

Assembly Plans for 7-11 years

Road Safety Assemblies for 7-11 year olds

Each assembly is presented as an outline for teachers to develop in their own way. Each assembly has an aim and details of resources or any preparation that is required.

Songs are included for all but the last assembly to help to reinforce the theme in a fun way. These can be sung at any appropriate time or you may wish to add your own favourite songs and hymns or stories. The songs can be photocopied onto overhead transparencies or copied onto a board of flipchart.

The reflection at the end of each assembly can be presented as a prayer or just a quiet time for the children to reflect on what they have seen and heard. The children can be involved as much or as little as is appropriate for individual schools.

Although the assemblies are presented in a seasonal order, there are no hard and fast rules – an event may prompt a particular theme.

To reflect the growing independence of this age group, the themes of safe cycling and the transition to secondary school are included.

Assembly Plans for 7-11 years

Theme: Going on a School Trip

Aim

To prepare the children for a safe school trip.

Resources and Preparation

- Song 'Going on a School Trip'

Teacher's Notes

This assembly is suitable for use before a school trip. It will prepare the children and let them know what is expected of them and encourage them to take responsibility for their own safety. The assembly is still valid even if only some of the school are going on a trip, as all the school will be going at some time and reinforcing acceptable behaviour and coping strategies will stand them in good stead.

Content

Explain to the children that as some of them are going on a trip you want to talk to them about keeping safe when they are away from the school.

There are some very important things to think about before you go on a trip, for example, travel sickness, travelling, eating, getting lost etc. Tell them that if any of them are worried about any aspect of the trip to talk to their teacher, who will help.

In order to keep safe it is important to follow everything you are told to do. When you are on the bus it is important to stay in your seat and not distract the driver. Why do they think this is important? What could happen? Explain that it is fine for them to talk but moving about the bus unnecessarily can cause problems. If there are seatbelts then they should be worn. Suggest that the children take something with them to do on the journey – magazines, books, comics or puzzles etc.

Wait until the coach or bus has stopped and the driver has told you to undo your seatbelt before getting up to leave. If you have to cross the road after getting off, wait for the teacher to take you across. Why?

Once at their destination it is important to keep in the group they are allocated to, but if they get lost there should be a designated meeting place for them to go to and wait for a teacher to come and find them. Emphasise that they must not, under any circumstances go anywhere with anyone other than one of the teachers or helpers.

They should also make sure that they know the arrangements for being picked up after the trip (if this will be outside normal school hours).

Sing the song.

Reflection

Give the children time to reflect on the excitement of a school trip and the importance of keeping safe so that the trip is enjoyable for everyone concerned.

Assembly Plans for 7-11 years

Song

Going on a School Trip

Words and music by J Redfern and J Higgins

Everywhere we go, everywhere we go (echo!),
We think about our safety, we think about our safety,
What we're wearing, what we're wearing,
We're careful when we're walking, we're careful when we're walking,
We all stick together, we all stick together,
Look after one another, look after one another,
Take care of one another, take care of one another,
Everywhere we go, everywhere we go,
We don't cross the road alone, we don't cross the road alone,
We wait for the teacher, we wait for the teacher,
To tell us when it's safe, to tell us when it's safe,
And when it is safe, and when it is safe,
We all cross together, we all cross together,
Look after one another, look after one another.

Additional verse

Everywhere we go, everywhere we go,
People seem to ask us, people seem to ask us,
Who we are, who we are,
Where we come from, where we come from,
And we tell them, and we tell them,
We're from (xxxxxxxxxxxxxxxx), we're from (xxxxxxxxxxxxxxxx),
Sunny, sunny (xxxxxxxxxxxxxxxx), sunny, sunny (xxxxxxxxxxxxxxxx).

Assembly Plans for 7-11 years

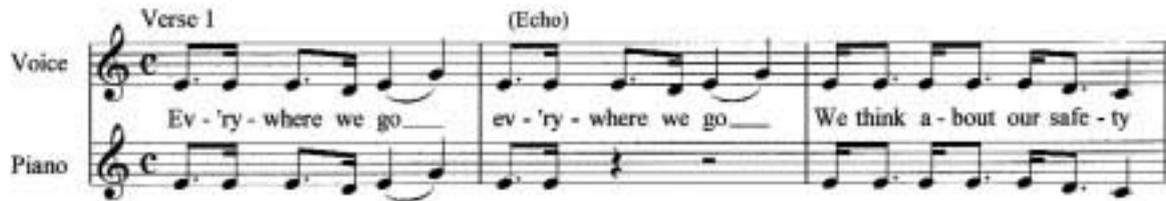
Going on a School Trip

Arrangement by J Higgins, J Redfern

Verse 1 (Echo)

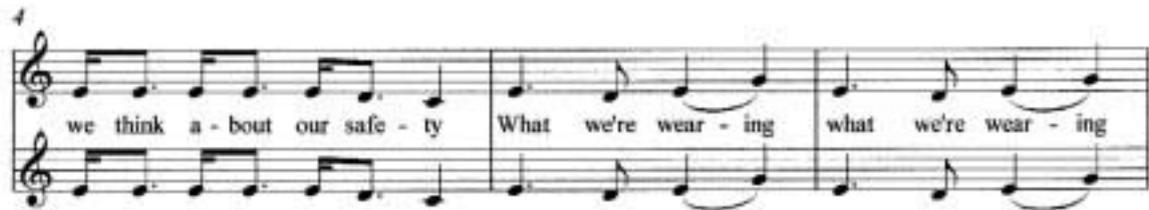
Voice: Ev - 'ry - where we go — ev - 'ry - where we go — We think a - bout our safe - ty

Piano



4

we think a - bout our safe - ty What we're wear - ing what we're wear - ing



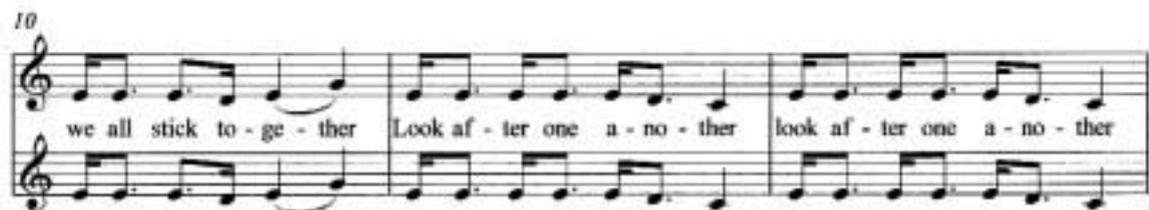
7

We're care - ful when we're walk - ing we're care - ful when we're walk - ing We all stick to - ge - ther



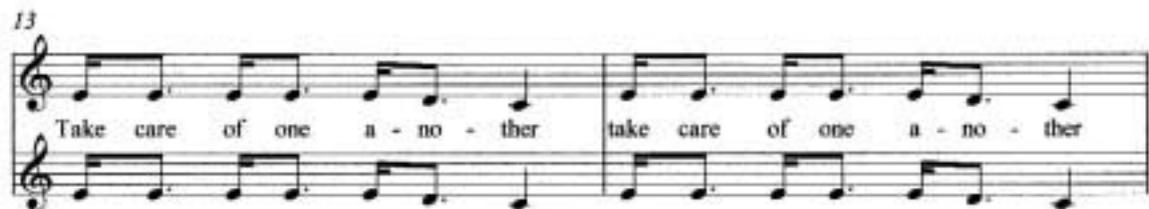
10

we all stick to - ge - ther Look af - ter one a - no - ther look af - ter one a - no - ther



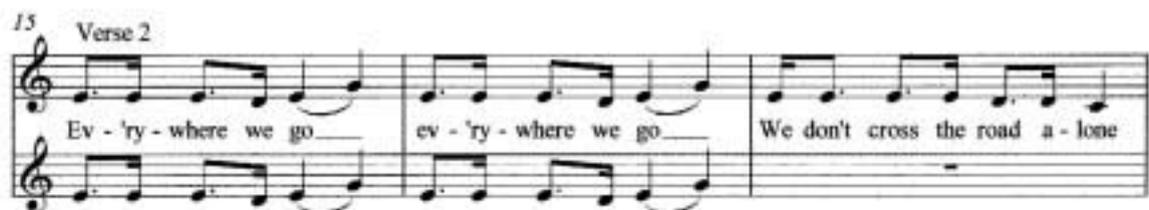
13

Take care of one a - no - ther take care of one a - no - ther



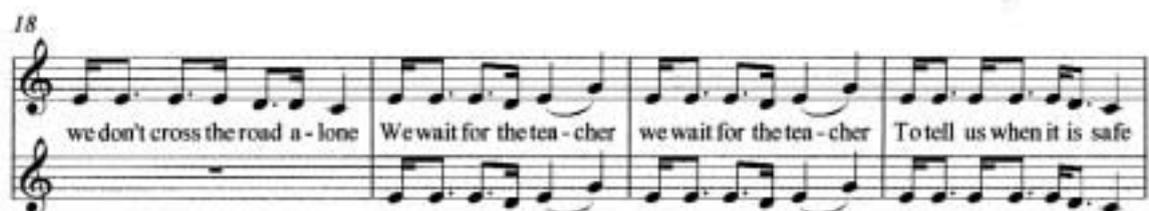
15 Verse 2

Ev - 'ry - where we go — ev - 'ry - where we go — We don't cross the road a - lone



18

we don't cross the road a - lone We wait for the tea - cher we wait for the tea - cher To tell us when it is safe



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2

22

to tell us when it is safe And when it is safe_ and when it is safe_ We all cross to-ge-ther

26

we all cross to-ge-ther Look af-ter one a-no-ther look af-ter one a-no-ther.

Assembly Plans for 7-11 years

Theme: Seeing and Being Seen

Aim

To help the children understand the importance of being seen, especially on darker nights and mornings, and to demonstrate how the clothing they wear can affect their safety.

Resources and Preparation

- Reflective/fluorescent jackets or materials, light and dark clothing (this can be worn by the children who help with the assembly)
- Torch
- School Crossing Patrol – if possible
- Some small objects such as a pencil, plastic cup, button, etc.
- Child wearing a coat with hood and a scarf
- Ability to darken room
- Song – ‘Conspicuity’

Teacher’s Notes

It is important for children to understand the need to see and be seen, and how difficult it is for drivers to see them. Children need to know how their clothing can affect their visibility to other road users and also how it affects their ability to see and hear what is going on around them. This assembly provides an opportunity to experiment with colour and light to enable the children to understand their properties. Children (and parents) should not be made to feel inadequate if they haven’t got appropriate clothing, but suggestions for improvising could be made, e.g. wearing light colours, carrying something white.

Content

Ask the children what they have noticed about their journey to and from school as autumn has turned to winter. Talk about how early it gets dark and cars using their headlights, the streetlights being switched on earlier. How are the children’s clothes different from what they wore through the summer – coats, scarves, hats and hoods? These clothes can put us at risk from traffic.

Ask three children to help. Make sure that one child is wearing light coloured clothes and one dark, and ask the other child to put on the reflective/fluorescent jacket or hold up the materials. Turn out the lights and ask who is the most visible – use the torch to show the reflective material. Why do they think it is harder to see the fluorescent material in the dark?

If it is possible for the School Crossing Patrol to take part in the assembly bring them in at this point and show how bright and easy to see they are in their uniform.

Talk about why it is important to be visible and simple ways the children can make themselves easier to be seen.

Ask your coated helper to come to the front and sit on a chair where everyone can see. The child will need to put up their hood and wrap their scarf round their neck.

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Ask them to raise a hand when they can hear you drop something – they should find this quite difficult with their hood up.

Then ask another child to come and help – ask them to stand behind the first child and slowly walk round to one side, the first child to indicate when they can see them. Now repeat this exercise without the coat and hood. The children will see how much their vision is restricted with the hood and scarf.

Sing the song.

Reflection

Let the children spend a few minutes reflecting on how they can keep safe through the winter, and thanking the School Crossing Patrol for helping to keep them safe.

Assembly Plans for 7-11 years

Song

Conspicuity

Words and music by J Redfern and J Higgins

When we're going out at night, we
put on clothes that make us bright, we
do this so we can be seen by
everyone driving their machines. Re-
flective jumpers are really cool, if
everyone had them then that would rule!

There's so many things we can do,
not just at night, in the daytime too, so
here's what we're gonna do, wear
bright coloured clothes that feel good to you. So
everybody knows you're there and
it's up to you to take care. YEAH!

Assembly Plans for 7-11 years

Conspicuity

Words and Music: J Redfern, J Higgins

Andante (with a blues feel!)

When we're go - ing out at night we put on the clothes that make us bright we do this so we can be seen by

G⁷

Detailed description: This system contains the first three measures of the song. The music is in 4/4 time and features a blues-influenced melody with triplet rhythms. The lyrics are: 'When we're go - ing out at night we put on the clothes that make us bright we do this so we can be seen by'. The bass line is simple, with a G7 chord indicated below the first measure.

ev - 'ry - one dri - ving their ma - chines. Re - flec - tive stripes are real - ly cool if

C⁷

Detailed description: This system contains measures 4 and 5. The melody continues with triplet patterns. The lyrics are: 'ev - 'ry - one dri - ving their ma - chines. Re - flec - tive stripes are real - ly cool if'. The bass line is simple, with a C7 chord indicated below the second measure.

ev - 'ry - one had them then that would rule there's so ma - ny things that we can do

G⁷

Detailed description: This system contains measures 6 and 7. The melody continues with triplet patterns. The lyrics are: 'ev - 'ry - one had them then that would rule there's so ma - ny things that we can do'. The bass line is simple, with a G7 chord indicated below the second measure.

not just at night in the day - time too so here's what we're gon - na do wear

D⁷

Detailed description: This system contains measures 8 and 9. The melody continues with triplet patterns. The lyrics are: 'not just at night in the day - time too so here's what we're gon - na do wear'. The bass line is simple, with a D7 chord indicated below the second measure.

bright co - loured clothes that feel good to you so

C⁷

Detailed description: This system contains measures 10 and 11. The melody continues with triplet patterns. The lyrics are: 'bright co - loured clothes that feel good to you so'. The bass line is simple, with a C7 chord indicated below the first measure.

ev - 'ry - bo - dy knows you're there it's up to us to take care... Yeah!

G

Detailed description: This system contains measures 12 and 13. The melody concludes with a triplet pattern. The lyrics are: 'ev - 'ry - bo - dy knows you're there it's up to us to take care... Yeah!'. The bass line is simple, with a G chord indicated below the first measure. The system ends with a double bar line and a repeat sign.

Assembly Plans for 7-11 years

Theme: Belting Up

Aim

To encourage children to use a child restraint or wear a seat belt in the car and understand the consequences to themselves and others if they do not.

Resources and Preparation

- Song 'Seat Belts'

Teacher's Notes

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. Seat belts are designed to fit adults, and so younger children use child seats. Some children in this age group are too big to use child seats, but should use booster seats or booster cushions, or just seat belts alone if they are big enough. (A booster seat or cushion raises the child so the seat belt will fit properly).

However, many children only wear a seat belt on long journeys, not on regular short ones, despite the fact that the driver has a legal responsibility to ensure that children 14 years and younger wear a seat belt, if one is available.

Content

Ask the children if they were driven to school in a car this morning and if they wore their seat belt. (If they came in a bus or coach – were seat belts fitted and did they wear them?)

Ask them if they always wear their seat belt every time they travel, and whether they sometimes release the seat belt before the vehicle stops.

Talk about what happens in a car accident. Anyone who is wearing a seat belt will be held securely in their seat. Anyone who is not wearing a seat belt will keep on going at the speed the car was going before the impact. This means that if the car was going at 30mph, the child will continue at 30mph until he or she hits something that stops them. If they are sitting in the back of the car then the most likely thing to stop them is the person sitting in front. If the child is sitting in the front of the car, then they are likely to smash through the windscreen and land on the bonnet of the car, or on the road.

Ask the children if they have ever been hurt because someone else has done something silly, then explain that this often happens on the road, that other people can be hurt because a driver has done something silly.

Sing the song.

Reflection

Ask the children to spend a minute or two thinking about what would happen in a road accident to them and the person in front of them, if they are not wearing a seat belt.

Assembly Plans for 7-11 years

Song

Seat Belts

Words and music by J Redfern and J Higgins

At the end of the day
When we've all worked really hard
no more work, yip hip hooray
we can leave school behind.

There are lots of different ways for
us to get home. There's the
bus, there's the train or
in our parent's car. But the
most important thing to re-
member is – Put our
seat belts on, put our
seat belts on, because
seat belts keep us safe!

Assembly Plans for 7-11 years

Seatbelts

Words and Music: J Redfern, J Higgins

Brightly

At the end of the day when we've all worked real - ly hard, no more work, Yip hip hoo - ray we can

D

The first system of musical notation is in G major (one sharp) and 4/4 time. It consists of a treble clef staff with a melody and a bass clef staff with a simple accompaniment. The lyrics are written below the treble staff. A chord symbol 'D' is placed below the bass staff.

leave the school be - hind. There are lots of diff - rent ways for us to get home, there's the -

Em A D

The second system of musical notation continues the melody and accompaniment. The lyrics are written below the treble staff. Chord symbols 'Em', 'A', and 'D' are placed below the bass staff.

bus, there's the train or in our pa - rents' car. But the most im - por - tant thing to re

Em A D

The third system of musical notation continues the melody and accompaniment. The lyrics are written below the treble staff. Chord symbols 'Em', 'A', and 'D' are placed below the bass staff. A triplet of eighth notes is marked with a '3' above the treble staff.

mem - ber is put our seat - belts on, put our seat - belts on be - cause seat - belts keep us safe!

Em A Em A D

The fourth system of musical notation concludes the piece. The lyrics are written below the treble staff. Chord symbols 'Em', 'A', 'Em', 'A', and 'D' are placed below the bass staff.

Assembly Plans for 7-11 years

Theme: Safe Places to Cross

Aim

To reinforce practical training on crossing roads safely and being a safe pedestrian.

Resources and Preparation

- You could liaise with your local Road Safety Officer to link with practical pedestrian training or other road safety education activities
- Song – ‘Safe Places to Cross’

Teacher’s notes

This assembly can be used to follow up and reinforce practical training or as part of a walk to school project.

Make sure you are aware of all the different types of crossings in the school vicinity and where they are.

If you have noticed any of the children behaving in such a way that they could be a danger to themselves or to other road users, make the point without bringing attention to individual children – they know who they are.

Content

Ask all the children to stand. Ask all those who didn’t walk to school to sit. Ask the remaining children to sit if they didn’t cross any roads. Of those still standing how many crossed with an adult and how many crossed alone? If they crossed with an adult did they rely on the adult to cross them safely or did they work through the Green Cross Code? Did they use a crossing – pelican, zebra, etc? If they crossed alone or with friends did they use the Green Cross Code to help them cross safely, did they use a crossing, what did they do to make crossing the road safer, if anything?

If they use a crossing do they need to use the Green Cross Code? Why do think it is important to use the Green Cross Code?

They should avoid crossing between parked cars, but what should they do if there are parked cars everywhere? Choose a space between two cars where it is easy to get to the other side of the road. Make sure that neither car is about to move off – look for drivers in the cars and listen for engines. Walk to the outside edge of the cars and stop. Look all around for traffic. When it is clear, cross, still looking and listening as you go.

Where is the safest place to walk? What should they do if there isn’t a footpath? – Walk facing oncoming traffic (on the right) at the side of the road, in single file.

What about clothes? What could they wear to help keep them safe? Suggest light coloured clothing – fluorescent and reflective if possible, even in daylight it is important that you are easily seen.

Sing the song.

Reflection

Ask the children to reflect for a few minutes and to decide on one thing they can personally do to improve their safety on the road.

Assembly Plans for 7-11 years

Song

Safe Places to Cross

Words and music by J Redfern and J Higgins

Ever heard of a zebra crossing?

It goes across the road with black and white stripes.

It's got orange flashing beacons

to tell the cars to stop when you are there.

Ever seen a pedestrian crossing?

You press the button on the box and wait.

You see the red man looking at you

when the green man comes look left and right.

Assembly Plans for 7-11 years

Safe Places to Cross

Words and Music: J Redfern, J Higgins

E-ver heard of a ze-bra cross-ing?_ it goes a-cross the road with black and white stripes.

The first system of musical notation is in 4/4 time. The treble clef staff contains the melody with lyrics: "E-ver heard of a ze-bra cross-ing?_ it goes a-cross the road with black and white stripes." The bass clef staff provides a simple accompaniment.

5 It's got o-range fla-shing bea-cons_ to tell the cars to stop when you are there.

The second system of musical notation starts at measure 5. The treble clef staff contains the melody with lyrics: "It's got o-range fla-shing bea-cons_ to tell the cars to stop when you are there." The bass clef staff provides a simple accompaniment.

9 E-ver seen a pe-des-trian cross-ing?_

The third system of musical notation starts at measure 9. The treble clef staff contains the melody with lyrics: "E-ver seen a pe-des-trian cross-ing?_" The bass clef staff provides a simple accompaniment.

13 you press the but-ton on the box and wait_ You see the red man look at you_

The fourth system of musical notation starts at measure 13. The treble clef staff contains the melody with lyrics: "you press the but-ton on the box and wait_ You see the red man look at you_" The bass clef staff provides a simple accompaniment.

17 When the green man comes look left and right.

17 *Intro*

The fifth system of musical notation starts at measure 17. The treble clef staff contains the melody with lyrics: "When the green man comes look left and right." The bass clef staff provides a simple accompaniment. The system ends with a double bar line and the word "Intro" written above the staff.

Assembly Plans for 7-11 years

Theme: Cycle Helmets

Aim

To prepare the children to begin to learn about cycling safely.

Resources and Preparation

- You could liaise with your local Road Safety Officer to link with practical cyclist training or other road safety education activities
- A pen, a raw egg and a mat/place to drop it. If possible an egg helmet from the Bicycle Helmet Initiative Trust (see page 81)
- Song – ‘Cycle Safety’

Teacher’s Notes

A good time to do this assembly is the week before the upper years take part in cycle training.

Content

(If applicable). Start by informing the children that next week will be cycle training week for year/class..

Tell the children that learning to cycle is a very important skill, and although it will be fun, it will also help prepare them to become sensible road users, and this is a big responsibility. Roads are dangerous, especially for cyclists as, often, other road users do not give cyclists enough space or consideration.

Ask the children to put up their hands if they ride a bike. Ask them to keep their hands up if they wear a cycle helmet when they ride it. (Praise any children that do). Explain that it is very important to wear a cycle helmet and ask them why they think that might be. The helmet protects your head, which houses your brain, and if your brain gets damaged it can cause lots of serious problems. So, it’s worth wearing your helmet, isn’t it?

Take the egg and hold it up high. Draw a smiley face on the egg and give it a name (the children could call out suggestions). Tell the children that Billy Egg is going to ride his bike today. He’s not allowed to go on the road yet, so he’s going to cycle up and down his drive. Billy doesn’t like wearing his new helmet, but he does like pedalling fast.

Ask the children what would happen to Billy if he hit a stone and flew off his bike.

Tell them you are going to show them what could happen. Hold the egg up (one metre above the floor) and drop it, watching it smash. Explain that you don’t want any of the children to end up like Billy so they should wear their helmets like Josh Egg and show them an egg in a helmet. Drop this egg from the same height to illustrate very effectively the point of wearing a helmet.

Sing the song.

Reflection

Reinforce how dangerous cycling can be and how important it is to wear a helmet, even when they’re not cycling on the road.

(If applicable). Wish the children who are undertaking cycling training luck and say that you hope they learn a lot of important skills to help them to ride safely.

Assembly Plans for 7-11 years

Song

Cycle Safety

Words and music by J Redfern and J Higgins

When we first learn how to ride a bike
we learn the Highway Code.

Now we're on two wheels
using our pedals instead of our feet.

Soon we'll be riding our bikes on the roads
not only bikes but cars are there.
They're much bigger than us and
sometimes they don't take much care as they should.

So when we're riding our bikes outside
we think of the Highway Code.
Wear brightly coloured clothes
Be safe, be seen when we're on the road.

Assembly Plans for 7-11 years

Cycle Safety

Words and Music: J Redfern, J Higgins

With a little pace

When we first learn how to ride a bike we

G C D G

This system contains the first four measures of the song. The melody is in the treble clef and the bass line is in the bass clef. The key signature has one sharp (F#) and the time signature is 3/4. The lyrics are: 'When we first learn how to ride a bike we'. The chords are G, C, D, and G.

learn the High - way Code.

D G

This system contains measures 5 and 6. The lyrics are: 'learn the High - way Code.'. The chords are D and G.

Now we are on two wheels

G C Em D

This system contains measures 7 and 8. The lyrics are: 'Now we are on two wheels'. The chords are G, C, Em, and D.

u - sing our pe - dals in - stead of our feet.

Em C B

This system contains measures 9 and 10. The lyrics are: 'u - sing our pe - dals in - stead of our feet.'. The chords are Em, C, and B.

Soon we'll be ri - ding our bikes on the roads, not

G C D G

This system contains measures 11 and 12. The lyrics are: 'Soon we'll be ri - ding our bikes on the roads, not'. The chords are G, C, D, and G.

on - ly bikes but cars are there.

D G

This system contains measures 13 and 14. The lyrics are: 'on - ly bikes but cars are there.'. The chords are D and G.

Assembly Plans for 7-11 years

2

25

They're _____ much _____ big - ger than us _____ and

G Em D

Detailed description: This system contains measures 25 to 28. The melody is in G major (one sharp) and 4/4 time. Measure 25: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter. Measure 26: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter. Measure 27: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter. Measure 28: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter.

29

some - times they don't take as much care as they should.

Em C B

Detailed description: This system contains measures 29 to 32. The melody is in G major (one sharp) and 4/4 time. Measure 29: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter. Measure 30: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter. Measure 31: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter. Measure 32: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter.

33

So when we're ri - ding our bikes out - side we

G C D G

Detailed description: This system contains measures 33 to 36. The melody is in G major (one sharp) and 4/4 time. Measure 33: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter. Measure 34: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter. Measure 35: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter. Measure 36: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter.

37

think of the High - way Code.

D G

Detailed description: This system contains measures 37 to 40. The melody is in G major (one sharp) and 4/4 time. Measure 37: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter. Measure 38: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter. Measure 39: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter. Measure 40: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter.

41

Wear _____ bright - ly co - loured clothes be

G C Em D

Detailed description: This system contains measures 41 to 44. The melody is in G major (one sharp) and 4/4 time. Measure 41: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter. Measure 42: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter. Measure 43: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter. Measure 44: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter.

45

safe, be seen when we're on the road.

G Am D G

Detailed description: This system contains measures 45 to 48. The melody is in G major (one sharp) and 4/4 time. Measure 45: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter. Measure 46: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter. Measure 47: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter. Measure 48: Treble clef, G4 quarter, A4 quarter, B4 quarter, C5 quarter. Bass clef: G2 quarter, B1 quarter, D2 quarter, E2 quarter.

Assembly Plans for 7-11 years

Theme: Moving On

Aim

To give the children confidence to plan for the journey to their new schools.

Resources and Preparation

This assembly could be used to reinforce preparation work that the children moving up to secondary school have been doing. It could form part of a project on planning safer routes.

Local bus companies will be able to provide timetables and routes for the new schools.

Your local Road Safety Officer could help with ideas. It is also worthwhile to involve parents.

Teacher's Notes

As the older children prepare for the move up to secondary school there are many issues that they can find worrying, the journey to their new school being just one of them. For many of the children it will be the first time they have travelled any distance from home without a parent or carer. They may have to use unfamiliar modes of transport, such as buses or trains, on unfamiliar routes.

The independence they are about to gain is a vital part of their growing up, but that doesn't make it any less daunting.

Content

Talk in general about moving up to secondary school and that some of the children will be making the journey on their own, rather than with an adult. Ask the children to put their hands up if they will be walking to their new school, if they will be cycling or if they will be catching a bus.

What are the things they are going to have to think about? If they are walking or cycling they will need to know the safest route to their new school. Do they know the way now? Will they have to cross any roads? Are there any busy roads? Are there cycling paths? Are there any crossings that can help them? What are the hazards? Is your bicycle in good working order? Do you have a cycle helmet? Remember that on darker nights and mornings you will need to wear something bright and make sure your bicycle lights are working.

It is a good idea to have a practice a couple of times before the big day with a parent or with friends, so that you are sure of the route and know how long it is going to take (you don't want to be late!).

What if you are going to catch a bus? Do you know how to use a bus? Do you know how much the fare is? Will you need the exact change? Do you know what number bus you will need to get? Is it a special school bus? Do you know where the bus stops for getting on and off are? Do you know the times of the buses?

You will need to find out all of these things before the actual day and again it is a good idea to have a couple of practice journeys before the actual day so that you are sure where to get on and off and how long the journey takes.

Reflection

Think about your new independence and how you can make the most of it by keeping yourself safe.