

accidents don't have to happen

Practical Pedestrian Training

For children in years 3-4



February 2019



Produced with the support of
the Department for Transport

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Why is child pedestrian training important?

Active travel such as walking has a wide range of physical, environmental and mental health benefits. By regularly walking to school, children can build in to their daily routine valuable exercise to help them achieve the recommended 60 minutes of physical activity. Unfortunately, fewer children walk to school than they did 20 years ago. In addition to the health benefits, walking to school provides valuable road safety experience and an opportunity to socially interact with family and friends.

Many parents are reluctant to allow their children to walk to school alone and ask RoSPA when it is appropriate. The answer to this depends upon the complexity of the journey and the maturity of the child. However, by the age of 10 in most instances a child should start to be given the opportunity to make trips on their own. Before reaching this point it is recommended that children receive pedestrian training. Research has shown that practical pedestrian skills training programmes improve a child's road safety skills and ability to cross roads safely¹.

Many local authorities employ Road Safety Officers who support teachers wishing to carry out pedestrian training. Schools who wish to carry out pedestrian training should contact their local Road Safety Team <http://roadsafetymb.org.uk/your-area/> in the first instance.

This guide is designed to help schools where Road Safety Officer support is not available and provides advice and information on how to organise pedestrian training for children in years 3-4.



¹Towner et al (2005) 'Updating the evidence. A systematic review of what works in preventing childhood intentional injuries: Part 2, Injury Prevention, 249-253

What should children learn?

Children in years 1 and 2 can be taught road safety skills in the playground. The DfT THINK Resource Centre <https://www.think.gov.uk/education-resources/explore-education-resources/> has lesson plans and a useful film showing road safety being taught in the confines of the school grounds with younger children. This provides a valuable foundation for the teaching of road safety skills with older children.

Children in years 1 and 2 should learn about:

- How pedestrians walk safely on the pavement
- How to walk with a grown-up who they know and hold hands when walking near the road
- Safer crossing places and how to use them
- The **Stop, Look, Listen** and **THINK** sequence

When children reach the age of seven they should start to learn about:

- The Green Cross Code and how to put it into practice
- Recognising safer crossing places on the road
- Road signs and pedestrian crossings
- Places where it is unsafe to cross the road
- The Highway Code and rules of the road

Pedestrian training in years 3-4 should start to prepare children for the transition to high school as they become an independent traveller.



Practical Pedestrian Training years 3-4

This practical training session is designed to be carried out over one session, where the children can be either split into small groups or undertaken as a full class activity. It is recommended that there should be a supervisor to every six children, with no less than two supervisors present at any one time. Before any activity such as this you will need to carry out a risk assessment; consult the school lead and your local visits policy.

Prior to carrying out this practical pedestrian training session you can use the **THINK** teaching resource; **Lesson 1- Do You Stop, Look, Listen, Think?**

<https://www.think.gov.uk/wp-content/uploads/2018/09/1.-Do-you-SLLT-lesson.pdf>

After this lesson the children will know the **Stop, Look, Listen, Think** sequence and how to identify safer places to cross the road.

This practical training lesson is designed to enable the children to practise their crossing skills under strict supervision.

The training should:

- Take place on a quiet road, using a crossing and lollipop person if available
- Use self-instruction, where children explain the safety rules before enacting them
- Include discussion on the safest places to cross and places where crossing should not be attempted
- Include discussion on safer places to cross the road
- Include discussion on where it would be dangerous to cross the road and why
- Include discussion on why traffic should not be trusted eg. speeding drivers. At this age they should understand that they should only cross when there is no traffic approaching. The concept of crossing in a safe gap in traffic can be confusing for children in years 3-4.

After completing the practical training lesson the THINK resource; **Lesson 5 – Campaign Spotlight** can be used:

<https://www.think.gov.uk/resource/lesson-5-campaign-spotlight/>

This lesson will reinforce the Green Cross Code, rules of the road and dangers associated with risk taking. It is suggested that the children focus on promoting the Green Cross Code to children of their own age:

<https://www.think.gov.uk/wp-content/uploads/2018/09/5.-Campaign-spotlight-Planning-sheet-v2.pdf>

STOP
▽
LOOK
▽
LISTEN
▽
THINK?



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