

KEY STAGE 1

BEFORE THE PERFORMANCE

Drama Activity

Read a Story

Use a familiar story about going on a journey.

Consider:

- Three Billy Goats Gruff
- Little Red Riding Hood
- Peter and the Wolf
- Going on a Bear Hunt
- The Gingerbread Man
- Preston Pig stories
- Hansel and Gretel.

As the story unfolds, ask the children how they think the main character/s are feeling and why, e.g. safe/unsafe, scared, worried, anxious, nervous, upset, happy and secure, protected, etc.

Use the story as a basis for acting out a real life journey the children might take.

Some Ideas to Start

- **Little Red Riding Hood** – Journeys to visit grandparents and other relatives, on foot, in the car, on the bus/train
- **Three Billy Goats Gruff** – Journeys to the park, playground, involving hazards met when crossing busy roads (the troll's bridge)
- **The Gingerbread Man** – Running across roads, taking short cuts, becoming distracted, having a game of chase near the roads
- **Going on a Bear Hunt** – Substitute modern road and traffic conditions for the long grass, deep mud, dark forest, etc. This story lends itself particularly well to being out and about in different weather conditions and different times of day.

Outcomes

Children will: explore feelings of personal safety, dramatise a variety of road safety scenarios, understand that safety is related to maturity, speak spontaneously about issues of road safety, begin to use the language of Risk.

Propping it Up

Keep a bag of everyday objects to hand. The children will use these imaginatively in their role play.

Suggested items to have on hand:

- mirror (for practising facial expressions or any use whatsoever)
- lengths of fabric in different colours, essentially white, black, green (can be anything from a snowstorm to a dark night to a zebra crossing to long grass)
- wicker or straw basket or satchel
- mobile phone, MP3 player,
- small hoop (game, steering wheel)
- ball
- selection of hats (cap, hood, bowler, beret, hair band, ribbons), scarves, gloves, sunglasses, wellies – for character depiction, weather, time of day, etc.
- different coloured card or paper (can be cut to represent traffic lights)
- three chairs (can be front and rear car seats, parked cars, etc.)
- torch
- bell
- fake fur, feathers (animals, birds)
- belts (seat belts)
- jar of bubbles
- hand puppets.

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MORE ACTIVITIES BEFORE THE PERFORMANCE

Draw and Write

Recall with the children, scenes they acted out in the previous activity. Give them an opportunity to draw and write about one or more of these.

Explore Feelings of Personal Safety

Prepare a selection of objects and/or pictures of objects likely to arouse feelings of safety or aversion. (*Worksheet 1 – Explore Feelings of Personal Safety*). Pictures can be cut out and laminated for additional use in displays, games, etc.

Suggested objects/pictures to include:

Objects: Teddy, cuddly toy, small toys, baby's rattle, crayons, scissors (ordinary and safety), penknife, key.

Pictures: Razor, kitchen knife, broken glass, gun, hot iron, peanuts, kettle, hot saucepan, split flex, electric socket, traffic lights, green crossing man, red man, school crossing patrol, policeman, fire, mum/dad holding child's hand, baby, children's story book, glass jar.

Place selection of objects and/or pictures on a tray and cover with a tea towel or other cloth. Tell the children they are going to see things that can make them feel safe and happy or maybe a little scared. Let one child uncover and allow children to react.

Talk time: Ask the children to consider: What object is safe to give to a baby? To a small child? What objects are only for grown ups?

Introduce language of risk: What is the risk in letting babies and small children play with marbles, scissors, etc? What might happen if...?

Make a display or safety book: Ask children to choose pictures/objects that make them feel safe whilst out and about. Use these to make a display or personal safety book. Let children colour in road safety pictures, annotating according to age and ability. (A wide selection of these are free and printable from several of the websites listed overleaf).

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BEFORE AND/OR AFTER THE PERFORMANCE

Visit the following interactive road safety websites.

www.hedgehogs.gov.uk

For children: an attractive and engaging site for young children.

www.dingding.org.uk

For children: online and printable activities on bus safety.

For teachers: lesson ideas for Key Stages 1,2,3.

www.stars.sandwell.gov.uk

For children: Just4Kids area with stories, useful links, free printable colouring road safety sheets.

For teachers: cross-curricular ideas for key stages 1-4, topic webs.

www.bmweducation.co.uk

Separate interactive pages for teachers, parents and students; wet play pack with a road safety theme downloadable and printable from teachers' section.

www.trafficclub.org

For children: interactive activities.

For teachers and other professionals: information and promotional materials available for purchase.

KEY STAGE 1 AFTER THE PERFORMANCE

Drama Activities

Dramatise Stop Look Listen and Think

Resources: Wrist bands for left and right, cut-outs of green and red man, low bench, large button taped to card, CD/cassette player, traffic sounds CD/cassette (available from RoSPA), torch, red, yellow and green cellophane to cover torch as traffic lights.

Activity: Use a low bench from PE store or hall as the kerb. In groups of 3 or 4, children act out safe and unsafe behaviour crossing the road. They can stand on the bench and imagine they are by side of the road. They wear wrist bands labelled 'Left' and 'Right'. Check children are looking up and down the road in the correct sequence. They can act out stopping, pressing the button, waiting, watching the traffic lights, identifying red and green men, listening for traffic, etc. Let them demonstrate both safe and unsafe ways of crossing a road.

Role-play: Getting lost whilst out and about

Discuss with the children and role-play when appropriate:

- ways to avoid getting lost
- who to approach if it happens
- ability to relate name, address and telephone numbers
- strangers – who is a stranger?

Role-play: Essential telephone numbers/dialling

Worksheet 2: Help the children to complete the worksheet. Practise dialling 999 on an unplugged or play phone. Teacher or adult to take the role of operator and ask the child to give information that would be required in an emergency.

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OTHER ACTIVITIES AFTER THE PERFORMANCE

Activity Songs and Games

Songs:

- 'Wheels on the Bus'
- 'Hokey Cokey', 'Cha Cha Slide': to develop awareness of right and left sides of the body
- Change words to 'Here We Go Round the Mulberry Bush' as children act out safe practice.

For example:

This is the way we:

- cross the road
- stop and wait
- push the button
- wear our helmet

Games:

Traffic Lights, Red Light/Green Light, Simon Says, Grandmother's Footsteps.

Explore Features of Local Neighbourhood

With the children, plan a short walk on the roads close to the school. Discuss what they think they will see: traffic, traffic lights, pedestrians, shops, buildings, houses, etc.

Record what the children say. (*Worksheet 3 – Journey to School* can be used to help children recall road scenes.)

Discuss with the children what they think they will have to do to stay safe: walk with a partner in lines of two's, know who is looking after them, listen to people in charge, keep well away from the kerb, stop and wait for an adult before crossing the road etc.

List as a set of rules or things to remember.

Take digital photographs en-route. Use these to make displays, worksheets, class book, etc.

Make a Danger Book

Ask the children to draw pictures of dangerous situations on the road. Let the children talk and write about their pictures before combining them into a Danger Book.

If an interactive white board is available, the children's drawings can be scanned into the computer and used for vocabulary and sentence development. The finished pages can then be printed and combined into a class book.