KEY STAGE 2 7-9 YEARS
BEFORE THE PERFORMANCE

Before the Performance

Invite a professional or representatives from organisations or services with an interest in Road Safety to give introductory talk on personal/road safety: Road Safety Officer, local A&E department, ambulance service, Red Cross, Brake volunteer, Police Family Liaison Officer, Fire Service, etc.

What did you see on the way to school?

Resources: Worksheet 3 – Journey to School, pencils/pens, scissors, glue, large paper or card.

- Distribute a copy of the worksheet to each child. Ask the children to identify the pictures. After a few minutes discussion, ask them to circle or tick anything they normally see on their way to school. Ask children for feedback on their recording. Does anyone see anything different on the way to school? Anything unusual today?

- Identify pictures of people or things that keep us safe. Cut these out and make a collage or poster. Annotate with children’s own words.

Stopping on a Sixpence – measuring travelling distances

Resources: Toy cars, trucks, etc., measuring tape, road track marked out on card or on the floor. Toy figures of people and animals.

Outcomes

Children will: experience a visit from an appropriate external organisation, have a greater awareness of their own journey to school and the local built environment, begin to understand the effects of speed, know what to do in an emergency, know the Green Cross Code.

- Discuss speed and stopping times and distances with the children.

- Let them experiment for a short time sending the vehicles off at differing speeds.

- Conduct a controlled situation in which the children measure the distance travelled by vehicles sent off at different speeds.

- Place toy figures in the path of vehicles. Note results when collision occurs.

- Discuss implications and pedestrians for drivers needing to stop or slow down suddenly.

Colours

Discuss light and dark colours. Let the children draw pictures of themselves and their friends out and about at different times of the day wearing colours that make them visible and safer.

NC En1, 1a-e, 2a,c,e, 3a-f, 4a-c, 6c, 8b,11a,c; En3 1a-e, 2a-f, 3, 4c,f, 5b, 9b,d; Geog 3a-c; ICT 3a,b; PSHE 2b,d,k, 3a,e,f, 5a,e,i; A&D 1a-c, 2c, 4b, 5a-c
KEY STAGE 2 7-9 YEARS BEFORE THE PERFORMANCE

More Activities Before the Performance

Built Environment

Conduct a survey of the built environment very near to the school. Together with the children, plan a short walk of the local area. Ask them what they think they will see, safety hazards they might encounter, safe/dangerous places to play, cross the road, etc. When out on the walk, take digital photos of safe/unsafe places, scenes, or behaviour. Choose somewhere suitable for the children to observe and draw. Let them draw one or more of the buildings or features of the land/cityscape and write a short note about their drawing. Scan the pictures into the computer and use with interactive white board for further development.

Emergency Measures

Telephone – Recall with the children the numbers to call in an emergency. Role-play this with each child, with an adult taking part of operator for the emergency services.

First Aid – Role-play what to do in terms of basic first aid.

Put Green Cross Code (inside back cover) in correct order.

Design a t-shirt with a road safety slogan or logo.

Design a game, e.g. pairs or alphabet game on road safety.

Make a Danger Book – Use photographs taken on Built Environment walk if suitable.

Make a Big Book for younger children about starting school and keeping safe.

Games

Based on memory game I’m going to London and I will take...where each child thinks of something to take on the journey and each child must remember and say everything that has been mentioned, adding his own in turn.

e.g. First child says, “I’m going to the shop and I will tell my mum.”
Second child says, “I’m going to the shop and I will tell my mum and remember to cross at the zebra crossing.”

Ideas to add as the round continues: keep my money safe, wear something bright, not talk to strangers, etc.

Play Red Light/Green Light

Compose a limerick (or poem or rap depending on the interests of the children).
Limericks – In groups of three or four, compose a limerick about road safety, featuring both good practice and bad.

For example:
There was a young lady called Clare,
Who was always up for a dare,
Her mates shouted chicken,
Clare crossed without lookin’;
Good job that lorry took care.
KEY STAGE 2 7-9 YEARS
BEFORE AND/OR AFTER THE PERFORMANCE

Websites to visit

www.dft.gov.uk/think

www.dft.gov.uk/think/arrivealive

www.hedgehogs.gov.uk/main/main.html

www.brake.org.uk – click on kids and teenagers.

www.crucial-crew.org

For children: interactive games and activities.
For teachers: free printable resources.

www.dingding.org.uk

For children: online and printable activities on bus safety.
For teachers: lesson ideas for Key Stages 1,2,3.

www.3m.com/intl/uk/3mstreetwiseuk

For children: online games and competitions.
For teachers: downloadable lesson plans and worksheets linked to the science curriculum (light, sound, forces).

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/safe

Separate sections for teachers and children with many free printables including a wet play pack.

www.redcross.org.uk/education

For teachers: printable resources including ideas and a script for an assembly on administering first aid to an accident victim.
KEY STAGE 2 7-9 YEARS
AFTER THE PERFORMANCE

Drama Activities

Dramatise Safe Road Crossing using Green Cross Code

Resources: Copy of Green Cross Code (inside back cover), wrist bands marked left and right, cut-outs of green and red man, low bench, large button taped to card, CD/cassette player, recording of vehicle sounds (available from RoSPA), torch, red, yellow and green cellophane to cover torch as traffic lights.

Use two low benches from PE store or hall as kerbs on either side of a road. In groups of three or four, children act out six steps of the Green Cross Code. They can also include unsafe behaviour in road crossing, e.g. running across the road, crossing between parked cars, chasing after a ball, etc. They wear wrist bands labelled ‘Left’ and ‘Right’. Check children are looking up and down the road in the correct sequence. Younger Key Stage 2 children could act out stopping, pressing the button, waiting, watching the traffic lights, identifying red and green men, listening for traffic, etc.

Listen and Find – Use a traffic/vehicle sounds CD (available from RoSPA or local Road Safety Officer) to add authenticity and interest to this activity. As the scenes unfold, children not actively involved in the drama can find pictures corresponding to the sounds. Include sounds of danger, e.g. screeching tyres, horns beeping, train approaching, speeding ambulance, etc.

Role-play the Route to School

Tell the children they are going to show what it is like to walk to school. Ask them to suggest people or animals they might (or do) encounter on the way. Then assign a different character to each child. One child pretends to walk to school and meets the other children in character. Let children invent dialogue for the different encounters.

For example:

On the way he meets a:

- school crossing patrol who helps him to cross the road
- boy on a bicycle with whom he nearly collides
- lost child
- stranger who approaches with sweets
- friend who wants him to join in a game
- stray cat or dog.

Outcomes

Children will: dramatise the Green Cross Code, role-play different road safety scenarios, develop problem-solving skills, use expressive language and extend drawing skills.
**KEY STAGE 2  7-9 YEARS**

**AFTER THE PERFORMANCE**

**Problem Solving**

*Read* *Huge Bag of Worries* by Virginia Ironside. Help children identify worries they might have about personal safety when out and about, then write or draw about these and place in bag. As a small group activity, children share worries with others and together arrive at ways of resolving issues. Scan pictures/notes into computer. Display to whole class. Add solutions using text and graphics. Print and bind as class or individual record.

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**Draw and Write** – Discuss the safety issues on which the performance focused. Ask the children about other road situations they have experienced where they themselves felt scared or in danger, or where they saw others to be at risk. Give them an opportunity to draw and write either about their own experiences or about something in the performance. Ask them to think and write about what they would do or say in the situation to prevent an accident or avoid harm.
KEY STAGE 2 9-11 YEARS
BEFORE THE PERFORMANCE

Invite a professional from local A&E department, ambulance service, Red Cross, Brake volunteer, Police Family Liaison Officers, Fire Service, Road Safety Officer etc. to give introductory talk on personal/road safety.

Drama Activities

An Accident on the way to School

Resources: black or white board, strip of bandage or white sheet stained with red ink or ketchup, Worksheet 4 – What Happened?

Ask children about their journey to school that morning. How did they come? With whom? How long did it take?

Ask if all journeys were uneventful or if anyone had an unexpected experience. Accept all responses, then direct focus to any events related to personal or road safety. Allow children to contribute personal responses.

Choose one child to play the victim of a car accident on the way to school. He/she has sustained a head injury and broken leg. Use bandages and other props as appropriate. Other children could take on the roles of doctor, nurse, ambulance driver, etc. Brainstorm children for ways the accident might have happened.

Worksheet 4 – What happened? Let children write individual accounts of how the accident could have happened. Scan some into the computer and use to highlight issues or give emphasis to particular aspects of road safety, e.g. Green Cross Code.

Take a Walk

Take a walking tour of the roads around the school. Inspect possible routes beforehand then plan the journey with the children. Decide with the children what to look for with regard to road safety in the local environment: safe places to cross, availability of pavements, state of pavements, traffic lights, built environment, roads quiet or busy, provision for cyclists, safe places to play.

Plan with the children:
- where to go
- what to wear
- what to look for
- when to go (day, time, weather)
- how to walk (in two’s and three’s, with assigned partners?)
- where to cross.

Take digital photographs en-route. These could be edited as a group or class activity, annotated and made-up into a project book or used for display.

Outcomes

Children will experience a visit from an appropriate external organisation, dramatise an imaginary road accident, use creative writing and drawing skills, plan and participate in an exploration of the local environment.
KEY STAGE 2  9-11 YEARS
BEFORE THE PERFORMANCE

**Appoint a JRSO** – a Junior Road Safety Officer for the school or class. Visit [www.jrso.com](http://www.jrso.com) for help and information.

Put the **Green Cross Code** (inside back cover) in correct order.

**Design a t-shirt** with a road safety slogan or logo.

**Design a game** to keep young children amused on long car journeys.

**Make a Danger Book.**

**Make a Big Book** for younger children about starting school and keeping safe.

**Game:**

Based on memory game *I’m going to London and I will take...* where each child thinks of something to take on the journey and each child must remember and say everything that has been mentioned, adding his own in turn.

e.g. First child says, “I’m going to the shop and I will tell my mum.”

Second child says, “I’m going to the shop and I will tell my mum and remember to cross at the zebra crossing.”

Ideas to add as the round continues: keep my money safe, wear something bright, not talk to strangers.
KEY STAGE 2  9-11 YEARS
AFTER THE PERFORMANCE

Drama Techniques

Drama offers a creative and dynamic way to develop road safety awareness and skills in the classroom. There are a number of drama activities described below. These can be used either before or after the performance. For younger children, it may be advisable to model a simple scenario before asking for their participation.

Hot Seat

Recommended group size: six.

This involves someone taking on a particular role or character and being interviewed by the rest of the group. One member of the group sits in the ‘Hot Seat’ and faces the questioners.

In the Hot Seat

• victim of hit and run accident
• driver involved in an accident
• an eye witness
• school crossing patrol
• ambulance driver
• policeman
• child on bicycle
• parent of child victim
• court room witness.

Interviewers could:

Write up a report for school or local newspaper. Take notes during interview. Use IT to write up a short report. Include formatted headline.

Prepare an imaginary broadcast for local radio. Take notes during interview. Prepare oral account. Record. Display reports and listen to recording.

Discuss report and recording to draw attention to aspects of road safety that were observed/not observed.

List key words that appear in the report or recording. Use for class display.

This exercise also involves cognitive skills relating to agreement of fact, accuracy of reporting, reliability of memory, use of appropriate language, and development of IT skills.

Outcomes
Children will: participate in a range of drama activities that will help to develop skills across the curriculum, offer and receive peer review.
KEY STAGE 2 9-11 YEARS
AFTER THE PERFORMANCE

Freeze

This is the creation of a still or frozen image using a group of people who ‘freeze’ in a pose to capture a moment, idea or theme, as in a photograph or painting. To assist communication and maximise impact, particular attention should be given to body posture and facial expression. Have a number of props on hand (see below for ideas).

Suggested Scenarios

The scenarios should involve aspects of road safety relevant to the needs of the young people taking part. The following are suggestions only. Teachers and young people will have their own ideas after viewing and taking part in the TIE performance.

- Following/not following the correct procedure for crossing the road
- Crossing the road between parked cars
- Chasing a ball into the road
- Becoming separated from an adult carer whilst on a busy high street
- Fastening seat belts; reminding/helping others to do the same
- Crossing the road after getting off the bus
- Distractions: mobile phones, MP3 players, friends, anxieties
- Using zebra/pelican crossings correctly, incorrectly
- Opening car doors safely/unsafely.

Propping it Up

Everyday objects can be used as props to enhance the visual effect of the scenes.

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.