means other than a car can sit down. Ask those left standing if they wore a seat belt or restraint, if they did they can sit down. Record how many wore seat belts and how many didn't.

Ask the remaining children to sit down.

Now ask the whole class to be honest about when they wear seat belts.

Always On Long Trips On Short Trips When Reminded Never

Record the results.

Using the information that has been collected and pupil file 4, ask the children to produce simple bar graphs showing methods of travel to school and the incidence of seat belt wearing.

Talk about what happens in a road accident. All those wearing restraints will be held securely in place. Anyone not wearing a seat belt will continue to travel at the same speed the car was travelling before impact. For example, if the car was travelling at 30mph, any unrestrained passenger would continue at 30mph until something stopped them. This could be the person in the front seat or the windscreen. To demonstrate this ask one of the children to come to the front of the class and throw the hard boiled egg at the wall as hard as they can. Ask them to describe to the others what has happened to the egg. Explain that because they are soft, like the egg, they too would be hurt in an accident.

Additional Activities

Design a poster to take home and display in school that encourages seat belt wearing.

Context

In 1969 the 'Clunk-Click, Every Trip' campaign highlighted the importance of wearing seat belts to help reduce the level of injuries when travelling in a vehicle. It is now a legal requirement (with few exemptions) to wear a suitable restraint. By far most child casualties in rural areas are car passengers because they travel by car more than children in urban areas and do not always use a child restraint or wear a seat belt, or only do so on long journeys. The activities provide the children with the opportunity to influence the behaviour of the whole school.

Learning Objectives/National Curriculum Links

Mathematics: Ma2, 1a, 1b, 1c, 1f, 1h, 2a, 2f, Ma4, 1c, 1f, 1g, 2a, 2b, 2c, 2f

English: En1, 1c, 1e, 2e, 3a, 3b, 3c, En3, 6a, 9b, 12

What you will need

Pupil file 5

Seat belt leaflets (available from your Local Authority Road Safety department).

Activities

The children will need to be divided into four or five groups. Each group will take responsibility for a different activity.

Group One: Give each child a copy of pupil file 5. Ask them to conduct a survey (either as pupils arrive or as they leave) noting which car occupants are not wearing seat belts and where they are sitting in the car. As a class, discuss the group's findings and compile a graph (on acetate) to show the results.

Group Two: The children ask every child in the school about when they wear seat belts:

Always On Long Trips On Short Trips Never When Reminded

As a class discuss the results and again compile a graph on acetate.

Group Three: Prepare an assembly where they can reveal the results of the children's work and talk about the importance of always wearing a seat belt. Encourage them to find out about seat belt safety and each member of the group to participate. Use the acetates produced to illustrate what is being said. Seat belt leaflets can be distributed during the assembly.

Group Four: Repeat activity on the day after the assembly.

As a class discuss any changes that have happened and produce a graph to show the final survey findings. This should be displayed for the whole school to see. A short time during another assembly could give the children the opportunity to report on any changes that have happened (Group Five).

Additional Activities

Write a report for the local paper on their work describing any changes that occurred.

Design a leaflet to take home to encourage children and parents to wear seat belts.

Hold a school assembly on the theme 'belting up'. This can be found on page 41 of 'School Assembly Plans Using Road Safety Themes', published by RoSPA.

http://www.rospa.com/roadsafety/info/school_assembly.pdf

Context

For many children who have spent almost their entire lives in a rural area it can be a daunting experience to take a school trip to a big city such as York or London. It can be even more daunting for their teachers when children whose road skills have been developed in a rural area have to cope with the different road experience of a city.

Learning Objectives/National Curriculum Links

Geography

PSHE/Citizenship

Developing a healthy safer lifestyle: ways of keeping safe including basic road safety and school rules about health and safety.

What you will need

Pupil file 1 – road signs

Pupil file 2 – road signs

Pupil file 19 – urban road signs

'Arrive Alive: A Highway Code for Young Road Users' (available from your Local Authority Road Safety department).

Activities

Brainstorm with pupils what they would expect to see in a rural area/village e.g. roads, vehicles and land use (recap from KS2 lesson 'Road Signs').

Brainstorm with pupils – under the same headings what they would expect to find in an urban town area.

Look at pupil file 19. What do pupils think these road signs mean and where might they expect to see them in an urban area? For example, traffic lights where roads meet.

Discuss with pupils what road signs they will need when visiting a town/city on a school trip. As a class come up with a road safety policy for the school trip. Try and include between eight and ten points.

Additional Activities

If necessary/appropriate to the trip/visit, discuss other safety issues which may come up on the trip, such as water safety, and discuss a similar safety policy to cover these areas.

Context

During a child's school career parents receive many road safety leaflets, produced by the Department for Transport, Local Authority Road Safety Departments, RoSPA and others. These leaflets have a lot less impact on parents than the pieces of work children take home. This lesson asks the children to produce a road safety leaflet using the information gained doing other rural road safety lessons and take it home to their parents. This gives the opportunity to highlight to parents the work the children have been doing in road safety and the extra dangers children face on rural roads.

Learning Objectives/National Curriculum Links

These activities can be used in many subject areas across KS1 and 2, including English, ICT, Art and Design and PSHE/Citizenship. It encourages children to actively engage parents/guardians in their road safety education.

What you will need

Copy of work already produced from the Rural Road Safety lesson plans
Copies of road safety leaflets as examples
Desk Top Publishing Package.

Activities

Ask the children to look at the road safety leaflets and decide which ideas they like and want to use.

Ask the children to produce a road safety leaflet using the work from another lesson plan and the leaflet ideas they like.

Ask the children to take the leaflet home and tell their parents about their work on rural road safety.

Additional Activities

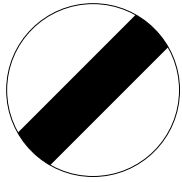
Send copies of the leaflets to the local road safety department and/or the local councillor.

Ask the children to create a poster to match the leaflet.

Pupil file 1



Road narrows on both sides



National speed limit applies



Accompanied horses or ponies



Hump bridge



Pedestrians in road ahead



Wild animals



Slippery road



Uneven road



Bend to right (or left if symbol reversed)



Wild horses or ponies



Worded warning sign



Cattle



Crossroads



Double bend first to left (symbol may be reversed)



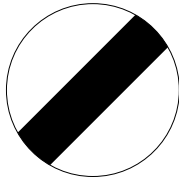
Cattle



Worded warning sign



Traffic signals



National speed limit applies



Wild animals



Crossroads



Road narrows on both sides



No cycling



Hump bridge



Pedestrian crossing



Slippery road



Accompanied horses or ponies



Uneven road



Road works



Bend to right (or left if symbol reversed)



Pedestrians in road ahead

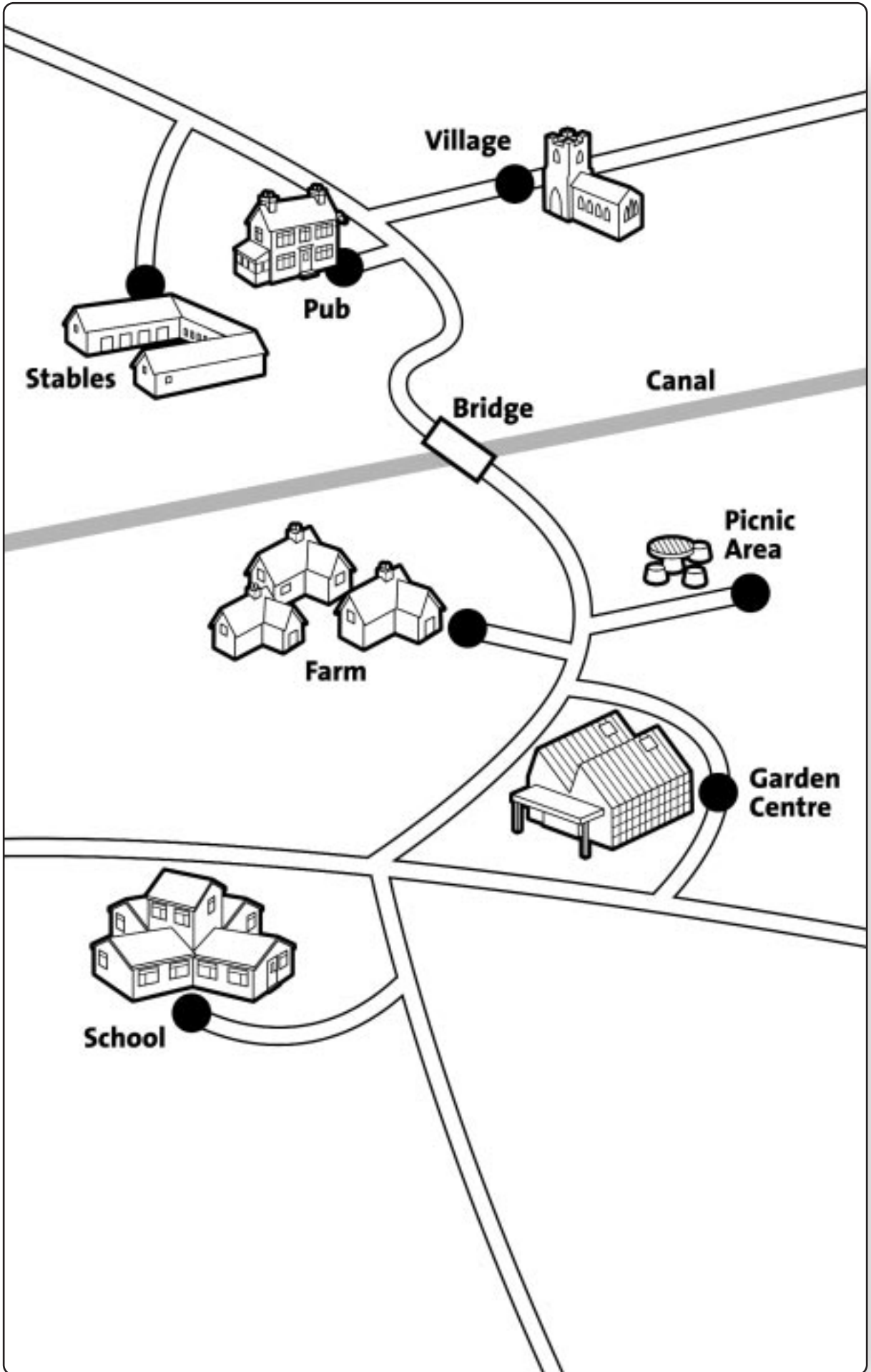


Double bend first to left (symbol may be reversed)



Wild horses or ponies

Pupil file 3



How we travel to school *Colour in one block for each child*

Number of children					
	Walk	Cycle	Bus	Taxi	Car

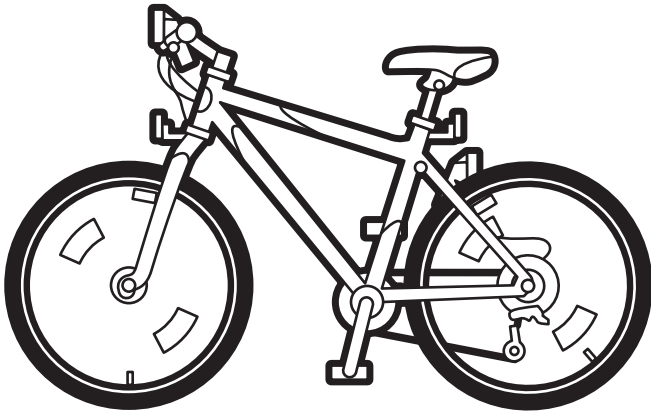
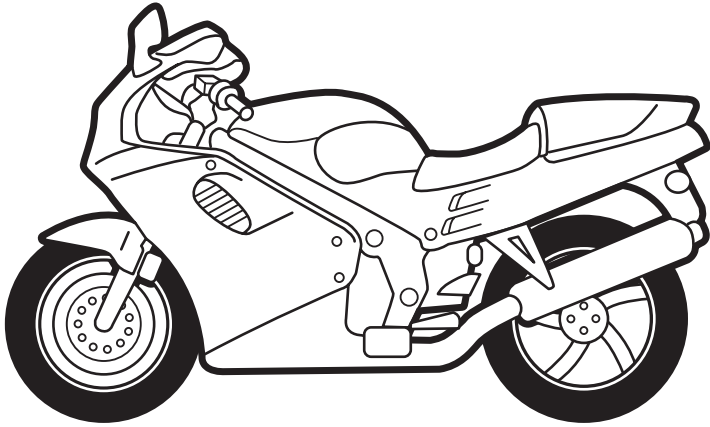
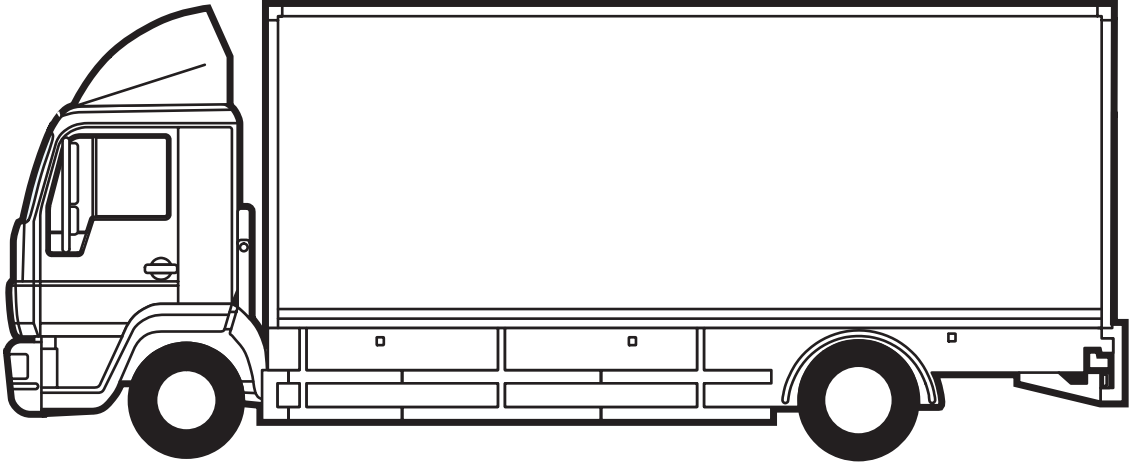
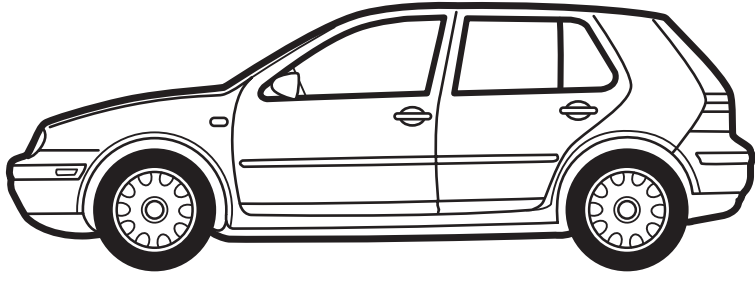
When do we wear our seat belts? *Colour in one block for each child*

Number of children					
	Always	On long trips	On short trips	When reminded	Never

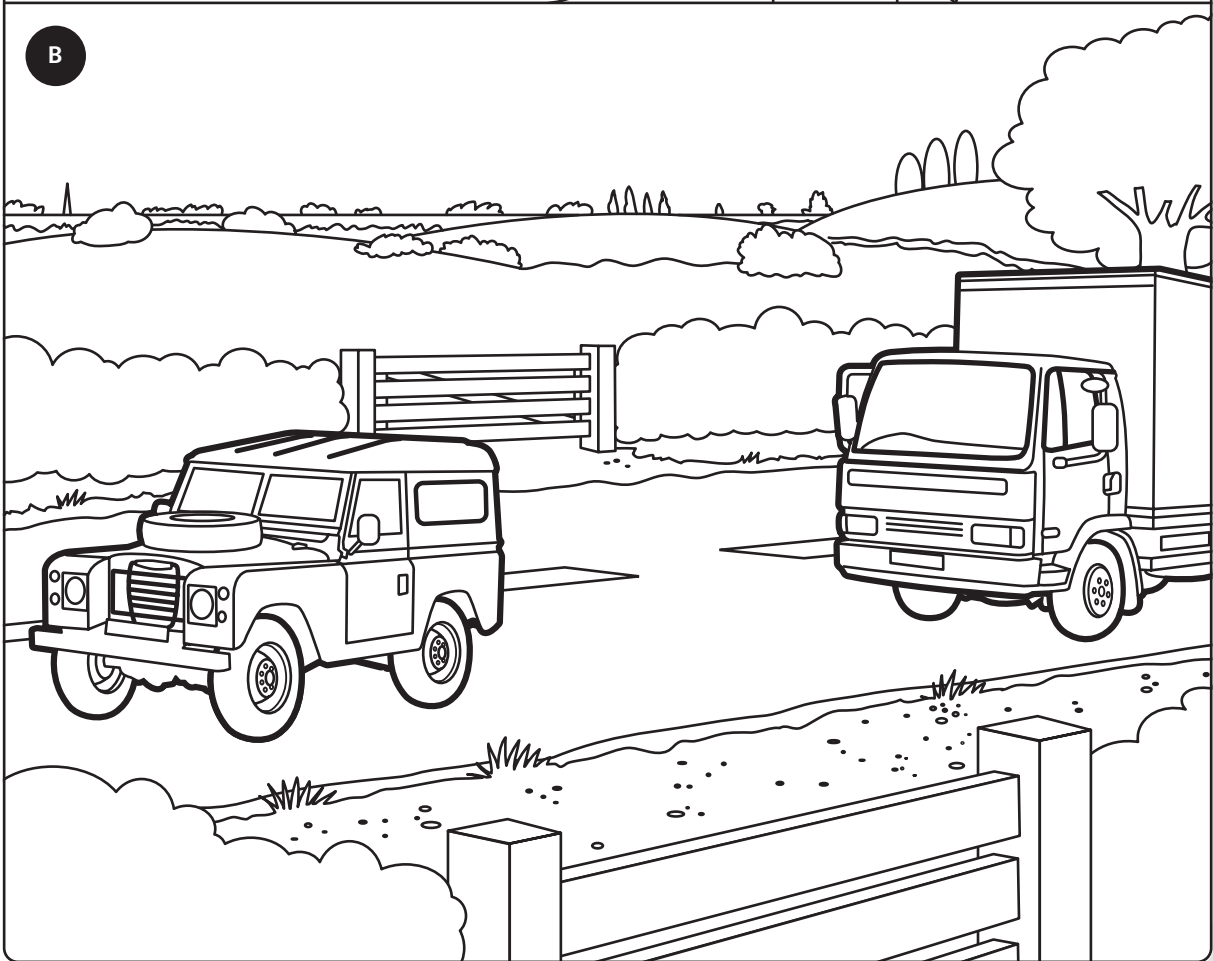
Survey of non-seat belt wearers on (date) at (time)

Driver	Adult passenger front seat	Adult passenger back seat	Child passenger front seat	Child passenger back seat

Adult bus passenger	Child bus passenger	Adult taxi passenger	Child taxi passenger



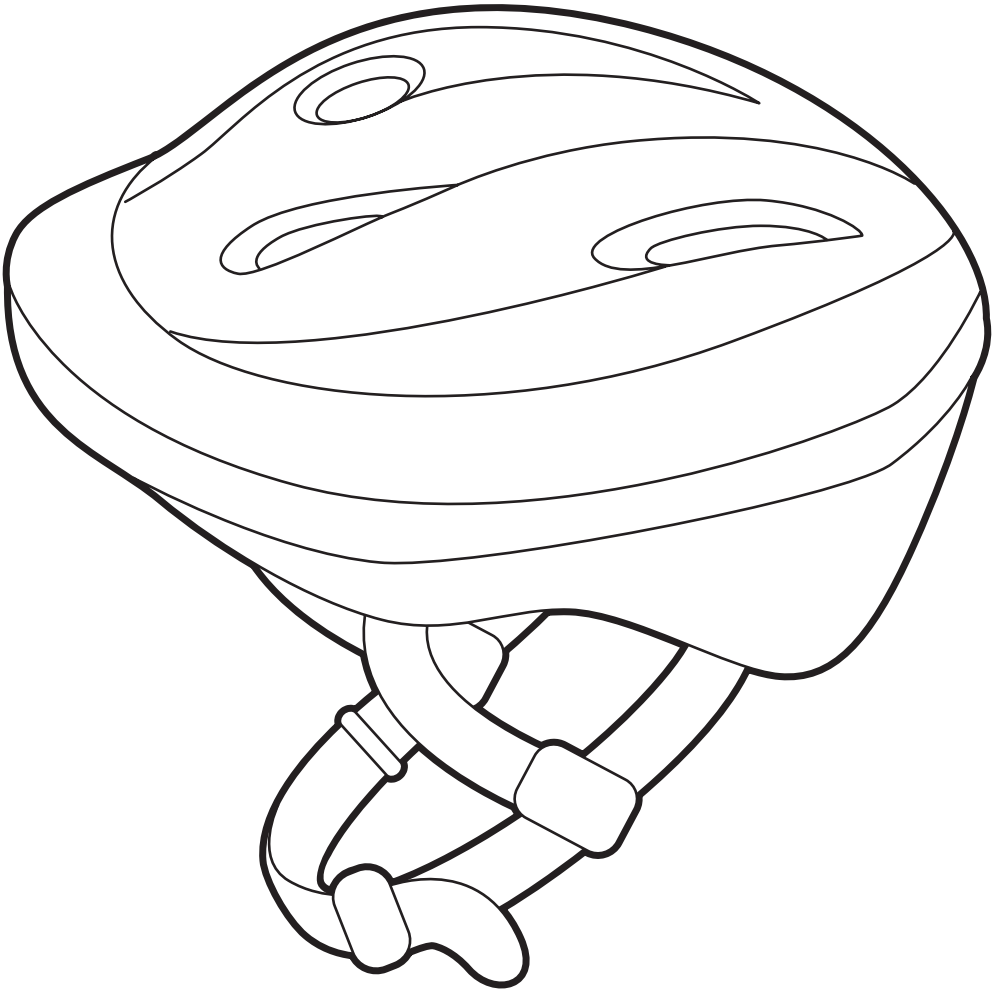
Pupil file 7



Cycle Helmet Checklist

	True	False
Your cycle helmet should fit comfortably		
Your cycle helmet should cover your eyes and stop you seeing		
You like the style of your cycle helmet		
The straps of your cycle helmet should not cover your ears – you should be able to hear cars and traffic		
Your cycle helmet should fall off if you bend over		
Your cycle helmet should meet special safety standards		
Draw a picture which shows how your bicycle helmet should fit on your head		

Pupil file 9

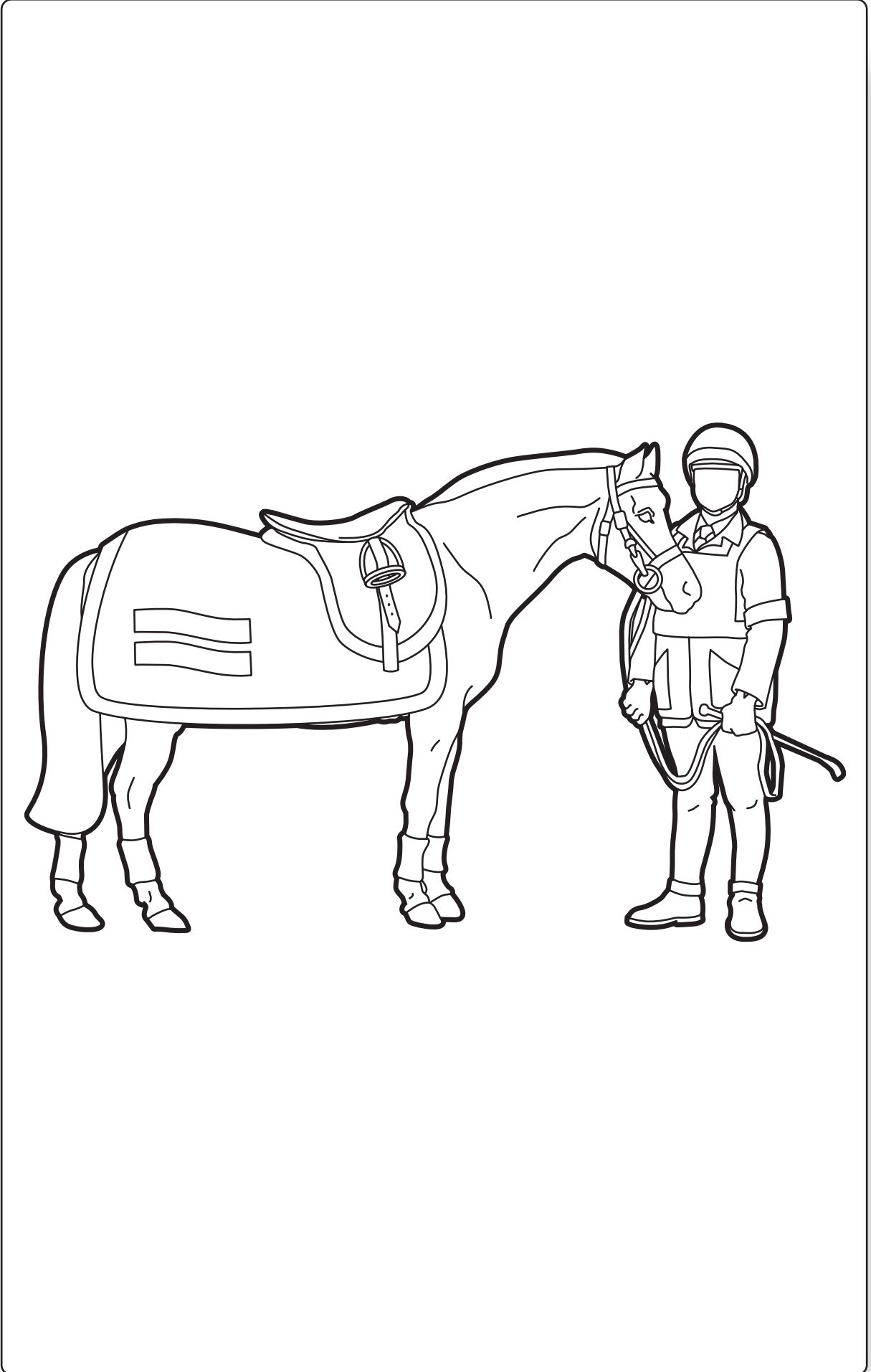


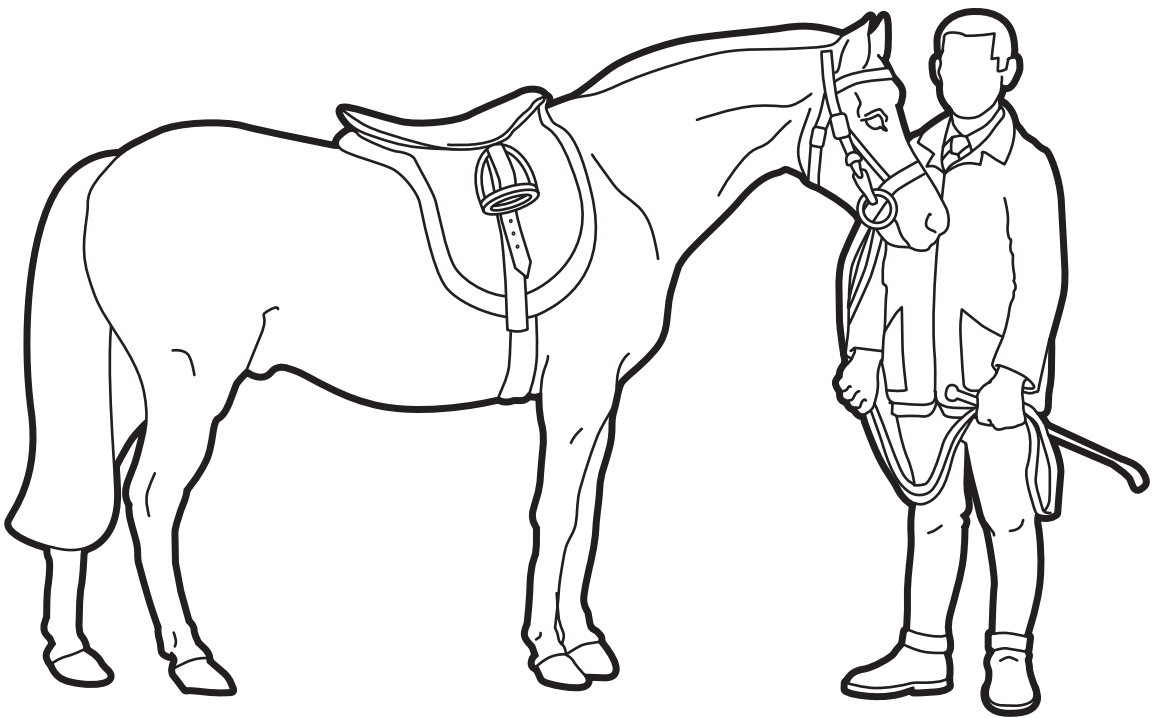
Story Ideas

To be used in the story about John's journey to Mary's Birthday party and carrying her present.

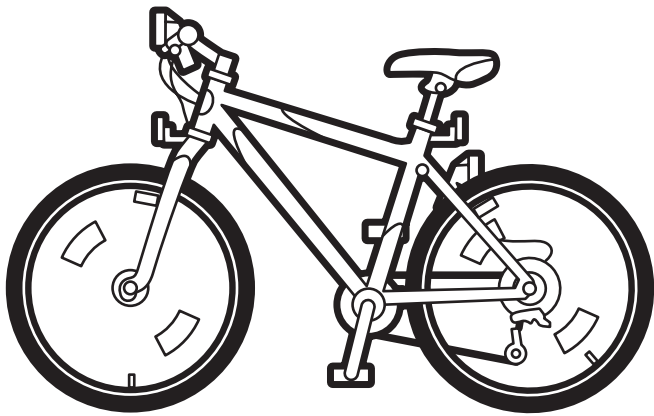
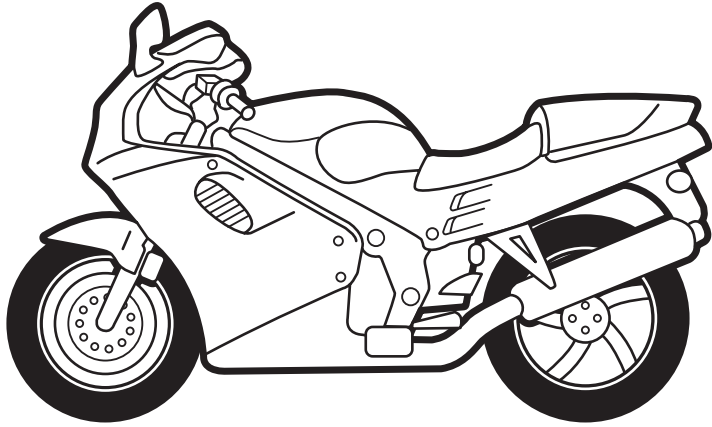
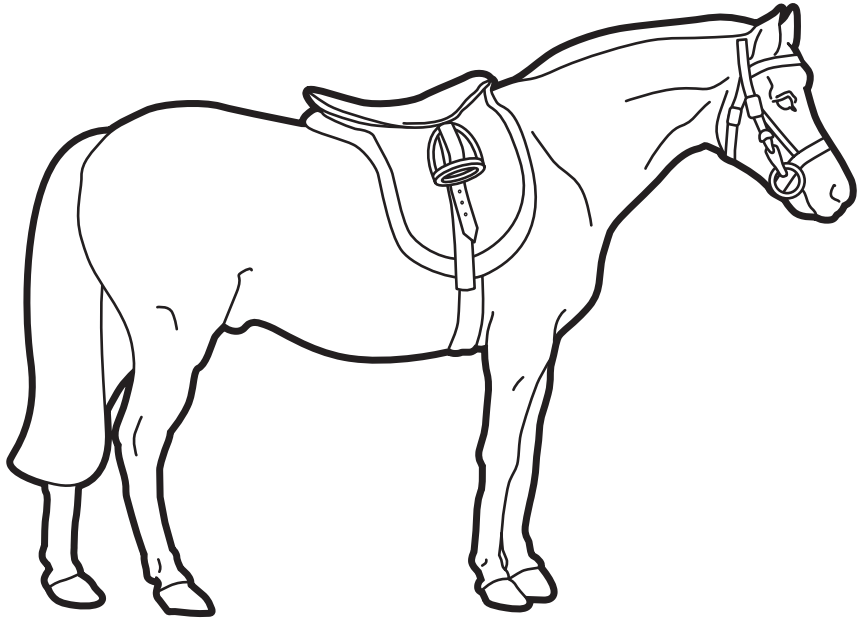
Cycle Path	Cycle Lights
Helmet	Reflective Clothing
Cycle Training	Oil Chain
Puncture	Phone Home
Main Road	Carrier Bag
Pannier	Check Brakes
Reflectors	Speeding Drivers
Cycle Repair Kit	Dusk
Fluorescent Clothing	Mist
Daylight	Present

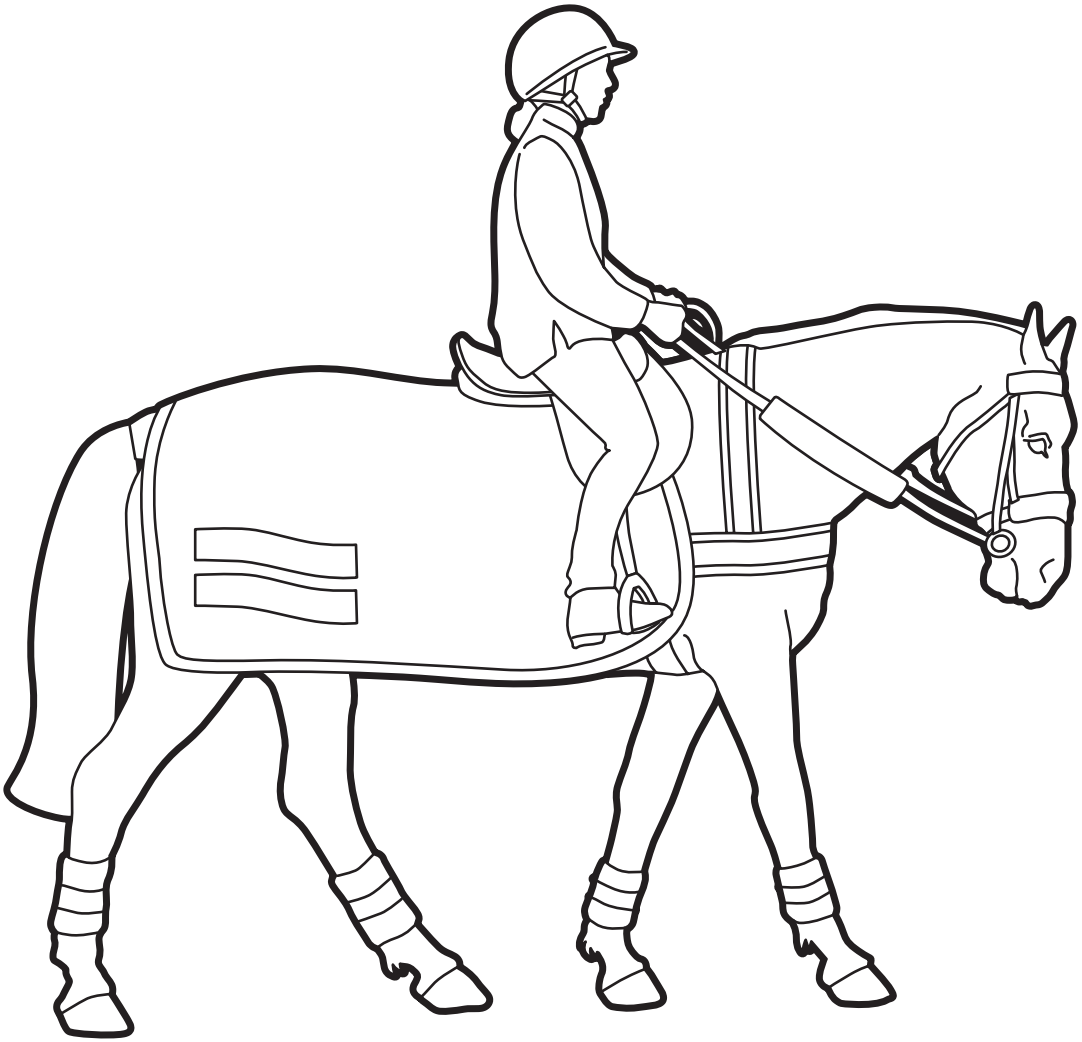
Pupil file 11



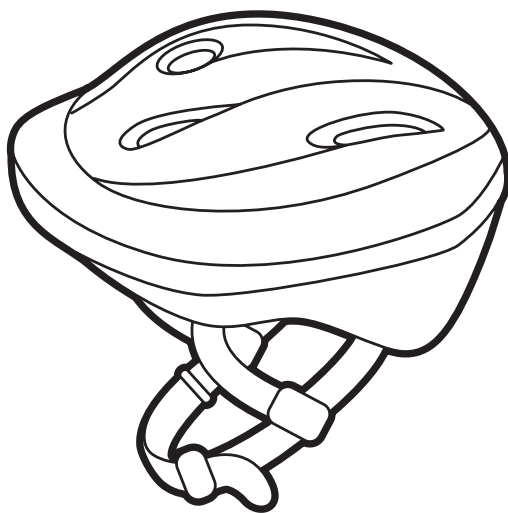
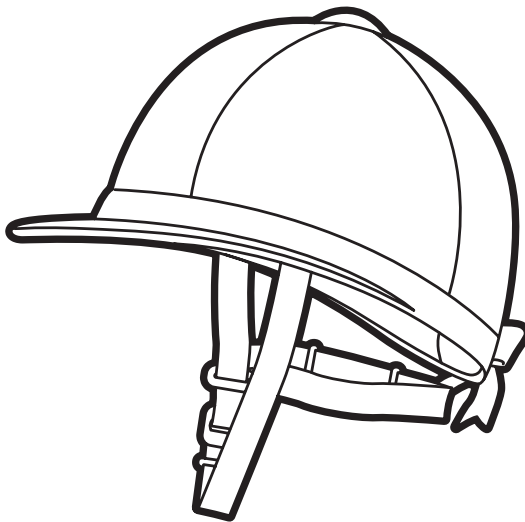


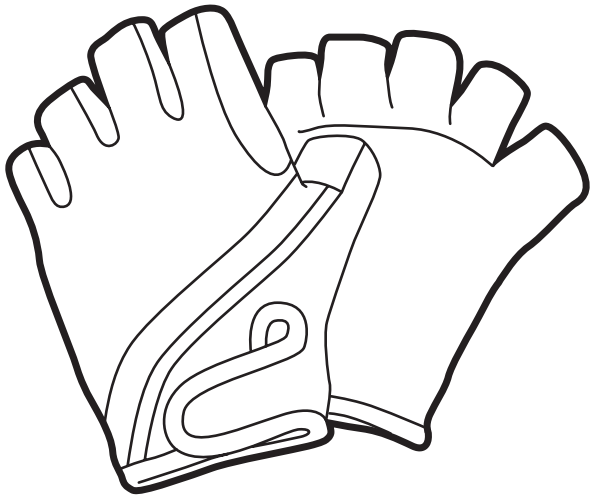
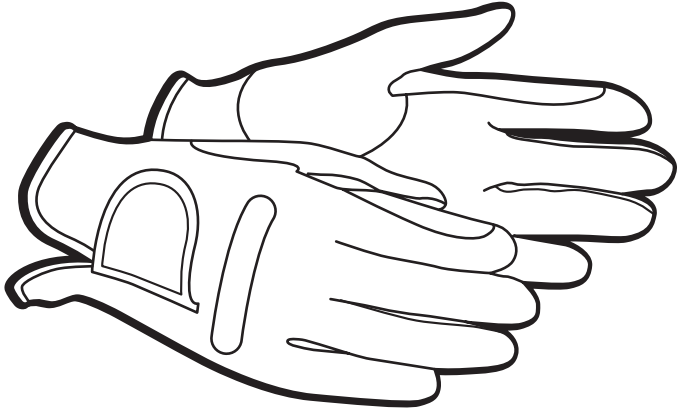
Pupil file 13





Pupil file 15





Pupil file 17







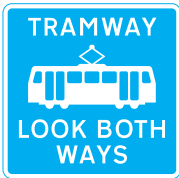
Entry to 20mph zone



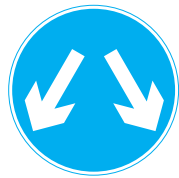
No motor vehicles



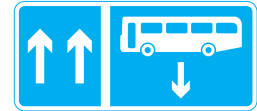
Segregated pedal cycle and pedestrian route



Pedestrian crossing point over tramway



Vehicles may pass either side to reach same destination



Contra-flow bus lane



Traffic signals



Direction to toilets with access for the disabled



Tourist attraction



Route for pedestrians



Hospital ahead with Accident and Emergency facilities



The Royal Society for the Prevention of Accidents
Edgbaston Park, 353 Bristol Road, Birmingham B5 7ST
Telephone: 0870 777 2171/0121 248 2000
Fax: 0870 777 2199/0121 248 2001

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